

A.T.L.A.S.

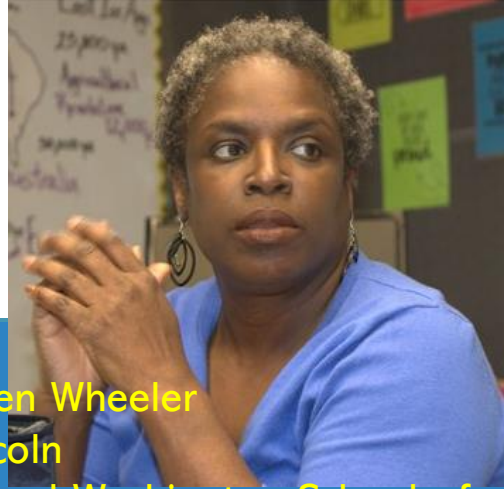
(Academy of Talents, Leadership and Scholars)

Gifted and Talented

# The Gifted and Talented Team



Stefanie Falk  
Traphagen  
Mount Vernon Honor  
Academy



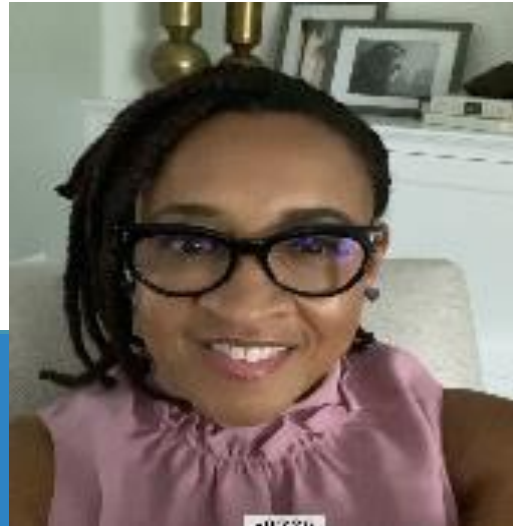
Karen Wheeler  
Lincoln  
Denzel Washington School of  
the Arts  
Mandela Zollicofer



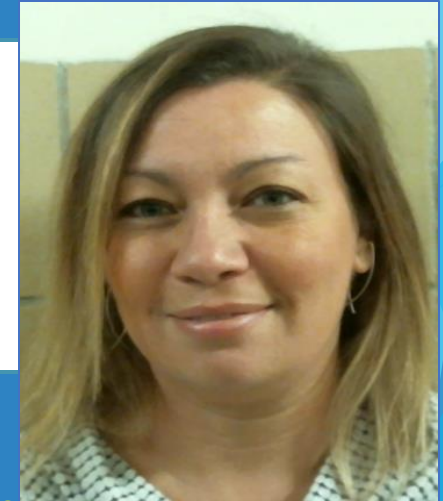
Rachel Frederick  
Pennington  
Graham



Carleen Rodgers  
Traphagen  
Williams  
Parker



Allison Runcie-Smith  
Lincoln School



Makenzie Rodgers  
Grimes  
Hamilton  
Mount Vernon Leadership Academy



# What does it mean to be Gifted and Talented?

- ▶ Gifted" children have been defined as those "who by nature of outstanding abilities are capable of high performance when compared with other children of their age, experience, or environment." Federal definition includes areas of:
  - ▶ General intellectual ability
  - ▶ Specific aptitude (for example: math, science, language, etc)
  - ▶ Visual and performing arts
  - ▶ Creativity
  - ▶ Leadership
  - ▶ **Advancement over same age peers-** Friendships might be more related to mental age than chronological age.
    - ▶ **Internal asynchronies** - develop on a trajectory that is outside of norms, and at an uneven rate. Having areas of both strengths and weaknesses.
    - ▶ **"Overexcitabilities"** ...they are "too"- (you fill in the blank...) too energetic, too talkative, have too much imagination, are too sensitive, think too much, etc.

# Gifted and Talented Enrollment Data

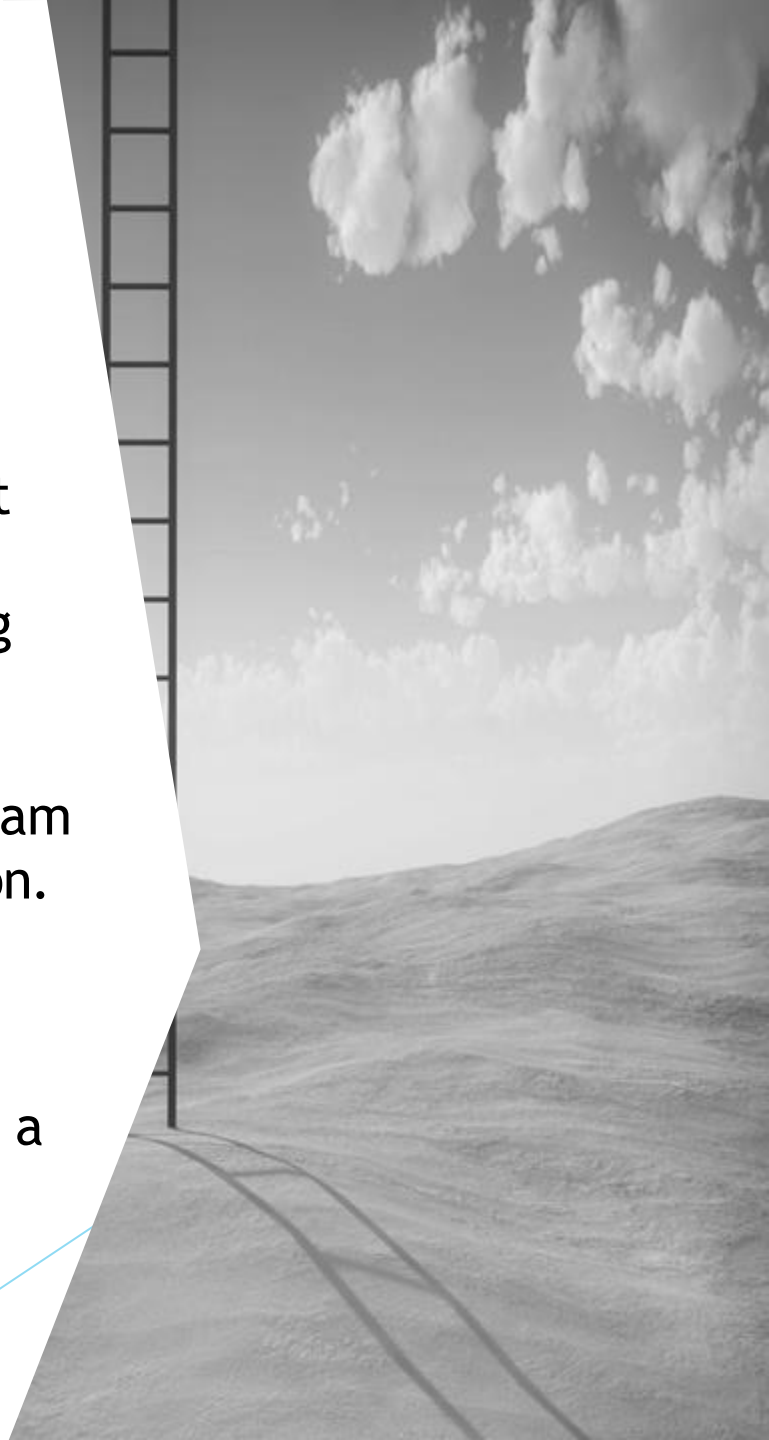
- ▶ 6 Staff Members
- ▶ 15 Schools
- ▶ 339 Currently Enrolled from Grades 2-7
- ▶ 113 New Students Admitted for the 2022-2023 Academic Year

School	Number Of 3rd Graders	Number Of 4th Graders	Number Of 5th Graders	Number Of 6th Graders	Number Of 7th Graders	<b>TOTAL</b>
Mount Vernon Leadership Academy	5	4	5	6	3	<b>23</b>
BTMS	6	3	4	4	5	<b>22</b>
Parker	9	9	1	4	2	<b>24</b>
Grimes	5	8	1	3	0	<b>17</b>
Hamilton	11	1	2	3	3	<b>20</b>
Pennington	11	10	17	7	3	<b>48</b>
Graham	4	5	1	2	2	<b>14</b>
DWSA	X	X	X	5	5	<b>10</b>
Lincoln	11	20	13	11	3	<b>58</b>
Mandela	8	4	5	9	3	<b>29</b>
Mount Vernon Honor Academy	8	4	3	9	7	<b>31</b>
Williams	3	4	4	2	2	<b>15</b>
Traphagen	8	6	5	5	4	<b>28</b>
<b>total</b>	<b>89</b>	<b>78</b>	<b>61</b>	<b>70</b>	<b>42</b>	<b>339</b>

# Mission and Vision

The Mount Vernon **Academies of Talent, Leadership, and Scholars (ATLAS)** program will provide a variety of research-based services that will give identified students the opportunity to address their unique needs. This will include curriculum that stresses higher-order thinking such as inquiry skills, problem solving, and creative thinking. In addition, development of self-direction, risk-taking, curiosity, imagination and interpersonal relations will be emphasized. The program framework will allow for individual projects and peer-group interaction.

Long-range goals for this program include the development of self-actualization for the highly able young person and the development of a sense of responsibility to self, school, and society.



# Admissions Test: Raven's Progressive Matrices | Raven's 2

- ▶ Nonverbal tests of observation skills and clear-thinking ability.
- ▶ The Raven's produces a single raw score and percentile rank to indicate educative ability or the ability to think clearly and extract meaning out of events, compared to a norm group in the general population.
- ▶ Benefits:
  - ▶ Use in a variety of settings, such as testing culturally diverse populations, to minimize the impact of cultural or language bias.
  - ▶ Available in a variety of pre-packaged kits for easy purchase and a discounted price from the individual components.

# Curriculum

Topics	Myself as an Explorer	Myself as an Innovator	Myself as an Anthropologist	Myself as a Sociologist (ethics)	Myself as an Ambassador (Change Maker)
Attributes	Historian Investigator Scientist Archaeologist Navigator Cartographer	Artist Creator Thespian Inventor Curator Leader Designer	Biographer Documentarian Journalist Leader Writer Archivist Chronologist Genealogist	Global citizen Philanthropist Explorer, leader, empath, community servant	Lobbyist Influencer Activist Legislator Leader Advocate

# Curriculum

Grade	3	4	5	6	7
<b>Unit 1: ( 6 lessons)</b>	<b>Geographer</b> <ul style="list-style-type: none"> <li>Map skills</li> <li>Treasure hunt</li> <li>Time capsule</li> <li>Landforms and continents</li> <li>Habitats</li> <li>Cultural geography</li> </ul>	<b>Engineer</b> <ul style="list-style-type: none"> <li>Building Bridges (experiment)</li> <li>Simple Machines and Rube Goldberg (problem solving)</li> <li>SCAMPER (up-cycle)/ design process (evaluating)</li> <li>Invention convention/ history (analysis)</li> <li>Most important invention debates (presenting information, research)</li> <li>Child inventors/ Caines arcade (informational writing)</li> <li>Unknown inventors</li> </ul>	<b>Genealogist</b> <ul style="list-style-type: none"> <li>Is it Alive, DNA experiment</li> <li>Where Humans Come From: Timeline of Evolution</li> <li>We're All Relatives: Nearpod</li> <li>Relationships &amp; Family: memoirs</li> <li>Why We Love Our Families (SEL)</li> <li>Mapping your Family Trees (2 types)</li> </ul>	<b>Global Citizen</b> <ul style="list-style-type: none"> <li>World-cultures-and-globalization (Nearpod)</li> <li>Folklore</li> <li>Hammurabi's Code</li> <li>Non-verbal Communication</li> <li>Cave Writing</li> <li>Japanese Calligraphy</li> <li>Greek pottery</li> <li>Kente Cloth/ textiles</li> <li>Coat of arms</li> </ul>	<b>Leadership</b> <ul style="list-style-type: none"> <li>Who are our leaders? Traits of a Leader and Leadership (Malala, Amanda Gorman, Kid President, Richard Turere)</li> <li>Who is my role model and why? (writing)</li> <li>Methods of influence (posters, infomercial, ad, TedTalk, Documentary, PSA, podcast, legislation, social media)</li> <li>Socratic Seminar: Ethical debate</li> <li>Interview a leader at your school</li> </ul> <p><a href="https://www.learningforjustice.org/classroom-resources/teaching-strategies/community-inquiry/socratic-seminar">https://www.learningforjustice.org/classroom-resources/teaching-strategies/community-inquiry/socratic-seminar</a></p> <ul style="list-style-type: none"> <li>Political science cartoon</li> </ul> <p><a href="https://www.learningforjustice.org/classroom-resources/texts/the-awakening">https://www.learningforjustice.org/classroom-resources/texts/the-awakening</a></p>
<b>Unit 2: ( 6 lessons)</b>	<b>Astronomer</b> <ul style="list-style-type: none"> <li>Star maps and constellations</li> <li>Model rockets</li> <li>Hubble versus James Webb &amp; make a telescope</li> <li>Follow the Drinking Gourd</li> <li>Life on the ISS</li> <li>Space Junk</li> <li>Moon phases</li> </ul>	<b>Creator</b> <ul style="list-style-type: none"> <li>Cartoon making (sequencing)</li> <li>play/skit writing (use a piece of art)</li> <li>Kehinde Wiley: The Great Art Recreation</li> <li>Lego We Do (technology)</li> <li>Carnival of Animals songs and visualization (examining, reflecting)</li> <li>Sistine Chapel</li> <li>Make your own board game</li> </ul>	<b>Archaeologist</b> <ul style="list-style-type: none"> <li>Long blackline</li> <li>Forensic anthropology: Lucy</li> <li>Time capsule</li> <li>Graffiti wall pieces</li> <li>Archeological dig: Artifacts</li> <li>Investigation box</li> <li>Mapping artifacts from student personal culture</li> <li>Graffiti Wall</li> </ul>	<b>Humanitarian</b> <ul style="list-style-type: none"> <li>What does it mean to be culturally curious? (2 parts)</li> <li>UDHR/ Rights of a Child</li> <li>Find your why &amp; find your thing</li> <li>Pen Pal</li> <li>Transform Our World (Nearpod)</li> <li>Utopian Society</li> </ul>	<b>Agent of Change</b> <ul style="list-style-type: none"> <li>Old weird laws</li> <li>Public Debate</li> <li>Types of government</li> <li>Power Mapping</li> <li>Analyze Current Events</li> <li>Survey the School</li> </ul> <p><a href="https://www.learningforjustice.org/classroom-resources/lessons/dealing-with-dilemmas-upstanders-bystanders-and-whistleblowers">https://www.learningforjustice.org/classroom-resources/lessons/dealing-with-dilemmas-upstanders-bystanders-and-whistleblowers</a></p> <p><a href="https://www.learningforjustice.org/classroom-resources/lessons/change-agents-in-our-own-lives">https://www.learningforjustice.org/classroom-resources/lessons/change-agents-in-our-own-lives</a></p> <p><a href="https://www.learningforjustice.org/classroom-resources/student-tasks/do-something/be-the-change">https://www.learningforjustice.org/classroom-resources/student-tasks/do-something/be-the-change</a></p>



# Curriculum Enhancements

## Technology

- ▶ Renzulli Learning
  - ▶ Students can engage in self-directed learning by exploring safe, fully-vetted resources that have been specifically matched to their individual profiles, and teachers can browse the database of resources to find activities that align to specific objectives, skills, or state and Next Generation Standards.
- ▶ BirdseedTV
  - ▶ Byrdseed.TV is a library of video lessons, projects, and investigations that you can use directly with your gifted students.

## Trips

- ▶ Greenburgh Nature Center
- ▶ Hudson River Planetarium
- ▶ Brank Brook Skating Park
- ▶ STEM Bus
- ▶ Legoland Ridge Hill
- ▶ Bruce Museum-Palentology Lab
- ▶ Tenement Museum
- ▶ Japanese Calligraphy
- ▶ The Met
- ▶ Dave and Busters

