



# 8th Grade Gifted Transition Night

February 5, 2026

Facilitated by Emilie Greenwald, Director of Secondary Education and  
Suzanne Palmer, Coordinator of Gifted Services

# Social & Emotional Needs of Gifted Learners



Gifted Teens tend to be:

- **Intensely aware** of expectations - both external and self-imposed
- **Perfectionistic** - holding themselves to very high standards
- **Highly Sensitive** - emotionally and intellectually
- **Deep thinkers** - anticipate future challenges or worry about long-term outcomes



# Social & Emotional Needs of Gifted Learners



## Gifted Teens and Common Stressors

- Fear of no longer being “the top student” in a larger, more competitive environment
- Heavier workloads and faster pacing in advanced courses
- balancing academics with activities, sports and social life
- increased emphasis on grades, GPA, and course placement
- Social concerns - finding peers, fitting in, or managing asynchronous development



# Social & Emotional Needs of Gifted Learners



## What stress can look like in gifted teens

- Perfectionism or avoidance
- Increased anxiety, irritability or emotional withdrawal
- Loss of interest in activities, school, friends previously enjoyed
- Bored
- Change in sleep pattern (i.e. sleeplessness, difficulty waking up)
- Development of Nervous Habits
- Complaints of illness
- Seeks constant support and reassurance
- Attention seeking behaviors
- Display of exhaustion



# Social & Emotional Needs of Gifted Learners



## Unhealthy Coping of Stress

- Doesn't Try
  - for perfectionists – any failure a blow to self-esteem
  - Coasting along – may be bored, attempt at social acceptance
- Trying to Hard
  - too many courses or activities can lead to burn-out
- Escape
  - substance abuse
  - eating disorders
  - sleep disorders
  - withdrawal or avoidance

## Healthy Coping of Stress

- Take a break – engage in an activity for the pure enjoyment of it
- Work for intrinsic motivation
- Spend time with family and friends
- Confront the source of the stress
  - learn to say “no”
  - ask for an extension
  - seek creative solutions
- Exercise and eat well
- Seek out trusted adult for support, guidance, and advice
  - recognize emotions
  - show patience
  - show acceptance and encouragement

# Social & Emotional Needs of Gifted Learners



## Practical Strategies for Families

- 1. Normalize Challenge and Mistakes**
  - Talk openly about struggle as part of learning
  - Share your own examples of perseverance
  - Avoiding framing ease as success - “You didn’t even have to try.”
- 2. Help with Balance and Time Management**
  - Encourage realistic course loads and extracurricular choices
  - build in downtime - rest is productive
  - help students learn to break large tasks into manageable steps
- 3. Reframe Perfectionism**
  - Praise effort, risk-taking and persistence
  - Ask “What did you learn?” instead of “What grade did you get?”
- 4. Keep Communication Open**
  - Ask open-ended questions - “What felt hardest this week?”
  - Listen without immediately trying to fix the problem
  - Validate feelings before offering advice
- 5. Partner with School Early**
  - Encourage students to use counselors, teachers, and mental health supports
  - Reach out sooner rather than later if concerns arise
  - View advocacy as collaboration, not conflict
- 6. Support the Whole Child**
  - Protect sleep, nutrition, and physical activity
  - Encourage interests outside of academics
  - Remind students that their worth is not defined by their performance



# Social & Emotional Needs of Gifted Learners



## Finding the Right Balance

The Student Perspective from current Worthington students





# High School Options

ABSOLUTE EXCELLENCE  
EXPONENTIAL IMPACT

Emilie Greenwald  
Director of Secondary Education

# Graduation Requirements



## Ohio's High School Graduation Requirements

### FIRST

cover

#### Basics



EARN 20 CREDITS



4 Units  
Mathematics



4 Units  
English Language Arts



3 Units  
Social Studies



3 Units  
Science



1 Unit  
Health & Physical Education



5 Units  
Electives

### SECOND

demonstrate

#### Competency



DEMONSTRATE COMPETENCY

Students must take Math I and English II end-of-course tests and earn a minimum score of 684



#### ALTERNATIVES

Before being eligible to demonstrate competency in one of these, students first must receive remediation and retake the test.

#### SAT or ACT



#### COLLEGE CREDIT PLUS



#### CAREER TECHNICAL



#### MILITARY READINESS



### THIRD

show

#### Readiness



EARN 2 SEALS

#### STATE SEALS



Technology



Citizenship



Bilingual



Ohio Means Jobs



Honors Diploma



Science



Military Enlistment



College Ready



Industry-Recognized Credential

#### LOCAL SEALS



Community Service



Student Engagement



Fine & Performing Arts

Students must have a minimum of 1 State Seal

# Academic Options



1. Credit Flexibility
2. Engineering (STEM)
3. Honors Classes
4. Advanced Placement (AP)
5. College Credit Plus
6. International Baccalaureate (IB)
7. Linworth Experiential Program

# Credit Flexibility



## **Credit Flexibility allows students to earn high school credit through non-traditional methods beyond the traditional classroom**

- **Customized Learning** – Students may earn high school credit through non-traditional means, such as independent study, internships, or online courses.
- **Student-Designed Plans** – Students may propose their own learning experiences, which must be approved by their school.
- **Assessment-Based Credit** – Students may earn credit by demonstrating mastery of subject material through assessments or performance-based evaluations rather than seat time.
- **Flexible Learning Locations** – Learning can take place outside of the traditional classroom, including community partnerships, mentorships, and real-world applications.

# Engineering (STEM)



- Flexibility with the Program
- Students From All Levels
- Integrates with College Credit Plus



Career-technical education does not discriminate on the basis of race, color, national origin, sex, disability, or age for participation in any program or activity. Lack of English language proficiency will not be a barrier to admission and participation in career-technical education programs. If you'd like this information translated into another language, please let your Counselor know.

# Honors Classes



## Purpose

- For students to be exposed to more rigorous coursework.
- Competitive advantage towards future AP, IB, CC+ work.
- Competitive advantage to college admissions / preparation for college-level work

## Course Offerings

- Geometry
- Math III
- Pre-Calculus
- Physical Science
- Biology
- Chemistry
- English I / II
- French
- Spanish

# Advanced Placement (AP)



- Worthington currently offers 21 AP courses
- In 2025, 1323 exams were administered with 79% of those exams with a 3 or above
- Over 100 Scholars in 2023
  - AP Scholars - **126 students** Scored a 3 or higher on 3 or more AP Exams
  - AP Scholar w/Honor - **51 students** scored 3.25 Average on all AP Exams AND at least a 3 on 4 or more Exams
  - AP Scholar w/Distinction - **65 students** 3.25 Average on all AP Exams AND at least a 3 on 5 or more Exams
- English Language
- English Literature
- Calculus AB / BC
- Biology
- Chemistry
- Physics I / II
- Environmental Science
- US History
- Government
- European History
- Computer Science
- Latin
- Spanish
- French
- Art Portfolio
- Studio Art 2D & Drawing / 3D
- Music Theory
- Psychology
- **NEW** for 2026-27 - English 10: AP Seminar



# College Credit Plus (CC+)



Posted on your School's Website

- [Family/Student Video](#) ([OSU Video](#))
- [Presentation Slides](#)
- Process to Register - *Speak to your child's counselor for more information on timelines and entrance requirements.*

## Options

- At College - College Professor
- At HS - HS Teacher
- At HS - College Professor
- Online



# International Baccalaureate (IB)



IB provides students a rigorous curriculum in which students will experience:

- interdisciplinary integration focused on student development as thinkers, writers and global citizens
- a portfolio approach to assessment
- independent research and community involvement
- a dedicated learning community
- a highly-trained and committed staff working in a collaborative setting

More Information on IB can be found at the [WKHS IB Website](#)

Questions? Contact:

Ms. Goodwin at [jgoodwin@wscloud.org](mailto:jgoodwin@wscloud.org)



# Linworth Experiential Program

**\*Community & Trust**

**\*Personal & Academic Growth**

**\*Responsibility**

**\*Ownership**

## Experiential Education

**\*Walkabout (500-hour internship)**

Vietnam, South Africa, Spain, Sri Lanka, Costa Rica, Italy, Puerto Rico, England, Nepal, Israel, New Zealand, Austria, Netherlands, Iceland, etc.



*Linworth students participate in co-curricular sports and activities at TW & WK.*

Linworth ranks in the 99th percentile nationally regarding:

- *Strong social connection between teachers and students within and beyond the classroom.*
- *Learning about, discussing, and confronting issues of race, ethnicity, and culture in school.*
- *Student perceptions of physical and psychological safety at school.*

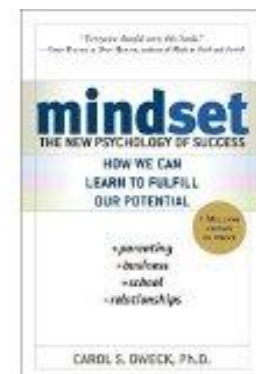
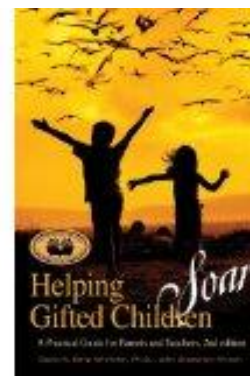
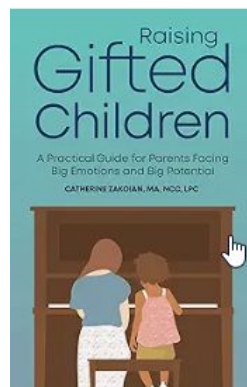
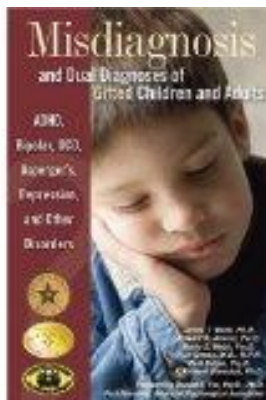
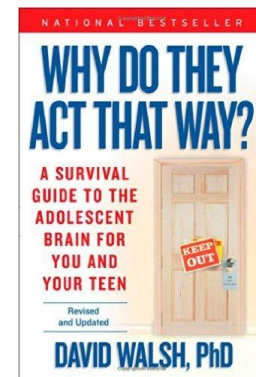
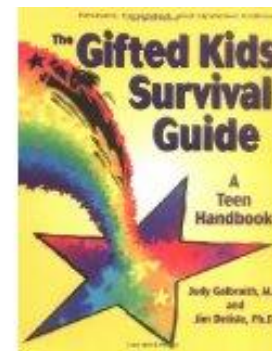
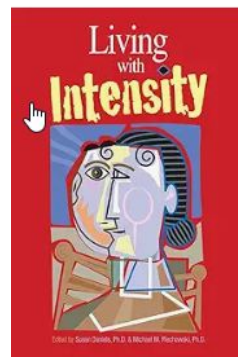
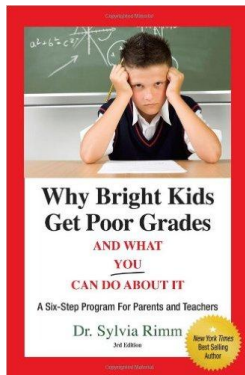
***Open House at Linworth***

***Wednesday,***

***January 28, 7:00-8:30***

**Go to [linworth.org](http://linworth.org) to apply or schedule a half-day visit for students**

# Resources



# Resources



[Worthington Gifted Services Website](#) – information on gifted identification and services in Worthington Schools and valuable resources for students and their families



[Gifted Resources of Worthington \(GROW\)](#) – parent and community organization dedicated to supporting academically talented students and advancing high-quality enrichment in the Worthington School District



[Ohio Association for Gifted Children \(OAGC\)](#) – works with families and educators to promote the best interest of gifted children in Ohio.



[National Association for Gifted Children \(NAGC\)](#) – nation's leading organization focused on the needs of gifted and talented children.



[Supporting Emotional Needs of the Gifted \(SENG\)](#) – fosters a community for gifted and twice-exceptional people and those who care for them, providing resources, education and advocacy.

# Summer Opportunities



## Worthington Summer Enrichment Academy

June 1st through June 4th, 2026

Grades K-8

Worthingway MS

AM Session: 9-11:30 AM

PM Session: 12:30 - 3:00 PM

(Lunch Supervision Available)

Watch for more [information](#) to come regarding available sessions

For more information about the Ohio Wesleyan OWL Camp, visit:

<https://www.owu.edu/about/offices-services-directory/owl-camp/>



### Residential Camp for 6th, 7th, & 8th Graders

Week 1 - June 8 to 12, 2025  
Week 2 - June 15 to 19, 2025  
Week 3 - June 22 to 26, 2025

### Day Camp for 4th, 5th, & 6th Graders

Week 4 - June 30 to July 3, 2025  
Week 5 - July 7 to July 10, 2025

Q&A



Questions?