INTELLECTUALLY GIFTED PROGRAM CURRICULUM

K - 8

Program Guidelines
and
Theme Courses of Study

July/August 2007
Revised July 2013. August, 2016

Developed Under the Direction of
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Atlantic City Schools
Atlantic City, NJ

Atlantic City Board of Education

Vision

The Atlantic City District recognizes the urgency to provide resources to improve instruction through exemplary and diverse practices which are monitored and analyzed through student achievement data. The District has the expectation that all students will achieve the Common Core State Standards at all grade levels.

Mission

In order to meet the needs of all students, the District is committed to increasing student learning and improving teaching in the core academic subjects by using instructional strategies aligned with the Common Core State Standards and based on Scientifically Based Research. Parents will be active partners and key stakeholders with the Atlantic City School District to support their student's intellectual, emotional, physical and social growth.

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The Intellectually Gifted Program Curriculum

This revised version of the Intellectually Gifted Program Curriculum incorporates suggestions for improvements from a variety of sources. The learning community that was fostered during the research and preparation of the document resulted in a unique collaboration on the part of all task force members.

Highlights of the revision include additional evaluative documents, updating of existing units, creation of new units, and emphasis on articulation between colleagues and parents with additional identification forms. Technological improvements include broad inclusion of interactive website activities for all units and a universal e-board for use by teachers, parents and most importantly students.

The curriculum has been revisited and aligned with the Common Core State Standards (CCSS), Partnership for Assessment of Readiness for College and Careers (PARCC), New Jersey Core Content Curriculum Standards (NJCCCS), No Child Left Behind Act (NCLB), National Association of Gifted Children (NAGC) and the standards associated with local, state and national gifted education organizations.

We have made a genuine attempt to create a document that meets and exceeds the needs of the Intellectually Gifted students, while respecting the mandates that are required of our district by the state.

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To Be Gifted Is

To be gifted is
to be a light that shines brighter
than necessary,
or a shooting star that shoots further
than it must
through no choice of its own.

To be gifted is
to want to work harder
to want to find a solution
for that believed to have no solution,
to want to discover the undiscovered
and be willing to work to do it.

To be gifted is
to be able to look at things
upside down and backwards
rather than rightside up and forwards

To be gifted is like having a candle in your mind,
A candle that burns brighter and brighter
through your work or learning.
A candle that enlightens your mind.
A candle that enlightens your life.

Noelle Shaw

TABLE OF CONTENTS

Summary of Research 6

Philosophy 10

Overview 11

Nomination and Selection Process 12

Participation Guidelines 15

Parental Involvement 18

Evaluation 22

Themes and Schedule 23

Literary and Informational Text 24

Standards & Student Learning Objectives 25

Themes

- Year A, K-8 28
- Year B, K-8 61

Thematic Materials/Resources

- Distance Learning Program Descriptions 84
- Thematic Curricular Resources, Year A 88
- Thematic Curricular Resources, Year B 103
- Thematic Resources, Year A 112
- Thematic Resources, Year B 203
- Gifted Students' Rubrics 266
- Frank Williams' Higher Order Thinking Skills 272
- Bloom's Taxonomy in Technology 273

APPENDICES

Nomination and Selection Forms 274

Evaluation Forms 289

Administrative Forms 299

HISTORY AND SUMMARY OF THE RESEARCH ON GIFTED EDUCATION

Atlantic City Schools are committed to ensuring that all students receive the education that actually "fits" their individual learning processes and styles. Evidence of this commitment is the diverse programs that are in place within the district. The Intellectually Gifted Program is no different in the elements that define its goals and purposes. This protocol is based on the ever-changing research that defines gifted education. For the purposes of clarity, the history of gifted education began in 1868, in St. Louis, when then superintendent of schools, William Torrey Harris, instituted the earliest identifiable systematic effort to educate gifted students.

Discoveries over the next few decades impacted the definition of giftedness and the methods of selection. Outcomes of this research included (that) intelligence was passed through successive generations, (Galton), measurement scales that identified children by capturing a single numerical outcome (Binet and Simon) and collaborative studies by Lewis Terman which resulted in the publication of **Stanford-Binet Individual Intelligence Scale** which "measures" intelligence. The publication of this scale in 1916 legitimatized intelligence testing. However, this trend of intelligence testing did not stop. Researchers continued to explore the complexity of this subject.

Until Lewis Terman's research in the 1920's, gifted youth were identified as gifted because they were innately bright and did well in school. This definition was tacitly accepted. His findings contradicted the common belief that gifted children were frail, socially excluded and unstable. He found gifted children to be mentally superior to their peers, physically better developed and exceptionally well adjusted. His research was and still is the longest running longitudinal study of gifted children.

Additionally, in the 1920's, the first special schools for the gifted were surfacing, initially in New York City. A great deal of research on the education of the gifted was now readily available because of the accessibility to the students. During the 1930's and 1940's, schools continued to be founded for the gifted.

By the 1950's, challenges to the long standing belief that intelligence was a multidimensional construct surfaced (Guilford) and as a result, a broadened definition of giftedness was proposed. This change not only included the mathematics and science strand but also expressive arts, creative writing, music and social leadership strands. As a result, the idea of giftedness evolved into a multifaceted entity. The federal government began to support gifted education by passing legislation, namely, the National Science Foundation Act (1950) and the National Defense Education Act (1958); the last of which was the first large scale effort by the federal government to support gifted education.

In the 1970's, experts saw the need to include creativity as a component of giftedness. Guilford developed the concept of the structure of intellect, identifying over two hundred thinking skills. The Marland Report (1972) was released encouraging schools to define giftedness broadly, along with academic and intellectual talent as did Guilford; however, the report also included psychomotor ability which was excluded

from the previous federal definition. The Office of the Gifted and Talented, housed within the U. S. Office of Education was given official status.

The definition of giftedness has evolved over the decades, with Congress passing in 1978 the *Gifted/Talented Children's Education Act*. This act represented a major achievement in the history of gifted education. It allowed for financial entitlements to state educational agencies to assist them in the planning, development operation and improvement of programs designed to meet the needs of these students. Subsequent legislation, namely the Jacob Javits Gifted and Talented Students Education Act (1988) was passed.

Following is the U.S. Department of Education's definition of gifted:

> "the term gifted and talented means children and whenever applicable, youth who are identified at the preschool, elementary or secondary level as possessing demonstrated or potential abilities that give evidence of high performance or capability in areas such as intellectual, creative, specific academic or leadership ability, or in the performing and visual arts and who by reason thereof require service or activities not ordinarily provided by the school."

During the late twentieth century and into the twenty-first century, significant research was produced regarding gifted children and the United States' inability to ensure their success. *A Nation at Risk* (1983) focused on America's brightest students and their failure to compete with their international counterparts. It included current policies and practices in gifted education, raising academic standards and promoting appropriate curriculum for gifted learners. *National Excellence: The Case for Developing America's Talent* (1993) outlined how America neglects its most talented youth, with recommendations that have influenced the last two decades of research in the field of gifted education. The National Association of Gifted Children (NAGC) published *Pre-K-Grade 12 Gifted Program Standards* (1998) that provides guidance in seven key areas for programs serving gifted and talented students. *The No Child Left Behind Act* (NCLB), (2002) was passed as the reauthorization of the *Elementary and Secondary Education Act.* The Jacob Javits Act was included in NCLB and further expanded the reach of this very significant legislation.

As the nation increased its awareness of the need for specialized gifted and talented programs, the Department of Education of the State of New Jersey did as well. Over the past thirty years there were two substantive reports on gifted and talented education. The first published in 1973, *A Report on the Education of the Gifted and Talented,* assisted in the development of a state commitment to gifted education by introducing *The Public School Act of 1975.* This act specified a through and efficient program to develop the talents and abilities of gifted students.

In 1977, funding was made available to develop these programs via workshops delivered by a State Coordinator of Gifted and Talented. In 1979, the state issued guidelines for all aspects of gifted education and signed into law the *Gifted Child Act* which states that all schools must provide identification and educational programs for all

gifted and talented students. In 1987, New Jersey Department of Education publication *Gifted Education: A State Plan for New Jersey,* emphasized the basic foundations of a gifted curriculum. The major characteristics are noted as a differentiated curriculum which allows for the content to be selected according to the students' interests along with a program that provides activities that are distinct and different from those offered in the classroom, are flexible and have a thematic approach.

The New Jersey Core Curriculum Content Standards (NJCCCS) (1996), references that the gifted and talented student or as noted in the document the "exceptionally able student," must be provided with appropriate challenges so that their learning outcomes are not lowered because of their inclusion in a regular classroom setting. The NJCCCS offers strategies for adaptations and differentiating the curriculum to accommodate these learners as well as other learners. This is not a novel concept; however, while it had not been a major focus previously, but is certainly an important focus of educating these students today.

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.

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.*

The Key Points as stated in the Administrative Code are:

- 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.
- 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.

- Each curriculum framework developed by the department provides general as well as content-specific information on gifted education.

- 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.

According to the NAGC, "Too many advanced students languish in today's classrooms with little rigor and much repetition. With careful planning, the new standards offer the prospect of improving the classroom experience for high-ability students in significant ways" (2010). The Common Core State Standards (CCSS) are evidenced based and are aligned with expectations for success in college and the workplace. CCSS is connected to the field of gifted education because of the expected rigorous outcomes for students. The Partnership for Assessment of Readiness for College and Careers (PARCC) is a 24-state consortium that has been formed to develop a common assessment system to measure the CCSS. The State of New Jersey believes that the abilities of gifted students are so diverse that a gifted curriculum must be differentiated and that educators must have a definition from which to work in order to identify giftedness in youth. Further, state guidelines require educational programs during the school day and appropriate differentiated educational opportunities to supplement and enhance learning beyond the regular classroom.

Atlantic City Schools' Definition

Intellectually gifted children are the students who have been identified as having special needs are measured by standardized test scores, the Structure of Intellect test, teacher evaluations and assessments, peer and student evaluations, parent nominations and Renzulli based scores, as well as parent input.

We believe this to include those students who have an unusual and unique endowment of talent; it may be intellectual, aesthetic, creative or scientific. If the student's giftedness manifests itself in only one intellectually area, it is the mission of the Atlantic City Board of Education to address this area. We can only identify the potential in children. We are making a futuristic prediction. With the help of a community of learners-- educators, parents and the students themselves, we can nurture these students and their chances of making significant contributions to society will undoubtedly occur.

PHILOSOPHY

The Atlantic City Schools is committed to an educational program that recognizes the unique needs, values and strengths of the individual student.

Each student identified by the district's Intellectually Gifted Program requires an educational plan which discovers and maximizes the development of their potential. Current trends of the definition of giftedness have been extended to include student's ability to include multiple criteria that might not be measured through an IQ test. The program allows for flexibility to meet the challenges that are experienced in a district whose population is extremely diverse and sometimes difficult to identify.

Our philosophy is one that honors the total student and their gifts as demonstrated in their daily activities in their classrooms and beyond. We believe that each student in our Intellectually Gifted Program should have the opportunity to:

- Receive accommodations or special instruction that will challenge his or her abilities
- Explore, develop and maintain higher level thinking skills
- Work within a curriculum that emphasizes higher cognitive functions, creative and critical thinking, divergent and convergent thinking, process rather than content and differentiation
- Develop leadership skills that will enhance their abilities
- Produce products that express insight, creativity and/or excellence
- Maintain awareness of educational and non-educational resources beyond the classroom
- Achieve a healthy self-image, become a self motivated, self directed individual who is prepared for the challenges of the adult world
- Receive instruction that results in the student's distinguished command of the knowledge, skills and practices embodied by the national standards.
- Be part of a learning environment which is reflective, supportive and shifts responsibility from the teacher to the student

OVERVIEW

Traveling teachers service students from grades kindergarten through eight who are identified for the program. The program is on a pullout basis once a week, for at least 45 minutes. Schedules are created by the servicing Intellectually Gifted teacher and submitted to the building principal, classroom teacher and student.

Student evaluation is accomplished by two means:

1. Student self-evaluation, in collaboration with the teacher, three times a year; November, February and May.
2. Teacher evaluation, a progress report is sent to each parent, twice a year.

The overall concentration of the program includes a climate that supports the development of high achievement and risk-taking; concentrating on the needs of the individual and making use of their strengths. The focus is on high quality teacher/pupil interaction with both teacher and pupils playing a range of roles – questioning, explaining and challenging.

The program includes student involvement in areas of higher order critical and creative thinking, spoken and written communication, research and study skills, leadership and personal growth. Many areas of study are possible including but not limited to: Visual & Performing Arts, Logical Reasoning, Communication and Relationships.

The Intellectually Gifted teacher will communicate with parents, the activities of the program and encourage parental input.

NOMINATION PROCESS AND SELECTION MODEL

Identification Process

There are several nomination instruments used to create a pool of students to be tested for the program. These nomination scores are weighted and a total weighted score of 40 or more denotes eligibility for the final testing phase. Students are nominated by any of the following individuals: building principal, Intellectually Gifted teacher(s), classroom teacher(s), Child Study Team, peers or self.

Nomination Instruments

1. Standardized tests (district mandated, i.e. PARCC)
2. Structure of Intellect (SOI), English or Spanish
3. Nominations (from the forms below):
    a. Teacher Nomination
        i. Renzulli Form (Grades 2-6)
        ii. Teacher Checklist-Kindergarten & First Grade Provisional Placement
        iii. Anecdotal Information
    b. Peer/Self Nomination- done in the classroom by the classroom or IG teacher in English or native language
    c. Parent Nomination Form in English or native language
4. Weighted scores for exemplary academic grades and for ACCESS for ELL individual language domain scores

The Nomination Process

The nomination process enables a test pool to be developed. Phase One of the selection includes students (grades 2-6) falling within the 80th percentile range or above in three subjects, English Language Arts, Mathematics and Reading on the standardized tests, native language benchmark scores and ACCESS for ELL language domain scores. Additionally, the Teacher Nomination Form (Renzulli based form) and the Peer/Student Nomination are used. A total weighted score of 40 or more on the above nomination instruments denotes eligibility for Phase Two. This includes testing with the Structure of Intellect (SOI, Meeker & Meeker) in Spanish or English. This test consists of twenty-six subtests that measure different learning abilities. The Parent Nomination Form and weighted academic and sheltered content grades and ESL teacher narrative recommendations are also included in this phase.

The Selection Process

The SOI in English or Spanish is the instrument used to finalize the selection process. This test is designed to test students from a diverse population. The basic philosophy of the SOI is that all students have intelligence. The task is to access "what kind" not "how much." It is an "assessment of strengths and weaknesses in the many facets of cognitive function" (SOI Manual).

The results of this test account for 50% of the selection score. The results are combined with the weighted score of four nomination instruments. An example of the formula is below:

SOI test results	=	50% (of total score)
Weighted Score of four nomination Instruments (combined weight)	=	50% (of total score)

Selection Criteria

A total weighted score of 90-100 denotes full eligibility for participation in the program. A total weighted score of 85-89 denotes provisional participation in the program. This is for students in the second thru sixth grade.

The procedure for first grade provisional placement begins in the Spring when the IG teacher determines a pool of possible candidates by looking at the present Kindergarten Spring or End of Year standardized test scores (if available) and Spanish benchmark reading level. The National Percentile Score is considered for Reading, Mathematics and Language. In order to be placed in the nomination pool, the student must have two scores in the 96th percentile or higher; with the third score no lower than the 80th percentile. ACCESS for ELL domain scores are also used for placing ELL for the nomination pool.

A Kindergarten checklist is given to the student's present and/or past Kindergarten teacher in the Spring/Fall. The teacher completes the form and returns it to the IG teacher in the building. If the student receives eleven responses out of a possible fifteen, that student is then placed provisionally in the program for the upcoming school year.

At the end of First Grade the student undergoes the selection process for permanent placement in the program. This would include the previous procedures for selection. If the student meets the requirements, he/she is then placed permanently in the program. All First Grade placements are provisional. Any student who participates provisionally must undergo the more rigorous selection process.

NOMINATION AND SELECTION SCALES

Weighting Criteria
Grades 2, 3, 4, 5 & 6

20% PARCC	20% ELA Assessments Percentiles	20% Renzulli (Teacher)	10% Peer/Self Nomination	50% SOI Score
834-850 = 20	97-99 = 20	30-32 = 20	8+ = 10	20-26 = 50
811-832 = 18	94-96 = 18	27-29 = 18	7 = 9	17-19 = 48
785-810 = 16	91-93 = 16	24-26 = 16	6 = 8	14-16 = 46
772-784 = 14	88-90 = 14	20-23 = 14	5 = 7	10-13 = 44
761-771 = 12	84-87 = 12	17-19 = 12	4 = 6	6- 9 = 42
750-760 = 10	80-83 = 10	14-16 = 10	1-3 = 5	0- 5 = 0
749/less = 0	0-79 = 0	0-15 = 0	0 = 0	

Must have a combination of at least 3 Gifted and 3 Superior scores out of 26 possible subtest scores to be considered for the program.

Note: The 20% weight from PARCC is replaced by a 20% weight derived from ACCESS for ELL Listening and Speaking scores for ELL Students.

The nomination score is made up of the following scores/results: **PARCC** (Grades 3 thru 8) and/or **District Mandated Literacy Assessments** (Grades 2 thru 8), **Renzulli**, and **Peer/Self Nomination**. The **SOI test** will be administered to students with a total weighted nomination score of 40 or above for the Standardized Tests, Renzulli, and Peer/Self Nomination instruments. The weighted SOI score will then be added to the weighted nomination score for a final total weighted score. In addition to the final total weighted score, the student may have bonus points added to his/her total. A total weight of ninety (90) or above is the basis for participation in the program. A total weight of eighty-five to eighty-nine (85-89) is the basis for provisional participation in the program.

BONUS POINTS

Grades

All A's = 10
All A's and B's = 5
Any unsatisfactory (U) grade nullifies points.

Parent Nomination

# of points	Score
11+	= 5
7-10	= 4
5-6	= 3
3-4	= 2
1-2	= 1

SOI Test Bonus

If a student has an SOI Test score that includes 10 or more Gifted (G) scores, that student will be awarded a bonus of 10 points.

SELECTION

Total Nomination Score
+ Total Weighted SOI Score Plus any bonus points
Ninety (90) or above is basis for participation

Revised September, 2016

PARTICIPATION GUIDELINES

Acceptance

Upon acceptance into the Intellectually Gifted Program, parents are notified via an acceptance letter. A student profile is completed and placed in the student's accumulative folder. Principals and participating classroom teachers will receive a list students placed in the program. Students are scheduled into the program in October of each school year by the assigned Intellectually Gifted teacher.

Students who do not meet the criteria for participation **may be** re-tested two years after the first nomination/testing experience. Students may be audited and provisionally placed the following year if they are re-nominated by their teacher during the June nomination process.

Provisional

A provisional acceptance into the program is based on the selection criteria. Students who are provisionally accepted will participate in the program for one year. A review of the student's progress and performance is conducted by the Intellectually Gifted teacher. Successful completion of the contracted program goals will establish the student's full acceptance status for the following school years.

Administrative

In the event a student has not met the necessary criteria to be placed into the Intellectually Gifted program an appeal may be filed with the Office of Curriculum and Instruction by the student's parent(s). The appeal will be reviewed and a decision made accordingly. Notification will then be given to all appropriate parties.

Withdrawal

Students may be withdrawn from the program by their parents, the Intellectually Gifted teacher, or by themselves (**with** parental approval). Parents must send in a written request for withdrawal from the program, stating reason(s) for withdrawal, to the Intellectually Gifted teacher. A copy will be submitted to the building principal, Office of Curriculum and Instruction and placed in the student's accumulative folder.

Termination

A student may be terminated from the program when his/her classroom grades fall below average for two consecutive quarters, if their classroom requirements have not been met or if he/she fails to meet their Gifted student contractual obligations (see student administrative forms). The classroom teacher must notify the teacher via conference or letter as to his/her concerns. The classroom teacher and Intellectually Gifted teacher will then meet with student to discuss their concerns and the Intellectually Gifted teacher will then explain the probation procedures to both the teacher and student. A *Probationary letter* (see bottom Probation) will then be mailed to parent and a copy given to classroom teacher(s).

A student may not be a participant in the Basic Skills Instruction Program (BSIP) and participate in the Intellectually Gifted Program. If a student is placed into the BSIP the student must then wait **two** school years after exiting the BSIP before they can be re-tested for the Intellectually Gifted Program.

The teacher may request a conference (in writing) with the student and their parent/guardian when he/she meets any of the above mentioned criteria. The student will then offer suggestions and options to remedy the problem and a new contract will be established, agreed upon, and signed by all parties in attendance. The student has six weeks to show improvement. Permanent termination will then occur, if the contract is not met again.

Probation

Students are placed on probation for two nine week periods when they are not showing progress with all of their contractual obligations. Parents, classroom teachers, and building principals are notified of the student's probationary status via the *Probationary Letter* form. Students will then be permanently terminated from the Intellectually Gifted Program if they fail to meet their probationary contract.

Procedure for Provisional Placement of Kindergarten and First Grade Students

For Kindergarten Placement

In the Fall of the student's Kindergarten year, the Intellectually Gifted (I.G.) teacher in the building and the classroom teacher have the ability to recommend students to the program.

An *Early Childhood Assessment* is then given to the student's present Kindergarten teacher. The teacher completes the form and returns it to the Intellectually Gifted teacher in the building. If the student receives 12 positive responses out of a possible 15, that student is then placed **provisionally** in the I. G. Program for the ensuing school year.

For First Grade Placement

During the Spring of the student's Kindergarten year, the Intellectually Gifted (I.G.) teacher in the building and the classroom teacher determine a pool of possible candidates for the first grade I. G. Program by looking at the Kindergarten Spring standardized test scores.

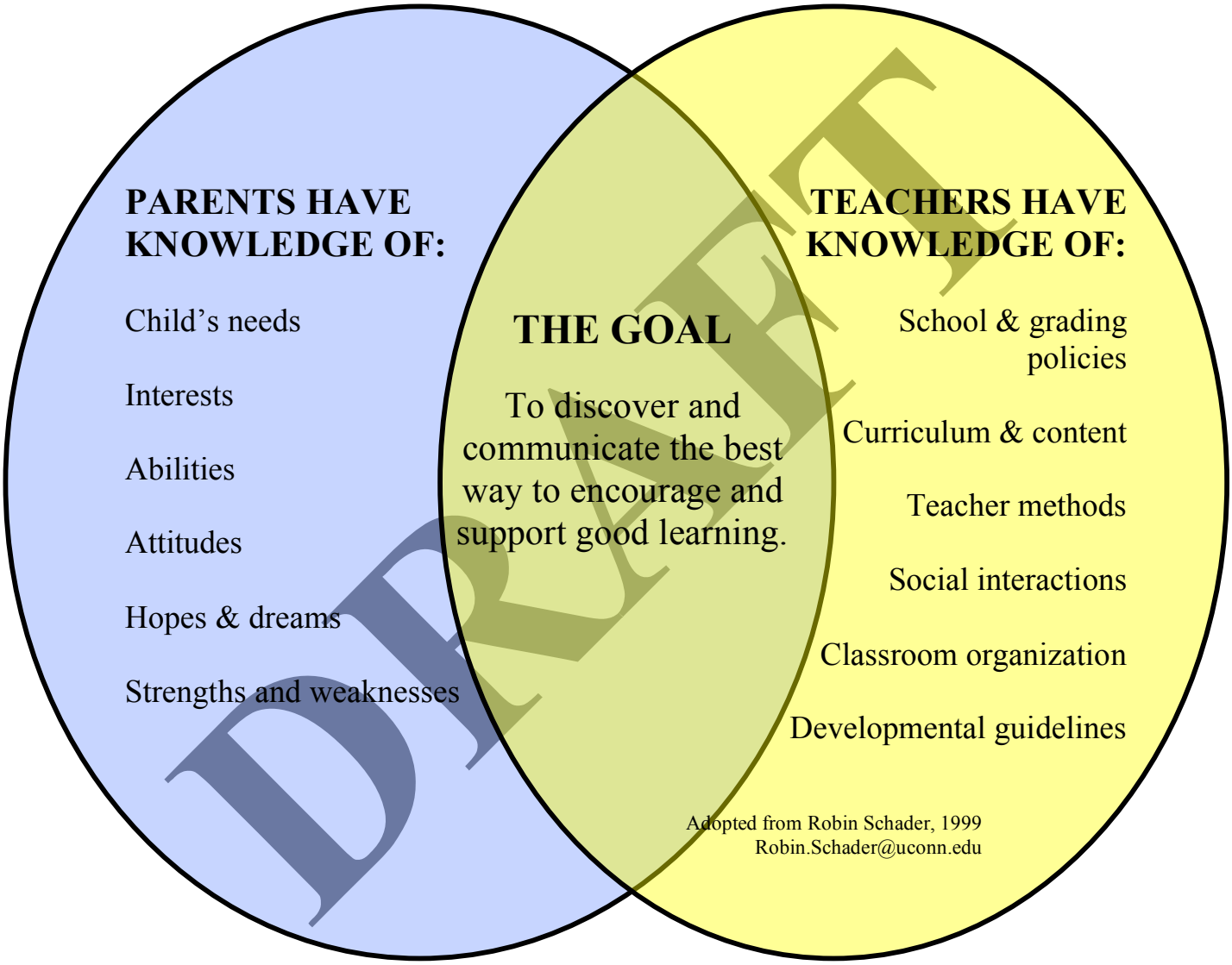
The National Percentile Score is considered for total reading, math, and language. In order to be placed in the nomination pool, the student must have two scores in the 96th percentile or higher, with the third score no lower than the 80th percentile. A *Kindergarten Checklist* is then given to the student's present Kindergarten teacher. The teacher completes the form and returns it to the I.G. teacher in the building. If the student receives 12 positive responses out of a possible 15, that student is then placed **provisionally** in the I. G. Program for the ensuing school year.

At the **end** of First Grade the student undergoes the selection process for permanent placement in the program. This includes teacher input, parental input, student/peer nominations, most recent spring standardized test scores, and the Structure of Intellect test which is administered in the early fall of second grade. If the student meets the requirements, he/she is then placed permanently in the Intellectually Gifted Program.

All Kindergarten and First Grade placements are provisional. Students who participate provisionally in the Intellectually Gifted Program undergo a more rigorous selection process for permanent placement at the beginning of the second grade year.

PARENTAL INVOLVEMENT

As a community we develop a partnership between parent, child, and teacher that makes learning a collective endeavor. We promote a strong partnership between parent and teacher. We acknowledge that teachers and parents have different roles to play in the lives of children.



In effort to help parents understand their child and their gifts we offer various resources. The Intellectually Gifted Teacher provides ongoing correspondence regarding their child's progress.

Parent Resource Links

New Jersey Association for Gifted Children: (NJAGC) is a champion for gifted children. It is the New Jersey branch of the National Association for Gifted Children. They are passionate advocates promoting programs, networks, and legislative actions to meet the needs of these students statewide. We believe that a strong and supportive partnership between parents and educators serves to increase understanding and expand opportunities for our gifted children. They have an annual state conference http://www.njagc.org

National Association for Gifted Children (NAGC) is an organization of parents, educators, other professionals and community leaders to address the unique needs of children and youth. Membership includes a subscription to Parenting for High Potential, a magazine with articles geared to the development of talent. http://www.nagc.org

Gifted Child Society: The Gifted Child Society is a non-profit organization that was founded in 1957 by parents of New Jersey to further the cause of gifted children. http://www.gifted.org/

The National Research Center on Gifted and Talented (NRC/GT), (1990-2013) sponsored by the U.S. Department of Education, investigates, develops, and disseminates new methods for identifying and teaching gifted students. The NRC/GT, located at the University of Connecticut, is run collaboratively with the University of Virginia and Yale University, and works in conjunction with more than 300 public school district research study sites. http://nrcgt.uconn.edu/ http://www.gifted.uconn.edu

The Renzulli Center for Creativity, Gifted Education and Talent Development located at the University of Connecticut Studies focuses on meeting the needs of gifted and talented youth and has received national and international attention for over 40 years. The earliest research emphasized studies related to creativity, assessment, identification, programming, and evaluation. Several studies conducted by our research team are considered seminal research that guides the design and development of programs and services to meet the needs of gifted and talented students. The team poses questions such as the following that are theory-based and practice relevant. http://gifted.uconn.edu/

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. http://www.cec.sped.org/Policy-and-Advocacy/Current-Sped-Gifted-Issues/Gifted-and-Talented?sc_lang=en

The Association for the Gifted (TAG) organized in 1958 by The Council for Exceptional Children, helps professionals and parents work with gifted children. www.cectag.org

Parent Resource Links (continued)

The Association for the Education of Gifted Underachieving Students (AEGUS) provides a forum for ideas and interventions aimed at helping twice-exceptional students reach their full potential. www.aegus1.org

The Davidson Institute for Talent Development has extensive resources for highly gifted students (and their parents). You can access articles by selecting "Browse by Topic" or "Search GT-Cybersource" from the "Resources" header in the pull-down top bar menu bar. www.davidsoninstitute.org

Supporting Emotional Needs of the Gifted (SENG) focuses primarily on the adults (parents, educators, etc.) in the lives of gifted children. SENG provides information on identification, guidance, and effective ways to live and work with gifted individuals.
www.SENGifted.org

Hoagies' Gifted Education Page is a resource guide for the education of gifted children with links to many gifted education resources available on the Internet.
www.hoagiesgifted.org

Gifted-Children.com: Identification, Encouragement, and Development (GCC) is an on-line parents' newsletter with networking and information dedicated to making a difference in the education of children with special talents and abilities.
www.gifted-children.com

Great Resources for Discovering and Encouraging Interests:
A Library of Blue Ribbon Learning Sites:
EduHound: Everything for Education K12: www.eduhound.com
Noodle https://www.noodle.com/articles/32-innovative-online-tools-to-use-in-2015
The Academy of Achievement: www.achievement.org

The National Society for Gifted and Talented: is a not-for-profit 501(c)(3) organization created to honor and nurture gifted and talented (G&T) children and youth. It is committed to acknowledging and supporting the needs of G&T children and youth by providing recognition of their significant academic and performance accomplishments and access to educational resources and advanced learning opportunities directly related to their interests and talent areas.

John Hopkins Center for Talented Youth: Conducts research and evaluation studies that advance knowledge about gifted education. Supports educators in their efforts to meet the needs of highly able students, assists parents in advocating for their gifted children, and participates actively in community service. http://cty.jhu.edu/

Programs for Gifted and Talented Students

Duke University Talent Identification Program (TIP)

The Duke TIP identifies academically talented students and provides innovative programs to support the development of their optimal educational potential. This web site also offers information and resources for parents, teachers, and students. http://www.tip.duke.edu

Halbert and Nancy Robinson Center for Young Scholars: This web site provides information on the Center's early entrance programs for talented youth as well as other resources related to gifted education. http://depts.washington.edu/cscy/

Johns Hopkins Center for Talented Youth: The Center for Talented Youth conducts the nation's oldest and most extensive academic talent search and offers educational programming for students with exceptionally high academic ability. CTY also offers distance learning opportunities and assessment and counseling services for gifted and talented youth. http://cty.jhu.edu

The Gifted & Talented Program at Montclair State University: The Gifted and Talented (G&T) Program at Montclair State is celebrating 35 years of providing services for students, parents, educators and administrators with our largest-ever expansion of programs and services for 2016. Ours is one of the nation's oldest and most comprehensive programs. The G&T Program's mission is to – in partnership with its constituents – offer a challenging and engaging program that contributes to and supports every student in meeting or exceeding academic standards and experiencing positive social-emotional growth. http://www.montclair.edu/gifted/

Ross Program in Mathematics for Precollege Students

This program is housed at the Ohio State University and invites motivated students to develop their abstract and critical thinking skills related to science and mathematics. http://www.math.osu.edu/ross/

New Jersey's Guide for Kids, Teens and Families Discover thousands of places to go and things to do for kids, teens and families...in print and online http://www.kidsguidenj.com/enrichment/gifted.html

Carnegie Mellon Institute for Talented Elementary and Secondary Students http://www.cmu.edu/cmites/

EVALUATION

Formative

The program is evaluated on a continuous basis by the student and Intellectually Gifted Teacher utilizing various instruments. The teacher and student complete an evaluation delineating a set of priorities/goals that the student would like to meet during their year in the program; this form is reviewed three times per year. A student progress report is completed twice a year advising parents of students' progress in the program. In addition, informal teacher/student conferences are held to assess the short range progress of the student.

Summative

A survey addressing the standards, materials, scheduling and curriculum is completed by principals, Intellectually Gifted teachers, classroom teachers, parents and students every five years. The results of the survey are analyzed and program recommendations are submitted to the Office of Curriculum and Instruction.

** All evaluation forms are located in the *Evaluation Forms* section of this document.

THEMES & SCHEDULE

The curriculum is an integrated program which includes student proficiencies in the areas of critical thinking, creative thinking, spoken and written communication, study skills and personal growth. The proficiencies within these strands are realized through the use of theme study. Any theme selected is aligned with topics covered in the regular classroom curricula of English Language Arts, Mathematics, Science and/or Social Studies for each grade level.

The program is set up for a two-year theme cycle (Year A-even numbered years and Year B-odd numbered years). Grade levels are: Kindergarten; grades 1 & 2; grades 3 & 4; grades 5 & 6 and grades 7 & 8. Suggested themes for each year are listed below. The units can be taught as whole year or semester units. The units will be adapted as necessary to accommodate student needs and scheduling.

	Kindergarten	Grades 1 & 2	Grades 3 & 4	Grades 5 & 6	Grades 7 & 8
Year A	▪ Unwrapping the Gifts: Relationships (Can be taught Year A or B)	▪ Folk/Fairy Tales ▪ Recreation	▪ Under the Sea ▪ Solar System	▪ Weather ▪ Visual and Performing Arts	▪ Risk-Taking, Revolutionaries & Controversy ▪ Visual and Performing Arts
Year B	▪ In Search of Ologies: Discovery (Can be taught Year A or B)	▪ Dinosaurs ▪ Communication *(Newspapers in Education)*	▪ Archeology ▪ Communication (*Newspapers in Education)*	▪ Inventions ▪ Communication (*Newspapers in Education)*	▪ Greek Mythology ▪ Financial Literacy ▪ Communication (*Newspapers in Education)*
Year A & B Incorporated into each unit	▪ Logical Reasoning (incorporated in the Kindergarten Units)	▪ Logical Reasoning	▪ Logical Reasoning	▪ Logical Reasoning	▪ Logical Reasoning

Literary Text and Informational Text

A critical specification of CCSS is the inclusion and infusion of Literary Text (LT) and Informational Text (IT) for the English Language Arts (ELA) Content Specification throughout the curriculum. Texts should be from a broad range of text types, cultures and periods. A description of each is below and will be denoted in the curriculum as LT and IT respectively. From the Common Core State Standards (June, 2010) document, the descriptions are as follows:

Text Types	Grades 3-5	Grades 6-12	Text Types	Grades 3-5	Grades 6-12
Stories	Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction and myth	Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, allegories, parodies, satire and graphic novels	**Literary Nonfiction and Historical Scientific and Technical Text**	Includes biographies and autobiographies, books about history, social studies, science and the arts, technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics	Includes the subgenres of exposition, argument and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical scientific technical or economic accounts (including digital sources) written for a broader audience
Dramas	Includes staged dialogue and brief familiar scenes	Includes one-act and multi-act plays, both in written form and on film			
Poetry	Includes nursery rhymes and the subgenres of the narrative poem, limerick and free verse poem	Includes the subgenres of narrative poems, lyrical poems and free verse poems, sonnets and odes			

STANDARDS

The student learning objectives stated below are designed to apply to each unit taught by the program teachers. The units in this curriculum are aligned with the Common Core State Standards (CCSS), Partnership for Assessment of Readiness for College and Careers (PARCC), National Association for Gifted Children (NAGC) and New Jersey Core Curriculum Content Standards (NJCCCS) for all appropriate grades and curriculum areas. This program is in line with N.J.A.C. 6A: 8 (revised April, 2013), Standards and Assessment for Student Achievement, which sets forth the requirements for gifted programs in the State of New Jersey.

STUDENT LEARNING OBJECTIVES

K-2ND Grade:

- Distinguish between facts and inferences
- Analyze data and formulate theories based on given or self-determined problem ask
- With prompting and support, retell familiar stories, including key details., retell familiar stories. Distinguish between facts and inferences.
- With prompting and support, identify characters, settings, and major events in a story.
- Analyze data and formulate theories based on given or discovered principles
- Generate many possible solutions for a given or self-determined problem
- Use different or non-conforming perspectives to approach the organization of ideas or data, solutions to a problem, or creation of an original product
- Use expressive language to communicate thought and information
- Write an original short story about a given or self-selected topic
- Select a topic or area of study to investigate thoroughly
- Select a topic or area of study to investigate thoroughly
- Demonstrate an interest in a commitment to a topic or area of study
- Keep accurate notes and/or records during research activities or experiments
- Show competence in selecting and using appropriate study aids: atlas, encyclopedia, dictionary, computer search, resource persons, Internet, etc.
- Understand and accept his/her own strengths and limitations
- Demonstrate self-reliance in working
- Practice cooperation in group activities
- Recognize relationships between concepts and information
- Use knowledge from various areas to find solutions to a given or discovered problem
- Use different or non-conforming perspectives to approach the organization of ideas or data, solutions to a problem, or creation of an original product
- Articulate ideas and data in clear, concise language
- Use expressive language to communicate thoughts and information
- Increase skill in organizing time and materials

3rd and 4th Grade:

- Use knowledge from various areas to find solutions to given problems
- Analyze data and formulate theories based on given or discovered principles
- Support given or discovered ideas or facts by presenting evidence
- Evaluate ideas, data, or products based on a given or self-made criterion
- Develop a receptive attitude toward innovative and unique ideas
- Expand given or discovered ideas or products
- Embellish given or discovered ideas or products
- Address a group to share feelings, impart facts, or influence opinions
- Articulate ideas and information in a clear, concise manner
- Use expressive language to communicate thoughts and information
- Write an original short story about a given or self-select topic
- Select a topic or area of study to investigate thoroughly
- Develop ability to set goals for independent work
- Increase skills in organizing time and materials
- Show competence in selecting and using appropriate study aids: Atlas, encyclopedia, dictionary, and computer search, resource persons, Internet, etc.
- Demonstrate self-reliance in working independently
- Practice cooperation in group activities
- Exhibit increased acceptance and appreciation of differences among people
- Develop attitudes and values toward ideas, causes, and social issues

5th and 6th Grade:

- Recognize relationships between concepts and information
- Analyze data and formulate theories based on given/discovered ideas/facts by presenting evidence
- Support given or discovered ideas or facts by presenting evidence
- Evaluate ideas, data, or products based on a given or self-made criterion
- Use different or non-conforming perspectives to approach: the organization of ideas or data, solutions of a problem, or creation of an original product
- Articulate ideas and information in a clear, concise manner
- Address a group to share feelings, impart facts, or influence opinions
- Write an original short story about a given or self-selected topic
- Select a topic or area of study to investigate thoroughly
- Demonstrate an interest in a commitment to a topic of study
- Show competence in selecting and using appropriate study aids: atlas, encyclopedia, dictionary, computer search, resource persons, Internet, etc.
- Practice cooperation in group activities
- Use knowledge from various areas to find solutions to a given or discovered problem
- Generate many possible solutions for a given or self-made criterion
- Generate innovative and unique ideas
- Expand given or discovered ideas or products
- Develop ability to set goals for independent work
- Increase skills in organizing time and materials
- Demonstrate self-reliance in working independently

7th and 8th Grade:

- Analyze data and formulate theories based on given or discovered information
- Support given or discovered ideas or facts by presenting evidence
- Evaluate ideas or data, based on given or self-made criterion
- Judge one's own or peer products, by using given or self-generated standards
- Generate many possible solutions for a given problem
- Use different or non-conforming perspectives to approach: the organization of ideas or data, solutions to a problem, or creation of an original product
- Change the direction of an inquiry when faced with insufficient data
- Use expressive language to communicate orally his/her thought and ideas
- Articulate ideas and information in a clear, concise manner
- Develop a receptive attitude toward innovative and unique ideas
- Address a group to share feelings, impart facts, or influence opinions
- Write an original short story about a given or self-selected topic
- Select a topic or area of study to investigate thoroughly
- Demonstrate interest and commitment to a topic of study
- Show competence in selecting and using appropriate study aids: atlas, encyclopedia, dictionary, computer search, resource persons, Internet, etc.
- Demonstrate self-reliance in working independently
- Practice cooperation in group activities
- Recognize relationships between concepts and information
- Generate a set of standards to assess the value of ideas, data, or products
- Generate innovative and unique ideas
- Increase skills in organizing time and materials for independent work

YEAR A

THEMES

- *Kindergarten*
  - Unwrapping the Gifts: Relationships
  - In Search of Ologies: Discovery
- *Grades 1 & 2*
  - Folk/Fairy Tales
  - Recreation
- *Grades 3 & 4*
  - Under the Sea
  - Solar System
- *Grades 5 & 6*
  - Weather
  - Visual & Performing Arts
- *Grades 7 & 8*
  - Risk-Taking, Revolutionaries & Controversy
  - Visual & Performing Arts
- *All grades Logical Reasoning*

Kindergarten		Year A/B

THEME
Unwrapping the Gifts: Relationships

CCSS	Student Learning Objectives	Suggested Activities	Resources	Evaluation
ELA **R1.K.3** **RL.K.9** **RI.K.4** **RI.K.10** **RF.K.4** **W.K.1** **W.K.3** **W.K.7** **W.K.8** **SL.K.3** **SL.K.6**	• Explore relationships among gifted people through investigations of the lives of great people. • Will explore attributes common to the five areas of giftedness. • In their investigation of gifted people, the students will share knowledge through an oral or written presentation • The students will use what they have learned about the areas of giftedness to author a book that reflects their understanding of giftedness.	• Engage in a game of "Whom Am I?" Use the names of people who children are familiar with (i.e.: president, school principal, athlete, teacher, etc.) • Create a "Collage of Myself" to display individual gifts. (*Authentic Assessment) • Brainstorm and list all common interests/characteristics • Create a group cheer promoting success • Read excerpts from a book on Albert Einstein and discuss. • Read a bibliography and research a gifted person's life. Students may find it easier and more interesting to research through use of the computer. • Students will author an original book about being gifted. This could be an auto-biography, biography, or fictional story dealing with gifted issues. (*Authentic Assessment)	• *Creative Encounters With Creative People* by Janice Gudeman (IT) • *Exploring the Lives of Gifted People in the Arts* by Kathy Balsamo (IT) • Computer (Internet) • *There are Those* by Nathan Levy (IT) • Who Am I? - Guess the Animal http://www.kidsplanet.org/games/js/whoami.html • Animal Quiz http://www.kidsplanet.org/games/quiz/ • Who am I lessons http://www.kidlink.org/drupal/node/134 • Jack Prelutsky, Poet Laureate Podcast/Video/Interview http://www.pbs.org/newshour/bb/entertainment/jan-june07/prelutsky_05-11.html **DISTANCE LEARNING*** *Ben Franklin – Live!* - (program flyer in thematic resources) *All distance learning activities must be coordinated through your building technology coordinator at least (4) weeks in advance. NOTE: All activities are dependent on available funding.	• Class discussions with teacher observation • Group discussions with teacher observation • Teacher, student, and peer observation • Completion of Collage* • Final copy of book* • Story Map * See Rubric for evaluation criterion *(Thematic Resources)*

Kindergarten			Year A/B	
THEME ***In Search of Ologies: Discovery***				
CCSS	**Student Learning Objectives**	**Suggested Activities**	**Resources**	**Evaluation**
ELA **RF.K.4** **RL.K.4** **RL.K.10** **W.K.7** **W.K.8** **L.K.2.a** **SL.K.3** **SL.K.6**	• Use Divergent Thinking* to generate many ideas and possible solutions. • Use Convergent Thinking* to integrate those ideas and produce an answer based on given information. • Demonstrate their understanding of the creative thinking model Fluency Flexibility Originality Elaboration. • Compare and contrast attributes to classify a variety of different objects and support their thinking.	• Brainstorm a list of living things. Discuss difference between living and non-living things. • K-W-L Chart on Biology and getting to know class notes by playing Custom Class Bingo. • Play animal trivia in teams. Investigate a variety of resources. • Analyze and categorize attributes. • Small group research from animal books. • Triangle-ope Activity- the students will draw an unusual animal described by the teacher. • Animal abstractions- small groups or pairs will decide and record what animal each picture looks like. • As a class look through and examine research-explore books and magazines to examine fish and shark attributes. List unusual and interesting facts.	• *I'm Glad I'm Me; Self Esteem for Young Learners,* Creative Teaching Press, 1994 (IT) • *Mysteries and Marvels of the Animals World,* Karen Goatman and Heather Amery, Animal books • *Play by the Rules,* by Great Rasmussen, Tin Man Press, 1990 (LT) • *The Great Unbored Bulletin Board Book (IT)* • ***Custom Bingo*** http://www.teachforever.com/2008/11/create-custom-bingo-review-game-easily.html • ***Zoobook Magazine*** (IT) http://www.zoobooks.com/ • ***Virtual Zoo:*** http://www.thezooonline.com/unitedstates.html (IT) • ***Ocean Animal Print Outs:*** http://www.enchantedlearning.com/subjects/ocean/Oceanlife.shtml	• Student observation • Class created list of mammal characteristics. • Results of activities will be recorded noting original ideas and extraordinary fluency. • Mystery Creature accuracy • Teacher Observation • Student participation.

		• Web Ichthyology in a large group discussion and categorize. Include such categories as body style, environment, sharks, types of fish, etc. • Introduce convergent and divergent using the funnel poster. Discuss the meaning of both types of thinking. Share examples. Kriss Kross grid (divergent) thinking. Brainstorm ideas that apply in each category. • Mystery Creatures Story and Pictures. Solve the mystery. • Extensions- choose an Ichthyology word maker. Make as many words as you can out of fish words. • Share and discuss cetology materials. • Brainstorm things that are enormous • Brainstorm attributes of a shell. Discuss characteristics. Investigate a variety of resources. • Introduce attributes of Malacology. Have students collect shells • Classify shells on Venn poster. Discuss characteristics and support classifications.	• ***Ocean Gallery:*** http://www.learningpage.com/free_pages/galleries/oceans.html • ***Under the Sea, An Integrated Thematic Unit: (IT)*** http://www.kinderkorner.com/underthesea.html • ***Ocean (Sea) Creatures Unit Plan(IT)*** http://www.mybookezzz.com/sea-creatures-lesson-plan-kindergarten/ • ***Under the Sea Ocean Unit:*** http://www.teachingheart.net/ocean.html • ***Create an Animal Ocean & Animal Ocean Game*** http://www.sheppardsoftware.com/preschool/animals/ocean/animaloceancreate.htm • ***Kindergarten Science*** https://sites.google.com/a/myrichmondschool.org/k-5-technology-integration/kindergarten-science	

Grades 1 & 2		Year A

THEME
Folk Tales & Fairy Tales

CCCS	Student Learning Objectives	Suggested Activities	Resources	Evaluation
ELA **W.1.3** **W.2.7** **W.1.5** **W.2.5** **W.1.6** **W.2.6** **W.1.8** **W.2.8** **L.1.1** **L.2.1a, c, e**	• Identify and discuss the characteristics of folk and fairy tales, such as magic, evil, things that can't happen in real life, rewards and punishments, heroes and heroines, royalty, and "happily ever after." • Identify the most common settings of fairy tales: woods, castles, and palaces. • Classify fairy tale characters as good and evil. • Define a folk tale as a make-believe story. • Understand that a folk tale is a traditional narrative handed down from one person to another. • Identify similarities between folk tales from around the world. • Understand the components of a folktale: not set in any specific time or place, may have larger than life characters, may have tricksters who play pranks, may have stories	• Listen to readings of, view filmstrips/videos of and/or read selected folk/fairy tales. • Write and illustrate an original story about how the student would use a bottle full of magic. (*Authentic Assessment) • Make a WANTED poster for a selected evil character. • Retell a fairy tale, transforming the evil character into someone good. • Select an evil character to receive "The Most Evil Character Award", designing the award and defending his/her choice. • Write a "want ad" to find a prince or princess for a fairy tale, listing desired characteristics and physical properties. • Compare the characters in similar fairy/folk tales from two different countries. • Retell a chosen folk/fairy tale using a new setting from a teacher or student generated list. • Write a simple review of a professional performance of a folk/fairy tale. • Write an original folk/fairy tale, incorporating important	• Books of selected fairy tales (LT) • Videos and filmstrips • A Magic Carpet Ride (LT) • Windows to the World (LT) • More Windows to the World (LT) • Literature Activities for Young Children (LT) • Various art and writing supplies • Computers and appropriate creative writing software • Fact, Fantasy and Folklore, by Greta Lipson. Carthage, Ill: Golden Apple Publishers, 1997. pp. 98-107, 49-58. (LT) • Literature Activities for Young Children • Once Upon a Tradition by Jan Grubb Philpot (LT) • www.americanfolklore.net/ • http://www.darsie.net/talesofwonder/ • http://teacher.scholastic.com/writewit/mff/ **Suggested Readings** • Hansel and Gretel (LT) • Beauty and the Beast (LT) • The Elves and the Shoemaker (LT) • Rose White and Rose Red (LT) • The Princess Who Never Laughed (LT) • The Twelve Dancing Princesses (LT) • The Steadfast Tin Soldier (LT) • Cinderella (LT) • Pinocchio (LT) • Rapunzel (LT)	• Student's Written Work • Student participation in group activities • Teacher observation • Final draft of original folk/fairy tale* • Completion of friendly letter* • Venn Diagram* • Presentation of favorite character* • Presentation of original folk tale * See Rubric for evaluation criterion *(Thematic Resources)*

W.1.3 **W.2.7** **W.1.5** **W.2.5** **W.1.6** **W.2.6** **W.1.8** **W.2.8** **L.1.1** **L.2.1** **a, c, e**	that teach people how to behave, may be found in many forms, such as fable, legend, folk art, folk dancing and music.	characteristics, creating interesting characters, and using appropriate settings. • Write a friendly letter to a favorite fairy/folk tale character asking him/her questions about the story and other characters. (*Authentic Assessment) • Use characters from a variety of folk/fairy tales and create a new story. • Prepare and perform a scene from a fairy/folk tale, making simple costumes and props. • Make a simple Venn diagram to compare two stories. (*Authentic Assessment) • Compile a chart of folk/fairy tales, including characters, instances of exaggeration, unusual events, and the lessons taught. At the end of the unit, the student will compare the stories taught, telling which he/she believes to be the most important. • Participate in the group selection of a story to present to an audience (puppet show, play, filmstrip, etc.) • Create a diorama or other three dimensional display of a setting from a chosen folk/fairy tale. • Draw a comic strip depicting his/her favorite folk/fairy tale hero in a new story. • Choose a favorite character. Write a short autobiographical sketch of the character. Create a mask of the character. Memorize	• Snow White (LT) • Sleeping Beauty (LT) • Jack and the Beanstalk (LT) • Junior Great Books Series 2 (LT) " The Lion and the Mouse" by Aesop "The Monkey and the Crocodile" from The Jakatas: Tales of India "The Man with the Wen" from World Tales by Indres Shah "Tom-Tit-Tot" "The Mouse Who Was Bigger than the Sun" • Junior Great Books – Series 3 (LT) "The Fire on the Mountain" • Junior Great Books – Series 4 (LT) "Vasilissa the Beautiful" • The Silver Cow (LT) • Singing Tales of Africa (LT) • Why Mosquitos Buzz in People's Ears, A Masai Tale (LT) • Who's in Rabbit's House? (LT) • Mufaro's Beautiful Daughters (LT) • The Luminous Pearl (LT) • Strega Nona (LT) • Borreguita and the Coyote (LT) • The Mountain Spirit (LT) • http://www.americanfolklore.net/ (LT) • http://www.darsie.net/talesofwonder/ (LT) • http://teacher.scholastic.com/writewit/mff (LT)	

		the autobiographical sketch. Wear mask and present information in front of the group. (*Authentic Assessment) • After a discussion about values of society today, work cooperatively in the group or independently to write an original folk tale, using the story to teach a lesson about a negative aspect of life today. (*Authentic Assessment) • Create a visual presentation to illustrate the lesson in his/her original folk tale. (*Authentic Assessment) • Write an original folktale using traditional beginning and ending prompts, such as "Once upon a time," "Long, long, ago," "In a faraway place, in a faraway time," and "And they lived happily ever after," "and as far as I know, they live happily still.", and others. • Draw a scene from the Cinderella story. Create a map of the Cinderella plot events. Draw scenes from the many versions of the story. • Analyze and discuss the lessons that can be learned from reading or listening to the Cinderella story (e.g., envy and cruelty are punished; selflessness and goodness are rewarded).	**DISTANCE LEARNING*** *Anansi the Spider: A West African Folktale* (LT) -(program description in thematic resources) *Storytelling: Empowering Children to Write and Tell Stories (IT)* -(program description in thematic resources) * All distance learning activities must be coordinated through your building technology coordinator at least (4) weeks in advance. NOTE: All activities are dependent on available funding.	

Grades 1 & 2		Year A

THEME
Recreation

CCCS	Student Learning Objectives	Suggested Activities	Resources	Evaluation

ELA
RL.2.1
RI.2.4
RF.2.3
RF.2.4
W.1.3
W.2.7
W.1.5
W.2.5
W.1.6
W.2.6
W.1.8
W.2.8
L.1.1
L.2.1a, c, e
	• Collect, organize and present data in various charts and graphs.
	• Analyze and interpret data from graphs to make informed decisions.
	• Develop an understanding for saving and budgeting.
	• Prioritize, evaluate and make purchase decisions within a set budget.
	• Create and conduct a survey.
	• Complete a Venn diagram to compare/contrast various games.
	• Create an original game.
		• Discuss various hobbies and activities, and graph accordingly. Poll classmates to add more data to the graphs.
		• Use various flyers to create a wish list of playground equipment (i.e. soccer balls, cones, basketballs, nets, etc.…)
		  ○ Work with students to compare equipment based on price, want and functionality to select the best item.
		  ○ Set a budget and have students select items accordingly.
		• Solicit employee from local bank (i.e. Commerce Bank) to discuss saving and budgeting.
		• Redesign the school playground.
		  ○ Create a survey for classmates
		  ○ Collect and analyze data.
		  ○ Graph data based on student interest.
		  ○ Draw a diagram of the new playground.
		(*Authentic Assessment)
		• Create a new game.
		  ○ Play some cooperative games (board and indoor/outdoor).
		  ○ Discuss the parts of a game, what makes the game fun, what rules or directions the game has, etc…
		  ○ Using a Venn diagram, compare/contrast board and other games.
		(*Authentic Assessment)
			• Cooperative Games handout (see thematic materials)
			• Blank Venn diagram (see thematic materials)
			• http://www.readwritethink.org/materials/venn/index.html - online interactive Venn Diagram creator
			• http://abcteach.com/directory/researchreports/graphic_organizers/venn_diagrams/ - site to print free graphic organizers
			• Weekly flyers from various stores
			• Use store websites in lieu of flyers: http://www.walmart.com or http://www.dickssportinggoods.com/home/index.jsp
			• Create a graph online - http://nces.ed.gov/nceskids/graphing/classic/
			• *Internet 4 Classrooms* – you can use this site to review interactive math games to discuss how these games are similar or different as compared to board or physical games. http://www.internet4classrooms.com/skills_1st.htm
				• Completion of charts and graphs.*
				• Participation in group activities.
				• Group discussions
				• Completed survey and discussion
				• Teacher observation
				• Playground design*
				• Creation of new game*
				
				* See Rubric for evaluation criterion *(Thematic Resources)*

Grades 1 & 2		Year A/B

THEME
Logical Reasoning

CCSS	Student Learning Objectives	Suggested Activities	Resources	Evaluation
ELA **RI.2.4** **RI.2.3** **RI.2.6** **RI.1-2.1** **RI.2.2** **RL.2.1** **RF.2.3** **RF.2.4a,b,c** **L.2.6** **W.2.1** **W.2.3** **W.2.5** **SL 2.2** **SL.2.3** **SL.2.6** **L.2.**	• Use their logical thinking abilities • Use their deductive reasoning skills. • Understand correct sequencing of letters. • Stretch their thinking skills while exercising and increasing their math facts. • Become familiar with the concept of eliminating and sequencing • Build upon and master their addition skills • Increase their ability to form letters into words • Develop the ability to see relationships • Distinguish similarities and differences • Classify a variety of objects and words	• Work on *Logic Link* problems. Students apply problem solving to identify correct arrangement. • Use *Logic Safari* to solve deductive logic skills. Students will hunt down clues, sort, analyze, and combine them into the correct solution. • Work with a grid to practice sorting, eliminating and associating various clues. • Using *Connections* enhance deductive thinking by working on the *Home for the Holidays* problem solver. Using clues, students determine where a person is currently living and where he/she will travel for the holidays. • Identify mathematical patterns with various levels of difficulty using *Math Path.* Students fill in the missing part(s), which are numbers and/or operations. • Use various *Deducibles* to navigate through a correct sequence of letters. Using clues, students will be asked to eliminate and sequence letters in a row. • Emphasize the concept of	• Connections (Activities for Deductive Thinking) - Bonnie Risby • Critical Thinking Activities - Dale Seymour Publications • Primarily Problem Solving – Diane Draze • Logic Liftoff - Bonnie Risby • Orbiting with Logic - Bonnie Risby • Logic Countdown - Bonnie Risby • Wednesday Midweek Winners Thomas Palumbo • Logic Links - Mindware Publishing • Venn Perplexors - Mindware Publishing • Multiplication Mosaics - Mindware Publishing • Division Designs - Mindware Publishing • Math Path - Mindware Publishing • Inventing Stuff – Edwin Sobey (IT) • Boston Museum Science Inventor's Workshop (IT) • Kids Inventing! – A Handbook for Young Inventors (IT) • Primary Education Thinking Skills (PETS) (IT) • Philosophy for Kids – David White (IT) • 24 Game – Innovative Math Games Brain Teasers: http://www.eduplace.com/kids/mhm/brain/gr1/index.html • Working With Symmetry: • http://www.scienceu.com/geometry/handson/kali/	• Original written and artistic products. • Oral responses to questions • Analysis of data • Contributions to class discussions and activities • Formulation of theory See Rubric for evaluation criterion *(Thematic Resources)*

		inference by using a problem from *Logic Countdown*. Students are presented with a set of words that they need to correctly replace in order to create a stairway. • Explore a math version of the *24 Game*. Students will work in a group trying to be • the first player to add all four numbers given. • Participate in a challenging and fun game called *Mathsmart*. Students must match the correct answer with the corresponding matching problem. • Enhance division skills using *Division Designs* to allow students to solve equations through imagery. • Reinforce imagery skills using dot designs from *Critical Thinking Activities*. Students should be encouraged to look for geometric shapes and visual patterns. • Arrange letters into words through the challenge of a card game called *Quiddler*. The challenge is for students to arrange letter cards they hold into words. • Using a newspaper, participate in a scavenger hunt. Develop a series of questions or request a series of items for the student to collect and the student will use the newspaper to locate the information.	• Logic and Thinking: http://www.mathgym.com.au/htdocs/logarc.htm • Mathematical Reasoning: http://www.oswego.org/ocsd-web/games/Powerlines/powerlines1.html • Interactive Brain Teasers: http://sakharov.net/puzzle/ • Logic Diagrams: http://www.cut-the-knot.org/LewisCarroll/VennDiagrams.shtml • Word Problems: http://www.cut-the-knot.org/Outline/index.shtml#logic • Probability Printables: http://www.teachervision.fen.com/estimation/lesson-plan/34513.html?detoured=1 • Statistics Printables: http://www.teachervision.fen.com/estimation/lesson-plan/34513.html?detoured=1	

		• Complete *Venn Perplexors*. discuss the way in which the words are similar or different. • Allow students to apply creative and critical thinking procedures using an activity from *Primarily Problem Solving*. Activities emphasize sequences, analogies, deductive reasoning, pattern decoding, inference, and critical analysis. • Enhance multiplication skills by solving equations and coloring squares using *Multiplication Mosaics*.		

Grades 3 & 4		Year A

THEME
Under the Sea: Exploring its Wonder

CCSS	Student Learning Objectives	Suggested Activities	Resources	Evaluation
ELA **RL.3.10** **RL.4.10** **RI.3.2** **RI.3.2** **RI.3.2** **RI.3.10** **RI.4.10** **W.3.2a, b, d** **W.3.3.d** **W.3.4** **W.3.5** **W.3.7** **W.4.2.a** **W.4.2.b** **W.4.2.e** **W.4.7**	• Understand that oceanography is the science of the sea. • Become familiar with different kinds of bodies of water and be able to locate these on a world map. • Understand that the world's oceans cover 70% of the earth's surface. • Understand the concepts of area, depths, temperature, and composition of world's oceans. • Understand the importance of the ocean as a supplier of natural resources (foods and minerals in particular). • Become familiar with the ocean's role in affecting the weather. • Understand how the ocean moves (currents, waves, tides). • Understand the diversity of life in the ocean. • Become familiar with the methods and tools for exploring the ocean. • Become familiar with some occupations associated oceanography: aqua culturist,	• Design a postage stamp honoring a person who has done much to advance information about the oceans. • Evaluate the effects of pollution on marine life, sharing findings with group in a visual or audio display. • Design and execute a mural depicting marine life at different levels of the sea. (*Authentic Assessment) • Create a marine monster with at least some characteristics of a mammal. (*Authentic Assessment) • Write an original short story about any aspect of the oceans. • Analyze the stories about the Bermuda Triangle, theorizing on what causes these happenings. • Write an original myth regarding the creation of the ocean. • Design an underwater resort of the future, creating a travel brochure advertising the	• Atlantic City Press (IT) • Everyday household items to complete experiments. • **The Ocean Book**, (blackline masters and activities). • **Oceanography**, McGinley, Avalyn (IT) • **Oceanography,** Ortleb, Edward, Candice. • **Cogno Board Game** • World Maps • Under the Sea an Ocean and Sea Life Unit for Teachers: http://www.teachingheart.net/ocean.html • The Ocean Life Center at Gardner's Basin http://www.oceanlifecenter.com/ • New England Aquarium • http://www.neaq.org/education_and_activities/blogs_webcams_videos_and_more/webcams/giant_ocean_tank_webcam/ • All About Ocean and Sea: http://www.enchantedlearning.com/subjects/ocean/ • Underwater Sea Resort(s): http://www.poseidonresorts.com http://jul.com (underwater hotel)	• Completion of Mural* • Participation in discussions and experiments. • Contract as guideline for independent work. • Teacher's monitoring • Marine monster product* • Complete underwater resort brochure* • Completion of Experiment* • Ongoing evaluation * See Rubric for evaluation criterion *(Thematic Resources)*

SL.3.4 **SL.4.4** **L.3.3.a** **L.4.3.a**	marine biologist, ichthyologist; professional diver; commercial fisherman; aquarium attendant. Oceanographer (chemical, physical, geological, biological); underwater photographer.	resort. (*Authentic Assessment) • Select and research an oceanography-related career from a given list, presenting an oral report about the topic. • Write a fictional story in which a tidal wave threatens Atlantic City. • Analyze how life on earth would be affected if the resources from the sea were no longer available. • Devise an experiment to discover the effects of warm and cold water on water currents. (*Authentic Assessment) • Analyze the ocean bottom at different depths (Continental Shelf, Continental Slope, and Deep Ocean, with respect to sunlight, plant life, and animal life. The student will display findings using a product of his/her choice.	**DISTANCE LEARNING*** *Scoundrels of the Sea* [Texas State Aquarium] -(program description in thematic resources) *All distance learning activities must be coordinated through your building technology coordinator at least (4) weeks in advance. NOTE: All activities are dependent on available funding.	

Grades 3 & 4		Year A

THEME
Explore Our Solar System

CCSS	Student Learning Objectives	Suggested Activities	Resources	Evaluation
ELA **RL.3.10** **RL.4.10** **RI.3.2** **RI.3.2** **RI.3.2** **RI.3.10** **RI.4.10** **W.3.2a, b, d** **W.3.3.d** **W.3.4** **W.3.5** **W.3.7** **W.4.2a** **W.4.2.b** **W.4.2.e** **W.4.7**	• Become familiar with the terms used in the study of space and of space travel. • Understand that humans have always been fascinated with the concept of traveling in space. • Become familiar with earlier astronomers and pioneer space explorers. • Become familiar with nations' attempts to explore space dating from Sputnik I (1957) to the present day. • Become familiar with the space crafts, instruments, technical terms, and life-support systems that are used in space exploration. • Understand the role that NASA plays in the U.S. space program. • Explore the concepts of space travel in the 22nd Century. • Address a group to share feelings, impart facts, or influence opinions or decisions. • Select a topic or area of study to investigate thoroughly. • Compose a poem, using any form they are familiar with, expressing ideas or feelings on any topic of "space."	• Locate his/her own place in the solar system, starting at his/her own address (use of internet would be helpful). • Organize and arrange for display some materials or research-based work on our fascinating solar system. • Select a famous historical astronomer to study, creating a visual product to display information gathered; Research at least two of the early pioneers throughout unit and share information gathered towards end of year. • Find out about the lives of women who have been pioneers in Space research, telling what similarities and differences are found in their childhoods, interests, and skills. • Build and fly rockets from paper and a balloon, analyzing which rocket performed better and why. (*Authentic Assessment) • Create a game that will teach the participants about space exploration or NASA. (*Authentic Assessment) • Plan and participate in a simulation of a shuttle flight. • Students will explore a planet of their choice and will share facts about the planet that are unknown to most class members, such as size, distance from	• Astronomy, Carolyn C Zoig (IT) • MARS 2020: A Space Exploration Game • Beyond the Solar System, Taylor, Carolyn (IT) • Exploring the Solar System (Filmstrip) • Planets and Space, Treimer, Margaret (IT) • NASA for kids: http://spaceplace.nasa.gov/en/kids/ http://www.nasa.gov/audience/forstudents/k-4/home/index.html • Facts about our planets: http://www.solarviews.com/eng/homepage.htm • Outer Space Adventures (IT) Educational Insights. • Constellation: The Space Race Game	• Student's record and note keeping; participation in group activities; original written and designed products; unique and creative responses to given problems. • Rocket final product* • Completion of board game* • Teacher's monitoring • Ongoing evaluation • Moon travel machine final product* • Final draft of comic strip* * See Rubric for evaluation criterion *(Thematic Resources)*

SL.3.4 **SL.4.4** **L.3.3.a** **L.4.3.a**		Earth, gas make-up, etc. • Interview between 5 and 10 friends and record their responses to the question: "What would happen if our moon fell off into space?" • Write a story, song, or poem on a space topic of their choice. • Design and build a machine for moon travel using clay, papier mache, or odds and ends. (*Authentic Assessment) • Plan an exploratory mission to a selected planet, choosing supplies according to information learned about the planet. • Draw a picture/floor plan of a space station designed for a specific purpose, labeling important parts of the drawing. • Work cooperatively in a group to design and construct a model for a space colony of the future. • Read comic strip about space, answer questions. Create your own comic strip using real space facts. (*Authentic Assessment) • *Space Age Work Clothes*: Students learn about the functions of a space suit, answer questions and design symbols for space helmets to allow for distinction of jobs. • Students will learn how to identify Constellations	**DISTANCE LEARNING*** Langley Center for Distance Learning http://www.nasa.gov/audience/foreducators/9-12/features/F_Distance_Learning_9-12.html *Journey Through the Solar system* [NASA Space Center Houston] - (program description in thematic resources) *A Day in the Life of an Astronaut [Challenger Learning Center]* (program description in thematic resources) *All distance learning activities must be coordinated through your building technology coordinator at least (4) weeks in advance. NOTE: All activities are dependent on available funding.	

Grades 3 & 4		Year A/B

THEME
Logical Reasoning

CCSS	Student Learning Objectives	Suggested Activities	Resources	Evaluation
ELA **RI.3.4** **RI.4.3** **RI.4.6** **RI.4.1** **RI.4.2** **RL.4.1** **RL.3.10** **RF.4.3** **RF.4.4** **L.4.6** **W.3.2** **W.3.2.a** **W.4.2a,b,c** **W.4.10** **SL 3.5** **SL.4.1d**	• Build upon current mathematical reasoning skills to find solutions to a given or discovered problem or puzzle • Read various situations and/or stories to draw conclusions and make predictions based on specific information • Analyze data and formulate theories by means of deductive reasoning to solve various problems • Identify relationships to solve problems • Create their own situation/problem/series using various mathematical reasoning skills • Create and produce a logic game and/or puzzle.	• Students work individually on *Logic Link* puzzles. Each puzzle presents a series of clues and colored chips that students must arrange in a set order to solve the puzzle using given clues. Puzzles are graduated in difficulty. • Working collectively, students will work on *Logic Safari or Grid Perplexors* puzzles. The introduction sets the background and familiarizes students with the puzzle. The clues relate all the components and provide the basis for the logical reasoning. The grid is a worksheet for sorting, eliminating and associating the clues. • Using various mathematical operations students will solve *Math Path Puzzles* at various levels of difficulty. Students will then create their own for their peers to solve. • Students will use their ability to eliminate, deduce, sequence and think logically to solve word puzzles from *Deducibles*. • *Tally Rally* (fast-paced equation game): Teacher will set up number tiles on a grid, students will identify as many mathematical equations as possible within a three-minute period. • Students will solve multiplication or	• Logic Links *Level B*. • Venn Perplexors *Level A*. • Deducibles *Level B*. • Math Path Puzzles *Level A*. The above referenced books are from Mindware and available at: http://www.mindwareonline.com • Wednesday Midweek Winners. Palumbo, T.J. • Connections. Risby • Logic Liftoff. Risby • Math Forum: http://mathforum.org/te/ - teacher lesson plans • Nathan Levy's Stories with Holes-9. *Volume IX*. NL Associates, Inc. • Multi-operational math word problems: http://www.scienceacademy.com/BI/index.html • *Caesar Cipher* (using mathematical operations to encode messages): http://www.shodor.org/interactivate/activities/CaesarCipher/?version=1.5.0_04&browser=MSIE&vendor=Sun_Microsystems_Inc.	• Completion of puzzles. • Teacher observation. • Participation in group activities. • Creation of new puzzles. See Rubric for evaluation criterion *(Thematic Resources*

		division equations to create artistic mosaics from *Multiplication* or *Division Designs*. • Complete puzzles from *Venn Perplexors*. Students discuss ways in which words and pictures are similar or different; students will then select pictures from the bottom of the worksheet. • Complete word puzzles from *Wednesday Midweek Winners*. Students are given words and/or a set of clues to create new words. • Students will solve various "What/Who Am I" puzzles from *Clues Book I*. • Aunty's Math Challenge. Students access changing math challenges from the following website: http://www.dupagechildrensmuseum.org/auntymath/ • Mindbenders • 24 Game • *Stories with Holes*: Students will use deductive thinking and simple yes/no answers to solve a problem. (IT)	• *Pattern Generator* (allows students to identify and complete patterns): http://www.shodor.org/interactivate/activities/PatternGenerator/ • *AIMS Puzzle Corner*: http://blog.aimsedu.org/category/puzzle/ • *FEMA: Disaster Math* (multi-operational word problems related to disasters) http://www.fema.gov/kids/dizmath.htm • Primary Education Thinking Skills 2 & 3. Nichols, Thomson, Wolfe & Merritt. (IT) • The Invisible Unicorn. Gold-Vukson, M. & M. (IT)	

Grades 5 & 6		Year A	
THEME ***Weather***			
CCSS	**Student Learning Objectives**	**Suggested Activities**	**Resources**	**Evaluation**
ELA **RL.5.10** **RI.5.10** **RL.6.10** **RF.5.4** **RF.5.4** **W.5.2.c** **W.5.4** **W.5.5** **W.5.6** **W.6.5** **W.6.6** **W.6.9.a,b** **SL.5.6** **SL.6.1**	• Identify different elements that make up the earth's weather. • Investigate weather elements using hands-on and collaborative problem solving. • Explain the factors that influence weather (e.g., temperature, moisture, wind) • Predict local weather patterns using data from their own observations of weather and from weather reports. • Use appropriate vocabulary including science and technology terminology in describing their observations. • Describe ways in which weather affects the activities of humans and other animals. • Explain how advances in science and technology have enabled humans to make predictions about the weather • Understand and explain the importance of weather reports for people in certain occupations • Recognize a variety of storms types, why they occur, and describe the weather conditions associated with each. • Analyze and report information	• Students will familiarize themselves with what a weather map looks like and the type of information contained on it. • Keep an ongoing weather log or calendar over a period of time to including recording of specific weather phenomena and data; graph data accordingly. (*Authentic Assessment) • In groups, create a large mural to illustrate different types of clouds and their relationship with specific types of weather. • In groups, students complete a matrix (chart) to represent understanding of meteorological tools (name of tool, unit of measurement, how that tool is used, why this information is important, and how it is presented in a weather report. • Plan and develop a formal presentation of a weather report (similar to television broadcasts) including maps and visual displays of weather phenomena. (*Authentic Assessment) • Students bring in the weather page from their local paper and discuss how to interpret the information on the page. Talk about the basic	• http://ww.education-world.com/a_curr/curr019.shtml • http://www.k12science.org/curriculum/weatherproj2/en/ • http://www.fi.edu/weather/curriculum.html • http://www.nauticus.org/currwthr.html • http://nelson.k12.va.us/weathercam/currilinks.html • http://www.wildwildweather.com/units.htm • http://www.geosociety.org/educate/resources/i_weather.htm • http://www.sciencefriday.com/search/index.html#page/full-width-list/1 • http://www.cyberbee.com/coolweather/weatherlessons.html • http://www.weatherkids.com/ **DISTANCE LEARNING***	• Student interpretation, presentation and analysis of data • Completed weather log* • Participation in group activities • Formal weather presentation* • Unique and creative responses to given problems • Participation in discussions and experiments* • Dance performance* • Meteorologist presentation * See Rubric for evaluation criterion *(Thematic Resources)*

	about temperature and precipitation on weather maps • Identify the four main cloud formations: cirrus, stratus, cumulus, and nimbus • Discuss and determine how energy from the sun warms the land, air and water.	measurements of weather – temperature, wind velocity and direction, changes in air pressure and moisture levels. • Students write a report on a topic related to wind and weather patterns and create a dance to demonstrate their understanding of weather patterns. (*Authentic Assessment) • Students will investigate natural disasters and create a poster showing "The Active Earth." They will look at examples of weather maps and create their own weather map based on the current weather. • Use a glass jar containing ice cubes. Hold the jar where the students can see the drops of water accumulating on the jar. Wipe the jar and wait another few minutes so that the students can see the drops appear again. Discuss and explain that the air around the jar is cooled by the ice cubes. The air around the jar condenses into water when it touches the jar. This is similar to the moisture in the clouds that is cooled and falls to the earth as rain. (*Authentic Assessment) • Students will refer to a climate map to predict what the climate might be like in specified United States cities. They will then find out the average temperatures and precipitation for those cities by using a weather website. The students will write statements that people in these cities might make to describe their weather and climate.	*It's Raining Cats and Dogs: Weather* [Liberty Science Center] -(program description in thematic resources) *The Weather and You* [Cincinnati Art Museum] -(program description in thematic resources) *All distance learning activities must be coordinated through your building technology coordinator at least (4) weeks in advance. NOTE: All activities are dependent on available funding.	

		• Show students a large tornado in a bottle. This is made by fitting two 2-liter bottles together by their necks. One bottle is filled with blue water. Turn the bottles upside down, and watch as a tornado shape within the water appears. Students will then create their own "tornado in a jar" • Students will pretend they're meteorologists who have been asked to give a press report explaining what is to blame for the seemingly strange weather patterns that have afflicted the country in the past few years: floods, hurricanes, blizzards, milder-than-normal winters, etc. They will conduct research in preparation for making a statement to the press about the issue. (*Authentic Assessment) • Create cards which state actions used in different kinds of weather. Example: Building a snowman, going out in rain, sunbathing and getting a painful sunburn, and flying a kite. Students play Charades using these cards		

Grades 5 & 6		Year A

THEME
Visual & Performing Arts

CCSS	Student Learning Objectives	Suggested Activities	Resources	Evaluation
ELA **RL.5.10** **RI.5.10** **RL.6.10** **RF.5.4** **RF.5.4** **W.5.2.c** **W.5.4** **W.5.5** **W.5.6** **W.6.5** **W.6.6** **W.6.9.a,b** **SL.5.6** **SL.6.1**	• Develop their self-expression and creativity • Increase awareness and appreciation of a variety of artistic endeavors • Gain insight into the arts through meaningful artistic activities • Gain awareness of the history of the arts and the implications of the arts in our society. • Discover, develop and evaluate their artistic talents. • Increase their ability to make aesthetic judgments based on critical listening and analysis • Discover relationships among the arts, technology, environments, and other disciplines • Develop an understanding of the arts and artists of the past and present. • Discover career opportunities that relate directly or indirectly to the arts • Evaluate the importance of visual and performing arts history and heritage • Engage in aesthetic discussion and apply knowledge when observing the arts • Examine and reflect on a range	• Explore the various designs and movement sources in nature and choose preferences with regard to line, color, shape and rhythm; (e.g., rivers, trees, leaves, butterflies) translate these designs and movement elements to dance and create a short performance. (*Authentic Assessment) • Provide students with an element of a dance performance to specifically focus on (e.g., story, choreography, music, costumes, and characters). Students view a short dance video and then describe his/her observations identifying any likes or dislikes. • Students learn the historical, social, and cultural origins of recent and contemporary dance genres (e.g., swing, ballroom, jazz, musical theatre, hip-hop) • With their eyes closed, students will listen to a musical selection and following, draw or write a description of the visualizations the music suggested to them. (*Authentic Assessment) • Using the computer, they can design a rubric to identify and list appropriate elements used as criteria to judge live and recorded musical performances. Using the rubric the students critique recorded performances of various	• Multicultural Music http://www.teachervision.fen.com/multiculturalism/activity/8388.html?detoured=1 • Creating a self portrait http://www.carearts.org/teachers/lesson-plans/a-g/abstract-portrait.html?searched=Abstract+Portrait&advsearch=oneword&highlight=ajaxSearch_highlight+ajaxSearch_highlight1+ajaxSearch_highlight2 • Music Lessons http://www.lessonplanspage.com • Art Lessons http://www.lessonplanspage.com • Art Challenges http://www.kids.albrightknox.org/index_launched.html • Animation http://www.abcya.com/animate.htm • Toymaker http://www.thetoymaker.com/2T	• Dance Performance* • Oral responses to questions • Contributions to class discussions and activities • Formulation of theories • Written or Visualization of musical composition* • Final draft of art critique* * See Rubric for evaluation criterion *(Thematic Resources)*

	of subject matter, symbols, and/or ideas used in creating art works • Produce art work which displays knowledge of diverse cultures, styles, and periods of art • Utilize a variety of art media, tools, technology and processes to communicate ideas and feelings to achieve artistic solutions • Engage in group problem solving activities (e.g., brainstorming, generating ideas, discussion, and research	genres. • Students choose lyrics from a current popular song. They read and study the lyrics, then discuss how their meaning relates to the music and to society. • Students research the historical/cultural background of masks in a society, (e.g., Indian, African). They then describe why and how masks were used in the ways and rituals of those who created them. • Students research and choose a significant speech dealing with an important social or historical event. They then memorize a portion of the speech and perform it as a monologue and act it out. • Students will work in a group to create a short "radio program". They will use a combination of commercials, public service announcements, music, etc. The resulting program will then be recorded on audio tape and played back to the group. • Working in a group, students will write a theatrical "scene" that uses issues from a news event. They will then act out a portion of the scene. • Review a variety of works of art. Students can then "award" each piece (e.g., most beautiful, most expressive, imitates art, etc.) The award will be based on a student created rubric using the elements learned about art. • Students brainstorm ideas for 3-minute puppet shows based on Native American life. They create hand or stick puppets and perform the skits for a class. (*Authentic Assessment) • Students will design a vehicle. After discussing the "form follows function"	oys.html **DISTANCE LEARNING*** *Native Americans* [Center for Puppetry Arts] -(program description in thematic resources) *An Overview of Career in the Arts* [Clowes Memorial Hall of Butler University] -(program description in thematic resources) *Poetry & Prose – Secondary Level (LT)* [Rutgers-Camden Center for the Arts] -(program description in thematic resources) *All distance learning activities must be coordinated through your building technology coordinator at least (4) weeks in advance. NOTE: All activities are dependent on available funding.	

		concept, they should decide things such as what the vehicle is used for, who will use it, etc. They will create their vehicle using a box (e.g., shoe box, cereal box, egg carton, etc.) • Conduct yourself as professional art critic, after reviewing several pieces of art; write a critique integrating art vocabulary and a reproduction or photograph of the artwork. (*Authentic Assessment) • Students will identify a fashion style from a specific historical period (e.g., Victorian, Revolutionary, the 1970's, etc.) Construct a "faceless" cardboard image wearing the costume, hairstyle, etc. Students take pictures of each other and then alternately insert the photos of each student onto the cardboard image. They can then vote on their "favorite" • Use a mirror or a partner/model to draw a series of portraits depicting several emotional states in facial drawings. These emotional expressions may be subtle or strong. Selections and volumes of color are personal choices. They will then exhibit their work and compare/contrast the same emotions and dissimilar ones for the use of line, color, space, etc. • Students select a type of fish they want to create. They design the fish using hot, warm, cool, or cold color combinations and lines, patterns and shapes. The fish can be cut out and pasted onto an "environment" created by the entire group.		

Grades 5 & 6		Year A/B

THEME
Logical Reasoning

CCSS	Student Learning Objectives	Suggested Activities	Resources	Evaluation
ELA **RI.6.4** **RI.6.3** **RI.6.6** **RI.6.1** **RI.6.2** **RL.6.1** **RL.6.10** **RF.6.3** **RF.6.4** **L.6.6** **W.6.2a,b,c** **W.6.10** **W.6.10** **SL.5.5** **SL.5.1d**	• Build upon current mathematical reasoning skills to find solutions to a given or discovered problem or puzzle • Read various situations and/or stories to draw conclusions and make predictions based on specific information • Analyze data and formulate theories by means of deductive reasoning to solve various problems • Identify relationships to solve problems • Create their own situation/problem/series using various mathematical reasoning skills • Create and produce a logic game and/or puzzle.	• Students work individually on *Logic Link* puzzles. Students arrange chips based on a set of clues. Puzzles are graduated in difficulty. • Working collectively, students will work on *Logic Safari or Grid Perplexors* puzzles. The introduction sets the background and familiarizes students with the puzzle. The clues relate all the components and provide the basis for the logical reasoning. The grid is a worksheet for sorting, eliminating and associating the clues. • Using various mathematical operations students will solve *Math Path Puzzles* at various levels of difficulty. Students will then create their own for their peers to solve. • Students will use their ability to eliminate, deduce, sequence and think logically to solve word puzzles from *Deducibles*. • *Tally Rally* (fast-paced equation game): Number tiles are set up on a grid, students will identify as many mathematical equations as possible within a three-minute period.	• Logic Links *Level B*. • Venn Perplexors *Level A*. • Deducibles *Level B*. • Math Path Puzzles *Level A*. The above referenced books are available from Mindware at: http://www.mindwareonline.com • Wednesday Midweek Winners. Palumbo, T.J. • Connections. Risby • Logic Liftoff. Risby • Math Forum: http://mathforum.org/te/ - teacher lesson plans • Nathan Levy's Stories with Holes-9. *Volume IX*. NL Associates, Inc. • Multi-operational math word problems: http://www.scienceacademy.com/BI/index.html • *Caesar Cipher* (using mathematical operations to encode messages): http://www.shodor.org/interactivate/activities/CaesarCipher/?version=1.5.0_04&browser=MSIE&vendor=Sun_Microsystems_Inc.	• Completion of puzzles. • Teacher observation. • Participation in group activities. • Creation of new puzzles. See Rubric for evaluation criterion *(Thematic Resources)*

		• Students will solve multiplication or division equations to create artistic mosaics from *Multiplication* or *Division Designs*. • Complete puzzles from *Venn Perplexors*. Students discuss ways in which words and pictures are similar or different; students will then select pictures from the bottom of the worksheet. • Complete word puzzles from *Wednesday Midweek Winners*. Students are given words and/or a set of clues to create new words. • Students will solve various "What/Who Am I" puzzles from *Clues Book I*. • Aunty's Math Challenge. Students access changing math challenges from the following website: http://dupagechildrens.org/auntymath • Mindbenders • 24 Game • *Stories with Holes*: Students will use deductive thinking and simple yes/no answers to solve a problem.	• *Pattern Generator* (allows students to identify and complete patterns): http://www.shodor.org/interactivate/activities/PatternGenerator/ • *AIMS Puzzle Corner*: http://blog.aimsedu.org/category/puzzle/ • *FEMA: Disaster Math* (multi-operational word problems related to disasters) http://www.fema.gov/kids/dizmath.htm • Primary Education Thinking Skills 2 & 3. Nichols, Thomson, Wolfe & Merritt. (IT) • The Invisible Unicorn. Gold-Vukson, M. & M. (IT)	

Grades 7 & 8		Year A

THEME
Risk-Takers, Revolutionaries, & Controversy

CCSS	Student Learning Objectives	Suggested Activities	Resources	Evaluation
ELA **RH.6-8.1** **RH.6-8.2** **RH.6-8.3** **RH.6-8.4** **RH.6-8.5** **RH.6-8.6** **RH.6-8.7** **RH.6-8.8** **RH.6-8.9** **RH.6-8.10** **RI.7.3** **W.7.4** **SL.7.1/8.1a,b,c,d** **SL.8.3** **SL.7.4/8.4**	• Understand that people are willing to take risks for the issues that are important to them. • Recognize that people throughout history have taken stands against established authority to promote a cause in which they believed strongly. • Relate changes in history to actions taken by risk-takers • Apply historical context to the actions of historical figures that took risks. • Understand the constitutional rights of Americans, and what that means for our right to stand up for	• Brainstorm characteristics of people who are willing to take risks, identifying the most common attributes. • Interview student council members to understand what it means to being involved and holding the position; Are they a risk-taker? Why or why not? (*Authentic Assessment) • Select someone they believe to be a contemporary risk-taker or controversial person based on defined and brainstormed attributes. • Research that person's life and identify possible causes for why that person has taken the positions they advocate. (*Authentic Assessment) • Prepare & present a three to five minute presentation on the selected risk-taker. • Select a historic risk-taker. Research information about that person. Compare and contrast this risk-taker with the contemporary risk-taker studied earlier. • Choose a member of the community that the student feels has the qualities of a risk-taker/revolutionary. Write a series of questions to be used in an	• Various writing and presentation materials, as appropriate for location of students • Leadership Education: Developing Skills for Youth by Richardson & Feldhusen (IT) • Tape recorder, video recorder • Internet, periodicals, and books for appropriate research • http://www.cityofatlanticcity.or • New Jersey State Legislature http://www.njleg.state.nj.us/ • YouthLearn- technology, media & project-based learning to inspire young minds. http://www.youthlearn.org/activities/interviewing-project http://youthlearn.org/interview-evaluation-chart • Risk-takers: Videos of Business Entrepreneurs and Leaders http://www.bloomberg.com/vide	• Student writing • Interview process & interpretation* • Student presentations • Interviews presentation and creation • Student participation in class discussion and activities • Completed research paper* * See Rubric for evaluation criterion *(Thematic Resources)*

SL. 7. 6/8.6 **L.7.6** **L.8.6**	our beliefs. • Use the knowledge of risk-taking by others to understand how it relates to risk in their own life.	interview with this person. The interview may be tape recorded or videotaped. • Prepare two questions to be used in an interview with a city official, concentrating on the risk involved in running for public office or holding a prominent public position. (*Authentic Assessment) • Share the above questions with the class, and work together to create a single list from the class that does not duplicate itself. • Interview the official that the class has chosen, with two or three students acting as moderators. • Discuss the effectiveness of the questions and responses to them. • Brainstorm a list of controversial contemporary issues on the international, national, state, or community level. • Have each student choose one issue from the list generated above and have each student research one issue to share with the class. • After each student has shared with the class, choose five issues on which to hold debates. • Each student will research one point of view of one issue to present to the class, and then debate classmates taking the opposite point of view. • Prepare a graphic representation of risk-taking behavior identified throughout the unit. • List and research issues throughout history that have compelled people to take action.	o/risk-takers/ • What Makes a Risk-taker? http://online.wsj.com/article/SB10001424127887324102604578497133593217870.html	

		• Select a risk-taker or revolutionary that you personally can identify with because of issues they represent, similar social backgrounds, or their belief system. Analyze why you identify with that person and prepare an essay with supporting evidence. • Prepare a process drama (such as role play or tableau) demonstrating a selected risk-taker's dilemma		

Grades 7 & 8		Year A

THEME
Visual & Performing Arts

CCSS	Student Learning Objectives	Suggested Activities	Resources	Evaluation
ELA **RL.7.10** **R.8.1** **R.8.2.** **W.7.1a** **W.7.1b.** **W.7.1a** **SL.7.6** **L.7.3a** **SL.7.1** **SL.7.5** **L.7.1** **l.7.2a** **W.8.4** **W.8.5** **W.8.6** **W.8.6**	• Develop their self-expression and creativity • Increase awareness and appreciation of a variety of artistic endeavors • Gain insight into the arts through meaningful artistic activities • Gain awareness of the history of the arts and the implications of the arts in our society. • Discover, develop and evaluate their artistic talents. • Increase their ability to make aesthetic judgments based on critical listening and analysis • Discover relationships among the arts, technology, environments, and other disciplines • Develop an understanding of the arts and artists of the past and present. • Discover career opportunities that relate directly or indirectly to the arts • Evaluate the importance of visual and performing arts history and heritage • Engage in aesthetic discussion and apply knowledge when observing the arts • Examine and reflect on a range	• Explore the various designs and movement sources in nature and choose preferences with regard to line, color, shape and rhythm; (e.g., rivers, trees, leaves, butterflies) translate these designs and movement elements to dance and create a short performance. (*Authentic Assessment) • Provide students with an element of a dance performance to specifically focus on (e.g., story, choreography, music, costumes, and characters). Students view a short dance video and then describe his/her observations identifying any likes or dislikes. • Students learn the historical, social, and cultural origins of recent and contemporary dance genres (e.g., swing, ballroom, jazz, musical theatre, hip-hop) • With their eyes closed, students will listen to a musical selection and following, draw or write a description of the visualizations the music suggested to them. (*Authentic Assessment) • Using the computer, they can design a rubric to identify and list appropriate elements used as criteria to judge live and recorded musical performances. Using the rubric the students critique recorded performances of various	• Multicultural Music http://www.teachervision.fen.com/multiculturalism/activity/8388.html?detoured=1 • Creating a self portrait http://www.carearts.org/teachers/lesson-plans/a-g/abstract-portrait.html?searched=Abstract+Portrait&advsearch=oneword&highlight=ajaxSearch_highlight+ajaxSearch_highlight1+ajaxSearch_highlight2 • Music Lessons http://www.lessonplanspage.com • Art Lessons http://www.lessonplanspage.com • Art Challenges http://www.kids.albrightknox.org/index_launched.html • Animation http://www.abcya.com/animate.htm • Toymaker	• Dance Performance* • Oral responses to questions • Contributions to class discussions and activities • Formulation of theories • Written or Visualization of musical composition* • Final draft of art critique* * See Rubric for evaluation criterion *(Thematic Resources)*

L.8.1b **SL.8.2** **SL.8.6** **L.8.3** **RH.6-8.1** **RH.6-8.2** **RH.6-8.3** **RH.6-8.4** **RH.6-8.5** **RH.6-8.6**	of subject matter, symbols, and/or ideas used in creating art works • Produce art work which displays knowledge of diverse cultures, styles, and periods of art • Utilize a variety of art media, tools, technology and processes to communicate ideas and feelings to achieve artistic solutions • Engage in group problem solving activities (e.g., brainstorming, discussion, and research	genres. • Students choose lyrics from a current popular song. They read and study the lyrics, then discuss how their meaning relates to the music and to society. • Students research the historical/cultural background of masks in a society, (e.g., Indian, African). They then describe why and how masks were used in the ways and rituals of those who created them. • Students research and choose a significant speech dealing with an important social or historical event. They then memorize a portion of the speech and perform it as a monologue and act it out. • Students will work in a group to create a short "radio program". They will use a combination of commercials, public service announcements, music, etc. The resulting program will then be recorded on audio tape and played back to the group. • Working in a group, students will write a theatrical "scene" that uses issues from a news event. They will then act out a portion of the scene. • Review a variety of works of art. Students can then "award" each piece (e.g., most beautiful, most expressive, imitates art, etc.) The award will be based on a student created rubric using the elements learned about art. • Students brainstorm ideas for 3-minute puppet shows based on Native American life. They create hand or stick puppets and perform the skits for a class. (*Authentic Assessment)	http://www.thetoymaker.com/2Toys.html **DISTANCE LEARNING*** *Native Americans* [Center for Puppetry Arts] -(program description in thematic resources) *An Overview of Career in the Arts* [Clowes Memorial Hall of Butler University] -(program description in thematic resources) *Poetry & Prose – Secondary Level* [Rutgers-Camden Center for the Arts] -(program description in thematic resources) *All distance learning activities must be coordinated through your building technology coordinator at least (4) weeks in advance. NOTE: All activities are dependent on available funding.	

		• Students will design a vehicle. After discussing the "form follows function" concept, they should decide things such as what the vehicle is used for, who will use it, etc. They will create their vehicle using a box (e.g., shoe box, cereal box, egg carton, etc.) • Conduct yourself as professional art critic, after reviewing several pieces of art; write a critique integrating art vocabulary and a reproduction or photograph of the art work. (*Authentic Assessment) • Students will identify a fashion style from a specific historical period (e.g., Victorian, Revolutionary, the 1970's, etc.) Construct a "faceless" cardboard image wearing the costume, hairstyle, etc. Students take pictures of each other and then alternately insert the photos of each student onto the cardboard image. They can then vote on their "favorite" • Use a mirror or a partner/model to draw a series of portraits depicting several emotional states in facial drawings. These emotional expressions may be subtle or strong. Selections and volumes of color are personal choices. They will then exhibit their work and compare/contrast the same emotions and dissimilar ones for the use of line, color, space, etc. • Students select a type of fish they want to create. They design the fish using hot, warm, cool, or cold color combinations and lines, patterns and shapes. The fish can be cut out and pasted onto an "environment" created by the entire group.		

Grades 7 & 8		Year A/B

THEME
Logical Reasoning

CCSS	Student Learning Objectives	Suggested Activities	Resources	Evaluation
ELA **RI.7.4/8.4** **RI.7.3** **RI.7.6** **RI.7.1** **RI.7.2/8.2** **RL.7.1/8.1** **RL.7.10** **RF.7.3** **RF.7.4** **L.7.6/8.6** **W.7.4/8.4** **W.7.6/8.6** **W.7.2a,b,c** **W.7.10**	• Build upon current mathematical reasoning skills to find solutions to a given or discovered problem or puzzle • Read various situations and/or stories to draw conclusions and make predictions based on specific information • Analyze data and formulate theories by means of deductive reasoning to solve various problems • Identify relationships to solve problems • Create their own situation/problem/series using various mathematical reasoning skills • Create and produce a logic game and/or puzzle.	• Students work individually on *Logic Link* puzzles. Students arrange chips based on a set of clues. Puzzles are graduated in difficulty. • Working collectively, students will work on *Logic Safari or Grid Perplexors* puzzles. The introduction sets the background and familiarizes students with the puzzle. The clues relate all the components and provide the basis for the logical reasoning. The grid is a worksheet for sorting, eliminating and associating the clues. • Using various mathematical operations students will solve *Math Path Puzzles* at various levels of difficulty. Students will then create their own for their peers to solve. • Students will use their ability to eliminate, deduce, sequence and think logically to solve word puzzles from *Deducibles*. • *Tally Rally* (fast-paced equation game): Number tiles are set up on a grid, students will identify as many mathematical equations as possible within a three-minute period. • Students will solve multiplication or division equations to create artistic mosaics from *Multiplication* or *Division Designs*. • Complete puzzles from *Venn Perplexors*. Students discuss ways in which words and pictures are similar or different; students will then select pictures from the bottom of the worksheet.	• Logic Links *Level B*. • Venn Perplexors *Level A*. • Deducibles *Level B*. • Math Path Puzzles *Level A*. The above referenced books are available from Mindware at: http://www.mindwareonline.com • Wednesday Midweek Winners. Palumbo, T.J. • Connections. Risby • Logic Liftoff. Risby • Math Forum: http://mathforum.org/te/ - teacher lesson plans • Nathan Levy's Stories with Holes-9. *Volume IX*. NL Associates, Inc. • Multi-operational math word problems: http://www.scienceacademy.com/BI/index.html • Word Problems to improve problem solving skills: http://www.stfx.ca/special/mathproblems/welcome.html • *Caesar Cipher* (using mathematical operations to encode messages): http://www.shodor.org/interactivate/activities/CaesarCipher/?version=1.5.0_04&browser=M	• Completion of puzzles. • Teacher observation. • Participation in group activities. • Creation of new puzzles. See Rubric for evaluation criterion *(Thematic Resources)*

SL.7.5/8.5 **SL.7.1a,b,c,d** **SL.7.3/8.3**		• Complete word puzzles from *Wednesday Midweek Winners*. Students are given words and/or a set of clues to create new words. • Students will solve various "What/Who Am I" puzzles from *Clues Book I*. • Aunty's Math Challenge. Students access changing math challenges from the following website: http://www.dupagechildrensmuseum.org/auntymath/ • Mindbenders • 24 Game • *Stories with Holes*: Students will use deductive thinking and simple yes/no answers to solve a problem.	SIE&vendor=Sun_Microsystems_Inc • *Pattern Generator* (allows students to identify and complete patterns): http://www.shodor.org/interactivate/activities/PatternGenerator/ • *AIMS Puzzle Corner*: http://www.aimsedu.org/Puzzle/index.html • *FEMA: Disaster Math* (multi-operational word problems related to disasters) http://www.fema.gov/kids/dizmath.htm • Primary Education Thinking Skills 2 & 3. Nichols, Thomson, Wolfe & Merritt. • The Invisible Unicorn. Gold-Vukson, M. & M.	

YEAR B

THEMES

- *Kindergarten*
  - Unwrapping the Gifts: Relationships
  - In Search of Ologies: Discovery
- *Grades 1 & 2*
  - Dinosaurs
  - Communication: *Newspaper in Education*
- *Grades 3 & 4*
  - Archeology
  - Communication: *Newspaper in Education*
- *Grades 5 & 6*
  - Inventions
  - Communication: *Newspaper in Education*
- *Grades 7 & 8*
  - Greek Mythology
  - Financial Literacy
  - Communication: *Newspaper in Education*
- *All grades Logical Reasoning*

Kindergarten		Year A/B

THEME
Unwrapping the Gifts: Relationships

CCSS	Student Learning Objectives	Suggested Activities	Resources	Evaluation
ELA **R1.K.3** **RL.K.9** **RI.K.4** **RI.K.10** **RF.K.4** **W.K.1** **W.K.3** **W.K.7** **W.K.8** **SL.K.3** **SL.K.6**	• Explore relationships among gifted people through investigations of the lives of great people. • Will explore attributes common to the five areas of giftedness. • In their investigation of gifted people, the students will share knowledge through an oral or written presentation • The students will use what they have learned about the areas of giftedness to author a book that reflects their understanding of giftedness.	• Engage in a game of "Whom Am I?" Use the names of people who children are familiar with (i.e.: president, school principal, athlete, teacher, etc.) • Create a "Collage of Myself" to display individual gifts. (*Authentic Assessment) • Brainstorm and list all common interests/characteristics • Create a group cheer promoting success • Read excerpts from a book on Albert Einstein and discuss. • Read a bibliography and research a gifted person's life. Students may find it easier and more interesting to research through use of the computer. • Students will author an original book about being gifted. This could be an auto-biography, biography, or fictional story dealing with gifted issues. (*Authentic Assessment)	• *Creative Encounters With Creative People* by Janice Gudeman (IT) • *Exploring the Lives of Gifted People in the Arts* by Kathy Balsamo (IT) • Computer (Internet) • *There are Those* by Nathan Levy (IT) • Who Am I? - Guess the Animal http://www.kidsplanet.org/games/js/whoami.html • Animal Quiz http://www.kidsplanet.org/games/quiz/ • Who am I lessons http://www.kidlink.org/drupal/node/134 • Jack Prelutsky, Poet Laureate Podcast/Video/Interview http://www.pbs.org/newshour/bb/entertainment/jan-june07/prelutsky_05-11.html **DISTANCE LEARNING*** *Ben Franklin – Live!* -(program flyer in thematic resources) *All distance learning activities must be coordinated through your building technology coordinator at least (4) weeks in advance. NOTE: All activities are dependent on available funding.	• Class discussions with teacher observation • Group discussions with teacher observation • Teacher, student, and peer observation. • Completion of Collage* • Final copy of book* • Story Map * See Rubric for evaluation criterion *(Thematic Resources)*

Kindergarten		Year A/B

THEME
In Search of Ologies: Discovery

CCSS	Student Learning Objectives	Suggested Activities	Resources	Evaluation
ELA **RF.K.4** **RL.K.4** **RL.K.10** **W.K.7** **W.K.8** **L.K.2.a** **SL.K.3** **SL.K.6**	• Use Divergent Thinking* to generate many ideas and possible solutions. • Use Convergent Thinking* to integrate those ideas and produce an answer based on given information. • Demonstrate their understanding of the creative thinking model Fluency Flexibility Originality Elaboration. • Compare and contrast attributes to classify a variety of different objects and support their thinking.	• Brainstorm a list of living things. Discuss difference between living and non-living things. • K-W-L Chart on Biology and getting to know class notes by playing Custom Class Bingo. • Play animal trivia in teams. Investigate a variety of resources. • Analyze and categorize attributes. • Small group research from animal books. • Triangle-ope Activity- the students will draw an unusual animal described by the teacher. • Animal abstractions- small groups or pairs will decide and record what animal each picture looks like. • As a class look through and examine research-explore books and magazines to examine fish and shark attributes. List unusual and interesting facts. • Web Ichthyology in a large group	• *I'm Glad I'm Me; Self Esteem for Young Learners,* Creative Teaching Press, 1994 (IT) • *Mysteries and Marvels of the Animals World,* Karen Goatman and Heather Amery, Animal books • *Play by the Rules,* by Great Rasmussen, Tin Man Press, 1990 (LT) • *The Great Unbored Bulletin Board Book (IT)* • ***Custom Bingo*** http://www.teachforever.com/2008/11/create-custom-bingo-review-game-easily.html • ***Zoobook Magazine*** (IT) http://www.zoobooks.com/ • ***Virtual Zoo:*** http://www.thezooonline.com/unitedstates.html (IT) • ***Ocean Animal Print Outs:*** http://www.enchantedlearning.com/subjects/ocean/Oceanlife.shtml	• Student observation • Class created list of mammal characteristics. • Results of activities will be recorded noting original ideas and extraordinary fluency. • Mystery Creature accuracy • Teacher Observation • Student participation.

		discussion and categorize. Include such categories as body style, environment, sharks, types of fish, etc. • Introduce convergent and divergent using the funnel poster. Discuss the meaning of both types of thinking. Share examples. Kriss Kross grid (divergent) thinking. Brainstorm ideas that apply in each category. • Mystery Creatures Story and Pictures. Solve the mystery. • Extensions- choose an Ichthyology word maker. Make as many words as you can out of fish words. • Share and discuss cetology materials. • Brainstorm things that are enormous • Brainstorm attributes of a shell. Discuss characteristics. Investigate a variety of resources. • Introduce attributes of Malacology. Have students collect shells • Classify shells on Venn poster. Discuss characteristics and support classifications.	• ***Ocean Gallery:*** http://www.learningpage.com/free_pages/galleries/oceans.html • ***Under the Sea, An Integrated Thematic Unit: (IT)*** http://www.kinderkorner.com/underthesea.html • ***Ocean (Sea) Creatures Unit Plan(IT)*** http://www.mybookezzz.com/sea-creatures-lesson-plan-kindergarten/ • ***Under the Sea Ocean Unit:*** http://www.teachingheart.net/ocean.html • ***Create an Animal Ocean & Animal Ocean Game*** http://www.sheppardsoftware.com/preschool/animals/ocean/animaloceancreate.htm • ***Kindergarten Science*** https://sites.google.com/a/myrichmondschool.org/k-5-technology-integration/kindergarten-science	

Grades 1 & 2		Year B		
THEME ***Dinosaurs***				
CCSS	**Student Learning Objectives**	**Suggested Activities**	**Resources**	**Evaluation**
ELA **RL.2.1** **RL.2.7** **RF.2.4** **RI.2.5** **RI.2.7** **W.2.1** **W.1.5** **W.2.3** **W.2.5** **W.1.6** **W.2.6** W.1.8 W.2.8 **L.1.1** **L.2.1.a,c,e** **L.1-2.2**	• Analyze their previous knowledge about dinosaurs and prehistoric eras • Understand the relationship between a dinosaurs name and its physical characteristics. • Relate the root word terms to those in the names of specific dinosaurs. • Explore many varying species of dinosaurs and recognize various dinosaur characteristics. • Differentiate between three distinct eras of dinosaur evolution. • Show which dinosaurs existed in three separate periods of time within the Mesozoic Era; Triassic, Jurassic, and Cretaceous. • Examine the behavior of dinosaurs and how they interact. • Simulate the environment of many typical dinosaurs and describe their behavior. • Understand what a fossil is and how one might be formed. • Examine fossils and look for regularities in their structure and appearance.	• Create his/her own dinosaur, using various media. • Write an original short story about his/her pet dinosaur, telling how big it is, what it eats, etc. (*Authentic Assessment) • Make a fossil, using plaster of Paris, plastic wrap, cardboard, and leaves or shells. • Select and illustrate the scientific theory he/she feels best explains the reason for the extinction of the dinosaurs. (*Authentic Assessment) • Measure a hallway or schoolyard, marking the lengths of selected dinosaurs. • Design a fast food restaurant for dinosaurs. The student will consider food served, interior design, etc. • Create a board game dealing with different categories of dinosaurs. (*Authentic Assessment) • Imagine what life would be like if dinosaurs lived in modern times. Write a story or poem that tells what would happen. Include illustrations. • Create a project cube to illustrate information about a selected dinosaur. • Choose several poems that explore the ways dinosaurs looked and moved. Students may convey these	• Art materials • Creative writing materials • Box Explores Dinosaurs (video) • Digging up Dinosaurs (IT) • Dinosaurs, a Novel Unit (IT) • Dinosaurs (IT) • Dinosaur Bones (IT) • Dinosaurs, Dinomite (board games) • Dinosaurs: Grades 2 and 3 • Dinosaurs: Puzzles from the Past (video) • The Fearon Book of Dinosaurs (IT) • If the Dinosaurs Came Back (IT) • The Illustrated Dinosaur Dictionary (IT) • Patrick's Dinosaurs (IT) • Roarasaurus (LT) • Tyranosaurus Was a Beast (LT) • The Dinosaur Hunter's Kit – Discover a Lost World (IT) • Illustrations of dinosaurs • Old newspapers, magazines, and posters • http://teacher.scholastic.com/activities/dinosaurs/ • http://www.enchantedlearning.com/subjects/dinosaurs/classroom/Quizzes.shtml • http://www.bbc.co.uk/beasts/ • http://www.mce.k12tn.net/dinosaur	• Original written and artistic products* • Contribution to class discussion and activities • Teacher observation • Scientific theory illustration* • Creation of board game* * See Rubric for evaluation criterion *(Thematic Resources)*

L.1-2.6 **SL.1.1.a,b,c** **SL.2.1.a,b,c** **S.L.2.6**	• Identify the organisms or objects which formed the fossils they observe. • Begin to understand the process archeologist utilize to obtain a fossil relief. • Understand what a fossil is and how it is formed • Classify dinosaurs based on the time period in which they lived, what they ate, and habitat. • Explain theories of extinction, both expert and student hypothesized. • Compile the information presented over the past several lessons to construct a product which will demonstrate their acquired knowledge. • Utilize technology as a research, productivity, and/or communication tool in the classroom and to present work to a larger audience.	characteristics through expressive movement. • Create a model dinosaur out of craft materials such as cardboard, papier-mâché, aluminum foil and pipe cleaners. • Create a "dinosaur hall of fame". Invent your own categories such as "longest neck" or "slowest mover". Ask students to tell why their dinosaurs deserve each distinction, and then draw portraits of the winners.	s/dinosaur_activities.htm **DISTANCE LEARNING*** *Up Close and Paleo Jr* [Royal Tyrell Museum of Paleontology (Canada)] (program description in thematic resources) *Dinosaurs* [Center for Puppetry Arts] -(program description in thematic resources) *Dinosaurs* [LEARNCO] -(program description in thematic resources) *All distance learning activities must be coordinated through your building technology coordinator at least (4) weeks in advance. NOTE: All activities are dependent on available funding.	

Grades 1 & 2			Year B	
THEME ***Communications: NIE (Newspapers in Education)***				
CCSS	**Student Learning Objectives**	**Suggested Activities**	**Resources**	**Evaluation**
ELA **R.L.1.1** **R.L.2.1** **W.1.3** **W.2.7** **W.1.5** **W.2.5** **W.1.6** **W.2.6** **W.1.8** **W.2.8**	• Become familiar with the impact of electronic communication to society. • Become familiar with communication and media devices and organizations. • Understand the different components to a newspaper and how each one is used. • Distinguish between fact and opinion in different forms. • Develop comprehension and summary skills by using various modalities of media. • Understand the use and importance of advertising in the media. • Create their own media production and presentation through a newspaper article, interview, commercial, etc. • Articulate ideas and information in a clear, concise manner. • Address a group to share feelings, impart facts, or influence opinion. • Write or create an original piece of work about a given or selected topic.	• In small groups, students will work on a media presentation on a group selected topic (radio advertisement, newspaper article, commercial, etc.). • Take part in a scavenger hunt using a list of criteria. • Learn about factual information within a newspaper by completing a *Nose for News!* Article. • Identify synonyms as they read as many articles as possible in the "sports section" of the newspaper (IE: win/lose). • Pretending to be stranded on an island in the middle of the ocean with only a bottle and a dry newspaper. Students will create a message to send in the bottle using only words found in the newspaper. • Listen to a newspaper article and summarize what they recall. • Use a variety of advertisements to answer the 5 W's. (*****Authentic Assessment) • Write a commercial poem for a newspaper ad or a picture/photo they find. • Have students study various comic strips and then have them create their own original comic strip to present and	• **Creative Ventures**, by Rebecca Stark. • **Newspaper in Education**, New Jersey Press Education.	• Student's original writing and artistic samples. • Student's oral presentations. • Student's artistic approach. • Student and group participation. • Teacher monitoring. Teacher assistance * See Rubric for evaluation criterion *(Thematic Resources)*

	• Show competence in using various components of several media tools.	share to class. • Find coupons in the newspaper and arrange them by geometric shape, or classify them by names that begin with vowels or blends. (*Authentic Assessment) • Create word problems using various coupons from the flyers in the newspaper. • Distribute advertisements cut from newspaper and ask students to list the products in order, according to the appeal of the ads. Create a chart showing how students rated each product. • Collect pictures from newspapers that show different facial expressions. Label each picture with a descriptive word. • Look at a photo in the sports section. Without reading the story, write down what is happening in the photo, what happened during the game, and who won the game. Read actual story and see how many of their predictions were correct. (*Authentic Assessment) • Race through the newspaper in five minutes and see how many of the numbers from 1 through 25 they can find. • Make a "first notebook" by using articles on science "first" discoveries. • Make a poster from pictures, advertisements, and articles showing how machines help people do so many different things. (*Authentic Assessment) • Place new items or pictures about each stage on a large outline map of the United States. See how many states you can find in the newspapers in two weeks.		

Grades 3 & 4			Year B	
THEME ***Archeology***				
CCSS	**Student Learning Objectives**	**Suggested Activities**	**Resources**	**Evaluation**
ELA **RL.3.10** **RL.4.10** **RI.3.2** **RI.3.10** **RI.4.10** **W.3.4** **W.3.5** **W.3.7** **W.4.7** **W.4.2.a** **W.4.2.b** **W.4.2.e** **SL.3.4** **SL.4.4** **L.3.3.a** **L.4.3.a**	• Understand that archaeology is the scientific study of people and things from man's past. • Apply and use correctly scientific terms associated with archaeology. • Examine and experiment with techniques used in archaeology. • Discuss and examine how archaeology provides clues to past cultures. • Compare noted archaeological finds and their significance in understanding cultures form the past. • Examine and interpret artifacts to try to determine context. • Understand the importance of the leaders and their effect on the history of the selected nation. • Understand the factors that contributed to the development of a highly civilized and educated society. • Become familiar with the religious beliefs of the selected society and the effects of these beliefs on its culture and history. • Become familiar with the	• Participate in a class discussion about culture. • Share three items (artifacts) which he/she feels is representative of his/her culture. • Compare and contrast personal artifacts with other student's. • Test the theory that crops grow more or less luxuriously depending on what kind of archaeological artifacts are below the soil by setting up an experiment: grow grass seed in a shallow rectangular container. Place a layer of bricks or stones under soil only under the second half. Observe the experiment and record growth patterns. Evaluate recorded information from the experiment to decide if the theory is valid. (*Authentic Assessment) • List and draw artifacts from the 20th Century which might be found in the top stratum of a dig, identifying which of the listed artifacts he/she thinks will survive for future archaeologists. • Determine a family's eating patterns and use of raw materials by looking through a bag of trash provided by the teacher. • Look at a display of pieces of familiar objects. Guess what each piece is a part of, and reconstruct the	• Archaeology (Student Edition), Stark, Rebecca • Mythology, Archaeology, and Architecture • Usbourne's Empires and Barbarians • Usbourne's First Civilizations • http://ancienthistory.pppst.com/archaeology.html • Pyramids and Mummies (board games) • http://ancienthistory.mrdonn.org/indexlife.html • http://www.socialstudiesforkids.com/subjects/ancientcivgeneral.htm • http://www.crystalinks.com/ancient.html • http://www.kathimitchell.com/ancivil.html (Ancient Civilization for Kids) • The Gem Hunter's Kit, Unearth Your Own Mineral Treasures • Archaeology Kits • Expedition Kits • Multi-Expedition Kit	• Review students' original writing and artistic product. • Completion of grass growing experiment* • Travel brochure final product* • Observation during digs and classroom discussions. • Creation of ancient civilization game* * See Rubric for evaluation criterion *(Thematic Resources)*

	cultural and scientific achievements of the selected civilization. • Become aware of the similarities and differences between life in the ancient civilization and present day.	environment form which it came. • Make a "how to" booklet, illustrating the steps to excavating an archaeological site. • Create a proposal to a building commission about what to do with Machu Picchu (i.e. reconstruct as it once was; open it up to tourists, or leave it "lost" and preserve it. The student will defend his/her position. • Prepare a time-capsule, participating in a group discussion to determine what objects are characteristic of our present day culture and should be preserved for the future. • Reenact an archaeological dig. Create a pot with letterings and symbols; then break-up and scatter throughout school yard for a dig. • Write and illustrate a travel brochure promoting tourism in the selected ancient civilization information on climate, points of interest, neighboring countries, etc. (*Authentic Assessment) • Construct a time line of the historical periods of the selected ancient civilization. • Compare and contrast two leaders of the selected ancient country. • Change the ending to the life story of one of the ancient civilization's leaders including information about other accomplishments and the leader's effect on the country. • Prepare a chart that shows the structure of the civilization's society. Analyze the possibility of a person moving from one level of society to another.		

		• Evaluate the status of women in the selected society as compared to women in that country today (or any other modern-day country of student's choice). • Create a commercial (serious of comical) advertising a service or product that was available in the ancient society. • Write an original poem or short story touching on the society's belief in an afterlife. • Design and construct a game about the beliefs and customs of the people in the selected ancient civilization. (*Authentic Assessment)		

Grades 3 & 4			Year B	
THEME ***Communications: NIE (Newspapers in Education)***				
CCSS	**Student Learning Objectives**	**Suggested Activities**	**Resources**	**Evaluation**
ELA **RL.3.10** **RL.4.10** **RI.3.10** **RI.4.10** **W.3.2a, b, d** **W.3.3.d** **W.3.4** **W.3.5** **W.3.7** **W.4.2.a** **W.4.2.b** **W.4.2.e** **R.F.3.3.d** **R.F.3.4** **R.F.3.4 a, b, c,**	• Become familiar with the impact of electronic communication to society. • Become familiar with communication and media devices and organizations. • Understand the different components to a newspaper and how each one is used. • Distinguish between fact and opinion in different forms. • Develop comprehension and summary skills by using various modalities of media. • Understand the use and importance of advertising in the media. • Create their own media production and presentation through a newspaper article, interview, commercial, etc. • Articulate ideas and information in a clear, concise manner. • Address a group to share feelings, impart facts, or influence opinion. • Write or create an original piece of work about a given or	• In small groups, students will work on a media presentation on a group selected topic (radio advertisement, newspaper article, commercial, etc.). • Take part in a scavenger hunt using a list of criteria. • Learn about factual information within a newspaper by completing a *Nose for News!* Article. • Identify synonyms as they read as many articles as possible in the "sports section" of the newspaper (IE: win/lose). • Pretending to be stranded on an island in the middle of the ocean with only a bottle and a dry newspaper. Students will create a message to send in the bottle using only words found in the newspaper. • Listen to a newspaper article and summarize what they recall. • Use a variety of advertisements to answer the 5 W's. (*Authentic Assessment) • Write a commercial poem for a newspaper ad or a picture/photo they find. • Have students study various comic strips and then have them create their own original comic strip to present and share to class. • Find coupons in the newspaper and arrange them by geometric shape, or	• **Creative Ventures**, by Rebecca Stark. • **Newspaper in Education**, New Jersey Press Education.	• Student's original writing and artistic samples. • Student's oral presentations. • Student's artistic approach. • Student and group participation. • Teacher monitoring. Teacher assistance * See Rubric for evaluation criterion *(Thematic Resources)*

	selected topic. • Show competence in using various components of several media tools.	classify them by names that begin with vowels or blends. (*Authentic Assessment) • Create word problems using various coupons from the flyers in the newspaper. • Distribute advertisements cut from newspaper and ask students to list the products in order, according to the appeal of the ads. Create a chart showing how students rated each product. • Collect pictures from newspapers that show different facial expressions. Label each picture with a descriptive word. • Look at a photo in the sports section. Without reading the story, write down what is happening in the photo, what happened during the game, and who won the game. Read actual story and see how many of their predictions were correct. (*Authentic Assessment) • Race through the newspaper in five minutes and see how many of the numbers from 1 through 25 they can find. • Make a "first notebook" by using articles on science "first" discoveries. • Make a poster from pictures, advertisements, and articles showing how machines help people do so many different things. (*Authentic Assessment) • Place new items or pictures about each stage on a large outline map of the United States. See how many states you can find in the newspapers in two weeks.		

Grades 5 & 6		Year B

THEME
Inventions

CCSS	Student Learning Objectives	Suggested Activities	Resources	Evaluation
ELA **RL.5.10** **RI.5.10** **RL.6.10** **RF.5.4** **RF.5.4** **W.5.2.c** **W.5.4** **W.5.5** **W.5.6** **W.6.5** **W.6.6** **W.6.9.a,b** **SL.5.6** **SL.6.1**	• Become aware of the reasons people invent. • Develop student's ability to examine an object and construct other possible uses. • Understand the difference between innovation and invention • Understand the inventive process. • Cultivate possible inventions to solve an existing real-world problem or situation • Communicate (written and/or verbally) the rationale of a particular invention	• Present a monologue as an inventor, explaining why and how the invention was developed. • Write a science-fiction story, using a student-created invention in the 21st Century. • Write a story, telling what life would be like without a chosen invention. • As a collaborative group, develop an invention that would perform a major cleaning task. (*Authentic Assessment) • *Potato Possibilities* in Inventor's Workshop: using guided imagery students create other (unusual) possibilities for potatoes. • Brainstorm ideas for the current use of an object, what it could be used for and what it might be used for if combined with other items – can be done individually or as a group. • Through discussion and interaction develop new uses for a common household item (i.e. a coat hanger) – use the SCAMMPERR Worksheet (http://www.bkfk.com/teachers/downloads/siqkhi.pdf) • Have students dissect a mechanical device to see how it works. Take an old clock, and take it apart carefully to see how the pieces fit and work	• Inventors Workshop. A.J. McCormack. (IT) • Inventions and Discoveries. Harris, T. and D. N. Lattimore, E. Silverman, and Anne F. Wittles. (IT) • Inventions, Inventors, and You. Draze, Dianne (IT) • Inventions, Robots, Future. Ed. By Sherri M. Butterfield (IT) • The Giving Book. Stanish, Bob. • More Creative Investigations. Spellman, Linda (IT) • Science and Invention. McAleer, Franny, F. (IT) • The Unconventional Invention Book of Inventions. Taylor, Caroline. (IT) • How Stuff Works http://www.howstuffworks.com/ • Portal of websites; specific Invention links are listed: http://guest.portaportal.com/jtownsend • Boston Museum Science Inventor's Workshop. Running Press. • Inventing Stuff. Sobey, E. • Kids Inventing! A Handbook for Young Inventors. Casey, S.	• Oral and written presentations. • Original and unique solutions to given problems. • Group project – final product for cleaning task* • Participation in group activities. • Original invention* * See Rubric for evaluation criterion *(Thematic Resources)*

HISTORY/ SOCIAL STUDIES **RH.6.1** **RH.6.2** **RH.6.7** **RH.6.4**		together. • Students will use various household items to create *Monster Bubbles* and then build a *Bubble Making Machine* (activity can be found in Inventors Workshop.) • Build a water clock to measure units of time (see Inventors Workshop). • Design and create an original innovation or invention after identifying a need in some area of everyday life. ○ Hold a mock press conference or create an advertisement for the invention or innovation. (*****Authentic Assessment) • Challenge the imagination of kids with *Operation Egg Drop* from Inventors Workshop. Kids will invent a package for an egg to protect it from breakage when dropped.	• Inventing Toys. Sobey, E. • *20th Century Inventions ThinkQuest*: http://library.thinkquest.org/21798/data/ **DISTANCE LEARNING*** *Gadget Works* [COSI Columbus] -(program description in thematic resources) *Thomas Alva Edison: Man vs. Myth* [Hank Fincken: A National Theater Company of One] -(program description in thematic resources) *****All distance learning activities must be coordinated through your building technology coordinator at least (4) weeks in advance. NOTE: All activities are dependent on available funding.	

Grades 5 & 6		Year B

THEME
Communications: NIE (Newspapers in Education)

CCSS	Student Learning Objectives	Suggested Activities	Resources	Evaluation
ELA **RL.5-6.10** **RL.6.10** **RI.6.10** **RI.5.10** **W.5.2a, b, d** **W.6.3.d** **W.6.4** **W.7.5** **W.6.7** **W.5.2.a** **W.6.2.b** **W.5.2.e** **R.F.6.3.d** **R.F.6.4** **R.F.5.4 a, b, c,** **SL.6.1**	• Become familiar with the history of communication • Understand the importance of the invention of the printing press. • Become familiar with the impact of electronic communication to society. • Become familiar with the communication and media devices and organizations, including but not limited to newspapers, television, radio, and Internet. • Understand the different components to a newspaper and how each on is used. • Distinguish between fact and opinion in different forms. • Develop comprehension and summary skills by using various modalities of media. • Develop new ways to use communication devices other than its obvious purpose. • Understand the use and importance of advertising in the media. • Develop a better appreciation for other countries and cultures	• Write an original piece on a self-selected topic and present it to the class using one of the forms of media (radio advertisement, newspaper article, commercial, TV new report etc.) taught and discussed. (*Authentic Assessment) • Take part in a newspaper scavenger hunt using criteria attached. • Learn about factual information within a newspaper by completing Nose for New! • Identify synonyms as they read as many articles as possible in the Sports Section of the newspaper. For example, win or lose. • Pretending to be stranded on an island in the middle of the ocean with only a bottle and dry newspaper, create a message to send in the bottle using only words found in the newspaper. (Use template attached.) • Using a story frame summarize a variety of media communication correspondence. • To strengthen listening skills, have students work in pairs. One student reads an article while the other listens. The latter student would then summarize what they remember. • Have student examine the front of the	• Creative Ventures, Stark Rebecca, *Educational Impressions,* 1987 • Creative Capers, Schwartz, Linda, 2000 • Newspapers in Education, New Jersey Press Education, 2005 • ***Time for Kids Magazine*** http://www.timeforkids.com/TFK/ • Newspaper in Education and Journalism Links: http://www.suelebeau.com/nie.htm • Character Education Using the Newspaper: http://www.suelebeau.com/characterednie.htm • ***Weekly Reader Online*** http://www.weeklyreader.com/ • "Buy Me That: The Powerful Influence of TV Toy Commercials, How TV Toy Commercials Influence Our Kids" http://www.frankwbaker.com/toys.htm	• Read and review original writing and artistic samples. • Original works & presentation using self-selected media type* • Read and review oral presentations. • Read and review artistic approach and participation in activities. • Interpretation of advertisement* • List of political questions* * See Rubric for evaluation criterion *(Thematic Resources)*

SL.6.4 **HISTORY/SOCIAL STUDIES** **RH.6.1** **RH.6.2** **RH.6.7** **RH.6.4**	through the use of media. • Create your own media production and presentation through a newspaper article, interview, commercial, etc.	newspaper and find five different ways numbers can be used. • Create an idea scrape book where students keep articles they've found interesting and written why they like these particular articles. • Use a variety of advertisements to answer the 5 W's. (*Authentic Assessment) • Look in the first section of the newspaper and read about the news from different countries. Use a globe or map of the world to locate the countries mentioned in the articles. Describe how you would get to each country from your city. • Write a commercial jingle for a newspaper ad you found in the paper. • Use newspaper photos and articles as a source for student-created songs and raps. • Have students select a local, state, or federal government leader featured in the newspaper. Then have them write a list of reporter's questions that would help them get to know the official better. (*Authentic Assessment) • Have students study various comic stripes and then have them create their own original comic stripe to present to the class. • Clip and distribute the first paragraph from a newspaper article. Have students try and determine what happened next. Let them develop an appropriate ending to the article and then share the real one.	**DISTANCE LEARNING*** *The Fine Art of Persuasion: Television and Advertising* [The Paley Center for Media] - (program description in thematic resources) *All distance learning activities must be coordinated through your building technology coordinator at least (4) weeks in advance. NOTE: All activities are dependent on available funding.	

Grades 7 & 8		Year B

THEME
Mythology

CCSS	Student Learning Objectives	Suggested Activities	Resources	Evaluation
ELA **RL.7.2** **RL.8.2** **RL.7.3** **R.L.7.5** **R.L.10** **RI.7.10** **W.7.3** **W.8.3a** **W.8.4** **W.8.6** **W.8.9** **SL.7.1** **SL.8.1** **SL.7-8.5** **L.7.1a** **L.8.1a** **L.7.2b**	• Increase students' vocabulary by introducing readings in Greek mythology. • Introduce the students to a new form of literature, mythology. • Encourage students to become more observant and appreciative of the world around them, especially the influence of mythology in the world today. • Develop and reinforce map skills through mythology. • Pinpoint the way gender role stereotypes are conceptualized by the Greeks in mythology. • Read and discuss myths. • Explain the message of myths as well as interpretation of symbols or expressions. • Read different versions of the same myth. • Understand some of the uses of myths and the reasons myths evolved. • Understand the nature of heroes-both modern and in the heroic age of myth. • Become aware of literary devices used in myths. • Identify Sparta and Athens and	• Have students pretend they are characters from a book and send another character (student) a letter. • Students can change stories or give them new endings. They can pretend that they are the main characters and change the story to their liking. • Create a class newspaper containing headlines or articles about a character or situation from a previously read story. For example, "Odysseus Returns Home – Owes $10,000 for Overdue Library Books." "Medusa Looses Head over Handsome Greek." (*Authentic Assessment) • Posters or murals can be created displaying a situation or episode from an enjoyable. • Mobiles, dioramas, shadowboxes, dolls, clay figures, and bookmarks can be created. Stories can be told by use of these creations. • Pantomime – Through pantomime an individual or small group may share events of a popular story with the class as a whole. (*Authentic Assessment) • Maintain a list of vocabulary, gods and heroes that have been introduces. • Prepare a list of characteristics and symbols with which each god or hero is associated.	• *MythWeb- Gods, Heroes, Today Encyclopedia:* http://www.mythweb.com/ • *Basic Greek Mythology Site:* *http://www.greekmythology.com/* http://www.desy.de/gna/interpedia/greek_myth/greek_myth.html http://greece.mrdonn.org/myths.html • *Greek Mythology: Gods, Goddesses, Titans and More- A Think Quest:* http://library.thinkquest.org/J0110010/ • *Mythography:* http://www.mythography.com/ • *Harding Middle School Greek Mythology Website:* http://www.lakewoodcityschools.org/content_page2.aspx?schoolid=4&cid=434 • *Greek Alphabet:* http://www.ibiblio.org/koine/greek/lessons/alphabet.html • *Greek Mythology Virtual Field Trip w/Activities:* http://www.adifferentplace.org/mythology.htm	• Final draft of rewritten myth* • Participation in group activities • Teacher observation of student participation • Pantomime performance & interpretation* • Invention & description of mythological monster* * See Rubric for evaluation criterion *(Thematic Resources)*

L.8.2b **RH.7-8.2** **RH.7-8.4**	their importance to ancient Greece and modern times.	• Read myths both orally and silently. • Draw, trace, or cut out pictures or illustrations that express ideas or actions of the myths being studied. • Rewrite myths in their own words. (*Authentic Assessment) • Prepare a list of words and expressions whose origin can be traced back to mythology. • Classify gods by gender and role, and compare. • Read the myth of Athena's birth. • Read a narrative about Hera. • Compare gender roles today and in ancient times. • Invent a mythological monster and write a description. (*Authentic Assessment) • Design Greek coins. • Design a temple to honor a favorite god or goddess. • Reader's theater relating to mythology. • Research clothing in Ancient Greece and make costumes. • Study the Greek alphabet and write secret messages.	Literary Text used throughout this unit **DISTANCE LEARNING*** *Gods & Heroes of Greece and Rome* [Cleveland Museum of Art] -(program description in thematic resources) *All distance learning activities must be coordinated through your building technology coordinator at least (4) weeks in advance. NOTE: All activities are dependent on available funding.	

Grades 7 & 8		Year B

THEME
Financial Literacy

CCSS	Student Learning Objectives	Suggested Activities	Resources	Evaluation
ELA **RI.7-8.10** **RI.7.10** **W.7.2a, b, d** **W.7-8.4** **W.7.5** **W.7-8.2.a,b,c,e** **R.F.7-8.3.d** **R.F.7.4** **R.F.7.4 a, b, c,** **SL.7.1** **SL.7.4** **HISTORY/SOCIAL STUDIES** **RH.7-8.1** **RH. 7-8.2** **RH. 7-8.7** **RH. 7-8.4**	• Become familiar with vocabulary relating to business and finance • Compare the characteristics, advantages, and disadvantages of the three forms of business: proprietorship, partnership, and corporation. • Understand the working definitions of market price, supply, demand, productivity and profitability • Become familiar with the free enterprise system and how it works • Understand the relationship between corporations and the stock market • Understand the relationships between national and international events and their effect on the markets • Understand the newspaper's business section and stock market listings	**The Stock Market Game** • Research companies traded on the stock exchange • Read the daily paper or watch newscasts to identify events which might affect the financial growth or decline of any specific business or the stock market in general(*Authentic Assessment) • Select corporations in which to invest • Monitor the daily progress of stocks in his/her portfolio by reading the business section or watching the financial report on the evening newscast (*Authentic Assessment) • Make financial decisions based on the current value of purchased stocks and the prevailing trends of the market in general **Marketing** • Establish a research and development committee • Develop a survey in order to determine the market for the proposed items to be produced by the company • Analyze the results of the survey to determine market need (supply and demand) • Identify a target market for sales of the product • Create an advertising campaign to introduce the product to the target market (*Authentic Assessment) • Develop marketing procedures (order forms, venues, calendar of sales)	• The Basic Investor's Library (any investor or stock market magazines available in library) • http://www.federalreserveeducation.org/ • http://www.federalreserveeducation.org/resources/classroom/lesson-plans/ • http://library.thinkquest.org/3096/ • http://library.thinkquest.org/5048/ • Virtual Stock Market Exchange http://vse.marketwatch.com/Game/Homepage.aspx	• Student Journals* • Participation in group activities • Business plan* • Understanding of financial terms • Teacher observation • Advertising Campaign* * See Rubric for evaluation criterion *(Thematic Resources)*

Grades 7 & 8		Year B

THEME
Communications: NIE (Newspapers in Education)

CCSS	Student Learning Objectives	Suggested Activities	Resources	Evaluation
ELA **RL.7.10** **RL.7-8.10** **RI.7-8.10** **RI.7.10** **W.7.2a, b, d** **W.7.3.d** **W.7.4** **W.7.5** **W.8.7** **W.7-8.2.a** **W.7-8.2.b** **W.7-8.2.e** **R.F.7.3.d** **R.F.7.4** **R.F.7.4 a, b, c,** **SL.7.1**	• Become familiar with the history of communication • Understand the importance of the invention of the printing press. • Become familiar with the impact of electronic communication to society. • Become familiar with the communication and media devices and organizations, including but not limited to newspapers, television, radio, and Internet. • Understand the different components to a newspaper and how each on is used. • Distinguish between fact and opinion in different forms. • Develop comprehension and summary skills by using various modalities of media. • Develop new ways to use communication devices other than its obvious purpose. • Understand the use and	• Write an original piece on a self-selected topic and present it to the class using one of the forms of media (radio advertisement, newspaper article, commercial, TV new report etc.) taught and discussed. (*Authentic Assessment) • Take part in a newspaper scavenger hunt using criteria attached. • Learn about factual information within a newspaper by completing Nose for New! • Identify synonyms as they read as many articles as possible in the Sports Section of the newspaper. For example, win or lose. • Pretending to be stranded on an island in the middle of the ocean with only a bottle and dry newspaper, create a message to send in the bottle using only words found in the newspaper. (Use template attached.) • Using a story frame summarize a variety of media communication correspondence. • To strengthen listening skills, have students work in pairs. One student reads an article while the other listens. The latter student would then summarize what they remember. • Have student examine the front of the newspaper and find five different ways numbers can be used.	• Creative Ventures, Stark Rebecca, *Educational Impressions,* 1987 • Creative Capers, Schwartz, Linda, 2000 • Newspapers in Education, New Jersey Press Education, 2005 • ***Time for Kids Magazine*** http://www.timeforkids.com/TFK/ • Newspaper in Education and Journalism Links: http://www.suelebeau.com/nie.htm • Character Education Using the Newspaper: http://www.timesdispatch.com/services/newspapers-in-classroom/character-education/ http://interactive.sun-sentinel.com/services/newspaper/education/nie/t_curriculum.html • ***Weekly Reader Online*** http://www.weeklyreader.com/ • "Buy Me That: The Powerful Influence of TV Toy	• Read and review original writing and artistic samples. • Original works & presentation using self-selected media type* • Read and review oral presentations. • Read and review artistic approach and participation in activities. • Interpretation of advertisement* • List of political questions* * See Rubric for evaluation criterion *(Thematic Resources)*

SL.7.4 **HISTORY/SOCIAL STUDIES** **RH.7-8.1** **RH. 7-8.2** **RH. 7-8.7** **RH. 7-8.4**	importance of advertising in the media. • Develop a better appreciation for other countries and cultures through the use of media. • Create your own media production and presentation through a newspaper article, interview, commercial, etc.	• Create an idea scrape book where students keep articles they've found interesting and written why they like these particular articles. • Use a variety of advertisements to answer the 5 W's. (*Authentic Assessment) • Look in the first section of the newspaper and read about the news from different countries. Use a globe or map of the world to locate the countries mentioned in the articles. Describe how you would get to each country from your city. • Write a commercial jingle for a newspaper ad you found in the paper. • Use newspaper photos and articles as a source for student-created songs and raps. • Have students select a local, state, or federal government leader featured in the newspaper. Then have them write a list of reporter's questions that would help them get to know the official better. (*Authentic Assessment) • Have students study various comic stripes and then have them create their own original comic stripe to present to the class. • Clip and distribute the first paragraph from a newspaper article. Have students try and determine what happened next. Let them develop an appropriate ending to the article and then share the real one.	Commercials, How TV Toy Commercials Influence Our Kids" http://www.frankwbaker.com/toys.htm **DISTANCE LEARNING*** *The Fine Art of Persuasion: Television and Advertising* [The Paley Center for Media] - (program description in thematic resources) *All distance learning activities must be coordinated through your building technology coordinator at least (4) weeks in advance. NOTE: All activities are dependent on available funding.	

Thematic Resources

DISTANCE LEARNING
PROGRAM DESCRIPTIONS

DISCLAIMER: All distance learning activities must be coordinated through your building technology coordinator at least (4) weeks in advance. NOTE: All activities are dependent on available funding.

Kindergarten

Unwrapping the Gifts: Relationships

- **Ben Franklin – Live!** (http://www.cilc.org/search/content-provider-program.aspx?id=1517): Ben Franklin discusses with students significant accomplishments and trials during his lifetime using artifacts and constant interaction with participants.

1st Grade

Folk Tales/Fairy Tales

- **Anansi the Spider: A West African Folktale** (http://www.cilc.org/search/content-provider-program.aspx?id=1643): Students witness the African folktale *Anansi* as it comes to life with brilliantly colored shadow puppets. The story is narrated and performed by a Center presenter. Following the short performance, students participate in learning activities about West African food and culture. Students complete the interactive program by making their very own *Anansi* Shadow Puppet.

- **Storytelling: Empowering Children to Write and Tell Stories** (http://www.cilc.org/search/content-provider-program.aspx?id=211): Valerie will tell a paper-cutting story and show your students how to create their own. Valerie will teach a draw and tell story, sign language story, story told using puppets made out of food, or story told with tangrams. Students will interact with this story as well. Valerie will choose stories pertinent to your grade level

Dinosaurs

- **Up Close and Paleo Jr (http://www.cilc.org/search/content-provider-program.aspx?id=2015)** How big was the biggest dinosaur? What sort of plants did Triceratops like to eat? Did trilobites live during the Age of Dinosaurs? Get answers to questions like these, and more, as one of our science educators tackles your students' toughest paleontological ponderings in this 45-minute program. Prior to the program, under your guidance, students will develop curriculum-based questions within categories provided to them (theme's that assist student question-generation). The responses will be supported by animations, video clips and images, as well as real fossils viewed through our desktop camera.

- **Dinosaurs (Puppetry Arts)** (http://www.cilc.org/search/content-provider-program.aspx?id=592): Students learn interesting facts about dinosaurs while building a Dinosaur Cup puppet. Learning activities focus on the following: meat eaters vs. plant eaters, ways that dinosaurs moved, and ways that dinosaurs protected themselves. This is a great arts and science lesson all in one!

- **Dinosaurs (LEARNnco)** (http://www.cilc.org/search/content-provider-program.aspx?id=4894): Millions of years ago, long before people, dinosaurs ruled the Earth. They survived nearly 150 million years and then disappeared off the face of the Earth. Dinosaurs! employs hands on activities focusing on carnivores verses herbivores, how dinosaurs were born, and other special adaptations used for survival in their environment.

3rd & 4th Grades

Under the Sea

- **Scoundrels of the Sea** (http://www.cilc.org/search/content-provider-program.aspx?id=1907): Students discover the unique creatures that live in the Gulf of Mexico and in the deep hidden places in the sea. Students "virtually" visit the *Islands of Steel* exhibit, learn about the benefits of the ocean's top predators, and create their own sea monsters.

Solar System

- **Journey Through the Solar System** (http://www.cilc.org/search/content-provider-program.aspx?id=1855): Climb aboard NASA's various space crafts and probes to experience our Solar System in a whole new light. Live from NASA's first satellite, Explorer 1, students will explore each of the nine planets through the eyes of NASA's space probes. Through this exciting, interactive experience, your students will calculate the distance between each planet; explore the differences and similarities of each planet, and discover how gravity plays an important role in the solar system.

- **A Day in the Life of an Astronaut** (http://www.cilc.org/search/content-provider-program.aspx?id=2425) During this interactive program, students will learn about the daily activities of astronauts, including typical work activities, spacewalks, exercise, going to the bathroom, sleeping and eating in space. Students will also see real astronaut food and a short video clip of astronauts "playing" with their food. Program is an interactive PowerPoint presentation that includes comparative photos for students to review. Students will follow the presenter's lead with in seat activities and see how the body changes. Time is allowed for questions and answers.

5th & 6th Grades

Weather

- **The Weather and You** (http://www.cilc.org/search/content-provider-program.aspx?id=1277): We will then look at weather maps to discern weather trends as a small group activity, students will then view artwork that depicts the weather trend on the map they receive.

- **It's Raining Cats and Dogs** (http://www.cilc.org/search/content-provider-program.aspx?id=4776) Become a junior meteorologist, explore the science behind weather. Examine the water cycle and predict why some areas are desserts and others are very wet. Collect weather data for your neighborhood and surrounding area.

Inventions (Year B)

- **Gadget Works** (http://www.cilc.org/search/content-provider-program.aspx?id=641): Professor Gadgeteer guides students in grades 2-6 through an exploration of simple machines by observing the motion of wind-up toys, taking the toys apart, and putting them back together again. Each program includes hands-on materials for 30 students that will be used during the 45-60 minute show and materials for many additional hours of in-class activities.

- **Thomas Alva Edison: Man vs. Myth (** http://www.cilc.org/search/content-provider-program.aspx?id=379): Mr. Edison is sometimes credited with inventing the twentieth century. If he did not, he certainly pushed it in a new direction. Mr. Fincken has been portraying Edison for thirteen years. He hopes to show why Edison the man is so much more interesting than Edison the myth.

7th & 8th Grades

Mythology

- **Gods and Heroes of Greece and Rome (** http://www.cilc.org/search/content-provider-program.aspx?id=514): Students will be able to compare Gods and heroes of Greece and Rome. Students will understand the importance of gods and heroes in Greek and Roman culture.

5th – 8th Grades

Visual & Performing Arts (Year A)

- **Native Americans (**http://www.cilc.org/search/content-provider-program.aspx?id=582): Learning activities about different Native American cultures will take place while students create their very own Hopi Kachina puppet. Activities focus on three Native American cultures (Eastern Woodlands, Plains, Southwest), the use of natural resources from the different regions, and how these resources shaped their lives in regards to clothing, shelter and even transportation. Students also discuss Kachinas and the Hopi culture in general.

- **An Overview of Careers in the Arts (** http://www.cilc.org/search/content-provider-program.aspx?id=264): Do your students realize there are over 300 arts-related careers? During this session, students respond to various art forms, determine how many different professionals contribute to a stage production, and then try their hand at a job responsibility for a particular art career. This session helps students realize they can be involved in the arts without being an artist or performer. It also offers ideas of what subject areas should be studied for various art-related careers.

Communication: Newspapers in Education (Year B)

- **The Fine Art of Persuasion: Television and Advertising** (http://www.cilc.org/search/content-provider-program.aspx?id=572): What is advertising and what are its methods? Through careful analysis, students discover how advertising has developed certain tools and techniques that capture viewer attention to promote a product, a person, or an idea.

Thematic Curricular Resources

YEAR A

YEAR A OR B
KINDERGARTEN

THEME:
UNWRAPPING THE GIFTS: RELATIONASHIPS (CAN BE TAUGHT YEAR A OR YEAR B)

- *I'm Glad I'm Me; Self Esteem for Young Learners,* Creative Teaching Press, 1994 (IT)
- *Mysteries and Marvels of the Animals World,* Karen Goatman and Heather Amery, Animal books
- *Play by the Rules,* by Great Rasmussen, Tin Man Press, 1990 (LT)
- *The Great Unbored Bulletin Board Book (IT)*
- ***Custom Bingo*** http://www.teachforever.com/2008/11/create-custom-bingo-review-game-easily.html
- ***Zoobook Magazine*** (IT) http://www.zoobooks.com/
- ***Virtual Zoo:*** http://www.thezooonline.com/unitedstates.html (IT)
- ***Ocean Animal Print Outs:*** http://www.enchantedlearning.com/subjects/ocean/Oceanlife.shtml
- ***Ocean Gallery:*** http://www.learningpage.com/free_pages/galleries/oceans.html
- ***Under the Sea, An Integrated Thematic Unit: (IT)*** http://www.kinderkorner.com/underthesea.html
- ***Ocean (Sea) Creatures Unit Plan(IT)*** http://www.mybookezzz.com/sea-creatures-lesson-plan-kindergarten/
- ***Under the Sea Ocean Unit:*** http://www.teachingheart.net/ocean.html
- ***Create an Animal Ocean & Animal Ocean Game*** http://www.sheppardsoftware.com/preschool/animals/ocean/animaloceancreate.htm
- ***Kindergarten Science*** https://sites.google.com/a/myrichmondschool.org/k-5-technology-integration/kindergarten-science

YEAR A OR B
KINDERGARTEN

THEME:
IN SEARCH OF OLOGIES: DISCOVERY (CAN BE TAUGHT YEAR A OR YEAR B)

- *Creative Encounters With Creative People* by Janice Gudeman (IT)
- *Exploring the Lives of Gifted People in the Arts* by Kathy Balsamo (IT)
- Computer (Internet)
- *There are Those* by Nathan Levy (IT)
- Who Am I? - Guess the Animal http://www.kidsplanet.org/games/js/whoami.html
- Animal Quiz http://www.kidsplanet.org/games/quiz/
- Who am I lessons http://www.kidlink.org/drupal/node/134
- Jack Prelutsky, Poet Laureate Podcast/Video/Interview http://www.pbs.org/newshour/bb/entertainment/jan-june07/prelutsky_05-11.html

DISTANCE LEARNING*

Ben Franklin – Live! -(program flyer in thematic resources)

*All distance learning activities must be coordinated through your building technology coordinator at least (4) weeks in advance. NOTE: All activities are dependent on available funding.

YEAR A
FIRST & SECOND GRADE

THEME:
FOLK/FAIRY TALES

- Books of selected fairy tales (LT)
- Videos and filmstrips
- A Magic Carpet Ride (LT)
- Windows to the World (LT)
- More Windows to the World (LT)
- Literature Activities for Young Children (LT)
- Various art and writing supplies
- Computers and appropriate creative writing software
- Fact, Fantasy and Folklore, by Greta Lipson. Carthage, Ill: Golden Apple Publishers, 1997. pp. 98-107, 49-58. (LT)
- Literature Activities for Young Children
- Once Upon a Tradition by Jan Grubb Philpot (LT)
- www.americanfolklore.net/
- http://www.darsie.net/talesofwonder/
- http://teacher.scholastic.com/writewit/mff/

Suggested Readings

- Hansel and Gretel (LT)
- Beauty and the Beast (LT)
- The Elves and the Shoemaker (LT)
- Rose White and Rose Red (LT)
- The Princess Who Never Laughed (LT)
- The Twelve Dancing Princesses (LT)
- The Steadfast Tin Soldier (LT)
- Cinderella (LT)
- Pinocchio (LT)
- Rapunzel (LT)
- Snow White (LT)
- Sleeping Beauty (LT)
- Jack and the Beanstalk (LT)
- Junior Great Books Series 2 (LT)
  " The Lion and the Mouse" by Aesop
  "The Monkey and the Crocodile" from The Jakatas: Tales of India
  "The Man with the Wen" from World Tales by Indres Shah
  "Tom-Tit-Tot"
  "The Mouse Who Was Bigger than the Sun"
- Junior Great Books – Series 3 (LT)
  "The Fire on the Mountain"
- Junior Great Books – Series 4 (LT)
  "Vasilissa the Beautiful"
- The Silver Cow (LT)
- Singing Tales of Africa (LT)

- Why Mosquitos Buzz in People's Ears, A Masai Tale (LT)
- Who's in Rabbit's House? (LT)
- Mufaro's Beautiful Daughters (LT)
- The Luminous Pearl (LT)
- Strega Nona (LT)
- Borreguita and the Coyote (LT)
- The Mountain Spirit (LT)
- http://www.americanfolklore.net/ (LT)
- http://www.darsie.net/talesofwonder/ (LT)
- http://teacher.scholastic.com/writewit/mff (LT)

DISTANCE LEARNING*

Anansi the Spider: A West African Folktale (LT) -(program description in thematic resources)

Storytelling: Empowering Children to Write and Tell Stories (IT) -(program description in thematic resources)

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YEAR A
FIRST & SECOND GRADE

THEME:
RECREATION

- Cooperative Games handout (see thematic materials)
- Blank Venn diagram (see thematic materials)
- http://www.readwritethink.org/materials/venn/index.html - online interactive Venn Diagram creator
- http://abcteach.com/directory/researchreports/graphic_organizers/venn_diagrams/ - site to print free graphic organizers
- Weekly flyers from various stores
- Use store websites in lieu of flyers: http://www.walmart.com or http://www.dickssportinggoods.com/home/index.jsp
- Create a graph online - http://nces.ed.gov/nceskids/graphing/classic/

Internet 4 Classrooms – you can use this site to review interactive math games to discuss how these games are similar or different as compared to board or physical games. http://www.internet4classrooms.com/skills_1st.htm

YEAR A & B
FIRST & SECOND GRADE

THEME:
LOGICAL REASONING

- Connections (Activities for Deductive Thinking) - Bonnie Risby
- Critical Thinking Activities - Dale Seymour Publications
- Primarily Problem Solving – Diane Draze
- Logic Liftoff - Bonnie Risby
- Orbiting with Logic - Bonnie Risby
- Logic Countdown - Bonnie Risby
- Wednesday Midweek Winners Thomas Palumbo
- Logic Links - Mindware Publishing
- Venn Perplexors - Mindware Publishing
- Multiplication Mosaics - Mindware Publishing
- Division Designs - Mindware Publishing
- Math Path - Mindware Publishing
- Inventing Stuff – Edwin Sobey (IT)
- Boston Museum Science Inventor's Workshop (IT)
- Kids Inventing! – A Handbook for Young Inventors (IT)
- Primary Education Thinking Skills (PETS) (IT)
- Philosophy for Kids – David White (IT)
- 24 Game – Innovative Math Games Brain Teasers: http://www.eduplace.com/kids/mhm/brain/gr1/index.html
- Working With Symmetry: http://www.scienceu.com/geometry/handson/kali/
- Logic and Thinking: http://www.mathgym.com.au/htdocs/logarc.htm
- Mathematical Reasoning: http://www.oswego.org/ocsd-web/games/Powerlines/powerlines1.html
- Interactive Brain Teasers: http://sakharov.net/puzzle/
- Logic Diagrams:http://www.cut-the-knot.org/LewisCarroll/VennDiagrams.shtml
- Word Problems: http://www.cut-the-knot.org/Outline/index.shtml#logic
- Probability Printables: http://www.teachervision.fen.com/estimation/lesson-plan/34513.html?detoured=1
- Statistics Printables: http://www.teachervision.fen.com/estimation/lesson-plan/34513.html?detoured=1

YEAR A
THIRD & FOURTH GRADE
THEME:
UNDER THE SEA

- Atlantic City Press (IT)
- Everyday household items to complete experiments.
- **The Ocean Book**, (blackline masters and activities).
- **Oceanography**, McGinley, Avalyn (IT)
- **Oceanography,** Ortleb, Edward, Candice.
- **Cogno Board Game**
- World Maps
- Under the Sea an Ocean and Sea Life Unit for Teachers: http://www.teachingheart.net/ocean.html
- The Ocean Life Center at Gardner's Basin http://www.oceanlifecenter.com/
- New England Aquarium
- http://www.neaq.org/education_and_activities/blogs_webcams_videos_and_more/webcams/giant_ocean_tank_webcam/
- All About Ocean and Sea: http://www.enchantedlearning.com/subjects/ocean/
- Underwater Sea Resort(s): http://www.poseidonresorts.com http://jul.com (underwater hotel)

DISTANCE LEARNING*

Scoundrels of the Sea [Texas State Aquarium] -(program description in thematic resources)

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YEAR A
THIRD & FOURTH GRADE

THEME:
EXPLORING OUR SOLAR SYSTEM

- Astronomy, Carolyn C Zoig (IT)
- MARS 2020: A Space Exploration Game
- Beyond the Solar System, Taylor, Carolyn (IT)
- Exploring the Solar System (Filmstrip)
- Planets and Space, Treimer, Margaret (IT)

- NASA for kids: http://spaceplace.nasa.gov/en/kids/

  http://www.nasa.gov/audience/forstudents/k-4/home/index.html
- Facts about our planets: http://www.solarviews.com/eng/homepage.htm
- Outer Space Adventures (IT) Educational Insights.
- Constellation: The Space Race Game

DISTANCE LEARNING*

Langley Center for Distance Learning http://www.nasa.gov/audience/foreducators/9-12/features/F_Distance_Learning_9-12.html

Journey Through the Solar system [NASA Space Center Houston] -(program description in thematic resources)

A Day in the Life of an Astronaut [Challenger Learning Center]
(program description in thematic resources)

*All distance learning activities must be coordinated through your building technology coordinator at least (4) weeks in advance. NOTE: All activities are dependent on available funding.

YEAR A & B
THIRD & FOURTH GRADE

THEME:
LOGICAL REASONING

- Logic Links *Level B*.
- Venn Perplexors *Level A*.
- Deducibles *Level B*.
- Math Path Puzzles *Level A*.

The above referenced books are from Mindware and available at: http://www.mindwareonline.com

- Wednesday Midweek Winners. Palumbo, T.J.
- Connections. Risby
- Logic Liftoff. Risby
- Math Forum: http://mathforum.org/te/ - teacher lesson plans
- Nathan Levy's Stories with Holes-9. *Volume IX*. NL Associates, Inc.
- Multi-operational math word problems: http://www.scienceacademy.com/BI/index.html

- *Caesar Cipher* (using mathematical operations to encode messages): http://www.shodor.org/interactivate/activities/CaesarCipher/?version=1.5.0_04&browser=MSIE&vendor=Sun_Microsystems_Inc.

- *Pattern Generator* (allows students to identify and complete patterns): http://www.shodor.org/interactivate/activities/PatternGenerator/

- *AIMS Puzzle Corner*: http://blog.aimsedu.org/category/puzzle/

- *FEMA: Disaster Math* (multi-operational word problems related to disasters) http://www.fema.gov/kids/dizmath.htm

- Primary Education Thinking Skills 2 & 3. Nichols, Thomson, Wolfe & Merritt. (IT)

The Invisible Unicorn. Gold-Vukson, M. & M. (IT)

YEAR A
FIFTH & SIXTH GRADE

THEME:
WEATHER

- http://ww.education-world.com/a_curr/curr019.shtml
- http://www.k12science.org/curriculum/weatherproj2/en/
- http://www.fi.edu/weather/curriculum.html
- http://www.nauticus.org/currwthr.html
- http://nelson.k12.va.us/weathercam/currilinks.html
- http://www.wildwildweather.com/units.htm
- http://www.geosociety.org/educate/resources/i_weather.htm
- http://www.sciencefriday.com/search/index.html#page/full-width-list/1
- http://www.cyberbee.com/coolweather/weatherlessons.html
- http://www.weatherkids.com/

DISTANCE LEARNING*

It's Raining Cats and Dogs: Weather [Liberty Science Center] -(program description in thematic resources)

The Weather and You [Cincinnati Art Museum] -(program description in thematic resources)

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YEAR A
FIFTH & SIXTH GRADE

THEME:
VISUAL AND PERFORMING ARTS

- Multicultural Music
  http://www.teachervision.fen.com/multiculturalism/activity/8388.html?detoured=1

- Creating a self portrait
  http://www.carearts.org/teachers/lesson-plans/a-g/abstract-portrait.html?searched=Abstract+Portrait&advsearch=oneword&highlight=ajaxSearch_highlight+ajaxSearch_highlight1+ajaxSearch_highlight2

- Music Lessons
  http://www.lessonplanspage.com

- Art Lessons
  http://www.lessonplanspage.com

- Art Challenges
  http://www.kids.albrightknox.org/index_launched.html

- Animation
  http://www.abcya.com/animate.htm

- Toymaker
  http://www.thetoymaker.com/2Toys.html

DISTANCE LEARNING*

Native Americans [Center for Puppetry Arts] -(program description in thematic resources)

An Overview of Career in the Arts [Clowes Memorial Hall of Butler University] -(program description in thematic resources)

Poetry & Prose – Secondary Level (LT) [Rutgers-Camden Center for the Arts] -(program description in thematic resources)

*All distance learning activities must be coordinated through your building technology coordinator at least (4) weeks in advance. NOTE: All activities are dependent on available funding.

YEAR A & B
FIFTH & SIXTH GRADE

THEME:
LOGICAL REASONING

- Logic Links *Level B*.
- Venn Perplexors *Level A*.
- Deducibles *Level B*.
- Math Path Puzzles *Level A*.

The above referenced books are available from Mindware at: http://www.mindwareonline.com

- Wednesday Midweek Winners. Palumbo, T.J.
- Connections. Risby
- Logic Liftoff. Risby
- Math Forum: http://mathforum.org/te/ - teacher lesson plans
- Nathan Levy's Stories with Holes-9. *Volume IX*. NL Associates, Inc.
- Multi-operational math word problems: http://www.scienceacademy.com/BI/index.html
- *Caesar Cipher* (using mathematical operations to encode messages): http://www.shodor.org/interactivate/activities/CaesarCipher/?version=1.5.0_04&browser=MSIE&vendor=Sun_Microsystems_Inc.

- *Pattern Generator* (allows students to identify and complete patterns): http://www.shodor.org/interactivate/activities/PatternGenerator/
- *AIMS Puzzle Corner*: http://blog.aimsedu.org/category/puzzle/
- *FEMA: Disaster Math* (multi-operational word problems related to disasters) http://www.fema.gov/kids/dizmath.htm
- Primary Education Thinking Skills 2 & 3. Nichols, Thomson, Wolfe & Merritt. (IT)

The Invisible Unicorn. Gold-Vukson, M. & M. (IT)

YEAR A
SEVENTH & EIGHTH GRADE

THEME:
RISK-TAKING, REVOLUTIONARIES AND CONTROVERSY

- Various writing and presentation materials, as appropriate for location of students
- Leadership Education: Developing Skills for Youth by Richardson & Feldhusen (IT)
- Tape recorder, video recorder
- Internet, periodicals, and books for appropriate research
- http://www.cityofatlanticcity.or
- New Jersey State Legislature http://www.njleg.state.nj.us/
- YouthLearn- technology, media & project-based learning to inspire young minds. http://www.youthlearn.org/activities/interviewing-project

  http://youthlearn.org/interview-evaluation-chart
- Risk-takers: Videos of Business Entrepreneurs and Leaders http://www.bloomberg.com/video/risk-takers/
- What Makes a Risk-taker http://online.wsj.com/article/SB10001424127887324102604578497133593217870.html

YEAR A
SEVENTH & EIGHTH GRADE

THEME:
VISUAL AND PERFORMING ARTS

- Multicultural Music
  http://www.teachervision.fen.com/multiculturalism/activity/8388.html?detoured=1
- Creating a self portrait
  http://www.carearts.org/teachers/lesson-plans/a-g/abstract-portrait.html?searched=Abstract+Portrait&advsearch=oneword&highlight=ajaxSearch_highlight+ajaxSearch_highlight1+ajaxSearch_highlight2
- Music Lessons
  http://www.lessonplanspage.com
- Art Lessons
  http://www.lessonplanspage.com
- Art Challenges
  http://www.kids.albrightknox.org/index_launched.html
- Animation
  http://www.abcya.com/animate.htm
- Toymaker
  http://www.thetoymaker.com/2Toys.html

DISTANCE LEARNING*

Native Americans [Center for Puppetry Arts] -(program description in thematic resources)

An Overview of Career in the Arts [Clowes Memorial Hall of Butler University] -(program description in thematic resources)

Poetry & Prose – Secondary Level [Rutgers-Camden Center for the Arts] -(program description in thematic resources)

*All distance learning activities must be coordinated through your building technology coordinator at least (4) weeks in advance. NOTE: All activities are dependent on available funding.

YEAR A & B
SEVENTH & EIGHTH GRADE

THEME:
LOGICAL REASONING

- Logic Links *Level D*
- Venn Perplexors *Level D*.
- Deducibles *Level D*.
- Math Path Puzzles *Level A*.

The above referenced books are available from Mindware at: http://www.mindwareonline.com

- Wednesday Midweek Winners. Palumbo, T.J.
- Connections. Risby
- Logic Liftoff. Risby
- Math Forum: http://mathforum.org/te/ - teacher lesson plans
- Nathan Levy's Stories with Holes-9. *Volume IX*. NL Associates, Inc.
- Multi-operational math word problems: http://www.scienceacademy.com/BI/index.html
- Word Problems to improve problem solving skills: http://www.sufx.ca/special/mathproblems/welcome.html
- *Caesar Cipher* (using mathematical operations to encode messages): http://www.shodor.org/interactivate/activities/CaesarCipher/?version=1.5.0_04&browser=MSIE&vendor=Sun_Microsystems_Inc
- *Pattern Generator* (allows students to identify and complete patterns): http://www.shodor.org/interactivate/activities/PatternGenerator/
- *AIMS Puzzle Corner*: http://www.aimsedu.org/Puzzle/index.html
- *FEMA: Disaster Math* (multi-operational word problems related to disasters) http://www.fema.gov/kids/dizmath.htm
- Primary Education Thinking Skills 2 & 3. Nichols, Thomson, Wolfe & Merritt.

The Invisible Unicorn. Gold-Vukson, M. & M.

Thematic Curricular Resources

YEAR B

YEAR B
FIRST & SECOND GRADE

THEME:
DINOSAURS

- Art materials
- Creative writing materials
- Box Explores Dinosaurs (video)
- Digging up Dinosaurs (IT)
- Dinosaurs, a Novel Unit (IT)
- Dinosaurs (IT)
- Dinosaur Bones (IT)
- Dinosaurs, Dinomite (board games)
- Dinosaurs: Grades 2 and 3
- Dinosaurs: Puzzles from the Past (video)
- The Fearon Book of Dinosaurs (IT)
- If the Dinosaurs Came Back (IT)
- The Illustrated Dinosaur Dictionary (IT)
- Patrick's Dinosaurs (IT)
- Roarasaurus (LT)
- Tyranosaurus Was a Beast (LT)
- The Dinosaur Hunter's Kit – Discover a Lost World (IT)
- Illustrations of dinosaurs
- Old newspapers, magazines, and posters
- http://teacher.scholastic.com/activities/dinosaurs/
- http://www.enchantedlearning.com/subjects/dinosaurs/classroom/Quizzes.shtml
- http://www.bbc.co.uk/beasts/
- http://www.mce.k12tn.net/dinosaurs/dinosaur_activities.htm

DISTANCE LEARNING*

Up Close and Paleo Jr [Royal Tyrell Museum of Paleontology (Canada)] (description in thematic resources)
Dinosaurs [Center for Puppetry Arts] -(program description in thematic resources)
Dinosaurs [LEARNnco] -(program description in thematic resources)
*All distance learning activities must be coordinated through your building technology coordinator at least (4) weeks in advance. NOTE: All activities are dependent on available funding.

YEAR B
FIRST, SECOND, THIRD & FOURTH GRADE

THEME:
COMMUNICATION (NEWSPAPERS IN EDUCATION)

- **Creative Ventures**, by Rebecca Stark.
- **Newspaper in Education**, New Jersey Press Education.

YEAR B
THIRD & FOURTH GRADE

THEME:
ARCHEOLOGY

- Archaeology (Student Edition), Stark, Rebecca
- Mythology, Archaeology, and Architecture
- Usbourne's Empires and Barbarians
- Usbourne's First Civilizations
- http://ancienthistory.pppst.com/archaeology.html
- Pyramids and Mummies (board games)
- http://ancienthistory.mrdonn.org/indexlife.html
- http://www.socialstudiesforkids.com/subjects/ancientcivgeneral.htm
- http://www.crystalinks.com/ancient.html
- http://www.kathimitchell.com/ancivil.html (Ancient Civilization for Kids)
- The Gem Hunter's Kit, Unearth Your Own Mineral Treasures
- Archaeology Kits
- Expedition Kits
- Multi-Expedition Kit

YEAR B
FIFTH & SIXTH GRADE

THEME:
INVENTIONS

- Inventors Workshop. A.J. McCormack. (IT)
- Inventions and Discoveries. Harris, T. and D. N. Lattimore, E. Silverman, and Anne F. Wittles. (IT)
- Inventions, Inventors, and You. Draze, Dianne (IT)
- Inventions, Robots, Future. Ed. By Sherri M. Butterfield (IT)
- The Giving Book. Stanish, Bob.
- More Creative Investigations. Spellman, Linda (IT)
- Science and Invention. McAleer, Franny, F. (IT)
- The Unconventional Invention Book of Inventions. Taylor, Caroline. (IT)
- How Stuff Works http://www.howstuffworks.com/
- Portal of websites; specific Invention links listedhttp://guest.portaportal.com/jtownsend
- Boston Museum Science Inventor's Workshop. Running Press.
- Inventing Stuff. Sobey, E.
- Kids Inventing! A Handbook for Young Inventors. Casey, S.
- Inventing Toys. Sobey, E.
- *20th Century Inventions ThinkQuest*: http://library.thinkquest.org/21798/data/

DISTANCE LEARNING*

Gadget Works [COSI Columbus] -(program description in thematic resources)

Thomas Alva Edison: Man vs. Myth [Hank Fincken: A National Theater Company of One] -(program description in thematic resources) *All distance learning activities must be coordinated through your building technology coordinator at least (4) weeks in advance. NOTE: All activities are dependent on available funding.

YEAR B
FIFTH & SIXTH GRADE

THEME:
COMMUNICATIONS (NEWSPAPERS IN EDUCATION)

- Creative Ventures, Stark Rebecca, *Educational Impressions,* 1987
- Creative Capers, Schwartz, Linda, 2000
- Newspapers in Education, New Jersey Press Education, 2005
- ***Time for Kids Magazine*** http://www.timeforkids.com/TFK/
- Newspaper in Education and Journalism Links: http://www.suelebeau.com/nie.htm
- Character Education Using the Newspaper: http://www.suelebeau.com/characterednie.htm
- ***Weekly Reader Online*** http://www.weeklyreader.com/
- "Buy Me That: The Powerful Influence of TV Toy Commercials, How TV Toy Commercials Influence Our Kids" http://www.frankwbaker.com/toys.htm

DISTANCE LEARNING*

The Fine Art of Persuasion: Television and Advertising [The Paley Center for Media] - (program description in thematic resources)

*All distance learning activities must be coordinated through your building technology coordinator at least (4) weeks in advance. NOTE: All activities are dependent on available funding.

YEAR B
SEVENTH & EIGHTH GRADE

THEME:
GREEK MYTHOLOGY

- *MythWeb- Gods, Heroes, Today Encyclopedia:* http://www.mythweb.com/
- *Basic Greek Mythology Site: http://www.greekmythology.com/*
  http://www.desy.de/gna/interpedia/greek_myth/greek_myth.html
  http://greece.mrdonn.org/myths.html
- *Greek Mythology: Gods, Goddesses, Titans and More- A Think Quest:*
  http://library.thinkquest.org/J0110010/
- *Mythography:* http://www.mythography.com/
- *Harding Middle School Greek Mythology Website:*
  http://www.lakewoodcityschools.org/content_page2.aspx?schoolid=4&cid=434
- *Greek Alphabet:* http://www.ibiblio.org/koine/greek/lessons/alphabet.html
- *Greek Mythology Virtual Field Trip w/Activities:*
  http://www.adifferentplace.org/mythology.htm

Literary Text used throughout this unit

DISTANCE LEARNING*

Gods & Heroes of Greece and Rome [Cleveland Museum of Art] -(program description in thematic resources)

*All distance learning activities must be coordinated through your building technology coordinator at least (4) weeks in advance. NOTE: All activities are dependent on available funding.

YEAR B
SEVENTH & EIGHTH GRADE

THEME:
FINANCIAL LITERACY

- The Basic Investor's Library

  (any investor or stock market magazines available in library)

- http://www.federalreserveeducation.org/
- http://www.federalreserveeducation.org/resources/classroom/lesson-plans
- http://library.thinkquest.org/3096/
- http://library.thinkquest.org/5048/
- Virtual Stock Market Exchange http://vse.marketwatch.com/Game/Homepage.aspx

YEAR B
SEVENTH & EIGHTH GRADE

THEME:
COMMUNICATIONS (NEWSPAPERS IN EDUCATION)

- Creative Ventures, Stark Rebecca, *Educational Impressions,* 1987
- Creative Capers, Schwartz, Linda, 2000
- Newspapers in Education, New Jersey Press Education, 2005
- ***Time for Kids Magazine*** http://www.timeforkids.com/TFK/
- Newspaper in Education and Journalism Links: http://www.suelebeau.com/nie.htm
- Character Education Using the Newspaper:
  http://www.timesdispatch.com/services/newspapers-in-classroom/character-education/
  http://interactive.sun-sentinel.com/services/newspaper/education/nie/t_curriculum.html

- ***Weekly Reader Online*** http://www.weeklyreader.com/

- "Buy Me That: The Powerful Influence of TV Toy Commercials, How TV Toy Commercials Influence Our Kids" http://www.frankwbaker.com/toys.htm

DISTANCE LEARNING*

The Fine Art of Persuasion: Television and Advertising [The Paley Center for Media] - (program description in thematic resources)

*All distance learning activities must be coordinated through your building technology coordinator at least (4) weeks in advance. NOTE: All activities are dependent on available funding.

Thematic Resources

YEAR A

KINDERGARTEN

UNWRAPPING THE GIFTS
IN SEARCH OF OLOGIES: DISCOVERY
LOGICAL REASONING

RUBRICS*

* The rubrics found in the following section are to be utilized to evaluate authentic assessment tasks. Gifted students should also be evaluated cognitively. Choose an appropriate rubric from the "Rubrics for Gifted Students," from Effective Practices for Gifted Education in Kansas; developed by Bruce Passman, State Director, Kansas State Department of Education. These can be found at the end of the Thematic Resources Year B section.

Unwrapping the Gifts (Book)

Kindergarten Year A/B

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	SCORE
Book Concepts	Demonstrates an understanding of the book parts: Title, Author, Front and Back covers	Demonstrates partial understanding of book parts: Title, Author, Front and Back covers (one component missing)	Demonstrates limited understanding of book parts: Title, Author, Front and Back covers (two or more components missing)	
Focus on Assigned Topic	The entire story is related to the author's perception of giftedness and allows the reader to understand much more about the topic.	Most of the story is related to the author's perception of giftedness. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to author's perception of giftedness, but a reader does not learn much about the topic.	
Writing Process	Writer develops ideas sequentially using pictures, developmental spelling and/or conventional text	Writer develops ideas sequentially using pictures, developmental spelling and/or conventional text (one or two components missing)	Writer did not develop ideas sequentially using pictures, developmental spelling and/or conventional text	
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used their imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used their imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.	

Unwrapping the Gifts ("Collage of Myself")

Kindergarten Year A/B

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	SCORE
Followed Directions	The student followed the oral directions of putting together a collage displaying their individual gifts. They included their name and more than 5 things.	The student followed most of the oral directions of putting together a collage displaying their individual gifts. They included their name and 5 things.	The student followed some, but not many of the oral directions of putting together a collage displaying their individual gifts. They included their name and had less than 5 things.	
Effort	The student put forth outstanding effort and time in this collage. He/she made sure the final product was more than presentable.	The student put forth some effort and time in this collage. He/she made the final product presentable.	The student put forth little effort and time into this collage. He/she made the final product somewhat acceptable.	
Visual Message	Visual images portray an accurate representation of the student.	Visual images portray a fairly accurate representation of the student.	Visual images do not portray an accurate representation of the student.	
Creativity	The collage contains many creative details.	The collage contains a few creative details.	There is little evidence of creativity in the collage.	

Logical Reasoning

Grades K – 4

STUDENT NAME: _____

CATEGORY	Exceeds Expectation - 3	Meets Expectations - 2	Not Meeting Expectations -1	TOTAL
Math Strategies	Considers all parts of the problem to determine a solution.	Develops a strategy for addressing all parts of the problem.	Replicates a strategy for solving major parts of the problem.	
Operations	Uses mathematical symbols (+,=,<) and graphic representations accurately.	Uses appropriate mathematical symbols (+,=,<) and graphic representations.	Uses some mathematical symbols (+,=,<) and graphic representations appropriately.	
Understanding	Communicates clearly the process or reasoning used in determining solutions.	Describes a process used to determine a solution and achieves a high level of accuracy.	Uses concrete examples to explain process and/or reasoning.	
Problem Solving	Uses effective problem solving strategies, such as verifying solutions or judging an answer's reasonableness.	Verifies solutions consistently.	Verifies solutions with guidance.	
Application	Relates mathematical concepts to other disciplines.	Relates mathematical concepts to other disciplines with assistance.	Unable to relate concepts to other disciplines.	

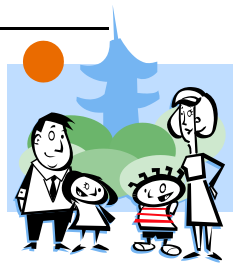
KINDERGARTEN

UNWRAPPING THE GIFTS
IN SEARCH OF OLOGIES: DISCOVERY

THEMATIC MATERIALS

NAME: _____ Date: _____

Family and Friends



Know	**W**ant to know	**L**earned

NAME: _____ DATE: _____

Biology

Know	**W**ant to know	**L**earned

GRADES 1 & 2

FOLK TALES/FAIRY TALES
RECREATION
LOGICAL REASONING

RUBRICS*

* The rubrics found in the following section are to be utilized to evaluate authentic assessment tasks. Gifted students should also be evaluated cognitively. Choose an appropriate rubric from the "Rubrics for Gifted Students," from Effective Practices for Gifted Education in Kansas; developed by Bruce Passman, State Director, Kansas State Department of Education. These can be found at the end of the Thematic Resources Year B section.

Folk Tales/Fairy Tales (Autobiography & Presentation)

Grades 1 & 2 / Year A

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume often too soft to be heard by all audience members.	
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces three or less words.	Often mumbles or cannot be understood OR mispronounces three or more words.	
Uses Complete Sentences	Always (99-100%) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Rarely speaks in complete sentences.	
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Does not seem to understand the topic very well.	
Sentence Fluency	Sentences vary in both structure and length. The beginnings show how each sentence builds on the one before. The writing has cadence, as if the writer hears the beat in his or her head.	Some variation in length and structure enhances fluency; Some purposeful sentence beginnings and interpretation of the text; Graceful, natural phrasing intermingles with more mechanical structure.	Sentence structure is repetitive and monotonous; Irregular or unusual word patterns make it hard to tell where one sentence ends and the next begins.	
Word Choice	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted and/or has difficulty.	

Folk Tales/Fairy Tales (Friendly Letter)

Grades 1 & 2 / Year A

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Salutation/ Closing	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	
Organization	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.	
Content/ Accuracy	The letter contains more than 4 accurate facts about the topic.	The letter at least 3 accurate facts about the topic.	The letter contains no accurate facts about the topic.	
Sentence Fluency	Sentences vary in both structure and length. The beginnings show how each sentence builds on the one before. The writing has cadence, as if the writer hears the beat in his or her head.	Some variation in length and structure enhances fluency. Some purposeful sentence beginnings and interpretation of the text. Graceful, natural phrasing intermingles with more mechanical structure.	Sentence structure is repetitive and monotonous; Irregular or unusual word patterns make it hard to tell where one sentence ends and the next begins.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Folk Tales/Fairy Tales (Story Writing)

Grades 1 & 2 / Year A

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Word Choice	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.	
Characters	The main characters are named and clearly described (through words and/or actions). The audience knows and can describe what the characters look like and how they typically behave.	The main characters are named and described (through words and/or actions). The audience has a fairly good idea of what the characters look like.	It is hard to tell who the main characters are.	
Setting	Lots of vivid, descriptive words are used to tell the audience when and where the story takes place.	Some vivid, descriptive words are used to tell the audience when and where the story takes place.	The audience has trouble telling when and where the story takes place.	
Problem / Solution	It is very easy for the audience to understand what problem the main character(s) face and why it is a problem. The solution to the problem is easy to understand; there are no loose ends.	It is fairly easy for the audience to understand what problem the main character(s) face and why it is a problem. The solution is easy to understand and is somewhat logical.	It is not clear what problem the main character(s) face. No solution was attempted or it was difficult to understand.	
Sentence Fluency	Sentences vary in both structure and length. The beginnings show how each sentence builds on the one before. The writing has cadence, as if the writer hears the beat in his or her head.	Some variation in length and structure enhances fluency. Some purposeful sentence beginnings and interpretation of the text. Natural phrasing intermingles with more mechanical structure.	Sentence structure is repetitive and monotonous; Irregular or unusual word patterns make it hard to tell where one sentence ends and the next begins.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Folk Tales/Fairy Tales (Venn Diagram)

Grades 1 & 2 / Year A

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	SCORE
Accuracy of Facts	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.	
Adding Personality	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.	
Venn Diagram	Facts are placed appropriately in each section of the diagram.	One to three facts are not placed appropriately in the diagram.	Four or more facts are not placed appropriately in the diagram.	
Creativity	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Folk Tales/Fairy Tales (Original Folk Tale)

Grades 1 & 2 / Year A

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Word Choice	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.	
Characters	The main characters are named and clearly described (through words and/or actions). The audience knows and can describe what the characters look like and how they typically behave.	The main characters are named and described (through words and/or actions). The audience has a fairly good idea of what the characters look like.	It is hard to tell who the main characters are.	
Setting	Lots of vivid, descriptive words are used to tell the audience when and where the story takes place.	Some vivid, descriptive words are used to tell the audience when and where the story takes place.	The audience has trouble telling when and where the story takes place.	
Moral, Lesson, or Value	The folk tale concludes with a logical, recognizable and appropriate moral, lesson or value.	The folk tale concludes with a moral, lesson or value.	The folk tale does not include a moral, lesson or value.	
Sentence Fluency	Sentences vary in both structure and length. The beginnings show how each sentence builds on the one before. The writing has cadence, as if the writer hears the beat in his or her head.	Some variation in length and structure enhances fluency. Some purposeful sentence beginnings and interpretation of the text. Graceful, natural phrasing intermingles with more mechanical structure.	Sentence structure is repetitive and monotonous; Irregular or unusual word patterns make it hard to tell where one sentence ends and the next begins.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Folk Tales/Fairy Tales (Visual Presentation)

Grades 1 & 2 / Year A

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All graphics are created by the student.	All graphics are related to the topic and most make it easier to understand. All graphics are created by the student.	Graphics do not relate to the topic OR Most graphics are not student made	
Visual Appeal	The poster is exceptionally attractive in terms of design, layout, and neatness. Text is easy to read. Workmanship is excellent.	The poster is attractive in terms of design, layout and neatness. Text is easy to read. Average workmanship.	The poster is distractingly messy or very poorly designed. It is not attractive. Poor workmanship	
Understanding	The project reflects student's accurate understanding of the moral, lesson or value. Knowledge is expressed in student's own words. Superior understanding.	The project reflects student's accurate understanding of the moral, lesson or value. Knowledge is expressed in student's own words; Good understanding.	The project does not reflect an understanding of the moral, lesson or value OR knowledge is not expressed in student's own words; Little understanding.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Recreation (Board Game)

Grades 1 & 2 / Year A

STUDENT NAME: _____

CATEGORY	**Exceeds Expectations - 3**	**Meets Expectations - 2**	**Not Meeting Expectations - 1**	**TOTAL**
Learning	All students in group could easily and correctly state several facts about the topic used for the game without looking at the game.	All students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game.	Several students in the group could NOT correctly state facts about the topic used for the game without looking at the game.	
Venn Diagrams	Student correctly identifies and labels the 2 types of games on the Venn diagram. Reflects factual information that corresponds with appropriate section of diagram.	*Student correctly identifies and labels 1 of the 2 types of games. * Student labels only 1 Venn diagram. Most information is factual and seemingly corresponds with appropriate section of diagram.	Student did not place any label on their Venn diagram. Contains no factual information that does not correspond to the appropriate section of diagram	
New Board Game Design	Contrasting colors and at least 3 original graphics were used to give the cards and game board visual appeal.	Contrasting colors and at least 1 original graphic were used to give the cards and game board visual appeal.	Little or no color or fewer than 3 graphics were included.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Recreation (Playground Redesign)

Grades 1 & 2 / Year A

STUDENT NAME: _____

CATEGORY	**Exceeds Expectations - 3**	**Meets Expectations - 2**	**Not Meeting Expectations - 1**	**TOTAL**
Survey Questions	Student has independently identified at least 4 reasonable, insightful, creative questions to pursue when doing the research survey.	Student has independently identified at least 3 reasonable questions to pursue when doing the research survey.	Student has not identified reasonable questions to pursue when doing the research survey.	
Data Collection / Display (CCSS Math 4.4 A & 4.5 B)	Data was gathered and organized. The graph has been neatly and correctly displayed with labels/legend for interpretation.	Data was gathered and organized. The graph has been correctly displayed with labels/legend for interpretation. Lacks neatness and/or data inaccurately displayed.	Data was not gathered and/or had no organization. The graph has been incorrectly displayed.	
Diagram / Redesign (CCSS Math 4.4 A & 9.2 A)	Diagram is neat with clear layout and labeling. Components vary in structure (i.e. climbing equipment, swings, blacktop, sidewalk, etc.) and are based upon the data collected.	Diagram is neat with clear layout and labeling. Components vary in structure somewhat (i.e. climbing equipment, swings, blacktop, sidewalk, etc.) and are loosely based upon the data collected.	Diagram does not show layout clearly or is otherwise inadequately labeled. Components do not vary in structure (i.e. climbing equipment, swings, blacktop, sidewalk, etc.) and/or are not based upon the data collected.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Logical Reasoning

Grades K – 4 / Year A/B

STUDENT NAME: _____

CATEGORY	Exceeds Expectation - 3	Meets Expectations - 2	Not Meeting Expectations -1	TOTAL
Math Strategies	Considers all parts of the problem to determine a solution.	Develops a strategy for addressing all parts of the problem.	Replicates a strategy for solving major parts of the problem.	
Operations	Uses mathematical symbols (+,=,<) and graphic representations accurately.	Uses appropriate mathematical symbols (+,=,<) and graphic representations.	Uses some mathematical symbols (+,=,<) and graphic representations appropriately.	
Understanding	Communicates clearly the process or reasoning used in determining solutions.	Describes a process used to determine a solution and achieves a high level of accuracy.	Uses concrete examples to explain process and/or reasoning.	
Problem Solving	Uses effective problem solving strategies, such as verifying solutions or judging an answer's reasonableness.	Verifies solutions consistently.	Verifies solutions with guidance.	
Application	Relates mathematical concepts to other disciplines.	Relates mathematical concepts to other disciplines with assistance.	Unable to relate concepts to other disciplines.	

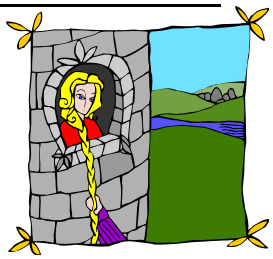
GRADES 1 & 2

FOLK TALES/FAIRY TALES
RECREATION
LOGICAL REASONING

THEMATIC MATERIALS

NAME: _____ DATE: _____

Folk and Fairy Tales



Know	**W**ant to know	**L**earned

NAME: _____ DATE: _____

WANTED

Hear Ye! Hear Ye!

Directions: Think about an evil character from one of the fairy tales you have read or heard. Design a wanted poster to hang in the school so that people will be on the lookout for him or her. Think about these traits when designing your poster:

- What is their Name/Alias
- What do they look like?
- Where were they last seen?
- What is their crime?

NAME:_____ DATE:_____

Wanted

Name/Alias: _____

Description: _____

_____

_____

Last seen: _____

Crime:_____

NAME:_____ DATE:_____

Keeping Track of Fairy Tales

Title of Tale	Characters	Exaggerations	Unusual Events	Moral of the Tale

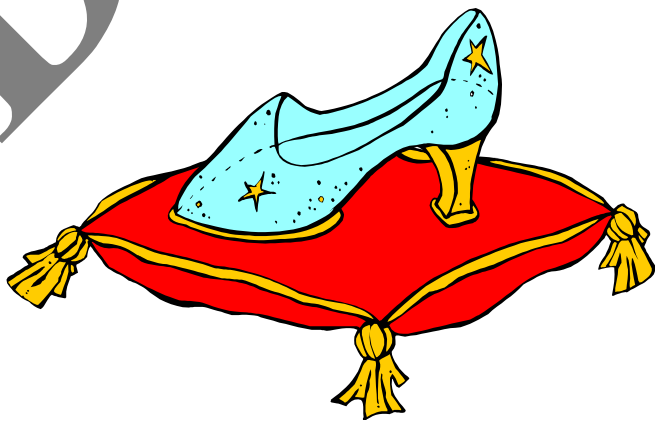
Name: _____Date: _____

Friendly Letter

Write a letter to your favorite fairy tale character. What do you want to know about their story? You can ask them about other characters or parts of the story you didn't understand. You can also share with them your thinking about their story. Use the space below to brainstorm a list of questions you can use in your friendly letter.

Questions

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



NAME: _____ DATE:_____

Dear _____,

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

From,

_____

NAME:_____ DATE:_____

Settings

Castles, Forests, Cave. These are places where fairy tales often take place. But what if you were writing a fairy tale today? Where would your story be set? The list below can give you some ideas, and you can add more of your own.

- School or classroom
- Barn
- Outer Space
- Under the Sea
- Dinosaur times
- Playground
- Desert
- _____
- _____
- _____
- _____
- _____
- _____

NAME: _____ DATE: _____

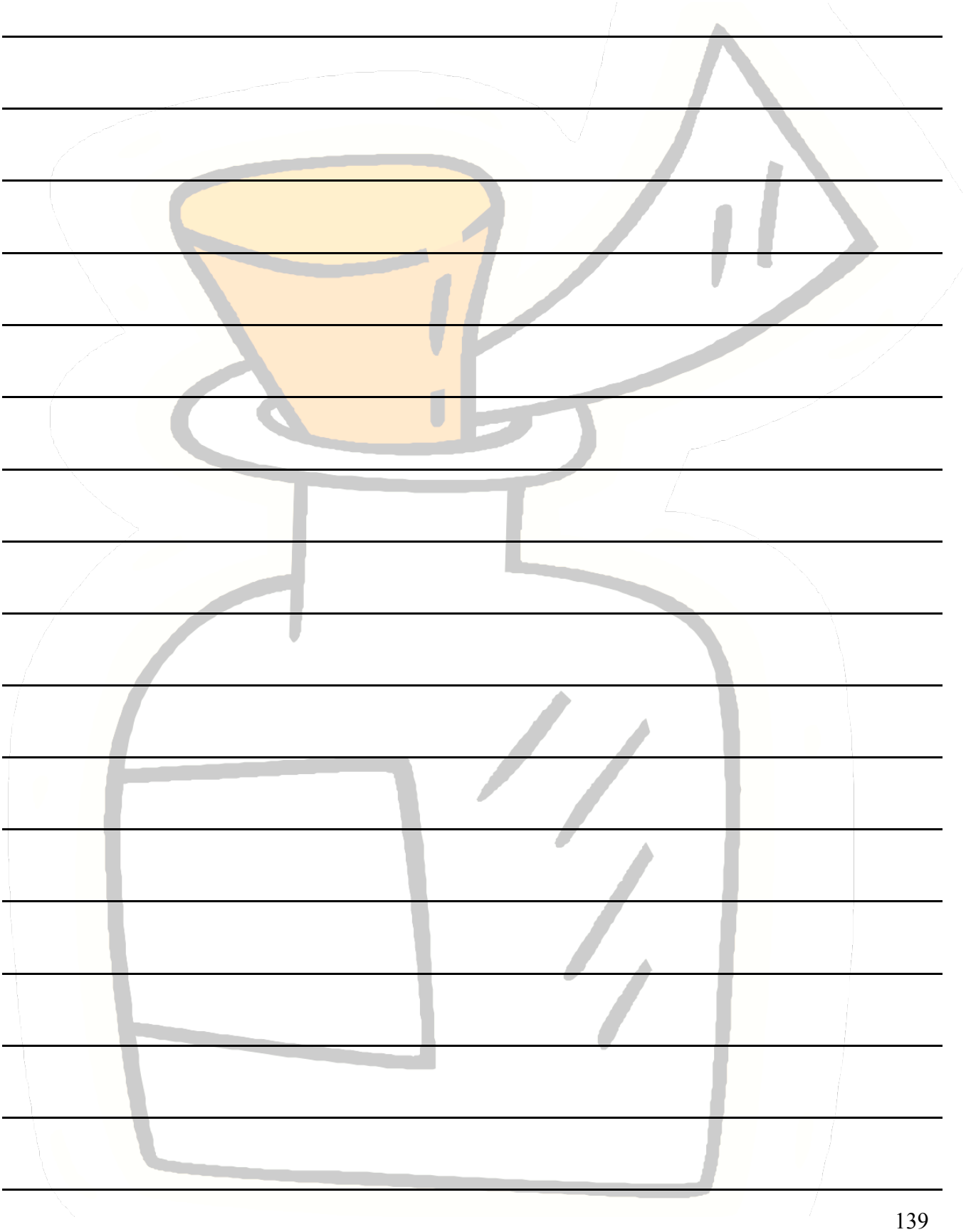
Magic Bottle

Welcome student…imagine you found a bottle filled with magic potion. What would you do? Write and illustrate a story about the many amazing things you could do. Think about the following:

- Where would you go?
- Who would you see?
- What would you wish for?
- Would you help others?
- What might you change?

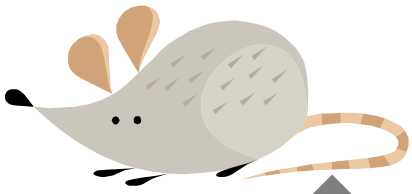
Use the paper bottle provided to write and illustrate your story.

NAME: _____ DATE: _____



Nursery Rhymes

Listen as your teacher shares some nursery rhymes with you. Then, discuss what each of the rhymes have in common. Make a list of all the common characteristics in each of the rhymes. Next, think about creating your own nursery rhyme. What animal(s) will you write about? Will it be funny or serious? Next, begin writing your very own nursery rhyme. Be sure that it rhymes. Work on a rough draft first, and then share it with your teacher for proofreading help. Then, publish your nursery rhyme, and include a drawing. Lastly, share your rhyme with your classmates during a "Nursery Rhyme" celebration.



Fable

Listen to your teacher as she shares some of the most famous and loved fables with you. Pay close attention to the moral at the end of each story. **Do you think they were good lessons? Why?** Next, work with a partner to create a brand new fable of your own. Remember to work using both of your ideas. Don't forget your moral at the end of your story. Make sure it goes along with what occurred in your story. Work on a rough draft first, and then share it with your teacher for proofreading help. Then, publish your fable and include any drawing(s). Lastly, you and your partner can share your fable with your classmates during a "Fable" celebration.

NAME:_____ DATE:_____

Recreation

K*now*	**W***ant to know*	**L***earned*

NAME:_____ DATE:_____

My Very Own Game

With a partner create a game for 2 to 4 people. It can be a board game or a game that can be played at recess on the playground.

Think about games you love to play and what makes them so fun and exciting. Your game must have:

- A set of directions with rules.
- A game board or materials
- How do you win or get a point/score

Once your game is complete, be prepared to teach it to the class and play!

GRADES 3 & 4

UNDER THE SEA
SOLAR SYSTEM
LOGICAL REASONING

RUBRICS*

* The rubrics found in the following section are to be utilized to evaluate authentic assessment tasks. Gifted students should also be evaluated cognitively. Choose an appropriate rubric from the "Rubrics for Gifted Students," from Effective Practices for Gifted Education in Kansas; developed by Bruce Passman, State Director, Kansas State Department of Education. These can be found at the end of the Thematic Resources Year B section.

Under the Sea (Brochure)

Grades 3 & 4 / Year A

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Word Choice	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.	
Sentence Fluency	Sentences vary in both structure and length. The beginnings show how each sentence builds on the one before. The writing has cadence, as if the writer hears the beat in his or her head.	Some variation in length and structure enhances fluency. Some purposeful sentence beginnings and interpretation of the text. Graceful, natural phrasing intermingles with more mechanical structure.	Sentence structure is repetitive and monotonous; Irregular or unusual word patterns make it hard to tell where one sentence ends and the next begins.	
Voice	The writer belongs to this writer and no other. The writer's sense of connection to the reader is evident.	The writer has not yet found their voice but is experimenting. The writer occasionally speaks to the audience.	There is no evidence of the writer's voice. The writer does not connect with the audience.	
Content	The brochure presents an accurate understanding of ocean characteristics.	The brochure presents a satisfactory understanding of ocean characteristics.	The brochure does not present an accurate understanding of ocean characteristics.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Under the Sea (Experiment)

Grades 3 & 4 / Year A

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Steps in the scientific method	Student can identify and explain the steps in the scientific method	Student can name and explain 3 or 4 steps in the scientific method	Student can't name the steps in the scientific method	
Hypothesis	Hypothesis is relevant to the problem, can be answered by observation, and is about a variable (something that changes)	Hypothesis is 2 of the following: relevant to the problem, can be answered by observation, and is about a variable (something that changes)	Hypothesis is none of the criteria, or no hypothesis.	
Experiment	The experiment: follows a replicable sequence, identifies materials needed, and indicates the different uses of the materials.	The experiment does 2 of the following: follows a replicable sequence, identifies materials needed, and indicates the different uses of the materials.	Experiment does not meet criteria or is not attempted.	
Recording data	There is a plan to record date: data is clearly organized, units are labeled, and variable is identified.	A plan to record data is partially followed, with 2 of the following: data is clearly organized, units are labeled, and variable is identified.	No plan to record data, or criteria not met.	
Observation	Student measures accurately; uses the correct units of measure, and the data includes a description.	Student measures accurately, uses correct units of measure, but the data does not include a description.	Student does not measure accurately, use correct units of measure, or include description.	
Conclusion	The conclusion is consistent with results, consistent with scientific principles, and identifies any sources of errors.	The conclusion meets 2 of the following: it is consistent with results, consistent with scientific principles, or identifies any sources of errors.	The conclusion does not meet any of the criteria, or is not attempted.	

Under the Sea (Mural)

Grades 3 & 4 / Year A

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	SCORE
Labels	All items of importance on the poster are clearly labeled with labels.	Almost all items of importance on the poster are clearly labeled with labels.	Labels are too small to view OR no important items were labeled.	
Content	The mural presents an accurate understanding of sea life.	The mural displays a satisfactory understanding of sea life.	The mural does not present an accurate understanding of sea life.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is distractingly messy or very poorly designed. It is not attractive.	
Graphics - Relevance	All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and most make it easier to understand.	Graphics do not relate to the topic.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted.	

Exploring Our Solar System (Comic Strip)

Grades 3 & 4 / Year A

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Word Choice	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.	
Organization	The comic strip is very well organized. One idea or frame follows another in a logical sequence with clear transitions.	The comic strip is pretty well organized. One idea or frame may seem out of place. Clear transitions are used.	Ideas and frames seem to be randomly arranged.	
Problem/ Conflict	It is very easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is not clear what problem the main characters face.	
Narrative Elements	All of the Narrative Elements (setting, rising action, problem, solution) were present.	Almost all the Narrative Elements were present.	Many Narrative Elements were not present.	
Action	Several action verbs (active voice) are used to describe what is happening in the story. The story seems exciting!	Several action verbs are used to describe what is happening in the story, but the word choice doesn't make the story as exciting as it could be.	Little variety seen in the verbs that are used. The story seems a little boring.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Exploring Our Solar System (Board Game)

Grades 3 & 4 / Year A

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Learning	All students in group could easily and correctly state several facts about the topic used for the game without looking at the game.	All students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game.	Several students in the group could NOT correctly state facts about the topic used for the game without looking at the game.	
Content	All information cards made for the game are correct.	All but one of the information cards made for the game are correct.	Several information cards made for the game are not accurate.	
Rules	Rules were written clearly enough that all could easily participate.	Rules were written, but one part of the game needed slightly more explanation.	The rules were not written.	
Graphics	Contrasting colors and at least 3 original graphics were used to give the cards and game board visual appeal.	Contrasting colors and at least 1 original graphic were used to give the cards and game board visual appeal.	Little or no color and fewer than 2 graphics were used; no visual appeal.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Exploring Our Solar System (Moon Travel)

Grades 3 & 4 / Year A

STUDENT NAME: _____

CATEGORY	**Exceeds Expectations - 3**	**Meets Expectations - 2**	**Not Meeting Expectations - 1**	**TOTAL**
Plan	Plan is neat with clear measurements and labeling for all components.	Plan is neat with clear measurements and labeling for most components.	Plan does not show measurements clearly or is otherwise inadequately labeled.	
Information Gathering	Accurate information taken from several sources in a systematic manner.	Accurate information taken from a couple of sources in a systematic manner.	Information taken from only one source and/or information not accurate.	
Scientific Knowledge	Explanations indicate a clear and accurate understanding of scientific principles underlying the construction and modifications.	Explanations indicate a relatively accurate understanding of scientific principles underlying the construction and modifications.	Explanations do not illustrate much understanding of scientific principles underlying the construction and modifications.	
Data Collection	Data taken several times in a careful, reliable manner.	Data taken twice in a careful, reliable manner.	Data not taken carefully OR not taken in a reliable manner.	
Function	Structure functions extraordinarily well, holding up under atypical stresses.	Structure functions well, holding up under typical stresses.	Fatal flaws in function with complete failure under typical stresses.	
Conclusion	The conclusion is consistent with results, consistent with scientific principles, and identifies any sources of errors.	The conclusion meets 2 of the following: it is consistent with results, consistent with scientific principles, or identifies any sources of errors.	The conclusion does not meet any of the criteria, or is not attempted.	

Exploring Our Solar System (Build a Rocket)

Grades 3 & 4 / Year A

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Plan	Plan is neat with clear measurements and labeling for all components.	Plan is neat with clear measurements and labeling for most components.	Plan does not show measurements clearly or is otherwise inadequately labeled.	
Information Gathering	Accurate information taken from several sources in a systematic manner.	Accurate information taken from a couple of sources in a systematic manner.	Information taken from only one source and/or information not accurate.	
Scientific Knowledge	Explanations by all group members indicate a clear and accurate understanding of scientific principles underlying the construction and modifications.	Explanations by all group members indicate a relatively accurate understanding of scientific principles underlying the construction and modifications.	Explanations by several members of the group do not illustrate much understanding of scientific principles underlying the construction and modifications.	
Data Collection	Data taken several times in a careful, reliable manner.	Data taken twice in a careful, reliable manner.	Data not taken carefully OR not taken in a reliable manner.	
Function	Structure functions extraordinarily well, holding up under atypical stresses.	Structure functions well, holding up under typical stresses.	Fatal flaws in function with complete failure under typical stresses.	
Conclusion	The conclusion is consistent with results, consistent with scientific principles, and identifies any sources of errors.	The conclusion meets 2 of the following: it is consistent with results, consistent with scientific principles, or identifies any sources of errors.	The conclusion does not meet any of the criteria, or is not attempted.	

Logical Reasoning

Grades K – 4

STUDENT NAME: _____

CATEGORY	Exceeds Expectation - 3	Meets Expectations - 2	Not Meeting Expectations -1	TOTAL
Math Strategies	Considers all parts of the problem to determine a solution.	Develops a strategy for addressing all parts of the problem.	Replicates a strategy for solving major parts of the problem.	
Operations	Uses mathematical symbols (+,=,<) and graphic representations accurately.	Uses appropriate mathematical symbols (+,=,<) and graphic representations.	Uses some mathematical symbols (+,=,<) and graphic representations appropriately.	
Understanding	Communicates clearly the process or reasoning used in determining solutions.	Describes a process used to determine a solution and achieves a high level of accuracy.	Uses concrete examples to explain process and/or reasoning.	
Problem Solving	Uses effective problem solving strategies, such as verifying solutions or judging an answer's reasonableness.	Verifies solutions consistently.	Verifies solutions with guidance.	
Application	Relates mathematical concepts to other disciplines.	Relates mathematical concepts to other disciplines with assistance.	Unable to relate concepts to other disciplines.	

GRADES 3 & 4

UNDER THE SEA
SOLAR SYSTEM
LOGICAL REASONING

THEMATIC MATERIALS

NAME: _____ **Date:** _____

Under the Sea: Design a Resort

You have been commissioned by Walt Disney to create an underwater sea resort. This is a new addition to the *Disney* theme parks. Draw a diagram of your resort as well as a travel brochure or poster for advertising.

Below are questions to get you jump started; you are not limited to the items below but they should be considered in your planning.

1. Will there be a hotel? _____ How many rooms? _____

2. List the attractions you would consider: _____

_____

3. Will you have restaurants? _____

4. Where will your resort be? _____

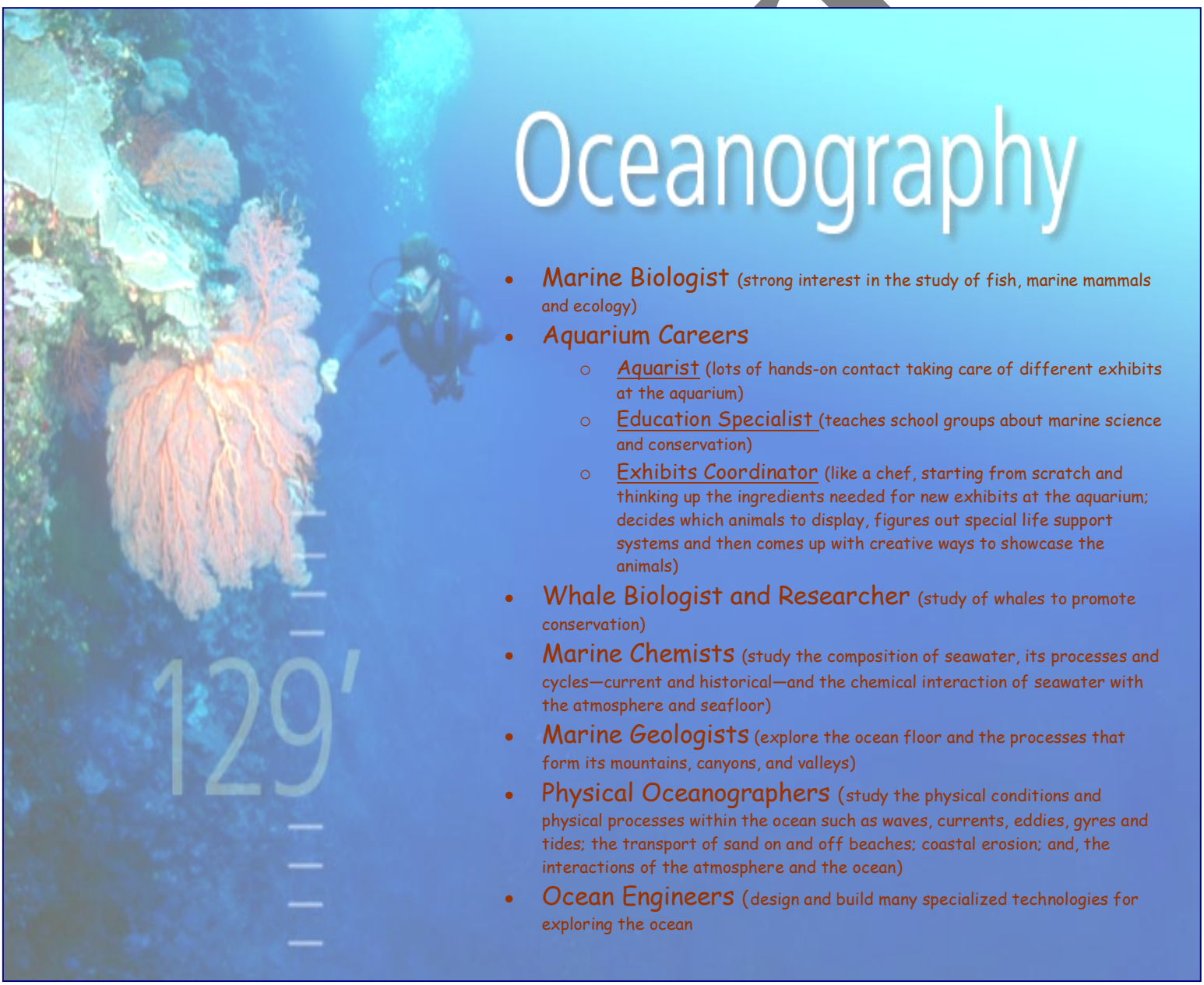
5. Think about how other resorts (i.e. Sesame Place; Great Adventure; etc.…) advertise, what will be your slogan?

_____

NAME: _____ Date:_____

Under the Sea: Finding a Job

We have studied several aspects of life under the sea. We've learned to protect our vast oceans; they must be studied. There are several jobs in the field of Oceanography; below is a list. Please choose a job from the list to research and present your findings to the class. You can choose your method of presenting; following are some examples: bring in someone to speak from that field; become that person (and present as if you have the job); oral report; oral report with PowerPoint or use your imagination.



- Marine Biologist (strong interest in the study of fish, marine mammals and ecology)
- Aquarium Careers
  - Aquarist (lots of hands-on contact taking care of different exhibits at the aquarium)
  - Education Specialist (teaches school groups about marine science and conservation)
  - Exhibits Coordinator (like a chef, starting from scratch and thinking up the ingredients needed for new exhibits at the aquarium; decides which animals to display, figures out special life support systems and then comes up with creative ways to showcase the animals)
- Whale Biologist and Researcher (study of whales to promote conservation)
- Marine Chemists (study the composition of seawater, its processes and cycles—current and historical—and the chemical interaction of seawater with the atmosphere and seafloor)
- Marine Geologists (explore the ocean floor and the processes that form its mountains, canyons, and valleys)
- Physical Oceanographers (study the physical conditions and physical processes within the ocean such as waves, currents, eddies, gyres and tides; the transport of sand on and off beaches; coastal erosion; and, the interactions of the atmosphere and the ocean)
- Ocean Engineers (design and build many specialized technologies for exploring the ocean

NAME:_____ DATE:_____

Under the Sea

Know	Want to know	Learned

Under the Sea Writing Page with lines

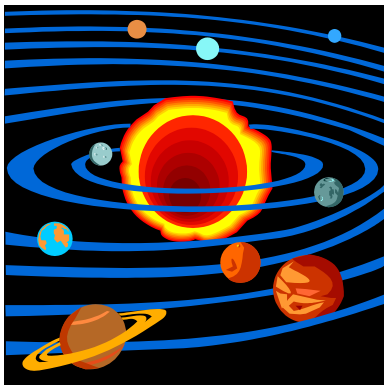
Print from http://www.eduplace.com/monthlytheme/february/pdf/oceans_bw_stn.pdf

NAME:_____ DATE:_____

Planet PowerPoint

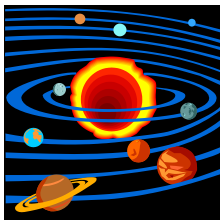
DIRECTIONS

1. GO TO THE EBOARD AND CLICK ON THE ATTACHMENT IN ORDER TO OPEN UP THE POWERPOINT TEMPLATE.
2. TAKE TIME TO RESEARCH ONE OF OUR PLANETS. YOU WILL NEED AT LEAST 5 FACTS ABOUT YOUR PLANET AND AT LEAST ONE PICTURE.
3. USE THE TEMPLATE AND YOUR FACTS TO HAVE FUN EXPLORING AND EXPERIMENTING WITH POWERPOINT.
4. BE PREPARED TO PRESENT YOU SHOW TO THE CLASS.



NAME: _____ DATE: _____

The Solar System



Know	Want to know	Learned

Designing Your Own Space Suit Project

It is believed that someday people will be able to work in space. Today, astronauts wear special space suits that help to meet every basic human need. It provides oxygen so they can breathe, and regulates their body temperature. It also gives them protection from the frigid cold and intense heat that they might experience.

Imagine that you are an Aeronautical Space Designer and have been assigned to design a newer, better, and more advanced space suit. **What would it look like? What new features would you include? How would these features be used? What old features would you continue to use?**

First, provide a drawn replica of what the suit would look like, including labels of all its important parts. Then, provide a detailed list of all your space suit's components and a few sentences explaining how each one is used. GOOD LUCK!

You're Going on a "Space Vacation!"

Today, space travel is still quite new. Naturally, most space travelers so far have been astronauts, scientists, and technicians. Soon, however, all kinds of different people will be able to go into space for work and even to travel on vacation.

Imagine that you and your family will be going to space for your next family vacation. **What would you pack for your space shuttle trip? What common household objects do you think you would need for space? Would a CD player be useful in space? How about a can of Pepsi?**

Decide what you would need and pack for your trip. Be sure to include why each object would be necessary. Pleas provide your teacher with either a neatly, handwritten or typed paragraph.

HAPPY TRAVELING!

GRADES 5 & 6

WEATHER
VISUAL AND PERFORMING ARTS
LOGICAL REASONING

RUBRICS*

* The rubrics found in the following section are to be utilized to evaluate authentic assessment tasks. Gifted students should also be evaluated cognitively. Choose an appropriate rubric from the "Rubrics for Gifted Students," from Effective Practices for Gifted Education in Kansas; developed by Bruce Passman, State Director, Kansas State Department of Education. These can be found at the end of the Thematic Resources Year B section.

Weather (Weather Log)

Grades 5 & 6 / Year A

STUDENT NAME: _____

CATEGORY	**Exceeds Expectations - 3**	**Meets Expectations - 2**	**Not Meeting Expectations - 1**	**TOTAL**
Units	All units are described (in a key or with labels) and are appropriately sized for the data set.	Most units are described (in a key or with labels) and are appropriately sized for the data set.	Units are neither described NOR appropriately sized for the data set.	
Type of Graph Chosen	Graph fits the data well and makes it easy to interpret.	Graph is adequate and does not distort the data, but interpretation of the data is somewhat difficult.	Graph seriously distorts the data making interpretation almost impossible.	
Observation	All weather observations for 5 categories have been recorded for at least 10 days.	All weather observations for 5 categories have been recorded for at least 9 days.	All weather observations for 5 categories have been recorded for at least 7 days.	
Weather Patterns	3 weather patterns are discussed with specific detail.	2 weather patterns are discussed with specific detail.	2 weather patterns are discussed. No specific details included.	

Weather (Ice Cube Experiment)

Grades 5 & 6 / Year A

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Steps in the scientific method	Student can identify and explain the steps in the scientific method.	Student can name and explain 3 or 4 steps in the scientific method.	Student can't name the steps in the scientific method.	
Hypothesis	Hypothesis is relevant to the problem, can be answered by observation, and is about a variable (something that changes).	Hypothesis is 2 of the following: relevant to the problem, can be answered by observation, and is about a variable (something that changes).	Hypothesis is none of the criteria, or no hypothesis.	
Experiment	The experiment: follows a replicable sequence, identifies materials needed, and indicates the different uses of the materials.	The experiment does 2 of the following: follows a replicable sequence, identifies materials needed, and indicates the different uses of the materials.	Experiment does not meet criteria or is not attempted.	
Recording data	There is a plan to record date: data is clearly organized, units are labeled, and variable is identified.	A plan to record date is partially followed, with 2 of the following: data is clearly organized, units are labeled, and variable is identified.	No plan to record data, or criteria not met.	
Observation	Student measures accurately; uses the correct units of measure, and the data includes a description.	Student measures accurately, uses correct units of measure, but the data does not include a description.	Student does not measure accurately, use correct units of measure, or include description.	
Conclusion	The conclusion is consistent with results, consistent with scientific principles, and identifies any sources of errors.	The conclusion meets 2 of the following: it is consistent with results, consistent with scientific principles, or identifies any sources of errors.	The conclusion does not meet any of the criteria, or is not attempted.	

Weather (Meteorologists-Oral Presentation)

Grades 5 & 6 / Year A

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Weather Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Does not seem to understand the topic very well.	
Visuals	Visual(s) support presentation and make it easy to interpret.	Visual(s) are adequate and do not distort the data, but interpretation is somewhat difficult.	Visual(s) distort the data making interpretation almost impossible.	
Word Choice	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.	
Voice	The writer belongs to this writer and no other. The writer's sense of connection to the reader is evident.	The writer has not yet found their voice but is experimenting. The writer occasionally speaks to the audience.	There is no evidence of the writer's voice. The writer does not connect with the audience.	
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Often mumbles or cannot be understood OR mispronounces three or more words.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Weather (Report-Oral Presentation)

Grades 5 & 6 / Year A

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Weather Content	Shows a full understanding of the topic. Explains over 90% of the symbols located on the current surface map.	Shows a good understanding of the topic. Explains 75-90% of the symbols on the current surface map.	Does not seem to understand the topic very well. Explains less than half of the symbols on the current surface map.	
Maps	Map(s) support presentation and make it easy to interpret the weather report.	Map(s) are adequate and do not distort the data, but interpretation of the weather report is somewhat difficult.	Map(s) distort the data making interpretation of the weather report almost impossible.	
Word Choice	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.	
Voice	The writer belongs to this writer and no other. The writer's sense of connection to the reader is evident.	The writer has not yet found their voice but is experimenting. The writer occasionally speaks to the audience.	There is no evidence of the writer's voice. The writer does not connect with the audience.	
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Often mumbles or cannot be understood OR mispronounces three or more words.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted ; and/or has difficulty.	

Weather (Weather/Wind Patterns - Dance)

Grades 5 & 6 / Year A

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Weather / Wind Patterns	Shows a full understanding of the topic which is evident in their physical expression.	Shows a good understanding of the topic which is somewhat evident in the physical expression.	Does not seem to understand the topic very well and physical expression does not reflect accurate understanding of topic.	
Word Choice	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.	
Voice	The writer belongs to this writer and no other. The writer's sense of connection to the reader is evident.	The writer has not yet found their voice but is experimenting. The writer occasionally speaks to the audience.	There is no evidence of the writer's voice. The writer does not connect with the audience.	
Dance Presentation	Students use a majority of whole body actions, either gestures, locomotor patterns, or body shapes during their dance.	Students use some whole body actions, either gestures, locomotor patterns, or body shapes during their dance.	Students do not show any whole body actions, and they struggle to make locomotor patterns.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Visual & Performing Arts (Art Critique)

Grades 5 - 8 / Year A

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	SCORE
Describe	Makes a complete and detailed description of everything seen in a work.	Makes a detailed description of most everything seen in a work.	Descriptions are not detailed or complete.	
Analyze	Accurately describes several elements of art used by the artist and accurately relates how they are used by the artist.	Accurately describes a couple of elements of art used by the artist and accurately relates how they are used by the artist.	Has trouble picking out the dominant elements.	
Interpret	Forms a somewhat reasonable hypothesis about the symbolic meaning and is able to support this with evidence from the work.	Student identifies the literal meaning of the work.	Student finds it difficult to interpret the meaning of the work.	
Decide	Uses multiple criteria to judge the artwork, such as composition, expression, creativity, design, communication of ideas.	Uses 1-2 criteria to judge the artwork.	Tries to use aesthetic criteria to judge artwork, but does not apply the criteria accurately.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Visual & Performing Arts (Musical Visualization)

Grades 5 - 8 / Year A

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	SCORE
Active Listening	Student listens to instructions and participates willingly and successfully.	Student listens to instructions and participates in musical games and dances from another time/culture.	Does not listen to instructions AND/OR does not participate.	
Pictured Interpretation	A drawing was created and completed that accurately communicates the nature of the musical selection.	A drawing is underway that, for the most part, communicates the nature of the musical selection.	There are the beginnings of a drawing, but the connection to the musical selection is not yet developed.	
Attention to Theme	Student showed that he/she put a lot of effort and work into his/her designs. The designs reflect a lot of individual expression and an excellent visual sense of the rhythms in music.	Student showed that he/she put only some effort into his/her designs. The designs reflect some self-expression and a sense of visual rhythm in music.	Student put no effort into his/her designs. The designs reflect no individual expression and no evidence of the visual rhythm in music.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Visual & Performing Arts (Native American Puppet Show)

Grades 5 - 8 / Year A

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	SCORE
Content – Native Americans	All important parts of story were included and were accurate or at least 5 interesting facts were included	Almost all important parts of story were included and were accurate or at least 4 interesting facts were included.	Quite a few important parts of story were included and were accurate or at least 3 interesting facts were included.	
Playwriting	Play was creative and really held the audience's interest.	Play was creative and usually held the audience's interest.	Play had several creative elements, but often did not hold the audience's interest.	
Puppet Construction	Puppets were original, creative, constructed well and were characteristic of the Native American culture.	Puppets were constructed fairly well and included some attributes of Native American culture.	Puppets were not constructed well and did not reflect any Native American characteristics.	
Scenery	Scenery was creative, added interest to the play, and did not get in the way of the puppets.	Scenery did not get in the way of the puppets.	Scenery got in the way of the puppets OR distracted the audience.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Visual & Performing Arts (Nature & Dance)

Grades 5 - 8 / Year A

STUDENT NAME: _____

CATEGORY	**Exceeds Expectations - 3**	**Meets Expectations - 2**	**Not Meeting Expectations - 1**	**TOTAL**
Design in Nature	Shows a full understanding of the topic which is evident in their physical expression.	Shows a good understanding of the topic which is somewhat evident in the physical expression.	Does not seem to understand the topic very well and physical expression does not reflect accurate understanding of topic.	
Dance Presentation	Students use a majority of whole body actions, either gestures, locomotor patterns, or body shapes during their dance.	Students use some whole body actions, either gestures, locomotor patterns, or body shapes during their dance.	Students do not show any whole body actions, and they struggle to make locomotor patterns.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Logical Reasoning

Grades 5 – 8 / Year A

STUDENT NAME: _____

Category	Exceeds Expectations – 3	Meets Expectations – 2	Not Meeting Expectations - 1	TOTAL
Math Strategies	Systematically addresses problems and recognizes variables relevant to the final solution.	Develops a strategy with multiple steps as required for addressing all parts of a problem.	Replicates a strategy for solving major parts of the problem.	
Operations	Uses precise mathematical notation, equations, and representations to reach the solution.	Uses appropriate mathematical symbols (+,=,<, *, /) and graphic representations with appropriate language and notation.	Uses some mathematical symbols (+,=,<, *, /) and graphic representations appropriately. Demonstrates limited use of math language.	
Understanding	Uses a variety of ways to communicate the reasoning and conceptual thinking behind problem solving.	Communicates the logical reasoning behind solutions either verbally or with a graphic presentation.	Explains process and/or reasoning in concrete terms	
Problem Solving	Uses effective problem solving strategies, such as verifying solutions or judging an answer's reasonableness.	Needs assistance with problem solving strategies.	Unable to identify proper problem solving strategies.	
Application	Applies mathematics in everyday world situations.	Relates mathematics to some situations in the everyday world.	Unable to apply to real world situation.	
Resources	Uses a variety of technology tools appropriately in reaching a solution.	Uses some technology in reaching a solution.	Uses some technology in reaching a solution with guidance.	

GRADES 5 & 6

WEATHER
VISUAL AND PERFORMING ARTS
LOGICAL REASONING

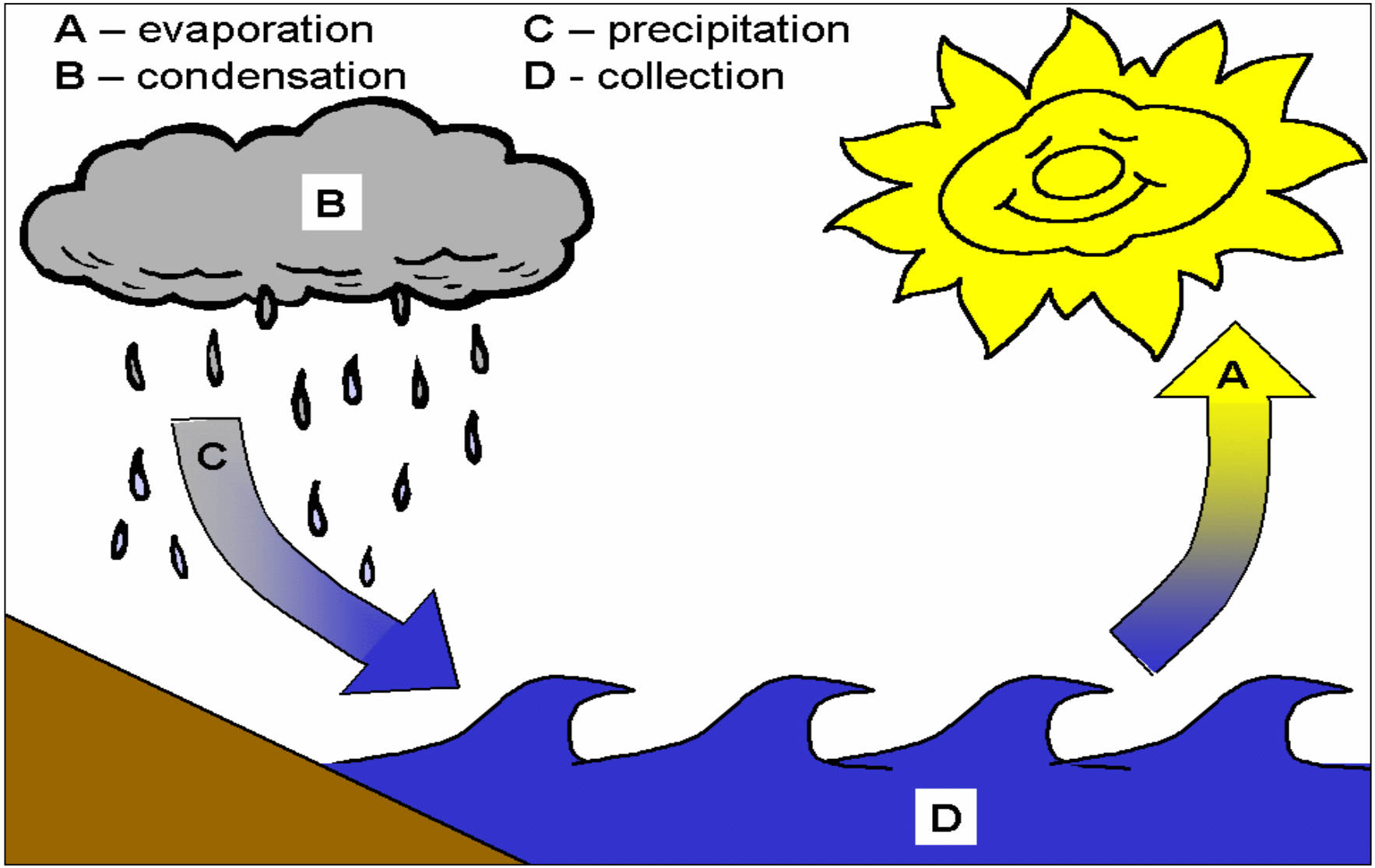
THEMATIC MATERIALS

NAME:_____ DATE:_____

Weather

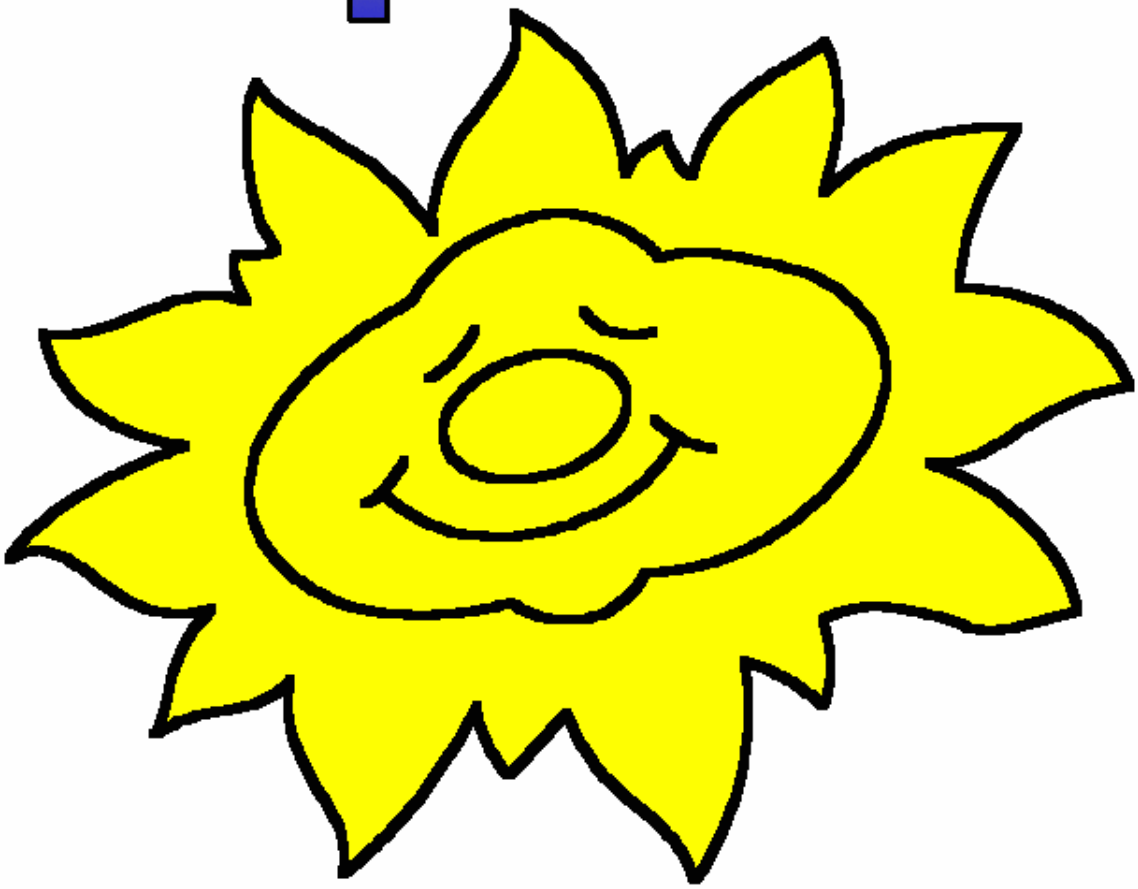
Know	Want to know	Learned

The Water Cycle



Retrieved from www.kidzone.ws/water/cactivity1.htm

Evaporation



Evaporation is when the sun heats up water in rivers or lakes or the ocean and turns it into vapor or steam. The water vapor or steam leaves the river, lake or ocean and goes into the air. Make your own evaporation. With an adult's help, heat some water in a kettle. Watch closely! Do you see the steam rising? That's evaporation!

Retrieved from www.kidzone.ws/water/cactivity2.htm

Precipitation

Precipitation occurs when so much water has condensed that the air cannot hold it anymore. The clouds get heavy and water falls back to the earth in the form of rain, hail or snow.

If you continue the condensation experiment long enough, so much water will condense on the book that it won't be able to hold it all. At that point, water will start dripping down from the book and you've created precipitation!

Retrieved from www.kidzone.ws/water/cactivity3.htm

Collection

When water falls back to earth as precipitation, it may fall back in the oceans, lakes or rivers or it may end up on land. When it ends up on land, it will either soak into the earth and become part of the "ground water" that plants and animals use to drink or it may run over the soil and collect in the oceans, lakes or rivers where the cycle starts all over again.

Retrieved from www.kidzone.ws/water/cactivity4.htm

TORNADO IN A JAR

1. This is an activity that works well if done at tables with 4–5 students per table.

Materials per child:

- one clear baby food jar with lid
- one toothpick
- one teaspoon-sized measuring spoon

Other materials:

- water
- five liquid measuring cups
- five small cups of liquid soap
- salt

    - Have students fill their jars with $^1/_3$ cup of water.
    - Next students add one teaspoon of salt to water.
    - Using a toothpick, students add one drop of liquid soap to water.
    - Students then need to place and tighten lid to jar.
    - Instruct students to shake or turn their jars in a circular motion, while holding on to the top of their jar. Students should then observe a tornado shape within their jar.

CLOUD IN A JAR ACTIVITY

Materials/resources

- metal pie pan
- glass jar without lid
- hot water
- ice cubes
- freezer

    - Put the metal pie pan in the freezer for about an hour.
    - Fill the jar half full with hot water just before you take the pan out of the freezer.
    - Remove the pan from the freezer and fill it with ice cubes. Set the pan on top of the jar. Leave it there for a few minutes and observe what happens inside the jar.

Fill a glass or jar with ice cubes and water. Let it sit at room temperature. Have students observe and record what happens after one minute, five minutes, and ten minutes.

CONDENSATION SCAVENGER HUNT

Use the Internet to find the answers to these questions.

- When do clouds form?
- When do water droplets fall from the sky?
- What are clouds made of?
- What kind of clouds look like cotton puffs?
- Low layers of clouds are called what type of clouds?
- Cirrus clouds are made of?
- The word stratus means?
- The word heap describes what kind of clouds?

Make a Pizza Box Solar Oven

Note: To print this document, go to File > Print *in the menu toolbar, then click* OK.

This solar oven has been adapted from many designs. Please feel free to improvise! You may want to try making s'mores (graham crackers with melted marshmallow and chocolate) or English muffin pizzas.

The pizza box solar oven can reach temperatures of 275 degrees, hot enough to cook food and to kill germs in water. A general rule for cooking in a solar oven is to get the food in early and don't worry about overcooking. Solar cookers can be used for six months of the year in northern climates and year-round in tropical locations. Expect the cooking time to take about twice as long as conventional methods, and allow about one half hour to preheat.

What You'll Need

- Recycled pizza box
- Black construction paper
- Aluminum foil
- Clear plastic (heavy plastic laminate works best)
- Non-toxic glue, tape, scissors, ruler, magic marker
- Wooden dowel or straw

How to Make Your Pizza Box Oven

Draw a one-inch border on all four sides of the top of the pizza box. Cut along three sides leaving the line along the back of the box uncut. (Diagram #1)

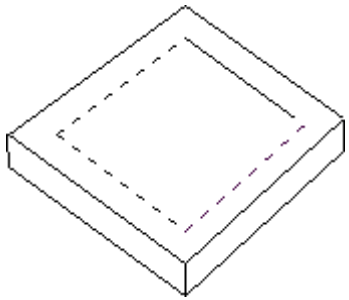


Diagram #1

Form a flap by gently folding back along the uncut line to form a crease. (Diagram #2) Cut a piece of aluminum foil to fit on the inside of the flap. Smooth out any wrinkles and glue into place. Measure a piece of plastic to fit over the opening you created by forming the flap in your pizza box. The plastic should be cut larger than the opening so that it can be taped to the underside of the box top. Be sure the plastic becomes a tightly sealed window so that the air cannot escape from the oven interior.

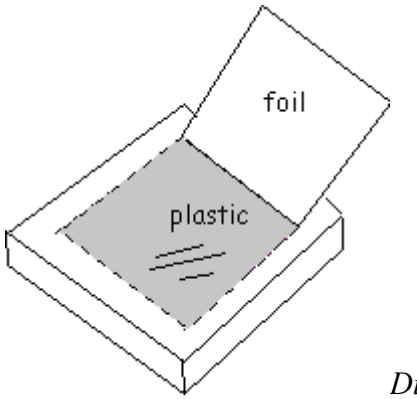


Diagram #2

Cut another piece of aluminum foil to line the bottom of the pizza box and carefully glue into place. Cover the aluminum foil with a piece of black construction paper and tape into place. (Diagram #3)

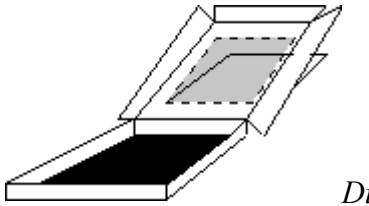
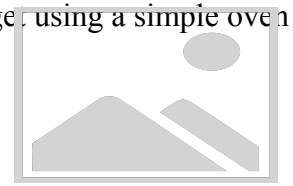


Diagram #3

Close the pizza box top (window), and prop open the flap of the box with a wooden dowel, straw, or other device and face towards the sun. (Diagram #4) Adjust until the aluminum reflects the maximum sunlight through the window into the oven interior.

Your oven is ready! You can try heating s'mores, English muffin pizzas, or hot dogs, or even try baking cookies or biscuits. Test how hot your oven can get using a simple oven thermometer!

Diagram #4



NAME: _____ DATE: _____

The Arts

Know	Want to know	Learned

NAME:_____ DATE:_____

My Portrait

NAME:_____ DATE:_____

Music Lyrics

Find lyrics to your favorite song (appropriate for school as always) and bring them to school with you. Now, read and study the lyrics. Share them with your classmates. Use a piece of paper to write how their meaning relates to the music and to society. If time permits, add an illustration of how the words make you feel.

NAME:_____ DATE:_____

Listen to the Music

Take a minute to close your eyes and listen to the selected piece of music. What are you visualizing? How do you feel? What does the music suggest to you? Now, illustrate or write a description of the visualization the music suggested to you.

SEVENTH AND EIGHTH GRADE

RISK-TAKING, REVOLUTIONARIES & CONTROVERSY
VISUAL AND PERFORMING ARTS
LOGICAL REASONING

RUBRICS*

* The rubrics found in the following section are to be utilized to evaluate authentic assessment tasks. Gifted students should also be evaluated cognitively. Choose an appropriate rubric from the "Rubrics for Gifted Students," from Effective Practices for Gifted Education in Kansas; developed by Bruce Passman, State Director, Kansas State Department of Education. These can be found at the end of the Thematic Resources Year B section.

Risk-Takers, Revolutionaries & Controversy (Interview)

Grades 7 & 8 / Year A

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Knowledge Gained	Student can accurately answer several questions about the person selected; able to accurately identify and explain if they are a risk-taker.	Student can accurately answer a few questions about the person selected; understands the idea of risk-taking.	Student cannot accurately answer questions about the person selected; does not under the concepts of risk-taking.	
Preparation	The student prepared several in-depth AND factual questions to ask.	The student prepared a couple of in-depth questions and several factual questions to ask.	The student did not prepare any questions before the interview.	
Sentence Fluency	Sentences vary in both structure and length. The beginnings show how each sentence builds on the one before. The writing has cadence, as if the writer hears the beat in his or her head.	Some variation in length and structure enhances fluency; Some purposeful sentence beginnings and interpretation of the text; Graceful, natural phrasing intermingles with more mechanical structure.	Sentence structure is repetitive and monotonous; Irregular or unusual word patterns make it hard to tell where one sentence ends and the next begins.	
Word Choice	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.	

Risk-Takers, Revolutionaries & Controversy (Research & Oral Presentation)

Grades 7 & 8 / Year A

STUDENT NAME: _____

CATEGORY	**Exceeds Expectations - 3**	**Meets Expectations - 2**	**Not Meeting Expectations - 1**	**TOTAL**
Knowledge Gained	Student can accurately answer several questions about the person selected; able to accurately identify and explain if they are a risk-taker.	Student can accurately answer a few questions about the person selected; understands the idea of risk-taking.	Student cannot accurately answer questions about the person selected; does not under the concepts of risk-taking.	
Word Choice	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.	
Voice	The writer belongs to this writer and no other. The writer's sense of connection to the reader is evident.	The writer has not yet found their voice but is experimenting. The writer occasionally speaks to the audience.	There is no evidence of the writer's voice. The writer does not connect with the audience.	
Speaks Clearly	Always speaks clearly and distinctly (100-95%) and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces three or less words.	Often mumbles or cannot be understood OR mispronounces three or more words.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Visual & Performing Arts (Art Critique)

Grades 5 - 8 / Year A

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	SCORE
Describe (Six Trait Scoring)	Makes a complete and detailed description of everything seen in a work.	Makes a detailed description of most everything seen in a work.	Descriptions are not detailed or complete.	
Analyze	Accurately describes several elements of art used by the artist and accurately relates how they are used by the artist.	Accurately describes a couple of elements of art used by the artist and accurately relates how they are used by the artist.	Has trouble picking out the dominant elements.	
Interpret	Forms a somewhat reasonable hypothesis about the symbolic meaning and is able to support this with evidence from the work.	Student identifies the literal meaning of the work.	Student finds it difficult to interpret the meaning of the work.	
Decide	Uses multiple criteria to judge the artwork, such as composition, expression, creativity, design, communication of ideas.	Uses 1-2 criteria to judge the artwork.	Tries to use aesthetic criteria to judge artwork, but does not apply the criteria accurately.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Visual & Performing Arts (Musical Visualization)

Grades 5 - 8 / Year A

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	SCORE
Active Listening	Student listens to instructions and participates willingly and successfully.	Student listens to instructions and participates in musical games and dances from another time/culture.	Does not listen to instructions AND/OR does not participate.	
Pictured Interpretation	A drawing was created and completed that accurately communicates the nature of the musical selection.	A drawing is underway that, for the most part, communicates the nature of the musical selection.	There are the beginnings of a drawing, but the connection to the musical selection is not yet developed.	
Attention to Theme	Student showed that he/she put a lot of effort and work into his/her designs. The designs reflect a lot of individual expression and an excellent visual sense of the rhythms in music.	Student showed that he/she put only some effort into his/her designs. The designs reflect some self-expression and a sense of visual rhythm in music.	Student put no effort into his/her designs. The designs reflect no individual expression and no evidence of the visual rhythm in music.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Visual & Performing Arts (Native American Puppet Show)

Grades 5 - 8 / Year A

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	SCORE
Content – Native Americans	All important parts of story were included and were accurate or at least 5 interesting facts were included	Almost all important parts of story were included and were accurate or at least 4 interesting facts were included.	Quite a few important parts of story were included and were accurate or at least 3 interesting facts were included.	
Playwriting (Six Trait Scoring – Voice)	Play was creative and really held the audience's interest.	Play was creative and usually held the audience's interest.	Play had several creative elements, but often did not hold the audience's interest.	
Puppet Construction	Puppets were original, creative, constructed well and were characteristic of the Native American culture.	Puppets were constructed fairly well and included some attributes of Native American culture.	Puppets were not constructed well and did not reflect any Native American characteristics.	
Scenery	Scenery was creative, added interest to the play, and did not get in the way of the puppets.	Scenery did not get in the way of the puppets.	Scenery got in the way of the puppets OR distracted the audience.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Visual & Performing Arts (Nature & Dance)

Grades 5 - 8 / Year A

STUDENT NAME: _____

CATEGORY	**Exceeds Expectations - 3**	**Meets Expectations - 2**	**Not Meeting Expectations - 1**	**TOTAL**
Design in Nature	Shows a full understanding of the topic which is evident in their physical expression.	Shows a good understanding of the topic which is somewhat evident in the physical expression.	Does not seem to understand the topic very well and physical expression does not reflect accurate understanding of topic.	
Dance Presentation	Students use a majority of whole body actions, either gestures, locomotor patterns, or body shapes during their dance.	Students use some whole body actions, either gestures, locomotor patterns, or body shapes during their dance.	Students do not show any whole body actions, and they struggle to make locomotor patterns.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Logical Reasoning

Grades 5 – 8 / Year A

STUDENT NAME: _____

Category	Exceeds Expectations – 3	Meets Expectations – 2	Not Meeting Expectations - 1	TOTAL
Math Strategies	Systematically addresses problems and recognizes variables relevant to the final solution.	Develops a strategy with multiple steps as required for addressing all parts of a problem.	Replicates a strategy for solving major parts of the problem.	
Operations	Uses precise mathematical notation, equations, and representations to reach the solution.	Uses appropriate mathematical symbols (+,=,<, *, /) and graphic representations with appropriate language and notation.	Uses some mathematical symbols (+,=,<, *, /) and graphic representations appropriately. Demonstrates limited use of math language.	
Understanding	Uses a variety of ways to communicate the reasoning and conceptual thinking behind problem solving.	Communicates the logical reasoning behind solutions either verbally or with a graphic presentation.	Explains process and/or reasoning in concrete terms	
Problem Solving	Uses effective problem solving strategies, such as verifying solutions or judging an answer's reasonableness.	Needs assistance with problem solving strategies.	Unable to identify proper problem solving strategies.	
Application	Applies mathematics in everyday world situations.	Relates mathematics to some situations in the everyday world.	Unable to apply to real world situation.	
Resources	Uses a variety of technology tools appropriately in reaching a solution.	Uses some technology in reaching a solution.	Uses some technology in reaching a solution with guidance.	

SEVENTH AND EIGHTH GRADE

RISK-TAKING, REVOLUTIONARIES & CONTROVERSY
VISUAL AND PERFORMING ARTS
LOGICAL REASONING

THEMATIC MATERIALS

NAME:_____ DATE_____

Risk-takers Comparison

Name of Individual	Position Taken	Character Trait	Character Trait	What happened to this person?

More Than Just the Facts, Ma'am:
An Interviewing Project Using Multimedia

There's no better way to learn than by talking to people. Even if you're not a reporter, everyone needs good interviewing skills, whether it's to find the answer to a question or to get a job. Interviewing isn't something you can just rush into, however. Kids need preparation, practice and coaching.

Overview

This project teaches kids how to conduct an effective interview, then sends them out to talk to people in your center or neighborhood and create a Web page to tell the story.

This example covers the entire process once as a model, and we suggest that you do the same. Once you've completed the entire project in the demonstration phase, do another with the same steps, but let the kids pick their own interview subjects and topics, and give them more time to research and create their pages.

Recommended Time

Plan on working on the various elements of this project for 15 to 30 minutes each day over several weeks, especially if you are introducing new software while you are doing it. You want to spend most of your time working on the basics of interviewing, rather than on technology.

Goals

- To teach good interviewing, questioning and communication skills
- To practice writing longer pieces
- To help kids meet people in their community
- To introduce or practice photography, photo-editing, or Web-authoring skills
- To help kids research an inquiry-based project
- To build teamwork skills.

Materials and Equipment

- Oversized pad of paper, 2' x 3' (preferable), or blackboard for mapping
- Journals
- Computers
- Image-editing software
- Web page-authoring software
- Digital cameras.

Before You Begin

Make sure that you are familiar with any elements you intend to include in this project, such as

- using mapping,
- digital photography,
- computer graphics and image editing, and
- creating a Web page.

You can use this project to introduce any or all of these topics, or you can introduce them beforehand and use this project to reinforce them. If your kids are younger or new to any of the software applications, leave more time for

modeling and exploration.

Step 1: Preparation

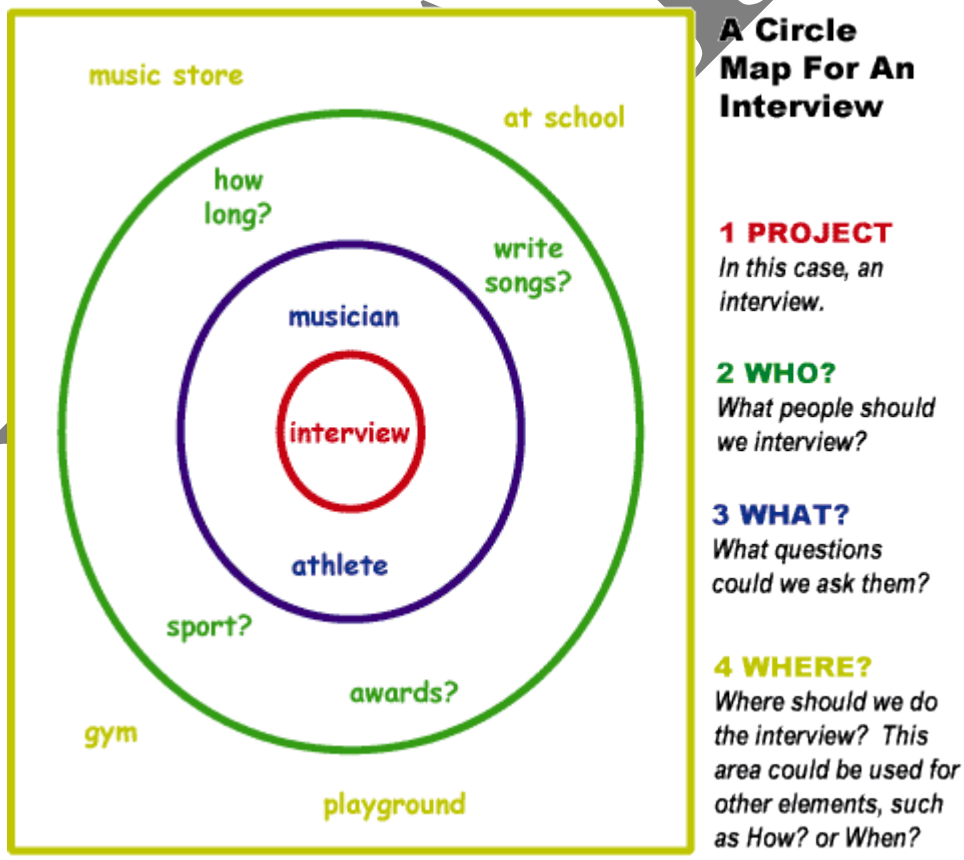
The hardest part about an interview is not the interview itself—it's the advance work. You first need to give kids models and practice before leaping into an interviewing situation, so spend time in advance covering some of the elements of asking good questions and exploring resources:

- Bring in copies of a magazine interview in which the story is written in a Q&A format. Talk about why the writer might have asked those particular questions, arranged them in that order, and used those particular words.
- Visit online resources, such as Newspaper Interviewing 101.
- Explore print and online newspapers, especially those by kids and teens, such as Yo! Youth Outlook and L.A. Youth Network.
- Take a look at some online samples from kids at Hoffer Elementary School.

Talk about what the stories are about and what the authors might have been thinking during the interviews.

Step 2: The Thinking Process

To introduce the concept of interviews, do a mapping activity. Start by writing "interview" in the center, and follow the standard mapping process, asking questions like those in the figure below.



This first map should be open ended and cover anything the kids want to suggest; at this point, it's mainly a model to show the thought process they'll have to go through in any interview. (Don't tell them that, though.) Remember

to model each stage of the map first, let the kids work on their own in pairs for a few minutes, then call them back to work on the next question.

Step 3: Practice Interviews

Do another map asking similar questions, but this time the topic should be, "What can we interview each other about?" You only need two rings this time because you already know who and where. The first ring should be, "What topics can we interview each other about?" (e.g., what our parents do or our favorite TV shows), and the outer ring should be "Questions we can ask about each topic."

Select some appropriate topics and questions, and have the kids break up into pairs to interview each other. Have them take notes and report to the class the answers to each question. To get more practice, you might want to have them do this activity once or twice more, with different partners each time. You also might want to try an intermediary activity, such as tallying up the number of similar answers as a survey project.

Step 4: The Model Interview

Invite a guest to come to your class as a "guinea pig" interview subject. It can be a center staff member, an interesting friend of yours or someone from the community. Shortly before the person is to arrive, tell the kids that a guest will be coming in to be interviewed. Tell them the person's name and what they do (or the thing they'll be interviewed about), but nothing else.

Have the kids write this information on a page in their journals, and ask them each to write down four questions for the interviewee. After two or three minutes, have the kids share some of their questions aloud. Next, have them write down two more questions that "you think no one else will come up with." That's a key phrase to ensure that the kids think carefully, so stress it in your instructions. Again, give them about two minutes.

Select four people or call for four volunteers. This team will conduct the model interview in front of the class, and each person has a role:

- Two people will be the main questioners. They will alternate asking questions, so that one person can ask a new question while the other is writing the answer to the previous one in his or her journal.
- One person will draw pictures of the person during the interview.
- One person will take photographs.

As a group, talk about how you want to conduct the interview. Where should the guest sit? How should the interview team position themselves? Should they sit around the guest, or stand at different places in the room? Can the photographer move around? Talk about what should be asked first. As the kids make suggestions, be sure to ask them "why," so that they think through their reasons and what the effects might be.

When the guest arrives, have him or her wait outside before coming into the room. Get the interview team in position, then invite the guest in and show him or her to the chosen seat. Welcome and introduce the guest, then introduce the kids who will be conducting the interview. Let them begin.

While the interview is being conducted, try not to interfere. Coach or facilitate as needed, but let the kids run the show. After a few minutes, or if things are slowing down, invite the rest of the class to ask questions as well. Unless the kids are really excited because you've invited a rock superstar, try to keep the interview to 15 or 20 minutes (definitely not more than 30 minutes), so as not to impose on your guest.

Step 5: The Kids' Interviews

Send the kids out in teams of four to do their own interviews of someone in the building. Each team member should have an assigned responsibility like the model team. Make sure they understand that they have to politely

ask the subject's permission first and explain what they're doing. Give about 20 minutes or so to conduct the interviews.

Step 6: The Photos

Using the pair-share process, follow the guidelines for teaching about technology to model bringing the photos into PhotoShop, resizing them, and saving them as GIF or JPEG files. Have the teams do the same with their files.

Step 7: The Sketches

Again using the pair-share process, model how to bring the sketches into the computer, either by scanning them or photographing them with the digital camera.

Also demonstrate how to bring the sketches into PhotoShop and save them as GIF or JPEG files. If you like, you can introduce a module on computer drawing instead and have the kids recreate the sketches in KidPix or PhotoShop. When finished modeling, have the teams do the same with their files.

Step 8: The Web Page

Again using the pair-share process, model how to use a Web-authoring tool to create pages that include some simple text from the interview, sketches and photos. At minimum, introduce creating a new file, adding text, assigning a background, working with text, placing the photos and sketches, and moving text and objects.

Your model doesn't have to be as elaborate as those, but let the kids experiment after you've demonstrated a simpler version. When finished modeling, have the class do the same in their teams of four with their files.

Step 9: The Group Share

Do a group share so that everyone can see what their peers have done and get new ideas.

Step 10: The Kids' Own Interviews

Once the kids have been through the whole process, have them do their own interview for an inquiry-based project in new teams of four. Have each team go through the mapping process to select a subject to interview from the community. Have them make up question lists, conduct the interviews on their own and create new Web pages.

http://www.youthlearn.org/learning/activities/thinking/interview.html
The YouthLearn Initiative at EDC. Created by the Morino Institute.

The Art of Asking Good Questions

The Key to Engaging Students in Learning

Good questioning skills may be the world's most unsung talent. Ask the right questions in the right way, and you'll engage people; do it differently, and you'll put them off.

Anyone who's ever worked with kids knows how hard it can be to elicit information or opinions from them when they've got a case of the "idunnos." Certainly, for an inquiry-based learning program there's no more important talent, and by understanding the art of the question, you'll not only get children more actively involved, you'll help them learn this important skill themselves. Who knows? Maybe you'll be the one to inspire the next great TV journalist.

Types of Questions

There are three main types of questions:

- **Factual questions** have only one correct answer, like "What did you have for breakfast this morning?" The answer is not always simple, however; it depends on how broad the question is. "Why does a curve ball curve?" is a factual question that can have a very complicated answer. Factual questions usually make the best inquiry-based projects, as long as they are answerable and have room for exploration.
- **Interpretive questions** have more than one answer, but they still must be supported with evidence. For example, depending on their interpretations, people can have different, equally valid answers to "Why did Ahab chase Moby Dick?" The answers are not wrong unless they have no relationship to the text at all, such as "Because aliens from outer space controlled him!" When exploring any type of text (video, fiction, nonfiction, a painting, poetry, etc.), it is important to ask interpretive questions that build on one another because students will have to refer back to the text. Interpretive questions are effective for starting class discussions, for stimulating oral and written language exercises and, sometimes, for leading to good inquiry-based learning projects.
- **Evaluative questions** ask for some kind of opinion, belief or point of view, so they have no wrong answers. Nonetheless, the answers do depend on prior knowledge and experience, so they are good ways to lead discussions (e.g., "What would be a good place to take the kids on a field trip?") and explore books or other artistic works (e.g., "Do you agree with Ahab's views on whales?"). They rarely make for good inquiry-based projects because they are internally focused, but they can be a great way to connect with and elicit interaction from young or shy students (e.g., "Who's your favorite Pokemon?")

The Structure of Questions

In general, start questions with "how," "what," "where," "why" or "when." Think that's obvious? Well, how many times have you begun a question in class with "Tell me…" or "Describe for me..."? When you frame questions in that manner, you take control of the learning process because you're giving commands as well as asking for input. When you ask a question, however, there's nothing more important than generating a true and honest curiosity about the answer. That's why open-ended questions are best for most learning situations, unless you have a particular reason for leading someone to a specific conclusion or actually need a fact supplied to you.

Try to avoid yes/no questions because they're usually a dead end. In contrast, open-ended questions:

- invite opinions, thoughts and feelings;
- encourage participation;
- establish rapport;
- stimulate discussion; and
- maintain balance between facilitator and participant.

tip

Try playing **The Question Game** with your kids. To start, two participants decide on a topic to question. One person starts with an open-ended question, then the other person responds with a related open-ended question. This goes back and forth as long as they can continue without making a statement or repeating a previous question. For example, the topic might be an object in the room, such as a light bulb:
A: Why is it important to have light?
B: Where does light come from?
A: How does light help people?
B: Where is light used?
A: What would happen if there were no light?
Try asking a question and going around the room, each person asking a question based on the one before.

Leading a Discussion

Good learning programs involve everyone in planning and activities, whether it's a discussion among your team about goals or a brainstorming session among kids planning a video project. Here are some good ground rules for leading a discussion:

- Make sure everyone is prepared. This could mean that everyone has received the hand-outs or that you've read aloud the story you want to talk about.
- Know your purpose. Is the goal to arrive at a decision or merely to brainstorm possible ideas that you'll follow up on later?
- Opinions should always be supported with evidence. If you're discussing a book, for example, ask follow-up questions about why the student believes what she does.
- Leaders only ask questions; they do not answer them.
- Care about each question you ask. Avoid generic questions and prepare some good questions in advance.
- Maintain a high energy level and enthusiasm. It's contagious!
- Spontaneous interpretive questions are an important part of all discussions. Preparing questions in advance will actually lead to better spontaneous questions as well.
- All good questions always lead to more questions. Be aware of practical and logistical issues, such as time limits, but never squelch enthusiasm when kids are on a roll.
- Whenever possible and appropriate, use techniques like mapping to provide a conceptual, visual structure to the ideas you're hearing. Let people see you writing their thoughts and ideas on the map.

Related Topics

An Introduction to Inquiry-based Learning
How to Create an Inquiry-based Project

Other Resources

Asking Good Classroom Questions
http://www.bsu.edu/burris/iwonder/strategies/questions.html
Creator: Ball State University, Burris Laboratory School, Teacher's College, Muncie, IN
Notes: This very detailed page provides examples of different ways to ask questions in the classroom.

Creating Research Programs for an Age of Information
http://www.fno.org/oct97/question.html
Creator: From Now On, The Educational Technology Journal

Notes: A neat overview by Jamie McKenzie of how important it is to listen to and cultivate students' questions, especially in conjunction with technology.

Filling the Toolbox: Classroom Strategies to Engender Student Questioning
http://www.fno.org/toolbox.html
Creator: From Now On, The Educational Technology Journal
Notes: A good overview of how to develop higher-level thinking strategies among students, with specific suggestions (e.g., when asking a question, wait more than two seconds—the average amount of time instructors wait—before giving the answer, so that the students can think about the question).

Thematic Resources

YEAR B

GRADES 1 & 2

DINOSAURS
COMMUNICATION: NEWSPAPER IN EDUCATION

RUBRICS*

* The rubrics found in the following section are to be utilized to evaluate authentic assessment tasks. Gifted students should also be evaluated cognitively. Choose an appropriate rubric from the "Rubrics for Gifted Students," from Effective Practices for Gifted Education in Kansas; developed by Bruce Passman, State Director, Kansas State Department of Education. These can be found at the end of the Thematic Resources Year B section.

Dinosaurs (Board Game)

Grades 1 & 2 / Year B

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Learning	All students in group could easily and correctly state several facts about the topic used for the game without looking at the game.	All students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game.	Several students in the group could NOT correctly state facts about the topic used for the game without looking at the game.	
Content	All information cards made for the game are correct.	All but one of the information cards made for the game are correct.	Several information cards made for the game are not accurate.	
Rules	Rules were written clearly enough that all could easily participate.	Rules were written, but one part of the game needed slightly more explanation.	The rules were not written.	
Graphics	Contrasting colors and at least 3 original graphics were used to give the cards and game board visual appeal.	Contrasting colors and at least 1 original graphic were used to give the cards and game board visual appeal.	Little or no color and fewer than 2 graphics were used; no visual appeal.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Dinosaurs (Extinction Theory)

Grades 1 & 2 / Year B

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Word Choice	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.	
Content: Accuracy of Facts	All supportive facts are reported accurately.	Most all supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.	
Content: Illustrations	The illustration clearly supports the content. Labels, steps, and a detailed picture are included.	The illustration clearly supports the content. Attempted labels, steps, and a detailed picture.	The illustration has NO correlation to the content.	
Sentence Fluency	Sentences vary in both structure and length. The beginnings show how each sentence builds on the one before. The writing has cadence, as if the writer hears the beat in his or her head.	Some variation in length and structure enhances fluency. Some purposeful sentence beginnings and interpretation of the text. Graceful, natural phrasing intermingles with more mechanical structure.	Sentence structure is repetitive and monotonous; Irregular or unusual word patterns make it hard to tell where one sentence ends and the next begins.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Dinosaurs (Story Writing)

Grades 1 & 2 / Year B

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Word Choice	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.	
Voice	The writer successfully uses several reasons/appeals to try to show why the reader should care or want to know more about the topic.	The writer successfully uses one or two reasons/appeals to try to show why the reader should care or want to know more about the topic.	The writer made no attempt to make the reader care about the topic.	
Sequencing	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/ introduced sometimes makes the writing less interesting.	Many details are not in a logical or expected order. There is little sense that the writing is organized.	
Sentence Fluency	Sentences vary in both structure and length. The beginnings show how each sentence builds on the one before. The writing has cadence, as if the writer hears the beat in his or her head.	Some variation in length and structure enhances fluency. Some purposeful sentence beginnings and interpretation of the text. Graceful, natural phrasing intermingles with more mechanical structure.	Sentence structure is repetitive and monotonous; Irregular or unusual word patterns. Sentence structure is repetitive and monotonous. Irregular or unusual word patterns make it hard to tell where one sentence ends and the next begins.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Newspapers in Education (5W's in Advertising)

Grades K-4 / Year B

STUDENT NAME: _____

CATEGORY	**Exceeds Expectations - 3**	**Meets Expectations - 2**	**Not Meeting Expectations - 1**	**TOTAL**
Who	Has two detailed facts about the advertisement(s).	Has one detailed fact about the advertisement(s).	No facts about the advertisement(s).	
What	Has two detailed facts about the advertisement(s).	Has one detailed fact about the advertisement(s).	No facts about the advertisement(s).	
When	Has two detailed facts about the advertisement(s).	Has one detailed fact about the advertisement(s).	No facts about the advertisement(s).	
Where	Has two detailed facts about the advertisement(s).	Has one detailed fact about the advertisement(s).	No facts about the advertisement(s).	
Why	Has two detailed facts about the advertisement(s).	Has one detailed fact about the advertisement(s).	No facts about the advertisement(s).	

Newspapers in Education (Collage)

Grades K - 4 / Year B

STUDENT NAME: _____

CATEGORY	**Exceeds Expectations - 3**	**Meets Expectations - 2**	**Not Meeting Expectations - 1**	**TOTAL**
Attention to Theme	The student gives a reasonable explanation of how every item in the collage is related to the assigned theme. For most items, the relationship is clear without explanation.	The student gives a reasonable explanation of how most items in the collage are related to the assigned theme. For many of the items, the relationship is clear without explanation.	The student's explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme.	
Number of Items	The collage includes 15 or more items, each different.	The collage includes 8 -14 different items.	The collage contains fewer than 8 different items.	
Creativity	Several of the graphics or objects used in the collage reflect an exceptional degree of student creativity in their creation and/or display	One or two of the graphics or objects used in the collage reflect student creativity in their creation and/or display.	The student did not make or customize any of the items on the collage.	

Newspapers in Education (Picture Prompt)

Grades K - 4 / Year B

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Word Choice (Six Trait Scoring)	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.	
Organization (Six Trait Scoring	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented sometimes makes the writing less interesting.	Many details are not in a logical or expected order. There is little sense that the writing is organized.	
Sentence Fluency (Six Trait Scoring)	Sentences vary in both structure and length. The beginnings show how each sentence builds on the one before. The writing has cadence, as if the writer hears the beat in his or her head.	Some variation in length and structure enhances fluency; Some purposeful sentence beginnings and interpretation of the text; Graceful, natural phrasing intermingles with more mechanical structure.	Sentence structure is repetitive and monotonous; Irregular or unusual word patterns make it hard to tell where one sentence ends and the next begins.	
Adding Personality (Six Trait Scoring - Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.	

Newspapers in Education (Sort Coupons)

Grades K-4 / Year B

STUDENT NAME: _____

CATEGORY	**Exceeds Expectations - 3**	**Meets Expectations - 2**	**Not Meeting Expectations - 1**	**TOTAL**
Geometric Shapes	Able to identify more than 4 geometric shapes and sort accurately.	Able to identify 3-4 geometric shapes and/or sorts accurately.	Unable to identify more than 1 or 2 geometric shapes and/or not able to sort accurately.	
Vowels/ Blends	Sort accurately according to verbal directions (vowel sounds and/or blends)	Sort, with some prompting, according to verbal directions (vowel sounds and/or blends)	Unable to sort according to verbal directions (vowel sounds and/or blends) without assistance.	
Understanding	Communicates clearly the process or reasoning used in determining solutions.	Describes a process used to determine a solution and achieves a high level of accuracy.	Uses concrete examples to explain process and/or reasoning.	

GRADES 1 & 2

RECREATION
COMMUNICATION: NEWSPAPER IN EDUCATION

THEMATIC MATERIALS

NAME:_____ DATE:_____

Recreation

K*now*	**W***ant to know*	**L***earned*

NAME:_____ DATE:_____

My Very Own Game

With a partner create a game for 2 to 4 people. It can be a board game or a game that can be played at recess on the playground.

Think about games you love to play and what makes them so fun and exciting. Your game must have:

- A set of directions with rules.
- A game board or materials
- How do you win or get a point/score

Once your game is complete, be prepared to teach it to the class and play!

GRADES 3 & 4

ARCHEOLOGY/ANCIENT CIVILIZATIONS
COMMUNICATION: NEWSPAPER IN EDUCATION

RUBRICS*

* The rubrics found in the following section are to be utilized to evaluate authentic assessment tasks. Gifted students should also be evaluated cognitively. Choose an appropriate rubric from the "Rubrics for Gifted Students," from Effective Practices for Gifted Education in Kansas; developed by Bruce Passman, State Director, Kansas State Department of Education. These can be found at the end of the Thematic Resources Year B section.

Archeology (Board Game)

Grades 3 & 4 / Year B

STUDENT NAME: _____

CATEGORY	**Exceeds Expectations - 3**	**Meets Expectations - 2**	**Not Meeting Expectations - 1**	**TOTAL**
Learning	All students in group could easily and correctly state several facts about the topic used for the game without looking at the game.	All students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game.	Several students in the group could NOT correctly state facts about the topic used for the game without looking at the game.	
Content	All information cards made for the game are correct.	All but one of the information cards made for the game are correct.	Several information cards made for the game are not accurate.	
Rules	Rules were written clearly enough that all could easily participate.	Rules were written, but one part of the game needed slightly more explanation.	The rules were not written.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Archeology (Brochure)

Grades 3 & 4 / Year B

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Word Choice (Six Trait Scoring)	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.	
Sentence Fluency (Six Trait Scoring)	Sentences vary in both structure and length. The beginnings show how each sentence builds on the one before. The writing has cadence, as if the writer hears the beat in his or her head.	Some variation in length and structure enhances fluency; Some purposeful sentence beginnings and interpretation of the text. Graceful, natural phrasing intermingles with more mechanical structure.	Sentence structure is repetitive and monotonous; Irregular or unusual word patterns make it hard to tell where one sentence ends and the next begins.	
Voice (Six Trait Scoring)	The writer belongs to this writer and no other. The writer's sense of connection to the reader is evident.	The writer has not yet found their voice but is experimenting. The writer occasionally speaks to the audience.	There is no evidence of the writer's voice. The writer does not connect with the audience.	
Content	The brochure presents an accurate understanding of ocean characteristics.	The brochure presents a satisfactory understanding of ocean characteristics	The brochure does not present an accurate understanding of ocean characteristics.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Archeology (Grass Growing Experiment)

Grades 3 & 4 / Year B

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Steps in the scientific method	Student can identify and explain the steps in the scientific method	Student can name and explain 3 or 4 steps in the scientific method	Student can't name the steps in the scientific method	
Hypothesis	Hypothesis is relevant to the problem, can be answered by observation, and is about a variable (something that changes)	Hypothesis is 2 of the following: relevant to the problem, can be answered by observation, and is about a variable (something that changes)	Hypothesis is none of the criteria, or no hypothesis.	
Experiment	The experiment: follows a replicable sequence, identifies materials needed, and indicates the different uses of the materials.	The experiment does 2 of the following: follows a replicable sequence, identifies materials needed, and indicates the different uses of the materials.	Experiment does not meet criteria or is not attempted.	
Recording data	There is a plan to record date: data is clearly organized, units are labeled, and variable is identified.	A plan to record date is partially followed, with 2 of the following: data is clearly organized, units are labeled, and variable is identified.	No plan to record data, or criteria not met.	
Observation	Student measures accurately; uses the correct units of measure, and the data includes a description.	Student measures accurately, uses correct units of measure, but the data does not include a description.	Student does not measure accurately, use correct units of measure, or include description.	
Conclusion	The conclusion is consistent with results, consistent with scientific principles, and identifies any sources of errors.	The conclusion meets 2 of the following: it is consistent with results, consistent with scientific principles, or identifies any sources of errors.	The conclusion does not meet any of the criteria, or is not attempted.	

Newspapers in Education (5W's in Advertising)

Grades K-4 / Year B

STUDENT NAME: _____

CATEGORY	**Exceeds Expectations - 3**	**Meets Expectations - 2**	**Not Meeting Expectations - 1**	**TOTAL**
Who	Has two detailed facts about the advertisement(s).	Has one detailed fact about the advertisement(s).	No facts about the advertisement(s).	
What	Has two detailed facts about the advertisement(s).	Has one detailed fact about the advertisement(s).	No facts about the advertisement(s).	
When	Has two detailed facts about the advertisement(s).	Has one detailed fact about the advertisement(s).	No facts about the advertisement(s).	
Where	Has two detailed facts about the advertisement(s).	Has one detailed fact about the advertisement(s).	No facts about the advertisement(s).	
Why	Has two detailed facts about the advertisement(s).	Has one detailed fact about the advertisement(s).	No facts about the advertisement(s).	

Newspapers in Education (Collage)

Grades K - 4 / Year B

STUDENT NAME: _____

CATEGORY	**Exceeds Expectations - 3**	**Meets Expectations - 2**	**Not Meeting Expectations - 1**	**TOTAL**
Attention to Theme	The student gives a reasonable explanation of how every item in the collage is related to the assigned theme. For most items, the relationship is clear without explanation.	The student gives a reasonable explanation of how most items in the collage are related to the assigned theme. For many of the items, the relationship is clear without explanation.	The student's explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme.	
Number of Items	The collage includes 15 or more items, each different.	The collage includes 8 -14 different items.	The collage contains fewer than 8 different items.	
Creativity	Several of the graphics or objects used in the collage reflect an exceptional degree of student creativity in their creation and/or display	One or two of the graphics or objects used in the collage reflect student creativity in their creation and/or display.	The student did not make or customize any of the items on the collage.	

Newspapers in Education (Picture Prompt)

Grades K - 4 / Year B

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Word Choice	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.	
Organization	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented sometimes makes the writing less interesting.	Many details are not in a logical or expected order. There is little sense that the writing is organized.	
Sentence Fluency	Sentences vary in both structure and length. The beginnings show how each sentence builds on the one before. The writing has cadence, as if the writer hears the beat in his or her head.	Some variation in length and structure enhances fluency; Some purposeful sentence beginnings and interpretation of the text; Graceful, natural phrasing intermingles with more mechanical structure.	Sentence structure is repetitive and monotonous; Irregular or unusual word patterns make it hard to tell where one sentence ends and the next begins.	
Adding Personality	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.	

Newspapers in Education (Sort Coupons)

Grades K-4 / Year B

STUDENT NAME: _____

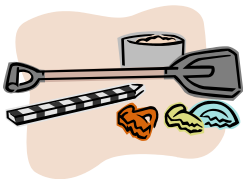
CATEGORY	**Exceeds Expectations - 3**	**Meets Expectations - 2**	**Not Meeting Expectations - 1**	**TOTAL**
Geometric Shapes	Able to identify more than 4 geometric shapes and sort accurately.	Able to identify 3-4 geometric shapes and/or sorts accurately.	Unable to identify more than 1 or 2 geometric shapes and/or not able to sort accurately.	
Vowels/ Blends	Sort accurately according to verbal directions (vowel sounds and/or blends)	Sort, with some prompting, according to verbal directions (vowel sounds and/or blends)	Unable to sort according to verbal directions (vowel sounds and/or blends) without assistance.	
Understanding	Communicates clearly the process or reasoning used in determining solutions.	Describes a process used to determine a solution and achieves a high level of accuracy.	Uses concrete examples to explain process and/or reasoning.	

GRADES 3 & 4

ARCHEOLOGY/ANCIENT CIVILIZATIONS
COMMUNICATION: NEWSPAPER IN EDUCATION

THEMATIC MATERIALS

NAME:_____ DATE:_____

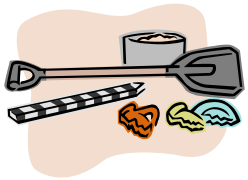


Archaeology/ Ancient Civilizations

Know	Want to know	Learned

NAME:_____ DATE:_____

Archaeology/ Ancient Civilizations



CULTURE DISCUSS

1. WHAT DO YOU THINK WHEN YOU HEAR THE WORD ***CULTURE***?

_____
_____
_____
_____
_____
_____

2. WHAT COUNTRY/COUNTRIES ARE YOU FROM?

_____
_____
_____

3. WHAT ARE SOME TRADITIONS YOUR FAMILY HAS DURING HOLIDAY/SEASONS ETC.?

_____
_____
_____
_____
_____
_____

NAME:_____ DATE:_____

Communication/Media

Know	Want to know	Learned

NAME:_____ DATE:_____

Create Your Own Comic Strip

Spend time looking at various comic strips from the newspaper. Think about what you like. Visit the website below http://www.readwritethink.org/materials/comic/index.html to create your very own comic strip. First review the different backgrounds and characters available. Once you have a character and theme in mind, use the back to sketch it out. Use the website to complete your comic. Have fun!

NAME:_____ DATE:_____

Message in a Bottle

Imagine that you are stranded on a deserted island with only a bottle and a newspaper. Create a message to send in the bottle using words and letters found in the newspapers.


DRAFT

NAME:_____ DATE:_____

Media Presentation

Select a topic and present to the class your topic using one of the modes of media listed below:

- Radio Advertisement
- Newspaper article
- Commercial
- TV news report

Here are some suggestions for your presentation:

- Poster
- Costumes
- PowerPoint presentation
- Props

GRADES 5 & 6

INVENTIONS
COMMUNICATION: NEWSPAPER IN EDUCATION

RUBRICS*

* The rubrics found in the following section are to be utilized to evaluate authentic assessment tasks. Gifted students should also be evaluated cognitively. Choose an appropriate rubric from the "Rubrics for Gifted Students," from Effective Practices for Gifted Education in Kansas; developed by Bruce Passman, State Director, Kansas State Department of Education. These can be found at the end of the Thematic Resources Year B section.

Inventions (Group Invention)

Grades 5 & 6 / Year B

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Plan	Plan is neat with clear measurements and labeling for all components.	Plan is neat with clear measurements and labeling for most components.	Plan does not show measurements clearly or is otherwise inadequately labeled.	
Information Gathering	Accurate information taken from several sources in a systematic manner.	Accurate information taken from a couple of sources in a systematic manner.	Information taken from only one source and/or information not accurate.	
Scientific Knowledge	Explanations by all group members indicate a clear and accurate understanding of scientific principles underlying the construction and modifications.	Explanations by all group members indicate a relatively accurate understanding of scientific principles underlying the construction and modifications.	Explanations by several members of the group do not illustrate much understanding of scientific principles underlying the construction and modifications.	
Data Collection	Data taken several times in a careful, reliable manner.	Data taken twice in a careful, reliable manner.	Data not taken carefully OR not taken in a reliable manner.	
Conclusion	The conclusion is consistent with results, consistent with scientific principles, and identifies any sources of errors.	The conclusion meets 2 of the following: it is consistent with results, consistent with scientific principles, or identifies any sources of errors.	The conclusion does not meet any of the criteria, or is not attempted.	

Inventions (Original Invention w/Press Conference)

Grades 5 & 6 / Year B

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Plan	Plan is neat with clear measurements and labeling for all components.	Plan is neat with clear measurements and labeling for most components.	Plan does not show measurements clearly or is otherwise inadequately labeled.	
Information Gathering	Accurate information taken from several sources in a systematic manner.	Accurate information taken from a couple of sources in a systematic manner.	Information taken from only one source and/or information not accurate.	
Scientific Knowledge	Explanations by all group members indicate a clear and accurate understanding of scientific principles underlying the construction and modifications.	Explanations by all group members indicate a relatively accurate understanding of scientific principles underlying the construction and modifications.	Explanations by several members of the group do not illustrate much understanding of scientific principles underlying the construction and modifications.	
Originality	Project is very creative and unlike any other product on the market.	Project bears a slight resemblance to another product on the market with a few creative additions.	Project looks like a product that is currently on the market.	
Word Choice (Press Conference)	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.	
Voice (Press Conference)	The writer belongs to this writer and no other. The writer's sense of connection to the reader is evident.	The writer has not yet found their voice but is experimenting. The writer occasionally speaks to the audience.	There is no evidence of the writer's voice. The writer does not connect with the audience.	

Newspapers in Education (Original Piece)

Grades 5 - 8 / Year B

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Media Format	Excellent understanding of the way selected media should look. Effective use of graphics, voice, motion and/or words.	Good understanding of the way selected media should look. Acceptable use of graphics, voice, motion and/or words.	Needs to improve understanding of the way selected media should look. Unfocused use of graphics, voice, motion and/or words.	
Knowledge Gained	All students in the group can correctly answer all questions related to facts in the article and can tell where the facts were found.	All students in the group can correctly answer most questions related to facts in the article and can tell where the facts were found.	Several students in the group appear to have little knowledge about the facts where the facts were found.	
Content Information	The article includes all of the 5 W's (who, what, when, where, why, and how) and all information is correct.	The article includes 3 of the 5 W's (who, what, when, where, why, and how) and most information is correct.	The article includes 2 or less of the 5 W's (who, what, when, where, why, and how) and little information is correct.	
Word Choice	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.	
Sentence Fluency	Sentences vary in both structure and length. The beginnings show how each sentence builds on the one before. The writing has cadence, as if the writer hears the beat in his or her head.	Some variation in length and structure enhances fluency; Some purposeful sentence beginnings and interpretation of the text; Graceful, natural phrasing intermingles with more mechanical structure.	Sentence structure is repetitive and monotonous; Irregular or unusual word patterns make it hard to tell where one sentence ends and the next begins.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Newspapers in Education (5W's in Advertising)

Grades 5-8 / Year B

STUDENT NAME: _____

CATEGORY	**Exceeds Expectations - 3**	**Meets Expectations - 2**	**Not Meeting Expectations - 1**	**TOTAL**
Who	Has four detailed facts about the advertisement(s).	Has at least three detailed facts about the advertisement(s).	Two or less facts about the advertisement(s).	
What	Has four detailed facts about the advertisement(s).	Has at least three detailed facts about the advertisement(s).	Two or less facts about the advertisement(s).	
When	Has four detailed facts about the advertisement(s).	Has at least three detailed facts about the advertisement(s).	Two or less facts about the advertisement(s).	
Where	Has four detailed facts about the advertisement(s).	Has at least three detailed facts about the advertisement(s).	Two or less facts about the advertisement(s).	
Why	Has four detailed facts about the advertisement(s).	Has at least three detailed facts about the advertisement(s).	Two or less facts about the advertisement(s).	

Newspapers in Education (Interview)

Grades 5 -8 / Year B

STUDENT NAME: _____

CATEGORY	**Exceeds Expectations - 3**	**Meets Expectations - 2**	**Not Meeting Expectations - 1**	**TOTAL**
Knowledge Gained	Student can accurately answer several questions about the person they chose.	Student can accurately answer a few questions about the person they chose.	Student cannot accurately answer questions about the person they chose.	
Preparation	The student prepared several in-depth AND factual questions to ask.	The student prepared a couple of in-depth questions and several factual questions to ask.	The student did not prepare any questions before the interview.	
Sentence Fluency	Sentences vary in both structure and length. The beginnings show how each sentence builds on the one before. The writing has cadence, as if the writer hears the beat in his or her head.	Some variation in length and structure enhances fluency; Some purposeful sentence beginnings and interpretation of the text; Graceful, natural phrasing intermingles with more mechanical structure.	Sentence structure is repetitive and monotonous; Irregular or unusual word patterns make it hard to tell where one sentence ends and the next begins.	
Word Choice	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.	

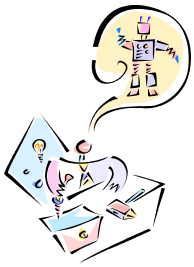
GRADES 5 & 6

INVENTIONS
COMMUNICATION: NEWSPAPER IN EDUCATION

THEMATIC MATERIALS

NAME:_____ DATE:_____

Inventors



Know	Want to know	Learned

NAME:_____ DATE:_____

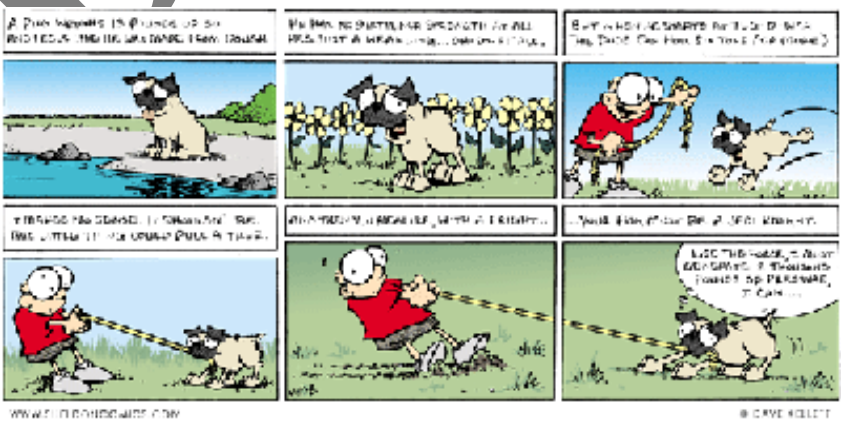
Communication/Media

Know	**W**ant to know	**L**earned

NAME:_____ DATE:_____

Create Your Own Comic Strip

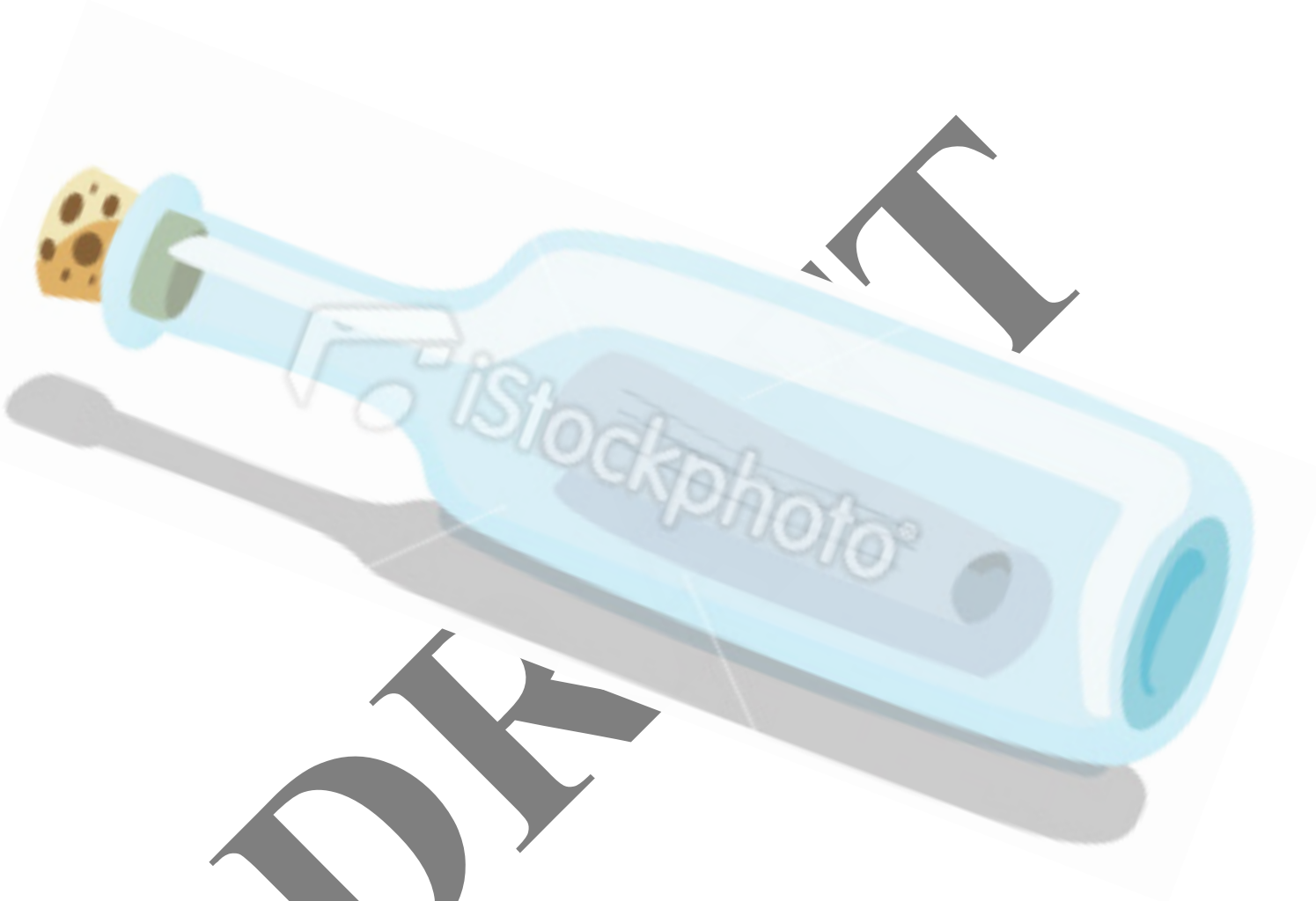
Spend time looking at various comic strips from the newspaper. Think about what you like. Visit the website below http://www.readwritethink.org/materials/comic/index.html to create your very own comic strip. First review the different backgrounds and characters available. Once you have a character and theme in mind, use the back to sketch it out. Use the website to complete your comic. Have fun!



NAME:_____ DATE:_____

Message in a Bottle

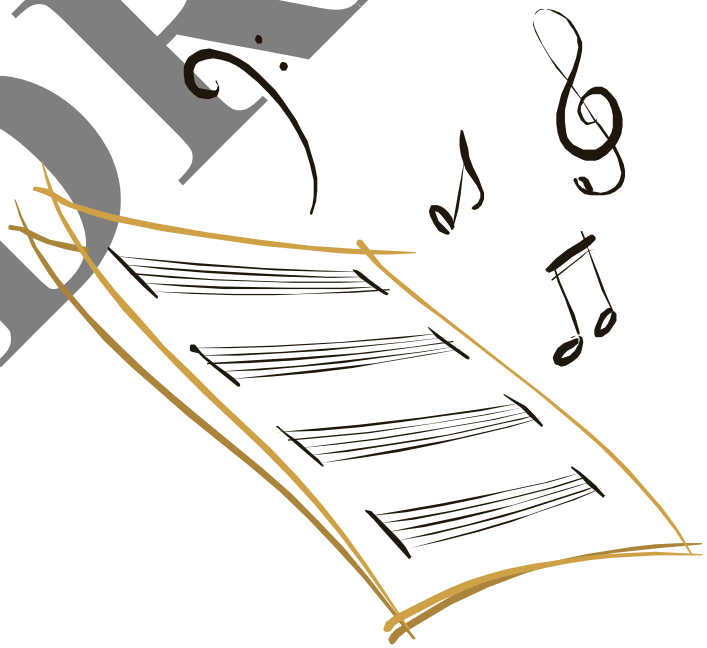
Imagine that you are stranded on a deserted island with only a bottle and a newspaper. Create a message to send in the bottle using words and letters found in the newspapers.



NAME:_____ DATE:_____

Newspaper Jingle

Find an advertisement or article you are interested in and create a commerical jingle for your selected piece. Your jingle can be in any music style you like and you will be presenting your jingle to the class. Be sure to have your advertisement or article with you on the day of your presentation. Good luck and have fun!!



NAME:_____ DATE:_____

Media Presentation

Select a topic and present to the class your topic using one of the modes of media listed below:

- Radio Advertisement
- Newspaper article
- Commercial
- TV news report

Here are some suggestions for your presentation:

- Poster
- Costumes
- PowerPoint presentation
- Props

GRADES 7 & 8

GREEK MYTHOLOGY
FINANCIAL LITERACY
COMMUNICATION: NEWSPAPER IN EDUCATION

RUBRICS*

* The rubrics found in the following section are to be utilized to evaluate authentic assessment tasks. Gifted students should also be evaluated cognitively. Choose an appropriate rubric from the "Rubrics for Gifted Students," from Effective Practices for Gifted Education in Kansas; developed by Bruce Passman, State Director, Kansas State Department of Education. These can be found at the end of the Thematic Resources Year B section.

Mythology (Newspaper)

Grades 7 & 8 / Year B

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Newspaper Format	Excellent understanding of the way a newspaper should look. Uses banner, headline, byline, columns, photo, and captions in an effective way.	Good understanding of the way a newspaper should look. Uses banner, headline, byline, columns, photo, and captions in a mostly effective way.	Needs to improve understanding of the way a newspaper should look. Banner, headline, byline, columns, photo, and captions are incomplete or contain many errors.	
Understanding of Myth	Clear understanding of mythical character and event	Good understanding of mythical character and event.	Poor understanding of mythical character and event; many errors.	
Word Choice (Six Trait Scoring)	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.	
Sentence Fluency (Six Trait Scoring)	Sentences vary in both structure and length. The beginnings show how each sentence builds on the one before. The writing has cadence, as if the writer hears the beat in his or her head.	Some variation in length and structure enhances fluency; Some purposeful sentence beginnings and interpretation of the text; Graceful, natural phrasing intermingles with more mechanical structure.	Sentence structure is repetitive and monotonous; Irregular or unusual word patterns make it hard to tell where one sentence ends and the next begins.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Mythology (Original Mythological Creature)

Grades 7 & 8 / Year B

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Word Choice (Six Trait Scoring)	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.	
Mythological Character (Six Trait Scoring)	The mythological character is named and clearly described (through words and/or actions). The audience knows and can describe what the character looks like and how they typically behave.	The mythological character is named and described (through words and/or actions). The audience has a fairly good idea of what the character looks like and behaves.	The mythological character described does not create a picture for the audience.	
Understanding of Myth	Clear understanding of mythical character and event.	Good understanding of mythical character and event.	Poor understanding of mythical character and event; many errors.	
Sentence Fluency (Six Trait Scoring)	Sentences vary in both structure and length. The beginnings show how each sentence builds on the one before. The writing has cadence, as if the writer hears the beat in his or her head.	Some variation in length and structure enhances fluency; Some purposeful sentence beginnings and interpretation of the text; Graceful, natural phrasing intermingles with more mechanical structure.	Sentence structure is repetitive and monotonous; Irregular or unusual word patterns make it hard to tell where one sentence ends and the next begins.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Mythology (Pantomime)

Grades 7 & 8 / Year B

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Pantomime	Shows a full understanding of the topic and is apparent in the presentation.	Shows a good understanding of the topic and is somewhat apparent in the presentation.	Does not seem to understand the topic very well.	
Understanding of Myth	Clear understanding of mythical character and event.	Good understanding of mythical character and event.	Poor understanding of mythical character and event; many errors.	
Voice (Six Trait Scoring)	The performance belongs to this group and no other. The group's sense of connection to the audience is evident.	The performance has not yet found its voice but is experimenting. The performance occasionally speaks to the audience.	There is no evidence of the group's voice. They do not connect with the audience.	
Contributions of Group Members	Each person in the group has contributed without prompting from peers.	Each person in the group has contributed with a few reminders from peers.	One or more members in the group required quite a lot of prompting from peers before contributing.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Mythology (Rewrite Myth)

Grades 7 & 8 / Year B

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Word Choice (Six Trait Scoring)	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.	
Voice (Six Trait Scoring)	The writer belongs to this writer and no other. The writer's sense of connection to the reader is evident.	The writer has not yet found their voice but is experimenting. The writer occasionally speaks to the audience.	There is no evidence of the writer's voice. The writer does not connect with the audience.	
Compared to Original	Demonstrates a reliable retelling, with all the important aspects of the original covered in the rewrite.	Demonstrates a reliable retelling, with most important aspects of the original covered in the rewrite.	Demonstrates a basic retelling, with few important aspects of the original covered in the rewrite.	
Sentence Fluency (Six Trait Scoring)	Sentences vary in both structure and length. The beginnings show how each sentence builds on the one before. The writing has cadence, as if the writer hears the beat in his or her head.	Some variation in length and structure enhances fluency; Some purposeful sentence beginnings and interpretation of the text; Graceful, natural phrasing intermingles with more mechanical structure.	Sentence structure is repetitive and monotonous; Irregular or unusual word patterns make it hard to tell where one sentence ends and the next begins.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Financial Literacy (Marketing Campaign)

Grades 7 & 8 / Year B

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Research/ Statistical Data	Students include 4 or more high-quality examples or pieces of data to support their campaign.	Students include at least 3 high-quality examples or pieces of data to support their campaign.	Students include fewer than 2 high-quality examples or pieces of data to support their campaign.	
Campaign/ Product	Students create an original and accurate product that adequately addresses the issue.	Students create an accurate product that adequately addresses the issue.	The product is not accurate.	
Interest	The author has made an exceptional attempt to make the content interesting to the people for whom it is intended.	The author has tried to make the content interesting to the people for whom it is intended.	The author has provided only the minimum amount of information and has not transformed the information to make it more interesting to the audience.	
Mathematical Application	Applies mathematics in everyday world situations.	Relates mathematics to some situations in the everyday world.	Unable to apply to real world situation.	
Word Choice (Campaign)	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.	
Voice (Campaign)	The writer belongs to this writer and no other. The writer's sense of connection to the reader is evident.	The writer has not yet found their voice but is experimenting. The writer occasionally speaks to the audience.	There is no evidence of the writer's voice. The writer does not connect with the audience.	

Financial Literacy (Stock Portfolio)

Grades 7 & 8 / Year B

STUDENT NAME: _____

Category	Exceeds Expectations – 3	Meets Expectations – 2	Not Meeting Expectations - 1	TOTAL
Math Strategies	Systematically addresses problems and recognizes variables relevant to the final solution.	Develops a strategy with multiple steps as required for addressing all parts of a problem.	Replicates a strategy for solving major parts of the problem.	
Problem Solving	Uses effective problem solving strategies, such as verifying solutions or judging an answer's reasonableness.	Needs assistance with problem solving strategies.	Unable to identify proper problem solving strategies.	
Application	Applies mathematics in everyday world situations.	Relates mathematics to some situations in the everyday world.	Unable to apply to real world situation.	
Diagrams & Illustrations *(if applicable)*	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.	
Number of Investments	Student has a diversified portfolio and the portfolio appears to illustrate the students understanding of the subject.	Students portfolio is diversified but seems to be jumping around in its theme and does not thoroughly illustrate the student's understanding.	Student has the required number of investments but most are focused in one area and does not demonstrate an understanding of the subject.	
Resources	Uses a variety of technology tools appropriately in reaching a solution.	Uses some technology in reaching a solution.	Uses some technology in reaching a solution with guidance.	

Newspapers in Education (Original Piece)

Grades 5 - 8 / Year B

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Media Format	Excellent understanding of the way selected media should look. Effective use of graphics, voice, motion and/or words.	Good understanding of the way selected media should look. Acceptable use of graphics, voice, motion and/or words.	Needs to improve understanding of the way selected media should look. Unfocused use of graphics, voice, motion and/or words.	
Knowledge Gained	All students in the group can correctly answer all questions related to facts in the article and can tell where the facts were found.	All students in the group can correctly answer most questions related to facts in the article and can tell where the facts were found.	Several students in the group appear to have little knowledge about the facts where the facts were found.	
Content Information	The article includes all of the 5 W's (who, what, when, where, why, and how) and all information is correct.	The article includes 3 of the 5 W's (who, what, when, where, why, and how) and most information is correct.	The article includes 2 or less of the 5 W's (who, what, when, where, why, and how) and little information is correct.	
Word Choice	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.	
Sentence Fluency	Sentences vary in both structure and length. The beginnings show how each sentence builds on the one before. The writing has cadence, as if the writer hears the beat in his or her head.	Some variation in length and structure enhances fluency. Some purposeful sentence beginnings and interpretation of the text. Graceful, natural phrasing intermingles with more mechanical structure.	Sentence structure is repetitive and monotonous; Irregular or unusual word patterns make it hard to tell where one sentence ends and the next begins.	
Creative Thinking	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree.	Visualizes plans, ideas and thoughts; sees beyond the practical.	Visualizes plans, ideas and thoughts when assisted; and/or has difficulty.	

Newspapers in Education (5W's in Advertising)

Grades 5-8 / Year B

STUDENT NAME: _____

CATEGORY	**Exceeds Expectations - 3**	**Meets Expectations - 2**	**Not Meeting Expectations - 1**	**TOTAL**
Who	Has four detailed facts about the advertisement(s).	Has at least three detailed facts about the advertisement(s).	Two or less facts about the advertisement(s).	
What	Has four detailed facts about the advertisement(s).	Has at least three detailed facts about the advertisement(s).	Two or less facts about the advertisement(s).	
When	Has four detailed facts about the advertisement(s).	Has at least three detailed facts about the advertisement(s).	Two or less facts about the advertisement(s).	
Where	Has four detailed facts about the advertisement(s).	Has at least three detailed facts about the advertisement(s).	Two or less facts about the advertisement(s).	
Why	Has four detailed facts about the advertisement(s).	Has at least three detailed facts about the advertisement(s).	Two or less facts about the advertisement(s).	

Newspapers in Education (Interview)

Grades 5 -8 / Year B

STUDENT NAME: _____

CATEGORY	Exceeds Expectations - 3	Meets Expectations - 2	Not Meeting Expectations - 1	TOTAL
Knowledge Gained	Student can accurately answer several questions about the person they chose.	Student can accurately answer a few questions about the person they chose.	Student cannot accurately answer questions about the person they chose.	
Preparation	The student prepared several in-depth AND factual questions to ask.	The student prepared a couple of in-depth questions and several factual questions to ask.	The student did not prepare any questions before the interview.	
Sentence Fluency	Sentences vary in both structure and length. The beginnings show how each sentence builds on the one before. The writing has cadence, as if the writer hears the beat in his or her head.	Some variation in length and structure enhances fluency; Some purposeful sentence beginnings and interpretation of the text. Graceful, natural phrasing intermingles with more mechanical structure.	Sentence structure is repetitive and monotonous; Irregular or unusual word patterns make it hard to tell where one sentence ends and the next begins.	
Word Choice	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.	

GRADES 7 & 8

GREEK MYTHOLOGY
FINANCIAL LITERACY
COMMUNICATION: NEWSPAPER IN EDUCATION

THEMATIC MATERIALS

Mythology

Know	Want to know	Learned

NAME:_____ DATE:_____

Mythological Article

Directions: For this assignment, you will need to think about one of the mythological characters you have learned about. Create a humorous article based on their adventures or characteristics. You will need to think of a headline for your article that will grab the reader's attention. Use the attached template on the e-board to assist in formatting your article.

Put Your Title Here

By

Subtitle 1 Here

Subtitle 2 Here

NAME:_____ DATE:_____

The Arts

Know	Want to know	Learned

NAME:_____ DATE:_____

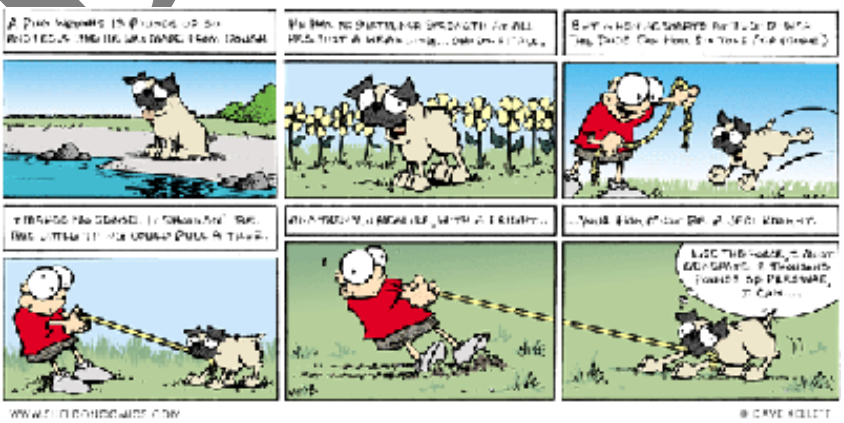
Finance

Know	Want to know	Learned

NAME:_____ DATE:_____

Create Your Own Comic Strip

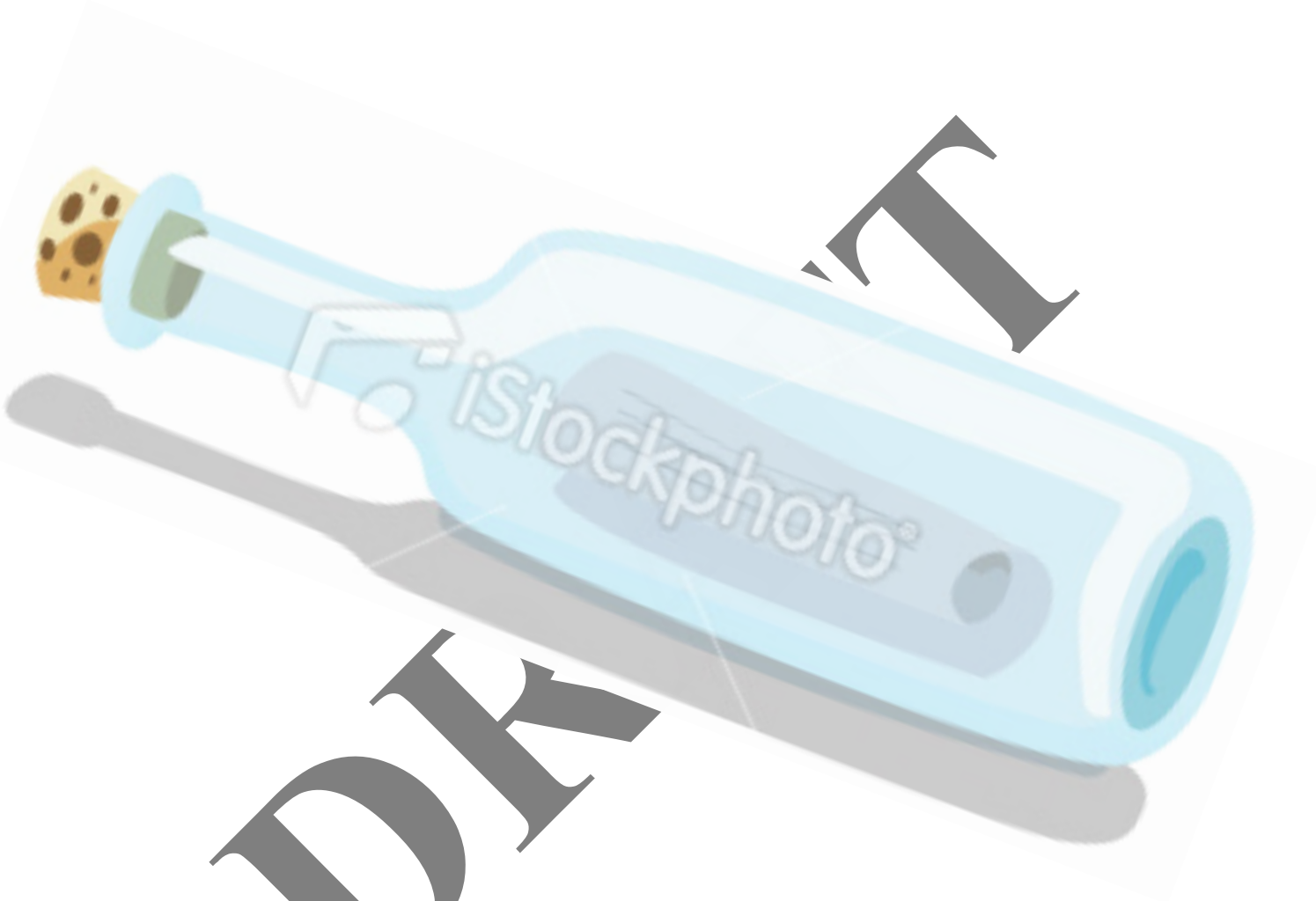
Spend time looking at various comic strips from the newspaper. Think about what you like. Visit the website below http://www.readwritethink.org/materials/comic/index.html to create your very own comic strip. First review the different backgrounds and characters available. Once you have a character and theme in mind, use the back to sketch it out. Use the website to complete your comic. Have fun!



NAME:_____ DATE:_____

Message in a Bottle

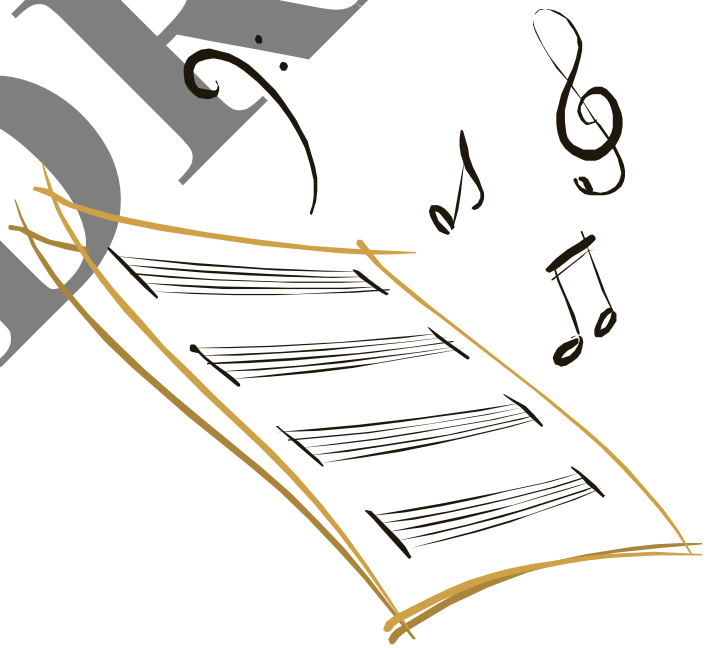
Imagine that you are stranded on a deserted island with only a bottle and a newspaper. Create a message to send in the bottle using words and letters found in the newspapers.



NAME:_____ DATE:_____

Newspaper Jingle

Find an advertisement or article you are interested in and create a commerical jingle for your selected piece. Your jingle can be in any music style you like and you will be presenting your jingle to the class. Be sure to have your advertisement or article with you on the day of your presentation. Good luck and have fun!!



NAME:_____ DATE:_____

Media Presentation

Select a topic and present to the class your topic using one of the modes of media listed below:

- Radio Advertisement
- Newspaper article
- Commercial
- TV news report

Here are some suggestions for your presentation:

- Poster
- Costumes
- PowerPoint presentation
- Props

GIFTED STUDENT RUBRICS

"Rubrics for Gifted Students," from Effective Practices for Gifted Education in Kansas; developed by Bruce Passman, State Director, Kansas State Department of Education. Permission granted for use by Bruce Passman, State Director, Kansas State Department of Education 120 E. E. 10th Avenue, Topeka, Kansas 66612

RUBRIC FOR CREATIVE THINKING

STUDENT NAME_____

CATEGORY	EXCEEDS EXPECTATIONS-3	EXCEEDS EXPECTATIONS-2	NOT MEETING EXPECTATIONS-1	TOTAL
FLUENCY	Lists many ideas or responses	Lists a sufficient number of ideas or responses	Lists a limited number of ideas and responses	
FLEXIBILITY	Perceives or approaches the problem in a number of different ways	Perceives or approaches the problem in a different way	Perceives or approaches the problem in a different way with assistance	
ORIGINALITY	Generates many clever, unique or unusual ideas	Generates several clever, unique or unusual ideas	Generates few clever, unique or unusual ideas	
ELABORATION	Expands, develops and embellishes ideas by adding details and making changes	Expands, develops and embellishes ideas by adding details	Adds details, expands or embellishes ideas with assistance	
CURIOSITY	Demonstrates a high degree of curiosity, seeks additional information and independent study	Demonstrates curiosity about issues and pursues additional information	Demonstrates little curiosity and desire to know more about issues	
RISK-TAKING	Demonstrates a high degree of willingness to take chances, defends ideas, experiments, predicts and puts plans into action	Deals with unstructured situations; predicts, guesses, and experiments to a sufficient degree	Deals with unstructured situations; experiments and guesses with assistance	
COMPLEXITY	Seeks alternatives; deals with intricate problems and ideas, and develops plans into logical order	Seeks alternatives; deals with change and problems, and brings order to situations	Deals with problems; brings order to situations, deals with change when assisted	
IMAGINATION	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree	Visualizes plans, ideas and thoughts; sees beyond the practical	Visualizes plans, ideas and thoughts when assisted	

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RUBRIC FOR DEDUCTIVE REASONING

STUDENT NAME_____

CATEGORY	EXCEEDS EXPECTATIONS-3	MEETS EXPECTATIONS-2	NOT MEETING EXPECTATIONS-1	TOTAL
GENERALIZATION	Easily identifies more than one generalization and may relate these to multiple situations	Identifies at least one generalization which relates to the situation when given enough time	Identifies at least one generalization which relates to the situation with assistance	
CONDITIONS	Easily identifies many conditions that relate to the generalizations in a holistic manner	Identifies two or more conditions that relates to the generalizations	Identifies at least one condition that relates to the generalization with assistance	
SUPPORT	Easily assesses the value of data presented and makes connections to the generalization and other situations	Assess the value of data presented on his own	Identifies data that support the generalization with assistance	
VALUE	Easily assesses the value of data presented and makes connections to the generalization and other situations	Assesses the value of data presented on his own	Assesses the value of data presented with assistance	
INFERENCE	Conclusions drawn are accurate and show depth of thought	Conclusions drawn are simple	Drawing conclusions using data with assistance	

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RUBRIC FOR DIVERGENT THINKING

STUDENT NAME_____

CATEGORY	EXCEEDS EXPECTATIONS-3	MEETS EXPECTATIONS-2	NOT MEETING EXPECTATIONS-1	TOTAL
SUBSTITUTE	Easily generates five or more substitutions and generates new ideas from substitutions	Generates three to four substitutions	Makes one to two substitutions with assistance	
COMBINE	Easily generates five or more combinations and generates new ideas from substitutions	Generates three to four combinations	Makes one to two combinations with assistance	
ADAPT	Easily generates five or more adaptations and generates new ideas from substitutions	Generates three to four adaptations	Makes one to two adaptations with assistance	
MODIFY	Easily generates five or more modifications and generates new ideas from substitutions	Generates three to four modifications	Makes one to two modifications with assistance	
MAGNIFY	Easily generates five or more magnifications and generates new ideas from substitutions	Generates three to four magnifications	Makes one to two substitutions with assistance	
MINIFY	Easily generates five or more minifications and generates new ideas from substitutions	Generates three to four minifications	Makes one to two minifications with assistance	
PUT TO OTHER USES	Easily generates five or more other uses and generates new ideas from substitutions	Generates three to four other uses	Makes one to two other uses with assistance	
ELIMINATE	Easily generates five or more eliminations and generates new ideas from substitutions	Generates three to four eliminations	Makes one to two eliminations with assistance	
REVERSE	Easily generates five or more reversals and generates new ideas from substitutions	Generates three to four reversals	Makes one to two reversals with assistance	

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RUBRIC FOR GOAL SETTING

STUDENT NAME_____

CATEGORY	EXCEEDS EXPECTATIONS-3	EXCEEDS EXPECTATIONS-2	EXCEEDS EXPECTATIONS-1	TOTAL
ACCEPTANCE	Demonstrates belief in the achievability of the goal in multifaceted ways; initiates the goal-setting process	Visualizes goal; believes goal can be achieved; actively involved in determining goal	Questions necessity and purpose of goal; unable to visualize achievability of goal; has little or no involvement in determining the goal	
SPECIFICITY	Goals are written in a concise, focused, clear manner; goals relate specifically to the desired outcome; a detailed, realistic method has been developed to measure goals	Goals are written in a concise, focused, clear manner; provides a basic method to measure goals	Writes focused, measurable goals	
CHALLENGE	Identifies and understand rewards to self-and/or others, addresses potential problems before they occur; demonstrates an intrinsic desire for successfully accomplishing goal	Recognizes rewards of goal achievement; recognized potential problems; maintains willingness to continue working toward goal	Knows rewards and potential problems and is willing to work toward goal with assistance	
FEEDBACK	Sets benchmarks for deadlines as well as goal attainment; steps taken toward meeting deadlines; evaluates how realistic and manageable the deadlines are	Sets realistic deadlines; steps taken toward deadline are manageable	Plans and/or manages deadlines with assistance	

This rubric is from "Effective Practices for Gifted Education in Kansas" Permission granted for use by Bruce Passman, State Director, Kansas State Department of Education 120 E. E. 10th Avenue, Topeka, Kansas 66612

RUBRIC FOR HIGHER ORDER THINKING

STUDENT NAME_____

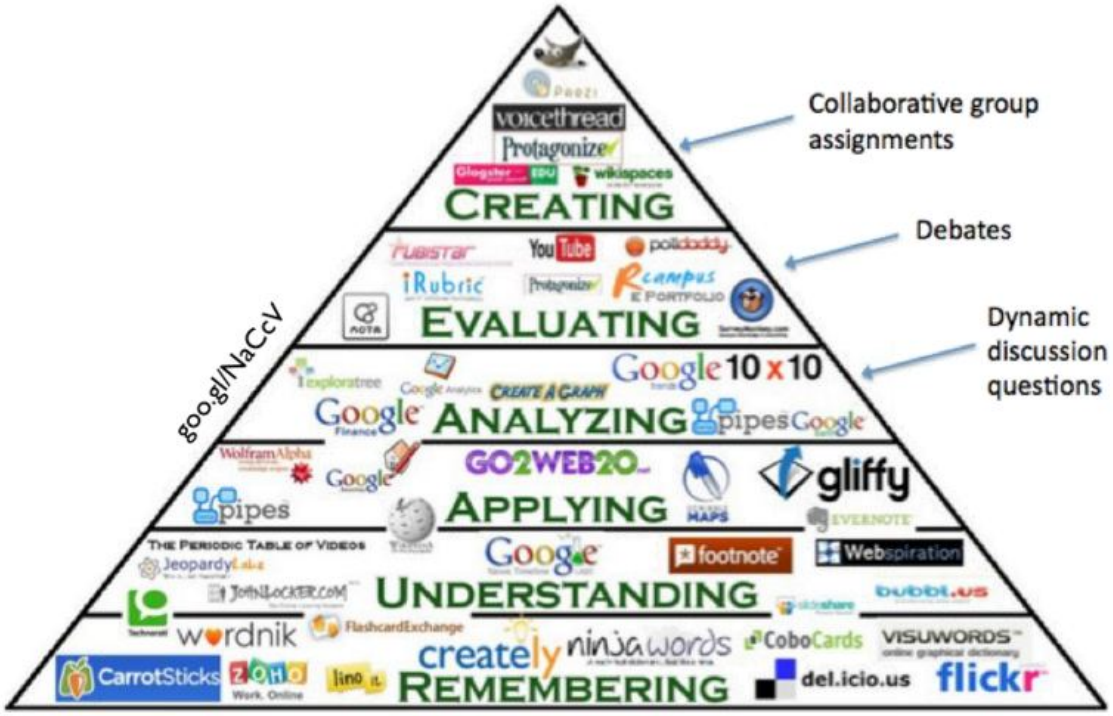
CATEGORY	EXCEEDS EXPECTATIONS-3	EXCEEDS EXPECTATIONS-2	NOT MEETING EXPECTATIONS-1	TOTAL
KNOWLEDGE/ REMEMBERING	Numerous facts and details are recalled; answer is thorough	Sufficient amount of facts are recalled; answer is complete and acceptable	Limited amount of information is recalled; answer is incomplete	
COMPREHENSION/ UNDERSTANDING	An interrelated, holistic interpretation of literal and implied content given; uses examples and illustrations to support	Overall understanding of content; implied content/issues not addressed	Brief explanation of content; little or no evidence to support	
APPLICATION/ APPLYING	Solution has a "new slant"; supports solution with an abundant amount of facts and details	Workable solution is supported by an adequate number of generalizations and principles	Solution has none or a limited number of elements to support; solution is not workable	
ANALYSIS/ ANALYSING	Solution classifies elements, their relationship to each other while identifying the arrangement and structure connecting them in a rational and persuasive way	Solution demonstrates the relation and structure between elements; recognizes patterns; rationally supported	Solution shows minimal classification of elements; no relation between elements and their relation and structure to each other	
SYNTHESIS/EVAULATING/ CREATING	Workable solution which is new and includes all parts; demonstrates unique self-expression; communication is directed to a specific audience in a unique and highly effective manner	Workable solution is new and includes essential elements; adequately communicated solution to appropriate audience; demonstrates self-expression	Solution lacks self-expression; some important elements excluded; solution not workable; not clearly communicated	

This rubric is from "Effective Practices for Gifted Education in Kansas" Permission granted for use by Bruce Passman, State Director, Kansas State Department of Education 120 E. E. 10th Avenue, Topeka, Kansas 66612

Frank Williams' Higher Order Thinking Skills

1. Paradoxes	Common notion not necessarily true in fact
2. Attributes	Self-contradictory statement or observation Inherent properties Conventions symbols or identities Ascribing qualities
3. Analogies	Situations of likeness Similarities between things Comparing one thing to another
4. Discrepancies	Gaps of limitations in knowledge Missing links in information What is not known
5. Provocative Questions	Inquiry to bring forth meaning Incite knowledge exploration Summons to discovering new knowledge
6. Examples of Change	Demonstrate the dynamics of things Provide opportunities for making alterations, modifications, or substitutions
7. Examples of Habit	Effects of habit-bound thinking Building sensitivity against rigidity in ideas and well-tried ways
8. Organized Random Search	Using a familiar structure to go at random to build another structure An example from which new approaches occur at random
9. Skills of Search	Search for ways something has been done before (historical search) Search for the current status of something (descriptive search) Set up an experimental situation and search for what happens (experimental search)
10. Tolerance for Ambiguity	Provide situations which puzzle, intrigue, or challenge thinking Pose open-ended situations which do not force closure
11. Intuitive Expression	Feeling about things through all the senses Skill of expressing emotion Be sensitive to inward hunches or nudges
12. Adjustment to Development	Learn from mistakes or failures Develop from rather than adjust to something Developing many options or possibilities
13. Study Creative People and Process	Analyze traits of eminently creative people Study processes which lead to problem solving, invention, incubation, and insight
14. Evaluate Situations	Deciding upon possibilities by their consequences and implications Check or verify ideas and guesses against the facts
15. Creative Reading Skill	Develop a mind-set for using information that is read Learning the skill of generating ideas by reading
16. Creative Listening Skill	Learning the skill of generating ideas by listening Listen for information allowing one thing to lead to another
17. Creative Writing Skill	Learning the skill of communicating ideas in writing Learning the skill of generating ideas through writing
18. Visualization Skill	Express ideas in visual forms Illustrating thoughts and feelings Describing experiences through illustrations

BLOOM'S TAXONOMY IN TECHNOLOGY



SimpleK12

Nomination Forms

A T L A N T I C C I T Y S C H O O L S
INTELLECTUALLY GIFTED PROGRAM

Date:

Dear Colleague:

As in past years, we are asking the Kindergarten teachers to nominate students for placement in the Intellectually Gifted Program next year. Attached you will find a Kindergarten Checklist for you to complete. Please select the students you feel have the qualities of a gifted student. Please add your own personal observations about the student on the back of the Checklist sheet. Your comments help us gain clearer insights about the student's attitude and abilities.

If you have them, would you kindly include the student's standardized, national percentile scores in Reading, Math, and Language. We generally look for two scores in the 96th percentile or above with the third score no lower than the 80th percentile.

We are relying on your input about these students. Please complete these forms and return them to my mailbox at your earliest convenience but no later than _____.
You can fill out the forms and place them in my mailbox.

Please understand that we must have this information in order to select students in September. The results from the checklist and the standardized test scores are weighted and added together in order to arrive at the student's final score.

As always, thank you for your help and cooperation.

Sincerely,

Teacher
Intellectually Gifted Program

ATLANTIC CITY SCHOOLS
INTELLECTUALLY GIFTED PROGRAM

KINDERGARTEN SCREENING FOR PROVISIONAL PLACEMENT

Please list students you feel should be considered for provisional placement in the Intellectually Gifted Program. Check the boxes that describe the student. Note: the child may not demonstrate all of the characteristics. Please include any anecdotal information (i.e. samples of work, description of behaviors, actual incidents, conversations, etc.…) that you feel should also be considered.

Classroom Teacher's Name: _____ School: _____ School Year: _____

List Student(s)	Learns Quickly, remembers easily & prefers working independently	Is curious, seems to bore easily, has a high energy-level, exhibits intellectual curiosity	Reads everything, uses an extensive vocabulary and displays an unusual interest in words	Has depth in understanding, seems mature for their age, shows sensitivity, shows compassion for people & animals	Has spatial abilities, enjoys puzzles & mazes	Shows leadership qualities; questions authority	Is a performing artist, shows talent and creativity in Music, Art, Dance or Music	Displays a sense of humor
1.								
Teacher Comments:								
2.								
Teacher Comments:								
3.								
Teacher Comments:								
4.								
Teacher Comments:								

Please return this form to the Intellectually Gifted Teacher in your building.

A T L A N T I C C I T Y S C H O O L S
INTELLECTUALLY GIFTED PROGRAM

KINDERGARTEN TEACHER CHECKLIST

Student_____ Date_____

Teacher_____ School_____

Instructions: In comparison with the other children in your kindergarten class, which of the following characteristics did the above student possess while in your class? Place a √ where appropriate.

The student had an extensive vocabulary	
The student had ideas which are often very original, makes up and tells fantastic stories/songs/pictures.	
The student was alert, keenly observant; responds quickly	
The student had an unusually good memory	
The student sought new tasks and activities	
The student was able to read.	
The student used more detailed sentences than your average student.	
The student thought clearly, recognized relationships, and comprehended meanings.	
The student was curious about many activities and places outside his/her immediate environment and/or experiences.	
The student was a leader in several kinds of activities; was able to influence others and work toward desirable goals.	
The student readily adapted to new situations, was flexible in thought and action: seemed undisturbed when the normal routine was changed.	
The student displayed a great deal of imagination and creativity.	
The student did not give up easily when confronted with a challenge.	
The student achieved at a higher educational level.	
The student was resourceful; knows where to find answers.	

Standardized Test Scores: (National Percentile) Reading_____ Math_____ Language_____

A T L A N T I C C I T Y S C H O O L S
INTELLECTUALLY GIFTED PROGRAM

Date:_____

Dear Colleague:

Attached are Renzulli forms so that you may nominate students from your class for the Gifted Program. Please feel free to recommend the students that you feel will qualify as possible participants. We are asking you to write a short anecdotal narrative about the student(s) that you nominate. The areas that we would like you to consider are listed at the top of the attached form. We realize that this may be another burden for you but your input is vital.

As in past years, we are including the students in the nomination process. Their part is the Peer/Self Nomination Instrument, which is also attached. There are sheets of ballots to be cut apart and a set of directions for administering this activity. If you need help with this part of the process, please feel free to ask me. **It is important that you do not skip this part of the identification process.** The results from the Peer/Self Nomination are added together with your Renzulli score recommendation, your anecdotal narrative, the student's standardized test scores, and his/her grades in order to determine whether or not the student will be tested for the program. **If you omit any nomination instrument, you reduce the student's chances of being selected for the program.**

We are relying on your input about these students. Please complete all the forms and return them to my mailbox at your earliest convenience, but no later than_____. As always, thank you for the cooperation you extend to our program.

Sincerely,

Teacher of Intellectually Gifted Program

A T L A N T I C C I T Y S C H O O L S
INTELLECTUALLY GIFTED PROGRAM

ANECDOTAL NARRATIVE

Student Name _____ Date_____

Teacher _____ Grade_____

School _____

Dear Colleague:

Please use the space below to write a few sentences presenting anecdotal information about the student you wish to nominate for the Intellectually Gifted Program.
You may wish to consider the following topics in your narrative:

- Any outside interests (e.g. musical instruments, choir, art club, gymnastics club, etc.)
- Any awards (e.g. Spelling Bee, Oratorical Contest, etc.)
- Participation in student government or other demonstrations of leadership
- Ability to relate to, help, or guide other students in class
- Demonstrates a "love of learning"

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Finally, remember to fill out the Renzulli form for the student and please attach an example of the student's work that you feel best represents his/her abilities (critical or creative thinking).

A T L A N T I C C I T Y S C H O O L S
INTELLECTUALLY GIFTED PROGRAM

Date:_____

Dear Colleague:

Attached are Renzulli forms so that you can nominate students from your class for the Intellectually Gifted Program. The directions for filling out the Renzulli are on the back of the form. Standardized test scores are part of the selection process, so we'll be looking at those for each student that you recommend. We generally look for scores in the 80th percentile or above in Reading, Math, and Language.

As in past years, we are including the students in the nomination process. Their part is the Peer/Self Nomination Instrument, which is also attached. There are sheets of ballots to be cut apart and a set of directions for administering this activity. If you need help with this part of the process, please feel free to ask me. **It is important that you do not skip this part of the identification process.**

The results from the Peer/Self are added together with your Renzulli recommendation, the student's standardized scores, his/her grades and other criteria in order to determine whether or not the student will be tested for the program**. If you omit any nomination instrument, you reduce the student's chances of being selected for the program**.

We are relying on your input about these students. Please complete all the forms and return them to my mailbox at your earliest convenience, but no later than _____.
As always, thank you for the cooperation you extend to our program.

Sincerely,

Teacher, Intellectually Gifted Program

The Renzulli – Hartman Scale
for Rating Behavioral Characteristics of Superior Students

This scale represents part-one of a four-part scale developed by Dr. Joseph Renzulli and Robert Hartman. This scale is designed to obtain teacher estimate of a student's characteristics in the cognitive area of learning. The items are derived from the research literature dealing with characteristics of the gifted and creative persons. Each item in the scale should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic.

Directions: Read the statements carefully and place an X in the appropriate column according to the scale of values.

NAME OF STUDENT: _____ Age: _____

School: _____ Homeroom Teacher: _____

Grade: _____ Date Completed: _____

PART I: LEARNING CHARACTERISTICS	Seldom /Never **1**	Occasionally **2**	Consider-ably **3**	Almost Always **4**
Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration and fluency.				
Possess a large storehouse of information about a variety of topics (beyond the usual interest of peers).				
Has quick mastery and recall of factual information.				
Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks provocative questions (as distinct from information or factual questions); wants to know what makes things (or people) tick.				
Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people and things.				
Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc.… than others.				
Reads a great deal on their own; usually prefers higher level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias or atlases.				
Tries to understand complicated material by separating it into its respective parts; reasons things out; sees logical and common sense answers.				
Column Total:				
Weight	x1	x2	x3	x4
Weight Column Total:				

TOTAL: _____

**Scoring Instructions:
1. Add the total number of Xs in each column to obtain the "Column Total".
2. Multiply the "Column Total" by the "Weight" for each column to obtain the "Weight Column Total".
3. Sum the "Weight Column Total" across to obtain the grand total.
4. Submit all completed forms to the gifted teacher assigned to your building.

Peer and Self Nomination
Grades 1-6

The peer nomination process for the Intellectually Gifted program enables students to nominate one of their classmates of themselves for participation in the I. G. program. Each student in your class will participate in the nomination process. Please conduct the following game with your children. It should only take five minutes.

Teacher Directions

A variation on "Who Am I?"

1. Ask the students to help solve the riddle. Tell them that the person being described is in their class. Ask them to wait until they have heard all of the statements, then write the name of one student they feel best fits all of the characteristics.

Riddle Statements:

- This person can write or make up good stories, poems, songs, or raps.
- This person is the first to answer questions in your room.
- This person asks a lot of questions.
- This person likes to read.
- This person likes to do extra work.
- This person is in your class.
- Write the name of this person on a piece of paper. If you think that the person is you write your name.

2. Collect the papers. Count the papers/ballots and write the number of votes that were cast for each student next to their name on the attached attendance sheet.

I nominate ____________________ **For the Gifted Program** Grade: ______ Teacher: ______________ School: ___________________________	I nominate ____________________ **For the Gifted Program** Grade: ______ Teacher: ______________ School: ___________________________
I nominate ____________________ **For the Gifted Program** Grade: ______ Teacher: ______________ School: ___________________________	I nominate ____________________ **For the Gifted Program** Grade: ______ Teacher: ______________ School: ___________________________
I nominate ____________________ **For the Gifted Program** Grade: ______ Teacher: ______________ School: ___________________________	I nominate ____________________ **For the Gifted Program** Grade: ______ Teacher: ______________ School: ___________________________
I nominate ____________________ **For the Gifted Program** Grade: ______ Teacher: ______________ School: ___________________________	I nominate ____________________ **For the Gifted Program** Grade: ______ Teacher: ______________ School: ___________________________

Peer and Self Nomination Bilingual Program Grades 1-8

The peer nomination process for the Intellectually Gifted program enables students to nominate one of their classmates of themselves for participation in the I. G. program. Each student in your class will participate in the nomination process. Please conduct the following game with your children. It should only take five minutes.

Teacher Directions

A variation on "Who Am I?"/ **Quien** Soy **Yo?"**

I. Ask the students to help solve the riddle. Tell them that the person being described is in their class. Ask them to wait until they have heard all of the statements, then write the name of one student they feel best fits all of the characteristics.

Riddle Statements **(Spanish):**

- Esta persona escribe y lo inventa buenos cuentos, poemas, o canciones.
- Esta persona siempre contenta preguntas en la clase antes que otros estudiantes.
- Esta persona hace muchas preguntas.
- A esta persona te encanta leer.
- A esta persona le gusta hacer trabajos extras.
- Esta persona esta en tu clase.
- Escribe el nombre de esta persona en el papel. Si eres a persona, escribe tu nombre en el papel.

2. Collect the papers. Count the papers/ballots and write the number of votes that were cast for each student next to their name on the attendance sheet.

Yo nomino

____

Para el Programa de Dotados y Talentosos

Grado: _____ Maestro/a _______________

Escuela: ____________________________

Yo nomino

____

Para el Programa de Dotados y Talentosos

Grado: _____ Maestro/a _______________

Escuela: ____________________________

Yo nomino

____

Para el Programa de Dotados y Talentosos

Grado: _____ Maestro/a _______________

Escuela: ____________________________

Yo nomino

____

Para el Programa de Dotados y Talentosos

Grado: _____ Maestro/a _______________

Escuela: ____________________________

Yo nomino

____

Para el Programa de Dotados y Talentosos

Grado: _____ Maestro/a _______________

Escuela: ____________________________

Yo nomino

____

Para el Programa de Dotados y Talentosos

Grado: _____ Maestro/a _______________

Escuela: ____________________________

Yo nomino

____

Para el Programa de Dotados y Talentosos

Grado: _____ Maestro/a _______________

Escuela: ____________________________

Yo nomino

____

Para el Programa de Dotados y Talentosos

Grado: _____ Maestro/a _______________

Escuela: ____________________________

ATLANTIC CITY SCHOOLS
INTELLECTUALLY GIFTED PROGRAM
Atlantic City, New Jersey 08401

Dear Parent(s) of _____:

Your child is being considered for the Intellectually Gifted Program. The nomination process for this program includes parent input. If you believe your child displays gifted potential, please complete the attached form and return it to the teacher of gifted in your child's school.

Please note that this form is only **one** nomination tool. ***Completion of the form does not mean that the child will be able to participate in the program.*** Please be aware of the following explanations of the Intellectually Gifted Program, as it is important to your understanding more about the program.

The Intellectually Gifted Program is a pull-out program in which each student receives approximately forty to sixty minutes of instruction per week. The curriculum includes units of study which expand on social studies, science, math, and literature topics in the regular curriculum. It may also include topics and/or activities that will help in expanding your child's critical and creative thinking, problem solving, mathematical, and writing abilities. There is no report card given to your child as a result of this program, but progress reports are sent home.

If your child is accepted into the program, you will receive notification via letter. It would then be beneficial to you and your child to have a discussion about the program before they begin the class. Suggested topics for discussion include:

- Is your child ready and focused on learning about topics that will help them expand their thinking, problem solving and writing skills?
- Is your child interested in taking on the added responsibilities of their gifted class?
- Will they be committed to, occasionally, doing extra work?
- Will they be willing to complete all regular classroom work that may be missed during their participation in their I.G. class?

After you and your child discuss the requirements of the Intellectually Gifted Program, please check off the appropriate box on the reverse side and return this letter to your child's teacher.

Thank you for your cooperation.

Sincerely,

Teacher, Intellectually Gifted Program

ATLANTIC CITY SCHOOLS
INTELLECTUALLY GIFTED PROGRAM

Parent Nomination Letter Reply

Name of Student: _____ Grade: _____

Homeroom Teacher: _____ School: _____

_____ I **do** want my child to be considered for the Intellectually Gifted Program. Please check the characteristics listed below that are specific to your child.

_____ I **do not** want my child to be considered for the Intellectually Gifted Program.**

**I implore any parent/guardian who is *unsure* of whether they'd like their child to participate, to consider the program on a trial basis.

Parent/Guardian Name: _____ Date: _____

Instructions: Please place a check mark next to all the statements that describe your child in comparison with their peers (the same age as your child).

1. Has an advanced vocabulary; able to express themselves well. _____
2. Is alert beyond their years. _____
3. Recalls facts/information easily. _____
4. Is reading on or above grade level / was able to read before kindergarten. _____
5. Puts unrelated ideas together in new and different ways. _____
6. Likes "grown-up" things and to be around older people. _____
7. Has a great deal of curiosity; wants to know how things work. _____
8. Is adventurous. _____
9. Are impulsive; acts before they think. _____
10. Tends to dominate others if given the chance. _____
11. Is persistent; sticks to a task or idea. _____
12. Is independent and self-sufficient. _____
13. Is aware of problems others often do not see. _____
14. Makes-up stories and has ideas that are unique. _____
15. Likes to do many things and participates whole-heartedly _____

Adapted from Identification Process, E. Susanne Richert, Ph.D.

ESCUELSAS DE ATLANTIC CITY
PROGRAMS DE DOTADOS Y TALENTOSOS

Recomendación de Padre de Familia/Guardián

Nombre del estudiante: _____ Grado: _____

Maestro/a de grado: _____ Escuela: _____

_____**SI**, quiero que mi hijo/a sea considerado para el Programa de Dotados y Talentosos
*A continuación, favor de indicar todas las características que describen a su hijo

_____**NO**, no quiero que mi hijo/a sea considerado para el Programa de Dotados y Talentosos**
**En caso de duda por parte del padre/guardián en cuanto a la participación de su hijo/a, en este Programa, sugerimos que dé permiso para que su hijo/a participe por un periodo de prueba

---

Nombre de padre/guardián: _____ Fecha: _____

Instrucciones: Favor de indicar con X todas las siguientes frases que describen a su hijo cuando comparado con los estudiantes de su misma edad y grado.

1. Usa un vocabulario avanzado; se expresa bien y claramente. _____
2. Es bastante alerto para su edad. _____
3. Recuerda bien datos e información. _____
4. Lee al nivel de grade/ leía antes de entrar al kinder.
5. Capaz de unir ideas distintas en nuevas y diferentes maneras
6. Le gustan los temas de adultos; se lleva bien con adultos. _____
7. Muy curioso; quiere saber cómo funcionan las cosas.
8. Es aventurero. _____
9. Es impulsivo; aveces actúa sin de pensar primero. _____
10. Personalidad dominante si se le da la oportunidad. _____
11. Persistente; termina lo que comienza . _____
12. Es independiente y auto-suficiente. _____
13. Consciente y alerto; nota problemas que otros no ven _____
14. Inventa historias y cuentos; es creativo tiene ideas que son únicos. _____
15. Le gusta hacer y participar en una variedad de cosas y actividades

Adaptado del *EL Proceso de Identificacion* por E. Susanne Richert, Ph.D.
Revised August, 2016

Evaluation Forms

ATLANTIC CITY SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION
1300 Atlantic Avenue; 5th Floor
Atlantic City, NJ 08401

Student/Teacher Evaluation
Grades 1-4

At the beginning of the school year, the student will place a (✓) before the skill(s) they wish to develop. During the year, the student will rate themselves on the listed items using a '+' (satisfactory development) or '-' (needs improvement) rating. The Intellectually Gifted Teacher will indicate agreement (+) or disagreement (-) of the stated characteristics. A conference between the student and teacher will be held at year end to review student's progress. The parent/guardian will be provided a copy of this form.

STUDENT NAME: _____ Grade: _____ School: _____

			November		*February*		*May*	
✓		**Characteristics**	Student + or -	Teacher + or -	Student + or -	Teacher + or -	Student + or -	Teacher + or -
	1.	I like to find answers on my own.						
	2.	In school, I like trying new and different things.						
	3.	I am willing to take a chance with something I don't know about.						
	4.	I am cooperative.						
	5.	I am courteous and use self-control.						
	6.	I respect the teacher and the rights of others.						
	7.	I follow the rules of the school.						
	8.	I always do my best work in class and my homework.						
	9.	I like to work independently on class work and special projects.						
	10.	I finish my work on time no matter how difficult.						
	11.	I am willing to spend more time than required on tasks that interest me.						
	12.	I show perseverance ("If at first you don't succeed, try, try again.")						
	13.	In class, I pay attention and I like to share what I know with others.						
	14.	I can accept constructive criticism.						
	15.	I understand and use hard words that other students don't.						
	16.	I can find answers to problems by looking at different parts and put them together.						
	17.	I can give many answers/solutions to different questions/problems.						

** Teacher and/or Student comments on the reverse.

Student Comments:

November:
February:
May:

Teacher Comments:

November:
February:
May:

Signature of Teacher

Signature of Principal

ATLANTIC CITY SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION
1300 Atlantic Avenue; 5th Floor
Atlantic City, NJ 08401

Student/Teacher Evaluation Contract
Grades 5-8

At the beginning of the school year, the student will place a (✓) before the skill(s) they wish to develop. During the year, the student will rate themselves on the listed items using a '+' (satisfactory development) or '-'(needs improvement) rating. The Intellectually Gifted Teacher will indicate agreement (+) or disagreement (-) of the stated characteristics. A conference between the student and teacher will be held at year end to review student's progress. The parent/guardian will be provided a copy of this form.

STUDENT NAME: _____ Grade: _____ School: _____

✓		Characteristics	*November*		*February*		*May*	
			Student + or -	Teacher + or -	Student + or -	Teacher + or -	Student + or -	Teacher + or -
	1.	Self-reliant when meeting problems						
	2.	Shows curiosity and enjoys experimentation						
	3.	Shows a positive attitude toward risk-taking situations						
	4.	Challenged by new ideas						
	5.	Cooperative, courteous, respects the rights of others, and uses self-control						
	6.	Displays leadership ability						
	7.	Exhibits the desire to excel						
	8.	Exhibits the ability to accept positive constructive criticism						
	9.	Exhibits the power to work independently						
	10.	Follows through and completes tasks on time or before						
	11.	Willing to spend more time than required on tasks that interest him/her						
	12.	Shows perseverance ("if at first you don't succeed, try, try again")						
	13.	Alert, energetic, and participates actively in the group						
	14.	Shows pride in completed class and home assignments						
	15.	Submits well-thought out, carefully crafted assignments and products						
	16.	Exhibits the ability to use subject-related vocabulary appropriately						
	17.	Able to analyze concepts, patterns, or problems						
	18.	Ability to generate many possible solutions to a given problem						

** Student and Teacher comments on the reverse.

Student Comments:

November:
February:
May:

Teacher Comments:

November:
February:
May:

Signature of Teacher

Signature of Principal

ATLANTIC CITY SCHOOLS
INTELLECTUALLY GIFTED PROGRAM

PROGRESS REPORT

Student Name:_____ **Grade:**_____

School Year:_____ **Classroom Teacher:**_____

Brighton Avenue	Chelsea Heights	Dr. MLK	Pennsylvania Avenue	New York Avenue	Richmond Avenue	Sovereign Avenue	Texas Avenue	Uptown Complex

KEY: **O = Outstanding** **S = Satisfactory** **N = Needs Improvement**

	Oct.-Jan.	Feb.-June
Demonstrates critical thinking (**K**nowledge-**R**emember, **U**nderstand-**D**escribe, **E**xplain, **A**pply, **A**nalyze, **E**valuate, **C**reate)		
Demonstrates creative thinking (**O**riginality, **F**luency, **F**lexibility, **I**magination, **C**uriosity, **E**laboration, **R**isk-Taking)		
Demonstrates motivation for learning (desire, effort, attitude)		
Plans, organizes materials, stays on task in the classroom		
Completes assigned work		
Provides high quality, product-based work		
Demonstrates "positive" group interaction		
Works well independently		
Exhibits non-disruptive behavior and good manners in classroom		
Demonstrates leadership qualities		
Satisfies all work requirements set forth by classroom teacher(s)		
Demonstrates understanding and employs use of technology		
Comes to class when scheduled/expected		
Understands other perspectives and cultures		
Engages in appropriate questioning techniques when evaluating		

Intellectually Gifted Teacher:_____

Teacher Comments (if any):

_____

_____

Parent Signature: _____ **Date:** _____

Parent Comments (if any):

_____

_____

A T L A N T I C C I T Y S C H O O L S
INTELLECTUALLY GIFTED PROGRAM

Classroom Teacher Questionnaire

Please review the statements below and select only one answer that best represents your evaluation of the Intellectually Gifted Program.

1. The amount of instructional time per week allotted for the Intellectually Gifted program appears to be adequate for meeting the participants' individual needs.

   Strongly agree Agree Disagree Strongly Disagree

2. The majority of the program participants from my class, in my opinion, are intellectually capable of meeting the demands of the program.

   Strongly agree Agree Disagree Strongly Disagree

3. I feel the selection process of the program is in concert with the curriculum requirements.

   Strongly agree Agree Disagree Strongly Disagree

4. If your response to # 3 was "disagree" or "strongly disagree", please indicate the response below that best matches your reason.

   Standards are too high

   Standards are not high enough

   Selection process criteria is not relevant to subject matter in curriculum.

A T L A N T I C C I T Y S C H O O L S
INTELLECTUALLY GIFTED PROGRAM

Principal Questionnaire

Please review the statements below and select only one answer that best represents your evaluation of the Intellectually Gifted Program.

1. I feel the subjects being taught are enriching to the student's academic experience.

   Strongly agree Agree Disagree Strongly Disagree

2. The teacher of the program has adequate time in their instructional schedule to cover subjects thoroughly.

   Strongly agree Agree Disagree Strongly Disagree

3. The majority of students being serviced, in my opinion, are intellectually capable of meeting the demands of the program.

   Strongly agree Agree Disagree Strongly Disagree

4. I believe the selection process standards are in alignment with the curriculum requirements.

   Strongly agree Agree Disagree Strongly Disagree

5. If your response to question #4 was "disagree" or "strongly disagree", please indicate the response that best matches your reason.

   Standards are too high

   Standards are not high enough

   Selection process criteria is not relevant to subject matter in curriculum.

6. There are adequate materials for effective instruction.

   Strongly agree Agree Disagree Strongly Disagree

7. There are adequate facilities to carry out the teaching duties.

   Strongly agree Agree Disagree Strongly Disagree

Please provide any suggestions or recommendations you deem necessary in the program.

ATLANTIC CITY SCHOOLS
INTELLECTUALLY GIFTED PROGRAM

PARENT QUESTIONNAIRE

1. What grade is your child in at school? (Please check one that best describes your child who brought this questionnaire home.)
   - ☐ Kindergarten
   - ☐ First Grade
   - ☐ Second Grade
   - ☐ Third Grade
   - ☐ Fourth Grade
   - ☐ Fifth Grade
   - ☐ Sixth Grade
   - ☐ Seventh Grade
   - ☐ Eighth Grade

2. Are you familiar with the Intellectually Gifted Program themes?
   - ☐ Yes
   - ☐ No

3. How have you learned about the Intellectually Gifted Program? (Please check one.)
   - ☐ By talking with my child's teacher
   - ☐ By talking with my child
   - ☐ By talking to other parents
   - ☐ By visiting the school
   - ☐ The school sent me a notice about it.
   - ☐ Other

4. Please check the response that best describes your child's growth in the area of creative expression since they have been participating in the Intellectually Gifted Program.
   - ☐ I have observed a considerable growth
   - ☐ I have observed some growth
   - ☐ I have observed no growth

5. Please check the response that best describes your child's growth in the area of independent exploration and thinking since they have been participating in the Intellectually Gifted Program.
   - ☐ I have observed a considerable growth
   - ☐ I have observed some growth
   - ☐ I have observed no growth

6. Please check the response that best describes your child's growth in the area of creative writing since they have been participating in the Intellectually Gifted Program.
   - ☐ I have observed a considerable growth
   - ☐ I have observed some growth
   - ☐ I have observed no growth

7. What is your opinion regarding the amount of homework that your child brings home for the Intellectually Gifted Program?
   - ☐ I am comfortable with the amount of homework
   - ☐ I feel there should be more homework
   - ☐ I feel there should be less homework
   - ☐ I feel there should not be any homework

8. Please check the statement below that best describes your overall feelings about the Intellectually Gifted Program.
    - ☐ I feel the program is providing my child with extremely rewarding experiences.
    - ☐ I feel the program is providing my child with rewarding experiences.
    - ☐ I feel the program is providing my child with moderately rewarding experiences.
    - ☐ I feel the program is providing my child with rewarding experiences.

In the box below, please provide any additional comments regarding your child's participation in the program and any suggestions to improve the current program.

Administrative Forms

Will be translated as needed for student's for parents of ELL students

ATLANTIC CITY SCHOOLS
INTELLECTUALLY GIFTED PROGRAM

STUDENT PROFILE

Student Name: _____ **Grade**:_____

School: _____ **Teacher**:_____

Parent/Guardian Name: _____ **Telephone #**:_____

Home Address: _____

Instruments	Date	Total Weighted Score	Total
Standardized Test Scores			
Renzulli *Dr. J Renzulli & R. Hartman*			
Structure of Intellect (SOI) *Meeker & Meeker*			
Kindergarten Checklist / Kindergarten Screening Checklist			
Parent Nomination Form			
Student/Peer Nomination Form			
Other:			

Intellectually Gifted Teacher Comments: _____

_____

DATE ENTERED PROGRAM: _____

I.G. Teacher:_____ *Signature:*_____

WITHDRAWAL OR TERMINATION DATE:_____

Reasons:

☐ Placed in Basic Skills Program
☐ Classroom grades fell below average for two consecutive quarters
☐ Failed to meet student contractual obligations
☐ Classroom requirements not met

☐ Parental / Student Withdrawal

Reason(s):_____

Parent Signature: _____ Date:_____

ATLANTIC CITY SCHOOLS
INTELLECTUALLY GIFTED PROGRAM

Student/Parent Contract

I _____ am aware that being a part of the Intellectually Gifted Program is an honor and a privilege. I promise to:

- Do my best to come into class with an open mind and ready to learn.
- Follow my teacher(s) instructions at all times.
- Do my part in ensuring a successful learning experience **for all** the students in my class.
- Complete all assignments in a timely manner.
- Complete all classroom contractual obligation, both in the gifted class and my regular classroom(s).

I understand and agree that if at anytime, I do not uphold these promises and cause disruption in class, I will be excluded from the Intellectually Gifted Program.

I am aware of all the above rules and regulations and promise to abide by them to the best of my ability.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Address: _____

Home Phone Number: _____

Other Number: (cell, work, etc.): _____

Parent Email: _____

ATLANTIC CITY SCHOOLS

INTELLECTUALLY GIFTED PROGRAM

Student/Parent Contract
Kindergarten to Second Grade

Date:_____

I, _____ am aware that being a part
Print Your Name
of the Intellectually Gifted program is an honor and a privilege. Write your initials next to each pledge. I pledge to:

Do my best to come into class with an open mind and ready to learn._____

Follow my teachers' instructions at all times._____

Do my part to ensure a successful learning experience for all the students in my class. ___

Complete all assignments in a timely manner._____

Complete all classroom contractual obligations, both in the Intellectually Gifted class and my regular classroom. _____

I understand and agree that if at anytime I do not uphold these pledges, I may be excluded from the program._____

I am aware of all the rules and regulations and pledge to follow them to the best of my ability._____

Student Signature:_____ Date:_____

Parent Signature:_____ Date:_____

Address:_____

Home Phone Number: _____

Other Number: (cell, work, etc.): _____

Return to the IG Teacher. Thank you

A T L A N T I C C I T Y S C H O O L S
INTELLECTUALLY GIFTED PROGRAM

Date:_____

Dear Parent(s)/Guardian(s) of_____:

This letter is to advise you that your son/daughter has been placed on probationary status from the Intellectually Gifted Program for the following reason(s):

____ Has not shown progress in their contractual obligations.

____ Has not met his/her contractual obligations in the regular classroom

____ Their grades, in their regular classroom, have fallen below average for two consecutive marking periods.

Students are placed on probation for *approximately six weeks or a marking period* when they are not showing progress in the Intellectually Gifted Program, their regular classroom(s) or both. During this time they will *not* be permitted to participate in the program. The Intellectually Gifted teacher will meet with your child to allow him/her the opportunity to offer solutions and options to remedy the problem(s) and a new contract will be developed. A copy of the contract will be sent to you when it is completed.

After the six weeks of probation have been completed, your child will meet with the Intellectually Gifted teacher and their classroom teacher(s) to determine whether your child has shown and made substantial improvement. If so, they will be allowed back into the program. If the contractual obligations have not been met, then termination from the program for the remainder of the school year will occur.

Please speak with your son/daughter about what *your* expectations of them are and what improvements you wish to see from them over the next six weeks.

Sincerely,

Teacher
Intellectually Gifted Program

cc: Classroom Teacher, Building Principal

A T L A N T I C C I T Y S C H O O L S
INTELLECTUALLY GIFTED PROGRAM

Date:_____

Dear Principal:

I've attached a list of potential students that will be tested for the Intellectually Gifted Program for the current school year. These students were recommended by their teachers and peers. ***Nominations do not guarantee inclusion in the program; they are used to identify potential participants.*** In addition, I will send home a letter to the parent including a parent nomination form.

I will be in your school shortly to begin pulling potential students for their SOI testing. I will not pull students out of their lunches, reading, or specials classes, but rather, will work around these classes. I have made all required teachers aware of my testing process (via letter) and do not foresee any problems.

I will let you know which students have been accepted into the program as soon as I receive all required information. If you should have any questions, please feel free to contact me via email.

Thank you for your time, patience, and assistance.

Sincerely yours,

Intellectually Gifted Teacher

ATLANTIC CITY SCHOOLS
INTELLECTUALLY GIFTED PROGRAM

Date:_____

Dear Parent(s):

Congratulations! Your child has been accepted to participate in the Atlantic City Schools Intellectually Gifted Program for students in kindergarten through eighth grades. The students will meet with a special teacher for about forty minutes a week during the school day.

Special assignments will be given. These assignments are activities such as using reference materials to research a topic; writing to inform, share feelings, entertain, and/or persuade; viewing videos and filmstrips about assigned topics; creating and using audio visual materials to present ideas and information; and creating original art work.

We look forward to your cooperation with these assignments in particular and the program in general. We are delighted with the opportunity to work with your child.

If you should have any questions please do not hesitate to call me at _____

Sincerely,

Teacher
Intellectually Gifted Program

A T L A N T I C C I T Y S C H O O L S
INTELLECTUALLY GIFTED PROGRAM

Date: _____

Dear Parent(s):

Congratulations! Your child has been accepted **provisionally** to participate in the Atlantic City Schools Intellectually Gifted Program. The provisional placement is for grades kindergarten and first. At the end of first grade, we will evaluate your child's work in the program to determine if they will be tested at the beginning of second grade for long term placement in the program. The students will meet with a special teacher for about forty minutes a week during the school day.

Special assignments will be given. These assignments are activities such as using reference materials to research a topic; writing to inform, share feelings, entertain, and/or persuade; viewing videos and filmstrips about assigned topics; creating and using audio visual materials to present ideas and information; and creating original art work.

We look forward to your cooperation with these assignments in particular and the program in general. We are delighted to have an opportunity to work with your child.

If you should have any questions please do not hesitate to call me at _____

Sincerely,

Teacher
Intellectually Gifted Program