

Beach Haven School District

Gifted & Talented Curriculum Grades 4-6

Created on: March 22, 2022

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Introduction

The mission of the Gifted Education/STREAM program is to promote and support the intellectual curiosity of our identified exemplar Gifted & Talented/STREAM students at Beach Haven Elementary School.

The Gifted & Talented/STREAM Program, through a variety of methods and modalities, strives to enhance and develop higher-level thinking skills of identified students by offering a customized and challenging enrichment program. Our teachers are dedicated to gifted education and carefully screen those students demonstrating superior academic abilities. Enrichment activities at all levels are developed to assist students in expanding and enhancing their unique proclivities and talents through the vehicles of science, technology, reading, engineering, art, and math.

The identification process is a multi-step process, beginning with teacher recommendations from your child's grade level teacher and your child's teacher from the previous school year. Next, the procedure includes the collection of data to create a portrait of the student's abilities. The data collection includes the following guidelines: 1) state test scores and your child's individual running record 2) teacher evaluation of the student's thinking skills 3) teacher assessment of the student's classroom performance 4) scores from the G & T test administered by an outside proctor. Students who attain a targeted score or higher are invited to enter the G & T/STREAM program for the current school year. Children new to the district will be observed in the same manner, and recommendations for the G & T program will originate with an endorsement from their classroom teacher.

It is important to note that as individuals we are all endowed with unique gifts and abilities. And, children are in the process of developing their interests and strengths. Through the STREAM program, we strive to encourage our students to maximize their full potential. The purpose of the program is to improve, expand, and inspire academic performance by engaging the students in meaningful, challenging, and enjoyable learning activities thereby aiding in the development of higher-order thinking skills.

Our Beach Haven School program will encourage and stimulate students to use critical thinking, decision-making, and creative problem solving skills. They will be exposed to ideas, concepts, and topics not traditionally introduced in their particular grade level curriculum. All students will be encouraged to develop academic, social and emotional competence, develop inquiry and discovery techniques, and ultimately become independent and collaborative investigators. Finally, all learners will be oriented toward being producers of knowledge rather than consumers of knowledge.

Our goals, emanating from this aim, directly evolve from the New Jersey Student Learning Standards. The STREAM program reflects the six gifted education programming standards put forth by the National Association for Gifted Children. These standards include; learning and development, assessment, curriculum and instruction, learning environments, programming, and professional learning.

The model of our STREAM program is an after school enrichment lab that will provide a variety of activities for students who meet all of the evaluated criteria. Kindergarten through sixth grade are assessed each year in late September. We endeavor to assist students in building greater self-esteem and stimulate those students to think more critically and creatively. It is our expectation that this successful program be achieved by stressing independent processing over teacher led presentations. The STREAM teacher acts as a facilitator for the group during their exploration, leading to increased metacognitive ability and eliciting creative and critical thinking individually and in small groups.

Our STREAM program is deliberately undergirded with a conceptual emphasis on progressive theorists of education including; Marie Montessori, Margaret Naumburg, Reggio Emilia, and Howard Gardner. With a fundamental shift from direct teaching to a collaboration model, the students will begin each session with a mini-lesson that quickly evolves into a student-centered and constructivist approach. A springboard of activities drawn from the STREAM acronym will be the genesis of each collaborative or team activity.

It is our firm belief that the ingenuity of children, when properly aligned and motivated through individual rigorous interests, will lead to the next generation of inventors, innovators, builders, designers, engineers, artists, writers, and theorists who are critical to our society and an asset to mankind.

Career Readiness, Life Literacies, and Key Skills and Primary Interdisciplinary Connections: Science, Social Studies, Language Arts, and Technology. For further clarification see New Jersey Student Learning Standards at <https://www.nj.gov/education/standards/>

Content Area	Gifted & Talented	Grade Level	4-6
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Units/ Topics
The month of September will be used to evaluate G&T student eligibility.

G&T concludes at the end of May.	
Art (Self Portrait, Sculptures, Still Life, Impressionism, Modern Art)	8 days- ongoing
Classical Music (Nutcracker & Tchaikovsky)	8 days- ongoing
Native Americans/ Holocaust	8 days- ongoing
Global Architecture (Greek, Roman, Renaissance, Victorian, Modern)	8 days- ongoing
Modern American Life (Family Structures, Pop Culture, Sports, Cuisine, Entertainment)	8 days- ongoing
Crime Scene Investigation	8 days- ongoing
Creative Dramatics (Public Speaking, Shakespear and The Globe Theatre, Videography)	8 days- ongoing

Standards
Reading:
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize 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.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.
RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live

version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Writing:

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

W.4.2. Write 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 narrative technique, descriptive details, and clear event sequences.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies:

6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere

Visual & Performing Arts:

1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.

1.4.5.Cr1a: Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.

1.5.5.Cr1a: Brainstorm and curate ideas to innovatively solve problems during artmaking and design projects.

1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers

1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.

1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Career Readiness, Life Literacies and Key Skills

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors
- 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.

Computer Science and Design Thinking

- 8.2.5.ED.1: Explain the functions of a system and its subsystems.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem.

Suggested Literature

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| <ul style="list-style-type: none"> -Monet and the Impressionists -Linnea in Monet’s Garden -The Nutcracker Ballet -Legend of the Indian Paintbrush -Knots on a Counting Rope -Growing Up in Ancient Egypt -Psychology for Kids I and II | <ul style="list-style-type: none"> -House, Buildings, Skyscrapers -Amazing Space - If You Were an Astronaut -Forensic Science for Kids -Speech Craft-An Introduction to Public Speaking -Public Speaking for Kids -The Complete Book of Speech Communication -Improv Ideas -Poetry a la Carte -Shakespear and The Globe Theater |
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Essential Questions

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| <ul style="list-style-type: none"> -How do we fill a real world need through invention? -How does the application of the elements and principles of design in different historical eras and cultures convey | <ul style="list-style-type: none"> -Modern American life is already filled with innovation and design, what will futuristic worlds look and feel like? -How can you structure a conversation to obtain information? |
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<p>intellectual and emotional significance?</p> <ul style="list-style-type: none"> -How does art provide insight into human culture and society? -Why is it important to live in the past, present, and future? -How could the history of architecture help us to create new structures today? -How does the development of technology affect the development of a society? 	<ul style="list-style-type: none"> -How could you use psychological concepts to determine the suspects of a criminal investigation? -How has theater impacted historical events? -Shakespeare said “all the worlds a stage,” how is life a grand stage for each individual? -What elements are essential in making a good drama? -How are the elements of art and the principles of design used in creative problem solving?
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Correlation Key			
Holocaust	Amistad	LGBTQ & Disabilities	DEI

Suggested Activities	
<p>Art (Self Portrait, Sculptures, Still Life, Impressionism, Modern Art):</p> <ul style="list-style-type: none"> -Partner self portraits -Picasso self portraits -Varied material sculptures -Still life with art objects -Plein air paintings -Collage 	
<p>Classical Music (Nutcracker & Tchaikovsky):</p> <ul style="list-style-type: none"> -Creating the Nutcracker -Making puppets -Art and design through music 	
<p>Native Americans/Holocaust :</p> <ul style="list-style-type: none"> -Building native american structures 	

-Relocation assignment activities

Global Architecture (Greek, Roman, Renaissance, Victorian, Modern):

- Creating lego structures and mazes
- Sugar cube structures

Modern American Life (Family Structures, Pop Culture, Sports, Cuisine, Entertainment):

- Recreate futuristic templates for each category
- create a new category of cuisine and a restaurant
- name, design, implement, and host a new sporting event

Crime Scene Investigation:

- Make a mock crime scene
- Dust for fingerprints
- Explore forensic science
- Investigate blood stains
- Handwriting analysis
- Change blindness demonstration

Creative Dramatics (Public Speaking, Shakespeare and The Globe Theatre, Videography):

- Analyze famous political speeches for intent and create authentic pieces to be dramatized
- Create modern day versions of Shakespearean plays (for Example: She's the Man movie is based on Shakespeare Twelfth Night)
- Design the new Globe Theatre
- Create video interviews out in about in Beach Haven or in our school

Assessments

**Formative/Summative
Teacher Observation/Assessment**

Performance rubrics

Performance task checklist

Self-Assessment

Journal entries

Self reflection - Mapping ones journey

Critique a performance of script using pre-developed criteria.

Peer Assessment

Pair-share

Peer evaluation and observation

Integrated Accommodations & Modifications

English Language Learners

- TPR (Total Physical Response) Method to Teach Language and Vocabulary
- Flexible/cooperative grouping
- Teacher tutoring

Gifted and Talented

- Alternative assignments
- Employ valid and reliable research strategies
- Modified instruction/assignments
- Encourage peer tutoring for struggling students
- Student developed extension activities
- Self centered curriculum allowing for student choice
- Provide a complex physical environment with access to lots of materials, reference books, textures, and colors

<ul style="list-style-type: none"> ● Promote creativity and critical thinking
<p>Basic Skills</p> <ul style="list-style-type: none"> ● Modified instruction/assignments ● Graphic organizers ● Teacher/peer tutoring
<p>Economically Disadvantaged</p> <ul style="list-style-type: none"> ● Provide Student with Materials and Supplies to Support Lesson and Help Student Achieve Lesson and Unit Goals ● Send Home Materials for the Student to Use Relating to the Lesson ● Pre-teach Vocabulary and Help Students to Preview Lesson to Build Background Knowledge and Help Students Make Connections with their Experiences to help Achieve Lesson and Unit Goals
<p>Special Education</p> <ul style="list-style-type: none"> ● Provide differentiated instruction as needed ● Follow all IEP modifications ● Provide manipulatives or the opportunity to draw solution strategies ● Play YouTube videos in addition to read aloud texts ● Restate, reword and clarify directions ● Provide varying means through which students can express what they learned
<p>504</p> <ul style="list-style-type: none"> ● Provide differentiated instruction as needed ● Follow all 504 plan modifications ● Provide manipulatives or the opportunity to draw solution strategies ● Play YouTube videos in addition to read aloud texts ● Restate, reword and clarify directions ● Provide varying means through which students can express what they learned
<p>Students at Risk of Failure:</p> <ul style="list-style-type: none"> ● Make sure children feel welcome and comfortable while being discrete ● Provide structure and adhere to a consistent daily routine with clear and concise rules ● Offer encouragement and understanding

- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

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