

CLIFTON PUBLIC SCHOOLS

GRADES 6-12 TALENTED AND GIFTED CURRICULUM GUIDE

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GRADES 6-12 TALENTED AND GIFTED

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REVISION COMMITTEE
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GRADES 6-12 TALENTED AND GIFTED

PURPOSE STATEMENT/PROGRAM DESCRIPTION

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

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

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

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

DISTRICT PHILOSOPHY

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

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

The Clifton Board of Education promulgates the following goals:

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

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

GRADES 6-12 TALENTED AND GIFTED

OVERALL PROGRAM OBJECTIVES

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

GRADES 6-12 TALENTED AND GIFTED

SELECTION OF STUDENTS

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

IDENTIFICATION PROCESS FOR GRADES 6-8

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

- 90th percentile for total battery on the TerraNova
- Aptitude/IQ scores of 128+
- Staff member recommendation using the modified Renzulli Student Rating Scale
- The three scores will be weighted and ranked from highest to lowest, forming the list of potential candidates.
- Special area teachers, such as art, music, and physical education, shall identify students and provide enrichment opportunities

IDENTIFICATION PROCESS FOR GRADES 9-12

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

- Standardized achievement verbal and math tests scores in the 95th percentile
- For Grade 9 students, advanced proficient scores on the Grade Eight Proficiency Assessment (GEPA)
- IQ scores of 125+
- Successful participating in a middle school program for the talented and gifted
- Staff referral
- Evaluation of test data, anecdotal records for evidence of motivation, interest in learning and academic aptitude
- The guidance counselors shall be encouraged to determine which students whose native language is not English can be included in the program

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GRADES 6-12 TALENTED AND GIFTED

STUDENT OUTCOMES

The program will enhance the student's ability to:

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

PROCESS

General Exploratory Activities:

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

Group Training Activities:

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

Individual and Small Group Investigations of Real Problems:

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

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GRADES 6-12 TALENTED AND GIFTED

PARENTAL APPEALS

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

Appeal Process Form Grades 6-12

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

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

**APPEAL DEADLINE IS OCTOBER 15TH, EXCEPT FOR
CANDIDATES WHO MOVE INTO THE DISTRICT**

CLIFTON PUBLIC SCHOOLS TAG PROGRAM

GRADES 6-12

APPEAL PROCESS FORM

Student Name _____ Grade _____ School _____

Parent Name _____

Address _____

Telephone Number _____

TEST DATA:

APTITUDE/IQ SCORE _____

GEPA/HSPA SCORE (IF APPLICABLE) _____

RENZULLI TEACHER RATING SCALE (IF APPLICABLE) _____

GRADE 7 TERRANOVA TOTAL BATTERY NATIONAL
PERCENTILE (IF NEEDED) _____

Building Principal

School

Date

Student Name

Grade

School

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

1. Briefly state reason for appeal.

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

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

Appeal initiated by: _____ Date _____

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GRADES 6-12 TALENTED AND GIFTED

EXIT PROCEDURES

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

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

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

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

GRADES 6-12 TALENTED AND GIFTED

STATEMENT OF ATTENDANCE POLICY

Student attendance requirement is consistent with Board of Education Policy #5101 for the district.

CURRICULUM ADDENDA FOR SPECIAL EDUCATION

This curriculum can be both grade and age appropriate for special education students and is in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified individual needs of an eligible student. This educational plan will then become a supplemental guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition as stated within Policy #6409 concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the Core Curriculum Content Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modifications to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the individual student's developmental and linguistic needs.

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

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

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

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

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

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

Beginning ESL Students

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

Beginning and Intermediate ESL students

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

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

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

English Language Learners General Modifications For Instructional Activities

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

GRADES 6-12 TALENTED AND GIFTED

PROGRAM GOALS

- I. DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK
 - A. To acquire skills in obtaining information, solving problems, thinking critically, and communicating effectively.
 - B. To develop and awareness of opportunities and requirements related to a specific field of work.

- II. DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE
 - A. To learn to enjoy the process of learning and to acquire the scientific skills and methods necessary for a lifetime of continuous learning and adaptation to change.
 - B. To develop a positive attitude toward continuing independent learning.
 - C. To instill habits of critical thinking and scientific methods and their application.

- III. DEVELOP GOOD CHARACTER AND SELF-RESPECT
 - A. To develop the understanding of honesty, ethical principles, and values and apply them in their daily lives.
 - B. To develop moral responsibility and a sound ethical moral behavior.
 - C. To develop the capacity to discipline oneself to work, study, and utilize time most constructively.
 - D. To develop intellectual honesty, scientific integrity, and willingness to compromise with trust as known.
 - E. To develop standards of personal character and ideals.

- IV. DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH
 - A. To develop an understanding of one's own worth, abilities, potentialities limitations and pride in achievements and progress.
 - B. To develop self-understanding and self-awareness.
 - C. To develop a feeling of positive self-worth, security, and self-assurance.

- V. GAIN A GENERAL EDUCATION
 - A. To acquire information concerning the principles of the physical, biological, and social sciences, the historical record of human achievements and failures, and current social issues.
 - B. To develop background skills in the use of numbers, natural sciences, mathematics and social sciences.
 - C. To develop special interests and abilities.

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

VI. LEARN TO BE A GOOD MANAGER OF RESOURCES

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

VII. LEARN HOW TO EXAMINE AND USE INFORMATION

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

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

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

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

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

X. PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY

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

GRADES 6-12 TALENTED AND GIFTED

STUDENT OUTCOMES

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

I. Critical Thinking Ability

Inductive thinking skills

- Determining cause and effect
- Analyzing open ended problems
- Reasoning by analogy
- Making inferences
- Determining relevant information
- Recognizing information
- Solving insight problems

Deductive thinking skills

- Using logic
- Spotting contradictory statements
- Analyzing syllogisms
- Solving spatial problems

Evaluative thinking skills

- Distinguishing between facts and opinion
- Judging credibility of a source
- Observing and judging observation reports
- Identifying central issues and problems
- Recognizing underlying assumptions
- Detecting bias, stereotypes, clichés
- Recognizing loaded language
- Evaluating hypotheses
- Classifying data
- Predicting consequences
- Demonstrating sequential synthesis of information
- Planning alternative strategies
- Recognizing inconsistencies in information
- Identifying stated and unstated reasons
- Comparing similarities and differences
- Evaluating arguments

Student Outcomes – Grades 6-12 Talented and Gifted Continued

II. Creative Thinking Ability

- A. Attribute listing
 - Awareness of characteristics
- B. Fluency
 - Generating multiple ideas
- C. Flexibility
 - Generating different ideas
- D. Originality
 - Generating unique ideas
- E. Elaboration
 - Generating detailed ideas
- F. Synthesizing information
 - Combine parts into a whole

III. Problem Solving Ability

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

IV. Metacognitive Skills

- A. Knowledge and control of oneself
 - Attitudes
 - Learning from failure and belief in oneself
 - Attention
 - The knowledge that different tasks require different attention levels, the ability to control own attention, and the use of selective attention skills
 - Commitment
 - The ability to stay with a task even when it is difficult
- B. Knowledge and control of process
 - Planning
 - The deliberate selection of a strategy or plan of action prior to an activity
 - Application

Student Outcomes – Grades 6-12 Talented and Gifted Continued

- The application of the selected strategy
- Regulating and Monitoring
- Checking progress toward intended goal, the ability to change or adapt strategy as necessary
- Evaluation
- Determining success or failure of a strategy and assessing current knowledge state

METHODS OF INSTRUCTION

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

- I. Direct instruction
 - Mastery lecture
 - Demonstration
 - Compare/contrast
 - Didactic questioning

- II. Indirect instruction
 - Reflective discussion
 - Problem solving
 - Guided inquiry
 - Concept formation

- III. Interactive instruction
 - Cooperative learning
 - Circle of knowledge
 - Interviewing
 - Peer practice

- IV. Independent Study
 - Reports
 - Research projects
 - Learning centers
 - Computer assisted instruction

- V. Experiential learning
 - Conducting experiments
 - Field trips
 - Games
 - Role playing

GRADES 6-12 TALENTED AND GIFTED

MATERIALS FOR INSTRUCTION

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

- I. Fine arts materials
 - Prints
 - Craft supplies
 - Literature
 - Software
 - Internet

- II. Mathematics
 - Manipulatives
 - Calculators
 - Software
 - Literature
 - Internet

- III. Social Studies
 - Maps
 - Globes
 - Software
 - Literature
 - Internet

- IV. Science
 - Microscopes
 - Models
 - Literature
 - Software
 - Internet

- V. Audio-visual
 - Videotapes
 - Audio recordings
 - Video camera
 - Digital camera
 - CD's

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GRADES 6-12 TALENTED AND GIFTED

STUDY SKILLS

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

- I. Analytical Skills
 - Observation
 - Attribute listing
 - Comparing/contrasting
 - Classifying
 - Sequencing
 - Identifying relationships
 - Identifying patterns
 - Predicting
 - Cause/effect
 - Comprehending analogies/metaphors
 - Formulating
 - Summarizing
 - Making inferences

- II. Critical Thinking Skills
 - Analyzing trends
 - Setting goals
 - Making decisions
 - Developing hypothesis
 - Testing generalizations
 - Inductive reasoning
 - Distinguishing reality/fantasy
 - Determining advantages/disadvantages
 - Identifying point of view
 - Determining bias
 - Distinguishing bias
 - Distinguishing fact/opinion
 - Judging accuracy
 - Determining relevance
 - Judging credibility of sources
 - Recognizing assumptions/fallacies
 - Examining viewpoints
 - Drawing conclusions

Study Skills – Grades 6-12 Talented and Gifted Continued

III. Creative Thinking Skills

- Fluency
- Flexibility
- Originality
- Elaboration
- Brainstorming
- Visualizing
- Inventing
- Finding problems
- Solving problems

IV. Interpersonal/Intrapersonal Skills

- Effective communication
- Task commitment
- Self evaluation
- Peer evaluation

GRADES 6-12 TALENTED AND GIFTED

METHODS OF EVALUATION

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

I. Constructed response

- Concept mapping
- Open ended responses
- Venn Diagram
- Journal Response

II. Product assessment

- Research paper
- Project
- Essay, poem or story
- Poster

III. Performance assessment

- Oral presentation
- Demonstration
- Debate
- Dramatic performance

IV. Process focused assessment

- Interview
- Observation
- Conference
- Self assessment
- Learning log

CORE CURRICULUM CONTENT STANDARDS – INDEX

VISUAL AND PERFORMING ARTS

Name of Course: Grades 6-8 Talented and Gifted

Numerical Reference	Standard	Reference Page in Guide
Standard 1.1	(AESTHETICS) All students will use aesthetic knowledge in the creation of and in responses to dance, music, theater, and visual art.	Pg. 31, 22, 33
Standard 1.2	(CREATION AND PERFORMANCE) All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater, and visual art.	Pg. 31, 32, 33
Standard 1.3	(ELEMENTS AND PRINCIPLES) All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.	Pg. 31, 32, 33
Standard 1.4	(CRITIQUE) All students will develop, apply, and reflect upon knowledge of the process of critique.	Pg. 31, 32, 33
Standard 1.5	(HISTORY/CULTURE) All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.	Pg. 31, 32, 33

CORE CURRICULUM CONTENT STANDARDS – INDEX

COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

Name of Course: **Grades 6-8 Talented and Gifted**

Numerical Reference	Standard	Reference Page in Guide
Standard 2.1	(WELLNESS) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.	
Standard 2.2	(INTEGRATED SKILLS) All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.	
Standard 2.3	(DRUGS AND MEDICINES) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.	
Standard 2.4	(HUMAN RELATIONSHIPS AND SEXUALITY) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.	
Standard 2.5	(MOTOR SKILL DEVELOPMENT) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	Pg. 32, 33
Standard 2.6	(FITNESS) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	

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CORE CURRICULUM CONTENT STANDARDS – INDEX

LANGUAGE ARTS LITERACY

Name of Course: Grades 6-8 Talented and Gifted

Numerical Reference	Standard	Reference Page in Guide
Standard 3.1	(READING) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.	
Standard 3.2	(WRITING) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.	Pg. 31, 32, 33
Standard 3.3	(SPEAKING) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.	Pg. 31, 33
Standard 3.4	(LISTENING) All students will listen actively to information from a variety of sources in a variety of situations.	
Standard 3.5	(VIEWING AND MEDIA LITERACY) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.	

CORE CURRICULUM CONTENT STANDARDS – INDEX

MATHEMATICS

Name of Course: Grades 6-8 Talented and Gifted

Numerical Reference	Standard	Reference Page in Guide
Standard 4.1	(NUMBER AND NUMERICAL OPERATIONS) All students will develop number sense and will perform standards numerical operations and estimations on all types of numbers in a variety of ways.	Pg. 31, 33
Standard 4.2	(GEOMETRY AND MEASUREMENT) All students will develop spatial sense and the ability to use geometric properties, relationships and measurement to model, describe, and analyze phenomena.	Pg. 31, 33
Standard 4.3	(PATTERNS AND ALGEBRA) All students will represent and analyze relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts and processes.	Pg. 31, 33
Standard 4.4	(DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS) All students will develop an understanding of the concepts and techniques of data analysis, probability, and discrete mathematics and will use them to model situations, solve problems, and analyze and draw appropriate inferences from data.	Pg. 31, 33
Standard 4.5	(MATHEMATICAL PROCESSES) All students will use mathematical processes of problem-solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.	Pg. 31, 32, 33

CORE CURRICULUM CONTENT STANDARDS – INDEX

SCIENCE

Name of Course: Grades 6-8 Talented and Gifted

Numerical Reference	Standard	Reference Page in Guide
Standard 5.1	(SCIENTIFIC PROCESS) All students will develop problem-solving, decision making and inquiry skills, reflected by formulating usable questions and hypotheses, planning experiments, conducting systematic observations, interpreting and analyzing data, drawing conclusions, and communicating results.	Pg. 32, 33
Standard 5.2	(SCIENCE AND SOCIETY) All students will develop an understanding of how people of various cultures have contributed to the advancement of science and technology, and how major discoveries and events have advanced science and technology.	
Standard 5.3	(MATHEMATICAL APPLICATIONS) All students will integrate mathematics as a tool for problem-solving in science, and as a means of expressing and/or modeling scientific theories.	
Standard 5.4	(NATURE AND PROCESS OF TECHNOLOGY) All students will understand will understand the inter-relationships between science and technology and develop a conceptual understanding of the nature and process of technology.	
Standard 5.5	(CHARACTERISTICS OF LIFE) All students will gain an understanding of the structure, characteristics, and basic needs of organisms and will investigate the diversity of life.	
Standard 5.6	(CHEMISTRY) All students will gain an understanding of the structure and behavior of matter.	
Standard 5.7	(PHYSICS) All students will gain an understanding of natural laws as they apply to motion, forces, and energy transformations.	

**Core Curriculum Content Standards – Science Index
Continued**

Standard 5.8	(EARTH SCIENCE) All students will gain an understanding of the structure, dynamics, and geophysical systems of the earth.	
Standard 5.9	(ASTRONOMY AND SPACE SCIENCE) All students will gain an understanding of the origin, evolution, and structure of the universe.	
Standard 5.10	(ENVIRONMENTAL STUDIES) All students will develop an understanding of the environment as a system of interdependent components affected by human activity and natural phenomena.	Pg. 33

CORE CURRICULUM CONTENT STANDARDS – INDEX

SOCIAL STUDIES

Name of Course: Grades 6-8 Talented and Gifted

Numerical Reference	Standard	Reference Page in Guide
Standard 6.1	(CIVICS) All students will know, understand, and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in our democratic society.	Pg. 31, 33
Standard 6.2	(WORLD HISTORY) All students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and the future.	
Standard 6.3	(UNITED STATES AND NEW JERSEY HISTORY) All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.	
Standard 6.4	(ECONOMICS) All students will acquire an understanding of key economic principles in relation to individuals, institutions, and governments.	Pg. 31
Standard 6.5	(GEOGRAPHY) All students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.	

CORE CURRICULUM CONTENT STANDARDS – INDEX

WORLD LANGUAGE

Name of Course: **Grades 6-8 Talented and Gifted**

Numerical Reference	Standard	Reference Page in Guide
Standard 7.1	(COMMUNICATION) All students will be able to communicate in at least one world language in addition to English. They will use language to: engage in conversation; understand and interpret spoken and written language; present information, concepts, and ideas while making connections with other disciplines and comparing the language/culture studied with their own.	Pg. 33
Standard 7.2	(CULTURE) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.	

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CORE CURRICULUM CONTENT STANDARDS – INDEX

TECHNOLOGICAL LITERACY

Name of Course: Grades 6-8 Talented and Gifted

Numerical Reference	Standard	Reference Page in Guide
Standard 8.1	(COMPUTER AND INFORMATION LITERACY-TECHNOLOGY) All students will use TECHNOLOGY SKILLS AND TOOLS computer applications to gather and organize information and to solve problems.	Pg. 31, 32, 33
Standard 8.2	(TECHNOLOGY EDUCATION – ENGINEERING AND TECHNOLOGICAL DESIGN) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.	

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Numerical Reference	Standard	Reference Page in Guide
Standard 9.1	(CAREER AWARENESS AND TECHNICAL EDUCATION) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.	Pg. 31, 32, 33
Standard 9.2	(CONSUMER, FAMILY, AND LIFE SKILLS) All students will demonstrate critical life skills in order to be functional successful members of society.	Pg. 31, 32, 33

GRADES 6-12 TALENTED AND GIFTED

PROGRAMS

Grades 6-8

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

Math Connections I, II, III:

CCCS 4.1,4.2,4.3-4.5

The first stage of the district's advanced math track that ends with Advanced High School Math.

Algebra Grade 8:

CCCS 4.3,4.5

Students in grade 8 may take algebra I. Upon successful completion of this course, they may opt for Geometry in their first year at Clifton High School.

Stock Market Simulation

CCCS 4.3,4.4,4.5;6.4;8.1;9.1

This program involves students in a ten week simulated Stock Market Game. The students invest in our financial system, thereby facilitating the teaching of the understanding of the American economic system and the role of the securities industry.

The student will:

- I. Identify and explain various aspects of the American economic system.
- II. Examine the impact of current political and economic events of changing stock prices.
- III. Understand and execute the necessary steps for the trading of stock.
- IV. Use the newspaper and other media to gather information.

Mini Model Congress

CCCS 3.2,3.3;6.1;8.1;9.1

This program is for students interested in the legislative process. New Jersey students gather in the spring to participate as delegates in the culminating Mini Model Congress. Student authorized bills comprise the legislative agenda, with student speakers vying for the floor on real life issues.

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**Programs – Grades 6-8
Continued**

Part I

The student will:

- I. Be part of the process of passing bills from a Congressional Committee through full House or Senate.
- II. Write concise (one page) legislative bill.
- III. Research and collect relevant data.
- IV. Investigate issues and discuss them from opposing points of view.
- V. Develop an ability to state and issue concisely.

Part II

The student will:

- I. Understand parliamentary procedure and by-laws of Mini Model Congress.
- II. Develop logical arguments and consider effects of their opinions.
- III. Develop debating skills
 - A. Concentrate on the problem
 - B. Organize their thoughts
 - C. Respond to argument effectively

Site Program (Student Inventions Through Education)

CCCS 4.5;5.1;8.1;9.1,9.2

The SITE program stresses the development of design and problem solving skills and encourages students to apply these skills to life, and often workplace situations. Last year, approximately 14,000 students throughout New Jersey invented solutions to self-identified problems through the SITE program. The invention process supplements and reinforces participating students' academic programs in an applied and practical way.

The business community is active in and supports the SITE program. New Jersey students in grades K through 12 are invited to participate in this one (1) day competition.

Symposium for the Arts

CCCS 1.1-1.5;2.5;3.2;8.1,9.1

Symposium for the Arts, a two-day out-of-district workshop, integrates studies in creative writing, dance, drama, music, and visual arts to teach artistically gifted students that, regardless of their preferred artistic mode, the artist's problem is the same.

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**Programs – Grades 6-8
Continued**

A full sequence of classroom and studio activities focuses on this principle while stressing both individual achievement and team work. Our students return to Symposium year after year because each year our curriculum package features a different and exciting theme. Medievalism, fantasy, primitivism, and humor each expose students to a rich variety of resources and new, thematic activities. The goal of this training is Symposium’s final appealing feature: students design and perform their own thematic productions on stage at their school.

Visual and Performing Arts

CCCS 1.1-1.5;2.5;8.1;9.1

- I. Band
- II. Jazz band
- III. Chorus
- IV. Musical production (one per school)
- V. Strings
- VI. Dance
- VII. Art
- VIII. Junior National Art Honor Society

Clubs

**CCCS 3.2,3.3;4.1-4.5;5.1,
5.10;6.1;7.1;8.1;9.1,9.2**

- I. Computer
- II. Science
- III. Technology
- IV. Cooking
- V. Math League
- VI. Environmental
- VII. Language Olympiad
- VIII. Math Counts
- IX. French/German
- X. Poetry
- XI. Honor Society
- XII. Mock Trial

Athletics

CCCS 2.5,2.6;9.1

- Boys’ and Girls’ Basketball
- Track and Field
- Coed Volleyball
- Soccer
- Weight/Fitness Training

CORE CURRICULUM CONTENT STANDARDS – INDEX

VISUAL AND PERFORMING ARTS

Name of Course: Grades 9-12 Talented and Gifted

Numerical Reference	Standard	Reference Page in Guide
Standard 1.1	(AESTHETICS) All students will use aesthetic knowledge in the creation of and in responses to dance, music, theater, and visual art.	Pg. 35, 36
Standard 1.2	(CREATION AND PERFORMANCE) All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater, and visual art.	Pg. 35, 36
Standard 1.3	(ELEMENTS AND PRINCIPLES) All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.	Pg. 35, 36
Standard 1.4	(CRITIQUE) All students will develop, apply, and reflect upon knowledge of the process of critique.	Pg. 35, 36
Standard 1.5	(HISTORY/CULTURE) All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.	Pg. 35, 36

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CORE CURRICULUM CONTENT STANDARDS – INDEX

COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

Name of Course: Grades 9-12 Talented and Gifted

Numerical Reference	Standard	Reference Page in Guide
Standard 2.1	(WELLNESS) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.	Pg. 36
Standard 2.2	(INTEGRATED SKILLS) All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.	
Standard 2.3	(DRUGS AND MEDICINES) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.	
Standard 2.4	(HUMAN RELATIONSHIPS AND SEXUALITY) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.	
Standard 2.5	(MOTOR SKILL DEVELOPMENT) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	Pg. 36
Standard 2.6	(FITNESS) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	Pg. 36

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CORE CURRICULUM CONTENT STANDARDS – INDEX

LANGUAGE ARTS LITERACY

Name of Course: Grades 9-12 Talented and Gifted

Numerical Reference	Standard	Reference Page in Guide
Standard 3.1	(READING) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.	Pg. 34
Standard 3.2	(WRITING) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.	Pg. 34
Standard 3.3	(SPEAKING) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.	Pg. 34
Standard 3.4	(LISTENING) All students will listen actively to information from a variety of sources in a variety of situations.	Pg. 34
Standard 3.5	(VIEWING AND MEDIA LITERACY) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.	Pg. 34

CORE CURRICULUM CONTENT STANDARDS – INDEX

MATHEMATICS

Name of Course: Grades 9-12 Talented and Gifted

Numerical Reference	Standard	Reference Page in Guide
Standard 4.1	(NUMBER AND NUMERICAL OPERATIONS) All students will develop number sense and will perform standards numerical operations and estimations on all types of numbers in a variety of ways.	Pg. 34, 36
Standard 4.2	(GEOMETRY AND MEASUREMENT) All students will develop spatial sense and the ability to use geometric properties, relationships and measurement to model, describe, and analyze phenomena.	Pg. 34, 36
Standard 4.3	(PATTERNS AND ALGEBRA) All students will represent and analyze relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts and processes.	Pg. 34, 36
Standard 4.4	(DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS) All students will develop an understanding of the concepts and techniques of data analysis, probability, and discrete mathematics and will use them to model situations, solve problems, and analyze and draw appropriate inferences from data.	Pg. 34, 36
Standard 4.5	(MATHEMATICAL PROCESSES) All students will use mathematical processes of problem-solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.	Pg. 34, 36

CORE CURRICULUM CONTENT STANDARDS – INDEX

SCIENCE

Name of Course: Grades 9-12 Talented and Gifted

Numerical Reference	Standard	Reference Page in Guide
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**Core Curriculum Content Standards – Science Index
Continued**

Standard 5.8	(EARTH SCIENCE) All students will gain an understanding of the structure, dynamics, and geophysical systems of the earth.	Pg. 36
Standard 5.9	(ASTRONOMY AND SPACE SCIENCE) All students will gain an understanding of the origin, evolution, and structure of the universe.	Pg. 36
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CORE CURRICULUM CONTENT STANDARDS – INDEX

SOCIAL STUDIES

Name of Course: Grades 9-12 Talented and Gifted

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Standard 6.3	(UNITED STATES AND NEW JERSEY HISTORY) All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.	Pg. 35, 36
Standard 6.4	(ECONOMICS) All students will acquire an understanding of key economic principles in relation to individuals, institutions, and governments.	Pg. 35
Standard 6.5	(GEOGRAPHY) All students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.	Pg. 35

CORE CURRICULUM CONTENT STANDARDS – INDEX

WORLD LANGUAGE

Name of Course: Grades 9-12 Talented and Gifted

Numerical Reference	Standard	Reference Page in Guide
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Standard 7.2	(CULTURE) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.	Pg. 34, 36

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CORE CURRICULUM CONTENT STANDARDS – INDEX

TECHNOLOGICAL LITERACY

Name of Course: Grades 9-12 Talented and Gifted

Numerical Reference	Standard	Reference Page in Guide
Standard 8.1	(COMPUTER AND INFORMATION LITERACY-TECHNOLOGY) All students will use TECHNOLOGY SKILLS AND TOOLS computer applications to gather and organize information and to solve problems.	Pg. 34, 35, 36
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CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Name of Course: Grades 9-12 Talented and Gifted

Numerical Reference	Standard	Reference Page in Guide
Standard 9.1	(CAREER AWARENESS AND TECHNICAL EDUCATION) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.	Pg. 34, 35, 36
Standard 9.2	(CONSUMER, FAMILY, AND LIFE SKILLS) All students will demonstrate critical life skills in order to be functional successful members of society.	Pg. 34, 36

GRADES 6-12 TALENTED AND GIFTED

PROGRAMS

Grades 9-12

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

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

Academics

Math

CCCS 4.12-4.5; 8.1,8.2

Algebra II – Grade 9
Geometry – Accelerated
Pre-Calculus H
Calculus H
Calculus AP
Statistics AP
Math Connections IV, V, VI

Foreign Language

CCCS 7.1,7.2;9.1

Spanish AP
French IV-H
Italian IV-H
German IV-H
Latin IV-H

Language Arts

CCCS 3.1-3.5

English I, II and III – H
English IV AP

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**Programs – Grades 9-12
Continued**

Social Studies

CCCS 6.1-6.6;8.1;9.1

American History I & II AP
American History I & II H
Economics AP
Psychology AP
European History AP
World History H

Visual and Performing Arts

CCCS 1.1-1.5;9.1

History of Art AP
Studio Art I H
Studio Art II AP
Band
Concert Choir
Madrigals
Dance
Wind Ensemble

Science

CCCS 5.5-5.7;8.1,8.2

Physics I H
Physics II AP
Chemistry I H
Chemistry II AP
Biology H
Biology II AP

Technology

CCCS 8.1,8.2;9.1

Computer Programming H & AP
CAST III

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**Programs – Grades 9-12
Continued**

DEPARTMENTAL ACTIVITIES

Science

CCCS 4.5;5.1-5.10;8.1,8.2;9.1

JETS (Junior Engineering & Technical Society)
Science League
Psi Nu Sigma (Science Honor Society)

Math

CCCS 4.1-4.5;8.1

Math League
Knights of Pythagoras

Visual and Performing Arts

CCCS 1.1-1.5;8.1;9.1

Art Competitions
Art Gallery
Art/Literacy Magazine
Strings
Madrigal Singers

World Language

CCCS 7.1,7.2

French, Spanish Honor Society

Social Studies

CCCS 6.3;9.1

Model UN

EXTRA-CURRICULAR ACTIVITIES

CCCS 2.1,2.5,2.6;6.1,6.2,6.3,
8.1,8.2;9.1,9.2

Quiz Bowl
Academic Decathlon
Governor's School
Boys'/Girls' State
National Honor Society
Passaic County Gifted and Talented Organization
FCCLA (Family, Career & Community Leaders of America)
FBLA (Future Business Leaders of America)
Student Leadership Club
Boys'/Girls' Athletics

GRADES 6-12 TALENTED AND GIFTED

CAREER INFUSION

I. AWARENESS OF SELF

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

II. IMPROVE HUMAN RELATIONSHIPS, INCREASE INTERPERSONAL SKILLS

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

III. IMPROVE CAREER PLANNING AND DECISION-MAKING SKILLS

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

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

- A. Demonstrates initiative and independence
 - 1. Engages in activities independently
 - 2. Engages in independent study and independent tasks
- B. Exhibits positive work attitude

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

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

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

- VII. ACQUIRE AND APPLY SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING
 - A. Evidences technological understanding
 - 1. Traces impact of technology on careers explored
 - 2. Acquires skills needed to work with technologies related to preferred occupations

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

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

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

GRADES 6-12 TALENTED AND GIFTED

AFFIRMATIVE ACTION STATEMENT

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

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

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

AFFIRMATIVE ACTION ACTIVITIES

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

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

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

GRADES 6-12 TALENTED AND GIFTED

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EXECUTIVE SUMMARY OF CURRICULUM GUIDE

GRADES 6-12 TALENTED AND GIFTED

PROGRAM DESCRIPTION

The goal of the TAG Program is to remove the ceiling on what is learned and to encourage and develop knowledge acquisition, thinking skills, creative expression, and student interaction. TAG students are actively engaged in critical and creative thinking, exploring, researching, and writing. Students are provided with a variety of stimulating hands-on learning experiences and an atmosphere designed to foster positive feedback and allow for individuality. Through the use of open ended questioning, differentiated instruction, and cooperative learning experiences students are encouraged to develop a fellowship and the self-confidence to work hard and pursue intelligent and creative endeavors.

STUDENT POPULATION

Through the use of multiple criteria, measuring intellectual ability, academic aptitude, and creative thinking, approximately 3-5% of the general population of students in grades kindergarten through five are labeled as talented and gifted.

Through the use of multiple measures, students in Grades 6-12 are identified as intellectually gifted and provided with programs and opportunities that will extend the learning experience. These programs are aimed at sustaining the student's level of interest or achievement.

CHANGES MADE

The guide was revised and aligned to the New Jersey Core Curriculum Content Standards. The bibliography was revised to reflect the addition of new textbooks and computer software.

4/05