

# **CLIFTON PUBLIC SCHOOLS**

## **GRADES 6-12 TALENTED AND GIFTED**

### **CURRICULUM GUIDE**

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# GRADES 6-12 TALENTED AND GIFTED

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## **GRADES 6-12 TALENTED AND GIFTED**

### **PURPOSE STATEMENT/PROGRAM DESCRIPTION**

Based on the philosophy that each student in Clifton must have the opportunity to develop fullest potential and cognizant of the uniqueness of gifted and talented students, the TAG Program is committed to identifying these students. Gifted and talented students are those children who display outstanding intellectual ability, academic aptitude, creative thinking leadership or exceptional talents in the visual and performing arts by use of multiple criteria. Approximately 3-5% of the general population is gifted in each of these areas. Taken in combination, approximately 10% of the general population is gifted in any one or more areas (Gallagher, 1975).

It is the goal of the Clifton Public Schools to provide an enriched and stimulating intellectual environment to promote the realization of the full potential of all 6-12 students. The goal of the Gifted and Talented Program and Services is to identify students with special abilities and/or talents and provide programs and services which enable every student to realize their full potential.

In Grades 6-8, the programs and services are differentiated and infused within the classroom. In addition, classes in mathematics, such as math Connections I, II and III and Algebra I-Grade 8 are designed to address those children who demonstrate exceptional academic aptitude in the content area.

In Grades 9-12, the programs and services address the academic needs of students who display outstanding intellectual ability, academic aptitudes, creative thinking, leadership or exceptional talents in extra-curricular areas. These students are strongly encouraged to take advanced placement courses and sit for the advanced placement exams.

## DISTRICT PHILOSOPHY

The Clifton Board of Education firmly believes that it is the inherent right of every child enrolled in the public schools to receive a sound education rooted in equal opportunity and delivered in an environment that ensures physical and mental security. In today's pluralistic technological society, our first and foremost task is to instruct students in the democratic principles found within the ethical framework of the Constitutions of the United States and the State of New Jersey.

The Clifton Board of Education recognizes the importance of promoting early literacy as a foundation for academic success. Through its instructional program and co- and extra-curricular experiences, students will become independent thinkers, good decision makers, and self-supporting, productive citizens.

The Clifton Board of Education promulgates the following goals:

1. To provide students with the skills essential to obtaining information, thinking critically, solving problems, and communicating effectively.
2. To create an atmosphere that encourages students to obtain knowledge and to develop the life skills necessary to enter the work force and/or pursue higher education.
3. To furnish students with knowledge of current and changing technologies across the curriculum.
4. To encourage the school community to become responsible contributors to the decision making process.
5. To develop an appreciation for the creative process through problem-solving and technology.
6. To foster understanding, sensitivity, and respect regarding all cultures.
7. To impart knowledge, practices, and perspectives that promotes personal and global health and safety.
8. To nurture an appreciation for the fine, applied, and performing arts.
9. To encourage students to become knowledgeable consumers of electronic information able to discern quality resources.

To attain these goals, the Clifton Board of Education shall provide meaningful instruction, and environment conducive to learning, an opportunity for community input, and a professional staff of the highest quality.

## **GRADES 6-12 TALENTED AND GIFTED**

### **OVERALL PROGRAM OBJECTIVES**

- I. To identify students who excel or have the potential to excel in one or more of the areas of academic aptitude, creative or productive thinking, fine or performing arts and/or leadership by use of multiple criteria.
- II. To provide students with a variety of opportunities and/or a qualitatively different curriculum which will sustain the student's level of interest and/or achievement.
- III. To engage in concepts enrichment while developing and improving complex, cognitive skills.
- IV. To improve the expression of creative thinking abilities.
- V. To develop self-directed learning skills and the likelihood of academic success and personal satisfaction.
- VI. To interact with one another and participate in activities designed to promote self-awareness and acceptance, interpersonal relationships and realistic recognition of abilities.

## **GRADES 6-12 TALENTED AND GIFTED**

### **SELECTION OF STUDENTS**

The identification process for entrance into the TAG program for the Grade 6-12 students is as follows:

#### **IDENTIFICATION PROCESS FOR GRADES 6-8**

Grade 6 – Grade 8 students are identified using the following multiple measures:

- NJ-ASK scores 250-300 (two years of scores reviewed)
- Staff member recommendation using the modified Renzulli Student Rating Scale based on content knowledge, maturity, organizational skills and critical thinking.
- The three scores will be weighted and ranked from highest to lowest, forming the list of potential candidates.
- Special area teachers, such as art, music, and physical education, shall identify students and provide enrichment opportunities
- Performance Matters Mid-term/End of year/Benchmark scores, STAR reading level, writing samples, and GPA.

#### **IDENTIFICATION PROCESS FOR GRADES 9-12**

Grade 9 – Grade 12 students are identified using the following multiple measures:

- For Grade 9 students, advanced proficient scores on the Grade Eight Proficiency Assessment of NJ-ASK scores of 250-300.
- Successful participating in a middle school program for the talented and gifted
- Staff member recommendation using the modified Renzulli Student Rating Scale based on content knowledge, maturity, organizational skills and critical thinking.
- Evaluation of, Performance Matters Mid-term/End of year/Benchmark scores, STAR reading level, writing samples, and GPA, anecdotal records for evidence of motivation, interest in learning and academic aptitude
- The guidance counselors shall be encouraged to determine which students whose native language is not English can be included in the program

## GRADES 6-12 TALENTED AND GIFTED

### PARENTAL APPEALS

An appeal procedure may be initiated through the building principal by the parent or guardian of any child who was not selected for participation in the TAG program. The parent may obtain a Parental Appeal Form from their school office. This form allows parents to bring to the attention of the TAG Committee any additional information relevant to the child's qualifications for the program. The completed form should be submitted to the building principal who will then discuss the issue with the applicable staff members. The completed appeal form must be submitted by October 15<sup>th</sup>. Students that move into the district will be reviewed any time of the year.

#### Appeal Process Form Grades 6-12

The Appeal Process Form (see pages & ) is used by either a parent or a teacher to recommend a student who did not meet the TAG program criteria.

- a. Parent or teacher obtains form from home school building principal.
- b. Reason for appeal is filled out by initiator.
- c. Form is returned to the school principal to complete test data section. Completed form is returned to TAG Program Coordinator.
- d. All appeals to be reviewed by TAG Program committee at meeting scheduled after the deadline.
- e. Written notification of acceptance or rejection mailed to parents.

APPEAL DEADLINE IS OCTOBER 15<sup>TH</sup>, EXCEPT FOR  
CANDIDATES WHO MOVE INTO THE DISTRICT

**CLIFTON PUBLIC SCHOOLS TAG PROGRAM**

**GRADES 6-12**

**APPEAL PROCESS FORM**

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_

Parent Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone Number \_\_\_\_\_

**TEST DATA:**

APTITUDE/IQ SCORE \_\_\_\_\_

GEPA/HSPA SCORE (IF APPLICABLE) \_\_\_\_\_

RENZULLI TEACHER RATING SCALE (IF APPLICABLE) \_\_\_\_\_

GRADE 7 TERRANOVA TOTAL BATTERY NATIONAL  
PERCENTILE (IF NEEDED) \_\_\_\_\_

\_\_\_\_\_  
Building Principal

\_\_\_\_\_  
School

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Grade

\_\_\_\_\_  
School





## **GRADES 6-12 TALENTED AND GIFTED**

### **EXIT PROCEDURES**

Exit procedures are initiated by the teacher of the gifted as a result of his/her observations of the student, or upon the recommendation of the student's regular classroom teacher. The teacher of the gifted, the classroom teacher, and the principal will confer to consider the recommendation and, if necessary, to seek and review additional information from other staff members and/or the student's parents or guardians.

Parents will be informed if their child's placement in the program is being reconsidered and will have the opportunity to discuss the student's circumstances and status. A decision will be made whether the child will remain in the program or be discontinued from program participation.

Some indicators that program discontinuation may be desirable for an individual child include, but are not limited to the following:

- Inability to meet the requirements of the regular instructional program
- Reluctance to participate in program activities
- Inability to function constructively
- Inability or reluctance to meet the requirements of the TAG Program
- Expressed desire on the part of the student to discontinue his/her involvement in the program

## **GRADES 6-12 TALENTED AND GIFTED**

### **STATEMENT OF ATTENDANCE POLICY**

Student attendance requirement is consistent with Board of Education Policy.

### **CURRICULUM ADDENDA FOR SPECIAL EDUCATION**

This curriculum can be both grade and age appropriate for special education students and is in line with the district's written philosophy of special education concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified individual needs of an eligible student. This educational plan will then become a supplemental guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

### **CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS**

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the Core Curriculum Content Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modifications to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the individual student's developmental and linguistic needs.

**GRADES 6-12 TALENTED AND GIFTED  
MODIFICATIONS/SUPPLEMENTARY AIDS IN REGULAR EDUCATION FOR SPECIAL  
EDUCATION STUDENTS**

To the maximum extent appropriate, an educationally disabled pupil shall be educated with children who are not educationally disabled. In developing the basic plan of the individual education program, the Child Study Team, Regular Education teacher, Special Education teacher, and parent/guardian shall determine the appropriateness of regular education program options with support, such as curricular or instructional modifications.

The following list contains only some of the curricular modification and instructional techniques available for implementation of the TAG program for educationally disabled pupils.

- Read tests orally, record student response; allow test retakes
- Reduce the amount of written work or class work by one half
- Grade student on what is handed in, do not penalize for incomplete assignment / homework /spelling
- Allow student to finish tests and quizzes during school, or in the Resource Center; allow additional time for tests
- Do not require student to make up work when absent
- Provide preferential seating, study carrels
- Keep desk free from extraneous materials
- Provide adequate space for movement
- Extend time for processing information
- Cue student to stay on task
- Establish an individual daily schedule
- Break work into shorter segments
- Rewrite tests / consider spacing and crowding
- Test for content and knowledge in subject areas
- Grading modifications based on individual goals
- Verbal cues and prompts
- Proximity control
- Logical consequences / natural reinforcers / immediate feedback
- Augmentative communication systems (i.e., Alpha Talker)
- Books on tape / study guides
- Differentiated activities / assignments
- Homework Clubs, homework assignment pads
- Vary test formats, short answers, matching, essay
- Alternative response modes: points, writes, circles
- Curriculum-based assessment
- Peer tutoring: Individual and Class wide models
- Cooperative learning groups
- Advance organizers / outlines / study guides / mapping guides
- Note-taking assistance / note-taking strategies
- Rephrasing/redirecting / preview strategies / mnemonic devices
- Computer assisted instruction
- Assistive technology devices
- Math: calculator, tables, number lines, manipulatives
- Vary input: lecture, demonstration, simulations
- Vary output: oral, written games, role plays
- Vary questioning techniques
- Parallel activities or curriculum
- Modifications/Supplementary Aids In Regular Education For Special Education
- Provide summary of reading assignment: written / taped
- Use checklist or review / study procedures
- Behavioral contingency contracts / planned ignoring
- Time out / time away
- Rules and routines clear and consistent

**GRADES 6-12 TALENTED AND GIFTED  
ENGLISH LANGUAGE LEARNERS  
GENERAL MODIFICATIONS FOR INSTRUCTIONAL ACTIVITIES**

In order to ensure that English Language Learners are fully integrated into classroom life and can participate in all mainstream content areas, certain modifications and differentiated criteria shall be implemented. The following modifications can be utilized to suit the needs of English Language Learners in the mainstream classes outlined in this curriculum guide. After consultation with an ESL/Bilingual teacher and identification of student's proficiency level, the mainstream content area teacher can choose the appropriate strategies. Teachers should:

**Beginning ESL Students**

- Allow students to illustrate answers or vocabulary words
- Allow students to translate vocabulary into native language and use native language dictionaries
- Speak slowly and clearly
- Use gestures, facial expressions, and visuals
- Ask yes/no questions
- Model: use concrete demonstration of abstract concepts
- Use manipulatives, props, pictures, and concrete objectives as much as possible
- Assign a native language partner/peer tutor
- Use study guides/outline chapters
- Monitor use of notebooks
- Differentiated grading and requirements

**Beginning and Intermediate ESL students**

- Simplify language/avoid idioms
- Use cooperative learning groups/set up peer tutoring pairs to encourage participation
- Use videos to reinforce content
- Tape record lessons and text readings
- Incorporate appropriate student software into planning and assignments
- Highlight key words and concepts
- Reduce the number of items for tests, class work, and homework
- Allow for repetition of material in various modes, (oral, written, visual, song)
- Allow verbal response in place of written
- Use manipulatives and hands-on activities
- Use graphic organizers, Venn diagrams and outlines to visually present information
- Encourage students to organize information through the use of such organizers
- Build background knowledge prior to lessons, students may not be aware of culturally specific events or objects
- Provide multiple choice options for open ended questions
- Use student as a resource whenever possible
- Differentiated grading and requirements

**Advanced ESL students and recently exited ESL students** (see above as needed)

- Score writing holistically (focus on the content of ideas rather than grammar)
- Use cooperative learning groups/set up peer tutoring pairs

**English Language Learners General Modifications For Instructional Activities**

- Highlight key words
- Encourage participation by fostering a supportive class climate and allowing for mistakes
- Use graphic organizers
- Modify and support writing assignments and assessments
- Build background knowledge through class discussions especially if material is culturally specific to the United States
- Use student as a resource whenever possible/highlight student successes

## **GRADES 6-12 TALENTED AND GIFTED**

### **DEPARTMENTAL GOALS**

- I. DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK
  - A. To acquire skills in obtaining information, solving problems, thinking critically, and communicating effectively
  - B. To develop and awareness of opportunities and requirements related to a specific field of work
- II. DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE
  - A. To learn to enjoy the process of learning and to acquire the scientific skills and methods necessary for a lifetime of continuous learning and adaptation to change
  - B. To develop a positive attitude toward continuing independent learning
  - C. To instill habits of critical thinking and scientific methods and their application
- III. DEVELOP GOOD CHARACTER AND SELF-RESPECT
  - A. To develop the understanding of honesty, ethical principles, and values and apply them in their daily lives
  - B. To develop moral responsibility and a sound ethical moral behavior
  - C. To develop the capacity to discipline oneself to work, study, and utilize time most constructively
  - D. To develop intellectual honesty, scientific integrity, and willingness to compromise with trust as known
  - E. To develop standards of personal character and ideals
- IV. DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH
  - A. To develop an understanding of one's own worth, abilities, potentialities limitations and pride in achievements and progress
  - B. To develop self-understanding and self-awareness
  - C. To develop a feeling of positive self-worth, security, and self-assurance
- V. GAIN A GENERAL EDUCATION
  - A. To acquire information concerning the principles of the physical, biological, and social sciences, the historical record of human achievements and failures, and current social issues
  - B. To develop background skills in the use of numbers, natural sciences, mathematics and social sciences
  - C. To develop special interests and abilities

**Department Goals – Grades 6-12 Talented and Gifted  
Continued**

**VI. LEARN TO BE A GOOD MANAGER OF RESOURCES**

- A. To acquire the skills in management of natural and human resources that permits students to play a satisfying and responsible role as a producer and consumer in their environment
- B. To become an effective and responsible contributor to the decision making processes of political and other institutions of the community, state, country, and world

**VII. LEARN HOW TO EXAMINE AND USE INFORMATION**

- A. To develop skills of thinking and proceeding logically
- B. To develop reasoning abilities
- C. To develop the ability to examine constructively and creatively
- D. To develop the ability to use scientific methods

**VIII. LEARN ABOUT AND TRY TO UNDERSTAND CHANGES THAT TAKE PLACE IN THE WORLD**

- A. To achieve a critical attitude of awareness, interest, and understanding of the environment and a desire to know more about it
- B. To create a pattern of reasoning education that will enable people to function better in the world in which they live
- C. To gain an understanding of forces, phenomena, processes, materials, and living things that interact to produce the world in which we live

**IX. DEVELOP SKILLS IN READING, WRITING, SPEAKING, AND LISTENING**

- A. To develop effective methods of communication to gain the ability to think clearly and to express ideas orally and in writing, with clarity and logic.
- B. To develop the ability to read with understanding and satisfaction.
- C. To perform fundamental operations with reasonable accuracy such as interpretation of maps, graphs, charts, tables, and measurement.

**X. PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY**

- A. To acquire the knowledge, habits, and attitudes that promote personal and public health both physical and mental
- C. To acquire information useful in solving the problems of everyday living
- D. To make practical use of information gained in the classroom which may aid students in their everyday lives

## GRADES 6-12 TALENTED AND GIFTED

### STUDENT OUTCOMES

The student shall be able to demonstrate the following knowledge, skills, behavior, and attitudes:

#### I. CRITICAL THINKING ABILITY

- A. Inductive thinking skills
  - 1. Determining cause and effect
  - 2. Analyzing open ended problems
  - 3. Reasoning by analogy
  - 4. Making inferences
  - 5. Determining relevant information
  - 6. Recognizing information
  - 7. Solving insight problems
  
- B. Deductive thinking skills
  - 1. Using logic
  - 2. Spotting contradictory statements
  - 3. Analyzing syllogisms
  - 4/ Solving spatial problems
  
- C. Evaluative thinking skills
  - 1. Distinguishing between facts and opinion
  - 2. Judging credibility of a source
  - 3. Observing and judging observation reports
  - 4. Identifying central issues and problems
  - 5. Recognizing underlying assumptions
  - 6. Detecting bias, stereotypes, clichés
  - 7. Recognizing loaded language
  - 8. Evaluating hypotheses
  - 9. Classifying data
  - 10. Predicting consequences
  - 11. Demonstrating sequential synthesis of information
  - 12. Planning alternative strategies
  - 13. Recognizing inconsistencies in information
  - 14. Identifying stated and unstated reasons
  - 15. Comparing similarities and differences
  - 16. Evaluating arguments

#### II. CREATIVE THINKING ABILITY

- A. Attribute listing
  - 1. Awareness of characteristics
- B. Fluency
  - 1. Generating multiple ideas
- C. Flexibility
  - 1. Generating different ideas



## Student Outcomes – Grades 6-12 Talented and Gifted Continued

- D. Originality
  - 1. Generating unique ideas
- E. Elaboration
  - 1. Generating detailed ideas
- F. Synthesizing information
  - 1. Combine parts into a whole

### III. PROBLEM SOLVING ABILITY

- A. Identifying general problem
- B. Clarifying problem
- C. Formulating hypothesis
- D. Formulating appropriate questions
- E. Generating related ideas
- F. Formulating alternative solutions
- G. Choosing best solution
- H. Applying the solution
- H. Monitoring the acceptance of the solution
- I. Drawing conclusions

### IV. METACOGNITIVE SKILLS

- A. Knowledge and control of oneself
  - 1. Attitudes
  - 2. Learning from failure and belief in oneself
  - 3. Attention
  - 4. The knowledge that different tasks require different attention levels, the ability to control own attention, and the use of selective attention skills
  - 5. Commitment
  - 6. The ability to stay with a task even when it is difficult
- B. Knowledge and control of process
  - 1. Planning
  - 2. The deliberate selection of a strategy or plan of action prior to an activity
  - 3. Application
  - 4. The application of the selected strategy
  - 5. Regulating and Monitoring
  - 6. Checking progress toward intended goal, the ability to change or adapt strategy as necessary
  - 7. Evaluation
  - 8. Determining success or failure of a strategy and assessing current knowledge state

## **GRADES 6-12 TALENTED AND GIFTED**

### **COURSE OBJECTIVES**

The program will enhance the student's ability to:

- A. Master skills/content of the core curriculum;
- B. Demonstrate higher level thinking skills; and
- C. Apply skills in the acquisition and production of new knowledge.

### **ACTIVITIES**

#### **GENERAL EXPLORATORY ACTIVITIES:**

Exploratory activities are designed to expand students' knowledge and awareness of topics not ordinarily covered in the regular classroom. Field trips, presentations, and resource centers are geared towards student interests. The program and extra-curricular activities are designed to pique curiosity and interest in further research and investigation.

#### **GROUP TRAINING ACTIVITIES:**

Classroom methods, materials, instructional techniques are employed to enhance the development of the thinking and feeling processes in areas such as social and scientific problem solving, decision-making, critical and creative thinking, and philosophy and logic.

#### **INDIVIDUAL AND SMALL GROUP INVESTIGATIONS OF REAL PROBLEMS:**

Research activities are employed which require students to plan independent investigations apply research skills, and share the results of the research with the appropriate audience.

## CORE CURRICULUM CONTENT STANDARDS – INDEX

### ENGLISH LANGUAGE ARTS LITERACY

Name of Course: Grades 6-12 Talented and Gifted Program

#### GRADES 6-8

Numerical Reference	Standard	Reference Page In Guide
RL.6-8.1-10	<b>(READING LITERATURE):</b> All students will gain adequate exposure to a range of texts and tasks with rigor infused, to enable the reading of increasingly complex texts through the grades.	3,4,5,14-18,25 26,30,31,32,33 34,35,38,39
RI.6-8.1-10	<b>(READING INFORMATIONAL TEXT):</b> All students will gain adequate exposure to a range of texts and tasks with rigor infused, to enable the reading of increasingly complex texts through the grades.	3,4,5,14-18,25 26,30,31,32,33 34,35,38,39
W.6-8.1-10	<b>(WRITING):</b> All students will demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources in a variety of writing genres	3,4,5,14-18,25 26,30,31,32,33 34,35,38,39
SL.6-8.1-6	<b>(SPEAKING &amp; LISTENING):</b> All students will gain adequate mastery of a range of skills and applications	3,4,5,14-18,25 26,30,31,32,33 34,35,38,39
L.6-8.1-6	<b>(LANGUAGE):</b> All students will gain adequate mastery of a range of skills and applications	3,4,5,14-18,25 26,30,31,32,33 34,35,38,39

#### GRADES 9-12

Numerical Reference	STANDARD	Reference Page in Guide
RL.9-12.1-10	<b>(READING LITERATURE)</b> All students will gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.	3,4,5,14-18,27 28,29,30,31,32 33,34,35,38,39
RI.9-12.1-10	<b>(READING INFORMATIONAL TEXT)</b> All students will read and comprehend complex informational texts independently and proficiently.	3,4,5,14-18,27 28,29,30,31,32 33,34,35,38,39
W.9-12.1-10	<b>(WRITING)</b> All students will demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources in a variety of writing genres.	3,4,5,14-18,27 28,29,30,31,32 33,34,35,38,39
SL.9-12.1-6	<b>(SPEAKING &amp; LISTENING)</b> All students will take part in a variety of structured conversations and must be able to contribute to these conversations, and depend on their ability to listen attentively to others.	3,4,5,14-18,27 28,29,30,31,32 33,34,35,38,39
L.9-12.1-6	<b>(LANGUAGE):</b> All students will gain adequate mastery of a range of skills and applications	3,4,5,14-18,27 28,29,30,31,32 33,34,35,38,39

# CORE CURRICULUM CONTENT STANDARDS – INDEX

## MATHEMATICS

Name of Course: Grades 6-12 Talented and Gifted Program

Reference Number	Standard	Reference Page in Guide
RP	<b>(RATIOS AND PROPORTIONS):</b> All students will develop an understanding of ratio concepts and use ratio reasoning to solve problems. By the end of grade 7, students will be able to analyze proportional relationships and use them to solve real-world and mathematical problems	3,14,25,27,28 40
NS	<b>(THE NUMBER SYSTEM):</b> All students will be able to apply and extend previous understandings operations with fractions. Compute fluently with multi-digit numbers and find common factors and multiples. Apply and extend previous understandings of numbers to the system of rational numbers and know that there are numbers that are not rational, and approximate them by rational numbers.	3,14,25,27,28 40
EE	<b>(EXPRESSIONS AND EQUATIONS):</b> All students will be able to apply and extend previous understandings of arithmetic to algebraic expressions. Use properties of operations to generate equivalent expressions. Reason about and solve one-variable equations and inequalities. Represent and analyze quantitative relationships between dependent and independent variables. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use expressions and equations to work with radicals and integer exponents. Understand the connections between proportional relationships, lines, and linear equations. Analyze and solve linear equations and pairs of simultaneous linear equations	3,14,25,27,28 40
G	<b>(GEOMETRY):</b> All students will develop an understanding to solve real-world and mathematical problems involving area, surface area, and volume. Draw construct, and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Understand congruence and similarity using physical models, transparencies, or geometry software. Understand and apply the Pythagorean Theorem	3,14,25,27,28 40
SP	<b>(STATISTICS AND PROBABILITY):</b> All students will develop an understanding of statistical variability. Summarize and describe distributions. Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models. Investigate patterns of association in bivariate data.	3,14,25,27,28 40
F	<b>(FUNCTIONS):</b> All students will be able to define, evaluate, and compare functions. Students will be able to use functions to model relationships between quantities	3,14,25,27,28 40
MP	<b>(MATHEMATICAL PRACTICES):</b> The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education	3,14,25,27,28 40

## CORE CURRICULUM CONTENT STANDARDS – INDEX

### VISUAL AND PERFORMING ARTS

Name of Course: Grades 6-12 Talented and Gifted Program

Numerical Reference	Standard	Reference Page in Guide
Standard 1.1	<b>(THE CREATIVE PROCESS)</b> All students will demonstrate an understanding of the elements & principles that govern the creation of works of art in dance, music, theatre, & visual art	3,4,5,26,28 29,40
Standard 1.2	<b>(HISTORY OF THE ARTS AND CULTURE)</b> All students will understand the role, development, & influence of the arts throughout history & across cultures	3,4,5,26,28 29,40
Standard 1.3	<b>(PERFORMANCE)</b> All students will synthesize those skills, media, methods, & technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, & visual art	3,4,5,26,28 29,40
Standard 1.4	<b>(AESTHETIC RESPONSES &amp; CRITIQUE METHODOLOGIES)</b> All students will demonstrate & apply an understanding of arts philosophies, judgment, & analysis to works of art in dance, music, theatre, & visual art	3,4,5,26,28 29,40

### COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

Name of Course: Grades 6-12 Talented and Gifted Program

Numerical Reference	Standard	Reference Page in Guide
Standard 2.1	<b>(WELLNESS)</b> All students will acquire health promotion concepts and skills to support a healthy, active lifestyle	26
Standard 2.2	<b>(INTEGRATED SKILLS)</b> All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle	26
Standard 2.3	<b>(DRUGS AND MEDICINES)</b> All students will acquire knowledge about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle	N/A
Standard 2.4	<b>(HUMAN RELATIONSHIPS AND SEXUALITY)</b> All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle	N/A
Standard 2.5	<b>(MOTOR SKILL DEVELOPMENT)</b> All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle	26
Standard 2.6	<b>(FITNESS)</b> All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle	26

## CORE CURRICULUM CONTENT STANDARDS – INDEX

### SOCIAL STUDIES

Name of Course: Grades 6-12 Talented and Gifted Program

Numerical Reference	Standard	Reference Page In Guide
Standard 6.1	<b>(U.S. HISTORY: AMERICA IN THE WORLD):</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities	4,14,25,26,27 29,30,40
Standard 6.2	<b>(WORLD HISTORY/GLOBAL STUDIES):</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century	4,14,25,26,27 29,30,40
Standard 6.3	<b>(ACTIVE CITIZENSHIP IN THE 21ST-CENTURY):</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world	4,14,25,26,27 29,30,40

## CORE CURRICULUM CONTENT STANDARDS – INDEX

### WORLD LANGUAGE

Name of Course: Grades 6-12 Talented and Gifted Program

Numerical Reference	Standard	Reference Page in Guide
Standard 7.1	<b>(WORLD LANGUAGES)</b> All students will be able to use a world language in addition to English to engage in meaningful conversation to understand & interpret spoken & written language, & to present information, concepts, & ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language & culture studied with their own, & participate in home & global communities.	26,27,29

## TECHNOLOGICAL LITERACY

Name of Course: **Grades 6-12 Talented and Gifted Program**

Numerical Reference	Standard	Reference Page in Guide
Standard 8.1	<p><b>(EDUCATIONAL TECHNOLOGY):</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <ul style="list-style-type: none"> <li>A. Technology Operations and Concepts</li> <li>B. Creativity and Innovation</li> <li>C. Communication and Collaboration</li> <li>D. Digital Citizenship</li> <li>E. Research and Information Literacy</li> <li>F. Critical Thinking, Problem Solving, and Decision Making</li> </ul>	4,25,28,31,32,37,40
Standard 8.2	<p><b>(TECHNOLOGY EDUCATION, ENGINEERING, AND DESIGN):</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.</p> <ul style="list-style-type: none"> <li>A. Nature of Technology: Creativity and Innovation</li> <li>B. Design: Critical Thinking, Problem Solving, and Decision Making</li> <li>C. Technological Citizenship, Ethics and Society</li> <li>D. Research and Information Fluency</li> <li>E. Communication and Collaboration</li> <li>F. Resources for a Technological World</li> <li>G. The Designed World</li> </ul>	4,25,28,31,32,37,40

## CORE CURRICULUM CONTENT STANDARDS – INDEX

### 21<sup>st</sup> CENTURY LIFE AND CAREERS

Name of Course: Grade 6-12 Talented and Gifted Program

Numerical Reference	Standard	Reference Page in Guide
Standard 9.1	<p><b>(21ST CENTURY LIFE SKILLS):</b> All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.</p> <ul style="list-style-type: none"> <li>A. Critical Thinking &amp; Problem Solving</li> <li>B. Creativity and Innovation</li> <li>C. Collaboration, Teamwork and Leadership</li> <li>D. Cross-Cultural Understanding and Interpersonal Communications</li> <li>E. Communication and Media Fluency</li> <li>F. Accountability, Productivity and Ethics</li> </ul>	3,4,5,14-18,25 26,27,28,29,30 31,32,33,34,35 38,39
Standard 9.2	<p><b>(PERSONAL FINANCIAL LITERACY):</b> All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p> <ul style="list-style-type: none"> <li>A. Income and Careers</li> <li>B. Money Management</li> <li>C. Credit and Debt Management</li> <li>D. Planning, Saving, and Investing</li> <li>E. Becoming a Critical Consumer</li> <li>F. Civic Financial Responsibility</li> <li>G. Risk Management and Insurance</li> </ul>	N/A
Standard 9.3	<p><b>(CAREER AWARENESS, EXPLORATION, &amp; PREPARATION):</b> All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.</p> <ul style="list-style-type: none"> <li>A. Career Awareness</li> <li>B. Career Exploration</li> <li>C. Career Preparation</li> </ul>	4,14,30,31,32
Standard 9.4	<p><b>(CAREER AND TECHNICAL EDUCATION):</b> All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p> <ul style="list-style-type: none"> <li>A. Education &amp; Training Career Cluster</li> <li>B. Finance Career Cluster</li> <li>C. Government &amp; Public Administration Career Cluster</li> <li>D. Health Science Career Cluster</li> <li>E. Information Technology Career Cluster</li> <li>F. Science, Technology, Engineering &amp; Mathematics Career Cluster</li> </ul>	4,14,30,31,32



## GRADES 6-12 TALENTED AND GIFTED

### COURSE OUTLINE

#### GRADES 6-8

The programs described in the following listing represents a selection that will be added to or deleted from, year to year, as the interest of students change and new selections of programs become available.

- I. MATHEMATICS CCCS: RP; NS; EE; G; SP  
F; MP; 9.1.A
- A. Math Connections I, II, III
    - 1. The first stage of the district's advanced math track that ends with Advanced High School Math
  - B. Algebra Grade 8
    - 1. Students in grade 8 may take Algebra I. Upon successful completion of this course, they may opt for Geometry in Grade 9
- III. STOCK MARKET SIMULATION CCCS: 6.1; 6.2; 6.3; 8.1A,D,E,F; 8.2.A-G  
RI.6-8.1-10; W.6-8.1-10; 9.1.A,E,F
- A. This program involves students in a ten week simulated Stock Market Game in which the students invest in our financial system, facilitating the teaching and understanding of the American economic system and the role of the securities industry
  - B. Identify and explain various aspects of the American economic system.
  - C. Examine the impact of current political/economic events of changing stock prices
  - D. Understand and execute the necessary steps for the trading of stock
  - E. Use the newspaper and other media to gather information
- IV. MINI MODEL CONGRESS CCCS: 6.1; 6.2; 6.3; RI.6-8.1-10; W.6-8.1-10  
8.1.A,E 8.2.A,D,F; 9.1.A,E,F
- A. This program is for students interested in the legislative process. New Jersey students gather in the spring to participate as delegates in the culminating Mini Model Congress. Student authorized bills comprise the legislative agenda, with student speakers vying for the floor on real life issues.
  - B. Be part of the process of passing bills from a Congressional Committee through full House or Senate
  - C. Write concise (one page) legislative bill
  - D. Research and collect relevant data
  - E. Investigate issues and discuss them from opposing points of view
  - F. Develop the ability to state and issue concisely
  - G. Understand parliamentary procedure and by-laws of Mini Model Congress.
  - H. Develop logical arguments and consider effects of their opinions.
  - I. Develop debating skills
    - 1. Concentrate on the problem
    - 2. Organize their thoughts
    - 3. Respond to an argument effectively

**Course Outline - Grades 6-8 Talented and Gifted Program  
Continued**

- V. SITE PROGRAM CCCS: RI.6-8.1-10; W.6-8.1-10  
(Student Inventions Through Education) 8.1.A,B,F; 8.2.A,B,C,F,G  
9.1.A,B,C,F; 9.4.A,E,F
- A. SITE program stresses development of design and problem solving skills encouraging students to apply these skills to life, and workplace situations
  - B. The invention process supplements and reinforces participating students' academic programs in an applied and practical way
  - C. Students in grades K-12 are invited to participate in this one day competition
- VI. SYMPOSIUM FOR THE ARTS CCCS: RI.6-8.1-10; W.6-8.1-10  
1.1; 1.2; 1.3; 1.4; 9.1.A,B,C,F
- A. Symposium for the Arts, a two-day out-of-district workshop, integrates studies in creative writing, dance, drama, music, and visual arts.
- VII. VISUAL AND PERFORMING ARTS CCCS: RI.6-8.1-10; W.6-8.1-10  
1.1; 1.2; 1.3; 1.4; 9.1.A,B,C
- A. Band
  - B. Jazz band
  - C. Chorus
  - D. Musical production (one per school)
  - E. Strings
  - F. Dance
  - G. Art
  - H. Junior National Art Honor Society
- VIII. CLUBS CCCS: RI.6-8.1-10; W.6-8.1-10  
6.1; 6.2; 6.3; 7.1; 8.1.A; 8.2.A; 9.1.A
- A. Computer
  - B. Science
  - C. Technology
  - D. Cooking
  - E. Math League
  - F. Environmental
  - G. Language Olympiad
  - H. Math Counts
  - I. French/German
  - J. Poetry
  - K. Honor Society
  - L. Mock Trial
- IX. ATHLETICS CCCS: 2.1; 2.2; 2.5; 2.6
- A. Boys' and Girls' Basketball
  - B. Track and Field
  - C. Coed Volleyball
  - D. Soccer
  - E. Weight/Fitness Training

# GRADES 6-12 TALENTED AND GIFTED

## COURSE OUTLINE

### GRADES 9-12

The following activities and programs represent a selection that will be added to or deleted from year to year, as the interest of students' changes and new selections of programs become available.

Students will be strongly encouraged to elect the more advanced courses i.e., acceleration, honors, and advanced placement and to sit for the advanced placement exam.

### ACADEMICS

- I. MATH CCCS: RP; NS; EE; G; SP; F; MP  
8.1.A; 9.1.A
- A. Algebra II – Grade 9
  - B. Geometry – Accelerated
  - C. Pre-Calculus H
  - D. Calculus H
  - F. Calculus AP
  - G. Statistics AP
  - H. Math Connections IV, V, VI
- II. FOREIGN LANGUAGE CCSS: 7.1; RL.9-12.1-10; RI.9-12.1-10  
W.9-12.1-10; SL.9-12.1-6; 9.1.A
- A. Spanish AP
  - B. French IV-H
  - C. Italian IV-H
  - D. German IV-H
  - E. Latin IV-H
- III. LANGUAGE ARTS CCCS: RL.9-12.1-10; RI.-12.1-10  
W.9-12.1-10; SL.9-12.1-6; L.9-12.1-6  
9.1.A
- A. English I, II and III – H
  - B. English IV AP
- IV. SOCIAL STUDIES CCCS 6.1; 6.2; 6.3; RL.9-12.1-10  
RI.9-12.1-10; W.9-12.1-10; SL.9-12.1-6  
L.9-12.1-6; 9.1.A
- A. American History I & II AP
  - B. American History I & II H
  - C. Economics AP
  - D. Psychology AP
  - E. European History AP
  - F. World History H

-continued-

**Course Outline – Talented and Gifted Program – Grades 9-12  
Continued**

- V. VISUAL AND PERFORMING ARTS\_ CCCS 1.1; 1.2; 1.3; 1.4  
RI.9-12.1-10; W.9-12.1-10  
SL.9-12.1-10; 9.1.A,B,C
- A. History of Art AP
  - B. Studio Art I H
  - C. Studio Art II AP
  - D. Band
  - E. Concert Choir
  - F. Madrigals
  - G. Dance
  - H. Wind Ensemble
- VI. SCIENCE CCCS:  
RI.9-12.1-10; W.9-12.1-10  
SL.9-12.1-10; L.9-12.1-10  
9.1.A
- A. Physics I H
  - B. Physics II AP
  - C. Chemistry I H
  - D. Chemistry II AP
  - E. Biology H
  - F. Biology II AP
- VII. TECHNOLOGY CCCS 8.1.A-F; 8.2.A-G  
9.1.A,E
- A. Computer Programming H & AP
  - B. CAST III

**DEPARTMENTAL ACTIVITIES**

- I. SCIENCE CCCS:  
RI.9-12.1-10; W.9-12.1-10  
8.2.A-G; 9.1.A
- A. JETS (Junior Engineering & Technical Society)
  - B. Science League
  - C. Psi Nu Sigma (Science Honor Society)
- II. MATH CCCS: RP; NS; EE; G; SP  
F; MP; 9.1.A; RI.9-12.1-10  
W.9-12.1-10
- A. Math League
  - B. Knights of Pythagoras

-continued-

**Course Outline – Talented and Gifted Program – Grades 9-12  
Continued**

- |      |  |  |
|------|--|--|
| III. | VISUAL AND PERFORMING ARTS                               | <u>CCCS 1.1; 1.2; 1.3; 1.4; 9.1.A</u><br><u>RI.9-12.1-10</u>   |
|      | A. Art Competitions                                      |  |
|      | B. Art Gallery   |  |
|      | C. Art/Literacy Magazine                                 |  |
|      | D. Strings   |  |
|      | E. Madrigal Singers                                      |  |
| IV.  | WORLD LANGUAGE   | <u>CCCS 7.1; RL.9-12.1-10</u><br><u>RI.9-12.1-10; W.9-12.1-10</u><br><u>SL.9-12.1-6; L.9-12.1-6; 9.1.A</u> |
|      | A. French, Spanish Honor Society                         |  |
| V.   | SOCIAL STUDIES   | <u>CCCS 6.3; 9.1.A</u>   |
|      | A. Model UN  |  |
| VI.  | EXTRA-CURRICULAR ACTIVITIES                              | <u>CCCS: 6.1; 6.2; 6.3; 9.1.A</u>  |
|      | A. Quiz Bowl   |  |
|      | B. Academic Decathlon                                    |  |
|      | C. Governor’s School                                     |  |
|      | D. Boys’/Girls’ State                                    |  |
|      | E. National Honor Society                                |  |
|      | F. Passaic County Gifted and Talented Organization       |  |
|      | G. FCCLA (Family, Career & Community Leaders of America) |  |
|      | H. FBLA (Future Business Leaders of America)             |  |
|      | I. Student Leadership Club                               |  |
|      | J. Boys’/Girls’ Athletics                                |  |

## **GRADES 6-12 TALENTED AND GIFTED**

### **CAREER INFUSION**

#### **I. AWARENESS OF SELF**

- A. Becomes aware of personal characteristics including strengths and limitations
  - 1. Considers careers in terms of strengths and limitations
  - 2. Accurately describes own scholastic abilities
- B. Identifies a preferred life style
  - 1. Understands that careers are related to life style
  - 2. Identifies from a variety of lifestyles those most compatible with personal characteristics and needs
- C. Relates personal needs, values, and interests to behavior decisions and careers
  - 1. Explores personal interests
  - 2. Explores careers in terms of interests and abilities
  - 3. Understands that one's career can combine skills and interests

#### **II. IMPROVE HUMAN RELATIONSHIPS, INCREASE INTERPERSONAL SKILLS**

- A. Reacts positively to constructive criticism
  - 1. Gives and profits from constructive criticism
  - 2. Use information gained through constructive criticism to effect change in self and others
- B. Works with others regardless of sex, race, or cultural differences
  - 1. Uses positive means for working with others
  - 2. Assumes an active role in group situations
  - 3. Understands the need for and maintains open communications

#### **III. IMPROVE CAREER PLANNING AND DECISION-MAKING SKILLS**

- A. Able to use decision-making processes
  - 1. Obtains adequate and relevant information for decisions
  - 2. Uses information sources effectively in making decisions
- B. Demonstrates the ability to participate in group decision-making
  - 1. Identifies the kinds of decisions that are made in groups
  - 2. Participates effectively in group decision-making

#### **IV. IMPROVE WORK, ATTITUDES, AND APPRECIATION FOR CAREER SUCCESS**

- A. Demonstrates initiative and independence
  - 1. Engages in activities independently
  - 2. Engages in independent study and independent tasks
- B. Exhibits positive work attitude
  - 1. Identifies ways in which occupation, jobs, and work situations can be personally satisfying
  - 2. Identifies ways in which workers can improve their work in terms of satisfaction

**Career Infusion – Grades 6-12 Talented and Gifted  
Continued**

- C. Plans and completes tasks efficiently and thoroughly
    - 1. Demonstrates self-discipline in completing tasks
    - 2. Values planning in organizing work and completing jobs
  - D. Uses health and safety habits
    - 1. Explores safety aspects of jobs
    - 2. Evidences concern for safety of self and others
- V. IMPROVE PROFICIENCY OF COMMUNICATION AND COMPUTATIONAL SKILLS
- A. Understands how good listening skills apply to careers explored
  - B. Uses writing and speaking skills effectively
    - 1. Uses writing and speaking skills in and out of school
    - 2. Uses diverse writing and speaking skills effectively
  - C. Uses critical and objective thinking
    - 1. Identifies situations in which research skills are needed
    - 2. Conducts personal research in problem solving and independent learning
  - D. Relates computational skills to careers
    - 1. Identifies computational skills needed on a variety of career clusters and levels
    - 2. Identifies and masters computational skills used in preferred occupations
  - E. Uses computational skills effectively
    - 1. Masters computational skills appropriate for grade level and interests
    - 2. Applies computational skills appropriately
- VI. GAINS KNOWLEDGE OF THE CAREER IMPLICATION OF SUBJECT MATTER
- A. Identifies career implication of school experiences
    - 1. Explores careers and plans school experiences in terms of personal interest and skills already learned
    - 2. Applies course experiences to job requirements
  - B. Relates specific school experiences to job requirements
    - 1. Understand career implication of specific subject matter
    - 2. Explores careers in terms of educational requirements
- VII. ACQUIRE AND APPLY SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING
- A. Evidences technological understanding
    - 1. Traces impact of technology on careers explored
    - 2. Acquires skills needed to work with technologies related to preferred occupations

**Career Infusion – Grades 6-12 Talented and Gifted  
Continued**

VIII. INCREASE KNOWLEDGE OF CAREER AND OCCUPATIONAL INFORMATION

- A. Uses knowledge of personal values, interest, needs, and limitations to explore career options by relating personal characteristics to preferred occupations
- B. Develop awareness of a range of career options and their requirements by developing skills which can be combined in a number of ways in different careers

IX. MARKETABLE SKILLS AND ADAPTABILITY

- A. Understands effects of technological change
  - 1. Explores emerging careers and occupations
  - 2. Considers implications of future technological change on preferred occupations

X. LEISURE PREFERENCES

- A. Identifies personal leisure preferences
  - 1. Relates values and interests to use of leisure time
  - 2. Evaluates leisure activities in terms of personal values and goals
- B. Describes the role of leisure in living: pleasure, personal, social, intellectual development, health, and fitness
  - 1. Assesses the value of hobbies and activities in personal development
  - 2. Values leisure activities



## GRADES 6-12 TALENTED AND GIFTED

### STUDY SKILLS

A variety of the following study skills are infused into the curriculum at appropriate junctures:

#### I. ANALYTICAL SKILLS

- A. Observation
- B. Attribute listing
- C. Comparing/contrasting
- D. Classifying
- E. Sequencing
- F. Identifying relationships
- G. Identifying patterns
- H. Predicting
- I. Cause/effect
- J. Comprehending analogies/metaphors
- K. Formulating
- L. Summarizing
- M. Making inferences

#### II. CRITICAL THINKING SKILLS

- A. Analyzing trends
- B. Setting goals
- C. Making decisions
- D. Developing hypothesis
- E. Testing generalizations
- F. Inductive reasoning
- G. Distinguishing reality/fantasy
- H. Determining advantages/disadvantages
- I. Identifying point of view
- J. Determining bias
- K. Distinguishing bias
- L. Distinguishing fact/opinion
- M. Judging accuracy
- O. Determining relevance
- P. Judging credibility of sources
- Q. Recognizing assumptions/fallacies
- R. Examining viewpoints
- S. Drawing conclusions

**Study Skills – Grades 6-12 Talented and Gifted  
Continued**

III. CREATIVE THINKING SKILLS

- A. Fluency
- B. Flexibility
- C. Originality
- D. Elaboration
- E. Brainstorming
- F. Visualizing
- G. Inventing
- H. Finding problems
- I. Solving problems

IV. INTERPERSONAL/INTRAPERSONAL SKILLS

- A. Effective communication
- B. Task commitment
- C. Self evaluation
- D. Peer evaluation

## **GRADES 6-12 TALENTED AND GIFTED**

### **AFFIRMATIVE ACTION STATEMENT**

The curriculum offerings of the TAG Program are open to enrollment of all students. Programs have been specifically designed to meet the needs of the student population and do not discriminate on the basis of sex, race, or disability.

Instructional materials selected for use have been carefully reviewed to determine minority exclusion, role stereotyping and linguistic bias. Textbooks, supplementary materials and films used, incorporate a balanced presentation of races, females and males in illustrations, themes and activities. Career exploration emphasizes the choice of career and lifetime vocational development attitudes for male and female students. Traditional biases: sexism, racism, ageism and disability bias in the work place are examined and analyzed.

The TAG Program is committed to fostering equity, the recognition and acquiescence of affirmative action principles, and to exemplifying its commitment to the school community.

### **AFFIRMATIVE ACTION ACTIVITIES**

1. Students research non-traditional careers, giving an oral or written presentation of their findings.
2. Students research the personal and professional lives of women who have made contributions to society, giving an oral or written presentation of their findings.
3. Students research the personal/professional lives of minorities giving an oral or written presentation of their findings.
4. Bulletin board displays depicting the various accomplishments of women, minorities, and Caucasian males in equal proportions.
5. In creative thinking activities in class, where the students must come up with an answer to a problem posed, divide the students into groups equally, making groups of varied ethnic and racial backgrounds and sex.
6. Questioning techniques should use all six levels of Blooms' Taxonomy, asked equally among all students regardless of racial or ethnic backgrounds and sex.
7. Task division should be made equally among all students.

## **Affirmative Action Activities – Grades 6-12 Talented and Gifted Continued**

8. Group students according to conflicting observed student biases, to promote understanding (where appropriate, teacher should use discretion).
9. Group students into according to conflicting personality traits to promote tolerance where appropriate (teacher should use discretion).
10. Discuss with student the importance of accepting the differences in others. Create visual displays as culminating activities.
11. Assign student tasks without using stereotypical activities (i.e. let males get supplies while females review instructions and/or directions).
12. Define friendship and discuss ways to remove bias barriers that exist among people.

## **GRADES 6-12 TALENTED AND GIFTED**

### **SAFETY PROCEDURES IN THE COMPUTER LAB**

- I. Do not engage in any activity unless directed to do so by the teacher.
- II. The main electrical shutoff switch is to be handled only by the teacher.
- III. Do not open, disassemble, or tamper with any hardware.
- IV. Do not plug or unplug cables unless directed to do so by your teacher.
- V. Food, drink or gum is prohibited in the computer lab.
- VI. No software is to be used unless directed to do so by the teacher.
- VII. The computer room is to be left in neat and orderly fashion.

## **GRADES 6-12 TALENTED AND GIFTED**

### **METHODS OF EVALUATION**

Student learning is assessed through a variety of formal and informal methods. Methods include, but are not limited to:

#### **I. CONSTRUCTED RESPONSE**

- A. Concept mapping
- B. Open ended responses
- C. Venn Diagram
- D. Journal Response

#### **II. PRODUCT ASSESSMENT**

- A. Research paper
- B. Project
- C. Essay, poem or story
- D. Poster

#### **III. PERFORMANCE ASSESSMENT**

- A. Oral presentation
- B. Demonstration
- C. Debate
- D. Dramatic performance

#### **IV. PROCESS FOCUSED ASSESSMENT**

- A. Interview
- B. Observation
- C. Conference
- D. Self assessment
- E. Learning log

## GRADES 6-12 TALENTED AND GIFTED

### METHODS OF INSTRUCTION

Student instruction is accomplished by means of a combination of teacher centered and learner centered methods. Methods include, but are not limited to:

#### I. DIRECT INSTRUCTION

- A. Mastery lecture
- B. Demonstration
- C. Compare/contrast
- E. Didactic questioning

#### II. INDIRECT INSTRUCTION

- A. Reflective discussion
- B. Problem solving
- C. Guided inquiry
- D. Concept formation

#### III. INTERACTIVE INSTRUCTION

- A. Cooperative learning
- B. Circle of knowledge
- C. Interviewing
- D. Peer practice

#### IV. INDEPENDENT STUDY

- A. Reports
- B. Research projects
- C. Learning centers
- D. Computer assisted instruction

#### V. EXPERIENTIAL LEARNING

- A. Conducting experiments
- B. Field trips
- C. Games
- D. Role playing

## **GRADES 6-12 TALENTED AND GIFTED**

### **MATERIALS FOR INSTRUCTION**

A wide variety of instructional materials are necessary to enhance the learning experience. The materials include, but are not limited to:

#### **I. FINE ARTS MATERIALS**

- A. Prints
- B. Craft supplies
- C. Literature
- D. Software
- E. Internet

#### **II. MATHEMATICS**

- A. Manipulatives
- B. Calculators
- C. Software
- D. Literature
- E. Internet

#### **III. SOCIAL STUDIES**

- A. Maps
- B. Globes
- C. Software
- D. Literature
- E. Internet

#### **IV. SCIENCE**

- A. Microscopes
- B. Models
- C. Literature
- D. Software
- E. Internet

#### **V. AUDIO-VISUAL**

- A. DVD's/Videotapes
- B. Audio recordings
- C. Video camera
- D. Digital camera
- E. CD's



## GRADES 6-12 TALENTED AND GIFTED

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