Beach Haven School District

Gifted & Talented Curriculum

Grades K-3

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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	K-3

Units/ Topics **The month of September will be used to evaluate G&T student eligibility.** **G&T concludes at the end of May.**

Self-Awareness Underscored through Holidays and Traditions	**9 days- ongoing**
Seasons and Time	**9 days- ongoing**
Fairy Tales	**9 days- ongoing**
Plants, Tree, & Seeds	**9 days- ongoing**
Animals (Reptiles, Amphibians, Prehistoric Animals/Fossils, Birds, Insects)	**9 days- ongoing**
Water (Ocean, Lakes, Pond, Bay)	**9 days- ongoing**
Solar Systems/ Space	**9 days- ongoing**

Standards

Reading:

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6. Identify who is telling the story at various points in a text.

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/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Writing:

W.1.1. 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 conclusion.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

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.

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure

Visual & Performing Arts:

1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.

1.2.2.Cr1e: Choose ideas to create plans for media art production.

1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from

imaginative play to brainstorming, to solve art and design problems.

1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

Career Readiness, Life Literacies and Key Skills

9.1.2.CR.1 Recognize ways to volunteer in the classroom, school and community

Computer Science and Design Thinking

8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Suggested Literature	
Giraffes Can't Dance	Charlotte's Web
I Like My Hair	Classifying Living Things series
I am Enough	Tangled
Four Seasons Make a Year	Mama Built a Little Nest
Snowflake Bently	Grumpy Bird
The Hat	Magic School Bus on the Ocean Floor
What's a Fairytale	I Wonder Why the Sea is Salty
Rapunzel	Marine Life for Young Readers Series
Three Billy Goats Gruff	Amazing Space Facts
The Shoemaker and the Elf	If I Were an Astronaut
Big Bad Pig	

Essential Questions

-How are outdoor seasonal changes reflected in our indoor spaces? -How are the seasons connected to how we enjoy our family traditions/holidays? -How do the seasons dictate how we live? -What materials can you use to create a sheltering structure for animals? -How are we all as humans interrelated? -How can we use the basic problems in fairytales to brainstorm solutions? - Can bad things bring about good things?	-How do we categorize or create a web to see the correlation between living creatures? -How would you teach about the interdependence of the ecosystem? -What can we do as individuals to protect our beaches and marine life? -What would you need to take a successful trip to space? -Why are there craters on the moon? -How can we use ideas about animal and plant defenses to solve a problem? -Plants are living things and their attributes help us in many ways. How do we identify and help to protect their needs?

Correlation Key			
Holocaust	Amistad	LGBTQ & Disabilities	DEI

Suggested Activities
Self-Awareness Underscored through Holidays and Traditions:
Seasons and Time:
-Crystal Sun Catchers -Season Sensory Bottles -Tin Foil Embossed Trees For All Seasons
Fairy Tales:

-Designs to problem solve the challenges presented in classic fairytales (Pulley systems, egg drop, basket for little red riding hood, bed for Goldilocks, homes in the three little pigs, etc)
-Hand Crank Winch

Plants, Trees, & Seeds:

-Develop and maintain hydroponic systems
-Sprouting Activities
-Stem Plant Activities- capillary action with Color Changing Flowers Experiment, flower dissection, explore photosynthesis and learn how trees make oxygen

Animals (Reptiles, Amphibians, Prehistoric Animals/Fossils, Birds, Insects):
-Explore and create increasingly complicated animal webs and family trees
-Remove a creature from the web and discuss the changes that would occur
-Students can become paleontologists and create logs as they explore building dinosaur models and understanding and discovering fossils

Water (Ocean, Lakes, Pond, Bay):
-Create clouds in a jar, wind systems, purification water systems, water cycle
-Cleaning up oil spills

Solar Systems/ Space :
-Create aerodynamic models fit for space exploration
-Rocket Experiments, Straw Rockets, Exploding Pop Rockets, Balloon Rockets
-Constellation Activities
-Magnetic Slime

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

●   Promote creativity and critical thinking
Basic Skills
●   Modified instruction/assignments
●   Graphic organizers
●   Teacher/peer tutoring
Economically Disadvantaged
●   Provide Student will 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
Special Education
●   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
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Students at Risk of Failure:
● 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

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
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- Graphic organizers
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