

# Grade 6 G.A.T.E.

**Unit Title:** *Unit 1: Goal Setting / Building a Community*

## Stage 1: Desired Results

### **Standards & Indicators:**

NAGC:-Gifted Education Programming Standards:

#### Standard 1: Learning and Development

**1.1 Self Understanding** - Students with Gifts and Talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and intellectual, academic, creative leadership, and artistic domains.

**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.

**1.3. Self-Understanding** - Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.

**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.

**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.

#### Standard 2: Assessment

**2.2. Identification** - Students with gifts and talents are identified for services that match their interests, strengths, and needs.

**2.5. Learning Progress** - Students self assess their learning progress.

#### Standard 4: Learning Environments

**4.1. Personal Competence** - Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.

**4.2. Social Competence** - Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.

**4.3. Responsibility and Leadership** - Students with gifts and talents demonstrate personal and social responsibility

**4.4. Cultural Competence** - Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.

#### Standard 5: Programming

**5.3. Career Pathways** - Students with gifts and talents create future career-oriented goals and identify talent development pathways to reach those goals.

**5.4. Collaboration** - Students with gifts and talents are able to continuously advance their talent development and achieve their learning goals through regular collaboration among families, community members, advocates, and the school.

**5.8. Evaluation of Programming and Services** - Students with gifts and talents have access to programming and services required for the development of their gifts and talents as a result of ongoing evaluation and program improvements.

Standard	Performance Expectations	Core Ideas
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).	Gathering and evaluating knowledge and information from a variety of sources, including global

## Grade 6 G.A.T.E.

		perspectives, fosters creativity and innovative thinking.
<b>9.4.8.GCA.2</b>	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
<b>9.4.8.IML.6</b>	Identify subtle and overt messages based on the method of communication.	The mode of information can convey a message to consumers or an audience.
<b>9.4.8.IML.7</b>	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).	Sources of information are evaluated for accuracy and relevance when considering the use of information.

<p><b><u>Central Idea/Enduring Understanding:</u></b> People have different gifts and talents. People learn and solve problems in different ways. People can acquire new ways to learn and solve problems. It is important to distinguish between bias, fact, and opinion when conducting academic research.</p>	<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>● What gifts and talents do I have?</li> <li>● What skills are needed to enhance my talents?</li> <li>● How can I use my talents?</li> <li>● What talents do I see in others?</li> <li>● How can I share and collaborate with others?</li> <li>● How can I utilize my talents and gifts?</li> <li>● How can I discern and separate bias from fact when conducting research?</li> <li>● How can I use my talents to help others?</li> </ul>
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<p><b><u>Content:</u></b></p> <p>Strength Analyzers Interest Surveys Developing SMART Goals Daily challenges (brain teaser, writing prompt, problem) Examination of sources for bias Socratic discussions Team and Community Builders STEM challenges Social Justice Issues/Writing Regular journaling as a means of self-assessment and self-reflection on progress</p>	<p><b><u>Skills(Objectives):</u></b></p> <p>-SWL about Multiple Intelligences and their attributes.</p> <ul style="list-style-type: none"> <li>● Use Kaplan's Habits of a Scholar.</li> <li>● Identify their strengths and talents.</li> <li>● Solve problems using multiple intelligences.</li> <li>● Collaborate with peers to achieve common goals.</li> <li>● Identify equity</li> <li>● Identify strengths and talents in others.</li> <li>● Identify social justice issues</li> <li>● Collaborate to solve problems</li> <li>● Identify and account for bias when conducting research.</li> </ul>
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**Interdisciplinary Connections:**  
Students will develop a personalized interdisciplinary goal that they will work to achieve through the program. Interest surveys, problem-solving activities, peer discussions, strengths analyzers, and a study of multiple intelligences provide a basis for identifying individual interests. Students work collaboratively to identify and appreciate strengths and talents in others, forming a support system, i.e., a student who is interested in history and art can develop a project that combines their interests. The teacher finds and develops opportunities for students to pursue their goals while peers also provide a network of strengths and talents for collaborative work, feedback, and investigation.

Activities/examples will include diversity, inclusivity, and culturally responsive topics.

### Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b> Interest Survey Student Performance Portfolio Review*</p>	<p><b><u>Other Evidence:</u></b> Student check-ins/conferencing Writing prompts from daily challenges</p>
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## Grade 6 G.A.T.E.

<p>Regular written self-analysis of strengths and talents</p> <p>*Portfolio is curated and self-graded by each student using a rubric before being reviewed by the teacher</p>			
Stage 3: Learning Plan			
<p><b><u>Learning Opportunities/Strategies:</u></b></p> <ul style="list-style-type: none"> <li>● Daily warm-up challenges (activities that focus on testing Gardner’s multiple intelligences)</li> <li>● Individual and group/team activities</li> <li>● Physical models for hands-on/kinesthetic activities</li> <li>● Turn and talk / peer-to-peer discussion</li> <li>● Usage of writing prompts that stress organization of thought and summarizing abilities, along with the construction of an argument with evidence</li> <li>● STEM/Community building group activities that encourage creative thought and teamwork</li> </ul>		<p><b><u>Resources:</u></b></p> <p>Multiple Intelligences (Gardner):  <a href="https://www.edutopia.org/multiple-intelligences-research">https://www.edutopia.org/multiple-intelligences-research</a>            Brainstorming Techniques:  <a href="https://blog.ed.ted.com/2017/03/10/how-to-lead-a-brainstorm-for-young-introverts-and-extroverts-too/">https://blog.ed.ted.com/2017/03/10/how-to-lead-a-brainstorm-for-young-introverts-and-extroverts-too/</a>            SMART Goals:  <a href="https://www.mindtools.com/pages/article/newlmd211.htm">https://www.mindtools.com/pages/article/newlmd211.htm</a>            Strengths Explorer for 10-14 year olds:  <a href="https://www.strengths-explorer.com/home.aspx">https://www.strengths-explorer.com/home.aspx</a>            Kaplan’s Habits of a Scholar:  <a href="https://www.byrdseed.com/3d-analysis-gardner-kaplan-and-ko-hlberg/">https://www.byrdseed.com/3d-analysis-gardner-kaplan-and-ko-hlberg/</a>  <i>Quests and Quandaries: Exploring Intellectual Interests in Depth:</i>  <a href="http://www.rfwp.com/bookfiles">www.rfwp.com/bookfiles</a>, <a href="https://scamper.site44.com/index.html">https://scamper.site44.com/index.html</a></p> <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Learning for Justice</a></li> <li>● <a href="#">GLSEN Educator Resources</a></li> <li>● <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>● <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>● <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> </ul>	
<p><b><u>Differentiation</u></b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Optional enrichment activities using higher grade level reading materials</p> <p>Additional supplemental materials provided directly into a student’s livebinder for further engagement</p> <p>Student will create a higher-level activity or experiment of their choosing, on a smaller scale, to complete and report upon in their own time</p>	<p>Clear and explicit directions and materials that are on (or above) grade-level</p> <p>Students provided with high-quality, rigorous materials and supports that provoke scholarly thought and critical thinking skills</p> <p>Materials supporting a students’ interest are dropped</p>	<p>Provide daily classroom agenda in advance</p> <p>Partner student with a high-achieving peer for check-ins</p> <p>Frequently check for understanding</p> <p>Break large tasks down into smaller pieces</p> <p>If necessary, a review with student / guardians / administration as needed regarding</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p>

## Grade 6 G.A.T.E.

Student can act as a mentor to peers who are struggling and provide support/feedback as necessary		expectations and program requirements	Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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**Unit Title: Unit 2: Habits & Research of a Scholar**

### Stage 1: Desired Results

Standard 1: Learning and Development

**1.1 Self Understanding** - Students with Gifts and Talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and intellectual, academic, creative leadership, and artistic domains.

**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.

**1.4. 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.

**1.5. Cognitive, Psychosocial, and Affective Growth** - Students with gifts and talents demonstrate cognitive growth and psychosocial skills that support their talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs.

Standard 2: Assessment

**2.4. Learning Progress** - As a result of using multiple and ongoing assessments, students with gifts and talents demonstrate growth commensurate with abilities in cognitive, social-emotional, and psychosocial areas.

**2.5. Learning Progress** - Students self assess their learning progress.

Standard 3: Curriculum Planning & Development

**3.1. Curriculum Planning** - Students with gifts and talents demonstrate academic growth commensurate with their abilities each school year.

**3.2. Talent Development** - Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.

**3.3. Responsiveness to Diversity** - Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.

**3.5. Instructional Strategies** - Students with gifts and talents become independent investigators.

**3.6. Resources** - Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.

Standard 4: Learning Environments

**4.1. Personal Competence** - Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.

**4.2. Social Competence** - Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.

**4.3. Responsibility and Leadership** - Students with gifts and talents demonstrate personal and social responsibility

**4.5. Communication Competence** - Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.

Standard 5: Programming

## Grade 6 G.A.T.E.

<p><b>5.4. Collaboration</b> - Students with gifts and talents are able to continuously advance their talent development and achieve their learning goals through regular collaboration among families, community members, advocates, and the school.</p> <p><b>5.8. Evaluation of Programming and Services</b> - Students with gifts and talents have access to programming and services required for the development of their gifts and talents as a result of ongoing evaluation and program improvements.</p>		
<b>Career Readiness, Life Literacies and Key Skills</b>		
Standard	Performance Expectations	Core Ideas
<b>9.4.8.CI.3</b>	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
<b>9.4.8.CT.1</b>	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).	Multiple solutions often exist to solve a problem.
<b>9.4.8.TL.6</b>	Collaborate to develop and publish work that provides perspectives on a real-world problem	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
<p><b>Central Idea/Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>Impactful research, scholarship, or performance can happen at any age.</li> <li>Scholarly habits are an integral part of developing one's gifts and talents.</li> </ul>		<p><b>Essential/Guiding Question:</b></p> <ul style="list-style-type: none"> <li>What am I interested in?</li> <li>What questions have answers?</li> <li>What do I already know about it?</li> <li>What can I do to know more about it?</li> <li>What problem or quest can I discover within my interest?</li> <li>How can I act like a practicing scholar in this field?</li> <li>How can I share my passion for this topic?</li> </ul>
<p><b>Content:</b></p> <p>Daily challenges/brain teasers (with a focus on problem-solving strategies)</p> <p>How subjects and knowledge evolve over time</p> <p>Investigation of ethical issues related to students' chosen topics</p> <p>Methods and usage of media within a presentation</p> <p>Individualized student research time</p> <p>Student-to-student peer check-in/feedback session</p>		<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>Create a quest or quandary (problem) in their self-determined field of interest</li> <li>Use scholarly systems and practices to organize research and investigate their chosen project</li> <li>Self-assess their progress and goals, and make adjustments as needed</li> <li>Develop a plan for engaging with a quandary, and view quandaries as an opportunity for learning</li> <li>Present different methods of research,</li> </ul>
<p><b>Interdisciplinary Connections:</b> Students will develop a personalized interdisciplinary goal that they will work to achieve through the program. The specific interdisciplinary connections will be dependent on student choice. Students will learn universal means of incorporating multiple disciplines in their research through statistics, graphics and diagrams, and project presentation strategies. Students will be encouraged to utilize a mixture of media and information from a variety of fields while preparing their culminating project.</p> <p>Activities / examples will include diversity, inclusivity and culturally responsive topics.</p>		

## Grade 6 G.A.T.E.

### Stage 2: Assessment Evidence

**Performance Task(s):**

- Student Performance Portfolio Review\*
- Regular written self-analysis of research progress
- Written analysis of their partner peer’s research progress (grows and glows)

\*Portfolio is curated and self-graded by each student using a rubric before being reviewed by the teacher

**Other Evidence:**

Student check-ins/conferencing  
Writing prompts from daily challenges

### Stage 3: Learning Plan

**Learning Opportunities/Strategies:**

- Daily warm-up challenges (activities that focus on testing Gardiner’s multiple intelligences)  
-Usage of Kaplan’s Habits of a Scholar to build specific skills needed for student research
- Physical models for hands-on/kinesthetic activities
- Turn and talk / peer-to-peer discussion
- Usage of writing prompts that stress organization of thought and summarizing abilities, along with construction of an argument with evidence

**Resources:**

Mini Lessons for teaching Research Skills:  
<http://www.kathleenamorris.com/2019/02/26/research-lessons/>

Kaplan’s Habits of a Scholar:  
<https://www.byrdseed.com/3d-analysis-gardener-kaplan-and-kohlberg/>

*Quests and Quandaries: Exploring Intellectual Interests in Depth:*

[www.rfwp.com/bookfiles](http://www.rfwp.com/bookfiles),  
<https://scamper.site44.com/index.html>

Gifted and Talented Workbook: Grade 6 Activities  
<https://www.amazon.com/Gifted-Talented-Workbook-Sixth-Grade/dp/1794308814>

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Optional enrichment activities using higher grade level reading materials	Clear and explicit directions and materials that are on (or above) grade-level	Provide daily classroom agenda in advance Partner student with a	Any student requiring further accommodations and/or modifications will have them individually listed in their 504

## Grade 6 G.A.T.E.

<p>Additional supplemental materials provided directly into a student's livebinder for further engagement</p> <p>Student will create a higher-level activity or experiment of their choosing, on a smaller scale, to complete and report upon in their own time</p> <p>Student can act as a mentor to peers who are struggling and provide support/feedback as necessary</p> <p>Student may perform a critical analysis of any higher-level reading materials</p>	<p>Students provided with high-quality, rigorous materials and supports that provoke scholarly thought and critical thinking skills</p> <p>Materials supporting a students' interest are dropped directly into the student's livebinder for further review and engagement</p>	<p>high-achieving peer for check-ins</p> <p>Frequently check for understanding</p> <p>Break large tasks down into smaller pieces</p> <p>If necessary, a review with student / guardians / administration as needed regarding expectations and program requirements</p>	<p>Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>
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**Unit Title: Unit 3: Culminating Presentation**

### Stage 1: Desired Results

**Standards & Indicators:**

Standard 1: Learning and Development

**1.6. Cognitive Growth and Career Development** - Students with gifts and talents identify future career goals that match their interests and strengths. Students determine resources needed to meet those goals (e.g., supplemental educational opportunities, mentors, financial support).

Standard 2: Assessment

**2.4. Learning Progress** - As a result of using multiple and ongoing assessments, students with gifts and talents demonstrate growth commensurate with abilities in cognitive, social-emotional, and psychosocial areas.

**2.5. Learning Progress** - Students self assess their learning progress.

Standard 3: Curriculum Planning and Instruction

**3.3. Responsiveness to Diversity** - Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.

**3.4. Instructional Strategies** - Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.

**3.6. Resources.** Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.

Standard 4: Learning Environments

**4.2. Social Competence** - Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.

Standard 5: Programming

**5.3. Career Pathways** - Students with gifts and talents create future career-oriented goals and identify talent development pathways to reach those goals.

## Grade 6 G.A.T.E.

<b>Career Readiness, Life Literacies and Key Skills</b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
<b>9.2.8.CAP.12</b>	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.	There are variety of resources available to help navigate the career planning process.
<b>9.4.8.DC.2</b>	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.
<b>9.4.8.IML.12</b>	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
<b>9.4.8.CT.2</b>	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).	Multiple solutions often exist to solve a problem.
<p><b><u>Central Idea/Enduring Understanding:</u></b> It is important to know how to share research findings with an audience.</p> <p>Presentation is an integral part of the collaborative process, both locally and in the world community.</p>		<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>● What am I interested in?</li> <li>● How can I learn more about this topic?</li> <li>● How can I communicate key aspects of my research?</li> <li>● What makes a project presentation compelling?</li> <li>● How can I use my voice to share information and/or enact change?</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● Final review/feedback of presentations with a peer partner ( glow and grows)</li> <li>● Student presentations, with audience Q&amp;A / feedback following each</li> </ul>		<p><b><u>Skills(Objectives):</u></b></p> <p>Evaluate what is already known about their topic of interest</p> <p>Investigate what remains to be learned on their topic</p> <p>Communicate their findings on their topic in an authentic and well-supported culminating project (slides and trifold)</p>
<p><b><u>Interdisciplinary Connections:</u></b> Culminating projects are unique to each student’s interests and connect to a variety of disciplinary areas. For example, students who collect data for researching water quality might interview building staff, measure, test and graph information, be mentored by a scientist, and present findings to peers.</p> <p>Activities/examples will include diversity, inclusivity, and culturally responsive topics.</p>		
<b>Stage 2: Assessment Evidence</b>		
<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>● Final Product, Performance or Service demonstrating understanding and implementation of topic research</li> <li>● Student Performance Portfolio Review*</li> <li>● Written feedback of peer presentations (Glow and Grows)</li> <li>● Self-reflection on presentations</li> </ul>		<p><b><u>Other Evidence:</u></b> Student check-ins/conferencing</p>

## Grade 6 G.A.T.E.

<ul style="list-style-type: none"> <li>• Student-led rubric to evaluate portfolios</li> </ul> <p>*Portfolio is curated and self-graded by each student using a rubric before being reviewed by the teacher</p>	
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### Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• Daily warm-up challenges (activities that focus on testing Gardner’s multiple intelligences) -Usage of Kaplan’s Habits of a Scholar to build specific skills needed for student research</li> <li>• Feedback from peers following presentations (glow and grows)</li> <li>• Turn and talk / peer-to-peer discussion</li> <li>• Students will determine their final rubric requirements as a group prior to final portfolio assembly</li> </ul>	<p><b><u>Resources:</u></b></p> <p>Mini Lessons for teaching Research Skills: <a href="http://www.kathleenamorris.com/2019/02/26/research-lessons/">http://www.kathleenamorris.com/2019/02/26/research-lessons/</a></p> <p>Kaplan’s Habits of a Scholar: <a href="https://www.byrdseed.com/3d-analysis-gardener-kaplan-and-kohlberg/">https://www.byrdseed.com/3d-analysis-gardener-kaplan-and-kohlberg/</a></p> <p><i>Quests and Quandaries: Exploring Intellectual Interests in Depth:</i> <a href="http://www.rfwp.com/bookfiles">www.rfwp.com/bookfiles</a>, <a href="https://scamper.site44.com/index.html">https://scamper.site44.com/index.html</a></p> <p>Gifted and Talented Workbook: Grade 6 Activities <a href="https://www.amazon.com/Gifted-Talented-Workbook-Sixth-Grade/dp/1794308814">https://www.amazon.com/Gifted-Talented-Workbook-Sixth-Grade/dp/1794308814</a></p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul>
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**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Optional enrichment activities using higher grade-level reading materials Additional supplemental materials provided directly into a student’s livebinder for further engagement Student will create a higher-level activity or experiment of their choosing, on a smaller scale, to	Clear and explicit directions and materials that are on (or above) grade-level Students are provided with high-quality, rigorous materials and supports that provoke scholarly thought and critical thinking skills	Provide a daily classroom agenda in advance Partner with a high-achieving peer for check-ins Frequently check for understanding Break large tasks down into smaller pieces If necessary, a review with student/guardians/administration as needed regarding	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or

## Grade 6 G.A.T.E.

<p>complete and report upon in their own time Students can act as mentors to peers who are struggling and provide support/feedback as necessary Students may perform a critical analysis of any higher-level reading materials</p>	<p>Materials supporting a student's interest are dropped directly into the student's livebinder for further review and engagement</p>	<p>expectations and program requirements</p>	<p>small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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### Pacing Guide

Content	Resources	Standards
<b>UNIT 1: Getting to Know Ourselves</b>		
<p>18 Days</p> <p>Intro to GATE/overview and expectations <b>(2 days)</b></p> <p>Survival/GRIT Community Builder <b>(2 days)</b></p> <p>Gardiner's Multiple Intelligences / Traits of a Scholar <b>(2 days)</b></p> <p>Character Analysis <b>(1 day)</b></p> <p>Power-Level Profile, Interest Surveys <b>(2 days)</b></p> <p>Ethics and Morality/Social Responsibilities <b>(3 days)</b></p> <p>Choosing a topic / Pre-planning personal Quest / Quandary <b>(2 days)</b></p> <p>Brainstorming and Unanswered Questions <b>(1 day)</b></p>	<p><a href="https://www.edutopia.org/multiple-intelligences-research">https://www.edutopia.org/multiple-intelligences-research</a></p> <p><a href="https://ny.pbslearningmedia.org/resource/424077ba-122e-4ae1-8080-0c0b8de641e7/personal-grit-as-key-to-success/">https://ny.pbslearningmedia.org/resource/424077ba-122e-4ae1-8080-0c0b8de641e7/personal-grit-as-key-to-success/</a></p> <p><a href="https://knilt.arcc.albany.edu/images/c/c3/Multiple_Intelligences_Survey.pdf">https://knilt.arcc.albany.edu/images/c/c3/Multiple_Intelligences_Survey.pdf</a></p> <p><a href="https://www.byrdseed.com/3d-analysis-gardener-kaplan-and-kohlberg/">https://www.byrdseed.com/3d-analysis-gardener-kaplan-and-kohlberg/</a>, <a href="http://www.rfwp.com/bookfiles">www.rfwp.com/bookfiles</a>,</p> <p><a href="http://www.rfwp.com/bookfiles">www.rfwp.com/bookfiles</a>, <a href="https://www.strengths-explorer.com/home.aspx">https://www.strengths-explorer.com/home.aspx</a></p> <p><a href="http://www.rfwp.com/bookfiles">www.rfwp.com/bookfiles</a>, <a href="https://www.mindtools.com/pages/article/smart-goals.htm">https://www.mindtools.com/pages/article/smart-goals.htm</a></p> <p><a href="https://understandinghumanism.org.uk/wp-content/uploads/2021/10/Moral-dilemmas-11.pdf">https://understandinghumanism.org.uk/wp-content/uploads/2021/10/Moral-dilemmas-11.pdf</a></p>	<p>1.1 Self-Understanding 2.2 Identification</p> <p>1.2 Self-Understanding 1.3 Self-Understanding 4.3 Responsibility and Leadership</p> <p>1.2 Self-Understanding 1.3 Self-Understanding</p> <p>1.4 Awareness of Needs 1.5 Awareness of Needs 4.1 Personal Competence</p> <p>1.2 Self-Understanding 1.3 Self-Understanding 4.3 Responsibility and Leadership</p> <p>2.5 Learning Progress 4.1 Personal Competence 4.3 Responsibility and Leadership</p> <p>1.1 Self-understanding 2.5 Learning Progress</p>

## Grade 6 G.A.T.E.

<p>Research Answer to an Unanswered Question using 3 reliable sources <b>(2 days)</b></p> <p>Examining research for bias <b>(1 day)</b></p>	<p><a href="https://ggie.berkeley.edu/student-well-being/sel-for-students-ethical-decision-making-and-social-responsibility/">https://ggie.berkeley.edu/student-well-being/sel-for-students-ethical-decision-making-and-social-responsibility/</a></p> <p><a href="https://docs.google.com/document/d/1GgDA-E6upRj9NVotARwxsQyajA3kE-u2x79U__Ditro/edit?usp=sharing">https://docs.google.com/document/d/1GgDA-E6upRj9NVotARwxsQyajA3kE-u2x79U__Ditro/edit?usp=sharing</a></p> <p><a href="https://blog.ed.ted.com/2017/03/10/how-to-lead-a-brainstorm-for-young-introverts-and-extroverts-too/">https://blog.ed.ted.com/2017/03/10/how-to-lead-a-brainstorm-for-young-introverts-and-extroverts-too/</a></p> <p><a href="http://www.rfwp.com/bookfiles">www.rfwp.com/bookfiles</a></p> <p><a href="https://ed.icivics.org/curriculum/news-literacy?back-ref-search=bias&amp;back-ref-filter=">https://ed.icivics.org/curriculum/news-literacy?back-ref-search=bias&amp;back-ref-filter=</a></p>	<p>1.3 Self-Understanding 4.3 Responsibility and Leadership 4.4 Cultural Competence</p> <p>2.4 Learning Progress 2.5 Learning Progress</p> <p>1.3 Self-Understanding 4.3 Responsibility and Leadership 4.4 Cultural Competence</p>
<b>UNIT 2: Research</b>		
<p>10 Days</p> <p>Initial research phase for student projects, includes mini lessons and teacher/student conferences <b>(10 days)</b></p> <p>Warm-up activities focused on Multiple Intelligences and Problem-Solving strategies, both solo and in groups <b>(10-15 minutes each day)</b></p>	<p><a href="https://www.edutopia.org/article/teaching-students-research-skills-middle-high-school/">https://www.edutopia.org/article/teaching-students-research-skills-middle-high-school/</a></p> <p><a href="http://www.kathleenamorris.com/2019/02/26/research-lessons/">http://www.kathleenamorris.com/2019/02/26/research-lessons/</a></p> <p><a href="https://www.strengths-explorer.com/home.aspx">https://www.strengths-explorer.com/home.aspx</a></p> <p><a href="https://www.lumiere-education.com/post/12-research-skills-for-middle-school-students-that-you-should-know-about">https://www.lumiere-education.com/post/12-research-skills-for-middle-school-students-that-you-should-know-about</a></p> <p><a href="http://www.rfwp.com/bookfiles">www.rfwp.com/bookfiles</a>,</p> <p><a href="https://www.amazon.com/Gifted-Talent-Workbook-Sixth-Grade/dp/1794308814">https://www.amazon.com/Gifted-Talent-Workbook-Sixth-Grade/dp/1794308814</a></p>	<p>1.2 Self-Understanding 3.4/5 Instructional Strategies 1.4 Awareness of Needs 2.4 Learning Progress 2.5 Learning Progress 3.6 Resources</p> <p>3.1 Curriculum Planning 3.6 Resources 1.5 Cognitive, Psychosocial, and Affective Growth 3.3 Responsiveness to Diversity</p>
<b>UNIT 3: Presentations</b>		
<p>8 Days</p> <p>Creation of trifold (rubric) <b>(4 days)</b></p> <p>Project presentations by students with mini mini-lesson on presentation skills <b>(4 days)</b></p>	<p>Dependent on student choice</p> <p><a href="http://www.rfwp.com/bookfiles">www.rfwp.com/bookfiles</a>, additional content determined by students</p>	<p>1.6 Cognitive Growth and Career Development 5.3 Career Pathways</p> <p>2.4 Learning Progress</p>