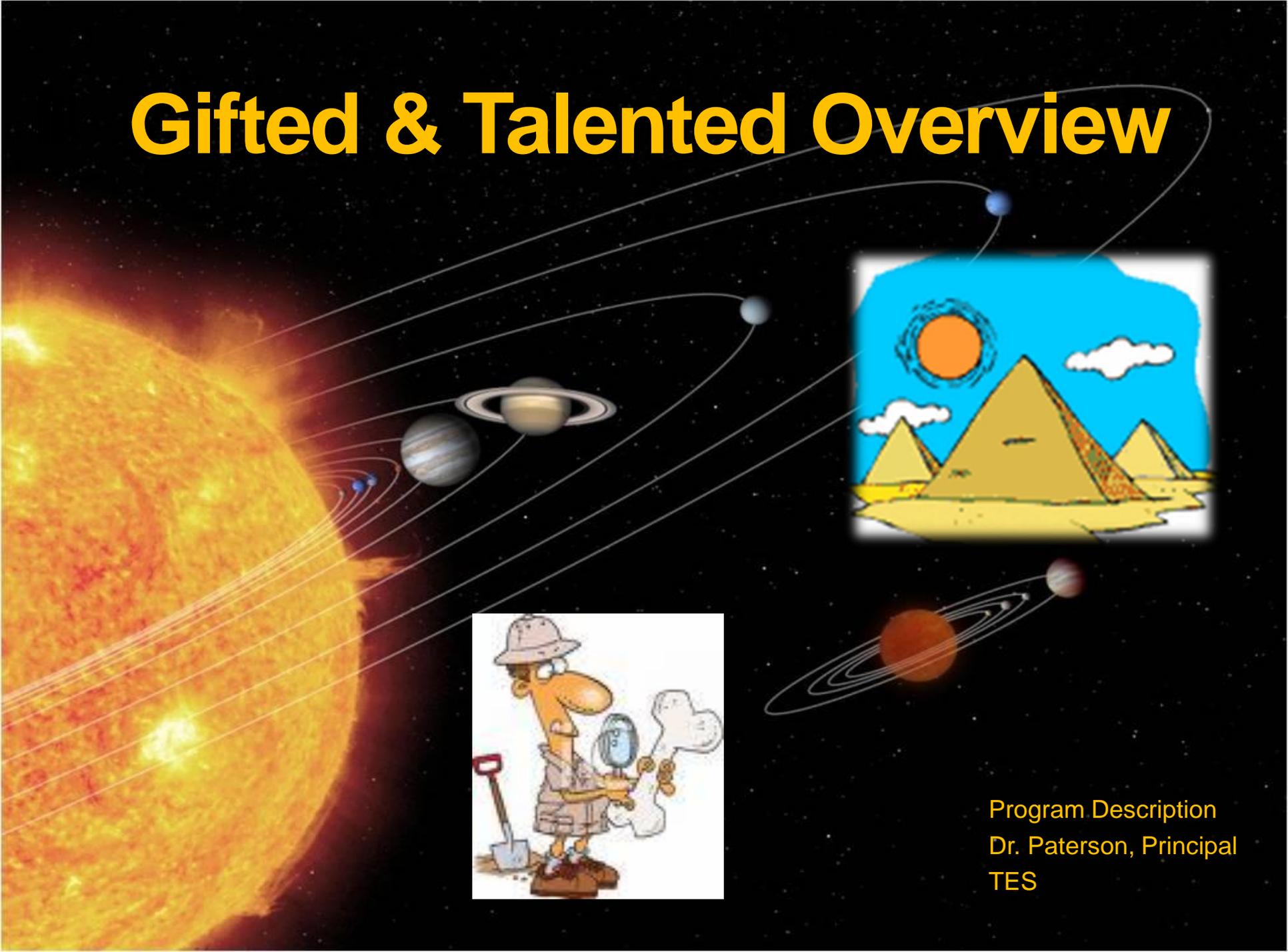


Gifted & Talented Overview



Program Description
Dr. Paterson, Principal
TES

Integrated Curriculum Model

- The Center for Gifted Education materials are grounded in the Integrated Curriculum Model (ICM).
- This model is designed to respond to gifted learners' characteristics of precocity, intensity, and complexity.
- This model represents three interrelated dimensions, including:
 - 1) advanced content
 - 2) higher level processes and product development
 - 3) issues and themes connected to interdisciplinary concepts

Teaching Models

- Within the curriculum units, specific teaching models, including graphic organizers, are used to strengthen students' critical thinking skills.
- Each unit incorporates several models, and these are flexible enough to be adapted to many situations within and outside the scope of the unit.

Leader in Gifted Education

- William & Mary's Center for Gifted Education is a leader in the development of curriculum materials and instructional and assessment approaches for gifted learners.
- Curriculum materials were developed with the educator in mind, providing all the necessary tools to teach the high-ability learner.

Kindergarten

Kindergarten Program:

- Students who are reading will be screened in the beginning of the school year using the Fountas & Pinnell Benchmark Assessment
- Students who are reading one grade level above kindergarten expectations will be selected for the reading enrichment program

Season	Fall	Winter	Spring
Level	D	F	H

- Time – 2 x 30 minutes per week

Grade 1 Themes

Beyond Words:

- This literature unit, organized around the study of figurative language, explores the idea that language can change the way we think about the world by creating new images and connections in our minds.
- The unit uses poetry and picture books as the basis for analyzing different types of figurative language, including simile, metaphor, and personification, and gives opportunities for students to create their own literary images.
- The unit introduces students to persuasive writing and to advanced word study, as well as providing an opportunity for students to explore how language changes over time.

A Wild, Wacky, Wonderful World of Words:

- This unit is designed to engage primary students with high abilities in the verbal domain in challenging reading, writing, and interpretation skills in the language arts. It reflects talented young learners' need for greater exposure to higher-level thinking activities sooner in their school years than other students.
- The unit specifically focuses on literature that uses extensive figurative language in order to support young children's development of metaphoric competence in the areas of both comprehension and production.

Grade 2 Themes

What A Find!:

- Students are put in the role of junior archaeologists at a research museum and discover that construction work has been halted on a new school because historic artifacts were discovered. To determine whether or not the dig is important enough to halt building the school entirely, students learn to excavate and actually conduct the dig—carefully seeded with “historic artifacts.”

Ancient Egypt: Gift of the Nile:

- Gift of the Nile is designed around the idea that human civilizations develop and sustain themselves as a collection of interdependent systems.
- The civilization of ancient Egypt forms the central content of the unit, with exploration of systems of agriculture, economics, language, and leadership in this ancient culture.
- Students broaden their understanding by comparing the ancient Egyptian civilization with aspects of their own lives and communities.

Grade 3 Themes

Journeys & Destinations:

- This unit uses an inquiry-based approach to investigate literature in an interdisciplinary, multicultural curriculum.
- The guiding theme of this unit is the recognition of change as a concept that affects people and their relationships to the world around them.
- An open-ended approach to the discussion process is emphasized in the search for meaning in selected literature selections.
- Vocabulary development, writing activities, oral communication, research, and reasoning are also integrated into the unit.

Ancient China: The Middle Kingdom:

- The concept of systems is the foundation for The Middle Kingdom, which explores ancient China to demonstrate the interdependent systems that develop and sustain a civilization.
- The unit explores systems of agriculture, language, leadership, and trade in ancient China, using models for reasoning and document analysis to support student understanding.

Grade 4 Themes

Where's the Beach?:

- Plans for building a children's camp at the beach are on hold because the town council is worried about beach erosion. Since the camp received a large donation to develop nature-themed experiences, designed to teach children how to protect the environment, the camp manager wants to cooperate with the council.
- The problem is that she must begin construction quickly to be ready for the summer season.
- Acting as members of the town council, the students must develop scientifically-based regulations that will satisfy the long-term needs of the town and the plans for the new camp.

Building a New System: Colonial America 1607-1763:

- Building a New System begins with an in-depth study of the interrelationships between the Chesapeake Bay system and both the Native Americans and the early English colonists in Virginia.
- The unit then turns to an exploration of the economic, social, and political systems of early America across the colonies, comparing and contrasting lifestyles of different groups in different regions.

Selection Process Grades 1 - 4:

- Students need to score in the top 25 of their grade level for both reading and math on the MAP (Spring scores from the previous school year)
- Students will be screened in the beginning of the school year using the Fountas & Pinnell Benchmark Assessment
- Students need to reach the benchmark located in the table below.

Grade 1	Grade 2	Grade 3	Grade 4
K +	O +	S +	V +

- Students who meet the above criteria will receive the CogAT
 - **Students must receive a Stanine Score of 7 or above on Verbal, Quantitative, and Nonverbal or a combine score of 21.**
- *Once a student has been admitted to the program they will remain participants for subsequent years at Tabernacle Elementary School. This is contingent upon their classroom performance. Removal from program will be conducted in consultation among, principal, teachers, and parents do to performance struggles.*

CogAT

- The CogAT Test measures the level and pattern of cognitive development of a student compared to age mates and grade mates. These general reasoning abilities, which start developing at birth and continue through early adulthood, are influenced by experiences gained both in and out of school.
- The CogAT measures three different cognitive abilities.
 - The verbal section measures a child's ability to remember and transform sequences of English words, to understand them and to make inferences and judgments about them.
 - The quantitative section measures a child's understanding of basic quantitative concepts and relationships.
 - The non-verbal section measures reasoning using pictures and geometric shapes. This section reduces the impact of language on the student's score.
 - [Cognitive Abilities Test video](#)

Stanine Score

- **Stanine (S).** A stanine is a very broad, simplified score that ranges from 1-9, with 9 being the highest possible score. This score is also normalized for both age and grade groups.
- Stanine scores range from a low of 1 to a high of 9. Stanines are groupings of percentile ranks. A higher stanine equates with a higher level of cognitive abilities development. A comparison of Stanines and Percentile Ranks are summarized in the table below:



Stanine	Percentile Rank	Description
9	96-99	Very High
8	89-95	Above Average
7	77-88	Above Average
6	60-76	Average
5	40-59	Average
4	23-39	Average
3	11-22	Below Average
2	4-10	Below Average
1	1-3	Very Low

Time Allotment

Grade Level	Time
Kindergarten	2 x 30 minutes per week
First Grade	2 x 30 minutes per week
Second Grade	1 Hour per week
Third Grade	2 x 40 minutes and/or 1 x 80 minutes per week
Fourth Grade	2 x 40 minutes and/or 1 x 80 minutes per week