Wall Township Public Schools



Gifted and Talented Program
GRADES K - 5

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June 2022

June 6, 2022

Wall Township Public Schools
Gifted and Talented Program Overview

The Wall Enrichment program is Wall Township Public School District's initiative to address the needs of all students in grades K-5 who are deemed academically advanced through multiple measures of performance outcomes. This identification is inclusive of the special education students, 504 students and ELL students. Our vision for this program is to create a supplemental, academically enriched environment that encourages creative and critical thinking. In turn, students then apply this higher level thinking across all curriculum and aspects of their daily learning. Additionally, the program is designed to foster an inquiry-based learning environment where students will participate in divergent and analytical activities. Students work in a small group setting with other Enrichment students from their grade level to examine different topics that extend their classroom curriculum. Children in this program complete units of study within the content areas of mathematics, social studies, language arts, and science, often overlapping as we promote projects and interest based learning. STEAM (science, technology, engineering, the arts and math) components are incorporated into each unit of study to further enhance the critical thinking skills needed to be successful in the 21st Century world. This identification process is based and set forth by the NAGC standards 2.1 2.2 and 2.3.

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Grades K - 5

Identification Process

Testing

Instructional Model

Curriculum

Professional Development

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Identification Process for students in grades K-2

Grade K

The enrichment teacher will begin to target potential students for future testing in first grade that are showing advanced learning skills. The enrichment teacher will push in each month with a whole class STEAM lesson targeting NJSLS Career Readiness, Life Literacy and Key Skills Learning Standards.

Grades 1 & 2: Stage 1

Language Arts
End of year Fountas and Pinnell Reading Assessmentmust be above grade level
Advanced *i-Ready* scores for the end of year diagnostic
Student demonstrates 4's or mastery level in several standards on report cards
Teacher input for social and academic behaviors are scored on a rubric

Mathematics
Post-Benchmark average score must be 95% or higher
Advanced *i-Ready* Scores for the end of year diagnostic
Student demonstrates 4's or mastery level in several standards on report card
Teacher input for social and academic behaviors are scored on a rubric

Once students have met the criteria for stage 1, they will then be invited to take the Cogat test which represents our stage 2 of the identification process.

Grade 1 & 2: Stage 2

The Cognitive Abilities Screening Test, Form 7 (CogAT 7) is a psychometric-sound and valid instrument for the identification of gifted and talented students created by Dr. David F. Lohman. Dr. Lohman is a Professor in the Department of Psychological and Quantitative Foundations in the College of Education at The University of Iowa. He is also the lead author of Riverside's market-leading Cognitive Abilities Test (CogAT).

The CogAT Screening Form 7 is a short form of Cogat deemed appropriate for younger students and consists of the first subtests from each of the three batteries on the complete test: Picture Analogies, Number Analogies, and Figure Matrices. For each section, a student is scored and then ranked in a national percentile. The combined average percentile from all three sections will then be used to determine participation in the program. The district uses a composite or average score of 95% as its determining percentile for participation.

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Identification Process for Students in Grades 3-5

In Wall Township Public Schools, students entering grades 3, 4 or 5 will be evaluated for the Gifted and Talented Program based on multiple means of data and assessment as set forth by the NAGC standards 2.1, 2.2, 2.3 as well as in the NJSLS statutes and regulations for Gifted and Talented N.J.A.C. 6A:8-1.3 as well as 6A:8-3.1(a)(5).

The criteria for stage 1 of the identification process uses the following:

<u>Language Arts</u>
End of year Fountas and Pinnell Reading Assessmentmust be above grade level
Advanced *i-Ready* scores for the end of year diagnostic
Student demonstrates 4's or mastery level in several standards on report cards
Teacher input for social and academic behaviors and motivation are cored on a rubric

<u>Mathematics</u>
Post-Benchmark average score must be 95% or higher
Advanced *i-Ready* Scores for the end of year diagnostic
Student demonstrates 4's or mastery level in several standards on report card
Teacher input for social and academic behaviors and motivation are scored on a rubric

Once students have met the criteria for stage 1, they will then be invited to take the Cogat test, which represents our stage 2 of the identification process.

The Cognitive Abilities Test, Form 7 (CogAT 7) is administered. The district uses a composite or average score of 95% as its determining percentile for participation.

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WTPS Academic Enrichment Grades K-2 Instructional Model

Grade K: All kindergarten students will receive monthly push instruction in a whole class setting of STEAM lessons by the enrichment teacher aligned to the NJSLS Career Readiness, Life Literacy and Key Skills Learning Standards. These lessons will help target those students who exhibit advanced learning behaviors, along with other data and assessments that are given throughout the year, to help identify which students meet the stage one criteria of the identification process upon reaching first grade.

Grades 1-2: Students who have been identified as gifted will be pulled from his/her class for one, forty minute period per week for in person instruction. They will be joined by other identified students within their grade level which will allow for collaboration and a more authentic learning experience.

WTPS Academic Enrichment Grades 3 - 5 Instructional Models

Grades 3 - 5: Students in grades 3 through 5 are seen twice a week for forty minutes by the enrichment teacher. Full marking period ongoing projects are the focus of instruction for these grade levels.

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WTPS Academic Enrichment Grades K-2 Curriculum

The Enrichment Program in Wall Township Public Schools is designed to address the needs of students in kindergarten through second grade who are deemed academically gifted and talented through multiple measures of performance outcomes. The district's curriculum is fluid based on student interests and abilities. Some sample curriculum is listed below.

Whole class lessons Grade K Monthly	Supplemental Instruction 1st Grade (identified students) Weekly	Supplemental Instruction 2nd Grade (identified students) Weekly
In Kindergarten we can do hard things: 21st Century skills using STEM: Students will be introduced to engineering and the design process using read alouds and completing various STEM (Science, Technology, Engineering and Math) challenges while learning important science vocabulary and problem solving skills. Students will be coming up with a design, building, improving and testing their creations. *Have a ball in the fall STEM:* Kindergarten students will be using their knowledge of 3D shapes to build strong candy towers or spider web bridges. Students will be using their spatial relations and knowledge of balanced vs. unbalanced forces to organize a Thanksgiving dinner table.	*ELA: Literary Analysis Magic Tree House Adventures:* Students will choose different books from the Magic Tree House chapter book series. Students will participate in an author study while comparing and contrasting, summarizing, retelling and making connections along the way. Students will write their very own book review and produce a commercial using their opinion and persuasive writing skills.	*ELA: Literary Analysis Fractured Fairy Tales/ How can severe weather affect a home?* Students will compare and contrast common known fairy tales using their knowledge of story elements. Students will then create and publish their own fractured fairy tales using different literary tools learned such as: figurative language, personification, and dialogue to help bring their stories to life. Students will then publish their writing using Google slides with a readers theater presentation. Students will be researching different types of severe weather and collaborate in a culminating STEM activity where they build a shelter that can withstand severe weather.

*Winter Wonderland STEM:*Kindergarten students will be using their knowledge of insulation and habitats to design and build a shelter for hibernating animals in the winter. Students will use their knowledge of balance, stability and strong 3D shapes to build the tallest skyscraper.	*Research: Help save the endangered animals:* Students will choose and research an animal on the endangered list after learning about different habitats found around the world. Students will publish their research on a Google slide presentation to help raise awareness and help these animals in need of saving. Students will choose to participate in a STEM culminating activity on Animal adaptations or in writing a persuasive letter to their parents on why they should adopt this rare animal. How to clean up an oil spill	*Research: Genius Hour:* Students will be involved in choosing a special interest, talent or ability they feel they would like to learn more about and share with their peers. Students will choose the topic, develop questions, prior knowledge and things they need to still learn and then research, demonstrate and/or present to their peers.
Jump into spring STEM: Kindergarten students will be using their knowledge of simple machines (levees, pulleys and inclined planes) to build a trap for a leprechaun. Students will be modeling mathematical concepts when measuring weight, balance and stability with their rainbow arches.	*Writing like scientists: Solving Real World Problems:* Students will be involved in becoming an activist and engineer in an experiment of how to clean up an oil spill. Students will be writing like scientists and be involved in trying to come up with solutions to real world problems such as: contaminated water, over forestation, pollution, over hunting and other causes of habitat destruction and animal endangerment.	*Cooperative logic and problem solving:* Students will be using deductive reasoning and their collaboration skills to solve word problems involving money. *Financial Literacy:* Students will be learning about basic ways we use money. Students will be planning a party using digital tools and choosing between wants and needs to try and stick to their party budget.
Summer STEM: Kindergarten students will be learning about structures and processes when they build and test a birdś nest using nonstandard measurement. Students can show their knowledge of how	*Cooperative logic and problem solving:* Students will be using their deductive reasoning and collaboration skills to solve logic problems using their mathematical skills.	*Entrepreneurship: Financial Literacy Stage 2:* Students will be learning basic economic terms and skills to become their very own business owners. Students will learn how to start with a

different forces can affect motion when they build roller coasters.	*Geometry Nature Walk:* Students will be using their geometry skills learned to recognize and label 2D and 3D shapes using their attributes. Students will participate in a STEM culminating activity using the skills that they learned to build a strong sound structure.	budget, add and subtract currency, understand basic multiplication to compute area, order supplies, make schedules and finally reflect on how successful their business turned out. Students will learn basic marketing and advertising skills to promote their businesses. *Invention Station: Shark Tank* Students will brainstorm, create and present Shark Tank inventions to their peers during the end of year auction,

Financial Literacy and Collaboration ON GOING

WTPS Academic Enrichment Grades 3 - 5 Curriculum

The students identified for the 3-5 Gifted and Talented program in Wall Township Public Schools will explore basic core units of study which will take several weeks each. In addition, the teacher will modify the curriculum outline and add in other mini-projects or STEM/STEAM break activities based on the needs and interests of the students every year in order to ensure that the diverse learning needs of each student within the program are being met as set forth in NAGC standards 3.1, 3.2.3.3, and 3.4 and the NJSLS statutes and regulations for Gifted and Talented 6A:13-2.1(a).

As set forth in the NAGC Curriculum Planning and Instruction Standard 3.6.1 and 3.6.2, students will have access to a wide variety of materials in order to achieve their learning goals. Some of the materials used within the Gifted and Talented program include access to membership accounts online, novels, websites for research purposes, guest speakers from the community as well as virtual visits with experts from afar, and an array of STEM/STEAM materials in order to explore and execute the engineering and design process to complete their builds.

Marking Period	**Grade Three**	**Grade Four**	**Grade Five**
First	*Literature Analysis:* Students closely examine, analyze, and compare elements found within several fairy tales. Students will create their own original tale, attempting to incorporate the language elements of the tales they studied. In addition, a STEM design project is incorporated to apply some of the force and motion concepts they learned in science class but with a fairy tale twist.	*Literature Analysis:* Students will examine the works of Roald Dahl, independently choosing one novel in particular in order to develop literature circle discussion of character, motive, plot, theme, and underlying social and economic disparities found in Dahl's time period. Students will choose from a variety of final project offerings that best represent their style of learning and their understanding of the novel. A STEM project based on the work of one of Dahl's novels is also included in the unit.	*Literature Analysis:* Students will complete an in depth study of Greek Mythology, examining several works. Through this examination, students will develop questions and guide one another through the universal themes, character representations, plot, and struggles found in all mythology. Students will have the opportunity to create their own myth utilizing the elements they have spent time studying. In addition, students will explore Greek architecture through a STEM project as well as

			explore art history before challenging themselves at the art of sculpture.
Second	*Geometry, Currency, and Science, Oh My:* In this unit, students are tasked with the challenge of designing a zoo that can house 10 different types of animals using area and perimeter concepts. In addition to the animals, students will include other features found in zoos. Then they will conduct research to create a brochure for visitors including facts about the animals they chose to include in their facility. They will create a "newly discovered" animal about which they will include facts and paintings or drawings of this new species. Students will create a virtual tour of their zoo for their guests. In addition, students will conduct some research to find out the costs of running a zoo and feeding their animals.	*Welcome to the Stock Market:* Students will be put in small teams to begin their exploration of financial literacy and understanding the global market. Students will learn about trading stocks, researching companies, and making decisions as a whole regarding smart, financial investments. In addition, students will read current financial reviews of companies and new products as well as watch the market trends based on events in the world that may help them better understand the ever fluctuating tendencies of the market.	*Stock Market 2.0:* Having a year of collaboratively making decisions regarding their investments, students will now each get their own portfolio with which to work and compete with other "brokers" to see who can amass the most return on their investments. Students will be able to trade bonds this time as well as their initial stocks. Students will be better able to analyze trends in the market as well as create more diversified portfolios having had the experience the prior year. Students will use their knowledge of the market and consumer interests to design a company and product that they feel would do well. Then they decide to work as a team or individually to create a mock up of their product, a commercial or advertising strategy, and pitch the product in a "Shark Tank" type of demonstration.
Third	*Tour a Foreign Country.* In order to explore social studies skills and concepts such as culture, map skills, and geography, students will choose a country to which they would like to travel. They will conduct research,	*Social Studies Connection: A Comparison of New Jersey Cities Then and Now to Create a New City of the Future.* Students will choose a	*Social Studies Connection: The Revolutionary War-Evaluating Important Events and Contributions that Influenced the World*

	gather images, facts, multimedia examples to create a virtual tour of this country. In addition, children can opt to choose from several independent projects such as attempting to learn some popular phrases in the language, create a replica of a famous structure, cook a traditional meal of that country, a collage of photos, etc. Students' interest level and talents can drive their project design in showcasing this culture.	founding city of New Jersey and examine its past and present, creating a slideshow to educate their peers. Through their studies of the past and present, students will gain a better understanding into which cities of the future should go. Students will research new trends in environmentally friendly power supplies and techniques for keeping a city green in order that they will incorporate these ideas into their city of the future. Students will design and create a model city together from the ground up.	*Today.* Students will examine the people, battles, and sentiments of the time period that led to our nation's independence. Students will create a diary from the perspective of one of the noteworthy people that played a part in the war. In this diary, they will show the inner conflict and difficult decisions that needed to be made. Students will also participate in a series of debates, acting as lawyers defending a position and using elements of argumentative writing in order to prove their point of view as well as demonstrating their opponents counter points. A STEM team design activity is also utilized to push their engineering skills.
Fourth	*Logic, Spatial, Lateral Thinking:* In this mini unit, students will explore these three different and crucial ways of problem solving. Students will explore examples of each kind of these problems, followed by designing several for their peers. This type of mathematics boosts students' creative thinking. *Design a Country:* To close out the year, and utilizing skills and ideas formulated in the 3rd marking period unit, students will work collaboratively to design a "perfect" country. Everything from its name, government and financial structures, to schools	*Logic, Spatial, Lateral Thinking:* In this mini unit, students will explore these three different and crucial ways of problem solving. Students will explore examples of each kind of these problems, followed by designing several for their peers. This type of mathematics boosts students' creative thinking. *Forensic Science:* Students will use the last weeks of the	*Logic, Spatial, Lateral Thinking:* In this mini unit, students will explore these three different and crucial ways of problem solving. Students will explore examples of each kind of these problems, followed by designing several for their peers. This type of mathematics boosts students' creative thinking. *Global Awareness:* In this last unit of the program, students will

	and housing must be agreed upon by members of the group. Students will create a constitution for their country, thereby examining their knowledge of our own branches of government and evaluating its strengths and weaknesses. Students will work together to create a presentation so the viewer can get an understanding of the culture of this country.	program to explore the science behind and importance of forensics in everyday life. Students will learn about the different roles in forensics from the investigative teams that collect fingerprints, hair, and tread samples at robberies to scientists in the labs that analyze blood samples to track down new viruses and create ways to stop them from infecting people. Students will be able to perform several investigations and work with interactive demonstrations and games online to further grasp understanding of this branch of science.	examine climate change, pollution, population increase, etc., to gain a better understanding of the issues that face this planet and the importance that our decisions make on the future of life. Students will research a topic that most interests them and present their findings to the group as well as offer suggestions and plans for how they feel humanity should deal with the problem.

Professional Development Opportunities

As described in National Association of Gifted Children's (NAGC) Programming Standard 6 outlining Professional Learning, particularly in standard 6.1, 6.2, 6.3, and 6.4, WTPS gifted and talented teachers seek out opportunities for growth and development, particularly within the realm of gifted education. Teachers will not only attend the district-offered professional development workshops targeting practices and programs offered within the general education classroom but will also attend gifted-specific conferences and webinars. The teachers of the gifted have attended the NJGAC's annual conference as well as the webinars that Rutgers offers online, specifically targeting aspects of gifted programs. WTPS teachers of the gifted have helped to write a grant to obtain, set up, coordinate, and maintain our district's aquaponics system which is utilized by all four of our elementary schools to teach sustainability and farming of the future across grade levels. WTPS teachers of the gifted have also led professional development workshops within the district for colleagues wishing to learn more about the identification process as well as ways in which general classroom teachers can better meet the needs of gifted students within their daily lessons.