

Grade 1 & 2	Reading Enrichment
Time Frame	October-June
Topic	
English Language Arts/Literacy	
Essential Questions	
<ul style="list-style-type: none"> • What do readers do when they do not understand everything in a text? • Why do readers need to pay attention to a writer’s choice of words? • How do readers construct meaning from text? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Good readers use strategies to monitor their decoding and comprehension. • Good readers ask questions as they read. • Good readers use resources to help them figure out new words. • Fluent readers group words quickly to help them gain meaning from what they read. • Good readers employ strategies to help them understand text. • Good readers ask themselves what happens and why it happens. • Strategic readers can develop, select, and apply strategies to enhance their comprehension. • Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful. • Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text. 	
Alignment to NJCCCS	
<p><i>LA.1.CCSS.ELA-Literacy.RL.1.1, LA.1.CCSS.ELA-Literacy.RL.1.3, LA.1.CCSS.ELA-Literacy.RL.1.5, LA.1.CCSS.ELA-Literacy.RL.1.7, LA.1.CCSS.ELA-Literacy.RI.1.1, LA.1.CCSS.ELA-Literacy.RI.1.5, LA.1.CCSS.ELA-Literacy.RI.1.7, LA.1.CCSS.ELA-Literacy.RF.1.2d, LA.1.CCSS.ELA-Literacy.RF.1.4b, LA.1.CCSS.ELA-Literacy.RF.1.4c, LA.1.CCSS.ELA-Literacy.W.1.2, LA.1.CCSS.ELA-Literacy.W.1.3, LA.1.CCSS.ELA-Literacy.W.1.6, LA.1.CCSS.ELA-Literacy.W.1.8, LA.1.CCSS.ELA-Literacy.SL.1.3, LA.1.CCSS.ELA-Literacy.L.1.3, LA.1.CCSS.ELA-Literacy.L.1.5a, LA.1.CCSS.ELA-Literacy.L.1.5b, LA.1.CCSS.ELA-Literacy.L.1.5c, LA.1.CCSS.ELA-Literacy.L.1.5d, LA.1.CCSS.ELA-Literacy.L.1.6, LA.2.CCSS.ELA-Literacy.RL.2.1, LA.2.CCSS.ELA-Literacy.RL.2.2, LA.2.CCSS.ELA-Literacy.RL.2.7, LA.2.CCSS.ELA-Literacy.RL.2.10, LA.2.CCSS.ELA-Literacy.RI.2.2, LA.2.CCSS.ELA-Literacy.RI.2.3, LA.2.CCSS.ELA-Literacy.RI.2.5, LA.2.CCSS.ELA-Literacy.RI.2.10, LA.2.CCSS.ELA-Literacy.W.2.2, LA.2.CCSS.ELA-Literacy.W.2.5, LA.2.CCSS.ELA-Literacy.W.2.8, LA.2.CCSS.ELA-Literacy.SL.2.1b, LA.2.CCSS.ELA-Literacy.L.2.1f, LA.2.CCSS.ELA-Literacy.L.2.2e, LA.2.CCSS.ELA-Literacy.L.2.5a, LA.2.CCSS.ELA-Literacy.L.2.6</i></p>	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Students will be encouraged to use their listening, speaking, and reading foundational skills to extend their understanding of written language. • Students will read a wide variety of texts that require strategies and skills with more complex vocabulary and ideas. • Students will learn to apply these skills automatically and flexibly to decode and comprehend fiction, nonfiction, poetry, and drama. 	
Learning Activities	
<ul style="list-style-type: none"> • Checklists, charts, graphic organizers, and graphs • Create, illustrate, and publish original work • Cooperative groups • Comprehend and respond to texts using multiple skills and strategies. • Extend vocabulary skills to use oral and written communication effectively. 	

Gifted and Talented

- Use reading and listening, speaking and writing, and media and technology resources to accomplish a purpose.

Assessments

- Self assessment
- Teacher observation (anecdotal notes)
- Oral responses
- Conference Student/Teacher

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Reading/Writing/Science/Math/Technology/Engineering

Technology Integration

- Word
- Internet Exploration

Gifted and Talented

Grade 3							
Time Frame		January-June					
Topic							
English Language Arts/Literacy							
Essential Questions							
<ul style="list-style-type: none"> • What do readers do when they do not understand everything in a text? • Why do readers need to pay attention to a writer’s choice of words? • How do readers construct meaning from text? • Why conduct research? 							
Enduring Understandings							
<ul style="list-style-type: none"> • Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension. • Words powerfully affect meaning. • Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant. • Researchers gather and critique information on a topic from a variety of sources for specific purposes. 							
Alignment to CCSS							
<i>LA.5.CCSS.ELA-Literacy.RL.5.1, LA.5.CCSS.ELA-Literacy.RL.5.6, LA.5.CCSS.ELA-Literacy.RL.5.7, LA.5.CCSS.ELA-Literacy.RI.5.2, LA.5.CCSS.ELA-Literacy.RI.5.7, LA.5.CCSS.ELA-Literacy.RI.5.10</i>							
Alignment to NAGC Standards							
1.1.1,1.2.1, 1.5.1,1.6.1, 2.1.1,2.2.4, 3.1.4, 3.3.3, 3.4.1, 3.4.2, 4.1.1, 4.1.4, 4.2.1-3, 4.4.2, 4.5.2, 5.1.4							
Learning Activities							
<ul style="list-style-type: none"> • Reference and Research tasks with use of Library materials. • Selected materials (newspapers, magazines) for classroom discussions/debating • Interpretation of fact and figures 							
Assessments							
<ul style="list-style-type: none"> • Self assessment • Peer critique • Teacher observation (anecdotal notes) • Oral responses • Conference Student/Teacher 							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
	Life & Career Skills	X	Information Literacy	X	Media Literacy		
Interdisciplinary Connections							
Reading/Writing/Science/Math/Technology/Engineering							
Technology Integration							
<ul style="list-style-type: none"> • Power point • WordiWorks • Excel • Internet • Exploration • Email 							

Elementary Enrichment Workshops



Grades 1-3

Elementary Enrichment Workshops

Elementary Enrichment Workshops are three-week mini-courses that incorporate three main components (*Enrichment Learning Centers*, *Whose Clues? and Stories with Holes Workshop* and *Primary Logic and Reasoning Workshop*). These mini-courses are offered to first through third-grade students from September to June. Students are pulled out of the regular classroom for 30 minutes per week in pre-scheduled time periods. Class time is devoted to development of the following:

- Creative Thinking
- Cooperative Learning
- Divergent Thinking Skills
- Problem Solving
- Investigation of Scientific Theory

Three-Week Mini-Courses

1. **Enrichment Learning Centers**: Enrichment learning centers provide hands-on experiences that promote cooperative learning through finding relationships, organizing information, critical and divergent thinking, and deductive and spatial reasoning.

Learning Centers Happy

Cubes Noodlers

Logic Links

Brick by Brick Block by Block

Square Up

Sudoku

2. **Whose Clues? and Stories with Holes Workshop**: Two noteworthy book series that Nathan Levy has authored. These books feature quiz- and riddle-like formats that promote cooperative learning through deductive reasoning and critical thinking.
3. **Primary Logic and Reasoning Workshop**: Mini-lessons from a series of books published by Dandy Lion Publications. This series introduces students to the practice. Skills that are developed during these lessons include: finding basic elements of logic through examples and guided relationships, solving analogies, logical thinking, deductive reasoning, and organizing information.

Nomination Process

The classroom teacher evaluates students who show an interest in learning, tend to "think outside the box," and can afford to miss 30 minutes of class time once a week for three weeks.

CCSS : *WORK.K-4.9.1.4.1, WORK.K-4.9.1.4.A.1, WORK.K-4.9.1.4.A.2, WORK.K-4.9.1.4.A.3,*

Gifted and Talented

WORK.K-4.9.1.4.A.4, WORK.K-4.9.1.4.A.5, WORK.K-4.9.1.4.1, WORK.K-4.9.1.4.B.1, WORK.K-4.9.1.4.1, WORK.K-4.9.1.4.C.1, WORK.K-4.9.1.4.1, WORK.K-4.9.1.4.D.1, WORK.K-4.9.1.4.D.2, WORK.K-4.9.1.4.2, WORK.K-4.9.1.4.D.3, SCI.3-4.5.1.4.A.a, SCI.3-4.5.1.4.A.1, SCI.3-4.5.1.4.A.b, SCI.3-4.5.1.4.A.2, SCI.3-4.5.1.4.A.c, SCI.3-4.5.1.4.A.3, SCI.3-4.5.1.4.B.a, SCI.3-4.5.1.4.B.1

Elementary Enrichment Push-In Classes



Grades 1-4

Elementary Enrichment Push-In Classes

The Elementary G&T/Enrichment teacher will provide three, 40 minute Push-In classes for each 1st through 4th grade class. The program will provide whole class learning experiences that will center on the practice of critical thinking and logic skills, deductive and inductive reasoning, and visual perception skills. Students will engage in cooperative groups to solve logic puzzles such as Q-Bitz, Qwirkle, Square Up, Noodlers, and Word Bogglers etc. All learning experiences will be differentiated to meet the needs of the diverse community in each classroom.

CCSS : *WORK.K-4.9.1.4.1, WORK.K-4.9.1.4.A.1, WORK.K-4.9.1.4.A.2, WORK.K-4.9.1.4.A.3, WORK.K-4.9.1.4.A.4, WORK.K-4.9.1.4.A.5, WORK.K-4.9.1.4.1, WORK.K-4.9.1.4.B.1, WORK.K-4.9.1.4.1, WORK.K-4.9.1.4.C.1, WORK.K-4.9.1.4.1, WORK.K-4.9.1.4.D.1, WORK.K-4.9.1.4.D.2, WORK.K-4.9.1.4.2, WORK.K-4.9.1.4.D.3, SCI.3-4.5.1.4.A.a, SCI.3-4.5.1.4.A.1, SCI.3-4.5.1.4.A.b, SCI.3-4.5.1.4.A.2, SCI.3-4.5.1.4.A.c, SCI.3-4.5.1.4.A.3, SCI.3-4.5.1.4.B.a, SCI.3-4.5.1.4.B.1*

Gifted and Talented

Grade 4	
Time Frame	September-June
Topic	
English Language Arts/Literacy	
Essential Questions	
<ul style="list-style-type: none">• How do good writers express themselves?• How does process shape author's product?• How do writers develop a well-written product?• Why does a writer choose a particular form of writing?• How can discussion increase the knowledge and understanding of ideas?• When is it appropriate to ask questions?• How to speakers express their thoughts and feelings?• How does the choice of words affect a message?• How does a speaker communicate so others will listen and understand the message?	
Enduring Understandings	
<ul style="list-style-type: none">• Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic appearances.• Good writers use a repertoire of strategies that enables them to vary form and style in order to write for different purposes and contexts.• A writer selects a form based on audience and purpose.• Oral discussions increase knowledge and understanding of ideas.• Questioning and contributing help speakers convey their message, explore issues, and clarify their thinking.• A speaker's choice of words and style set a tone and define a message.• A speaker selects a form and organizational pattern based on audience and purpose.	
Alignment to CCSS	
<i>LA.4.CCSS.ELA-Literacy.W.4.3a, LA.4.CCSS.ELA-Literacy.W.4.3b, LA.4.CCSS.ELA-Literacy.W.4.3c, LA.4.CCSS.ELA-Literacy.W.4.3d, LA.4.CCSS.ELA-Literacy.W.4.3e, LA.4.CCSS.ELA-Literacy.W.4.4, LA.4.CCSS.ELA-Literacy.W.4.5, LA.4.CCSS.ELA-Literacy.W.4.6, LA.4.CCSS.ELA-Literacy.W.4.7, LA.4.CCSS.ELA-Literacy.W.4.8, LA.4.CCSS.ELA-Literacy.W.4.10, LA.4.CCSS.ELA-Literacy.SL.4.1a, LA.4.CCSS.ELA-Literacy.SL.4.1b, LA.4.CCSS.ELA-Literacy.SL.4.4, LA.4.CCSS.ELA-Literacy.SL.4.5</i>	
Alignment to NAGC Standards	
1.1.1,1.2.1, 1.5.1,1.6.1, 2.1.1,2.2.4, 3.1.4, 3.3.3, 3.4.1, 3.4.2, 4.1.1, 4.1.4, 4.2.1-3, 4.4.2, 4.5.2, 5.1.4	
Learning Activities	
<ul style="list-style-type: none">• Note-taking skills• Checklists, charts, graphic organizers, and graphs• Folktales• Great Explorers Research Project• Create, illustrate, and publish original work(Mock Trial)• Develop of research and library skills (infuse research and online databases)• Analyze and determine the validity of references and resources• Integration of technology to produce written work• Oral presentations (PowerPoint, persuasive speech, creative writing, folktale festival, Mock Trial, Great Explorers Research Project)• Performance tasks (real life demonstrations of skill/understanding)• Cooperative groups	

Gifted and Talented

Assessments						
<ul style="list-style-type: none"> • Oral presentation rubric • Peer assessment-peer critique • Self-assessment-individual critique • Interviews, oral presentations (oral responses) • Teacher observation (anecdotal notes) • Peer conferencing • Teacher conferencing • Writer’s Workshop (pre-write, write, revise, edit, publish-6 + 1 Traits) • Oral responses • Conference Student/Teacher 						
21st Century Skills						
X	Creativity	X	Critical Thinking	X	Communication	X Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy	
Interdisciplinary Connections						
Reading/Writing/Science/Math/Technology/Engineering						
Technology Integration						
<ul style="list-style-type: none"> • Power point • Word • iWorks • Excel • Internet Exploration • Email 						

Gifted and Talented

Grade 4							
Time Frame		September-June					
Topic							
i-STEM							
Essential Questions							
<ul style="list-style-type: none"> • How does mathematics appear in everyday experiences? • How do I decide or make a choice? • Why do I need to be accountable? • How do I best communicate 							
Enduring Understandings							
<ul style="list-style-type: none"> • Mathematics is intertwined in many everyday experiences, and is important for success in the world in which we live. • The choices we make as individuals affect self, family, community, and the world. • Personal attributes, behavior, knowledge and skills promote self awareness, personal responsibility, and self direction. • Effective communication skills are necessary to convey meaning and understanding to others. 							
Alignment to CCSS							
<i>WORK.K-4.9.1.4.1, WORK.K-4.9.1.4.A.1, WORK.K-4.9.1.4.A.2, WORK.K-4.9.1.4.A.3, WORK.K-4.9.1.4.A.4, WORK.K-4.9.1.4.A.5, WORK.K-4.9.1.4.1, WORK.K-4.9.1.4.B.1, WORK.K-4.9.1.4.1, WORK.K-4.9.1.4.C.1, WORK.K-4.9.1.4.1, WORK.K-4.9.1.4.D.1, WORK.K-4.9.1.4.D.2, WORK.K-4.9.1.4.2, WORK.K-4.9.1.4.D.3, SCI.3-4.5.1.4.A.a, SCI.3-4.5.1.4.A.1, SCI.3-4.5.1.4.A.b, SCI.3-4.5.1.4.A.2, SCI.3-4.5.1.4.A.c, SCI.3-4.5.1.4.A.3, SCI.3-4.5.1.4.B.a, SCI.3-4.5.1.4.B.1</i>							
Alignment to NAGC Standards							
1.2.1. 1.4.1, 1.6.1, 1.7.1, 2.1.1, 3.1.4, 3.1.5, 3.1.7, 3.3.3, 3.4.1, 3.4.3, 4.1.2, 4.3.2, 4.5.3, 5.1.5							
Learning Activities							
<ul style="list-style-type: none"> • Learning centers (Brick by Brick, Noodlers, Sudoku, Happy Cubes, Logic Links Puzzles, Square by Square) • One Hour Mysteries • Logic Puzzles (Whose Clues and Stories with Holes) • Analogies • Math Olympiad • Cooperative Groups 							
Assessments							
<ul style="list-style-type: none"> • Self assessment • Peer critique • Teacher observation (anecdotal notes) • Rubrics (including criteria for content, processing skills, and collaborative effort.) • Oral responses • Conference Student/Teacher 							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections
Reading/Writing/Science/Math/Technology/Engineering
Technology Integration
<ul style="list-style-type: none">• Power point• Word• Internet Exploration• Email

Gifted and Talented

Grade 5	
Time Frame	September-June
Topic	
English Language Arts/Literacy	
Essential Questions	
<ul style="list-style-type: none">• What do readers do when they do not understand everything in a text?• Why do readers need to pay attention to a writer’s choice of words?• How do readers construct meaning from text?• Why conduct research?• How do good writers express themselves?• How does process shape author’s product?• How do writers develop a well-written product?• Why does a writer choose a particular form of writing?• How can discussion increase the knowledge and understanding of ideas?• When is it appropriate to ask questions?• How do speakers express their thoughts and feelings?• How does the choice of words affect a message?• How does a speaker communicate so others will listen and understand the message?	
Enduring Understandings	
<ul style="list-style-type: none">• Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.• Words powerfully affect meaning.• Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant.• Researchers gather and critique information on a topic from a variety of sources for specific purposes.• Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic appearances.• Good writers use a repertoire of strategies that enables them to vary form and style in order to write for different purposes and contexts.• A writer selects a form based on audience and purpose.• Oral discussions increase knowledge and understanding of ideas.• Questioning and contributing help speakers convey their message, explore issues, and clarify their thinking.• A speaker’s choice of words and style set a tone and define a message.• A speaker selects a form and organizational pattern based on audience and purpose.	
Alignment to CCSS	
<i>LA.5.CCSS.ELA-Literacy.RL.5.1, LA.5.CCSS.ELA-Literacy.RL.5.4, LA.5.CCSS.ELA-Literacy.RL.5.7, LA.5.CCSS.ELA-Literacy.RI.5.3, LA.5.CCSS.ELA-Literacy.RI.5.4, LA.5.CCSS.ELA-Literacy.RI.5.7, LA.5.CCSS.ELA-Literacy.W.5.1b, LA.5.CCSS.ELA-Literacy.W.5.2b, LA.5.CCSS.ELA-Literacy.W.5.2c, LA.5.CCSS.ELA-Literacy.W.5.5, LA.5.CCSS.ELA-Literacy.W.5.7, LA.5.CCSS.ELA-Literacy.W.5.8, LA.5.CCSS.ELA-Literacy.W.5.10, LA.5.CCSS.ELA-Literacy.SL.5.1a, LA.5.CCSS.ELA-Literacy.SL.5.2, LA.5.CCSS.ELA-Literacy.SL.5.5, LA.5.CCSS.ELA-Literacy.L.5.4b, LA.5.CCSS.ELA-Literacy.L.5.4c, LA.5.CCSS.ELA-Literacy.L.5.5c</i>	
Alignment to NAGC Standards	
1.1.1,1.2.1, 1.5.1,1.6.1, 2.1.1,2.2.4, 3.1.4, 3.3.3, 3.4.1, 3.4.2, 4.1.1, 4.1.4, 4.2.1-3, 4.4.2, 4.5.2, 5.1.4	

Gifted and Talented

Learning Activities

- Reference and research tasks with use of Library materials
- Interpretation of fact and figures
- Detailed responses for given questions (MOEMS Practice Questions)
- Peer editing of original work
- Word study to include, but not limited to; multiple meanings, synonyms. Antonyms, analogies
- Creating written and visual art reproduction
- Note-taking skills
- Short term goal setting/educational risk taking
- Oral presentation, Creative writing, question and answer, independent study, final project presented in Power Point or other digital format
- Participation in various competitions
- Problem solving to include Logical Thinking.

Assessments

- Peer assessment-peer critique
- Self-assessment-individual critique
- Teacher observation (anecdotal notes)
- Peer conferencing
- Oral responses
- Competitive scoring rubrics
- Conference Student/Teacher

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Reading/Writing/Science/Math/Technology/Engineering

Technology Integration

- Power point
- Word
- iWorks
- Excel
- Internet Exploration
- Various Applications
- Email

Gifted and Talented

Grade 5	
Time Frame	September-June
Topic	
i-STEM	
Essential Questions	
<ul style="list-style-type: none">• How does mathematics appear in everyday experiences?• What constitutes evidence?• When do you have enough and the right kind of evidence?• How can results be justified and explained to others?• What makes a scientific question?• How do I decide or make a choice?• Why do I need to be accountable?• How do I best communicate?	
Enduring Understandings	
<ul style="list-style-type: none">• Mathematics is intertwined in many everyday experiences, and is important for success in the world in which we live.• Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting those explanations to scientific knowledge and theory, and communicating and justifying those explanations.• The choices we make as individuals affect self, family, community, and the world.• Personal attributes, behavior, knowledge and skills promote self-awareness, personal responsibility, and self-direction.• Effective communication skills are necessary to convey meaning and understanding to others.	
Alignment to CCSS	
<i>MA.5.5.OA.2, MA.5.5.OA.3, MA.5.5.NF.2, MA.5.5.NF.6, MA.5.5.G.2, LA.5.CCSS.ELA-Literacy.SL.5.2, LA.5.CCSS.ELA-Literacy.SL.5.5, LA.5.CCSS.ELA-Literacy.L.5.4b, LA.5.CCSS.ELA-Literacy.L.5.4c, LA.5.CCSS.ELA-Literacy.L.5.5c</i>	
Alignment to NAGC Standards	
1.2.1, 1.4.1, 1.6.1, 1.7.1, 2.1.1, 3.1.4, 3.1.5, 3.1.7, 3.3.3, 3.4.1, 3.4.3, 4.1.2, 4.3.2, 4.5.3, 5.1.5	
Learning Activities	
<ul style="list-style-type: none">• Problem solving, Logic puzzles,• Daily SAT practice problems• <u>MOEMS</u>-Practice Problems• Cooperative Groups• Student Directed Learning Projects• Competitions• Educational Risk Taking (Goal Setting)	
Assessments	
<ul style="list-style-type: none">• Self assessment• Peer critique• Teacher observation (anecdotal notes)• Rubrics (including criteria for content, processing skills, and collaborative effort.)• Oral responses• Competition rubrics	

Gifted and Talented

• Conference Student/Teacher							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		
Interdisciplinary Connections							
Reading/Writing/Science/Math/Technology/Engineering							
Technology Integration							
<ul style="list-style-type: none">• Power point• Word• iWorks• Excel• Various applications• Internet Exploration• Email							

Gifted and Talented

Grade 6	
Time Frame	Semester
Topic	
English Language Arts/Literacy	
Essential Questions	
<ul style="list-style-type: none">• What do readers do when they do not understand everything in a text?• Why do readers need to pay attention to a writer’s choice of words?• How do readers construct meaning from text?• Why conduct research?• How do good writers express themselves?• How does process shape author’s product?• How do writers develop a well-written product?• Why does a writer choose a particular form of writing?• How can discussion increase the knowledge and understanding of ideas?• When is it appropriate to ask questions?• How to speakers express their thoughts and feelings?• How does the choice of words affect a message?• How does a speaker communicate so others will listen and understand the message?	
Enduring Understandings	
<ul style="list-style-type: none">• Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.• Words powerfully affect meaning.• Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant.• Researchers gather and critique information on a topic from a variety of sources for specific purposes.• Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic appearances.• Good writers use a repertoire of strategies that enables them to vary form and style in order to write for different purposes and contexts.• A writer selects a form based on audience and purpose.• Oral discussions increase knowledge and understanding of ideas.• Questioning and contributing help speakers convey their message, explore issues, and clarify their thinking.• A speaker’s choice of words and style set a tone and define a message.• A speaker selects a form and organizational pattern based on audience and purpose.	

Gifted and Talented

Alignment to CCSS

LA.6.CCSS.ELA-Literacy.RL.6.2, LA.6.CCSS.ELA-Literacy.RL.6.4, LA.6.CCSS.ELA-Literacy.RI.6.1, LA.6.CCSS.ELA-Literacy.RI.6.3, LA.6.CCSS.ELA-Literacy.RI.6.4, LA.6.CCSS.ELA-Literacy.RI.6.7, LA.6.CCSS.ELA-Literacy.W.6.3a, LA.6.CCSS.ELA-Literacy.W.6.3d, LA.6.CCSS.ELA-Literacy.W.6.4, LA.6.CCSS.ELA-Literacy.W.6.5, LA.6.CCSS.ELA-Literacy.W.6.6, LA.6.CCSS.ELA-Literacy.W.6.7, LA.6.CCSS.ELA-Literacy.W.6.8, LA.6.CCSS.ELA-Literacy.W.6.10, LA.6.CCSS.ELA-Literacy.SL.6.1d, LA.6.CCSS.ELA-Literacy.SL.6.2, LA.6.CCSS.ELA-Literacy.SL.6.5, LA.6.CCSS.ELA-Literacy.L.6.4c, LA.6.CCSS.ELA-Literacy.L.6.6

Alignment to NAGC Standards

1.1.1,1.2.1, 1.5.1,1.6.1, 2.1.1,2.2.4, 3.1.4, 3.3.3, 3.4.1, 3.4.2, 4.1.1, 4.1.4, 4.2.1-3, 4.4.2, 4.5.2, 5.1.4

Activities

- Research and Library use including: web searches, databases, books, encyclopedias, Internet, etc.
- Select reading materials, magazines, internet articles, fiction and nonfiction books
- Student directed learning project
- Research project on chosen topic to include: note taking skills, Theses statement, analysis of information as it compares to theses statement
- Creative Writing for publication
- Classroom discussions to include current events and debating
- Oral presentation of original works
- Interactive presentation of research; ie. Power Point, Original Website Design, other student chosen format
- Analyze and determine the validity of references and resources
- Educational risk taking and goal setting

Assessments

- Self assessment-self critique
- Peer assessment peer critique
- Rubrics as it pertains to style of writing
- Competition rubrics
- Teacher conferencing
- Teacher observation

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Reading/Writing/Science/Math/Technology/Engineering

Technology Integration

- | | |
|---|--|
| <ul style="list-style-type: none"> • Power point • Word • iWorks | <ul style="list-style-type: none"> • Excel • Various applications • Internet Exploration • Email |
|---|--|

Gifted and Talented

Grade 6	
Time Frame	Semester
Topic	
i-STEM	
Essential Questions	
<ul style="list-style-type: none"> • How does mathematics appear in everyday experiences? • What constitutes evidence? • When do you have enough and the right kind of evidence? • How can results be justified and explained to others? • What makes a scientific question? • How do I decide or make a choice? • Why do I need to be accountable? • How do I best communicate? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Mathematics is intertwined in many everyday experiences, and is important for success in the world in which we live. • Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting those explanations to scientific knowledge and theory, and communicating and justifying those explanations. • The choices we make as individuals affect self, family community, and the world. • Personal attributes, behavior, knowledge, and skills promote self-awareness, personal responsibility, and self-direction • Effective communication skills are necessary to convey meaning and understanding to others 	
Alignment to CCSS	
<i>MA.6.6.NS.6.a, MA.6.6.NS.6.b, MA.6.6.NS.6.c, MA.6.6.NS.8, MA.6.6.EE.3, MA.6.6.EE.7, LA.6-8.CCSS.ELA-Literacy.RST.6-8.3, LA.6-8.CCSS.ELA-Literacy.RST.6-8.4, LA.6-8.CCSS.ELA-Literacy.RST.6-8.7, LA.6-8.CCSS.ELA-Literacy.RST.6-8.9, LA.6-8.CCSS.ELA-Literacy.WHST.6-8.8</i>	
Alignment to NAGC Standards	
1.2.1, 1.4.1, 1.6.1, 1.7.1, 2.1.1, 3.1.4, 3.1.5, 3.1.7, 3.3.3, 3.4.1, 3.4.3, 4.1.2, 4.3.2, 4.5.3, 5.1.5	
Learning Activities	
<ul style="list-style-type: none"> • Problem solving to include logic puzzles • <u>MOEMS</u>, SAT question of the day • Community Problem Solvers- Future Problem Solvers • <u>Stars Competition</u> ;creative problem solving • Analyze given data in order to problem solve given task • Educational Risk Taking (Goal Setting) • Cooperative Groups in order to perform problem solving stunts • Student directed learning projects • Classroom discussions which include: debating, analyzing data, role playing 	
Assessments	
<ul style="list-style-type: none"> • Self assessment • Competition rubrics • Group assessment • Peer assessment/evaluations 	

Gifted and Talented

<ul style="list-style-type: none">• Project based rubrics• Teacher observation						
21st Century Skills						
X	Creativity	X	Critical Thinking	X	Communication	X Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy	
Interdisciplinary Connections						
Reading/Writing/Science/Math/Technology/Engineering						
Technology Integration						
<ul style="list-style-type: none">• Power point• Word• iWorks• Excel• Gamemaker• SimCity version 4• Scratch 1.4• Various applications• Internet Exploration• Email						

Grade 7	
Time Frame	Semester
Topic	
English Language Arts/Literacy	
Essential Questions	
<ul style="list-style-type: none"> • What do readers do when they do not understand everything in a text? • Why do readers need to pay attention to a writer’s choice of words? • How do readers construct meaning from text? • Why conduct research? • How do good writers express themselves? • How does process shape author’s product? • How do writers develop a well-written product? • Why does a writer choose a particular form of writing? • How can discussion increase the knowledge and understanding of ideas? • When is it appropriate to ask questions? • How to speakers express their thoughts and feelings? • How does the choice of words affect a message? • How does a speaker communicate so others will listen and understand the message? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension. • Words powerfully affect meaning. • Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant. • Researchers gather and critique information on a topic from a variety of sources for specific purposes. • Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic appearances. • Good writers use a repertoire of strategies that enables them to vary form and style in order to write for different purposes and contexts. • A writer selects a form based on audience and purpose. • Oral discussions increase knowledge and understanding of ideas. • Questioning and contributing help speakers convey their message, explore issues, and clarify their thinking. • A speaker’s choice of words and style set a tone and define a message. • A speaker selects a form and organizational pattern based on audience and purpose. 	
Alignment to CCSS	
<p><i>LA.7.CCSS.ELA-Literacy.RL.7.1, LA.7.CCSS.ELA-Literacy.RL.7.4, LA.7.CCSS.ELA-Literacy.RL.7.7, LA.7.CCSS.ELA-Literacy.RL.7.10, LA.7.CCSS.ELA-Literacy.RI.7.7, LA.7.CCSS.ELA-Literacy.RI.7.8, LA.7.CCSS.ELA-Literacy.W.7.1b, LA.7.CCSS.ELA-Literacy.W.7.3a, LA.7.CCSS.ELA-Literacy.W.7.3d, LA.7.CCSS.ELA-Literacy.W.7.3e, LA.7.CCSS.ELA-Literacy.W.7.4, LA.7.CCSS.ELA-Literacy.W.7.5, LA.7.CCSS.ELA-Literacy.W.7.6, LA.7.CCSS.ELA-Literacy.W.7.7, LA.7.CCSS.ELA-Literacy.W.7.8, LA.7.CCSS.ELA-Literacy.SL.7.1c, LA.7.CCSS.ELA-Literacy.SL.7.1d, LA.7.CCSS.ELA-Literacy.SL.7.5, LA.7.CCSS.ELA-Literacy.SL.7.6, LA.7.CCSS.ELA-Literacy.L.7.4c, LA.7.CCSS.ELA-Literacy.L.7.6</i></p>	
Alignment to NAGC Standards	
1.1.1,1.2.1, 1.5.1,1.6.1, 2.1.1,2.2.4, 3.1.4, 3.3.3, 3.4.1, 3.4.2, 4.1.1, 4.1.4, 4.2.1-3, 4.4.2, 4.5.2, 5.1.4	

Learning Activities

- Research and Library Skill-Types of resources (online databases, books, encyclopedias, Internet, journals, etc.)
- Select and read materials (both fiction and nonfiction) appropriate for research purposes)
- Note taking skills
- Development of research and library skills(infuse research and online data)
- Analyze and determine the validity of references and resources
- Educational risk taking and goal setting
- STARS and CMPS(Future Problem Solvers) Competitions
- Recognize the opinion’s of others and respond appropriately.
- Participate in class discussion offering opinions and listening to others.
- Solve a problem or understand a problem through group cooperation and dialogue.
- Use clear and precise language while speaking

Assessments

- Peer assessment-peer critique
- Individual assessment-individual critique
- Teacher conferencing
- Self evaluation
- Competition rubrics
- Oral presentation rubric
- Rubrics (including criteria for content, processing skills, and collaborative effort)
- Teacher observation (anecdotal notes)

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Reading/Writing/Science/Math/Technology/Engineering

Technology Integration

- Power point
- Word
- iWorks
- Various Applications
- Excel
- Internet Exploration
- Email

Gifted and Talented

Grade 7	
Time Frame	Semester
Topic	
i-STEM	
Essential Questions	
<ul style="list-style-type: none">• How does mathematics appear in everyday experiences?• What constitutes evidence?• When do you have enough and the right kind of evidence?• How can results be justified and explained to others?• What makes a scientific question?• How do I decide or make a choice?• Why do I need to be accountable?• How do I best communicate?	
Enduring Understandings	
<ul style="list-style-type: none">• Mathematics is intertwined in many everyday experiences, and is important for success in the world in which we live.• Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting those explanations to scientific knowledge and theory, and communicating and justifying those explanations.• The choices we make as individuals affect self, family, community, and the world.• Personal attributes, behavior, knowledge and skills promote self -awareness, personal responsibility, and self-direction.• Effective communication skills are necessary to convey meaning and understanding to others.	
Alignment to CCSS	
<i>LA.6-8.CCSS.ELA-Literacy.RST.6-8.3, LA.6-8.CCSS.ELA-Literacy.RST.6-8.4, LA.6-8.CCSS.ELA-Literacy.RST.6-8.7, LA.6-8.CCSS.ELA-Literacy.RST.6-8.9, LA.6-8.CCSS.ELA-Literacy.WHST.6-8.8, MA.7.7.RP.2.a, MA.7.7.RP.2.b, MA.7.7.NS.2.a, MA.7.7.NS.3, MA.7.7.EE.3, MA.7.7.EE.4.a, MA.7.7.G.6, MA.7.7.SP.2</i>	
Alignment to NAGC Standards	
1.2.1, 1.4.1, 1.6.1, 1.7.1, 2.1.1, 3.1.4, 3.1.5, 3.1.7, 3.3.3, 3.4.1, 3.4.3, 4.1.2, 4.3.2, 4.5.3, 5.1.5	
Learning Activities	
<ul style="list-style-type: none">• Problem Solving (MOEMS, SAT question of the day, Critical thinking puzzles)• Problem Based Learning• Multi Media Presentation• Creation of Original iMovie• Student Directed Learning Projects• STARS and CMPS(Future Problem Solvers) Competitions	
Assessments	
<ul style="list-style-type: none">• Peer assessment• Self assessment• Teacher observation/anecdotal notes• Project Based Rubrics• Competition Rubrics• Cooperative Groups	

Gifted and Talented

21st Century Skills						
X	Creativity	X	Critical Thinking	X	Communication	X Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy	
Interdisciplinary Connections						
Reading/Writing/Science/Math/Technology/Engineering						
Technology Integration						
<ul style="list-style-type: none">• Power point• Word• iWorks• Excel• Gamemaker• SimCity version 4• Scratch 1.4• iMovie• IXL.com• Youtube• Teachertube• Various applications• Internet Exploration• Email						

Gifted and Talented

Grade 8	
Time Frame	Semester
Topic	
English Language Arts/Literacy	
Essential Questions	
<ul style="list-style-type: none">• What do readers do when they do not understand everything in a text?• Why do readers need to pay attention to a writer's choice of words?• How do readers construct meaning from text?• Why conduct research?• How do good writers express themselves?• How does process shape author's product?• How do writers develop a well-written product?• Why does a writer choose a particular form of writing?• How can discussion increase the knowledge and understanding of ideas?• When is it appropriate to ask questions?• How do speakers express their thoughts and feelings?• How does the choice of words affect a message?• How does a speaker communicate so others will listen and understand the message?	
Enduring Understandings	
<ul style="list-style-type: none">• Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.• Words powerfully affect meaning.• Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant.• Researchers gather and critique information on a topic from a variety of sources for specific purposes.• Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic appearances.• Good writers use a repertoire of strategies that enables them to vary form and style in order to write for different purposes and contexts.• A writer selects a form based on audience and purpose.• Oral discussions increase knowledge and understanding of ideas.• Questioning and contributing help speakers convey their message, explore issues, and clarify their thinking.• A speaker's choice of words and style set a tone and define a message.• A speaker selects a form and organizational pattern based on audience and purpose.	
Alignment to CCSS	
<i>LA.8.CCSS.ELA-Literacy.RL.8.1, LA.8.CCSS.ELA-Literacy.RL.8.2, LA.8.CCSS.ELA-Literacy.RL.8.4, LA.8.CCSS.ELA-Literacy.RI.8.1, LA.8.CCSS.ELA-Literacy.RI.8.4, LA.8.CCSS.ELA-Literacy.RI.8.7, LA.8.CCSS.ELA-Literacy.W.8.2a, LA.8.CCSS.ELA-Literacy.W.8.2b, LA.8.CCSS.ELA-Literacy.W.8.4, LA.8.CCSS.ELA-Literacy.W.8.6, LA.8.CCSS.ELA-Literacy.W.8.7, LA.8.CCSS.ELA-Literacy.W.8.8, LA.8.CCSS.ELA-Literacy.SL.8.1c, LA.8.CCSS.ELA-Literacy.SL.8.2, LA.8.CCSS.ELA-Literacy.SL.8.4, LA.8.CCSS.ELA-Literacy.SL.8.5, LA.8.CCSS.ELA-Literacy.SL.8.6, LA.8.CCSS.ELA-Literacy.L.8.6</i>	
Alignment to NAGC Standards	
1.1.1,1.2.1, 1.5.1,1.6.1, 2.1.1,2.2.4, 3.1.4, 3.3.3, 3.4.1, 3.4.2, 4.1.1, 4.1.4, 4.2.1-3, 4.4.2, 4.5.2, 5.1.4	
Learning Activities	
<ul style="list-style-type: none">• Research and Library Reference Material• Select and read materials appropriate for 8th Grade Final Project• Educational Risk Taking and Goal Setting	

Gifted and Talented

- Creation of 8th Grade Final Project
- Analyze and determine the validity of references and resources
- Integration of technology
- Oral Presentation of 8th Grade Final Project

Assessments

- Peer assessment-peer critique
- Individual assessment/individual critique
- Teacher conferencing
- Competition Rubrics
- Oral presentation rubric
- Rubrics (including criteria for content, processing skills, and collaborative effort)
- Teacher observation (anecdotal notes)

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Reading/Writing/Science/Math/Technology/Engineering

Technology Integration

- Power point
- Word
- Various Applications
- iWorks
- Excel
- Internet Exploration
- Email

Gifted and Talented

Grade 8	
Time Frame	Semester
Topic	
i-STEM	
Essential Questions	
<ul style="list-style-type: none">• How does mathematics appear in everyday experiences?• What constitutes evidence?• When do you have enough and the right kind of evidence?• How can results be justified and explained to others?• What makes a scientific question?• How do I decide or make a choice?• Why do I need to be accountable?• How do I best communicate?	
Enduring Understandings	
<ul style="list-style-type: none">• Mathematics is intertwined in many everyday experiences, and is important for success in the world in which we live.• Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting those explanations to scientific knowledge and theory, and communicating and justifying those explanations.• The choices we make as individuals affect self, family, community, and the world.• Personal attributes, behavior, knowledge and skills promote self-awareness, personal responsibility, and self direction.• Effective communication skills are necessary to convey meaning and understanding to others.	
Alignment to CCSS	
<i>LA.6-8.CCSS.ELA-Literacy.RST.6-8.3, LA.6-8.CCSS.ELA-Literacy.RST.6-8.4, LA.6-8.CCSS.ELA-Literacy.RST.6-8.7, LA.6-8.CCSS.ELA-Literacy.RST.6-8.9, LA.6-8.CCSS.ELA-Literacy.WHST.6-8.8, MA.8.8.NS.2, MA.8.8.EE.4, MA.8.8.EE.8.c, MA.8.8.F.1, MA.8.8.G.7, MA.8.8.G.9, MA.8.8.SP.1</i>	
Alignment to NAGC Standards	
1.2.1, 1.4.1, 1.6.1, 1.7.1, 2.1.1, 3.1.4, 3.1.5, 3.1.7, 3.3.3, 3.4.1, 3.4.3, 4.1.2, 4.3.2, 4.5.3, 5.1.5	
Learning Activities	
<ul style="list-style-type: none">• Problem Solving (MOEMS, SAT question of the day, Critical thinking puzzles)• Problem Based Learning• Multi-Media Presentation• Creation of SimCity• Student Directed Learning Projects• Regional and National Competitions• Analyze given data in order to problem solve given task• Educational Risk Taking (Goal Setting)• Cooperative Groups in order to perform problem solving• Classroom discussions which include: debating, analyzing data, role playing	
Assessments	
<ul style="list-style-type: none">• Peer assessment• Self assessment• Teacher observation/anecdotal notes• Cooperative Groups	

Gifted and Talented

• Competition Rubrics							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		
Interdisciplinary Connections							
Reading/Writing/Science/Math/Technology/Engineering							
Technology Integration							
<ul style="list-style-type: none">• Power point• Word• iWorks• Excel• Gamemaker• SimCity version 4• Scratch 1.4• IXL.com• Youtube• Teachertube• Various applications• Internet Exploration• Email							