CLIFTON PUBLIC SCHOOLS

K-5 TALENTED AND GIFTED

CURRICULUM GUIDE

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K-5 TALENTED AND GIFTED

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REVISION COMMITTEE

TAG Coordinator

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K-5 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.

Students in grades K-2 who are identified as intellectually gifted are enriched in the classroom through curriculum differentiation. The aim is to remove the ceiling on what is learned and promote creativity and higher level cognitive skills. Students in grades 3-5 who are identified as intellectually gifted are provided with a pull-out enrichment program in which they are grouped with peers. These students are provided with a program of multi- and inter-disciplinary units designed to encourage and develop knowledge acquisition, thinking skills, creative expression, and student interaction.

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.

K-5 TALENTED AND GIFTED

OVERALL PROGRAM OBJECTIVES

I. To engage in concepts enrichment while developing and improving complex, and cognitive skills.

II. To improve the expression of creative thinking abilities.

III. To develop self-directed learning skills and the likelihood of academic success and personal satisfaction.

IV. To interact with one another and participate in activities designed to promote self-awareness and acceptance, interpersonal relationships and realistic recognition of abilities.

K-5 TALENTED AND GIFTED

SELECTION OF STUDENTS

The identification process for entrance into the TAG program for the elementary student is a three step process consisting of screening, recommendation, and selection.

SCREENING AND IDENTIFICATION PROCESS FOR GRADES K-2

Children enter school with wide variations in skills, abilities, interests, and experiential backgrounds that help foster readiness to learn. Children are not bound by age from possessing or displaying a variety of talents. At early ages, it is often very difficult to denote how much precocious behavior can be attributed to an enriched home environment versus actual intellectual ability.

Identification of academically gifted students is far more reliable beyond the early grades. The first three primary years are critical for gifted children—as they are for all children—because at this time children are developing educational patterns and attitudes that last a lifetime and may affect later school performance. Although Clifton does not formally affix the label of "gifted" to children in grades K-2, the district does informally evaluate these young students as potentially gifted and believes it is our responsibility to provide a learning environment that will address each child's instructional needs. Identification of high ability K-2 students is conducted according to the following measures:

1st marking period and ongoing throughout the school year

Preliminary identification of high ability K-2 students

- Compilation of ***Gifted and Talented Early Identification Criteria***: Kindergarten Screening score, K-2 Nomination Form, Guided reading level
- Classroom teacher maintenance of ***Early Identification Sheet Update*** November/June
- ***Informal*** parent communication regarding student readiness, academic strengths, learning styles, multiple intelligences
- Student Conferencing/Observation

To this end, classroom teachers work to develop and implement appropriate programming for more able learners. The curriculum for K-2 students identified will be differentiated from the regular curriculum in the areas of content, process, and product. Differentiated instructional strategies may include:

- Student centered classroom
- Cooperative environment
- Questioning techniques
- Critical, creative, evaluative, and interpersonal skills
- Learning Centers

The process of identification is continuous. Classroom teachers regularly review student progress and performance and student data is gathered each year in a portfolio.

Selection of Students – K-5 Talented and Gifted
Continued

IMPLEMENTATION OF K-2 PROGRAM

Plan book

The classroom teacher will implement and document weekly curriculum differentiation strategies in plan book regarding content, process, products, and learning environment modifications. This information will be denoted in the plan book with the Gifted and Talented code.

Narrative

The classroom teacher will complete a student progress update in the form of a narrative in November and June of the school year. This narrative is intended to be an overview of the child's progress and should include representational student work to document the student's progress or lack thereof.

This information is to be filed in student portfolio as reference for the following school year.

Early Identification of the Gifted and Talented
Nomination Form K-2

Child's Name _____ Grade _____

Teacher Completing Form_____ Date _____

Directions: Please circle then number for each item that best describes this student.

5. Demonstrates the trait to a high degree
4. Demonstrates the trait more than a typical student
3. Compares with a typical student
2. Demonstrates the trait less than a typical student
1. Seldom demonstrates this trait.

1. Verbally proficient: exhibits and comprehends advanced vocabulary for grade level.	1 2 3 4 5
2. Possesses a large storehouse of information about a range of subjects.	1 2 3 4 5
3. "Sees more" or "gets more" out of a story or video.	1 2 3 4 5
4. Has passionate interests; becomes easily absorbed in certain topics.	1 2 3 4 5
5. Displays a great deal of curiosity; tries to grasp complex ideas.	1 2 3 4 5
6. Is observant; notices unusual details.	1 2 3 4 5
7. Shows logic in thinking: understands abstract concepts.	1 2 3 4 5
8. Is persistent and independent; sticks to tasks that excite him/her.	1 2 3 4 5
9. Catches on quickly and easily.	1 2 3 4 5
10. Sensitive; visibly touched by sad or happy "situations;" protective of others' feelings.	1 2 3 4 5
11. Exhibits wit and humor.	1 2 3 4 5
12. Offers a variety of unique, clever, or unusual solutions to problems or questions.	1 2 3 4 5
13. Exhibits imagination, creativity, and inventiveness.	1 2 3 4 5
14. Handles responsibility well; can be counted on to do what he/she has promised and does well.	1 2 3 4 5
15. Adapts readily to new situation; is flexible in thought and action and does not seem disturbed when normal routine is changed.	1 2 3 4 5

Score: _____

Early Identification of the Gifted and Talented
Criteria Record

Child's Name _____

Grade _____ School Year _____

Teacher Completing Form _____

۞ Kindergarten

Kindergarten Screening Score _____

K-2 Nomination Form (50+ points) _____

۞ Grade 1

Guided Reading Level (1st marking period/ 1-2 years above average/Level L/M) _____

K-2 Nomination Form (50+ points) _____

CCC Successmaker Reading/Mathematics (2 grade levels above average) _____

۞ Grade 2

Guided Reading Level (1st marking period/1-2 years above average/Level P) _____

K-2 Nomination Form (50+ points) _____

CCC Successmaker Reading/Mathematics (2 grade levels above average) _____

Early Identification Student Progress Update

Child's Name _____

Grade _____ School Year _____

Teacher Completing Form _____

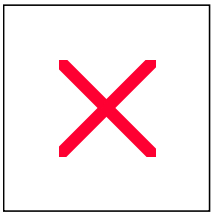
Building Principal's Signature _____

November Narrative:
June Narrative: Student #_____ Test Score _____

Screening:

- End of Grade 2
- Ongoing after Grade 2
- New students upon entering district

Students must achieve a score of 28 points or above which represents 80% of the highest possible score.



136 Valley Road, Clifton, NJ 07013
Classroom 973-773-3413

Child's name _____ School _____Date_____
Current Grade_____
Name of teacher completing form (preferably from preceding grade)
_____

Please check (√) the appropriate column: (Rare=0 points; Occasionally = 2 points; Usually = 3 points; Almost Always = 4 points)

	Rarely	**Occasionally**	**Usually**	**Almost Always**
1. Uses advanced vocabulary for age or grade level.				
2. Possesses a large storehouse of information about a variety of topics.				
3. Asks probing questions.				
4. "Sees more" or "gets more" out of a story or video.				
5. Reads on his/her own.				
6. Becomes absorbed in certain topics.				
7. Needs little external motivation to follow through in work that initially excites him/her.				
8. Is able to work independently.				
9. Is a risk taker.				
10. Displays a great deal of curiosity and asks questions about many things.				
11. Displays a sense of humor.				
12. Offers a variety of unique, clever, or unusual solutions to problems or questions.				
13. Exhibits imagination and creativity.				
14. Handles responsibility well; can be counted on to do what he/she promised and does it well.				
15. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when normal routine is changed.				

GIFTED AND TALENTED SCREENING AND IDENTIFICATION PROCESS: 3 PHASES

1. Initial Referral Phase: Nomination

2. Evaluation Phase: Level 2 Identification

3. Selection and Placement Phase

1. Initial Referral Phase: Nomination

The Screening Process consists of creating a pool of potential students who may or may not proceed to the subsequent phases. The Referral Phase is initiated by the student's classroom teacher according to the *minimal* Referral Guidelines.

> The referral guidelines are a means of bringing students to the attention of the Gifted Services team for further review and therefore a referral for gifted evaluation is not a guarantee of eligibility testing and does not guarantee gifted services.

Referrals help us cast a wide net for identifying as many students as possible who might qualify for gifted services. The wide net means that when we evaluate a student's referral data, we are looking for sufficient evidence of intellectual ability or potential, to warrant special programming or services. Best practice in gifted and talented identification procedures involves making decisions on the basis of multiple measures. District screening and identification procedures emphasize the use of multiple criteria as a means of determining eligibility for gifted support services. The use of multiple measures assures that no single component will be used for identification but rather multiple identifiers designed to recognize latent, emergent, or manifest indicators of giftedness are employed.

- Grade 2/Rising 3 Referral Guidelines (Spring)

-Teachers must refer any student who meets the *minimal* Referral Guidelines:

Quantitative Category-Educational Performan	Minimum Required Score
• AR: STAR Reading Level	• 4.5
• End of Year Math assessment sco	• 95%

-Student Referrals must be submitted with the following:

Qualitative Category- Behavioral Indicators
• Modified Renzulli Teacher Inventory
• Modified Renzulli Parent Inventory

-Additional Factors: Gifted learners from under-represented populations are often overlooked in gifted programming. These students therefore require purposeful and intentional support to ensure that their

potential is recognized, developed, and served. Once identified, they have the benefit of supplementary points to create a more equitable opportunity for them.

Additional Factors
● Limited English Proficient
● Special Education / 504
● Underrepresented groups

2. Evaluation Phase: Level 2 Identification

During the Evaluation Phase, all data is gathered into a profile format so that each student's strengths may surface. Qualified individuals are identified and invited to participate in Level 2 Identification in which further evaluation is necessary to narrow the field of students to those who have demonstrated gifts or talents.

Referral Data Category	Minimum Required Score
● AR: STAR Reading Level *Quantitative*	4.5
● PM End of Year Math Assessment score *Quant*	95%
● Modified Renzulli Teacher Inventory *Qualita*	85% of total possible points=108
● Modified Renzulli Parent Inventory *Qualita*	85% of total possible points=108
● Additional Factors	N/A

-If the student referral data evidences that he or she may benefit from gifted services, permission slips are distributed and Level 2 SAGES-2 testing is conducted.

● Meets 3 out of the 5 referral data categories	Level 2 SAGES-2 testing
● Meets 1 Quantitative category + 1 Qualitative category + an Additional Factor	
Less than the above	*Process Discontinued*

- **SAGES-2 Reasoning Subtest**

Aptitude is measured by this non-verbal reasoning subtest, in which the child solves new problems by identifying relationships among pictures and figures rather than words. The questions use drawings, shapes or codes, and the child will need to work out sequences, similarities and differences between these figures or break the code. Non-verbal reasoning tests are designed to see how the child can use critical thinking and logic to solve problems, and are an indication of their mathematical capabilities and powers of deduction. From this, the theory is that the examining body can get a picture of the child's potential and intelligence, rather than their learned ability. As the *SAGES-2 Reasoning Subtest* is non-verbal involving pictures and figures (i.e. no words and no numbers) it therefore minimizes cultural and/or educational biases. The SAGES-2 Reasoning Assessment is utilized, in addition to the previous multiple measures, to determine how a child performs on the assessment as compared to their peers and the results are used as a placement measure.

3. Selection and Placement Phase

During the Selection and Placement Phase, each individual Profile of Student Strengths is reviewed and service recommendations are made. Research suggests that a base of intelligence and achievement is necessary before talents begin to emerge and is critical in the identification of potentially gifted students. Students identified remain as such and automatically continue through grade 5 according to their status. Participation in 3-5 Academic Gifted Services is neither a prerequisite for, nor a guarantee of eligibility for gifted services in grades 6-12.

→Students identified for Gifted Services are responsible for maintaining academic excellence in the general educational classroom as evidence of their grade level curricula achievement. At the end of 5th grade, all students are automatically assessed by the middle school personnel for advanced learning options. Parents are encouraged to arrange a conference with their child's classroom teacher or a middle school counselor for further details.

SAGES-2 Reasoning Subtest Score: Placement Service Recommendation

The SAGES-2 Reasoning Assessment is utilized, in addition to the multiple measures in Phase 1 and 2,to determine how a child performs on the assessment as compared to their peers and the results are used as a placement measure.

SAGES-2 score below the 77th percentile	Strand A Talent Pool: Differentiated services within the general education classroom
SAGES-2 score 77th to 89th percentile	Strand B Talent Pool: Differentiated services within the general education classroom

A talent pool is a group of students who demonstrate an ability in a particular area, but at this time do not meet the criteria for advanced gifted service options. Students in a talent pool are provided differentiated services within the general education classroom. Intelligence develops over time when children are provided with the:

- -Right motivation
- -Right opportunities to learn
- -Right environmental supports

Nurturing talent and giftedness requires providing students with classroom tasks that promote challenge and high thinking opportunities in order to help grow gifted behaviors. The classroom should provide an atmosphere of inquiry and discovery, with emphasis on problem solving, reflection, and critical thinking. Foundational skills and tools to help the student discover and build his personal strengths, talents, and motivation.

As students are presented with additional levels of challenge and rigor, increased achievement may occur. Additionally, non-intellective factors such as a stimulating home or community environment maximize potential. A student may meet the criteria for gifted identification at a later date. Intelligence is fluid and multi-faceted and every child is quite remarkable in certain ways. All students benefit from enriching activities and educational experiences that recognize their strengths. Selection for a talent pool is inclusion into appropriate differentiated programming options necessary to develop an academic or talent aptitude and promote achievement and growth.

3 out of 5 categories met including both Reading AND Math	● SAGES-2 score 85th-89th percentile>> Possibly Gifted *(INCLUSIVE MEASURe>>>considered only if student has met 3 out of 5 categories including both reading and math)*	Advanced Gifted Services Option: Student eligible to participate in the Strand C/ Pull-Out Academic TAG Program
	● SAGES-2 score 91st -98th percentile>>Likely Gifted	
	● SAGES-2 score 98th -99th Percentile>>Very Likely Gifted	

Students eligible to participate in the Advanced Gifted Services Option/Strand C Academic TAG Pull-Out Program are those likely to benefit from participation in programming designed for the gifted. With evidence of strong intellectual aptitude and the ability to rapidly learn and apply academic knowledge, the Strand C student can be challenged with differentiated services varying pace, depth and breadth within the regular classroom *as well as* the pull-out Academic TAG Program service option. As their advanced cognitive development enables these students to learn and understand more advanced and complex material than their age mates, they require differentiated and challenging programs and/or services beyond the general school program to reach their full potential, both intellectually and emotionally.

PARTICIPATION IN 3-5 ACADEMIC GIFTED SERVICES IS NEITHER A PREREQUISITE FOR, NOR A GUARANTEE OF ELIGIBILITY FOR GIFTED SERVICES IN GRADES 6-12.

Students identified for Gifted Services are responsible for maintaining academic excellence in the general educational classroom as evidence of their grade level curricula achievement. At the end of 5th grade, all students are automatically assessed by the middle school personnel for advanced learning options. Parents are encouraged to arrange a conference with their child's classroom teacher or a middle school counselor for further details.

Gifted Services Appeal Process

As special abilities can manifest at different times in the development of children the Gifted Services *Appeal Process* allows for the re-evaluation of a student for gifted services. As testing and evaluation is conducted only once a year, students *who do not initially meet qualifying expectations* may be re-evaluated, by parent request, for gifted services *after one school year* through the Gifted Services Appeal Process. Thus, the Appeal Process may be initiated *during the fall of the next school year* by notifying the student's classroom teacher *at that time.*

THREE STRANDS OF DIFFERENTIATED GIFTED SERVICES GRADES 3-5

AS WE ACKNOWLEDGE THE IMPORTANCE OF MEETING THE NEEDS OF HIGH-ABILITY STUDENTS UTILIZING THE *LEVELS OF SERVICE* APPROACH ALLOWS US TO EXTEND THAT COMMITMENT INCLUSIVELY BY RECOGNIZING THE SIGNIFICANT POTENTIAL WHICH EXISTS AMONG MANY MORE STUDENTS THAN HAVE TRADITIONALLY BEEN IDENTIFIED AND SERVED IN BOTH ACADEMIC CONTENT AREAS AND MANY TALENT DOMAINS.

THE CLASSROOM SHOULD PROVIDE AN ATMOSPHERE OF INQUIRY AND DISCOVERY, WITH EMPHASIS ON PROBLEM SOLVING, REFLECTION, AND CRITICAL THINKING, RATHER THAN MERE COVERAGE OF THE CONTENT. STUDENTS WITH HIGH POTENTIAL SHOULD BE REQUIRED TO STRETCH THEMSELVES TO SUCCEED, WITH A BLEND OF INDIVIDUALIZED AND GROUP ACTIVITIES.

STRAND A TALENT POOL: *SAGES-2* *Below 77th percentile*	Service Recommendation: The student can be challenged with increased responsibility and access to enriched assignments within the general educational classroom. *Through a blend of individualized and group activities, a Strand A student can be challenged with opportunities that provide foundational skills and tools to help the student discover and build his/her personal strengths, talents, and motivation.*
STRAND B TALENT POOL: *SAGES-2* *77th-89th percentile*	Service Recommendation: The student is considered an appropriate candidate for differentiated services within the general educational classroom. *A Strand B student can be challenged through differentiated learning opportunities in his/her strength or interest area(s) within the regular classroom and along the Continuum of Services offered. Differentiated services within the general educational classroom provide varied opportunities for students with specific or emerging academic strengths to be challenged with opportunities to practice complex thinking strategies, learn at an appropriate pace, with significant depth and breadth, in an inclusive learning environment.*
STRAND C: ADVANCED OPTION *SAGES-2* *90th -99th percentile*	Service Recommendation: **In addition to* differentiated services within the general education classroom, the student is considered an appropriate candidate for the pull-out Academic TAG Program. *Eligible students are those with an unusually advanced degree of general intellectual ability and potential, task commitment, and creative-productive thinking, who require differentiated and challenging programs and/or services beyond the general school program to reach their full potential, both intellectually and emotionally.*

The SAGES-2 Reasoning Assessment is utilized, in addition to the multiple measures in Phase 1 and 2, to determine how a child performs on the assessment as compared to their peers and the results are used as a placement measure. SAGES-2 scores are reported in percentile format. The average student scores at the 50th percentile.

POTENTIALLY GIFTED AND TALENTED STUDENTS TYPICALLY SCORE ABOVE THE 90TH PERCENTILE.

NO TWO GIFTED AND TALENTED CHILDREN ARE ALIKE: THE PROFESSIONAL JUDGMENT OF THE IDENTIFICATION TEAM ENSURES THAT PLACEMENT DETERMINATIONS ARE MADE ACCORDING TO THE UNIQUE TRAITS AND CHARACTERISTICS OF EACH CHILD IN THE IDENTIFICATION PROCESS. AS THE SCREENING PROCESS INVOLVES THE ANALYSIS OF MULTIPLE MEASURES, BOTH QUALITATIVE AND QUANTITATIVE, NO SPECIFIC SCORE ON ANY ONE MEASURE DETERMINES ELIGIBILITY AND THE IDENTIFICATION TEAM THEREFORE *DOES NOT FURNISH INDIVIDUAL ELIGIBILITY REPORTS.*

THE CONTINUUM OF SERVICES INCLUDES, BUT IS NOT LIMITED TO:

- **ACADEMIC AND CREATIVE COMPETITIONS**
- **ACCELERATION BY GRADE**
- **ACCELERATION BY SUBJECT**
- **CLUSTER GROUPING**
- **FLEXIBLE GROUPING**
- **GIFTED AND TALENTED ART PROGRAM**
- **GIFTED AND TALENTED ACADEMIC PULL-OUT PROGRAM**
- **DIFFERENTIATED CURRICULUM & INSTRUCTION IN THE GENERAL EDUCATION CLASSRO**
- **INTEGRATED ACADEMIC SUMMER ENRICHMENT PROGRAM**

K-5 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 and forwarded to the TAG Program Coordinator who will bring the matter before the TAG Committee. The completed appeal form must be submitted to the TAG Program Coordinator by October 15th. Students that move into the district will be reviewed any time of the year.

Appeal Process Form
Grades 3, 4, 5

Please complete the attached appeal process in order to recommend a student who did not meet the criteria for the TAG Cycles program.

Checklist of Steps

1. Parent or teacher obtains form from home school building principal.
2. Reason for appeal is filled out by initiator.
3. Form is returned to the school principal to complete test data section. Completed form is returned to TAG Program Coordinator.
4. All appeals to be reviewed by TAG Program committee at meeting scheduled after the deadline.
5. Written notification of acceptance or rejection mailed to parents and to principal of student's home school.

APPEAL DEADLINE IS OCTOBER 15TH, EXCEPT FOR MOVE IN CANDIDATES

CLIFTON PUBLIC SCHOOLS TAG PROGRAM

School One
158 Park Slope
Clifton, NJ 07011
973 470-2370

APPEAL PROCESS FORM

Student Name_____ Grade_____ School_____

Parent Name_____

Address_____

Telephone Number_____

_____	_____	_____
Building Principal	School	Date

_____	_____	_____
Student Name	Grade	School

Please complete the following. (All information must be included in this form.)
DO NOT attach work samples.

1. Briefly state reason for appeal. Please include any local and State assessment data that you feel should be a factor in reassessing your child.

2. List any extenuating circumstances that may have adversely affected the child's test results.

3. List specific strengths and abilities that might not be indicated by test results.

Appeal initiated by:_____ Date_____

Appeal completed by:_____

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EXIT PROCEDURES
GRADES 3 - 5

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

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STATEMENT OF ATTENDANCE POLICY

Student attendance requirement is consistent with Board of Education Policy for the district.

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 New Jersey Student Learning Standards and WIDA ELD 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 contend, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the individual student's developmental and linguistic needs.

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:

Level 1 & 2 ESL students

- Allow students to illustrate answers or vocabulary words
- Allow students to translate vocabulary into native language and use native language dictionary.
- 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

Level 2, 3 & 4 ESL students

- Simplify language/avoid idioms
- Use cooperative learning groups/set up peer tutoring pairs to encourage participation
- Use videos to reinforce content
- Audio 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 lesson, 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

Level 4 & 5 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
- 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

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 is only some of the curricular modifications and instructional techniques available for implementation in the Regular Education classroom.

- 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 assignments/homework/spelling
- Allow student to finish tests and quizzes during school, after 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
- Rewriting tests/consider spacing and crowding
- Test for content and knowledge in subject areas
- Grading modification 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 CD/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 activity or curriculum
- Provide summary of reading assignment: written/recorded
- Use checklist for review/study procedures
- Behavioral contingency contracts/planned ignoring
- Time out/time away
- Rules and Routine clear and consistent

Curriculum Differentiation Planning for the Young Gifted

CURRICULUM DIFFERENTIATION is a broad term referring to the need to tailor teaching environments and practices to create appropriately different learning experiences for different students. Typical procedures in the case of gifted and talented students include:

- deleting already mastered material from existing curriculum.
- adding new content, process, or product expectations to existing curriculum,
- extending existing curriculum to provide enrichment activities,
- providing course work for able students at an earlier age than usual, and
- writing new units of courses that meet the needs of gifted students.

Curriculum needs to be differentiated in terms of:

1. Learning environment: The aim is to create a learning environment which encourages students to engage their abilities to the greatest extend possible, including taking risks and building knowledge and skills in what they perceive as a safe, flexible environment. It should be:

- **student-centered** – focusing on the student's interests, input and ideas rather than those of the teacher.
- **encouraging independence** – tolerating and encouraging student initiative,
- **open** – permitting new people, materials, ideas and things to enter and non-academic and interdisciplinary connections to be made,
- **accepting** – encouraging acceptance of others' ideas and opinions before evaluating them,
- **complex** – including a rich variety of resources, media, ideas, methods and tasks, and
- **highly mobile** – encouraging movement in and out of groups, desk settings, classrooms, and schools.

- continued –

2. Content modification: The aim is to remove the ceiling on what is learned, and use the student's abilities to build a richer, more diverse and efficiently organized knowledge base. This building can be facilitated by encouraging:

- **abstractness** – with content shifting from facts definitions, and descriptions to concepts, relationships to key concept, and generalizations,
- **complexity** – with content shifting from facts, definitions, and descriptions to factors separately,
- **variety** – with content expanding beyond material presented in the normal program,
- **study of people** – including the study of individuals or people, and how they have reacted to various opportunities and problems, and
- **study of methods of inquiry** – including procedures used by experts working in their fields.

3. Process modification: The aim is to promote creativity and higher level cognitive skill, and to encourage productive use and management of the knowledge the students have mastered. This can be facilitated by encouraging:

- **higher levels of thinking** – involving cognitive challenge using Bloom's Taxonomy of Cognitive Processes, logical problems, critical thinking, and problem solving,
- **creative thinking** – involving imagination, intuitive approaches, and brainstorming techniques,
- **open-endedness** – encouraging risk-taking and the response that is right for the student by stressing there is no one right answer,
- **group interaction** – with highly able and motivated students sparking each other in the task, with this sometimes being on a competitive and sometimes on a cooperative basis (depending on the task and its objectives),
- **variable pacing** – allowing students to move through lower order thinking more rapidly but allowing more time for students to respond fully on higher order thinking tasks,
- **variety of learning processes** – accommodating different students' learning styles,
- **debriefing** – encouraging students to be aware of and able to articulate their reasoning or conclusion to a problem or question, and
- **freedom of choice** – involving students in evaluation of choices of topics, methods, products, and environments.

Curriculum Differentiation Planning for the Young Gifted – K-2 Talented and Gifted Continued

4. Product modification: The aim is to facilitate opportunities for talented students to produce a product that reflects their potential. This can be encouraged by incorporating:

- **real problems** – real and relevant to the student and the activity,
- **real audiences** – utilizing an "audience" that is appropriate for the product, which could include another student or group of students, a teacher (not necessarily the classroom teacher), an assembly, a mentor, and community, or specific interest group,
- **real deadlines** – encouraging time management skills and realistic planning,
- **transformations** – involving original manipulation of information rather than regurgitation, and
- **appropriate evaluation** – with the product and the process of its development being both self-evaluated and evaluated by the product's audience using previously established "real world" criteria that are appropriate for such products.

Teacher Resources for K-2 Curriculum Differentiation

Teaching Young Gifted Children in the Regular Classroom: Identifying Nurturing and Challenging Ages 4-9 by Joan Franklin Smutny, Sally Yahnke Walker (Contributor), Elizabeth A. Meckstroth

From the Back Cover

After the first week of school, the teacher asked Gerik what he was interested in. He responded, "The origins of unicorn mythology." "Can you read?" his teacher asked. "Of course, everyone can," he answered. "No," replied the teacher, "Not many kindergarteners can read." "That's too bad," said Gerik. "It's how you find out about stuff."

Gerik isn't alone. Young gifted children are everywhere – in day care and preschool settings, kindergartens, and elementary classrooms. But most schools don't formally identify children as "gifted" until third or fourth grade, and some schools wait until middle school or junior high! By then, some of the brightest children are bored, resentful underachiever.

Written or educators (and parents) who believe that all children deserve the best education we can give them, this book encourages and enables you to recognize and nurture giftedness in children as young as age four. Look inside to find a wealth of proven practical strategies and techniques you can start using immediately to:

- identify giftedness (and avoid the pitfalls of stereotypes and politics)
- infuse your classroom with an atmosphere of wonder and an attitude of acceptance and understanding
- recognize and teach to multiple intelligences
- present the curriculum in creative and challenging ways
- assess and document students' development – and make the best use of standardized tests
- build partnerships with parents and enlist their support.

Entire chapters are devoted to topics including curriculum compacting, social studies, language arts, math and science, cluster grouping and cooperative learning, and finding and supporting giftedness in diverse populations. Scenarios and vignettes take you into teachers' classrooms. Extensive references point you toward books, organizations, videos, publications, and Web sites to explore.

Includes frequently asked questions, common-sense answers, and dozens of reproducible handout masters for students, parents, and your own record keeping.

Different Strategies for Different Learners by Char Forsten, Jim Grant, and Betty Hollas (Grades K-8)

Students' needs are varied. So you need a variety of strategies to teach different learners. That's exactly what you'll find in this book – 101 strategies. Strategies are arranged into grade level within each of the six sections: Classroom management, community building, teacher's toolbox, literacy, math, and assessment.

A number of management strategies that are often useful in implementing curriculum differentiation strategies include:

- **the use of contracts** – allowing individualized and student negotiated programs and promoting the student's time-management skills and autonomy,
- **conferencing** – allowing dedicated student negotiation and review, and
- **grouping strategies** – facilitating children to work with "like minds" and encouraging group interactions.

K-5 TALENTED AND GIFTED

COURSE OBJECTIVES

The program will enhance the student's ability to:

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

PROCESS

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.

K-5 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

Program Goals – K-5 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. 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
B. 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

K-5 TALENTED AND GIFTED

STUDENT OUTCOMES

(Knowledge, skills, behavior and attitude)

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

Student Outcomes - K-5 Talented and Gifted
Continued

F. Elaboration
    1. Generating detailed ideas

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
I. Monitoring the acceptance of the solution
J. 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

NEW JERSEY STUDENT LEARNING STANDARDS INDEX

ENGLISH LANGUAGE ARTS

Name of Course: **Talented & Gifted – K-5**

Numerical Reference	Standard	Reference Page In Guide
RL.K-5.1-10	**(READING LITERATURE)** 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.	3,4,5,32-35,43-49 50-53
RI.K-5.1-10	**(READING INFORMATIONAL TEXT)** 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.	3,4,5,32-35,43-49 50-53
W.K-5.1-10	**(WRITING)** 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.	3,4,5,32-35,43-49 50-53
RF.K-5.1-4	**(READING FOUNDATION)** All students will develop an understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system.	3,4,5,32-35,43-49 50-53
SL.K-5.1-16	**(SPEAKING AND LISTENING)** All students will gain adequate mastery of a range of skills and applications.	3,4,5,32-35,43-49 50-53
L.K-5.1-6	**(LANGUAGE)** All students will gain adequate mastery of a range of skills and applications.	3,4,5,32-35,43-49 50-53

VISUAL AND PERFORMING ARTS

Name of Course – Talented & Gifted - K-5

Numerical Reference	Standard	Reference Page in Guide
Standard 1.1	**(CREATIVE PROCESS)** All students will demonstrate an understanding of the elements & principles that govern the creation of works of art in dance, music, theatre, & visual art.	4, 45
Standard 1.2	**(HISTORY OF ART & CULTURE)** All students will understand the role, development, & influence of the arts throughout history & across cultures.	4, 45
Standard 1.3	**(PERFORMING)** All students will synthesize skills, media, methods, & technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, & visual art.	4, 45
Standard 1.4	**(AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES)** All students will demonstrate & apply an understanding of arts philosophies, judgment, & analysis to works of art in dance, music, theatre, & visual art.	4, 45

NEW JERSEY STUDENT LEARNING STANDARDS INDEX – Science K-5

NJSLS SCIENCE – The NJSLS Science is based on the Next Generation Science Standards (NGSS). The NGSS is a three-dimensional system of academic standards. The nexus of these three dimensions - Disciplinary Core Ideas (DCI); Science and Engineering Practices (SEP); and Crosscutting Concepts (CCC) is where science learning should take place. For brevity, each of the DCIs, SEPs and CCCs are listed and indexed below by title only. Full descriptions of each are available on the Clifton Public Schools' resource drive or at www.nextgenscience.org.

NJSLS SCIENCE – Physical Science DCIs

Numerical Reference	Standard	Reference Page in Guide
PS1.A	Structure and Properties of Matter	N/A
PS1.B	Chemical Reactions	N/A
PS1.C	Nuclear Processes	N/A
PS2.A	Forces and Motion	N/A
PS2.B	Types of Interactions	N/A
PS3.A	Definitions of Energy	N/A
PS3.B	Conservation of Energy and Energy Transfer	N/A
PS3.C	Relationship Between Energy and Forces	N/A
PS3.D	Energy in Chemical Processes	N/A
PS4.A	Wave Properties	N/A
PS4.B	Electromagnetic Radiation	N/A
PS4.C	Information Technologies and Instrumentation	N/A

NJSLS SCIENCE – Life Science DCIs

Numerical Reference	Standard	Reference Page in Guide
LS1.A	Structure and Function	N/A
LS1.B	Growth and Development of Organisms	N/A
LS1.C	Organization for Matter and Energy Flow in Organisms	N/A
LS2.A	Interdependent Relationships in Ecosystems	N/A
LS2.B	Cycles of Matter and Energy Transfer in Ecosystems	N/A
LS2.C	Ecosystems Dynamics, Functioning and Resilience	N/A
LS2.D	Social Interactions and Group Behavior	N/A
LS3.A	Inheritance of Traits	N/A
LS3.B	Variation of Traits	N/A
LS4.A	Evidence of Common Ancestry and Diversity	N/A
LS4.B	Natural Selection	N/A
LS4.C	Adaptation	N/A
LS4.D	Biodiversity and Humans	N/A

- continued -

NJSLS SCIENCE – Earth and Space Science DCIs

Numerical Reference	Standard	Reference Page in Guide
ESS1.A	The Universe and Its Start	N/A
ESS1.B	Earth and the Solar System	N/A
ESS1.C	The History of Planet Earth	43,44
ESS2.A	Earth Materials and Systems	43,44
ESS2.B	Plate Tectonics and Large-Scale System Interactions	N/A
ESS2.C	The Roles of Water in Earth's Surface Processes	N/A
ESS2.D	Weather and Climate	N/A
ESS2.E	Biogeology	N/A
ESS3.A	Natural Resources	N/A
ESS3.B	Natural Hazards	N/A
ESS3.C	Human Impacts on Earth Systems	N/A
ESS3.D	Global Climate Change	N/A

NJSLS SCIENCE – Engineering Design DCIs

Numerical Reference	Standard	Reference Page in Guide
ETS1.A	Defining and Delimiting Problems	N/A
ETS1.B	Developing Basic Problems	N/A
ETS1.C	Optimizing the Design Solution	N/A

NJSLS SCIENCE – Science and Engineering Practices

Numerical Reference	Standard	Reference Page in Guide
SEP #1	Asking questions (for science) and defining problems (for engineering).	N/A
SEP #2	Developing and using models.	N/A
SEP #3	Planning and carrying out investigations.	N/A
SEP #4	Analyzing and interpreting data.	N/A
SEP #5	Using mathematics and computational thinking.	N/A
SEP #6	Constructing explanations (for science) and designing solutions (for engineering).	N/A
SEP #7	Engaging in argument from evidence.	N/A
SEP #8	Obtaining, evaluating, and communicating information.	N/A

- continued -

New Jersey Student Learning Standards Index – Science K-5
Continued

NJSLS SCIENCE – Crosscutting Concepts

Numerical Reference	Standard	Reference Page in Guide
CCC #1	Patterns	N/A
CCC #2	Cause and Effect	43,44
CCC #3	Scale, Proportion and Quantity	N/A
CCC #4	Systems and System Models	N/A
CCC #5	Energy and Matter	43,44
CCC #6	Structure and Function	N/A
CCC #7	Stability and Change	N/A

SOCIAL STUDIES

Name of Course: Talented & Gifted - K-5

Numerical Reference	STANDARD	Reference Page in Guide
Standard 6.1	**(U.S. HISTORY: AMERICA IN THE WORLD)** All students acquire the knowledge & skills to think analytically about how past & present interactions of people, cultures, & the environment shape the American heritage, enabling students to make informed decisions as productive citizens in local, national, & global communities	4,43,45
Standard 6.2	**(WORLD HISTORY/GLOBAL STUDIES)** All students acquire the knowledge & skills to think analytically & systematically about how past interactions of people, cultures, & the environment affect issues across time & cultures, enabling students to make informed decisions as socially & ethically responsible world citizens in the 21st century	N/A
Standard 6.3	(**ACTIVE CITIZENSHIP IN THE 21ST CENTURY)** All students will acquire the skills needed to be active, informed citizens who value diversity & promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world	N/A

NEW JERSEY STUDENT LEARNING STANDARDS INDEX

MATHEMATICS

Name of Course: **Talented & Gifted - K-5**

Numerical Reference	Standard	Reference Page in Guide
CC	**(Counting and Cardinality)** All students by the end of Kindergarten will know number names and the count sequence. Count to tell the number of objects. Compare numbers.	N/A
OA	**(Operations and Algebraic Thinking)** All students by the end of fifth grade will understand addition, and understand subtraction. Represent and solve problems involving the four operations. Understand and apply properties of operations and the relationship between addition, subtraction, multiplication, and division. Work with equal groups of objects to gain foundations for multiplication. Solve problems involving the four operations, and identify and explain patterns in arithmetic. Gain familiarity with factors and multiples. Generate and analyze patterns and relationships. Write and interpret numerical expressions.	N/A
NBT	**(Number and Operations in Base 10)** All students by the end of fifth grade will extend the counting sequence. Understand and generalize the place value system to multiple digits. Use place value understanding and properties of operations to add and subtract with multiple digits. Perform operations with multi-digit whole numbers and with decimals to hundredths.	N/A
NF	**(Number and Operations-Fractions)** All students by the end of fifth grade will develop understanding of fractions as numbers. Extend understanding of fraction equivalence and ordering. Build fractions from unit fractions. Use equivalent fractions as a strategy to add and subtract fractions. Apply and extend previous understandings of multiplication and division.	N/A
MD	**(Measurement and Data)** All students by the end of fifth grade will be able to describe and compare measurable attributes. Classify objects and count the number of objects in each category. Measure lengths indirectly and by iterating length units. Tell, write, and work with time and money. Represent and interpret data. Measure and estimate lengths in standard units. Relate addition and subtraction to length. Solve problems involving measurement and estimation. Understand concepts of area perimeter and relate area to multiplication and to addition. Solve problems involving measurement and conversion of measurements within a system. Understand concepts of angle and measure angles. Understand concepts of volume.	44
G	**(Geometry)** All students by the end of fifth grade will be able to identify and describe shapes. Analyze, compare, create, and compose shapes. Reason with shapes and their attributes. Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Graph points on the coordinate plane to solve real-world and mathematical problems. Classify two-dimensional figures into categories based on their properties.	N/A

NEW JERSEY STUDENT LEARNING STANDARDS INDEX

TECHNOLOGICAL LITERACY

Name of Course: <u>Talented and Gifted – K-5</u>

Numerical Reference	Standard	Reference Page in Guide
Standard 8.1	**(EDUCATIONAL TECHNOLOGY)**: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge. A. Technology Operations and Concepts B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship E. Research and Information Fluency F. Critical Thinking, Problem Solving, and Decision Making	4,43,47,53,54
Standard 8.2	**(TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, & COMPUTATIONAL THINKING-PROGRAMMING)**: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. A. Nature of Technology: Creativity and Innovation B. Technology & Society C. Design D. Abilities for a Technical World E. Computational Thinking	4,43,47,53,54

21st CENTURY LIFE AND CAREERS

Name of Course: <u>Talented & Gifted - K-5</u>

Numerical Reference	Standard	Reference Page in Guide
	(THE 12 CAREER READY PRACTICES) These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.	4,32,46-49
Standard 9.1	**(PERSONAL FINANCIAL LITERACY):** 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. A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring & Protecting	N/A
Standard 9.2	**(CAREER AWARENESS, EXPLORATION, & PREPARATION):** 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. A. Career Awareness B. Career Exploration C. Career Preparation	4,32,46-49
Standard 9.3	**(CAREER AND TECHNICAL EDUCATION):** 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. AG - Agriculture, Food, Natural Resources Career Cluster AC - Architecture & Construction Career Cluster AR - Arts, AV, Technology & Communications Career Cluster BM - Business Management Career Cluster ED - Education & Training Career Cluster FN - Finance Career Cluster GV - Government & Public Administration Career Cluster HL - Health Science Career Cluster HT - Hospitality & Tourism Career Cluster HU - Human Services Career Cluster IT - Information Technology Career Cluster LW - Laws, Public Safety, Corrections & Security Career Cluster MN - Manufacturing Career Cluster MK - Marketing Career Cluster ST - Science, Technology, Engineering & Mathematics Career Cluster TD - Transportation, Distribution & Logistics Career Cluster	N/A

COURSE OUTLINE

I. THE POWER OF ELECTRICITY

NJSLS: RI.K-5.1-10; W.K-5.1-10
CCC: 2,5; 8.1.A,B,E,F; 8.2.A,B,F,G

A. Demonstrate the process of scientific Investigation and design, conduct, communicate about and evaluate such investigation
   1. Questioning
   2. Hypothesizing
   3. Following a procedure
   4. Determining results
   5. Forming a conclusion

B. Analyze common properties, forms, and changes in matter and energy
1. Experiment to learn the difference between a closed, open, and short circuit
2. Experiment to learn how conductors and insulators affect an electric current
3. Experiment with both static and current electricity to identify the properties of each electricity type

C. Recognize interrelationships among science, technology, and human activity and how they affect the world

D. Examine advances made in technology over time

E. Review several milestone advances and predict how our lives will be altered ten years from now due to technological advances

II. THE LEWIS AND CLARK EXPEDITION

NJSLS: RL.K-5.1-10; RI.K-5.1-10
W.K-5.1-10; 6.1; 8.1.A,B,E,F
8.2.A,B,F,G

A. Examine the historical context of the expedition and trace the path followed by the Corps of Discovery

B. Use Web technology to access information on the explorations of Lewis and Clark and the Corps of Discovery
   1. Interpret information from maps through historical and current map comparisons
   2. Evaluate the purpose of the expedition and the supplies and people who were a part of the expedition
   3. Make decisions on what skills, tools, and supplies would be needed to go on a journey like Lewis and Clark's
   4. Write a first person journal as if they were in the Corps of Discovery
   5. Investigate change over time to gain perspective on the successes of the Lewis and Clark journey

C. Use technology tools to synthesize information and communicate that knowledge

D. Analyze the dates and the passage of time

E. Demonstrate comprehension through experiential response

F. Develop an understanding of the Native American cultures encountered by Lewis and Clark and how they assisted the Corps of Discovery

G. Identify the contributions that York, Sacagawea, and several other tribes made toward the success of the expedition

Continued

III. EARTH SCIENCE: ROCKS THAT TELL TIME **NJSLS: RL.K-5.1-10; RI.K-5.1-10 W.K-5.1-10; 8.1.A,B,E,F; 8.2.A,B,F,G ESS1.C; ESS2.A**

A. Recognize and describe different types of earth materials
   1. Soil
   2. Rocks
   3. Minerals

B. Discover how rocks and fossils are used to understand the history of the earth and provide evidence about the nature of early life on earth
   1. Rock cycle
   2. Igneous, sedimentary, metamorphic rock
   3. Mineral identification

C. Natural resources

D. Understand the importance of scientific evidence in constructing a model of early life on earth
   1. Fossils
   2. Geologic time
   3. Evolution

E. Interpret science concepts using forms of writing

F. Describe how technology facilitates construction using earth materials

G. Develop an awareness of contributions made to science by geologists and paleontologists

IV. SYMMETRY AND TRANSFORMATIONS **NJSLS: RI.K-5.1-10; W.K-5.1-10 MD,G**

A. Develop geometric understanding and spatial skills through manipulation. Explore aspects of transformational geometry and symmetry
   1. Spatial patterns
   2. Symmetric patterns

B. Investigate, describe, and reason about the results of subdividing, combining, and transforming shapes
   1. Symmetry
   2. Translations
   3. Reflections
   4. Rotations

C. Describe the use and concepts of congruence, similarity, and symmetry to solve problems

D. Explore the concept of lines of symmetry in two-dimensional shapes

E. Predict and describe the results of transformations of two dimensional figures

F. Describe examples of geometric transformations
   1. Architecture
   2. Wallpaper
   3. Clothing

G. Investigate the art of transformation

H. Research the work of M.C. Escher.

I. Describe and create original tessellating designs.

Continued

V. EXPLORING TALL TALES

A. Analyze Tall Tales to identify the characteristics to then understand the main elements of the genre
   1. Story structure
   2. Oral tradition
   3. Setting
   4. Character
   5. Conflict
   6. Hyperbole

B. Respond to literature through writing and discussion using the four stances
   1. Global understanding
   2. Developing interpretation
   3. Personal reflections and responses
   4. Critical stance

C. Apply the characteristics and elements of Tall Tales to write original folklore

VI. HOW THE WEST WAS PAINTED

NJSLS: RI.K-5.1-10; W.K-5.1-10 1.1.A,B; 1.2.D; 1.3.D; 1.4.A,B 6.1

A. Identify and describe qualities of line, shape, color and texture of observed art

B. Analyze the composition of landscapes

C. Determine ways in which artists communicate ideas, feelings and experiences by comparing the work of different artists
   1. Examine and describe works by various artists

D. Analyze the technical, stylistic and expressive qualities of artworks from the same time and place
   1. Compare American realism with other styles

E. Compare written accounts of the American West with visual representations

F. Select ideas and images from imagination and observation to express or interpret through art

G. Organize landscape elements into an original composition

H. Describe aesthetic qualities observed in nature and in human made objects using oral and written language

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

C. 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

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

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

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 & give an oral of written presentation.

2. Students research the personal/professional lives of women who have made contributions to society, & give an oral or written presentation of their findings.

3. Students research the personal/professional lives of minorities & give 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.

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.

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
- N. Determining relevance
- O. Judging credibility of sources
- P. Recognizing assumptions/fallacies
- Q. Examining viewpoints
- R. Drawing conclusions

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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

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

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
- D. 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

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
- B. Audio recordings
- C. Video camera
- D. Digital camera

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