Mount Laurel Township Schools
Gifted Academic Program Curriculum

Adopted by the Mount Laurel Board of Education on
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The Gifted Academic Program Curriculum is aligned with the Common Core State Standards, New Jersey Core Curriculum Content Standards, and National Association for Gifted Children (NAGC) Standards

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Gifted Academic Program Curriculum

Philosophy

Recognition of the special needs of gifted and talented students has been a longstanding tradition in Mount Laurel Schools. The Gifted Academic Program (G.A.P.) supports the Mount Laurel School District's commitment to academic and personal success for every student.

Gifted students come from all socioeconomic and cultural backgrounds and possess unique abilities. Gifted students exhibit high performance, or the potential to achieve, in intellectual, creative, or artistic areas; possess strong leadership capacity; or excel in specific academic fields. They are a unique segment of the district's student population; therefore, instructional techniques are needed from early elementary through eighth grade to nurture growth and development. It is our responsibility to provide students with educational alternative that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

We are committed to the belief that gifted students are individuals with potential who require guidance in discovering, developing, and realizing their potentials as individuals and as contributing members of society. Under this philosophy, it becomes the responsibility of the entire staff to meet the needs of gifted students by identifying their gifts and talents and developing those areas. This philosophy also requires a strong partnership between the school system and community.

NJ state regulations governing educational services broadly define gifted children as:

"Those students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities."

Goals

Program services for gifted students in the Mount Laurel School District will address the specific learning needs of gifted students. To do so, it will:

- provide students with challenging learning experiences that align with and extend the Common Core Curriculum Standards and the New Jersey Common Core Curriculum Standards.

- implement high-quality curriculum that is supported by research-based models appropriate for gifted students.

- provide a variety of appropriate learning experiences that are flexible and innovative to meet the unique needs of all gifted learners in our district.

- support self-directed, 21st century learners who research, communicate, create, collaborate and think critically to solve real world problems.

- support affective education of each student in the Gifted Program.

Policy

The New Jersey Administrative Code, N.J.A.C. 6A: 8-3.1(a)5 ii, requires local district boards of education shall be responsible for identifying gifted and talented students and shall provide them with appropriate instructional adaptations and services.

The rules require district boards of education to develop appropriate curricular and instructional modifications for gifted students. Programs must address appropriate content, process, products, and learning environment.

District boards of education shall take into consideration the *Pre-K-Grade 12 Gifted Program Standards of the National Association for Gifted Children* **(NAGC) in developing programs for gifted and talented students. The NAGC standards establish requisite and exemplary gifted program standards and can be accessed at [NAGC Standards](#)**

Each curriculum framework developed by the department provides general as well as content-specific information on gifted education (e.g., terminology, examples of appropriate practices). The frameworks can be accessed at http://www.nj.gov/education/archive/frameworks/ or at http://www.nj.gov/education/aps/cccs.
Mount Laurel Township Schools policy for gifted education [6171.2]:

The chief school administrator shall develop and the board shall approve criteria for identifying

all gifted and talented pupils in kindergarten through grade 8. Gifted and talented pupils shall be provided with appropriate instructional adaptations and services to encourage development of their special abilities in achieving the Core Curriculum Content Standards. Programs shall provide educational challenges to pupils identified as gifted and talented and shall be reviewed annually.

Curriculum Modification

As with any program, the curriculum for gifted and talented students included the content, the processes to facilitate the learning, and the products that result from the learning. Since gifted and talented students possess characteristics and needs that make them different from other students, their curriculum in the Mount Laurel School District is differentiated from that of other students. Curriculum for gifted and talented students involves the use of content, methodology, and materials beyond those for the typical students at that grade level.

Differentiation of instruction is the overriding philosophical foundation for the inclusion of gifted services into every classroom. Specific principles for the differentiation of curriculum, identified through research, are put into practice throughout the Mount Laurel School District. Differentiating the curriculum so that it is appropriate for gifted and talented students implies modification of student goals and objectives, instructional strategies, learning experiences, and assessment. Differentiated curriculum is provided in gifted classes, as well as in the regular educational program. Gifted specialists not only provide direct curriculum and instruction programs and services for gifted learners, but are also available to support regular classroom teachers in meeting the needs of these learners within the regular learning environment.

Program Organization

The Gifted Academic Program (G.A.P.) strives to provide challenging curriculum while enhancing a student's self-efficacy. Student-centered program goals, educational needs, and a collaborative planning process determine program content. The program is designed to provide an array of learning opportunities that helps students realize their potential, instills a desire to develop their talents and abilities, and encourages scholastic rigor.

Elementary Program (Kindergarten)

During kindergarten, gifted services are offered on a consultation and resource basis. Gifted specialists and classroom teachers work together, along with counselors, and the curriculum supervisor to provide materials, strategies, and supports for meeting student needs.

Early Elementary Enrichment (Grades 1 – 2)

In grade one gifted services are offered on a consultation and resource basis. The school's gifted specialist, counselor as well as the curriculum supervisor work with classroom teachers and provide materials, strategies, lessons, and instructional techniques for meeting the needs of high ability learners. Students in grade two receive additional enrichment programming developed by the gifted specialists and classroom teacher. Specialists will "push-in" to the classroom to provide additional support on a weekly basis.

Formal gifted identification is completed by grade level as noted below:

Elementary Program (Grades 3-4)

Students in grades three and four participate in a "pull-out" program known as the Gifted Academic Program for the equivalent of one school day per week. Students are served in their home schools. Specialists provide a curriculum that focuses on communication, research skills, thinking skills, problem solving, creative expression, and affective education.

Upper Elementary Program (Grades 5 & 6)

The Gifted Academic Program at Hartford School is delivered through the Related Arts classes. All Hartford School students are scheduled for Related Arts classes, but the content for this program is modified to meet the needs of our Gifted Academic Program students.

5th Grade Related Arts: Spanish, Music, STEM (Science, Technology, Engineering, Math) and Financial Literacy

6th Grade Related Arts: French, Art, STEM (Science, Technology, Engineering, Math) and TAPS (Theater Arts Public Speaking)

Middle School (Grades 7 & 8)

In grades 7 and 8, gifted and talented students may qualify for enriched classes in specific subject areas.

Identification for the Gifted Academic Program (K-6)

The goal of the identification process is to apply comprehensive and unbiased procedures to identify students. We construct systematic and defensible procedures to screen and identify students' talents and abilities as a first step in understanding our academic talent base. The screening and identification team use data to complete a student educational profile and proceed with a case-study approach to selecting students whose needs exceed those of the general education program.

The intent of the screening procedure is to be inclusive when identifying students who demonstrate, or have the potential to demonstrate, a high level of performance. The portfolio for each candidate may include, but is not limited to:

      school ability index test
      standardized test results (state and local)
      parent and teacher recommendations
      student work samples/performance indicators

A teacher, administrator, parent/guardian, or community member familiar with the student may refer students to the Gifted Academic Program for screening. Following the referral and screening, a student summary profile is prepared. This profile is utilized when considering students for final identification and placement in the Gifted Academic Program.

Student referral, assessment, and placement documentation is maintained by the gifted program team and will be shared with parents upon request. Student identification and assessment procedures are reviewed each year and modified as necessary to make the process more effective. A parent or staff member can request reconsideration by using a nomination form during the annual nomination period.

Identification timeline:

Grades 1-4
• Data collection: Spring
• Testing and evaluation: Spring
• Final selection: September

Grades 5-6
• Data collection: Spring
• Testing and evaluation: Spring
• Final selection: Summer

Scope and Sequence of the Gifted Academic Program Curriculum

The Mount Laurel Schools Gifted Academic Program curriculum spans grades 1-6. The pace of the curriculum is flexible, allowing for accelerated learning as appropriate, while providing a continuum of curricular options, instructional approaches, and resources to meet the unique needs of individual gifted learners. These units are aligned with the Common Core State Standards and the New Jersey Core Curriculum Content Standards and are applied as increasingly challenging work for gifted children providing sophistication, depth and breadth. Inherent in each unit of study, the Common Core State Standards provide the foundation for developing proficiency and advanced proficiency in the content standards, learning to think critically and creatively, engaging in problem solving, and identifying the critical attributes of identity development and collaboration of gifted students (Hughes, Shaunessy-Dedrick & VanTassel-Baska, 2014).

Each unit of study includes:

> Student driven, inquiry-based learning
> Research Skills
> 21st Century Skills (Communication, Collaboration, Creativity, Critical Thinking)
> Technology Literacy & Digital Citizenship
> Habits of Mind
> Affective Education

Moreover, the Gifted Academic Program Scope and Sequence is informed by the latest research by Alan November (2012), *Who Owns the Learning: Preparing Students for the Digital Age.* According to November (2012, p. 6), "the tools we have today can help us craft a new vision that empowers our students to own and learn more of their own learning." In order to make thinking visible to students, the essential 21st century skills of empathy, innovation, self-directed learning, communication, and collaboration will provide the framework to "develop the habits of curiosity and exploration that mark lifelong learners" (November, 2012, p. 7).

Gifted Academic Program, Grades 3-4, Scope and Sequence

Grades 1-2

Gifted services are offered on a consultation and resource basis.

	Interdisciplinary Unit of Study (Fall)	Interdisciplinary Unit of Study (Spring)	Affective (Fall & Spring)	Logic (Fall & Spring)
G.A.P. (Grades 3 – 4)				
Year 1	Viewpoints	Independent Study	Thinking About Our Thinking	The Gifted Me
Year 2	Economics/Financial Literacy	Independent Study		

Enrichment Unit: Gifts All Around Me	
Stage 1: Determine the Desired Results	
Enduring Understanding(s): Gifts can be possessed intrinsically or extrinsically. Gifts have different values among different people. Gifts can be preserved depending on their value. Preserved gifts reflect society's values. Value is often a matter of opinion.	**Essential Question(s):** How is a gift's value determined? What constitutes the meaning of a gift? What can we learn about society's values based on the gifts they preserve? How can knowledge about gifts contribute to the demands of today's society?

Knowledge:
 	
Gifts can be sentimental, personal, historical, symbolic, endangered, and/or fragile.
    "Gifts" can be gifts to societies, gifts of talent, and gifts of self.
    Everyone has gifts to offer.
    Supply and demand is considered when assessing the value or worth of a gift.
    Some gifts need to be preserved.
    Some gifts are not measured in value and can be considered priceless (i.e. The US Constitution and the Declaration of Independence).
	Skills:
	
	RL 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
	RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	R.L. 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
	RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
	RI 3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
	W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
	
	W 2. 6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	W 2.8 Recall information from experiences or

	gather information from provided sources to answer a question. 6.1.4.C.4 Describe how supply and demand influence price and output of products. 6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

Stage 2: Assessment Evidence	

Performance Task:
Students will complete a self-analysis outlining gifts that they possess. They will then choose a modality (technology, art, or other) to communicate what their gift is and how it can help them and others in their life.
	Other Forms of Assessment:
	   Student self-evaluation
	   Evaluation rubrics
	   Presentations
	   Teacher observation
	   Class discussion

Stage 3: Learning Plan

Learning activities:

Sort and classify ideas about gifts.
Evaluate the contributions of gifts left by leaders of the past.
Brainstorm and analyze gifts valued by the American people (i.e. Star Spangled Banner, freedom, etc.).
Evaluate whether or not historical gifts should be treated differently than a valuable family gift.
Brainstorm a list of talents or gifts people have to offer society.
Write creatively about gift giving situations.
Brainstorm lists of natural resources and then classify them as renewable or non renewable.
Analyze literature and gifts described within the text.
Research a national treasure of their choice and present this information to an audience of their choice

Text Resources:

Tutankhamen's Gift- Robert Sabuda
Song and Dance Man- Karen Ackerman
Alejandro's Gift- Richard E. Albert
The Giving Tree- Shel Silverstein
The Velveteen Rabbit- Margery Williams
Aunt Claire's Yellow Beehive Hair- Deborah Blumenthal
The Pain and the Great One- Judy Blume
The Great Trash Bash- Loreen Leedy
This is Our Earth- Laura Lee Benson
Gifts: Differentiated Curriculum- (Prufrock Press)
Who Owns the Learning- Alan November

Digital Resources:

http://americanhistory.si.edu/

https://www.epals.com/

http://www.ascd.org/publications/books/108008/chapters/Describing-the-Habits-of-Mind.aspx

http://yourlewisville.dallasnews.com/2014/04/09/liberty-elementary-preserves-national-treasures/

Enrichment Unit: Ben Franklin: A Genius with Many Gifts	
Stage 1: Determine the Desired Results	
Enduring Understanding(s):	**Essential Question(s):**
Benjamin Franklin made significant contributions to the world. All people have an opportunity to make a positive impact in the world using their gifts.	How did Ben Franklin use his gifts to make a positive impact on the world? How could a person be influenced by life events? What traits of a gifted person did Ben demonstrate?
Knowledge: The scientific method Ben Franklin exhibited many gifted attributes. Ben Franklin was a business man, musician, writer, inventor, scientist, civic leader, genius Name the important inventions of Franklin's. Identify Franklin's roles (inventor, printer, statesman). Identify Franklin's influence on Philadelphia historically and now.	**Skills:** RI 1.7 Use the illustrations and details in a text to describe its key ideas. RI 1.8 Identify the reasons an author gives to support points in a text. RI 1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI 2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text. RI 2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and

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clarify a text.

RI.2.8 Describe how reasons support specific points the author makes in a text.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Stage 2: Assessment Evidence	
Performance Task: Students will be curators of a new Benjamin Franklin online exhibit and will publish it using a variety of technologies. Students may develop games and displays incorporating significant events, inventions and discoveries of Franklin's.	**Other Forms of Assessment:** Rubrics, Anecdotal Records, Observation, Oral Discussions Self Evaluation Peer Evaluation Notes in journal Web-quest

Stage 3: Learning Plan

Learning Activities:
     Name important inventions of Franklin's.
     Identify Franklin's roles (inventor, printer, statesman).
     Identify Franklin's influence on Philadelphia historically and now.
     Outlining techniques
     Use a timeline to organize Franklin's accomplishments.
     Webquest
     Conduct experiments.
     Take notes

Digital Resources:

US Government site on Ben Franklin - You probably know Benjamin Franklin as a Founding Father. You probably also know about his famous kite experiment. Do you know that he is also recognized as the first public printer of the United States? At the age of twenty-two, he opened a printing shop which printed the Pennsylvania Gazette. Read all about him at this web site. Read about Benjamin Franklin - The Printer, Benjamin Franklin - The Inventor, Benjamin Franklin - The Librarian, and Benjamin Franklin - The Statesman.

Library of Congress web site about Ben Franklin - Benjamin Franklin is featured at this informative web page. Visit this internet site and read about this remarkable American. Benjamin Franklin was a civic leader, a writer, a scientist, an inventor, and more. Start off by reading about the life of this accomplished American. Then conclude your visit by reading three interesting stories about Benjamin Franklin, such as Electrifying Experiences, Who Was Silence Dogwood? and Soap, Sea, or a Printing Press. The Library of Congress sponsors this on-line biography.

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Ben Franklin's documents (Matching game) - [Harder reading level!] Benjamin Franklin was the only man to help shape all of the major documents that established the United States. Understand Franklin's contributions to the founding of the United States by examining these documents. Try this interactive feature where you will match a document with a description of Franklin's contributions. Click on each document for a closer look and then click on the details button for information about the document. When you have finished matching documents to descriptions, you will see the big picture.

Poor Richard's Energy Almanac - The California Energy Commission uses Benjamin Franklin, commonly thought of to be the person who discovered electricity, to teach energy conservation on this page called Poor Richard's Energy Almanac, which is a parody of Franklin's own publication Poor Richard's Almanac. One link uses some of Franklin's famous sayings to illustrate ideas about conservation. A variety of games illustrate the rest of the conservation ideas on the site, from connect-the-dots to different word games. There is also a Declaration of Energy Independence for you to print out to remind you of ways to conserve.

Great for Grades K, 1 & 2 - Background info on Ben Franklin for our little learners!

Amazing activities for Ben Franklin

Inventors - Benjamin Franklin - EnchantedLearning.com

http://www.pbs.org/benfranklin/

Gifted Academic Program Enrichment Unit: More Than Just a Face	
Stage 1: Determine the Desired Results	
Enduring Understanding(s):	**Essential Question(s):**
Faces of objects and people do not always convey what's beneath the surface. People mask their personality attributes in order to make a good impression on others. People show different "faces" of their personalities depending on the circumstances.	Do the faces of objects and people always convey what is beneath the surface? How and why do people mask their emotions?

Knowledge:	Skills:
Identify positive character traits. Identify types of artistic genres. Explain the meanings of idioms. Understand that character traits and/or emotions are often hidden for a variety of reasons.	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3 Describe how characters in a story respond to major events and challenges. RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text. W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.

Stage 2: Assessment Evidence	
Performance Task: Incorporating all the components of the unit,	**Other Forms of Assessment:** Rubrics, Anecdotal Records, Observation,

students will create self-portraits that convey their personality traits in a chosen artistic style. Students will then write about their portrait explaining the reasons for their choices.	Oral Discussions Self Evaluation Peer Evaluation Brainstorm Writing Piece

Stage 3: Learning Plan

Learning activities may include:

Studying emotions and character traits.
Exploring symmetry and asymmetry in regards to faces and facial expressions.
Reading multiple biographies in order to identify positive character traits.
Researching famous people to discover character traits.
Comparing and contrasting character traits of famous people with themselves and each other.
Creating masks that convey their personality traits.
Understanding the meaning of idioms.
Reading and analyzing cultural myths.
Studying portraits from a variety of artistic genres including impressionism and modern art.
Visiting local art museum.

Resources:
Feelings- Aliki
Beauty and the Beast- M. Mayer
Variety of biographies
Scholastic Dictionary of Idioms- Marvin Terban
Why the Sun and Moon Live in the Sky- E. Dayrell
Variety of myths
Viewpoints: Differentiated Curriculum- Prufrock Press

Digital Resources:

Philadelphia Museum of Art - www.philamuseum.org
Learn 360 - http://learn360.com

PebbleGo for Early Readers
http://pebblego.com

Gifted Academic Program Enrichment Unit: Exploring Culture, Values, and Beliefs through Fairy Tales	
Stage 1: Determine the Desired Results	
Enduring Understandings: Fairy Tales reflect the morals and values of a culture. The genre of a book or story can determine its structure. Knowledge of a genre can help you understand the author's purpose. Stories that are passed down over time change. Common themes run throughout fairy tales.	**Essential Questions:** Why are fairy tales important? How does genre affect a story? How and why do stories change over time? What are common themes in fairy tales?
Knowledge: Students will know relevant vocabulary. Identify fairy tales and country of origin. Identify similarities and differences between fairy tales. Name important characters or categories of characters from fairy tales. Use judicial process to determine fault in fairy tales.	**Skills:** RL 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL 2.3 Describe how characters in a story respond to major events and challenges. RL 2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL 2.10 Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures. RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

| | W 3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W 3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

SL 2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL 2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings. |
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Stage 2: Assessment Evidence

Performance Task:	**Other Forms of Assessment:**
Using the elements of fairy tales students will create their own fairy tale and publish it using a variety of possible technologies (i.e. voice threads, story boards, Vimeo etc.)	Rubrics, Anecdotal Records, Observation, Oral Discussions Self Evaluation Peer Evaluation Brainstorm Writing Piece (showing point of view)

Stage 3: Learning Plan

Learning Activities:

Brainstorm characteristics of fairy tales
Read and view alternate versions of fairy tales
Compare and contrast fairy tales
Read and view fairy tales from multiple perspectives

Read and view fairy tales to determine prejudice and bias
Create an original fairy tale using effective technique, descriptive details, and clear event sequences.
Publish fairy tales using a variety of technologies and multimedia

Resources:
Lucy Caukins Units of Study, Once Upon a Time: Adapting and Writing Fairy Tales

Digital Resources:

Speakaboos www.speakaboos.com

https://www.epals.com/

https://www.edmodo.com/

Gifted Academic Program G.A.P. Unit: Viewpoints	
Stage 1: Determine the Desired Results	
Enduring Understanding(s): Viewpoints are rarely stagnant and may change over time. Personal viewpoints may be influenced and manipulated by a person's culture, background and outside influences. Debates are peaceful means for sharing viewpoints and resolving conflicts.	**Essential Question(s):** What influences a person's viewpoint? What are the advantages/disadvantages of having the same or different viewpoints? How do debates help us develop and share our viewpoints?
Knowledge: Elements of debate and how they are helpful tools in sharing points of view orally	**Skills:** RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and

The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to violation of fundamental rights.
 	
Point of view and perspective can change over time
 	
People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
 	
Authentic situations need to be considered and debated in order to evaluate opposing points of view.
 	
Information and statistics can be manipulated to influence point of view
 	
Viewpoints can be expressed in artistic ways
 	
Written text can be analyzed according to point of view
 	
A narrator's or speaker's point of view influences how events are described.
	when drawing influences from the text.
	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions)
	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and- third-person narrations.
	RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures.
	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
	RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Explain how an author uses reasons and evidence to support particular points in a text.
	RI.4.8 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	    Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
	    Provide reasons that are supported by fact and details.
	    Link opinion and reasons using words and phrases (e.g. for instance, in order to, in addition).
	    Provide a concluding statement or section related to the opinion presented.
	6.1.4.D.19 Explain how experiences and events are interpreted by people with different cultural or individual perspectives.
	6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

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	8.1.4.A.5 Determine the benefits of a wide range of digital tools by using them to solve problems. 8.1.4.C.1 Engage in online discussions with learners in the United States or from other countries to understand their perspectives on a global problem or issue. 8.1.4.D.1 Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies. 8.1.4.D.2 Analyze the need for and use of copyrights. 8.1.4.D.3 Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology. 8.1.4.D.4Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps. 8.1.4.E.1 Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks

Stage 2: Assessment Evidence

Performance Task:
 	
Students will prepare for and participate in a formal debate. Topics of the debate will be student selected from conflicts in their school, community, or world. In teams, students will research topics, develop statements, and prepare arguments. Teams will formally debate topics to be judged by students not debating.
	Other Forms of Assessment:
	
	Persuasive Essays
	    Debates
	    Self selected viewpoint presentation (i.e. digital storytelling, voice thread, dramatic play, art, music)

Stage 3: Learning Plan

Learning Activities:

Research data to support viewpoints
Analyze text to identify multiple points of view
Use Primary and Secondary information sources
Interpret statistical information

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Analyze poetry to determine viewpoints
Participate in Literature Circles

Resources:

Seedfolks- Paul Fleischman
Voices in the Park- Anthony Brone
Encounter- Jane Yolen
Sign of the Beaver- Elizabeth George Speare
Black Beauty- Anna Sewell
If by Sarah Perry
Zoom and Rezoom- Istvan Banyai
George vs. George - Roslyn Schanzer

Viewpoints- Differentiated Curriculum (Prufrock Press)
Who Owns the Learning- Alan November

Digital Resources:

http://education.nationalgeographic.com/archive/xpeditions/lessons/06/g35/sameplace.html?ar_a=1

https://www.epals.com/

https://www.edmodo.com/

http://www.ibo.org/myib/digitaltoolkit/files/brochures/LearnerProfile-EN.pdf

http://www.ascd.org/publications/books/108008/chapters/Describing-the-Habits-of-Mind.aspx

http://padlet.com

DVD or video of Back to the Future

Gifted Academic Program G.A.P. Unit: Economics/Financial Literacy	
Stage 1: Determine the Desired Results	
Enduring Understanding(s): Understand how supply and demand influences price and output of products. Understand how production, distribution and consumption of goods and services are interrelated and are affected by the global market and events in the community. Leadership, cooperation, and hard work are essential to be economically competitive in today's global economy.	**Essential Question(s):** What influences people's decisions about buying and spending? How are global events interrelated to the global market? Where and how can a person invest their money? How are risk and return related with regard to investments?
Knowledge: Many factors affect investment choices. Supply and demand affect production and the value of a stock. Consumers determine through purchases, what goods and services will be produced. Investments provide financial capital that can be borrowed for business expansion and increased consumption.	**Skills:** 6.1.4.C.3: Explain why incentives vary between and among producers and consumers. 6.1.4.C.4: Describe how supply and demand influences price and output of products. 6.1.4.C.5: Explain the role of specialization in the production and exchange of goods and services. 6.1.4.C.6: Describe the role and relationship among households, businesses, laborers, and governments within the economic system. 6.1.4.C.7: Explain how the availability of private and public goods and services are influenced by the global market and government. 6.1.4.C.8: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global

	market and events in the world community.
Producers (businesses) buy resources to make products that are sold and use the profits to buy more resources. There are risks and rewards involved in trading stocks and mutual funds. Profits are the reward of a successful business.	9.2.4.B.1: Differentiate between financial wants and needs. 9.2.4.D.3: Explain what it means to "invest." 9.2.4.D.4: Distinguish between saving and investing. 9.2.4.E.1: Determine factors that influence consumer decisions related to money. 9.2.4.E.2: Identify ways interest rates add to the cost of goods and services. 9.2.4.E.3: Evaluate financial information from a variety of sources. 9.2.4.F.2: Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities. 9.2.4.F.4: Identify skills related to organizing, managing, and taking on the risks of owning a business. 9.2.4.G.1: Summarize common types of financial risks and basic risk management strategies.

Stage 2: Assessment Evidence

Performance Task:	Other Forms of Assessment:
Students will prepare a diversified investment portfolio. Stocks and mutual funds purchased will be student selected through research. In teams, students will buy and sell stocks and mutual funds through an on-line simulation program. Teams will compete with other groups throughout New Jersey.	InvestWrite essay Investment Portfolio self assessment

Stage 3: Learning Plan

Learning Activities:

Stock Market Game
    Determine how and why public companies issue stocks.
    Identify stock indexes and how they differ in analyzing stocks traded on the market.

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Identify the effects of global events on stocks and the stock market.
Analyze potential stocks for purchase and create a diversified stock portfolio.
Identify sources of financial information and explain their benefits.
Analyze past, current, and future stock market trends.
Research and select stocks for investment.
Identify and differentiate the various types of bonds and mutual funds available to the investor.
Write effectively for the InvestWrite prompt.

Create a business that provides a good or service.
Determine:
What will be produced or what service will be provided?
How will it be produced?
Who is the target audience?
How much will be produce?
Select a President, accountant and marketing agent
Model day-to-day interactions within the company.
Determine positive and negative consequences in the company
Prepare a resume
Prepare and complete job applications
Prepare financial statements

Texts:
The Hundred Penny Box - by Sharon Bell Mathis
Global Economy: America and the World – A True Book – Great American Business
Starting Your Own Business – A True Book – Great American Business
The Great Depression – by Elaine Landau
The Get Rich Quick Club – by Dan Gutman
Lunch Money – by Andrew Clements

Digital/Print Resources:

Stock Market Resources
www.smgww.org
http://finance.yahoo.com
http://www.investwrite.org
http://www.nasdaq.com
http://www.prongo.com/stock/index.pl
http://www.youtube.com/watch?v=yIZaelw_cHE

Entrepreneurship Resources
http://www.entre-ed.org/_teach/activits.htm
http://www.teachingkidsbusiness.com/index.htm
http://ecedweb.unomaha.edu/k-12/k-5concepts.cfm
http://www.kansascityfed.org/education/foreducators/elem-classroom-resources.cfm

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Gifted Academic Program G.A.P Unit: Independent Learning Project Student Quest/My Place in the World (Project Based Learning)

Stage 1: Determine the Desired Results

Enduring Understanding(s):	Essential Question(s):
All people can have an impact in the world; whether this impact is positive or negative is a choice they make. Projects require efficient planning and communication skills. The research process requires inquiry about topics of interest. Research is guided by research ethics. Product development requires creativity and extensive planning. Research should involve using high-level thinking skills	How do my actions impact others in my community? How will I be an expert on a topic? What is the research process? What are varied and quality sources I can use to gather information? How will I best share what I've learned to make a difference to my community?
Knowledge:	**Skills:**
In-depth knowledge of their topic Definition of plagiarism List of reliable sources of information Components of a successful presentation Steps in the research process Process for project or product development Research ethics	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information

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relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text.

RI.3.7Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

RI.4.5Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.1Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.2Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W4.4 Produce clear and coherent writing in which the development and organization are appropriate to task,

purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Stage 2: Assessment Evidence	
Performance Task: Students will answer a higher level-thinking question of their own choosing and present their findings in a formal presentation. They will be knowledgeable enough to field questions on their subject and to make real-world connections to their topic. The research process necessary to answer this question should involve the students developing deep background knowledge of and comfort with their subject.	**Other Forms of Assessment:** Rubrics (notes, bibliography, outline, presentation) Self and Peer Evaluation Oral Discussions Anecdotal Records Teacher observation PowerPoint Presentation Video Plays, skits Demonstrations Experiments Models
Stage 3: Learning Plan	

https://www.ffa.org/documents/lts_servicelearningtoolkit.pdf

Gifted Academic Program Unit: Affective – "The Gifted Me"	
Stage 1: Determine the Desired Results	
Enduring Understandings: Gifted students have life experiences and issues that are different just because they are gifted. Gifted students are responsible to maximize their potential and become life long learners.	**Essential Questions:** How does awareness of affective needs enhance my learning and social success? How can I be a life long learner? How do my behaviors impact my environment?
Knowledge: Characteristics of gifted children The socio-emotional dimensions of giftedness Self-image vs. self-esteem Bloom's Taxonomy Gardner's Multiple Intelligences Behavior modification strategies Habits of Mind	**Skills:** 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings. 9.1.8.B.1 Use multiple points of view to create alternative solutions. 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). 9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities. 9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom 9.1.4.F.1 Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. 9.1.4.F.1 Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.

Stage 2: Assessment Evidence	
Performance Task: As a gifted student you will use a variety of self-evaluative instruments to identify your strengths and weaknesses and set goals for improvement.	**Other Forms of Assessment:** • Rubric • Journals • Surveys • Checklists • Observation

Stage 3: Learning Plan

Learning Activities:

• Mini lessons include the following topics:
    Pacing, asynchronous development, taking risks, bossiness, hypersensitivity, perfectionism, absentmindedness, time management, Socialization, digital citizenship and Habits of Mind
• Dramatization & role playing
• Reading (Bibliotherapy)

Integration/Resources:

*Habits of Mind *
What Would You Do? Book A-1, Michael O. Baker
Get Organized Without Losing It, Janet S. Fox
How to Do Homework Throwing Up, Trevor Romain & Elizabeth Verdick
True or False? Tests Stink!, Trevor Romain & Elizabeth Verdick
Stress Can Really Get on Your Nerves!, Trevor Romain & Elizabeth Verdick
Cliques, Phonies, & Other Baloney, Trevor Romain & Elizabeth Verdick
Bullies Are a Pain in the Brain, Trevor Romain & Elizabeth Verdick
How to Take the Grrrr Out of Anger, Trevor Romain & Elizabeth Verdick
The Essential 55, Ron Clark
On the Social & Emotional Lives of Gifted Children, Tracey L. Cross, Ph.D
When Gifted Kids Don't Have All the Answers, Jim Delisle, Ph.D., & Judy Galbraith, M.A.

The Gifted Kids Survival Guide For Ages 10 & Under, Judy Galbraith
The Gifted Kids Survival Guide For Ages 11 & Up, Judy Galbraith
Responsive Classroom http://www.responsiveclassroom.com
Howard Gardner: http://www.howardgardner.com/
Bloom's Revised Taxonomy: http://coe.sdsu.edu/eet/articles/bloomrev/
The Ungame, All Ages Version, Rhea Zakich, Talicor
Building Strong Writers in Middle School Deb Delisle and Jim Delisle

Gifted Academic Program Unit: Logic

Stage 1: Determine the Desired Results

Enduring Understanding(s):	Essential Question(s):
Higher-level thinking skills are needed in our rapidly developing world.	How do we apply higher level thinking skills to help us solve problems? What higher-level thinking skills are needed to promote creativity?

Knowledge:	Skills:
Demonstrate tenacity Offers many idea See different perspectives Offer unique ideas Change course Elaborate Identify flexibility of perspective Use advanced vocabulary Visualize spatial relationships Use analytical thinking strategies Recognize flawed reasoning Defer judgment See an interrelationship of clues Convergent thinking Divergent thinking Visual thinking Evaluative thinking Relationships Analogies Sequences	1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 1.OA.B.3 Apply properties of operations as strategies to add and subtract. 2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. 2.OA.C.4 Use addition to find the total number of

Syllogisms Deduction Inferences Logical Reasoning Coding	objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. 3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. 4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. MP. 1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP. 8 Look for and express regularity in repeated reasoning.

Stage 2: Assessment Evidence

Performance Task:
Students will choose from a menu of possible tasks: creating a logic matrix, writing an "analogy" book, creating products to be used by classmates in their classrooms and/or a modified coding project.
	Other Forms of Assessment:
	    Original work in the specific modality
	    Indicators of accuracy, speed, and ability to advance to the next level.
	    Tolerance for ambiguity
	    Organize and combine clues to determine the correct answer on a variety of puzzles.
	    Use brainstorming skills as well as the concepts of fluency, flexibility, originality, and elaboration, to produce creative ideas.
	    Analyze shapes in unusual detail, manipulate shapes mentally, and recognize patterns.
	    Students will seek the best solution based on factual criteria.

Stage 3: Learning Plan
• Sample Lesson

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Brainstorm prior knowledge
Read related stories ("Dudley the Detective", p. 18 & "Mystery Creatures", p. 22)
Use clues to solve the mysteries
Independent practice pages (PETS1 pp. 30-33)
Extension Activity: Students will create their own mystery creature & share with class.

• Sample Lesson: Syllogisms
Use prior knowledge of "All" statements & "No" statements
Introduce related vocabulary
Model
Independent practice pages (LC pp. 36-40)
Extension Activities:
Students create their own syllogisms & share with class
"If...Then" statements (LC pp. 41-43)

Sample Lesson
Discuss the concept of relationships using examples (family, classroom)
Model strategies
Independent practice pages (LL pp. 60-62)
Create your own and share
Extension Activity: Move from visual to verbal relationships (LL pp. 11-16)

Resources:
Primary Education Thinking Skills 1-3, Jody Nichols, Sally Thomson, Margaret Wolfe, & Dodie Merritt
Detective Club Mysteries for Young Thinkers Grades 2-4, Judy Leimbach & Sharon Eckert
Primarily Logic, Judy Leimbach
Connections, Activities for Deductive Thinking Grades 2-4, Bonnie Lou Risby
Hands-On Logic Primary, Natalie Herendez
Logic Countdown, Bonnie Lou Risby
Logic Liftoff, Bonnie Lou Risby
Orbiting With Logic, Bonnie Lou Risby
Connections Activities for Deductive Thinking Gr. 3-4, Bonnie Lou Risby
Connections Activities for Deductive Thinking Gr. 5-6, Bonnie Lou Risby
Connections Activities for Deductive Thinking Gr. 6-8, Bonnie Lou Risby
Thinking Through Analogies Gr. 3-8, Bonnie Lou Risby
Logic Safari Book 2, Bonnie Lou Risby
Logic Safari Book 3, Bonnie Lou Risby
The Great Chocolate Caper Gr. 5-8, Mary Ann Carr
Lollipop Logic Grades K-2, Bonnie Risby and Robby Risby
More One-Hour Mysteries Gr. 4-8, Mary Ann Carr
Venn Perplexors Level B, Evelyn B. Christensen
http://code.org
http://scratch.mit.edu

Additional Gifted Academic Program Resources

New Jersey Association for Gifted Children: http://www.njagc.org/

National Association for Gifted Children http://www.nagc.org

SENG - Supporting Emotional Needs of the Gifted: http://www.sengifted.org/

Center for Education Gifted Policy: http://education.wm.edu/centers/cfge/

2E Twice Exceptional Newsletter: http://www.2enewsletter.com/

Davidson Institute: http://www.ditd.org/

Hoagies' Gifted Education Page: http://www.hoagiesgifted.org/

Common Core ELA State Standards

NJ State Student Learning Standards: http://www.state.nj.us/education/cccs/2016/ela/