

## THE GIFTED CHILD

The following characteristics of gifted children may help you in the Identification process:

A gifted child:

- Questions critically.
- Memorizes easily.
- Transfers learning to new situations.
- Learns rapidly and easily.
- Does some academic work advanced from his/her assigned grade level.
- Uses a large number of words easily and accurately.
- Visualizes mentally.
- Shows curiosity and originality.
- Has a wide range of interests.
- Is an avid reader.
- Has a high energy level.
- Solves problems and processes ideas in a complex way.
- Has a sense of humor.
- May have a long attention span.
- Seems to have more emotional stability.
- Sometimes comes up with unexpected, even "silly" answers.
- Is often asked by peers for ideas and suggestions.
- Is a good listener.
- Understands and accepts reasons for change.
- Anticipates outcomes.
- Is challenged by new ideas.
- Likes to improvise.
- Offers several solutions to the same problem.
- Shows ability to plan, organize, execute, and judge.
- Uses trial-and-error methods.
- Is persistent.
- Seems to know when, where, and how to seek help.
- Makes generalizations.
- Is sensitive to the feelings of others or to situations.



A Parent's Guide  
to our

### Challenging Academic Potential (CAP) Program

Davison Community Schools  
Office of Curriculum & Grants  
1490 N. Oak Road Davison, MI 48423  
(810) 591-0808  
[www.davisonschools.org](http://www.davisonschools.org)



## WHAT IS CAP?

CAP stands for Challenging Academic Potential and is the gifted program at Davison Community Schools.

***Davison Schools' CAP Mission Statement:  
Davison Community Schools is committed to offering a  
differentiated and/or accelerated curriculum for those K-12 students  
meeting a specific criterion.***

The gifted classrooms are designed to provide an educational program beyond the regular education curriculum at a pace appropriate to these students. Students are usually accelerated to higher grade-level materials, especially in reading and math. In science and social studies content areas, students are encouraged to study topics in greater depth and spend more time on individual research projects.

The **U.S. Department of Education** recommends the following definition of children with outstanding talent: *"Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience or environment. These children and youth exhibit high-performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor."*

Consultants for Gifted and Talented Education have developed a Michigan Vision for talent development. The vision states: *"Every learner is assured opportunities to develop extraordinary levels of performance. Talents emerge in an environment of challenging and meaningful learning experiences. All schools, whether affluent or low-income, urban or rural, have children and youth with exceptional talent. The educational community is committed to finding these learners and developing their full potential. These learners are entitled to pursue their individual talents intensively and have their unique needs met."*

## ENVIRONMENT (Continued)

### Grades 5-6

Gifted students in these grades are taught by two teachers per grade level who share the teaching of academic subjects. In language arts and math, students regularly work on above-grade-level materials. Higher-level thinking skills, advanced writing activities, and projects are emphasized.

### Middle School

At the Middle School, honors classes are offered in all academic areas. Algebra I is taught over two years in grades 7 and 8. The focus on higher-level thinking skills and advanced writing continues.

### High School

Along with honors classes in all academic areas, high school students can also consider testing out of high school courses to move more quickly through a sequence of coursework. Advanced Placement coursework and dual enrollment in college courses while attending high school are also available. The following Advanced Placement classes are offered at Davison High School: calculus, chemistry, government, psychology, programming (Java), literature, and language.

## ENVIRONMENT

Education for highly gifted students requires a curriculum that is different from the regular curriculum in its pacing, depth, and methodology. It is built around the objectives of the regular education curriculum for Davison Schools, which are appropriate to the student levels. These regular education objectives will be basic to the program and will be expanded upon. It will also involve a greater use of higher-level thinking skills, including application, analysis, synthesis, and evaluation.

Developing curriculum to fit the needs of the students is a continual and ongoing process. The teachers design the instructional activities to enrich and extend the understanding of the individual groups of students that they serve. They try to meet their interests, abilities, and learning styles.

Each elementary gifted classroom will also be scheduled for computer, physical education and music classes like all Davison students. Secondary students can choose electives based on their individual interests.

### **Kindergarten**

At the kindergarten level, we are just beginning to identify our students with advanced potential. Our primary focus at this level is to ensure that the child's first experience in school is positive. Goals that relate to social, emotional and physical development as well as academic progress are emphasized. Kindergarten staff work individually with parents to meet the needs of their students.

### **Grades 1-4**

Identified CAP students are clustered in one classroom and regularly, work on above grade level materials. The teacher emphasizes higher level thinking skills, advanced writing activities and projects throughout the year.

## IDENTIFYING CAP STUDENTS

The identification process for intellectually and academically talented students consists of three stages:

**Nomination:** Either of the following will consist of a nomination: teacher referral or parent referral. Parents should feel free to nominate their child by contacting the Curriculum & Grants Department at 591-0808.

**Assessment:** This process determines whether the child needs educational experiences beyond those provided in the regular curriculum. Assessment will consist of any of the following:

- a record search regarding grades, test scores, etc.
- additional information from teachers and/or parents via questionnaires.
- further evaluation via tests of academic achievement and/or intelligence.
- observation of performance.

**Evaluation:** This is an ongoing process to determine whether those children designated as gifted are appropriately programmed and challenged. This updated information assists us with our placement in honors classes.

Children may enter regular classroom enrichment program options as their talents indicate and opportunities allow. It should be understood that the greater the talent, the fewer will be the number of children requiring those services and the more stringent will be the identification process.

## PLACEMENT

Placement outside of regular education and within the self-contained gifted or gifted cluster classrooms will be only by the recommendation of the Gifted Education Screening Committee. A cluster consists of a combination of gifted and regular education students.

The members of this committee are the school principal, district curriculum consultant and a CAP classroom teacher representative.

Information to be considered by the committee will be entered on a Screening Matrix, and will include achievement and intelligence test results as well as information gathered from parents, teachers and, where indicated, test administrators.

In order to ensure objectivity and impartiality, the information will be presented without identification as to name, sex or school of the student. The material and comments submitted by teachers will be entered anonymously.

Parents are informed of the recommendations of the Gifted Education Screening Committee by mail. They are encouraged to set up a conference to discuss the recommendations and devise a plan for meeting the child's needs. Parents may call the Director of Curriculum at 810-591-0808.



## PROGRAMMING

Grade		Classes		
1	Identification			
2	Gifted Cluster			
3	Gifted Cluster			
4	Self-contained classroom			
5	Self-contained CAP Team			
6	Self-contained CAP Team			
7	Pre-Algebra or Algebra 1	Honors English 7	Honors Science	Honors Social Studies
8	Algebra 1 or Geometry	Honors English 8	Honors Earth Science	Honors US History
9	Honors Geometry or Algebra 2	Honors English 9	Honors Physical Science, Biology or Honors Biology	Honors World History
10	Algebra 2 or other Adv. Course	Honors English 10	Honors Biology, Honors Physics or Chemistry	AP US History
11	Honors Trig with Pre-Calculus, AP Statistics or Statistics	AP Language	AP Biology, Honors Physics or Chemistry	AP US Comparative Govt. & Politics, AP Macroeconomics and AP Microeconomics
12	Brief Calculus, AP Calculus or AP Statistics	AP Literature	Chemistry, AP Chemistry, AP Spanish or AP Computer Programming	AP Psychology