

Glen Ridge Public Schools Curriculum

Course Title:	MS G & T
Subject:	Gifted & Talented
Grade Level:	7 & 8
Duration:	1 day per week (Approx. 35 days)
Number of Credits:	N/A
Prerequisite:	Meets G&T Eligibility Requirements
Elective or Required:	Elective



Gifted & Talented Program Mission Statement

The Glen Ridge Public School District recognizes the unique needs, abilities, talents and potential of the individual student. The purpose of the Gifted and Talented program is to provide students with opportunities, resources, and encouragement to aspire to a higher level of academic development. By utilizing a broad range of learning experiences, higher order thinking skills, and opportunities for creativity, the potential of gifted students will be further enriched and developed.

Middle School Gifted & Talented Program Description

Via the Gifted and Talented program, students are exposed to accelerated content and diverse learning opportunities that develop creativity and research skills. These enrichment experiences strive to broaden knowledge, stimulate intellectual curiosity, emphasize the process of learning, and encourage critical and divergent thinking through problem solving. Students will also further build collaborative skills through teamwork and group projects.

G&T instruction for middle school students is provided in the following ways:

- 1) Opportunities for differentiated instruction in the regular classroom
- 2) Grade level enrichment for all provided through cycle class offerings
- 3) Advanced math classes for individuals who meet certain requirements
- 4) Weekly pull-out sessions for individuals who meet eligibility requirements

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MS G&T

7th Grade Level Enrichment

All students are exposed to enrichment opportunities through cycle classes.

Each 7th grader has the opportunity to receive 5 weeks of instruction in each of the following on a rotating basis:

- Art 7
- Computers 7
- Nutrition
- Research 7
- Study Skills
- Writing Workshop 7

In addition, each 7th grader may choose two different semester long cycle classes. For example:

- Band (full year)
- Environmental
- Graphic Novels
- History of Sports
- Italian Language & Culture
- Modern Issues
- Stage Performance & Singing
- STEM (science, technology, engineering & math)

7th Grade Advanced Math

Students who show exceptional mathematical aptitude and meet the specified criteria will be placed in Advanced Pre-Algebra 7.

NOTE:

Curriculum specifics (essential questions, goals and objectives, classroom activities, core content standards, interdisciplinary standards, enrichment activities, methods of evaluation/assessment, print and online resources) for each of the above classes can be found listed under the Curriculum link for the relevant department.

MS G&T

8th Grade Level Enrichment

All students are exposed to enrichment opportunities through cycle classes.

Each 8th grader has the opportunity to receive 5 weeks of instruction in each of the following on a rotating basis:

- Art 8
- Computers 8
- Public Speaking
- Research 8
- Social Media
- Writing Workshop 8

In addition, each 8th grader may choose two different semester long cycle classes. For example:

- Band (full year)
- CAD (computer-assisted design)
- Game Theory
- MS Yearbook
- Project Adventure
- Robotics
- Stage Performance & Singing

8th Grade Advanced Math

Students who show exceptional mathematical aptitude and meet the specified criteria will be placed in Advanced Algebra 1-8.

NOTE:

Curriculum specifics (essential questions, goals and objectives, classroom activates, core content standards, interdisciplinary standards, enrichment activities, methods of evaluation/assessment, print and online resources) for each of the above classes can be found listed under the Curriculum link for the relevant department.

MS G&T

Pull-Out G&T Sessions

Eligible middle school students who meet the specified criteria are invited to attend weekly pull-out G&T sessions.

G&T sessions take place when period 8 cycle classes have study hall so no instructional time is missed nor work should need to be made up by students who choose to participate in pull-out G&T.

Over the course of the school year, MS students participating in pull-out G&T sessions will complete 3 - 4 of the following units. Specific lessons, projects and activities will be based on collective student interests as identified through an inventory conducted at the start of each year, current events and hot topics, as well as availability of resources.

Unit 1: Introductory Lesson/Project

Approximately 5 days

Essential Questions:

- What more can I learn about myself to continue my personal journey of self-awareness?
- What's important to me? How do I want to be perceived by others?
- What should my instructor and my fellow G&T students know about me and how accurate is my current self-perception?

Upon completion of this unit students will:

- Have developed a greater awareness of their personal strengths and weaknesses and be better prepared to improve on these.
- Have further created a self-identity and also begun forming a cohesive G&T group with a level of trust and a shared purpose.

National Association for Gifted Children Standards:

- 1.2. Self-Understanding. Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.

- 1.7. Cognitive and Affective Growth. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.

Interdisciplinary Standards:

- 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.
- 9.1 - 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities

Sample Unit - Slogans, Logos and Mottos

- Determine the purpose, similarities and differences in slogans, logos and mottos. Research, analyze and discuss various corporate, institutional and personal slogans, logos and mottos. Analyze and discuss the images each convey and how this is achieved.
- Students use their individual creativity and available resources to develop a personal slogan, logo and/or motto that they feel represents them. Individuals share and present their slogans, logos and/or mottos with the group.

OR

Sample Unit - Individual Learning Styles

- Students complete a self-assessment of their perceived learning preferences, then complete an online assessment of their personal learning style preferences. Discuss and compare the differences and similarities.
- Students analyze a lesson or assignments given by one of their teachers for the components that address various learning styles.
- Students redesign a lesson to incorporate activities to address one of their preferred learning styles.

Enrichment Activities

- Students work in collaborative teams to develop a slogan, logo and/or motto for their MS G&T group.
- Students present to the class a lesson that they have redesigned to feature a learning style of their choice.

Methods of Assessments/Evaluation:

- Observe student participation
- Grade and collect student assignments.

Resources:

- *5 Tips on How to Write a Killer Slogan.* Webdesigner Depot. <www.webdesignerdepot.com/2009/09/5-tips-on-how-to-write-a-killer-slogan>.
- *Assessment: Find your Strengths.* Multiple Intelligences for Adult Literacy and Education. <www.literacynet.org/mi/assessment/findyourstrengths.html>.
- Google Classroom and Apps for Education

Unit 2: Explorations in Math

Approximately 10-15 days

National Association for Gifted Children Standards:

- 3.4. - Students with gifts and talents become independent investigators.

Interdisciplinary Standards:

- 8.1 Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.
- 9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- 9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

Students participating in pull-out MS G&T will complete one or more of the following units. Sample lessons and activities might include, but are not limited to:

Sample Unit - Election Theory

Essential Questions:

- What mathematical process is involved in various forms of elections?
- What mathematical theory is the basis for U.S. presidential elections?
- What mathematical variations can affect presidential election results?

Upon completion of this unit students will:

- Be familiar with the mathematical processes that are involved in various forms of elections.
- Understand the mathematical theory that is the basis for U.S. presidential elections.
- Realize that various mathematical factors can affect election results.

Activities:

- Students research and examine the various forms of math that might be used as the basis of an election process.
- Students analyze and discuss the electoral process that is the basis of U.S. presidential elections.
- Students consider mathematical computations that would have caused differing results in current and/or past U.S. presidential elections.

Enrichment Activities:

- Students debate the strengths/weaknesses of the electoral college.
- Students research and write up proposals for an improved presidential election process.

Methods of Assessments/Evaluation:

- Observe student participation
- Grade and completed activity worksheets

Resources

- Google Classroom and Apps for Education
- Nielsen, Leslie Johnson. *Is Democracy Fair?: The Mathematics of Voting and Apportionment*. Key Curriculum Press. 1997. Print.
- *Presidential Election Map*. 270 to Win. <www.270towin.com>.

Sample Unit - Fermi Questions

Essential Questions:

- Who is Fermi and what was his contribution to modern math/science?
- Can there be more than one reasonable answer to mathematical calculations based on alternative methods of problem solving?
- What various methods can be used to arrive at reasonable ballpark estimates for questions that have no single correct answer?

Upon completion of this unit students will:

- Know who Fermi is and be familiar with his idea of order of magnitude as it pertains to making ballpark estimates.
- Be aware of multiple methods for arriving at reasonable ballpark estimates to mathematical problems.
- Realize and accept that there is no single, correct answer to some kinds of questions.

Activities:

- Students read about and discuss Enrique Fermi and his ideas regarding order of magnitude and the process of making ballpark estimates.
- Student work in teams to arrive at reasonable ballpark estimates for given Fermi type mathematical questions.
- Students share and compare their estimates to the same questions, examining the various processes and calculations used to arrive at their different answers.
- Students develop their own Fermi style mathematical questions.
- Students answer other student developed Fermi questions, comparing varying estimates and processing methods.

Enrichment Activities:

- Students work in teams to estimate the number of jelly beans or other small candies are contained in various sized/shaped containers.
- Students create and fill a given container with water balloons. They use this information to then estimate how many water balloons would be needed to fill the school library, gymnasium and/or cafeteria.

Methods of Assessments/Evaluation:

- Observe student participation
- Grade and collect completed activity worksheets

Sample Unit - The Stock Market

Essential Questions:

- What is the stock market? What is the difference between privately owned businesses and publicly traded companies?
- What are some concepts and strategies that are important to understand when it comes to investing (diversification, risk tolerance, etc.)?
- What information is provided in company profiles (P/E ratios, etc.) and should be examined when deciding whether to buy, hold or sell stocks?

Upon completion of this unit students will:

- Gain an understanding of the stock market and different kinds of companies.
- Have a working knowledge of investment strategies and be aware of some of the many factors that should be examined before investing.
- Be prepared to research given information and consider carefully future investments so they can make wise financial decisions.

Activities:

- Students read, analyze and discuss case studies of different types of companies
- Students define terminology related to the stock market and investing
- In teams, students participate in a simulated online stock market game in which they choose companies and “invest \$100,000” and track their investments over the course of several months

Enrichment Activities:

- Students take part in different match-ups and challenges (i.e. March Madness) to see whose investments have the best results
- Students design a game to teach important lessons about investing. |

Methods of Assessments/Evaluation:

- Observe student participation
- Grade and collect completed activity worksheets
- Track student participation and results in the online simulation

Resources:

- *The Stock Market Game*. SIFMA Foundation. <www.stockmarketgame.org/>.
- *Investing 101*. Investopedia. <www.investopedia.com/university/beginner>.

Unit 3: Explorations in Social Studies

Approximately 10-15 days

NJ Student Standards in Social Studies

- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Common Core State Standards - English Language Arts

- SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- W.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Interdisciplinary Standards

- 8.1 Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.
- 9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Sample Unit - Mock Trial

Essential Questions:

- How does the legal process and our judicial system work?
- How can I be a productive part of a team and work effectively with others?
- What is the role of law in a democratic society what are my rights under the U.S. constitution?
- How does society resolves disputes and what issues might affect the fairness of those decisions?

Upon completion of this unit students will:

- Gain an understanding of the legal process from the rules of evidence to proper court decorum.
- Increase comprehension of the historical and ethical complexities involved in our judicial system.
- Increase confidence, poise, and improve public speaking skills
- Gain proficiency in analyzing, reasoning and critical thinking
- Have improved teamwork and interpersonal skills such as active listening, leading, following and cooperating
- Gain an increased awareness of the role of law in a democratic society and better understanding of their fundamental rights under the U.S. constitution.
- Become more aware of how society resolves disputes and issues that might impact the fairness of those decisions.

Sample Activities:

- Students define terms related to the trial process and judiciary system
- Working in teams assigned to represent the defense and the prosecution (or plaintiff if a civil case), students read and analyze a mock trial scenario and prepare to present their side's case
- Students present their respective cases in a mock trial presented to a jury (consisting of fellow students, teachers and/or administrators) that will decide a verdict based on the evidence presented by both teams

Enrichment Activities:

- Students view *Twelve Angry Men* and discuss the significance of impartiality of reasonable doubt as it pertains the trial depicted in the film
- Students write a diary entry or letter from the point of view of a juror
- Take a field trip to NJ Law Adventure Mock Trial Program to serve as jurors as other students present their award winning Mock Trial cases

Methods of Assessments/Evaluation:

- Observe student participation
- Grade and collect completed activity worksheets

Resources:

- *Law Adventure*. NJ State Bar Foundation. <www.njsbf.org/educators-and-students/programs/7-8-lawadventure.html>
- *Twelve Angry Men*. MGM. Directed by S. Lumet and starring H. Fonda.

Unit 4: Explorations in Language Arts

Approximately 10-15 days

Common Core State Standards - English Language Arts

- RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
- RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Interdisciplinary Standards

- 8.1 Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.
- 9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Sample Unit - Shakespeare

Essential Questions:

- How can I appreciate the storyline and comedic nuances in Shakespeare's work despite the complex plot and unfamiliar use of language?
- What is the historical context of Shakespeare's work and how can an understanding of his time help me better appreciate his work?
- What underlying messages and universal themes can be found in Shakespeare's work? What do these tell us about life in Shakespeare's time and how do these resonate today? Do they translate across time?

- What theatrical conventions are often seen in Shakespeare's works and how do these contribute to the story and enjoyment of the play?

Upon completion of this unit students will:

- Gain an appreciation for use of language and comedic nuances in Shakespeare's work.
- Have a better understanding of the historical context of Elizabethan England that will enable him/her to better comprehend Shakespeare's work.
- Become familiar with some universal themes found in Shakespeare's work and how they have been translated over time and are still relevant today in many ways.
- Identify some of the underlying messages in the chosen play and interpret them in their own way
- Recognize certain theatrical conventions in other works and gain a better appreciation for how they can add to our enjoyment of the story

Activities:

- Read, view and act out scenes from a select comedic work of Shakespeare that is not part of the existing curriculum, such as A Midsummer Night's Dream or Taming of the Shrew.
- Participate in games and complete worksheets that involve character analysis, cast mapping, identifying theatrical conventions, exploring universal themes/underlying messages as well as translating/understanding Shakespearean language.
- Develop a fictional Shakesbook page (modeled after Facebook) that demonstrates a thorough understanding of a particular character and his/her relationships with other in the chosen play.

Enrichment Activities:

- Take a Field Trip to see a live performance of the chosen play.
- A creative writing assignment in which students have a choice to either review the stage production. or compare it to the film version, or propose a sequel in which they theorize on what might happen to the characters in the future.

Methods of Assessments/Evaluation:

- Observe student participation

- Grade and collect completed activity worksheets
- Presentation and sharing of Shakesbook pages

Resources:

- Google Classroom and Apps for Education
- Folger Shakespeare Library. <www.folger.edu>.
- *A Midsummer Night's Dream*. Directed by Sir Peter Hall and using The Royal Shakespeare Academy's cast of actors -- including Helen Mirren, Judi Dench. 1968.
- Shakespeare Theatre of New Jersey. <www.shakespearenj.org>.
- *Taming of the Shrew*. Shakespeare for Young People Series. Swan Books. 1986.
- *The Taming of the Shrew*. Performed by The San Francisco ACT Company. Directed by Kurt Browning. Kultur. 1976.