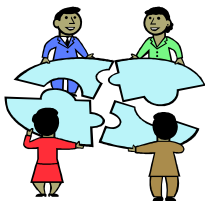


GIFTED AND TALENTED CURRICULUM RESOURCE GUIDE



OXFORD TOWNSHIP SCHOOL DISTRICT
17 KENT STREET
OXFORD, NEW JERSEY 07863

Gifted & Talented Curriculum

You can design and create, and build the most wonderful place in the world. But it takes people to make the dream a reality.

-- Walt Disney --

PHILOSOPHY

The Oxford Central School District acknowledges the responsibility to provide services that meet the needs of all students to develop their potential.

Highly capable students have special needs, as a result of a wide range of abilities and talents.

The school is committed to providing these students with a learning environment, flexible enough to allow diversity of options in order to maximize their potential.

The school will provide a program that is qualitatively differentiated from the regular program, varied in depth, breadth, complexity and pace.

We believe that the GATE students require individual educational programming to meet their intellectual, social and creative potentials.

We believe that it is necessary to establish and maintain a culture in our school that values, promotes rewards intellectual, artistic, social and emotional growth.

We believe the successful learning occurs through a combination of support and effort from home and school. Parents are partners in their child's education.

GIFTED AND TALENTED REQUIREMENTS

On June 1, 2005 the State Board of Education readopted with amendments [N.J.A.C. 6A: 8. Standards and Assessment for Student Achievement](#), which includes more specific requirements for gifted and talented programs. Changes to the regulations are highlighted below in **bold**.

The regulations define gifted and talented students as:

Those students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Key Points

- All public schools must have a board-approved gifted and talented program.
- Students are to be compared with their peers in the local school district.
- District boards of education shall make provisions for an ongoing K-12 identification process for gifted and talented students that includes **multiple measures**, including but not limited to, achievement test scores, grades, student performance or products, intelligence testing, parent, student and/or teacher recommendation, and other appropriate measures.
- The regulations do not establish state-level criteria for giftedness (such as an IQ score or grade point average). Specific tests are not required to be used to identify gifted and talented students.
- Local school districts should ensure that the identification methodology used is developmentally appropriate, non-discriminatory, and related to the programs and services offered (e.g., use math achievement to identify students for a math program).
- N.J.A.C. 6A: 8-3.1(a)5 ii requires local district boards of education **to provide appropriate K-12 educational services for gifted and talented students**. Therefore, the identification process and appropriate educational challenges must begin in kindergarten.
- The rules require district boards of education to develop appropriate curricular and instructional modifications for gifted students. Programs must address appropriate content, process, products, and learning environment.
- **District boards of education shall take into consideration the *PreK-Grade 12 Gifted Program Standards of the National Association for Gifted Children (NAGC)* in developing programs for gifted and talented students. The NAGC standards establish requisite and exemplary gifted program standards and can be accessed at <http://www.nagc.org/webprek12.html>.**
- Each curriculum framework developed by the department provides general as well as content-specific information on gifted education (e.g., terminology, examples of appropriate practices). The frameworks can be accessed at <http://www.nj.gov/njded/frameworks/> or at www.nj.gov/njded/aps/cccs.
- Local school districts will continue to be monitored as part of the regular school district evaluation process. Board-approved policies and procedures must be made available.

IDENTIFICATION OF GIFTED AND TALENTED STUDENTS

Amended March 31, 2008

There is no single technique which teachers can use that will identify with certainty that all gifted and talented students are selected for special programming. A combination of techniques is necessary from an assortment of sources. Careful teacher and parent observations and objective assessments help build a detailed description of any students being nominated. It must be recognized that the evaluation process is not perfect and that there might be students for whom the process is insufficient. The identification process should then be revisited annually. A student who was in the program during one academic year, may/ or may not be admitted the following year. Each year, every student will be reassessed during the 4th marking period. The selection process and evaluation process is in compliance with New Jersey Department of Education requirements for Gifted and Talented programs.

The selection of GATE students is based on three criteria: report card data, standardized test results and teacher recommendations. Parents of students in grades 3-8, may contact the school to begin an investigation of their child's abilities and possible placement into the GATE program. Students in grades K-3 are identified based on their teacher's observations; classroom performance and a parent nomination form (see Appendix- Forms). Students in grades 3-8 are evaluated using the evaluative rubric found in the Appendix.

Common Myths About Gifted Students

- Gifted students are a homogeneous group, all high achievers.
- Gifted students do not need help. If they are really gifted, they can manage on their own.
- Gifted students have fewer problems than others because their intelligence and abilities somehow exempt them from the hassles of daily life.
- The future of a gifted student is assured: a world of opportunities lies before the student.
- Gifted students are self-directed; they know where they are heading.
- The social and emotional development of the gifted student is at the same level as his or her intellectual development.
- Gifted students are nerds and social isolates.
- The primary value of the gifted student lies in his or her brain power.
- The gifted student's family always prizes his or her abilities.
- Gifted students need to serve as examples to others and they should always assume extra responsibility.
- Gifted students make everyone else smarter.
- Gifted students can accomplish anything they put their minds to. All they have to do is apply themselves.
- Gifted students are naturally creative and do not need encouragement.
- Gifted children are easy to raise and a welcome addition to any classroom

Truths About Gifted Students

- Gifted students are often perfectionistic and idealistic. They may equate achievement and grades with self-esteem and self-worth, which sometimes leads to fear of failure and interferes with achievement.
- Gifted students may experience heightened sensitivity to their own expectations and those of others, resulting in guilt over achievements or grades perceived to be low.
- Gifted students are asynchronous. Their chronological age, social, physical, emotional, and intellectual development may all be at different levels. For example, a 5-year-old may be able to read and comprehend a third-grade book but may not be able to write legibly.
- Some gifted children are "mappers" (sequential learners), while others are "leapers" (spatial learners). Leapers may not know how they got a "right answer." Mappers may get lost in the steps leading to the right answer.
- Gifted students may be so far ahead of their chronological age mates that they know more than half the curriculum before the school year begins! Their boredom can result in low achievement and grades.
- Gifted children are problem solvers. They benefit from working on open-ended, interdisciplinary problems; for example, how to solve a shortage of community resources. Gifted students often refuse to work for grades alone.
- Gifted students often think abstractly and with such complexity that they may need help with concrete study- and test-taking skills. They may not be able to select one answer in a multiple choice question because they see how all the answers might be correct.
- Gifted students who do well in school may define success as getting an "A" and failure as any grade less than an "A." By early adolescence they may be unwilling to try anything where they are not certain of guaranteed success.

Adapted from **College Planning for Gifted Students, 2nd edition**, by Sandra Berger.

K-8 STANDARDS

Differentiated Curriculum for the gifted learner must span grades K-8.

1. School leadership must support differentiation through modification of policies and procedures related to curriculum.
 - a. Professional development opportunities and common time will be set aside for GATE coordinator(s) and regular academic teachers.
 - b. Differentiated instruction is implemented in core academic areas, creativity, leadership and the visual and performing arts.
 - c. In-service/ faculty meeting time will be set aside to facilitate articulation between classroom teachers and GATE coordinator(s).
 - i. Curriculum differentiation at each level is based on connections from previous year.
 - ii. Faculty is expected to review curriculum modifications annually.

2. The framework for the program will follow two models during the course of the year.
 - a. An Overarching Concept
 - i. Through discussion, reading and reflection, students generate and apply generalizations about a key concept.
 - ii. This concept allows for cross-curricular connections, critical thinking, insight and self-awareness.
 - iii. This will take place during the first three marking periods of the school year.
 - iv. Students at OCS will work within their regular classroom and modifications will be illustrated in teacher lesson plans.
 - b. The Process/ Product Dimension
 - i. Students design investigations and explore topics of personal interest. Students act as “professionals” in their discipline, constructing knowledge and applying it meaningfully in high quality projects.
 - ii. Learning is self-directed and incorporates technology in an open-ended problem-solving approach.
 - iii. OCS students will meet with GATE facilitator who will guide them during the 4th quarter program. The finished projects will be part of the school-wide “Celebration of Learning.”

Gifted Education Programming Criterion: Curriculum and Instruction		
Description: Gifted education services must include curricular and instructional opportunities directed to the unique needs of the gifted learner.		
Guiding Principles	Minimum Standards	Exemplary Standards
1. Differentiated curriculum for the gifted learner must span grades pre-K-12.	1.0M Differentiated curriculum (curricular and instructional adaptations that address the unique learning needs of gifted learners) for gifted learners must be integrated and articulated throughout the district.	1.0E A well-defined and implemented curriculum scope and sequence should be articulated for all grade levels and all subject areas.
2. Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the unique needs of gifted learners.	2.0M Instruction, objectives, and strategies provided to gifted learners must be systematically differentiated from those in the regular classroom.	2.0E District curriculum plans should include objectives, content, and resources that challenge gifted learners in the regular classroom.
	2.1M Teachers must differentiate, replace, supplement, or modify curricula to facilitate higher level learning goals.	2.1E Teachers should be responsible for developing plans to differentiate the curriculum in every discipline for gifted learners.
	2.2M Means for demonstrating proficiency in essential regular curriculum concepts and processes must be established to facilitate appropriate academic acceleration.	2.2E Documentation of instruction for assessing level(s) of learning and accelerated rates of learning should demonstrate plans for gifted learners based on specific needs of individual learners.
	2.3M Gifted learners must be assessed for proficiency in basic skills and knowledge and provided with alternative challenging educational opportunities when proficiency is demonstrated	2.3E Gifted learners should be assessed for proficiency in all standard courses of study and subsequently provided with more challenging educational opportunities.
3. Instructional pace must be flexible to allow for the accelerated learning of gifted learners as appropriate.	3.0M A program of instruction must consist of advanced content and appropriately differentiated teaching strategies to reflect the accelerative learning pace and advanced intellectual processes of gifted learners.	3.0E When warranted, continual opportunities for curricular acceleration should be provided in gifted learners' areas of strength and interest while allowing a sufficient ceiling for optimal learning.
4. Educational opportunities for subject and grade skipping must be provided to gifted learners.	4.0M Decisions to proceed or limit the acceleration of content and grade acceleration must only be considered after a thorough assessment.	4.0E Possibilities for partial or full acceleration of content and grade levels should be available to any student presenting such needs.
5. Learning opportunities for gifted learners must consist of a continuum of differentiated curricular options, instructional approaches, and resource materials.	5.0M Diverse and appropriate learning experiences must consist of a variety of curricular options, instructional strategies, and materials.	5.0E Appropriate service options for each student to work at assessed level(s) and advanced rates of learning should be available.
	5.1M Flexible instructional arrangements (e.g., special classes, seminars, resource rooms, mentorships, independent study, and research projects) must be available.	5.1E Differentiated educational program curricula for students pre-K-12 should be modified to provide learning experiences matched to students' interests, readiness, and learning styles.



GOALS AND OBJECTIVES

GOAL #1

The Gifted and Talented Program will provide in-service and training for staff members, parents, and community members.

Objective A: To provide a well thought out and planned system of on-going in-service training that takes into account the needs of those receiving the training.

Objective B: To provide training for staff members so that skills are developed in interventions, adaptations, and strategies for gifted/high ability students.

Particular attention should be given to:

1. Use of cross-disciplinary teaching.
2. Development of skills in curriculum compacting.
3. Use of collaborative teaching so that efforts are coordinated between the classroom teacher and gifted and talented teacher/coordinator.
4. Use of technology in the classroom.
5. Developing a differentiated curriculum for the high ability students.
6. Use of Interest Inventories to assist in gifted/talented program planning
7. Ability to extend the regular curriculum.
8. Understanding the social/emotional needs of the gifted/higher ability students
9. Use of higher order thinking skills within the regular curriculum.

Objective C: To provide training so that skills are developed in recognizing and nurturing the special needs and characteristics of high ability students.

Objective D: To provide training and information for parents and community members regarding the gifted and talented program.

1. What the program is about.
2. The configuration of the program.
3. Rationale regarding activities of the program
4. To provide training and information for parents regarding the special needs and characteristics of gifted/high ability students

GOAL #2

The Gifted and Talented Program will develop particular skills, behaviors, and outcomes with students.

Objective A: The OCS GATE curriculum will focus on being rigorous, challenging, and defensible. It must address the student's strengths, and give opportunity for them to learn about and pursue their interests and passions.

Provide enrichment for the special needs of all students.

Provide an opportunity for students with a sustained interest to pursue the subject further.

Provide a program to meet the needs of the students who are highly capable and motivated through mentorship or independent research.

Objective B: The OCS curriculum will provide resources for teachers that can be implemented to develop higher order thinking, critical thinking and problem solving skills.

Since much of learning occurs at the lower levels of Bloom's Taxonomy, i.e. Knowledge and Comprehension, to meet the need of the gifted, strategies are necessary to stimulate thinking on the upper levels, i.e. Application, Analysis, Synthesis, and Evaluation.

Objective C: The OCS GATE program will allow students to acquire skills at all levels and provide opportunities for product oriented and real world solutions.

The student develops and incorporates his own knowledge and skills, learns independently and applies this knowledge to the entire scope of his learning experience and to his life. One who solves PROBLEMS or develops new ideas through a combination of divergent and convergent thinking and functions with minimal external guidance in selected areas of endeavor.

“Real world solutions or production of a real product for a real audience.”

Objective D: The OCS curriculum will include the Humanities, Fine Arts, and Performing Arts.

Objective E: Curriculum for the highly able student needs to include Math/Science technology.

Objective F: Curriculum for the highly able must include Leadership Training.

Highly able students should be encouraged and enabled to seek offices in Student Council or other student government organizations

Highly able students should be supported and encouraged to seek offices in such organizations and participate in such activities that will prepare them as leaders of tomorrow.

GOAL #3

The Gifted and Talented Program will be implemented and designed to be as effective and efficient as possible.

Objective A: The program should provide opportunity for Gifted/Talented students to work with their peers, fostering creative, academic, intellectual, social and emotional growth.

Objective B: The G/T program should be defensible.

This definition is based on the student's need for education programming to enable each student to reach their full potential. In general, gifted students need curriculum and services that vary the depth, breadth, complexity and pace of instruction due to their ability to learn at faster rates, deal with high levels of abstraction, and make associations other children would not be able to make. Educational needs are not always academic. These students also have social and emotional needs that should be addressed at all levels. In addition, at the secondary level these students have special needs for a variety of experiences in cultural and career education as well as special counseling services. (Feldhusen, John F., Steven M. Hoover, and Micheal F. Saylor; Identifying and Educating Gifted Students at the Secondary Level, 1990; p. 19)

Objective C: Provide in-service to encourage faculty involvement and an active public relations program to sensitize public awareness as to the value of the G/T program.

GOAL #4

The Gifted and Talented Program will address the unique social needs of G/T students.

Objective A: To provide and coordinate counseling services for the special social/emotional needs unique to G/T students.

Rationale: G/T students markedly differ from the average student population in these ways:

They possess a high degree of concept formation

They possess a high degree of perceptual sensitivity

They need unconditional support in dealing with complex issues of self-concept, emotional and intellectual development
They are at greater risk for under-achievement

Objective B: To provide opportunities for parents/district/community to develop skills in supporting and advocating for the success of students.

Objective C: To provide opportunities for parents/district/community to develop skills in supporting and advocating for the success of students.

Objective D: To provide school time to meet and interact regularly with similar-ability peers.
Rationale: Research shows the students need regular interaction with similar-ability peers. Benefits of peer grouping include: positive self-concept, increased self-reliance, development of leadership, and sharing of concerns within a non-threatening environment.

GOAL #5

The Gifted and Talented Program will assess student performance and evaluate program.

Objective A:

Student assessment is a collection of information and measurement of student progress over time which seeks to measure concept development, skill acquisition, or changes in behaviors, attitudes, or aspirations. Culture, race, gender and special needs should be considered in developing and assigning student assessment tasks.

(The Oxford Central School District may incorporate a combination of these assessment techniques.)

1. Attitude/Aspiration Inventory
2. Narrative Summary: A narrative summary is written documentation of student progress.
3. Examples of Productive Work: An example of productive work involves the critical review of both the processes employed during the productive stages as well as the final product. Information is collected during the stages of student work through the examination of student journals, logs, sketches, models, diagrams, and discarded work. The final product may be represented through a portfolio, performance, a model, a theory, an invention, or new approach.
4. Goal Setting
5. Reflective Interview/Journal: A reflective interview/journal is a record of impressions during the stages of investigation or productive work shared with a trained observer. It describes the student's impressions of the processes employed and/or his or her evaluation of the end product.
6. Quarterly, and/or Yearly Evaluations: Evaluations may be utilized for gathering information relating to student affective disposition and behaviors. Assessment tools should be selected during the initial planning phases to ensure that procedures are established so that data may be collected at appropriate intervals. This will result in an evaluation where meaningful information about student progress is reviewed and the future direction of student work may be determined.

Renzulli's Identification Model:



Giftedness consists of an interaction among three basic clusters of human traits; these clusters being above average general ability, high levels of task commitment, and high levels of creativity. Gifted and talented children are those possessing or capable of developing this composite set of traits and applying them to any potentially valuable area of human performance. Children who manifest or are capable of developing an interaction among the three clusters require a wide variety of educational opportunities and services that are not ordinarily provided through regular instructional programs.

(Renzulli, Joseph S. The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented. Wethersfield, Conn., Creative Learning Press, 1977.)

It is important to note that Renzulli is explicit in stating that it is the interaction of these three clusters, each being an equal partner in contributing to giftedness, and that no one cluster alone constitutes giftedness.

The following article is excellent research that will help the teacher identify the important need to create classroom activities that differentiate for the gifted and talented student.

Challenging Gifted Students in the Regular Classroom. ERIC Digest #E513. ERIC Identifier: ED352774

Publication Date: 1992-12-00

Author: Parke, Beverly N.

Source: ERIC Clearinghouse on Handicapped and Gifted Children Reston VA.

How do teachers develop an instructional plan that will be challenging, enlightening, and intriguing to students of different abilities, and still maintain a sense of community within the classroom? This is the central question for educators as they begin the quest of bringing sound instruction to gifted students in regular classroom settings.

Research tells us that a large majority of gifted and talented students spend most of their day in regular classroom settings (Cox, Daniel, & Boston, 1985). Unfortunately, instruction in the regular classroom setting is generally not tailored to meet their unique needs (Archambault et al., 1993; Cox, Daniel, & Boston, 1985; Westberg, Archambault, Dobyys, & Salvin, 1993). This situation is putting gifted students at risk of failing to achieve their potential. Achievement scores below what might be expected from our brightest population provide the evidence (Callahan, 1990; Kantrowitz & Wingert, 1992; Ness & Latessa, 1979).

The challenge for educators is twofold. Our gifted and talented population must have a full service education if we expect these students to thrive in the manner in which they are capable. Second, these students must be involved in educational experiences that are challenging and appropriate to their needs and achievement levels. The place to begin is in the regular classroom.

WHAT ARE THE STEPS TO FULL SERVICE?

The goal for program planners dealing with the challenges of meeting instructional needs of gifted and talented students in regular classroom settings is to create a learning environment in which these students can fully develop their abilities and interests without losing their sense of membership as part of the class. This is a tall order for teachers and students, because the usual remedy is to segregate these students into small homogeneous groups or to assign individual projects. While both of these strategies have their place, neither is sufficient to accomplish the goal. Therefore, we must look beyond the conventional, consider the overall dynamics of the classroom, and plan for a working environment in which all the students can fully develop their abilities and interests within the confines of one organizational unit.

WHAT ARE THE CHARACTERISTICS OF STUDENTS WHO ARE GIFTED AND TALENTED?

When asked this question, most teachers will respond by citing three observations. First, gifted youngsters tend to get their work done quickly and may seek further assignments or direction. Second, they ask probing questions that tend to differ from their classmates in depth of understanding and frequency. Finally, they have interests in areas that are unusual or more like the interests of older students. In fact, these observations define the characteristics that challenge regular classroom teachers the most as they attempt to bring full instructional service to gifted and talented students. These students potentially differ from their classmates on three key dimensions (Maker, 1982): (1) the pace at which they learn; (2) the depth of their understanding; and (3) the interests that they hold. In order to develop instructional programs that will meet the needs of gifted students in regular classroom settings, it is necessary to address and accommodate these defining characteristics.

WHAT IS THE ROLE OF THE REGULAR CLASSROOM TEACHER?

Most teachers have, on occasion, had students in their classes who know more than they do about some specific topics they are teaching. Teachers who see themselves as facilitators of learning can find a great deal to offer these students. As a facilitator, orchestrator, designer, or coach, the teacher presents the conditions for learning. He or she helps the student develop the skills necessary to learn, understand, and interpret an appropriately differentiated curriculum. This role requires teachers to have skills in both their subject areas (understanding its content, the manner in which its professionals think) and in the management of learning.

WHAT PROGRAM OPTIONS ARE NEEDED TO MEET THE NEEDS OF THESE STUDENTS?

One of the greatest mistakes made by school districts attempting to deliver programming to their gifted and talented students is that they look for uni-dimensional approaches. The heterogeneity of the gifted population leaves only one remedy that has any chance of succeeding over the long haul. That is a multiple programming approach (Cox, Daniel, & Boston, 1985; Parke, 1989)--one in which a constellation of programs is available in which students can participate based on their abilities, needs, and interests. Some of these options may be specifically tailored to high ability students (such as Advanced Placement, honors, or resource room programs). Others may be found in the course listings for general education that are available to all students but which serve gifted and talented students well (such as student council, school newspaper, Future Problem Solving, computer club, etc.). Profiles of students' abilities, derived from comprehensive assessment batteries, can be used to match students to appropriate programs.

WHAT INSTRUCTIONAL PROVISIONS MUST BE MADE?

Designing instructional opportunities for gifted students in regular classrooms finds its inspiration at the source of the concern--the students. The characteristics of these students lead to the instructional accommodations that are appropriate (The Association for Gifted, 1989). The accelerated pace at which gifted and talented students learn information requires that flexible pacing strategies (Daniel & Cox, 1988) such as skill grouping, curricular compacting, contracting, and credit by examination be integrated into classroom management formats. The need to explore topics in depth leads program planners to include provisions such as original research, independent studies or investigations, mentorships, or classes at another school or institution of higher learning. When addressing the unique or advanced interests of these students, planners might be inspired to include opportunities such as mini-courses, interest groups, clubs, science or art fairs, or internships. The teachers' challenge is to identify student needs, develop and gain access to appropriate programs and curricula that correspond to those needs, and monitor student progress throughout the course of study. The students' challenge is to make the best possible use of the resources available while becoming fully responsible for their own learning.

ADDITIONAL READING

Berger, S. L. (1991). "Differentiating curriculum for gifted students." Reston, VA: CEC/ERIC. ED 342 175

"Meeting the needs of able learners through flexible pacing" (1990). Reston, VA: CEC/ERIC. ED 314 916

VanTassel-Baska, J. (1992). "Planning effective curriculum for gifted learners." Denver: Love Publishing.

VanTassel-Baska, J. (in press). "Developing learner outcomes for gifted students." Reston, VA: CEC/ERIC.

Further research articles and information:

<http://eric.hoagiesgifted.org/digestlist.html>

This website offers a series of articles from the Educational Resources Information Center (ERIC). This list, found under the heading of digests, has excellent articles under the headings of: **Gifted; Instruction and Management and Early Childhood.**

DIFFERENTIATED INSTRUCTION

What are some of the strategies you can utilize to design differentiated curriculum?

So, what are some of the strategies you can use to begin designing differentiated curriculum?

Maker (1982) describes curriculum modifications for gifted students as encompassing four areas:

Content modifications for gifted students should:

- be abstract, complex, varied
- involve issues of organization, study of people, methods of inquiry.

Process modifications for gifted students should:

- involve higher order thinking processes
- promote creative and critical thinking
- require problem solving
- involve group interaction
- have variable levels of pacing
- allow for debriefing of the process
- involve open-endedness
- allow for freedom of choice.

Product modifications for gifted students should:

- involve real world problems
- be for real world audiences
- require real deadlines
- require transformation of learning
- involve appropriate assessment and evaluation
- involve extended or accelerated outcomes.

Learning environment modifications for gifted students should:

- be flexible and open
- encourage independent and intrinsic learning
- be accepting and non-judgmental
- encourage complex and abstract thought.

Commonsense dictates that the areas of content, process, product and learning environment are where curriculum may also need to be modified for students with special learning needs.

However, it is important to note that teachers new to differentiation may choose to begin by differentiating content or process or product, rather than all of them, until they are both familiar and comfortable with the strategies.

What are some of the strategies you can use to develop students' creative and divergent thinking skills?

- Fluency - measured by number of responses to a theme
- Flexibility - measured by the variety of changes or categories
- Originality - measured by degree of unusual or uncommon responses
- Elaboration - embellishment or expansion of the idea
- Risk-taking - willingness to try different or difficult things
- Curiosity - ability to seek many alternatives, depth of study
- Complexity - capacity to explore or discover
- Imagination - power to visualize, dream or conceive forms of action symbolically

The following is a list of teaching strategies (Grades 4-8)
(Some of the following ideas can be altered for younger students)

Paradox: A statement that appears to contradict itself, but may be true.

Discuss the statement: Necessity is the mother of invention.

When can performance-enhancing drugs limit performance?

Attribute Listing: Inherent open-ended properties or identities

List your earliest memories.

Who were the true geniuses of the Renaissance period in Italy?

Analogy Finding similarities between things or situations that might otherwise be different

How is a lever like a friend?

How is Othello like a puppet?

Discrepancy Gaps or missing links in knowledge

Why did the Brotherhood use the five-pointed star as their symbol of recognition?

If (insert character name) had not been a part of this story, would the series of events recounted in the book have unfolded?

Provocative Question Inquiry to incite exploration and curiosity

Antarctica is rich in minerals; should we mine it?

What does a Renaissance man have to be able to do, to get such a title? Are there any modern Renaissance men or women?

Examples of Change Show the dynamics of things, modifications, alterations or substitutions of things

How did the invention of scissors change our lives?

Trace how family structure has changed during the 20th and 21st centuries.

Examples of Habit Recognition of habit-bound thinking

Study and explain alternative sources of energy to drive machines. Who invented them and are they widely used? Were the Impressionists right in protesting the dictates of the Academy?

Organized Random Search Structured case study for new courses of action

Who were the members of the Pythagorean Brotherhood?

Create a means for collecting and displaying all the centers, agencies and organizations in your state which deal in one way or another with the circulatory system.

Skills of Search Research on something done before; trial and error on new ways

How do we remember things? Design an experiment to test the memory of the other people in your family.

Set up an experiment to detect acid rain effects on granite monuments.

Tolerance for Ambiguity Open-ended questions – what if...?

What if Scott had made it to the South Pole first?

What would happen if the Earth's orbit moved closer to the Sun?

Intuitive Expression Expressing emotion through the senses; guided imagery; role-playing.

Write a poem or paint a picture that depicts the emotions you feel with a particular type of weather.

You have been unjustly convicted of a crime. How do you feel about the legal system, the magistrate, your lawyer, and the police?

Adjustment to Development Examine or playback mistakes or failures

As a civilization, what have we learned from the past that has meant that Antarctica has remained relatively untouched?

Study the various theories of how the pyramids were built or engineered and look for evidence that initial wrong thinking led to ultimate success.

Study Creative Process Analyze the traits of creative people, creative processes or creative products
Research the life of Leonardo da Vinci, with a specific focus on his role as an inventor. What processes did he undertake to design, test and record his inventions?
Learn about the work of one of the female artists attached to the Heidelberg School.

Evaluate Situations Analyze implications or consequences, extrapolate from ideas or actions
A new law has been passed which restricts all households to the use of three electrical appliances, apart from lighting. What three machines would you choose and why?
The spice trade, coffee trade and now the drug trade – how have plants altered the course of history?

Creative Reading Skill Generate novel ideas by reading
Read *Journey to Antarctica* by Meredith Hooper.
Do you think this journey is the last challenge left in the exploration of this continent?
Read about the lives and times of the female Impressionists. What was there about this time that allowed some of them to achieve recognition?

Creative Listening Skill Generate novel ideas by listening
Interview an inventor to discover when he or she became interested in inventing new things or ideas.
Listen to music composed during the Renaissance. Does this music seem to coincide with or complement the art work of the time?

Creative Writing Skill Generate novel ideas in writing
Rewrite a fairytale so there is no reference to numbers.
Write a short story for a magazine.

Visualization Express ideas in three-dimensional or non-traditional formats
Help to plan and create a mural for your class based on the book.
Construct a scale model of the Roman Forum or the Athenian Acropolis.

Brainstorming techniques are used when working on fluency. When brainstorming:

- No criticism is allowed. Defer any judgment until a large number of alternatives have been produced. (If you judge too quickly, you risk shutting people down.)
- Freewheeling is desired. The wilder the ideas, the better. (From those crazy ideas, just might come some very sensible ones.)
- Quantity is desired. Include the small, obvious alternatives as well as the wild, unusual, clever ones. (The more ideas one can generate, the greater the chances that one of those ideas will be a good one.)
- Combine alternatives and hitchhike upon alternatives to produce even more ideas. (Often young children will complain: "He stole my idea." But it's a compliment to take someone else's idea and change it slightly or expand upon it.)

For fun brainstorming activities try some of the following:

- List all the words you can think of that begin with a certain letter, certain two letters, certain three letters, etc.
- List all the synonyms/antonyms you can think of for a certain word.
- Name all the objects you can think of that are white and edible, or mean and yet soft.
- Name uses for a bale of hay or a needle or a broom.
- What are all the uses (conventional or non-conventional) you can think of for a fork.
- Think of all the possible presents you could give to a person if you had no money.

If you ask at your local bookstore, you will find books that list nothing but suggested topics for brainstorming.

Some ideas for using brainstorming for academic subjects include

- How many aspects are similar/different between two books?
- How many ways did WWII affect the culture of the U.S.?
- List as many equations as you can where the answer is 6. ($3 + 3$, 2×3 , $26 - 20$, etc.)
- Name as many kinds of penguins as you can and their natural habitats.
- List all the possible settings for a scary story.
- How many different techniques can you think of to make a presentation to the class

**All of us do not have equal talent, but all of us should have an equal opportunity to develop our talent.
- John F. Kennedy**

Suggested Objectives and Activities

K-4

Kindergarten/ Grade 1/ Grade 2

Balance Connections: My Place in the World of Learning

Strategies: Methods of Thinking

Interdependence: Uniqueness: Discovering Distinctions

Patterns: Exploring Forms and Functions

Reading/ Language Arts/ Social Studies Objectives:

The students will be involved in appropriately challenging reading material at their stage of development.

The students will be involved in opportunities for small group discussion of literature selections.

The students will develop critical reading behavior in the areas of analysis, interpretation, and evaluation.

The students will develop and refine reading comprehension skills.

The students will identify key terms associated with their community.

The students will develop spatial skills through interaction with computers.

Reading/ Language Arts/ Social Studies Activities: (NJAGC Standard 1.0M; 2.0E; 2.2E; 5.1E)

Children can end a story differently from the way the author ended it.

Children can discuss what would happen if a character in a story had made a different choice.

Children can identify the main characters and create an alternate story with the main character in a different story, *i.e.* the Three Little Pigs as the lead characters in another story.

Children can identify the main problem of the story and offer alternative ways for the characters to solve the problems they face.

Students will create a map of the school and a map of their community.

Title: [A Place in History](#)

Annotation: After learning about a specific time period in class, ask students to pretend to be one of the following people alive during that time and write several corresponding journal entries.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/idea/MeHistory.pdf>

Title: [Construction Junction](#)

Annotation: Using a variety of materials, students will reconstruct housing related to various

periods in history or groups of people.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/idea/constjunct.pdf>

Title: [Driving Away](#)

Annotation: After reading a literature selection, have students choose a character and create a driver's license and personalized license plate for that character that represents their characteristics.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/idea/driveaway.pdf>

Title: [Free Verse Poetry](#)

Annotation: After looking at pictures or photographs that relate to a specific theme or topic covered in class, students will write a free verse poem.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/idea/freeversepoem.pdf>

Title: [Investigating Setting with Inset Maps](#)

Annotation: Students will enjoy talking about setting as a story element using this geography-based activity. After reading a literature selection, have students create a large map of the town in which the story took place and a small inset of a smaller neighborhood that represents the setting.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/idea/settinginset.pdf>

Scientific-Based/ Math Objectives: (NJAGC Standard 1.0M; 2.0E; 2.2E; 5.1E)

The children will participate in investigations in which collecting, recording, and analyzing data is required.

The students shall engage in problem solving situations which build higher order thinking skills, three-dimensional thinking and require the use of creativity.

The students shall use logical reasoning in solving problems.

The student shall communicate mathematically by labeling groups, verbally explaining reasoning used in problem solving by keeping a math journal.

The student shall create and extend complex pattern configurations and translate them to other mathematical terms.

The students shall solve spatial patterns using logical reasoning.

Scientific-Based/ Activities:

Activities which utilize manipulative puzzles such as tangrams, two and three dimensional pentominoes, pattern blocks, building blocks, gear and bolt blocks, strategy games and puzzles can be provided for students to construct patterns and record their observations.

Students will participate in experiments that stress observation, data collection and reflection of results. Examples include:

“Science You Can Do”

“The Dancing Raisins”

“Stuck On You”

“Making a Siphon”

“Air Pushes”

“Sticky Water”

Postcard Geography: In this project, the class is exchanging postcards with other classrooms all over the country. The postcards include information about our geographical region, historical areas of interest, weather, important events, etc. The students can develop lists of schools for their class. The class will display all of the postcards we receive on a bulletin board in our classroom along with a map of the United States to mark where each card came from.

Title: [New Uses](#)

Annotation: Students will choose an item from a large bag and invent another use for the item.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/idea/newuses.pdf>

Title: [Constellation Station](#)

Annotation: Students will learn about various constellations and create their own constellation and folk legend that explains its origin.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/idea/constell.pdf>

Students will also create web-based designs to illustrate their books various projects, creating a web page that they will link to the teacher's page and the OCS website.

Resources:

Multi-Age Differentiated Curriculum Kits, Prufrock Press, 2006.

<http://www2.harlingen.isd.tenet.edu/~gtap/gtunits/introduction.html>

<http://www.cloudnet.com/~edrbsass/edgifted.html>--huge list of activities and an excellent source for a multitude of activities and projects.

<http://www.adifferentplace.org/resources.htm>

<http://www.geocities.com/sseagraves/>

Grade 3/ Grade 4

Patterns: Exploring Forms and Functions

Systems: Understanding Interactions

Advanced Visual Arts—based on evaluation

Reading/ Language Arts/ Social Studies Objectives: (NJAGC Standard 1.0M; 2.0E; 2.2E; 5.1E)

Students will develop main ideas of the story and story webs.

Students will be able to identify challenges facing the characters in a story.

Students will develop lists of the characters behaviors from a story.

Children will analyze story lines and evaluate characters in a story.

Children will learn about cultural development of their community.

Students will develop writing techniques and vocabulary recognition.

Students will develop compare and contrast maps.

Students will work to construct Literature Albums.

Reading/ Language Arts/ Social Studies Activities: (NJAGC Standard 1.0M; 2.0E; 2.2E; 5.1E)

The students will create Venn Diagrams and story webs and discuss the key elements of the story they are reading.

The students will identify the actions, motives, and accomplishments of famous people in history and in society by reading and evaluating biographies.

Students will study the myths, folk tales and fables used to study historical, cultural and geographic similarities and differences among people.

Students will create oral presentations based on historical characters and/or characters from a story.

Students will access the Internet to acquire word problems and Rebus' to solve.

Students will create history detective portfolios and investigate a character or event in history.

Student will design book covers, character maps, and design poems for a character in the book.

Title: [A Place in History](#)

Annotation: After learning about a specific time period in class, ask students to pretend to be one of the following people alive during that time and write several corresponding journal entries.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/idea/MeHistory.pdf>

Title: [Construction Junction](#)

Annotation: Using a variety of materials, students will reconstruct housing related to various periods in history or groups of people.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/idea/constjunct.pdf>

Title: [Driving Away](#)

Annotation: After reading a literature selection, have students choose a character and create a driver's license and personalized license plate for that character that represents their characteristics.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/idea/driveaway.pdf>

Title: [Free Verse Poetry](#)

Annotation: After looking at pictures or photographs that relate to a specific theme or topic

covered in class, students will write a free verse poem.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/idea/freeversepoem.pdf>

Title: [Investigating Setting with Inset Maps](#)

Annotation: Students will enjoy talking about setting as a story element using this geography-based activity. After reading a literature selection, have students create a large map of the town in which the story took place and a small inset of a smaller neighborhood that represents the setting.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/idea/settinginset.pdf>

Scientific-Based/ Math Objectives: (NJAGC Standard 1.0M; 2.0E; 2.2E; 5.1E)

Students will utilize computational skills in solving real-life problems drawn from the students' own interests.

Students will organize and present information by completing tables, charts and graphs.

Student will identify key idea in logic problems and offer solutions.

Students will conduct investigations based on collecting data, interpreting and comparing data, and transferring information to line and bar graphs.

Students will identify geometric patterns and use their knowledge of computations to solve real life problems.

Students will use both verbal and written methods to convey ideas.

Students will analyze information and construct Venn Diagrams.

Scientific-Based/ Math Activities: (NJAGC Standard 1.0M; 2.0E; 2.2E; 5.1E)

Students will create patterns and tessalations and discuss the patterns in both verbal and written form.

Students will create three-dimensional problems by constructing puzzles, scale models and figures.

Students will keep a mathematics journal noting questions, ideas and observations.

Students will create and solve numeric puzzles (Sudoku) and numeric patterns, providing written connections to the process.

Students will explore websites Brain Buster and Brain Food to acquire various math and science problems. They will also develop their own problems using the website models.

Students will also create web-based designs to illustrate their books various projects, creating a web page that they will link to the teacher's page and the OCS website.

Fourth grade students will be taking part in the Strategic Thinking Day held in January. This day is hosted by the Warren County Consortium for Student Enrichment.

Fourth grade students will be given the option of participating in the extra curricular activity, Battle of the Books.

Teachers will enroll students in the Warren County Consortium activity, Mystery and Mayhem.

Place Value License Plates. Students will understand place value to the thousands place. *Step: 1 Duration: 10 minutes*

Explain to students that the class will be reviewing place value. Review (on chalkboard or overhead) place value through thousands. Show the students the sample license plate and have students name the place value of each number in the sample. Feel free to cut and paste this license plate to construction paper, or create your own similar license plate on construction paper. Hand out license plate sized pieces of different colored construction paper. Have students write a four-digit number (big enough to fill the entire "plate"). Give students time to choose the state for their license plate and to decorate it (preferably with pictures depicting something about their chosen state. When students have sufficiently finished their license plates, have them take out a sheet of paper. Tell students they will be creating yes or no questions about the license plates. Using the sample license plate, give them examples such as "Do you have a 7 in the hundreds place?" "Do you have a number between 6 and 9 in the tens place?" "Does the number in the ones place come before 4?" etc. Have students write five of their own questions.

Students should hand in their questions to the teacher. Move desks so that there is a wide path from the back of the room to the front of the room (room for about 15 students shoulder to shoulder). With their license plates, have 1/2 the class stand at the back wall and the other 1/2 stand at the front wall so they are facing each other. *Step: 5 Duration: 15 minutes*

Explain these rules to the students: 1. the teacher will read a question from the questions made by the students (teacher may add some of her/his own). 2. If your answer is yes, you take one step forward. If your answer is no, you stay where you are. 3. The first player to get to the opposing wall will compete in a place-value play-off. 4. In the play-off, the two students must play again starting from the back of the room. During the play-off phase, the other students will take turns asking the questions (teacher will hand each student a question to read before the play-off). The first player to reach the front of the room wins. *Step: 6 Duration: 5 min.*

Finally, ask students to answer their own five questions about their own license plate on a piece of notebook paper and turn in for evaluation. Students can create a license plate game of their own using math questions outside the realm of place value (such as even-odd, greater-less than, etc.). The students should create rules that will make the game run smoothly. Depending on the level of the students, they can choose options from the following list to guide their questions or come up with questions of their own. Be sure that students understand that they will be working on the concept of the option they have chosen as well as working on problem-solving skills to create the rules.

- OPTIONS: 1. even or odd numbers
2. greater than/less than
3. addition
4. subtraction
5. multiplication 6. division
7. numbers with four letters
8. numbers that rhyme with _____
9. numbers that start with _____
10. personal questions (number of siblings, number of pets, etc.)

Give students a mini-unit to design lessons to "teach the class with". They should research ideas on the computer, make handouts, come up with hands-on activities, etc. Once you've approved their "unit", let them teach the class.

Have five folders labeled "Extra Activities" #1-5. In each one, there is a different worksheet. However, they are all fun sheets, like logic puzzles, brain teasers, etc. Change the activities weekly. When finished, they may get an activity sheet. As they finish the sheets, they give them to me. If they got the puzzle correct, they get a sticker on their special sheet. When they receive

five stickers, they get a treat. (Usually a no homework pass, 10 min. free time, etc.) These puzzles are not easy, and require thinking skills, so they don't always get passes. They are not allowed to do these sheets at home, either.

Little "centers" for students who finish early. Have the student try a scavenger hunt from the phone book (i.e.: your mother needs to fill a prescription and it is 10:00 PM, where will she be able to go?) They must write the name, address, phone, etc. for an appropriate place found in our local phone book. Try some "story starter" cards with little pictures and the first sentence or 2 of a story that they must finish.

Title: [New Uses](#)

Annotation: Students will choose an item from a large bag and invent another use for the item.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/idea/newuses.pdf>

Title: [Constellation Station](#)

Annotation: Students will learn about various constellations and create their own constellation and folk legend that explains its origin.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/idea/constell.pdf>

Grades 5-8

Grade 5/ Grade 6

Students will participate in cross-curricular enrichment during the first three quarters.
They will participate in an over-arching project during the last quarter.
Students may also participate in Advanced Visual Arts based on selection process.

Reading/ Language Arts/ Social Studies Objectives: (NJAGC Standard 1.0M; 2.0E; 2.2E; 5.1E)

Students will be involved in appropriately challenging reading material at their stage of readiness.

Students will be involved in opportunities for small group discussions of literature selections.

Students will utilize the latest technologies to develop web-based projects based on their literature.

Students will analyze key plot concepts and interpret their meaning.

Students will compare and contrast different cultures and their histories.

Students will identify stages of cultural development and place events in chronological order.

Students will develop their understanding of subtle meanings of words.

Students will analyze eras of history and identify the important people and events of the era.

Reading/ Language Arts/ Social Studies Activities: (NJAGC Standard 1.0M; 2.0E; 2.2E; 5.1E)

Students will study works of literature and create web pages based on their analysis of their literature.

Write alternative endings to the story.

Develop a travel brochure based on the places a character travels within the story

Develop a wiki of information for an era in history.

Create a series of web links that allow for additional research on a topic.

Create a power point presentation to illustrate the development of a character or era in history.

Create Excel Spreadsheets for a Global Grocery list project or the World in a Candy Bar project.

Hometown Children and the Depression <http://newdeal.feri.org/classrm/clasdmr2.htm>

“So you’re’ gifted now what website of self discovery:

<http://www.ldcsb.on.ca/schools/cfe/WebQuests/Gifted/index.htm>

Scientific-Based/ Math Objectives: (NJAGC Standard 1.0M; 2.0E; 2.2E; 5.1E)

Students shall use computational skills in solving real-life problems which challenge the use of these skills, organizing and presenting information gathered in a logical, sequential order in written or oral form.

Students will build concepts of representational mathematics, variables, expressions and equations and apply them to problem solving situations.

Students will conduct investigations which require the use of statistical methods and probability, interpreting and evaluating collected data, and presenting in oral and written form.

Students will utilize numbers and number theory in solving everyday long and short term problems.

Scientific-Based/ Math Activities: (NJAGC Standard 1.0M; 2.0E; 2.2E; 5.1E)

Students will create graphs and charts from the data they collect on a real-life problem, *i.e.* water pollution, population growth.

Student will construct math review packets for their peers.

Students will conduct science experiments during class and create representational models of their findings, graphs, charts, power points.

Students will work from higher level math workbooks.

Completion of Sudoku puzzles and logic problems

Research on Stock Market; trends, averages

Franklin Institute science projects k-8

<http://sln.fi.edu/tfi/activity/act-summ.html>

Grade 7/ Grade 8

Students will participate in cross-curricular enrichment during the first three quarters.

They will participate in an over-arching project during the last quarter.

Students may also participate in Advanced Visual Arts based on selection process.

Reading/ Language Arts/ Social Studies Objectives:

Students will be involved in accelerated readers in Language Arts.

Students will be involved in small group discussions of literary works.

Students will investigate methods to analyze literary works, *i.e.* book clubs, storyboards, comic illustrations.

Students will work to develop comparisons between literary figures and modern heroes shown in film and television.

Scientific-Based/ Math Objectives: (NJAGC Standard 1.0M; 2.0E; 2.2E; 5.1E)

Students shall use computational skills in solving real-life problems which challenge the use of these skills, organizing and presenting information gathered in a logical, sequential order in written or oral form.

Students will build concepts of representational mathematics, variables, expressions and equations and apply them to problem solving situations.

Students will conduct investigations which require the use of statistical methods and probability, interpreting and evaluating collected data, and presenting in oral and written form.

Students will utilize numbers and number theory in solving everyday long and short term problems.

Scientific-Based/ Math Activities: (NJAGC Standard 1.0M; 2.0E; 2.2E; 5.1E)

Students will create graphs and charts from the data they collect on a real-life problem, *i.e.* water pollution, population growth.

Student will construct math review packets for their peers.

Students will conduct science experiments during class and create representational models of their findings, graphs, charts, power points.

Students will work from higher level math workbooks.

Students will participate in the Christopher Columbus Awards Program—Independent and team science research--www.christophercolumbusawards.com

Students may participate in Strategic Learning activity. Students will assist teachers with the creation of Strategic Thinking day activities.

Franklin Institute science projects k-8 <http://sln.fi.edu/tfi/activity/act-summ.html>

<http://www.giftedstudy.com/resources/students/games.asp> This website has some cool games, a mystery site and SAT words of the day.

<http://www.rockhall.com/teacher/sti-lesson-plans/> Lesson Plans from the Rock and Roll Hall of Fame

<http://www.un.org/Pubs/CyberSchoolBus/cur.html> The United Nations Cyber-Schoolbus website has an enormous number of that are cross-curricular and focus on Peace, Human Rights, Students helping to “de-mine” former war zones, Poverty, Women’s Rights, the Environment and much more.

<http://www.hoagiesgifted.org/educators.htm> A vast number of pages devoted to assisting students, parents and teachers meet the needs of the G/T student.

<http://www.lessonplanspage.com/ArtMDInteriorDesignandHousingMakeoverProject912.htm> This activity is for all 8th grade students and includes extension ideas for G/T students.

Sources:

The National Association for Gifted Children;

The New Jersey Association for Gifted Children;

The School Administrator Magazine, AASA, November 1, 2007 edition; Gifted and Talented Curriculum K-6, North Warren Cluster,

The Handbook of Procedures for Implementing Gifted and Talented Education in Elementary Schools, Baltimore Public School District, August 2006.

Fearon Teacher Aids, Science and Math, 2005.

Multi-Age Differentiated Curriculum Kits (1-3) (4-6) (7-8), Keiser, McGee, Harrelson, Prufrock Press, 2006.

Golden Triangle Cooperative, Gifted and Talented Curriculum.

Warren County Consortium for Student Enrichment

Renzulli, Joseph S. The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented. Wethersfield, Conn., Creative Learning Press, 1977.

New Jersey Administrative Code 6A: 8, Standards and Assessment for Student Achievement

Various Internet webpages as denoted throughout the guide.

APPENDIX—FORMS

Young Gifted Child – Teacher Nomination Form – Grades K – 2

Parent Checklist – All Grades

Form Letter – Acceptance In To Program

Parental Permission Slip

Student Selection Input Sheet – Grades 3 - 8

Student Selection Summary Sheet – Grades 3 – 8

**Oxford Central School
Young Gifted Child
Teacher Nomination Form
Grades K - 3**

Record the name of your student. Use a highlighter to show each **behavior** you observe in the classroom or playground.

Name of Student: _____

Age: _____

Teacher: _____

Date: _____

Characteristics	Behaviors
Unusual alertness	<ul style="list-style-type: none"> · Intense concentration and interest in interactions and objects · Long attention span
Advanced play behavior	<ul style="list-style-type: none"> · Interest in games with rules developed at an earlier age than usual · Able to play games which require strategy earlier than peers
Exceptional memory	<ul style="list-style-type: none"> · Ability to recall information in great detail · Can tell stories with an immense amount of detail
Early reading	<ul style="list-style-type: none"> · Ability to read on entry to school
Rapid pace of learning	<ul style="list-style-type: none"> · Appears to acquire knowledge effortlessly · Ability to generalize the knowledge to new situations in unexpected ways
Asks lots of questions	<ul style="list-style-type: none"> · Asks probing and reflective questions
Early development of classifying and investigating skills	<ul style="list-style-type: none"> · Organizes things by classifying into groups · Investigates how things work and wonders “what will happen if”
Exceptional mathematical ability	<ul style="list-style-type: none"> · Ability to grasp abstract mathematical concepts at unusually early age
Imagination	<ul style="list-style-type: none"> · Has an imaginary friend or animal · Creative and inventive storyteller
Early speech	<ul style="list-style-type: none"> · Larger than expected vocabulary compared to age group · Ability to create complex sentences
Early social interactions	<ul style="list-style-type: none"> · Early awareness of the individuality of others · Intense concern for other children who are hurt · Early capacity to empathize with the feelings of others
Feelings of frustration	<ul style="list-style-type: none"> · Frustrated if motor coordination lags behind intellectual development, such as pencil grip · May resist writing or drawing
Social and emotional maturity	<ul style="list-style-type: none"> · Emotionally more like older children and may seek them out as friends · May be isolated from peers because of his or her more mature interests or perceptions
Early awareness of differences from others	<ul style="list-style-type: none"> · May deliberately begin making mistakes to be like the other children

Please list on the back of this sheet any other behaviors that you feel identify this child as gifted. Thank you.

**Oxford Central School
17 Kent Street
Oxford, New Jersey 07863**

_____ **Student's Name** **Grade:** _____

PLEASE CHECK ONE:

_____ **I wish my child to participate in the gifted program.**

_____ **I do not wish my child to participate in the gifted program.**

_____ **Date**

_____ **Signature – Parent/Guardian**

**Oxford Central School
17 Kent Street
Oxford, N.J. 07863**

**Mr. Robert J. Magnuson
Chief School Administrator**

**Mrs. Patricia Martucci
Business Administrator**

**Ms. Milissa Dachisen
Vice Principal**

September 2011

To the Parents/Guardians of:

Dear Parents/Guardians:

Your child has met the OCS criteria used to identify participants for our Gifted & Talented program for the 2011-2012 school year. Identification of the academically gifted student is based on academic aptitude, achievement, and attitude towards learning. Identification procedures include teacher nomination, parent nomination, standardized test scores, and classroom performance.

Academic Gifted/Talented classes are designed with a dual focus. The first three marking periods embrace cross-disciplinary connections and the fourth marking period will center on a process/product dimension of the program. Students will generate a project working with the other Gifted/Talented students.

The decision to enroll your child in the Gifted/Talented program rests with you. We feel our regular curriculum is exemplary and hesitate to alter educational programming for any but the truly exceptional. Please complete the registration form enclosed and return it to the school office so that we may follow your wishes regarding Gifted/Talented placement.

I look forward to working with you during the 2011-2012 school year. If you have any questions, please call me at the school.

Sincerely,

**Robert J. Magnuson
Chief School Administrator**

RJM/lbm

Enclosure

OXFORD CENTRAL SCHOOL
Student Selection Input Sheets

Student _____ Date _____

Classroom Teacher _____

Teacher Nomination (to be completed by current teacher)

Teacher completing form _____

Below are listed general characteristics of gifted children. Please rate the student from 1 – 4 (4 being the highest), on each characteristic relative to the four academic areas. This form may also be used to identify Visual Arts candidates. In some instances, this form could be used for peer-to-peer nominations.

	LAL	Math	Science	S.S.
Student displays ability to fulfill high standards of classroom performance				
Student displays high level of self-motivation				
Student displays creative and original ideas				
Student displays advanced problem-solving				
Student displays intellectual curiosity				
Student uses precise and complex vocabulary appropriate to the subject				
Student displays a high level of retentiveness				
Student displays an ability to work cooperatively with others				
Student displays perseverance and commitment to a task				
Student displays higher-level thinking skills, i.e., application, analysis, synthesis, evaluation				
Student displays a positive attitude				
TOTAL				

**Oxford Central School
 Gifted & Talented
 Student Selection Summary
 Grades 3 - 8**

Student Name _____ Grade _____

Year _____ Date _____

Content Area	*NJ ASK Language Arts	*NJ ASK Math	Teacher Nomination (peer nomination)	Total Points
Language Arts Literacy				
Mathematics				
Science				
Social Studies				

Identification Rating Scale (3-8)	
Excellent	10-12 points
Very Good	8 points

***Grades 3-8**

NJ ASK Math/Language Arts	Teacher Nomination
275 or above = 4	42-44 = 4
Ad. Proficient = 2	39-41 = 2
Proficient = 1	36-38 = 0
Below = 0	

**Oxford Central School
Parent Checklist – Gifted & Talented Nomination**

Child's Name _____ Date of Birth _____
 Parent/Guardian Name _____
 Home Address _____
 Phone # _____ Grade _____ Homeroom _____

Please complete the following checklist indicating those characteristics possessed by the student to "a great extent" with a "5" or indicate "no evidence" of the characteristic with a "1". Any gradation of this scale may be indicated with a "2, 3, or 4".

MY CHILD

- | | | |
|----|--|-----------|
| 1. | asks a lot of questions about a variety of subjects
COMMENTS: | 1 2 3 4 5 |
| 2. | shares interests with older children and adults: games, reading
COMMENTS: | 1 2 3 4 5 |
| 3. | likes school
COMMENTS: | 1 2 3 4 5 |
| 4. | in general, stays with a project until its completion
COMMENTS: | 1 2 3 4 5 |
| 5. | is observant
COMMENTS: | 1 2 3 4 5 |
| 6. | approaches problems in unique and unusual ways
COMMENTS: | 1 2 3 4 5 |
| 7. | can relate information gained in past to newly acquired knowledge
COMMENTS: | 1 2 3 4 5 |
| 8. | often asks "how" and "why" kinds of questions
COMMENTS: | 1 2 3 4 5 |
| 9. | has many original ideas to share | 1 2 3 4 5 |

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 10. | gets along well with peers
COMMENTS: | 1 | 2 | 3 | 4 | 5 |
| 11. | likes to pretend, shows imagination
COMMENTS: | 1 | 2 | 3 | 4 | 5 |
| 12. | is able to plan and organize activities
COMMENTS: | 1 | 2 | 3 | 4 | 5 |
| 13. | has above average coordination, agility, and ability in organized games
COMMENTS: | 1 | 2 | 3 | 4 | 5 |
| 14. | showed an early interest in books and reading
COMMENTS: | 1 | 2 | 3 | 4 | 5 |
| 15. | has an extensive vocabulary for his/her age
COMMENTS: | 1 | 2 | 3 | 4 | 5 |
| 16. | has a good memory for details and facts
COMMENTS: | 1 | 2 | 3 | 4 | 5 |
| 17. | often shows an interest in one subject exclusively
COMMENTS: | 1 | 2 | 3 | 4 | 5 |
| 18. | shows more interest in creative, new experiences, rather than routine, repetitive tasks
COMMENTS: | 1 | 2 | 3 | 4 | 5 |
| 19. | tries to EXCEL in anything he attempts
COMMENTS: | 1 | 2 | 3 | 4 | 5 |

I am recommending my child for a program for Gifted/Talented children because

Date Submitted: _____