Elementary Talented and Gifted

Content Area: **Talented and Gifted**
Course(s): **Talented and Gifted**
Time Period: **Full Year**
Length: **School Year**
Status: **Published**

Title Page

Elementary Talented and Gifted

Required

Sayreville School District

Full Year

Course Overview

Content Area: **Talented and Gifted**
Course(s): **Talented and Gifted**
Time Period: **Full Year**
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Course Overview

The Talented and Gifted (TAG) curriculum describes a continuum of services for students in kindergarten through third grades. At each grade level, students will participate in activities to enhance the "5 C's;" these include character, communication, collaboration, creativity, and critical thinking skills. Within the setting of the kindergarten and first grade classroom, advanced students will develop divergent and convergent thinking skills through differentiated lessons and/or activities. In addition to differentiation in the classroom, second and third grade students will work with the district TAG teacher during monthly enrichment lessons. These lessons will emphasize each of the 5 C's through a variety of STEM challenges, design thinking tasks, problem solving activities, and creativity exercises. Third grade students who have been identified using multiple measures will attend weekly TAG classes. While engaging in TAG lessons, students will exercise analytical, deductive, inventive, creative, evaluative, and visual/spatial thinking skills.

Kindergarten and Grade 1 Overview: Tier 1 Gifted Program

All kindergarten and first grade teachers will receive professional development and training in the traits of giftedness. When a student demonstrates these traits, classroom teachers will consult with the TAG teacher to determine possible modifications for meeting the child's needs. Some options may include, but are not limited to:

- Flexible grouping within the classroom
- Differentiated lessons and/or assignments
- Learning centers with advanced activities
- Resources for enhancing robust thinking

Grade 2 Overview: Tier 2 Gifted Program for all grade 2

Second grade students will receive monthly enrichment lessons, taught by the district TAG teacher. During these lessons, the "5 C's" will be emphasized: character, communication, collaboration, creativity, and critical thinking. Students will engage in a variety of STEM challenges, design thinking, problem solving, and creativity exercises.

In addition, all second grade teachers will receive professional development and training in the traits of giftedness. During enrichment lessons, teachers will take note of student responses and record observations of gifted traits on behavioral checklists.

Differentiation within the classroom may be provided through any or all of the following:

- Flexible grouping within the classroom
- Differentiated lessons and/or assignments

- Learning centers with advanced activities
- Resources for enhancing robust thinking

Grade 3 Overview: Tier 2 Gifted Program

Third grade students will receive monthly enrichment lessons, taught by the district TAG teacher. During these lessons, the "5 C's" will be emphasized: character, communication, collaboration, creativity, and critical thinking. Students will engage in a variety of STEM challenges, design thinking, problem solving, and creativity exercises.

Third grade students who have been identified for the pull-out TAG program will participate in small-group weekly enrichment lessons. During these lessons, students will exercise analytical, deductive, inventive, creative, evaluative, and visual/spatial thinking skills.

In addition, all third grade teachers will receive professional development and training in the traits of giftedness. To meet the needs of gifted students within their classes, any or all of the following may be implemented:

- Flexible grouping within the classroom
- Differentiated lessons and/or assignments
- Learning centers with advanced activities
- Resources for enhancing robust thinking

Course Name, Length, Date of Writing and Curriculum Writer

Course Name: TAG

Course Length: Full year

Date of Writing: September, 2024

Curriculum Writer: Laura Mihalenko

Statement of Purpose

The following Talented and Gifted (TAG) curriculum describes a continuum of services for students in kindergarten through third grades. At each grade level, students will participate in activities to enhance the "5 C's;" these include character, communication, collaboration, creativity, and critical thinking skills. Within the setting of the kindergarten and first grade classroom, advanced students will develop divergent and convergent thinking skills through differentiated lessons and/or activities. In addition to differentiation in the classroom, second and third grade students will work with the district TAG teacher during monthly enrichment lessons. These lessons will emphasize each of the 5 C's through a variety of STEM challenges, design thinking tasks, problem solving activities, and creativity exercises. Third grade students who have been identified using multiple measures will attend weekly TAG classes. While engaging in TAG lessons, students will exercise analytical, deductive, inventive, creative, evaluative, and visual/spatial thinking skills.

Table of Contents

Enduring Understandings

Unit 1 - Kindergarten

- Gifts and talents can be evidenced in many ways; these may include natural ability in the arts, athletics, academics, and other areas.
- Some skills are difficult to learn and others are easy to learn
- When a person can learn or do something much more easily than others, that person is considered gifted.
- It is important for everyone, including those who are gifted, to learn new things.
- For learning to happen, it is necessary to ask questions, struggle sometimes, and possibly fail.
- Doing challenging work and solving difficult problems are essential for becoming a better, stronger thinker.
- Communication, character, collaboration, creativity, and critical thinking skills are vital for growth and success.

Unit 2 - Grade 1

- Gifts and talents can be evidenced in many ways; these may include natural ability in the arts, athletics, academics, and other areas.
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- Communication, character, collaboration, creativity, and critical thinking skills are vital for growth and

success.

Unit 3 - Grade 2

- Some skills are difficult to learn and others are easy to learn.
- It is important for everyone, including those who are gifted, to learn new things.
- For learning to happen, it is necessary to ask questions, struggle sometimes, and possibly fail.
- Doing challenging work and solving difficult problems are essential for becoming a better, stronger thinker.
- Building positive character traits will improve relationships with others, success in school, and self-esteem
- Effective communication skills are vital for understanding others and being understood.
- Collaborating with others to achieve a common goal often leads to success.
- Creativity and originality are important tools in solving problems.
- Critical thinking is necessary for working through problems and finding solutions.

Unit 4 - Grade 3

- Some skills are difficult to learn and others are easy to learn.
- It is important for everyone, including those who are gifted, to learn new things.
- For learning to happen, it is necessary to ask questions, struggle sometimes, and possibly fail.
- Doing challenging work and solving difficult problems are essential for becoming a better, stronger thinker.
- Building positive character traits will improve relationships with others, success in school, and self-esteem
- Effective communication skills are vital for understanding others and being understood.
- Collaborating with others to achieve a common goal often leads to success.
- Creativity and originality are important tools in solving problems.
- Critical thinking is necessary for working through problems and finding solutions.
- For identified TAG students: It is important to develop both divergent and convergent thinking skills.
- For identified TAG students: Metacognition is the practice of thinking about one’s own thinking.

Essential Questions

Unit 1 - Kindergarten

- What does it mean to be gifted?
- Explain how different talents are important in doing different jobs.
- What are my greatest strengths? What is very easy for me?
- What are some things that are difficult for me?
- How can I improve in the areas I struggle?
- How can I improve in the areas I excel?
- Why is it okay to make mistakes?
- What can a person learn from failing?

Unit 2 - Grade 1

- What does it mean to be gifted?
- Why do many adults need to be gifted to do their jobs?
- What are my greatest strengths? What is very easy for me?
- What are some things that are difficult for me?
- How can I improve in the areas I struggle?
- How can I improve in the areas I excel?
- Why is it okay to make mistakes?
- What can a person learn from failing?

Unit 3 - Grade 2

- Why are certain skills easier for some people and more difficult for others?
- How do you know when you are learning?
- What is the difference between knowing and learning?
- Why is it important to solve problems that are challenging?
- What are some positive character traits that all people should have?
- What strategies can you use to communicate clearly?
- What are the benefits of teamwork and collaboration?

- Why is creativity important in solving problems?
- What are some steps you can take when trying to solve a difficult problem?

Unit 4 - Grade 3

- Why are certain skills easier for some people and more difficult for others?
- How do you know when you are learning?
- What is the difference between knowing and learning?
- Why is it important to solve problems that are challenging?
- What are some positive character traits that all people should have?
- What strategies can you use to communicate clearly?
- What are the benefits of teamwork and collaboration?
- Why is creativity important in solving problems?
- What are some steps you can take when trying to solve a difficult problem?
- How might analytical or deductive reasoning be helpful?
- How might creative or inventive thinking be helpful?
- Why is evaluative thinking important?

Summative Assessment and/or Summative Criteria

Assessment is primarily formative (for identification purposes only)

- Classroom observations
- Anecdotal records
- Behavioral checklist/Traits of Giftedness
- Student/teacher conferencing
- Running records
- Parent input (notable childhood history)

Some summative assessment may be used for identification such as:

- Benchmark assessments
- LinkIt Assessments

Resources

All Grades:

- Pattern block puzzles
- Tangram puzzles
- Pentomino puzzles
- Gus & Gabby
- Algebraic Reasoning
- Color Cubes & cards
- Qbitz
- Carly & Adam “Finish the Picture”
- Tin Man Press activities
- Magnet Tiles
- Legos
- Keva Planks
- Journals
- Above grade level texts
- Content specific non-fiction texts
- https://www.mathplayground.com/
- https://solveme.edc.org/mobiles/
- https://www.solvemoji.com/today
- https://www.roomrecess.com/pages/JigsawPuzzles.html
- https://blockly.games/
- https://toytheater.com/category/create/
- https://app.pobble.com/lessons/prompt
- https://www.wordgametime.com/word-games
- https://www.roomrecess.com/pages/WordGames.html

- https://kids.nationalgeographic.com/
- https://www.nasa.gov/learning-resources/nasa-kids-club/
- https://explore.org/livecams

Specific to Grade 2

Texts:

Not a Box by Antoinette Portis

Gingerbread Man Loose in the School by Laura Murray

Snowflakes by Jennifer Preston Chushcoff

Made by Maxine by Ruth Spiro

Specific to Grade 3

Texts:

If I Built a School by Chris Van Dusen

Primary Education Thinking Skills: A Curriculum for Higher Level Thinking by J. Nichols et al. (PETS1)

Primary Education Thinking Skills 2: A Curriculum for Higher Level Thinking by J. Nichols et al. (PETS2)

Primary Education Thinking Skills 3: A Curriculum for Higher Level Thinking by J. Nichols et al. (PETS3)

My Dog is as Smelly as Dirty Socks by Hanoch Piven

If I Built a Car by Chris Van Dusen

Rube Goldberg machines in Rube Goldberg's Simple, Normal Humdrum School Day by Jennifer George

Other:

Tangrams

Pentominoes

Rush Hour game

Penguins on Ice game

Camelot Jr. game

QBitz game

*Additional materials needed for each lesson are described in the unit plans.

Standards

CS.K-2.8.2.2.ED.1	Communicate the function of a product or device.
CS.K-2.8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
CS.K-2.8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.
CS.K-2.8.2.2.ED.4	Identify constraints and their role in the engineering design process.
GIFT.PK-12.1.3.2	Educators model respect for individuals with diverse abilities, strengths, and goals.
GIFT.PK-12.1.5	Awareness of Needs. Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents' needs.
GIFT.PK-12.1.6	Cognitive and Affective Growth. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.
GIFT.PK-12.1.7	Cognitive and Affective Growth. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.
GIFT.PK-12.2.1.1	Educators develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.
GIFT.PK-12.3.2.2	Educators use metacognitive models to meet the needs of students with gifts and talents.
GIFT.PK-12.3.3.3	Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.
GIFT.PK-12.3.4.1	Educators use critical-thinking strategies to meet the needs of students with gifts and talents.
GIFT.PK-12.3.4.2	Educators use creative-thinking strategies to meet the needs of students with gifts and talents.
GIFT.PK-12.3.4.4	Educators use inquiry models to meet the needs of students with gifts and talents.
GIFT.PK-12.3.5.1	Educators develop and use challenging, culturally responsive curriculum to engage all students with gifts and talents.
GIFT.PK-12.3.5.2	Educators integrate career exploration experiences into learning opportunities for students with gifts and talents, e.g., biography study or speakers.
GIFT.PK-12.4.1.1	Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.
GIFT.PK-12.4.1.3	Educators create environments that support trust among diverse learners.
GIFT.PK-12.5.1.2	Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.
GIFT.PK-12.5.1.3	Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes, or special schools.
GIFT.PK-12.5.1.5	Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high-level programming.

Suggested Modifications for IEP/504, ML, Academically At Risk

All students demonstrating traits of giftedness will have access to enrichment resources. For those who are twice exceptional or English language learners, there are multiple non-verbal, hands-on activities. Gifted students may self-select activities that build upon their natural gifts and allow them to develop these talents at their own pace.

Suggested Technological Innovations/Use

Provide students with access to a single Google slide which acts as a "digital enrichment room." From this slide, all of the related websites can be accessed by clicking on a linked image.
https://docs.google.com/presentation/d/18-KutLJTaJ2rC789RX2be7DSd1dbr8kSJmk9u17p-uc/edit?usp=sharing

Kindergarten

Content Area: **Talented and Gifted**
Course(s): **Talented and Gifted**
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Section Title

TAG – Kindergarten

Summary of the Unit

All kindergarten teachers have received professional development and training in the traits of giftedness. When a student demonstrates these traits, classroom teachers will consult with the TAG teacher to determine possible modifications for meeting the child's needs. Some options may include, but are not limited to:

- Flexible grouping within the classroom
- Differentiated lessons and/or assignments
- Learning centers with advanced activities
- Resources for enhancing robust thinking

Enduring Understandings

- Gifts and talents can be evidenced in many ways; these may include natural ability in the arts, athletics, academics, and other areas.
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- Communication, character, collaboration, creativity, and critical thinking skills are vital for growth and success.

Essential Questions

- What does it mean to be gifted?
- Explain how different talents are important in doing different jobs.
- What are my greatest strengths? What is very easy for me?

- What are some things that are difficult for me?
- How can I improve in the areas I struggle?
- How can I improve in the areas I excel?
- Why is it okay to make mistakes?
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Summative Assessment and/or Summative Criteria

Assessment is primarily formative (for identification purposes only)

- Classroom observations
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- Student/teacher conferencing
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- Parent input (notable childhood history)

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Resources

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- Tangram puzzles
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- Color Cubes & cards
- Qbitz
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- Tin Man Press activities
- Magnet Tiles

- Legos
- Keva Planks
- Journals
- Above grade level texts
- Content specific non-fiction texts
- https://www.mathplayground.com/
- https://solveme.edc.org/mobiles/
- https://www.solvemoji.com/today
- https://www.roomrecess.com/pages/JigsawPuzzles.html
- https://blockly.games/
- https://toytheater.com/category/create/
- https://app.pobble.com/lessons/prompt
- https://www.wordgametime.com/word-games
- https://www.roomrecess.com/pages/WordGames.html
- https://kids.nationalgeographic.com/
- https://www.nasa.gov/learning-resources/nasa-kids-club/
- https://explore.org/livecams

Unit Plan

In this section you may fill in this table or delete it and paste your own.

THEN you will associate your standards by selecting the "standards" tab above, clicking "associate standards" and selecting your standards for this unit from the list.

Topic/Selection Time Frame	General Objectives	Instructional Activities	Standards
Advanced mathematical/ logical thinking/ visual reasoning ongoing	SWBAT enhance convergent thinking skills (emphasis on math, logic, reasoning, problem solving).	Possible resources include: Grab & Go • Pattern block puzzles • Tangram puzzles	**GIFT.PK-12.1.4** **GIFT.PK-12.1.5** **GIFT.PK-12.1.6** **GIFT.PK-**

		• Pentomino puzzles • Gus & Gabby • Algebraic Reasoning • Color Cubes & cards • Qbitz Internet resources: https://www.mathplayground.com/ https://solveme.edc.org/mobiles/ https://www.solvemoji.com/today https://www.roomrecess.com/pages/JigsawPuzzles.html https://blockly.games/	**12.1.7** **GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2**
Advanced creative/ inventive thinking ongoing	SWBAT enhance divergent thinking skills (emphasis on creativity, invention, originality, "outside the box" thinking).	Possible resources include: Grab & Go • Carly & Adam "Finish the Picture" • Tin Man Press activities • Magnet Tiles • Legos • Keva Planks Internet resources: https://toytheater.com/category/create/ https://app.pobble.c	**GIFT.PK-12.1.4** **GIFT.PK-12.1.5** **GIFT.PK-12.1.6** **GIFT.PK-12.1.7** **GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2**
Advanced verbal skills ongoing	SWBAT enhance communication skills (emphasis on reading, writing, language).	Possible resources include: Grab & Go • Tin Man Press activities • Journals • Above grade level texts	**GIFT.PK-12.1.4** **GIFT.PK-12.1.5** **GIFT.PK-12.1.6** **GIFT.PK-12.1.7**

		Internet resources: https://www.wordgametime.com/word-games https://www.roomrecess.com/pages/WordGames.html https://app.pobble.com/lessons/prompt	**GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2**
Advanced knowledge acquisition ongoing	SWBAT enhance knowledge in self-selected topics of interest (emphasis on attaining new information and broadening knowledge base).	Possible resources include: Grab & Go • Content specific non-fiction texts Internet resources: https://kids.nationalgeographic.com/ https://www.nasa.gov/learning-resources/nasa-kids-club/ https://explore.org/livecams	**GIFT.PK-12.1.4** **GIFT.PK-12.1.5** **GIFT.PK-12.1.6** **GIFT.PK-12.1.7** **GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2**

Standards

GIFT.PK-12.1.4	Awareness of Needs. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.
GIFT.PK-12.1.5	Awareness of Needs. Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents' needs.
GIFT.PK-12.1.6	Cognitive and Affective Growth. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.
GIFT.PK-12.1.7	Cognitive and Affective Growth. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.
GIFT.PK-12.2.1.1	Educators develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.
GIFT.PK-12.5.1.2	Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.

Suggested Modifications for IEP/504, ML and Academically At Risk Students

All students demonstrating traits of giftedness will have access to enrichment resources. For those who are twice exceptional or English language learners, there are multiple non-verbal, hands-on activities. Gifted students may self-select activities that build upon their natural gifts and allow them to develop these talents at their own pace.

Suggested Technological Innovations/Use

Provide students with access to a single Google slide which acts as a "digital enrichment room." From this slide, all of the related websites can be accessed by clicking on a linked image.
https://docs.google.com/presentation/d/18-KutLJTaJ2rC789RX2be7DSd1dbr8kSJmk9u17p-uc/edit?usp=sharing

GIFT.PK-12.5.1.5	Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high-level programming.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

Lessons encourage 21st century skills including: collaboration, communication, creativity, critical thinking, and character. These soft skills promote career readiness and are requisites for success in all curricular areas.

Grade 2

Content Area: **Talented and Gifted**
Course(s): **Talented and Gifted**
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Section Title

TAG - Grade 2

Summary of the Unit

Second grade students will receive monthly enrichment lessons, taught by the district TAG teacher. During these lessons, the "5 C's" will be emphasized: character, communication, collaboration, creativity, and critical thinking. Students will engage in a variety of STEM challenges, design thinking, problem solving, and creativity exercises.

In addition, all second grade teachers have received professional development and training in the traits of giftedness. During enrichment lessons, teachers will take note of student responses and record observations of gifted traits on behavioral checklists.

Differentiation within the classroom may be provided through any or all of the following:

- Flexible grouping within the classroom
- Differentiated lessons and/or assignments
- Learning centers with advanced activities
- Resources for enhancing robust thinking

Enduring Understandings

- Some skills are difficult to learn and others are easy to learn
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- Creativity and originality are important tools in solving problems.

- Critical thinking is necessary for working through problems and finding solutions.

Essential Questions

- Why are certain skills easier for some people and more difficult for others?
- How do you know when you are learning?
- What is the difference between knowing and learning?
- Why is it important to solve problems that are challenging?
- What are some positive character traits that all people should have?
- What strategies can you use to communicate clearly?
- What are the benefits of teamwork and collaboration?
- Why is creativity important in solving problems?
- What are some steps you can take when trying to solve a difficult problem?

Summative Assessment and/or Summative Criteria

Assessment is primarily formative (for identification purposes only)

- Classroom observations
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Some summative assessment may be used for identification such as:

- Benchmark assessments
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Resources

Texts:

Not a Box by Antoinette Portis

Gingerbread Man Loose in the School by Laura Murray

Snowflakes by Jennifer Preston Chushcoff

Made by Maxine by Ruth Spiro

Materials needed for each lesson are described in the unit plan.

Unit Plan

Topic/Selection Time Frame	General Objectives	Instructional Activities	Standards
"Outside the Box" Thinking/ Creativity 1 day	SWBAT generate multiple uses for a single object. SWBAT demonstrate 21st century skills: • creativity	Read Not a Box by Antoinette Portis. Challenge students to study several rectangles of varying size and proportion, and change each one into something that is "not a box."	**GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2**
Design Thinking/ Problem Solving 1 day	SWBAT design a scarecrow that can remain standing in the wind. SWBAT demonstrate 21st century skills: • Collaboration • Communication • Creativity • Critical thinking • Character (perseverance)	"Build a Scarecrow" challenge Divide students into groups of 3, and provide each group with a card stock scarecrow, craft sticks, pipe cleaners, wood clothes pins, a plastic fork, and tape. Explain that the scarecrow must remain standing, even when blown on. Allow time for students to brainstorm, share, build, test, and improve their ideas.	**GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2** **CS.K-2.8.2.2**
STEM challenge: design thinking /math	SWBAT use base ten blocks to build a variety of objects. SWBAT determine the number of units used for each object.	Read Gingerbread Man Loose in the School by Laura Murray. Provide each pair of students with 3 hundreds plates and 12 tens rods from a set of base 10 blocks.	**GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2** **CS.K-**

1 day	SWBAT demonstrate 21st century skills: • Collaboration • Communication • Creativity • Critical thinking • Character (empathy)	Stop at various points in the story so that students can build various objects for the gingerbread man. Upon completion of each build, students determine the number of units used to construct each object.	**2.8.2.2**
Creativity/ Math 1 day	SWBAT identify examples of symmetry in nature. SWBAT build shapes with symmetry. SWBAT demonstrate 21st century skills: • Collaboration • Communication • Creativity • Critical thinking	Read Snowflakes by Jennifer Preston Chushcoff. Discuss traits of snowflakes, and explain the concept of symmetry. https://www.youtube.com/watch?v=4mehpi1C81E Divide students into groups of 3-4, and provide each group with a large number of popsicle sticks or Q-tips. Challenge each group to design and build a 6-sided snowflake with symmetry. Take photos of each completed snowflake, and encourage students to build new, unique designs.	**GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2**
Design Thinking/ Creativity 1 day	SWBAT construct a structure that can withstand varying wind speeds. SWBAT demonstrate 21st century skills: • Collaboration • Communication	Provide each group with: • Clipboard • Wooden clothespins • Index cards • Popsicle sticks • Tape • Small figure Explain that the figure needs a shelter from strong winds. Students must examine the materials and develop a plan. Students will,	**GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2** **CS.K-2.8.2.2**

	• Creativity • Critical thinking • Character (perseverance/compassion)	build a structure large enough for the figure and strong enough to remain standing when blown by a hair dryer. Students will compare each structure's strengths and weaknesses.	
Problem Solving/ Creativity 1 day	SWBAT design and build the necessary parts to play a game of tabletop hockey. SWBAT assess the fairness of the game and make needed modifications. SWBAT demonstrate 21st century skills: • Collaboration • Communication • Creativity • Critical thinking • Character (integrity, sportsmanship/fairness)	Provide each pair of students with a small bag of random Lego pieces and a bottle cap. Explain that they will work together to build the necessary components for a tabletop hockey game. Using the bottle cap as a puck, they wil then play the game using the sticks and goals that they create. As students play they will recognize that the size of the sticks and goals may cause advantages or disadvantages for one player. Ask students to identify any problems and make modifications as needed.	**GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2** **CS.K-2.8.2.2**
Problem Solving /Creativity 1 day	SWBAT develop a plan to solve a problem for an animal. SWBAT draw, describe, and compare their ideas with their peers. SWBAT demonstrate 21st century skills: • Collaboration	Read the book <u>Made by Maxine</u> by Ruth Spiro. Distribute "Pet Plan" page to each student. Explain that each side of the page shows a household pet and its problem. Tell students that like the character Maxine, they must invent a way to help the pet. Plans should be creative and can be silly, but they must solve the pet's problem.	**GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2**

	• Communication • Creativity • Critical thinking • Character (kindness/empathy)	When students have completed their designs, group students with the same pets. Allow them to share and compare their solutions.	
Problem Solving/ Creativity 1 day	SWBAT follow a simple blueprint for constructing various structures. SWBAT use KEVA planks to design their own structures given criteria and constraints. SWBAT demonstrate 21st century skills: • Collaboration • Communication • Creativity • Critical thinking • Character (patience/self-confidence)	Provide each pair of students with 30 KEVA planks. Discuss the importance of a plan, and introduce the term "blueprint." Using a Google slide show, share various "blueprints" for KEVA constructions and have students work together to copy them. After students have mastered some basic builds, provide them with a set of criteria and constraints and ask them to build their own structure.	**GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2** **CS.K-2.8.2.2**
Problem Solving /Math 1 day	SWBAT design and build multiple iterations. SWBAT evaluate each iteration and make improvements in each subsequent design. SWBAT demonstrate 21st century skills:	Provide each group of 2-3 students with a paper cone and 40 connecting cubes. Introduce the term "iteration." Explain that students will use the cubes to construct a base for the cone. Any unused cubes will be placed inside the cone. Each time students complete the task, they	**GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2** **CS.K-2.8.2.2**

	• Collaboration • Communication • Creativity • Critical thinking • Character (discipline/ responsibility)	will draw a sketch to show their solution, and record the number of cubes inside and outside of the cone. With each iteration, students will attempt to have fewer cubes outside of the cone and more inside of the cone.	
Design Thinking/ Creativity 1 day	SWBAT use simple machines to construct simple models of playground equipment. SWBAT demonstrate 21st century skills: • Collaboration • Communication • Creativity • Critical thinking • Character (optimism/perseverance)	Introduce several simple machines: lever, inclined plane, wedge, wheel and axle, screw, pulley. Ask students to identify examples of each in a playground. Provide groups of 3-4 students with craft sticks, paper clips, construction paper, foil, pencils, tape, and a marble. Have each group select a piece of playground apparatus (slide swing, seesaw) and use their materials to construct a model. The marble represents someone using the apparatus and must be able to "safely use" the equipment when completed.	**GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2** **CS.K-2.8.2.2**

Standards

CS.K-2.8.2.2.ED.1	Communicate the function of a product or device.
CS.K-2.8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
CS.K-2.8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process
CS.K-2.8.2.2.ED.4	Identify constraints and their role in the engineering design process.
GIFT.PK-12.2.1.1	Educators develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.
GIFT.PK-12.5.1.2	Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.

Suggested Modifications for IEP/504, ML and Academically At Risk Students

All students demonstrating traits of giftedness will have access to enrichment resources. For those who are twice exceptional or English language learners, there are multiple non-verbal, hands-on activities. Gifted students may self-select activities that build upon their natural gifts and allow them to develop these talents at their own pace.

Suggested Technological Innovations/Use

Provide students with access to a single Google slide which acts as a "digital enrichment room." From this slide, all of the related websites can be accessed by clicking on a linked image.
https://docs.google.com/presentation/d/18-KutLJTaJ2rC789RX2be7DSd1dbr8kSJmk9u17p-uc/edit?usp=sharing

GIFT.PK-12.5.1.5	Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high-level programming.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

Lessons encourage 21st century skills including: collaboration, communication, creativity, critical thinking, and character. These soft skills promote career readiness and are requisites for success in all curricular areas.

Grade 3

Content Area: **Talented and Gifted**
Course(s): **Talented and Gifted**
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Section Title

TAG - Grade 3

Summary of the Unit

All third-grade students will receive monthly enrichment lessons, taught by the district TAG teacher. During these lessons, the "5 C's" will be emphasized: character, communication, collaboration, creativity, and critical thinking. Students will engage in a variety of STEM challenges, design thinking, problem solving, and creativity exercises.

Third grade students who have been identified for the pull-out TAG program will participate in small-group weekly enrichment lessons. During these lessons, students will exercise analytical, deductive, inventive, creative, evaluative, and visual/spatial thinking skills.

In addition, all third grade teachers have received professional development and training in the traits of giftedness. To meet the needs of gifted students within their classes, any or all of the following may be implemented:

- Flexible grouping within the classroom
- Differentiated lessons and/or assignments
- Learning centers with advanced activities
- Resources for enhancing robust thinking

Enduring Understandings

- Some skills are difficult to learn, and others are easy to learn
- It is important for everyone, including those who are gifted, to learn new things.
- For learning to happen, it is necessary to ask questions, struggle sometimes, and possibly fail.
- Doing challenging work and solving difficult problems are essential for becoming a better, stronger thinker.
- Building positive character traits will improve relationships with others, success in school, and self-esteem
- Effective communication skills are vital for understanding others and being understood.

- Collaborating with others to achieve a common goal often leads to success.
- Creativity and originality are important tools in solving problems.
- Critical thinking is necessary for working through problems and finding solutions.
- For identified TAG students: It is important to develop both divergent and convergent thinking skills.
- For identified TAG students: Metacognition is the practice of thinking about one's own thinking.

Essential Questions

- Why are certain skills easier for some people and more difficult for others?
- How do you know when you are learning?
- What is the difference between knowing and learning?
- Why is it important to solve problems that are challenging?
- What are some positive character traits that all people should have?
- What strategies can you use to communicate clearly?
- What are the benefits of teamwork and collaboration?
- Why is creativity important in solving problems?
- What are some steps you can take when trying to solve a difficult problem?
- How might analytical or deductive reasoning be helpful?
- How might creative or inventive thinking be helpful?
- Why is evaluative thinking important?

Summative Assessment and/or Summative Criteria

Assessment is primarily formative Classroom observations

- Anecdotal records
- Behavioral checklist/ Traits of Giftedness
- Student/teacher conference
- Running records
- Parent input (notable childhood history)

Some summative assessment may be used for identification such as:

- Benchmark assessments
- LinkIt Assessments
- NNAT3
- Williams CAP

Resources

Texts:

If I Built a School by Chris Van Dusen

Primary Education Thinking Skills: A Curriculum for Higher Level Thinking by J. Nichols et al. (PETS1)

Primary Education Thinking Skills 2: A Curriculum for Higher Level Thinking by J. Nichols et al. (PETS2)

Primary Education Thinking Skills 3: A Curriculum for Higher Level Thinking by J. Nichols et al. (PETS3)

My Dog is as Smelly as Dirty Socks by Hanoch Piven

If I Built a Car by Chris Van Dusen

Rube Goldberg machines in Rube Goldberg's Simple, Normal Humdrum School Day by Jennifer George

Other:

Tangrams

Pentominoes

Rush Hour game

Penguins on Ice game

Camelot Jr. game

QBitz game

Unit Plan

Topic/Selection Time Frame	General Objectives	Instructional Activities	Standards
Push-in Enrichment (whole class)	SWBAT use a variety of modification techniques to alter and improve an existing object.	Read Chris Van Dusen's If I Built a School. Ask students to identify ways that typical features	**GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2**

Creativity 1 day	SWBAT demonstrate 21st century skills: • Collaboration • Communication • Creativity • Critical thinking	of a school had been substituted, combined, adapted, modified, put to another use, or rearranged. Distribute "Let's Scamper" cards and allow students to alter the pictured object to make it more useful.	
Push-in Enrichment (whole class) Communication 1 day	SWBAT provide clear instructions for assembling a structure. SWBAT follow directions and ask questions to assemble a given structure. SWBAT demonstrate 21st century skills: • Collaboration • Communication • Creativity • Critical thinking • Character (cooperation/teamwork)	Provide each pair of students with 30 KEVA planks. Shield an assembled structure from students' view, and allow one member of each team to view and study the structure. Ask that student to return to his/her partner and provide the needed instructions to build an identical structure. Repeat activity several times, allowing students to switch roles.	**GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2**
Push-in Enrichment (whole class) Design Thinking/ Problem Solving	SWBAT modify an original design to change speed and functionality. SWBAT compare multiple iterations and identify features that cause changes in a design's performance.	Provide each pair of students with a cube spinner. Allow them to test the spinner and make observations. Create a student generated list of questions/What ifs. (i.e.	**GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2**

1 day	SWBAT demonstrate 21st century skills: • Collaboration • Communication • Creativity • Critical thinking • Character (perseverance, curiosity)	What if more cubes are added? What if a second layer is added? What if the arms of the spinner are uneven? etc.) Invite students to try to find the answers to each question by modifying the original design and recording their observations	
Push-in Enrichment (whole class) Creativity/ Design Thinking 1 day	SWBAT use basic 3-dimensional shapes as the building blocks for creating a larger structure. SWBAT demonstrate 21st century skills: • Collaboration • Communication • Creativity • Critical thinking • Character (patience, discipline)	Provide each group of 3-4 students with 4" lengths of straw and 3" pipe cleaners. Model how to assemble a tetrahedron and a cube. Challenge students to build the largest possible structure using one of these shapes.	**GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2**
Push-in Enrichment (whole class) Design Thinking/ Problem Solving/ Creativity	SWBAT design and build multiple structures to span a gap. SWBAT test structures and evaluate to determine which can support the heaviest load. SWBAT demonstrate 21st	Provide students with craft sticks and tape, magnet tiles, and KEVA planks. Ask each group of 3-4 students to design and build 3 different bridges to span the space between 2 desks. Each bridge must be	**GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2**

1 day	century skills: • Collaboration • Communication • Creativity • Critical thinking	constructed of different materials. When completed, have students test the strength of each bridge by determining which can support the most weight.	
Push-in Enrichment (whole class) Problem Solving 1 day	SWBAT design and build structures that can endure varying levels of movement. SWBAT demonstrate 21st century skills: • Collaboration • Communication • Creativity • Critical thinking • Character (perseverance	Discuss earthquakes, the Richter scale, and the importance of building structures that can withstand the earth's movement. Share Google slide show and ask students to build the models as shown and slowly turn the earthquake simulator's dial to observe small changes before the models collapse. Using what they learned from the previous test scenarios, ask students to build structures that are at least 3 levels high and will withstand the highest level of shaking.	**GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2**
Push-in Enrichment (whole class) Problem Solving 1 day	SWBAT use visual reasoning to complete a variety of spatial puzzles. SWBAT demonstrate 21st century skills: • Collaboration • Communication	Provide each group of 2-3 students with a set of pentomino pieces and a challenge puzzle. As students complete each puzzle, replace the puzzle with a more difficult challenge	**GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2**

	• Creativity • Critical thinking • Character (perseverance, self-confidence		
Push-in Enrichment (whole class) Creativity/ Design Thinking 1 day	SWBAT design a maze that meets a given set of criteria. SWBAT demonstrate 21st century skills: • Collaboration • Communication • Creativity • Critical thinking • Character (empathy, compassion	Provide each group of 3-4 students with a HEXbug and connecting cubes. Tell students that the bug needs lots of room to "exercise" and that as the pet owner, they must create a maze that is interesting, fun, and comfortable for the bug. Students will design, construct, and test their designs	**GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2**
Push-in Enrichment (whole class) Problem Solving/ Coding 1 day	SWBAT create and input codes for programming a simple robot. SWBAT demonstrate 21st century skills: • Collaboration • Communication • Creativity • Critical thinking • Character (self-confdence)	Introduce Code & Go Mouse Robots and model how to code the robots to move. Provide each group of 2-3 students with a mat, a mouse, and obstacles. Students will program the mouse to move to various destinations on the mat, and to circumnavigate various obstacles.	**GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2**

Push-in Enrichment (whole class) Design Thinking/ Problem Solving 1 day	SWBAT design a tool for lifting, carrying, and releasing a ping pong ball.. SWBAT demonstrate 21st century skills: • Collaboration • Communication • Creativity • Critical thinking • Character (self-confdence)	Explain the challenge: Using 2 pieces of paper and tape, construct a tool that will lift a ball, carry it 10 cm, and release the ball. The tool may cross the starting line,but the user's hands may not. Provide each group of 2-3 students with necessary materials. Students will design an effective tool, then make modifications to increase the distance the ball can be carried. An additional piece of paper will be provided for each subsequent iteration.	**GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2**
Push-in Enrichment (whole class) Problem Solving 1 day	SWBAT use critical thinking and problem solving to find multiple solutions to a givenproblem. SWBAT demonstrate 21st century skills: • Collaboration • Communication • Creativity • Critical thinking • Character (perseverance)	Provide each team of 3-4 with colored craft sticks and explain the rules for "Let's Make Squares." Each group must use all 12 sticks to create 1 square, 2 squares, 3 squares, etc. Students must only handle the color stick assigned to them. Sticks may cross each other, but not be stacked. Students will work together to find solutions for 1-12 squares.	**GIFT.PK-12.2.1.1** **GIFT.PK-12.5.1.2**

Pull-out TAG (small group) Introduction to TAG 1 week	SWBAT discuss classroom expectations SWBAT write similes comparing personality traits to inanimate objects	Read <u>My Dog is as Smelly as Dirty Socks</u> by Hanoch Piven. Model how to write a simile. Give directions for "Personality portrait" project and discuss rubric. Students create similes to describe themselves and a corresponding portrait composed of the objects in the similes	**GIFT.PK-12.2.1** **GIFT.PK-12.3.5.1** **GIFT.PK-12.4.1.1** **GIFT.PK-12.5.1.2** **GIFT.PK-12.5.1.3**
Pull-out TAG (small group) TAG class unit: Multiple Intelligences 3 weeks	SWBAT identify eight ways to demonstrate intelligence SWBAT compare and contrast right and left brained thinking SWBAT self-assess to determine individual strengths and weaknesses. SWBAT compare and contrast various types of intelligence SWBAT identify traits that can be recognized in themselves and others	**Week 1 and 2:** Introduce Howard Gardner's Theory of Multiple Intelligences: • Number smart • Word smart • Picture smart • Music smart • Body smart • Nature smart • Self smart • People smart Discuss what it means to "be smart" and the way that the brain controls everything. Compare and contrast left/right brained	**GIFT.PK-12.1.1.1** **GIFT.PK-12.1.3.2** **GIFT.PK-12.2.1** **GIFT.PK-12.3.5.1** **GIFT.PK-12.3.5.2** **GIFT.PK-12.4.1.1** **GIFT.PK-12.4.1.3** **GIFT.PK-12.5.1.2** **GIFT.PK-12.5.1.3**

		thinking. Complete Multiple Intelligences Lapbook project. **Week 3** Final Unit Activity: Multiple Intelligences Unlock the Box challenge. Homework throughout unit: Multiple Intelligences Tic-TAG-Toe	
Pull-out TAG (small group) TAG class unit: Deductive Thinking 4 weeks	SWBAT use deductive and convergent thinking to solve problems. SWBAT classify objects by finding common or uncommon attributes SWBAT practice deductive thinking through the use of Venn diagrams. SWBAT demonstrate logical thinking by using clues to arrive at a singular correct answer.	**Week 1:** Introduce deductive thinking. Read "Think Like a Detective" PETS1 pages 12-20 Pair students to solve Slylock Fox mysteries. **Week 2:** "Identifying Attributes" PETS1 pages 34-38 Use attribute blocks to complete, "Path through Crystal Pond Woods" PETS1 page 39	**GIFT.PK-12.2.1** **GIFT.PK-12.3.2.2** **GIFT.PK-12.3.4.1** **GIFT.PK-12.3.4.4** **GIFT.PK-12.3.5.1** **GIFT.PK-12.4.1.1** **GIFT.PK-12.5.1.2** **GIFT.PK-12.5.1.3**

		Week 3 Use Venn Diagrams to organize deductive thinking. "The Birthday Party" PETS1 pages 40-46 **Week 4** Deductive thinking: independent puzzles. "Pets Silhouettes" PETS2 pages 46-51 Homework throughout unit: Deductive Thinking Tic-TAG-Toe	
Pull-out TAG (small group) TAG class unit: Inventive Thinking 5 weeks	SWBAT identify the characteristics of divergent/ inventive thinking SWBAT use inventive thinking to brainstorm multiple uses for everyday objects. SWBAT compare and contrast deductive and divergent thinking. SWBAT practice divergent thinking using the SCAMPER process. SWBAT sequence cause and effect relationships in a chain	**Week 1:** Introduce inventive thinking. Brainstorm multiple possible uses for everyday objects. Isobel the Inventor activities: "What Might This Be?" Game PETS1 pages 52-58, PETS1 pages 72-77 **Week 2:** Read Chris Van Dusen's <u>If I Built a Car</u>. Identify ways the author substitutes, combines, adds, modifies, puts to a different use, eliminates, and rearranges the car. Complete "SCAMPER" challenge.PETS2 pages 85-90	**GIFT.PK-12.2.1** **GIFT.PK-12.3.2.2** **GIFT.PK-12.3.4.2** **GIFT.PK-12.3.5.1** **GIFT.PK-12.4.1.1** **GIFT.PK-12.5.1.2** **GIFT.PK-12.5.1.3**

	reaction. SWBAT design a chain reaction that includes at least 2 simple machines and has at least 4 cause and effect relationship. SWBAT assess their designs and make any necessary changes. SWBAT collaborate to design, construct, assess and modify a simple Rube Goldberg machine.	**Week 3:** Study several Rube Goldberg machines in Rube Goldberg's Simple, Normal Humdrum School Day by Jennifer George. Identify cause and effect relationships and, simple machines in each design. Draw a plan for a "Chain Reaction Contraption." PETS3 pages 102-111 **Weeks 4-5:** Watch one of Joseph's Machines on YouTube. Group collaboration to design, build, and evalulate a simple Rube Goldberg device using real world objects (ramps, wheels, levers, balls, etc.), *Homework throughout unit: Inventive Thinking Tic-TAG-Toe*	
Pull-out TAG (small group) TAG class unit: Analytical Thinking 4 weeks	SWBAT classify and organize objects by comparing their traits. SWBAT categorize objects by identifying like traits. SWBAT analyze similarities and differences between objects.	**Week 1:** Introduce analytical thinking with Sybil the Scientist. Practice classifying: "Sort Sybil's creatures." PETS1 pages 85-90. Identifying Traits: Set Game,	**GIFT.PK-12.2.1** **GIFT.PK-12.3.2.2** **GIFT.PK-12.3.4.1** **GIFT.PK-12.3.4.3** **GIFT.PK-12.3.5.1** **GIFT.PK-**

	SWBAT organize/ categorize unfamiliar figures by creating rules for classification. SWBAT determine the rule used for a sorted group of figures. SWBAT compare and contrast objects by examining their traits. SWBAT create analogies by finding parallel relationships between sets of objects. SWBAT use analytical thinking to identify and name figural attributes. SWBAT compare and contrast the attributes of various items, categorize these items into groups based on common characteristics, and create a set of objects that can be classified in multiple ways	"Sortable Shapes" PETS2 pages 34-36 **Week 2:** Use attribute of various objects for comparing/ contrasting. Create "Alike/Different Analogies" PETS1 pages 108-112 **Week 3:** Define a group by the shared characteristics of each member of the group. "Name the Club" PETS2 pages 143-147 **Week 4:** Study the features of 4 items in a group. Determine a different rationale for excluding each item from the group. "WODB (Which One Doesn't Belong?)" https://wodb.ca/	**12.4.1.1** **GIFT.PK-12.5.1.2** **GIFT.PK-12.5.1.3**
Pull-out TAG (small group) TAG class unit: Creative Thinking 8 weeks	SWBAT compare and contrast convergent and divergent thinking. SWBAT identify traits of creative thinking. SWBAT use creative	**Week 1:** Introduce Yolanda the Yarnspinner PETS1 pages 114-123 and discuss the importance of creating mental pictures. **Week 2:**	**GIFT.PK-12.2.1** **GIFT.PK-12.3.2.2** **GIFT.PK-12.3.3.3** **GIFT.PK-12.3.4.2**

	thinking to write a story of unpredictable outcomes. SWBAT brainstorm multiple ideas. SWBAT use divergent thinking to identify many possibilities from a single stem. SWBAT enhance the creativity of an image and its title by using fluency, flexibility, originality, and elaboration. SWBAT compare and contrast game features. SWBAT identify game themes and mechanics. SWBAT determine a theme for a board game. SWBAT develop rules for game play. SWAT design the game's format. SWBAT write clear and concise directions for game play.	Read Fortunately by Remy Charlip. Write "Fortunately/ Unfortunately" stories, emphasizing the use of predictable and unpredictable story events to show creativity. **Week 3:** Discuss perspective and how it can influence humor and creativity. "Cloud Spinners" PETS2 pages 66-74 and "Oodles of Skedoodles" PETS3 pages 91-99. *Homework throughout unit: Creative Thinking Tic-TAG-Toe* **Weeks 4-8:** Independent Projects: DIY Board Games. Plan, design, and develop a themed board game.	**GIFT.PK-12.3.5.1** **GIFT.PK-12.4.1.1** **GIFT.PK-12.5.1.2** **GIFT.PK-12.5.1.3**

Pull-out TAG (small group) TAG class unit: Visual Thinking 3 weeks	SWBAT identify traits of visual thinking. SWBAT solve a variety of puzzles using visual/spatial thinking strategies. SWBAT construct a 3D structure using images from varying perspectives.	**Week 1:** introduce visual thinking, sharing a variety of optical illusions and puzzles **Week 2:** Explore visual thinking with a variety of self-selected puzzles: • Tangrams PETS2 pages 104-113 • Pentominoes PETS3 pages 134-143 • QBitz • Rush Hour • Penguins on Ice • Camelot Jr. **Week 3:** Explore visual thinking with a variety of partner games: • "Web Walker" PETS3 154-156 • "Think Ahead" PETS2 140-142 **Week 4:** Mystery Builds. Construct 3D structures using KEVA planks and challenge cards. Students study the front, top, and	**GIFT.PK-12.2.1** **GIFT.PK-12.3.2.2** **GIFT.PK-12.3.5.1** **GIFT.PK-12.4.1.1** **GIFT.PK-12.5.1.2** **GIFT.PK-12.5.1.3**

		side views of each structure to build the intended figure.	
Pull-out TAG (small group) TAG class unit: Evaluative Thinking 2 weeks	SWBAT practice evaluative thinking, basing decisions on factual criteria rather than opinions. SWBAT compare and contrast criterion based evaluation, value judgements, and judicial evaluation.	**Week 1:** Read and discuss "Jordan the Judge" PETS1 pages 176 - 183. **Week 2:** Create a problem solving matrix stating the facts, identifying the problem, generating possible solutions, and determining the criteria. PETS2 pages 150-169.	**GIFT.PK-12.2.1** **GIFT.PK-12.3.2.2** **GIFT.PK-12.3.5.1** **GIFT.PK-12.4.1.1** **GIFT.PK-12.5.1.2** **GIFT.PK-12.5.1.3**

Standards

GIFT.PK-12.1.1.1	Educators engage students with gifts and talents in identifying interests, strengths, ar gifts.
GIFT.PK-12.1.3.2	Educators model respect for individuals with diverse abilities, strengths, and goals.
GIFT.PK-12.2.1.1	Educators develop environments and instructional activities that encourage students express diverse characteristics and behaviors that are associated with giftedness.
GIFT.PK-12.3.2.2	Educators use metacognitive models to meet the needs of students with gifts and tal
GIFT.PK-12.3.3.3	Educators provide opportunities for students with gifts and talents to explore, develo research their areas of interest and/or talent.
GIFT.PK-12.3.4.1	Educators use critical-thinking strategies to meet the needs of students with gifts and talents.
GIFT.PK-12.3.4.2	Educators use creative-thinking strategies to meet the needs of students with gifts ar talents.
GIFT.PK-12.3.4.4	Educators use inquiry models to meet the needs of students with gifts and talents.
GIFT.PK-12.3.5.1	Educators develop and use challenging, culturally responsive curriculum to engage all students with gifts and talents.
GIFT.PK-12.3.5.2	Educators integrate career exploration experiences into learning opportunities for students with gifts and talents, e.g., biography study or speakers.
GIFT.PK-12.4.1.1	Educators maintain high expectations for all students with gifts and talents as eviden meaningful and challenging activities.

GIFT.PK-12.4.1.3	Educators create environments that support trust among diverse learners.
GIFT.PK-12.5.1.2	Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.
GIFT.PK-12.5.1.3	Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes, or special schools.
GIFT.PK-12.5.1.5	Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high-level programming.

Suggested Modifications for IEP/504, ML and Academically At Risk Students

All students demonstrating traits of giftedness will have access to enrichment resources. For those who are twice exceptional or English language learners, there are multiple non-verbal, hands-on activities. Gifted students may self-select activities that build upon their natural gifts and allow them to develop these talents at their own pace.

Suggested Technological Innovations/Use

Provide students with access to a single Google slide which acts as a "digital enrichment room." From this slide, all of the related websites can be accessed by clicking on a linked image. https://docs.google.com/presentation/d/18-KutLJTaJ2rC789RX2be7DSd1dbr8kSJmk9u17p-uc/edit?usp=sharing

GIFT.PK-12.5.1.5	Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high-level programming.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

Lessons encourage 21st century skills including: collaboration, communication, creativity, critical thinking, and character. These soft skills promote career readiness and are requisites for success in all curricular areas.