

# Gifted Education

Instruction is based on the state's curriculum:

**West Virginia Content Standards and Objectives (CSOs).**

Students identified as Gifted under Policy 2419 require  
**a specially designed instruction.**





## CONTENT STANDARDS AND OBJECTIVES (CSOs)

States must align core academic courses to essential state and national standards.

The CSOs establish the **general** curriculum.

# Revised CSOs



Better prepared students  
for the demands of the  
21<sup>st</sup> Century.

# Performance Descriptors SS.PD. 5.5 (PREVIOUSLY)

## **Distinguished**

The student **demonstrates exceptional and exemplary performance** with distinctive and sophisticated application of knowledge and skills that exceeds the standard in history.

## **Above Mastery**

The student **demonstrates competent and proficient performance** and shows a thorough and effective application of knowledge and skills that exceeds the standard in history.

## **Mastery**

The student **demonstrates fundamental course or grade level knowledge and skills** by showing consistent and accurate academic performance that meets the standard in history.

## **Partial Mastery**

The student **demonstrates basic but inconsistent performance** of fundamental knowledge and skills characterized by errors and/or omissions in history. Performance needs further development.

## **Novice**

The student **demonstrates substantial need for the development of fundamental knowledge and skills**, characterized by fragmented and incomplete performance in history. Performance needs considerable development.

Grade 5	Social Studies
Standard: 5	History
SS.S.5.5	<p>Students will</p> <ul style="list-style-type: none"> <li>⑩organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology).</li> <li>⑩use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>⑩examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities).</li> <li>⑩use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).</li> <li>⑩examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</li> </ul>

**Performance Descriptors (SS-PP-5-5)**

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Students <b>evaluate</b> the significance of people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students <b>prioritize</b> events that led to the ascent of the United States to a world power and <b>evaluate</b> the role of the United States in significant 19<sup>th</sup> and 20<sup>th</sup> century events.</p>	<p>Students <b>research and explain</b> the significance of people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students <b>compare and contrast</b> events that led to the ascent of the United States to a world power and <b>explain</b> the role of the U.S. in significant 19<sup>th</sup> and 20<sup>th</sup> century event</p>	<p>Students <b>explain</b> the significance of people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students <b>examine</b> events that led to the ascent of the United States to a world power and <b>explain</b> the role of the United States in significant 19<sup>th</sup> and 20<sup>th</sup> century events.</p>	<p>Students <b>identify</b> the significance of people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students <b>recognize</b> events that led to the ascent of the United States to a world power and discuss the role of the United States in significant 19<sup>th</sup> and 20<sup>th</sup> century events.</p>	<p>Students arrange a <b>list</b> of the significant people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students <b>label</b> events that led to the ascent of the United States to a world power and define the role of the United States in significant 19<sup>th</sup> and 20<sup>th</sup> century events.</p>

Objectives	Students will
SS.O.5.5.1	Analyze the events and the historic figures responsible for such documents as the United States Constitution, the Bill of Rights and the Emancipation Proclamation.
SS.O.5.5.2	Create a timeline showing the arrival of major immigrant groups and describe their experiences and influence upon American society using primary source documents.
SS.O.5.5.3	Describe the development of transportation in the United States and explain its impact on settlement, industry and residential patterns.
SS.O.5.5.4	Explain why maintaining historical records and landmarks is important to the United States.
SS.O.5.5.5	Interpret quotes of famous Americans from various periods of history.
SS.O.5.5.6	Research important figures and their reactions to events and judge their significance to the history of our democracy (e.g., George Washington, Thomas Jefferson, Abraham Lincoln, Sojourner Truth, Susan B. Anthony, Eleanor Roosevelt and Martin Luther King, Jr.).
SS.O.5.5.7	Evaluate the contributions of regional folk heroes and other popular figures and judge the significance of those contributions to the cultural history of the United States (e.g., frontiersmen such as Daniel Boone, cowboys, mountain men such as Jedediah Smith, American Indian Chiefs including Geronimo and outlaws such as Billy the Kid.)
SS.O.5.5.8	(Etc.)

Grade 3	Listening, Speaking and Media Literacy
Standard 3:	Listening, Speaking and Media Literacy
RLA.S.3.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.
Performance Descriptors RLA.PD.3.3	
Distinguished	
<p>Third grade students at the distinguished level in listening, speaking and media literacy recognize, exhibit and use correct grammar in oral communication skills in order to deliver recitations. They <b>listen to and explain topics presented through a variety of media</b>. They create a media product that demonstrates format and purpose.</p>	
Objectives	
RLA.O.3.3.01	
RLA.O.3.3.02	
RLA.O.3.3.03	

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<http://wvde.state.wv.us>

Teachers

CSOs Word Version

On-Line Searchable

Teach 21

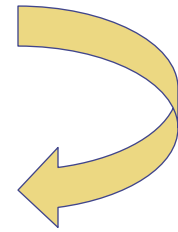
Power Standards

Instructional Guides (Plan format)

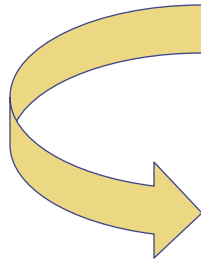


# Understanding By Design (UBD)


1. Identify desired results (what the student will know)



2. Determine acceptable evidence (how will the student demonstrate knowledge)




3. Plan instruction; Implement the design



# West Virginia Department of Education

- State Board ▶
- Department ▶
- Teachers ▶
- Parents ▶
- Students ▶
- Community ▶
- Data ▶



**Closings / Delays**  
**NONE POSTED**



## School Snapshots



The newest group of Chinese teachers gathers at the West Virginia Department of Education for orientation, along with Assistant State Superintendent Pam Cain and coordinator Robert Crawford. The teachers are part of a joint project between the state Department of Education and the College Board to introduce West Virginia students to Chinese culture and language. The additional teachers means Chinese will soon be taught in nine counties.

- **21st Century Resources**
- [21st Century Partnership](#)
- [Governor Announcement](#)
- [21st Cent. Digital Resource](#)
- [Teach 21 Website](#)

Search WVDE Sites



STATE SUPERINTENDENT



As the West Virginia Department of Education moves forward with the 21st Century Learning initiative, it is evident that the professional

development of teachers is at the center of our future success. A high quality teacher is the primary determinant that increases student achievement.

We can develop and adopt the greatest curriculum standards, assessments, teaching resources and technology tools in the world. However, none of this will guarantee that our students are prepared for the exciting opportunities in the 21st century except well-trained, caring, inspirational and dedicated teachers. These teachers must become experts in the use of world class tools, resources and curriculum.



- [CURRICULUM](#)
- [ASSESSMENT](#)
- [PROFESSIONAL DEVELOPMENT](#)
- [PRESENTATIONS](#)
- [CONTACT US](#)



## Welcome to the Teach 21 Web Site!

### ASSESSMENT UPDATES

- [June 2008](#)
- [May 2008](#)
- [April 2008](#)
- [March 2008](#)
- [February 2008](#)
- [January 2008](#)

This site was designed by teachers to assist colleagues in planning and delivering effective 21st century instruction in West Virginia Classrooms. It enables educators to quickly access 21st Century Content Standards, Learning Skills and Technology Tools for WV Schools, as well as other resources that exemplify rigorous and relevant instructional design and delivery.

Information is easily accessible for teachers, administrators, parents and students. Standards-Based Units and Instructional Guides model the integration of content, learning skills and technology standards, research-based instructional strategies, differentiated instruction and rich classroom assessments, including a culminating performance, product or project with an accompanying rubric.

At the heart of the triangle is student achievement. The wealth and depth of resources provided support the realization of West Virginia's goal to prepare students to be successful in tomorrow's world.

- [Interactive CSOs](#)
- [Power Standards](#)
- [Strategy Bank](#)
- [Instructional Guides](#)



Select Grade

# Teach 21 Instructional Guides



Grade Level



Instructional guides provide the classroom teacher with models of quality instructional design that include authentic performance or project-based assessments with accompanying rubrics. The instructional guides focus on the knowledge, skills and understandings inherent in the identified power standard and model effective strategies for integration of learning skills, technology tools and content standards. The instructional guides found on this website were written by WV teachers.

The Arts



## Instructional Guide Fifth Grade Mathematics

[Bac](#)

<b>Title</b>	Algebra	
<b>Suggested Quarter</b>	Quarter 2	
<b>Power Standard</b>	Students will represent and analyze mathematical situations and structures using algebraic symbols.	
<b>Content Standards and Objectives</b>	<b>Objective ID</b>	<b>Objectives</b>
	M.S.5.2	Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will <ul style="list-style-type: none"> <li>• demonstrate understanding of patterns, relations and functions,</li> <li>• represent and analyze mathematical situations and structures using algebraic symbols,</li> <li>• use mathematical models to represent and understand quantitative relationships, and</li> <li>• analyze change in various contexts.</li> </ul>
	M.O.5.2.1	use inductive reasoning to find missing elements in a variety of patterns (e.g., square numbers, arithmetic sequences).
	M.O.5.2.2	given an input/output model using two operations, determine the rule, output or input.
	M.O.5.2.3	solve simple equations and inequalities using patterns and models of real-world situations, create graphs on number lines of the equations and interpret the results.
	* - Standard ID	

21st Century Skills	Learning Skills & Technology Tools	Teaching Strategies Culminating Activity	Evidence of Success
<p><b>Information and Communication Skills:</b></p>	<p>21C.O.5-8.1.LS2 - Student interprets abstract visuals and creates products (e.g. digital storytelling) that reflect a growing understanding of visual language and require the effective use of tools (e.g. cropped photos, original charts and graphs, well-chosen images from databases, video clips).</p>	<p>Students will represent and analyze mathematical situations and structures using algebraic symbols.</p>	<p>Students will recognize a pattern and relate it to an algebraic equation.</p>
<p><b>Thinking and Reasoning Skills:</b></p>	<p>21C.O.5-8.2.LS4 - Student creates thoughtful ideas and solutions and takes risks as he/she works toward goal despite mistakes. Student begins to consistently think of all the possibilities and diverges to become more expansive with his/her thoughts/ideas that lead to the creation of original products.</p>	<p>Students will be able to describe what comes next in a numerical and non-numerical pattern.</p>	<p>Students will be able to justify what comes next in a numerical and non-numerical pattern.</p>

**Personal and Workplace Skills:**

policy. Student discusses legal and ethical behaviors related to acceptable use of information and communication technology (e.g., privacy, security, copyright, file-sharing, plagiarism) and predicts the possible effects of unethical use of technology (e.g., consumer fraud, intrusion, spamming, virus setting, hacking) on the individual and society, as well as identify methods for addressing these risks.

strategies needed to solve the problem.

**Performance Objectives (Know/Do)**

Know: Algorithm strategies needed to solve the problem.

How variables are used in number sentences.

Do: Create a pattern with manipulatives.

Change a real world situation into an algebraic equation.

**Big Idea**

Patterns help us make predictions.

**Enduring Understandings**

Math is a language of symbols and rules. Interpretation of symbols and comprehension of rules will promote understanding of algebraic expressions. Real life problems that involve algebra occur in our lives each day. Variables are representations and connect with the problem.

students into  $2x+2$  for the formula for this problem. Discuss if this formula is true with all letters.

Write on the board the first four numbers of the step-size sequence for four patterns:

Two's tower 2,2,2,2...

Squares 4, 9, 16,...

Staircase 3, 6, 9,...

Doubling 2, 4, 8,16...

Ask the students how you could continue each series for a few more steps. Discuss the vocabulary of Inductive Reasoning. Arrange the students in groups of four to allow for discussion and investigation.

Explain that students will be working in groups to continue to investigate on of these four number series. You will tell them which series their group will explore. They will make a poster displaying information about their series. One of the things each group must show on their paost is differrent tile patterns that grow with the same series of numbers.

Provide each group with large paper for the poster background. Also make crayons, markers, or colored pencils in the tile colors, centimeter graph paper, scissors, and tape. Students can use these to make tile patterns cutting them out an taping them on the poster.

As groups begin work on their poster, check to be sure they understand the task and that they are all participating and making an effort to share work.

Differentiated Instruction : Enrichment: Once students have make a table up to the tenth step, suggest that they make a row for the twentieth step and try to do it without doing the numbers between the tenth and twentieth step.

Remediation: Use the models and trace the "growth" of your pattern.

After students have explored with manipulatives they can then go to the site:

<http://nlvm.usu.edu/en/nav/vlibrary.html> and investigate with the pattern pieces. If there is a possibility of printing their patterns. Print them and have the students write the mathematic equation for their pattern.





**Academic Prompts**

**Academic Prompt 1**

Your neighborhood gardeners decided that each yard should have a rock formation of the owners last initial. The rocks are in 1 inch squares. You will use the manipulatives to create your initial. Demonstrate three different sizes of the same letter. Complete an Input/Output chart with the data. (Handout 1). Also use the centimeter grid paper to display the growth of your letter. Complete the first 5 "growths," then skip to show the growth of the 10th and 20th growth pattern. Make sure to include this in your Input/Output chart.

**Academic Prompt 2**

Using toothpicks, you are going to design the front frame of a house. You have been given 6 toothpicks to design the front frame of a home. After designing this home you decide to double the size. You will continue to increase the size. Make a model of your frame and show it double it 3 different times. Construct an Input/Output table with the numbers of the growth. Show the formula for the changes and demonstrate how the house will look with 60 toothpicks.

**Culminating Assessment or Product**

*You have been hired, as part of a team, to design a pattern for tiles that will be used in building the main room in the Mathematics Hall of Fame. Your job is to design a pattern that is both attractive and can be proven to continue mathematically. Each tile must contain at least 5 pattern pieces. Since this is a competition, within your team, you will have been asked to complete a brochure to share with the team members to convince them to choose your design. The design will be judged by a rubric. You must decide the size of your tiling pattern as well. The pattern will be completed 20 times to cover the main room. You will first show the design and have the pattern gain in 5's. The brochure must contain the formula for the solution to the pattern.*

*Differentiated Instruction: Student's who are proficient at Word Publisher can use it to construct their brochure. A simple foldable is appropriate for this project.*

**Related Rubric Links:**

[Academic Prompt 1](#)

[Academic Prompt 2](#)

[Culminating Assessment](#)

**Student Materials:**

poster paper

crayons, markers, or colored pencils

# Teach 21



<http://wvde.state.wv.us>

Teachers;

Teach 21;

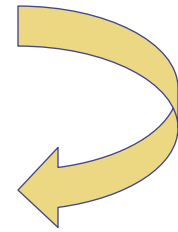
Instructional Guides

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<p><b>RLA.O.K.2.01</b> develop proper manuscript techniques in print:</p> <ul style="list-style-type: none"> <li>•correct directionality</li> <li>•proper writing positions</li> <li>•print upper/lower case letters and numerals</li> <li>•first and/or last name</li> <li>•uniformity</li> </ul>	<p><b>RLA.O.1.2.01</b> demonstrate proper manuscript techniques:</p> <ul style="list-style-type: none"> <li>•correct directionality,</li> <li>•proper writing position,</li> <li>•print upper/lower case letters of the alphabet and numerals</li> </ul>	<p><b>RLA.O.2.2.01</b> demonstrate proper manuscript and begin use of cursive writing techniques:</p> <ul style="list-style-type: none"> <li>•posture</li> <li>•paper placement</li> <li>•pencil grip</li> <li>•letter formation</li> <li>•letter size</li> </ul>	<p><b>RLA.O.3.2.01</b> demonstrate proper manuscript and full transition to cursive writing techniques:</p> <ul style="list-style-type: none"> <li>•posture</li> <li>•paper placement</li> <li>•pencil grip</li> <li>•letter formation</li> <li>•slant</li> <li>•letter size</li> <li>•spacing</li> <li>•alignment</li> </ul>	<p><b>RLA.O.4.2.01</b> demonstrate proper manuscript and cursive writing techniques:</p> <ul style="list-style-type: none"> <li>•legibility</li> <li>•uniformity in all written work</li> </ul>	
	<p><b>RLA.O.1.2.03</b> develop a simple story with appropriate sequence (e.g., beginning, middle, end).</p>	<p><b>RLA.O.2.2.03</b> develop a story with proper sequence (e.g., beginning-middle-end, containing a main idea, supporting details).</p>	<p><b>RLA.O.3.2.04</b> develop proper paragraph form in written composition:</p> <ul style="list-style-type: none"> <li>•beginning, middle, end</li> <li>•main ideas with relevant details</li> <li>•sentence variety such as declarative, interrogative and exclamatory and imperative</li> </ul>	<p><b>RLA.O.4.2.05</b> develop proper form in written composition:</p> <ul style="list-style-type: none"> <li>•beginning-middle-end</li> <li>•indentation</li> <li>•topic sentence</li> <li>•introductory and concluding paragraphs</li> <li>•related details</li> <li>•transitional and descriptive words</li> </ul>	<p><b>RLA.O.5.2.03</b> from a prompt, use the writing process to develop a 3-5 paragraph composition with an introductory paragraph, supporting detail paragraph(s), and concluding paragraph that incorporates specific, relevant details.</p>

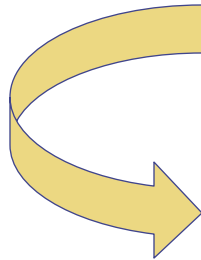
Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
<p><b>RLA.O.6.2.03</b> from a prompt, use the writing process to develop a composition that contains specific, relevant details and transitions.</p>	<p><b>RLA.O.7.2.05</b> from a prompt use the five-step writing process to develop a focused composition that contains specific, relevant details and vivid and precise words.</p>	<p><b>RLA.O.8.2.05</b> from a prompt use the five-step writing process to develop a focused composition that contains specific, relevant details and vivid and precise words.</p>	<p><b>RLA.O.9.2.01</b> compose narrative, informative, descriptive, persuasive writing from a prompt using the five-step writing process (pre-writing, drafting, revising, editing, publishing).</p>	<p><b>RLA.O.10.2.01</b> define topic from assigned subject/prompt and compose narrative, informative, descriptive and persuasive writings using the five-step writing process (pre-writing, drafting, revising, editing publishing) for specific audiences by employing writing strategies that are modeled in various types of literature.</p>	<p><b>RLA.O.11.2.01</b> employ the five-step writing process (pre-writing, drafting, revising, editing, publishing) for developing narrative, informative, descriptive, persuasive and functional writings that include a letter of job application, a scholarship application/essay, and personal letters.</p>	<p><b>RLA.O.12.2.01</b> compose using the five-step writing process (pre-writing, drafting, revising, editing, publishing), critique and evaluate narrative, informative, descriptive, persuasive and functional writings that include a letter of job application, a scholarship application/essay, and personal letters.</p>

# Understanding By Design (UBD)

1. Identify desired results (what the student will know)



2. Determine acceptable evidence (how will the student demonstrate knowledge)



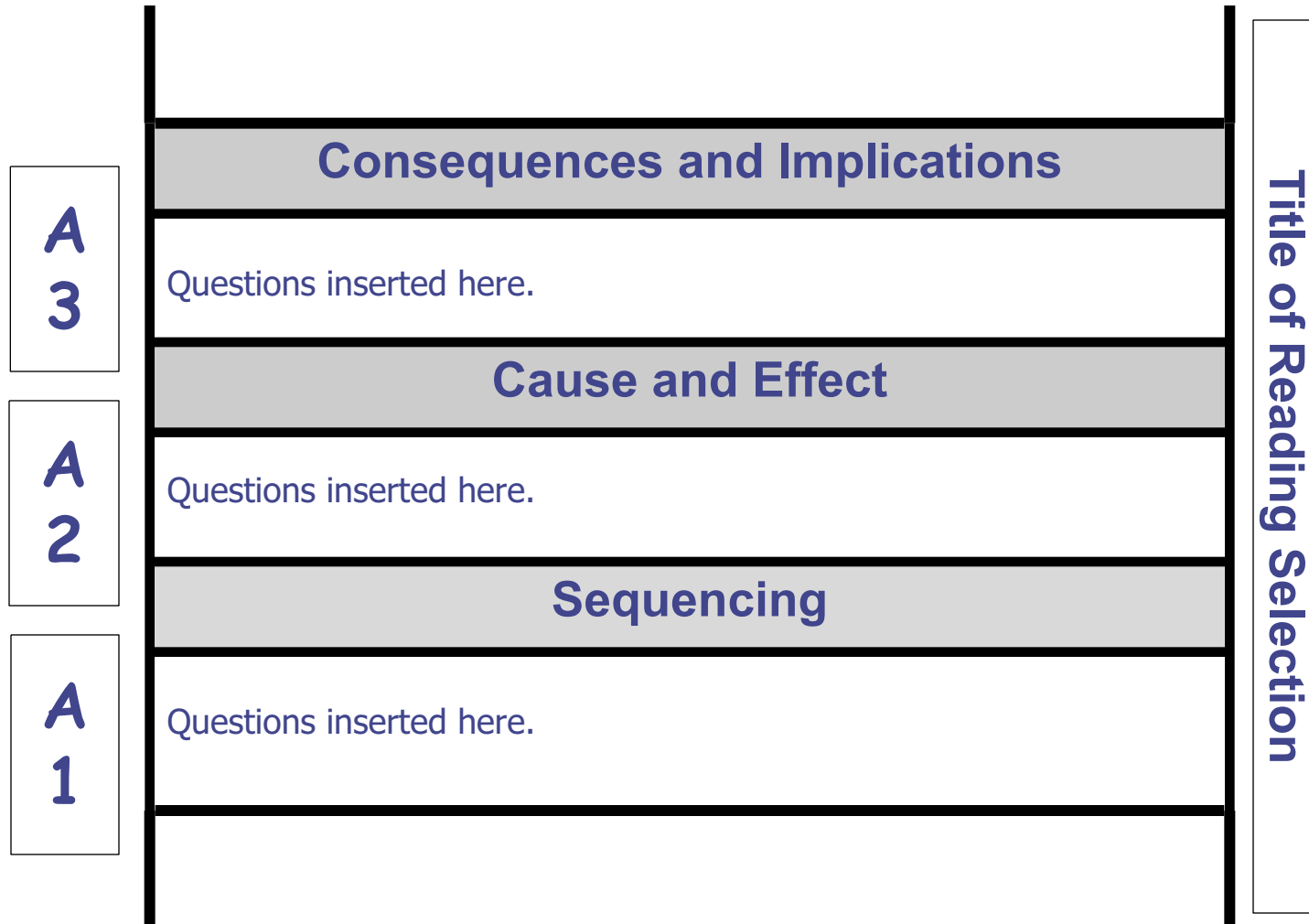
3. Plan instruction; Implement the design



# Assessment

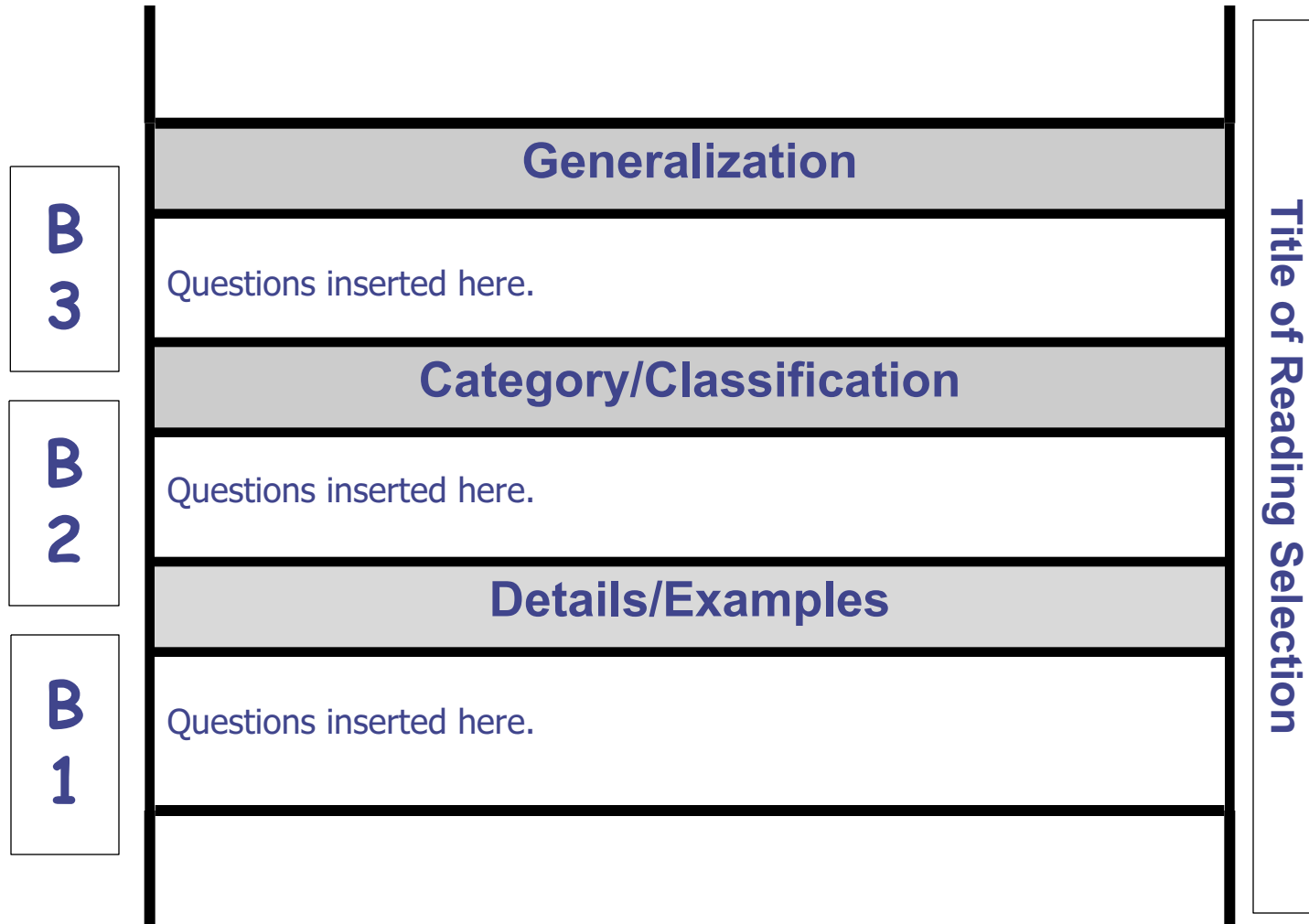
# Jacob's Skill Ladders

## Jacob's Ladder A



# Jacob's Skill Ladders

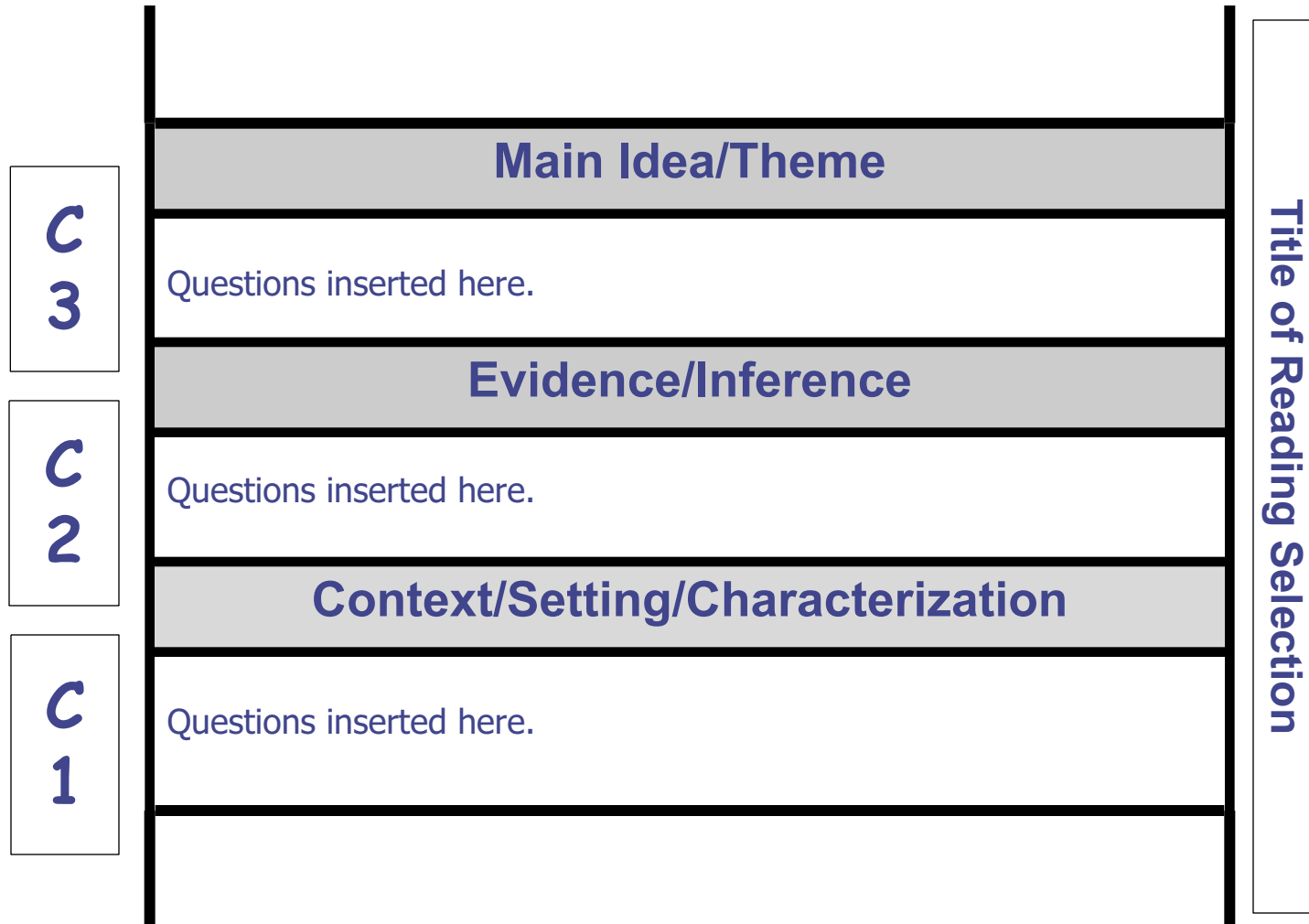
## Jacob's Ladder B





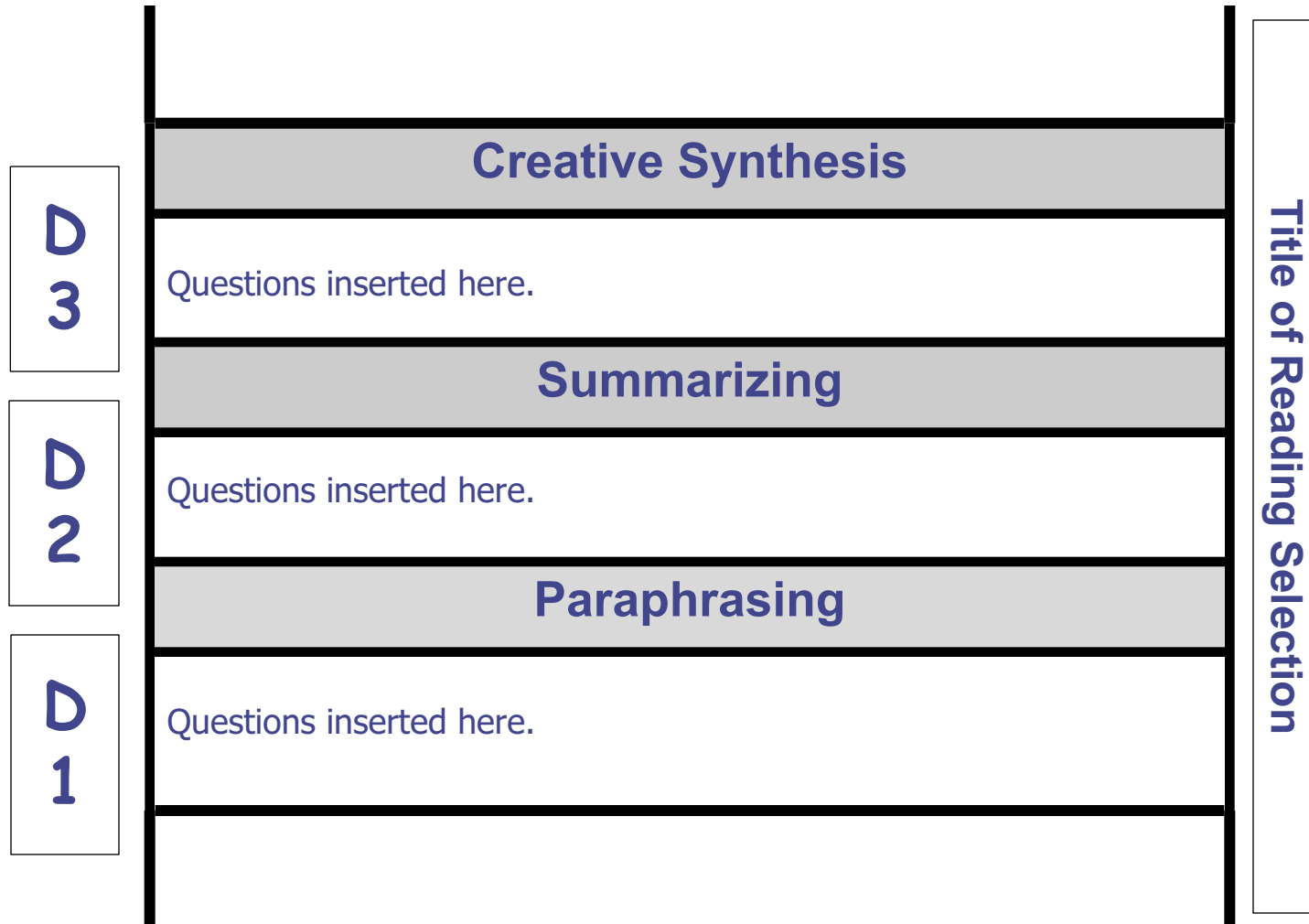
# Jacob's Skill Ladders

## Jacob's Ladder C



# Jacob's Skill Ladders

## Jacob's Ladder D





## Delilah

She has blue eyes like the ocean.  
Her tongue like a rose.  
Her nose like a heart.  
Her tail like a fan.  
Her black coat like the night sky.

**By Casey Carroll**  
**Grades 4-5**  
**Honorable Mention**  
**Center for Gifted Education Talent Search**

C  
3

## Theme/Concept

- ❖ Write a poem like *Delilah* to describe your pet or an animal you know. (Use the poem as your model.)

C  
2

## Evidence/Inference

- ❖ What evidence is important in deciding on Delilah's identity?
- ❖ What or who is Delilah in the poem, based on the evidence?

C  
1

## Characterization

- ❖ What words does the poet use to show Delilah as a lovable creature?

Delilah

# The Crow and the Pitcher

A crow, dying of thirst, came upon a pitcher which had once been full of water. When the crow put his beak into the mouth of the pitcher, he found that only very little water was left in it, and he could not reach far enough down to get at it. He tried and tried, but at last had to give up in despair.

Then a thought came to him. He took a pebble and dropped it into the pitcher. Then he took another pebble and dropped it into the pitcher. Then he took another pebble and dropped it into the pitcher. At last he saw the water rising toward him, and after casting a few more pebbles into the pitcher, he was able to drink and save his life.

## Consequences and Implications

A  
3

- ❖ What would have happened if the crow had done the following:
  - Kept putting his beak in the bottle?
  - Flown away?
  - Broken the bottle?
  - Waited for rain?

## Cause and Effect

A  
2

- ❖ What caused the water to reach the crow? What overall effect did it have on the crow?

## Sequencing

A  
1

- ❖ What steps did the crow use to get water? Outline them below in order:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_

**The Crow and the Pitcher**

**Main Idea/Theme**

**C  
3**

❖ What main idea(s) did you get from this story?

**Inference**

**C  
2**

❖ What made the crow successful in getting a drink of water?  
Why did his plan work?

**Characterization**

**C  
1**

❖ What are the crow's most important qualities? What other characters have you read about that show similar life qualities? How were their situations similar or different from the crow's situation?

# Assessment/Response Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Circle One: A3 B3  
C3 D3

*Crows get thirsty. Crows are smart. The crow kept putting pebbles in the water until it could drink. I didn't even know that.*

Student Score: 0 1 2  
Teacher Score: 0 1 2

Circle One: A2 B2  
C2 D2

*The crow was successful because when you put the pebbles in the water, the water came up. That helped him to get water. He had to get pebbles and keep doing that until water came up.*

Student Score: 0 1 2  
Teacher Score: 0 1 2

Circle One: A1 B1  
C1 D1

*There's not a book I read about that was similar to this one. The crow's most important qualities are water and food.*

Student Score: 0 1 2  
Teacher Score: 0 1 2

Scoring: **0 = Needs Improvement** **1 = Satisfactory** **2 = Exceeds Expectations**

Students score their work in the top part of the scoring box.  
Teachers score the work in the bottom part of the scoring box.

Student Comments: Is there anything you would like your teacher to know about your work on this reading?

Teacher Comments:

Selection Title: \_\_\_\_\_



# Benefits of Curriculum-Based Assessment

Targets high level skills; performance-based assessments require students to operate at higher levels of application, synthesis, analysis and evaluation

Allows for students to show depth and complexity through task assignment

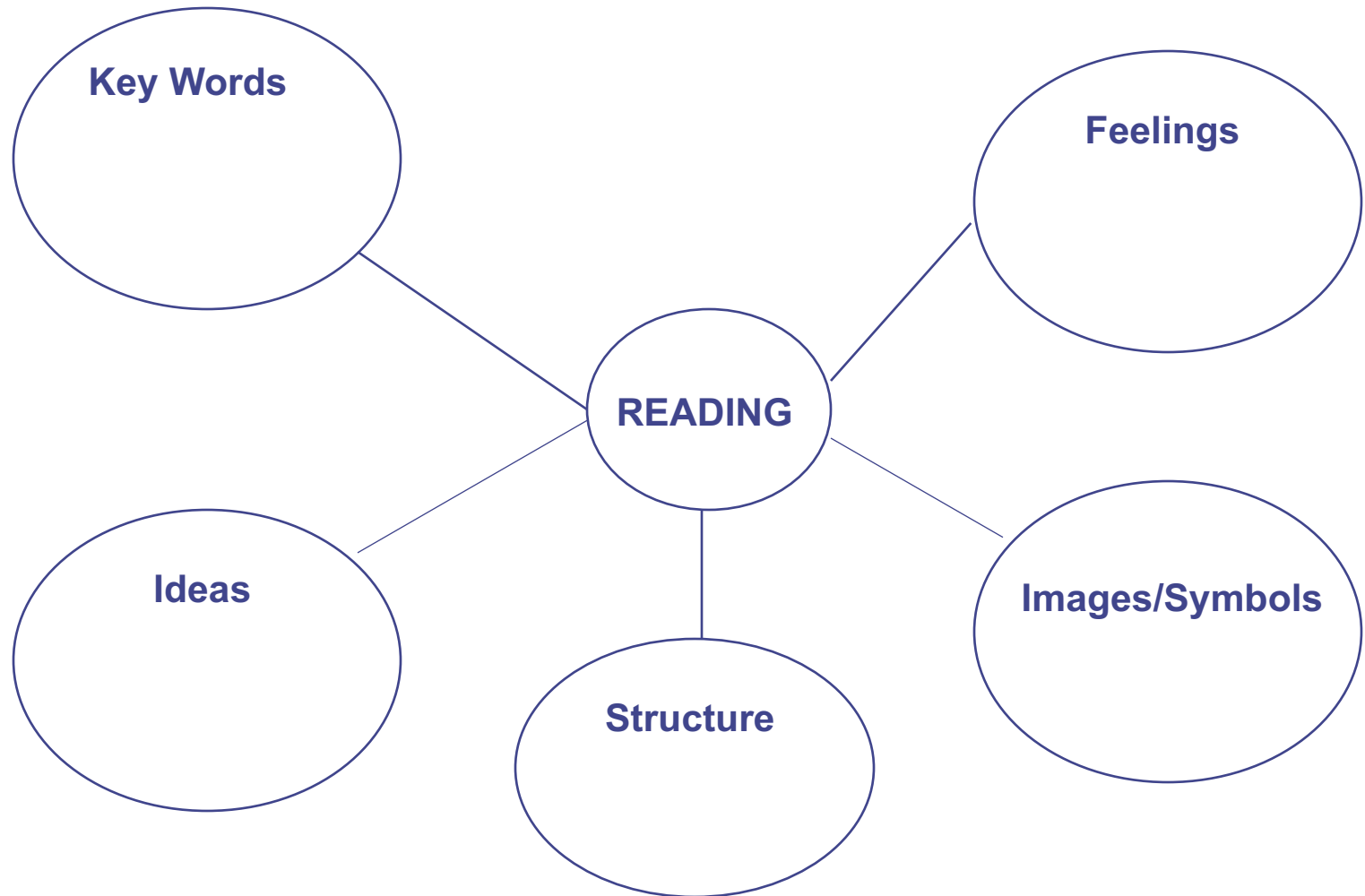
Conveys higher level expectations for student performance

Allows the teacher to collect data and monitor student performance over time

Complements standardized testing through student demonstration

Works more efficiently as a tool to examine students' mastery in an area

# Literature Web



# Reading Web

*Key Words:* What were some words and phrases that were especially interesting or important? What words were new to you?

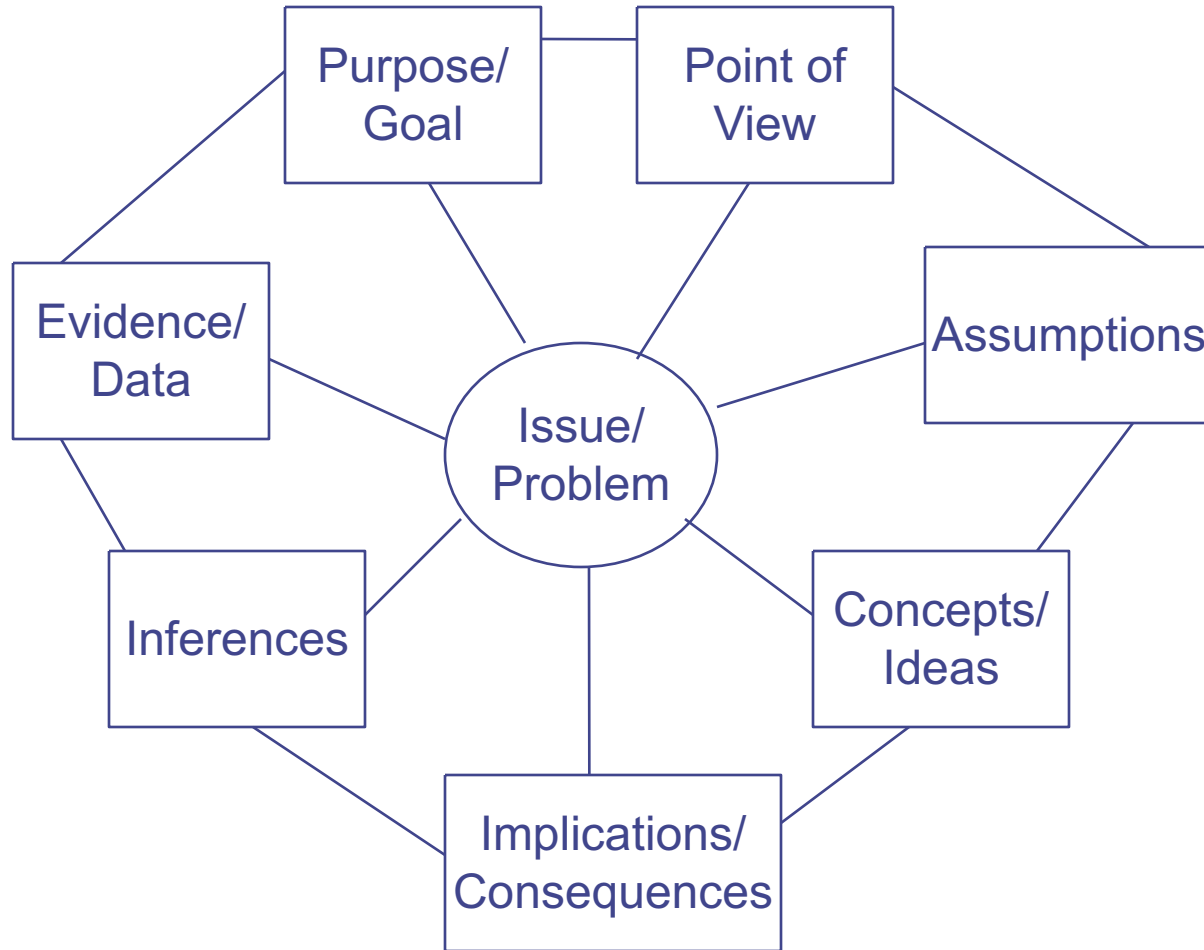
*Feelings:* What feelings did you get reading the passage? What feelings did the characters have? How were those feelings expressed?

*Ideas:* What was the main idea? What other major ideas and concepts were important? What was the author trying to say about those ideas?

*Images/Symbols:* How did the author use description and imagery in the novel? What sensory images came to your mind? How did the author use symbols?

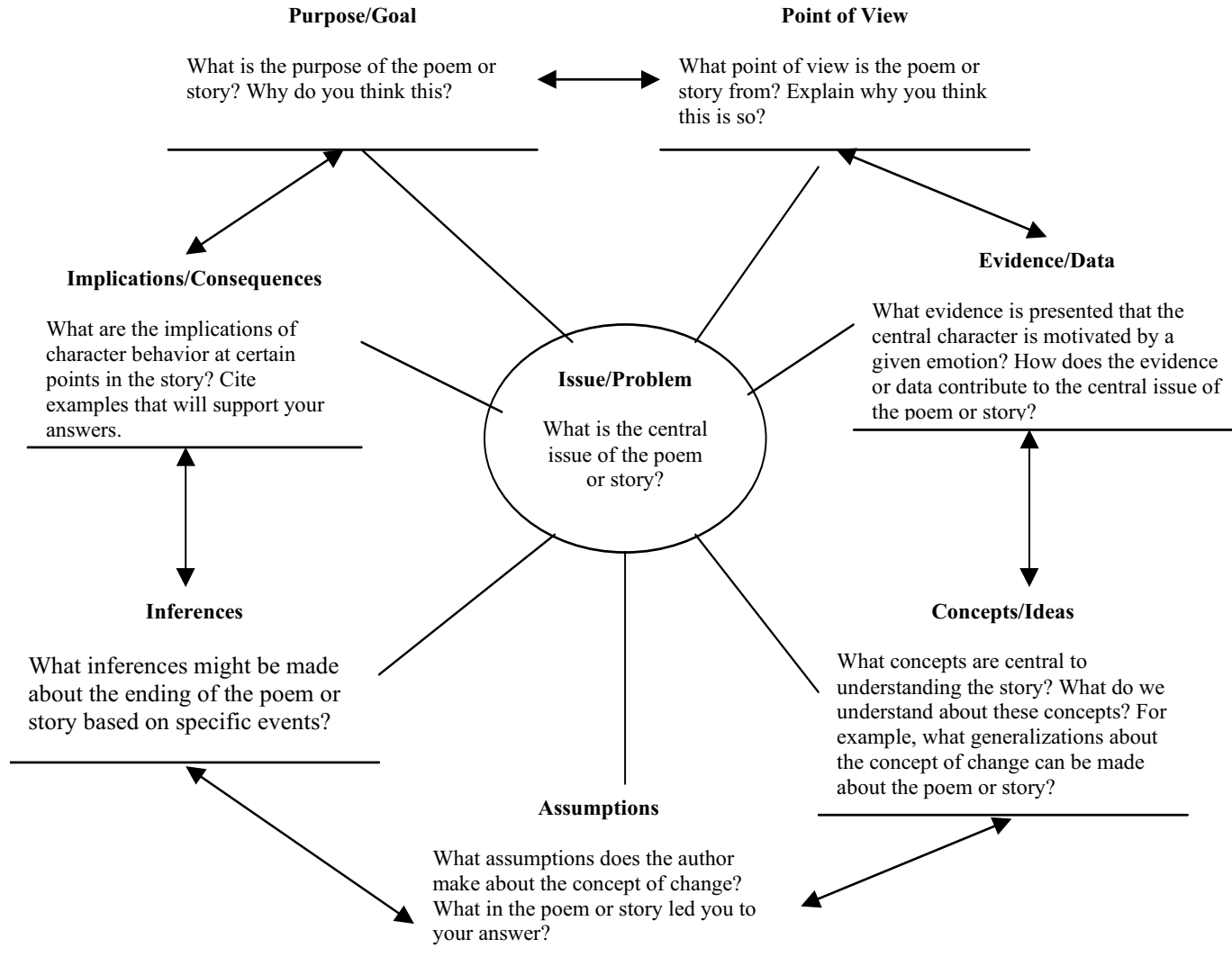
*Structure:* What literary and style elements did the author use? How did the structure of the writing contribute to the meaning of the novel? (check spaces, format, use of punctuation, repetition of words, metaphors)

# Elements of Reasoning



-- Paul, 1992

**Reasoning in Literature**  
Adapt to Grade Level



# Assessment

Lexiles

<http://www.lexile.com/EntrancePageHtml.aspx?1>

Quantiles

<http://www.quantiles.com/>

# Assessment

Acuity

[http://www.ctb.com/products/product\\_summary.jsp?FOLDER%3C%3Efolder\\_id=1408474395292638](http://www.ctb.com/products/product_summary.jsp?FOLDER%3C%3Efolder_id=1408474395292638)

# Assessment

## Performance-Based

[http://school.discoveryeducation.com/  
schrockguide/assess.html](http://school.discoveryeducation.com/schrockguide/assess.html)

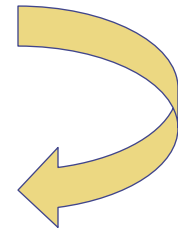


# 212 Degrees

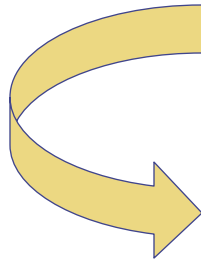
Video

# Understanding By Design (UBD)

1. Identify desired results (what the student will know)



2. Determine acceptable evidence (how will the student demonstrate knowledge)



3. Plan instruction; Implement the design

# Differentiated Instruction

**Differentiation** is providing gifted students with different options than those offered to their classroom peers for acquiring content, processing ideas, and developing products (Tomlinson, p.3)

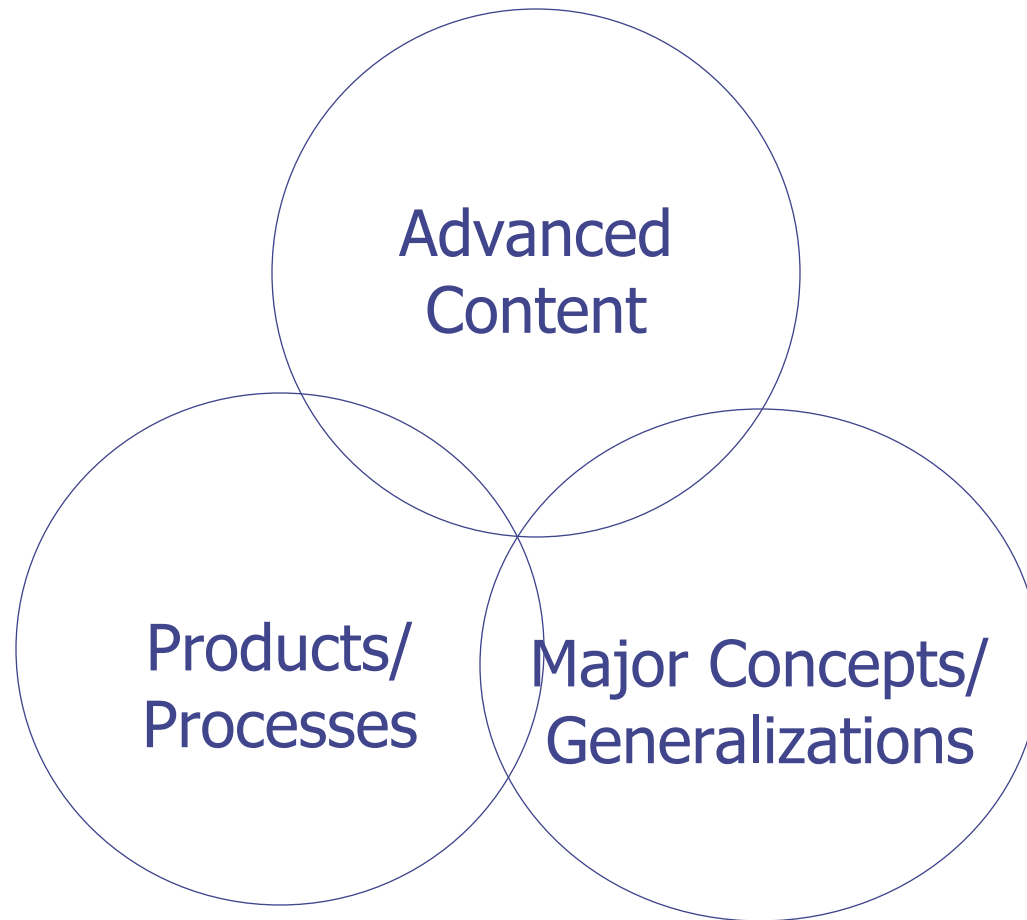
- **Content** – more depth and complexity
- **Process** – flexible in learning styles
- **Product** – creative and performance-based

# Differentiated Instruction

**Enrichment** – instruction that allows the student to study content more broadly or in greater depth. It goes beyond fundamental knowledge and skills and provides opportunities for critical thinking.

**Acceleration** – instruction that allows the individual student to master content at a faster or earlier rate at grade level either horizontally or vertically across grade levels.

# Developing Advanced Skills



VanTassel-Baska, 1986

# Differentiated Instruction

Teachers must have a deep understanding of the state's content standards in order to explore the

**Vertical Alignment** – across grade levels for individual acceleration of content; and

**Horizontal Alignment** - within a single grade level for the needed depth and breadth of content.

# Standards Comparison

Regular Classroom Language Arts Emphasis	Gifted Classroom Language Arts Emphasis
<ul style="list-style-type: none"><li>• Basic reading skills and phonemic awareness</li><li>• Focus on plot, setting, character and other basic story elements</li><li>• Comprehension and understanding questions</li><li>• Study of main ideas of a story or novel</li></ul>	<ul style="list-style-type: none"><li>• Story selections at higher levels of readability</li><li>• Focus on motivation, theme, and other abstract literary elements</li><li>• Questions regarding implications, consequences, and the synthesis and evaluation of literature selections</li><li>• Study of concepts and themes within and across different genres</li></ul>

Grade 5	Social Studies
Standard: 5	History
SS.S.5.5	<p>Students will</p> <ul style="list-style-type: none"> <li>⑩organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology).</li> <li>⑩use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>⑩examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities).</li> <li>⑩use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).</li> <li>⑩examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</li> </ul>

**Performance Descriptors (SS-PP-5-5)**

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Students <b>evaluate</b> the significance of people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students <b>prioritize</b> events that led to the ascent of the United States to a world power and <b>evaluate</b> the role of the United States in significant 19<sup>th</sup> and 20<sup>th</sup> century events.</p>	<p>Students <b>research and explain</b> the significance of people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students <b>compare and contrast</b> events that led to the ascent of the United States to a world power and <b>explain</b> the role of the U.S. in significant 19<sup>th</sup> and 20<sup>th</sup> century event</p>	<p>Students <b>explain</b> the significance of people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students <b>examine</b> events that led to the ascent of the United States to a world power and <b>explain</b> the role of the United States in significant 19<sup>th</sup> and 20<sup>th</sup> century events.</p>	<p>Students <b>identify</b> the significance of people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students <b>recognize</b> events that led to the ascent of the United States to a world power and discuss the role of the United States in significant 19<sup>th</sup> and 20<sup>th</sup> century events.</p>	<p>Students arrange a <b>list</b> of the significant people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students <b>label</b> events that led to the ascent of the United States to a world power and define the role of the United States in significant 19<sup>th</sup> and 20<sup>th</sup> century events.</p>



<b>Objectives</b>	<b>Students will</b>
SS.O.5.5.1	Analyze the events and the historic figures responsible for such documents as the United States Constitution, the Bill of Rights and the Emancipation Proclamation.
SS.O.5.5.2	Create a timeline showing the arrival of major immigrant groups and describe their experiences and influence upon American society using primary source documents.
SS.O.5.5.3	Describe the development of transportation in the United States and explain its impact on settlement, industry and residential patterns.
SS.O.5.5.4	Explain why maintaining historical records and landmarks is important to the United States.
SS.O.5.5.5	Interpret quotes of famous Americans from various periods of history.
SS.O.5.5.6	Research important figures and their reactions to events and judge their significance to the history of our democracy (e.g., George Washington, Thomas Jefferson, Abraham Lincoln, Sojourner Truth, Susan B. Anthony, Eleanor Roosevelt and Martin Luther King, Jr.).
SS.O.5.5.7	Evaluate the contributions of regional folk heroes and other popular figures and judge the significance of those contributions to the cultural history of the United States (e.g., frontiersmen such as Daniel Boone, cowboys, mountain men such as Jedediah Smith, American Indian Chiefs including Geronimo and outlaws such as Billy the Kid.)
SS.O.5.5.8	

<b>Intel</b>	<a href="http://www.intel.com/education">www.intel.com/education</a>
List documents; rank from most to least in importance in changing U.S. (prioritize)	United States Constitution Bill of Rights Emancipation Proclamation (etc.)
List important figures and significance to the history of our democracy; rank from most to least in influencing your life (compare and contrast) Visual Ranking Project – Important Figures in ... vmohnack Team01            Team 03            Team 05 Team02            Team 04	George Washington Thomas Jefferson Abraham Lincoln Sojourner Truth Susan B. Anthony Eleanor Roosevelt Martin Luther King, Jr.
List events that led to the ascent of the United States to a world power; rank the events from most to least in importance (prioritize)	Westward Expansion Industrial Revolution Transcontinental Railroad World War I World War II
<b>Thinkfinity</b>	<a href="http://www.thinkfinity.org">www.thinkfinity.org</a>
Create a timeline showing the arrival of major immigrant groups and describe their experiences and influence upon American society today.	Search word; timeline Interactive Timeline
<b>SASinSchools</b>	<a href="http://wvde.state.wv.us/sas">http://wvde.state.wv.us/sas</a> (wvlearner)
Interactive activities	Social Studies United States History; Modern America Standard Oil Monopoly

# Thinkfinity

<http://wvde.state.wv.us>

search/explore

rough draft of plan

Choose what you want the student to learn.

Decide how the student will demonstrate.

Plan instruction.

# Intel

<http://wvde.state.wv.us>

Teachers

Plan format

# Think.com

# October 10th

<http://wvde.state.wv.us>

Teachers

Plan format

# Quote to Note

"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."

Alvin Toffler,  
American futurist

# Meet Me At The WEBTOP

<http://wvde.k12.wv.us>

# Resources

Tomlinson, Carol Ann (1995). *How to Differentiate Instruction in Mixed-Ability Classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Van Tassel-Baska, Joyce (2003) *Content-Based Curriculum for High-Ability Learners*. Washington, D.C.: A Service Publication of The National Association for Gifted Children

McTighe and Williams (2004) *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.