Frelinghuysen Township School District

Gifted and Talented Curriculum

*Aligned to NAGC Standards, NGSS Standards,
and NJSLS Gifted and Talented Requirements*

Board Adoption:
12/14/16

Curriculum Committee:

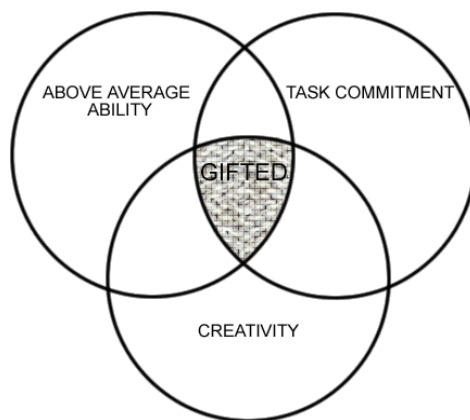Natalie O'Neil   Lead STEAM Teacher & Technology
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What is a G&T Program?

The U.S. Department of Education (1993) has provided a definition of Gifted Learners and this definition has been accepted by the National Association for Gifted Children (2004):

Gifted learners are children and youth with outstanding talent who perform or who have the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.

Because describing "Giftedness" is so difficult, GT guru, Dr. Joseph Renzulli created a diagram to explain his theory of the "Three Rings Theory of Gifted Behavior."

ABOVE AVERAGE ABILITY

TASK COMMITMENT

GIFTED

CREATIVITY

It shows high ability (outstanding talent; remarkably high levels of accomplishment as compared to age or grade level peers), creativity (remarkably high levels of accomplishment) and task commitment (to perform or potential to perform, which is intrinsically motivated.). Gifted behavior reflects an interaction among these three basic clusters of human traits- above average general and/or specific abilities, high levels of task commitment, and high levels of creativity. Individuals capable of developing gifted behavior are those possessing or capable of developing this composite set of traits and applying them to any potentially valuable area of human performance. (Renzulli, 1986)

As per Renzulli's research-based work with the School-wide Enrichment Model, Frelinghuysen Township School Enrichment lessons will continue to be provided to students focusing on developing/understanding "Thinking Skills."

The Frelinghuysen Township School enrichment model engages students in problem based learning activities, promotes 21ˢᵗ century competencies including critical thinking, communication, collaboration, and creativity, emphasizes and identifies thinking skills, develops research skills and methods, fosters innovation, promotes flexibility, self-direction, persistence and challenges students to be risk takers, decision makers and higher order questioners.

Teaching well is about teaching everyone well.
-Carol Ann Tomlinson

When a teacher tries to teach something to the entire class at the same time: "chances are, one-third of the kids already know it;
one-third will get it; and the remaining third won't.
So two-thirds of the children are wasting their time."
-Lillian Katz

What is Differentiation? Matching challenging curriculum with a student's interests, abilities, learning styles, and expression styles through a variety of teaching practices. Differentiation examines what a student knows, and what the student still needs to master, and eliminates content that is already known, so time can be spent in enriched or accelerated study.
-Jessica Hocket

Statement of Purpose

The mission of the Mustang Gifted and Talented Program is to provide service learning experiences focused on critical thinking skills that motivate and challenge all students, building the essential foundation on which a love of lifelong learning can be constructed and one's passions and strengths can be cultivated. Learning to examine thinking and identify the processes involved in testing multiple strategies are best developed through dialogue and exploration that lead to a rich framework centered on enhancing academic, social, and emotional learning. Students will engage in methods of design thinking to foster creativity and empathy, enhancing their collaborative spirit while recognizing the meaningfulness of varied perspectives.

Program Goals for K-6 Enrichment:

- Our young students will develop the skills they need to be successful learners and thinkers. Abilities such as reflection, analysis, justification, synthesis and metacognition must be stressed and purposefully embedded throughout activities and lessons in an environment that requires reasoning and problem solving.

- Our young students will be highly engaged learning about thinking skills and feel safe, supported, challenged and confident as they discover new skills, ideas and strengths.

- Our young students will be involved in meaningful discussions that lead to opportunities to pose insightful questions, collaborate with peers, understand varied perspectives and share ideas and solutions.

- Our young students will have many opportunities to be engaged in cross-curricular, hands on learning experiences, independently and with a small group.

- Professional Learning Opportunities for teachers must be provided so all professionals strengthen their skills in the area of differentiation (Especially with the focus on DI to the high), higher order questioning and increasing complexity in instruction, discussion and assessment.

Grades 5&6

Overview

Objective: TLW create their role as an impactful agent of change
                TLW apply their ideas worth sharing and spreading

Guiding Questions:
- What is a big idea?
- What is service learning?
- What is empathy?
- What is a Ted Talk?
- How can I impact change?

DO: Create a service learning project and mini Ted Talk reflecting on process
- Create a Roadmap for project
- Conduct research
- Create an "elevator pitch" and share with peers for feedback
- Design presentation slides
- Deliver presentation

Crosscutting Concepts:
- Making an impact on one's community/globally
- Working collaboratively towards a shared goal

Framework

Module 1 Intro to Service Learning	**Framework:** ● Review concepts: service learning, empathy, impact, big ideas ● Identify samples of students taking action on big ideas ● Brainstorm big ideas ● Select project topics for collaborative/individual service learning project
Module 2 Research & Planning	**Framework:** ● Identify how to conduct reliable research ● Create a roadmap for project ● Connect with possible project partnerships within the community ● Develop timeline and expectations for project completion
Module 3 Elevator Pitch & Peer Feedback	**Framework:** ● Identify how to deliver an effective elevator pitch ● Prepare Pitch slide decks ● Practice pitch & deliver to peers ● Conduct peer review/feedback
Module 4 Prototype & Redesign	**Framework:** ● Create prototype of "product" ● Workshop prototypes for feedback ● Reassess design and make adjustments as needed ● Revise project plan accordingly
Module 5 Reflective Process & TED Talk Creation	**Framework:** ● Identify elements of a great TED talk ● Create Storyboard as brainstorm for TED talk ● Design TED talk slides ● Identify procedures for giving and receiving peer feedback as needed
Module 6 Dress Rehearsal & Showcase Presentations	**Framework:** ● Identify presentation skills & public speaking ● Practice Ted Talk for flow, timing, transitions, etc. ● Make altercations of presentation as needed ● Present Big Idea Ted Talks for final Service Learning activity

Resources

Description	Resources
Sample Big Ideas by Kids	http://www.today.com/parents/12-year-old-makes-800-stuffed-animals-sick-kids-t104476 http://www.huffingtonpost.com/entry/khloe-kares_us_5728bc88e4b096e9f08f21e5 https://www.thedodo.com/kids-read-to-shelter-dogs-1620612867.html http://www.20time.org/students/
The Power of Words	https://youtu.be/XVY4DeAvnfI
What adults can learn from kids	http://www.ted.com/talks/adora_svitak
TED Ideas Worth Doing	http://tedx.amsterdam/award/ideas-worth-2016/ http://tedx.amsterdam/category/ideas-worth-doing/

Grades 3 & 4

Overview

Objective: TLW understand and differentiate between ideas, good ideas and ones worth acting upon

Guiding Questions:
- What is an idea?
- What is a good idea?
- What is an idea worth doing? (Call to action)

DO: Create a service learning project and mini Ted Talk reflecting on process
- Identify the difference between ideas, good ideas, and ones worth acting upon
- Collaborate to transform ideas into good ones
- Research organizations doing good things
- Make connections with local service organizations

Crosscutting Concepts:
- Making an impact on one's community/globally
- Working collaboratively towards a shared goal

Framework

Module 1
Intro to Ideas
	Framework:
	● Identify ideas that serve a basic purpose, but have no broader communal or lasting impact:
	    ○ Anything by Billy Mays
	    ○ The Snuggie
	    ○ 1-800-Flowers
	● Discuss why/how ideas can become profitable without making impactful lasting positive change

Module 2
Intro to Impactful Ideas
	Framework:
	● Identify ideas that make a lasting positive impact on a community, society, etc.
	    ○ Keurig
	    ○ Soda Stream
	    ○ iPod
	● Discuss the profile of why specific examples are lasting positive impacts on community, society, etc.

Module 3 Ideas vs Good Ideas	***Framework:*** ● Groups create compare/contrast T-Chart for ideas vs. good ideas ● Create criteria list for "Good Ideas" ● Read & Discuss "What Makes A Good Idea Good" ● Identify great vs. terrible inventions
Module 4 Bad Ideas are Good Too	***Framework:*** ● Identify the value in starting with BAD ideas ● Create list of bad ideas ● Identify the Bad Idea Factory
Module 5 Transforming ideas	***Framework:*** ● Work in small groups to transform bad ideas into good ones ● Share how to transform ideas with informal presentations ● Select one idea to "sell" to judges in Shark Tank Pitch
Module 6 Shark Tank	***Framework:*** ● Design Shark Tank Pitch ● Practice pitch ● Pitch idea to Shark Tank judges

Resources

Description	Resources
Ideas vs. Good Ideas	https://vimeo.com/17448566
Bad Idea Factory	http://www.20time.org/the-bad-idea-factory/
The Power of Bad Ideas	http://stickynote.co/blog/bad-ideas-key-good-ideas/
Shark Tank	http://www.investopedia.com/articles/investing/082415/10-most-successful-products-shark-tank.asp
Great TED Talks	https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks

Grades K-2

Overview

Objectives:
- Students will learn about kindness
- Students will design activities to engage in that demonstrate how kindness counts in our community

DO: Create paper
- Create Kindness Counts activities
- Engage in acts of kindness

Crosscutting Concepts:
- Cause and Effect
- Systems and Models
- Empathy

Framework

Module 1 Kindness at Home	***Framework:*** ● Identify, define, and discuss what kindness is ● Share concrete examples of ways students can be and are kind at home ● Make a kindness list of ways to be kind at home
Module 2 Kindness in Class	***Framework:*** ● Students identify and share ways people have demonstrated kindness to them ● Brainstorm ways students can be kinder to classmates ● In groups, students choose 1 activity to demonstrate individual and class kindness
Module 3 Kindness at School	***Framework:*** ● Students identify and define what it means to struggle in school ● Students brainstorm ways they, or their peers, struggle in school ● Students identify ways they can help themselves and others ● Students design an act of school kindness
Module 4 Kindness in Our Community	***Framework:*** ● Students partner with local organizations to partake in a kind act that gives back to the community ○ Animal Rescue, Police, Fire Department, EMS, ect. ● Students complete kindness map: design and illustrate three column poster with kindness example from first three modules
Module 5 Kindness without Borders	***Framework:*** ● Students create a list of compliments that are appropriate when meeting new people ● Students connect with classes outside FTS ● Students engage in friendly compliments of kindness with Mystery Class
Module 6 Celebration of Kindness	***Framework:*** ● Students design and organize Celebration of Kindness ● Parents, teachers, and peers join to partake in Celebration of Kindness

Resources

Description	Resources
Family Kindness Jar	http://kidsactivitiesblog.com/10849/peaceful-parenting-kindness-jar
Kindness Activity	http://www.scholastic.com/teachers/lesson-plan/activity-plan-4-5-kindness-counts
Learning to Be Kind (Bucket Filling)	http://kidsactivitiesblog.com/24332/learning-to-be-kind
Random Acts of Kindness Resource	https://www.randomactsofkindness.org/for-educators/free-k-12-lesson-plans
The Kindness Challenge	http://www.honeyfoundation.org/wp-content/uploads/2013/06/ee_k-5.pdf
Kindness BINGO	https://www.edutopia.org/discussion/kindness-game-activity
Kindness in the Classroom	https://www.randomactsofkindness.org/for-educators