



LESTER C. NOECKER SCHOOL

ROSELAND SCHOOL DISTRICT

Gifted Program Curriculum

Kindergarten - Sixth Grade

September 2021



Approved by the Roseland Board of Education September 2021

Deanne Somers, Superintendent

with appreciation to Chelsea Clarke, Noecker School Gifted and Talented Teacher

“
*Education, or enrichment, is a dynamic, evolving,
lifelong process. Every time you look, sensitively with
awareness, your vision grows.*”
—John Paul Caponigro

Educators play an important role in the lives of gifted children and their families. Their primary job is to help gifted children develop their intellectual and academic potential in collaboration with the child's parents.

Teaching gifted children is both exciting and challenging. Research shows that teachers encounter wide ranges of knowledge, skills, and abilities within their classrooms. Teachers must have the skills to differentiate their instruction to help children across the achievement spectrum to learn and grow every day.

Teaching gifted children may require special strategies like acceleration, flexible ability grouping, and specialized pull-out programming.

All teachers should be able to:

- 1. recognize the learning differences, developmental milestones, and cognitive/affective characteristics of gifted and talented students, including those from diverse cultural and linguistic backgrounds, and identify their related academic and social-emotional needs;*
- 2. design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains; and*
- 3. select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of gifted and talented students.*

from the National Association for Gifted Children (www.nagc.org)

More information about gifted education and best practices can also be found through www.hoagiesgifted.org and <http://ncrge.uconn.edu/>

OUR GOALS are to:

- Promote creative and critical thinking and problem solving
- Embed differentiated strategies for learning
- Facilitate rich and novel opportunities for learning
- Inspire, challenge, and enrich across curricula
- Support high-achieving students' academic, socio-emotional, and personal growth

DIFFERENTIATION

In the Roseland School District, gifted students receive services within heterogeneous settings, in-class enrichment models, and within pull-out homogeneous peer groups. In the heterogeneous, general education classroom, teachers utilize flexible grouping, the NJSLs serve as benchmarks for what all students should know and as a jumping off point for differentiation. Gifted students may

show mastery of content standards much sooner than other learners, thus teachers differentiate and modify learning experiences for these students.

To address the curricular needs of gifted and high-potential students, teachers can differentiate curriculum through posing progressively more complex issues, adjustment of texts according to each student's reading level and interest, modification of mathematical processes according to those previously mastered, and pace of instruction. While the NJSLs provide indicators of general levels of performance for all students, teachers will need to modify learning so that gifted learners are provided appropriately challenging, stimulating experiences throughout the instructional day for continued progress.

In cluster-grouped classrooms, teachers use standards as a basis for pre-assessment of where students are performing, and adjust grouping according to students' abilities, interests, and strengths with respect to literacy or Mathematics. Teachers can group high-ability students flexibly throughout the school day to allow students the opportunity to regularly engage with peers of similar abilities and interests according to individual literacy or mathematical skills and standards.

SAMPLE DIFFERENTIATION STRATEGIES

- Use of higher level questioning techniques
- Assessments that require higher level thinking/application
- Appropriately leveled resources
- Increased production in writing assignments
- Small group instruction/strategy groups
- Student directed learning/independent studies
- STEAM activities related to the unit of study
- Inquiry based project opportunities
- Opportunities to apply understanding of concepts in novel ways
- Hybrid (multiple grade level) units
- Self-pacing/individual goals
- Allow team-teaching opportunities and collaboration

NATIONAL STANDARDS IN GIFTED AND TALENTED EDUCATION

STANDARD 1: LEARNING AND DEVELOPMENT

Educators understand the variations in learning and development in cognitive, affective, and psychosocial areas between and among individuals with gifts and talents, creating learning environments that encourage awareness and understanding of interest, strengths, and needs; cognitive growth, social and emotional, and psychosocial skill development in school, home, and community settings.

STANDARD 2: ASSESSMENT

Assessments provide information about identification and learning progress for students with gifts and talents.

STANDARD 3: CURRICULUM PLANNING AND INSTRUCTION

Educators apply evidence-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating curriculum that is responsive to diversity. Educators use a repertoire of instructional strategies to ensure specific student outcomes and measurable growth.

STANDARD 4: LEARNING ENVIRONMENTS

Learning environments foster a love for learning, personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership to ensure specific student outcomes.

STANDARD 5: PROGRAMMING

Educators use evidence-based practices to promote (a) the cognitive, social-emotional, and psychosocial skill development of students with gifts and talents and (b) programming that meets their interests, strengths, and needs. Educators make use of expertise systematically and collaboratively to develop, implement, manage, and evaluate services for students with a variety of gifts and talents to ensure specific student outcomes.

STANDARD 6: PROFESSIONAL LEARNING

Educators frequently assess their professional learning needs related to the standards, develop and monitor their professional learning plans, systematically engage in coaching and learning to meet their identified needs, and align outcomes with educator performance and student curriculum standards. Administrators assure educators have access to sustained, intensive collaborative, job-embedded, and data-driven learning and assure adequate resources to provide for release time, fund continuing education, and offer substitute support. The effectiveness of professional learning is assessed through relevant student outcomes.

GIFTED PROGRAM PROCESS

The Lester C. Noecker School identification process for the Grades 4-6 pull-out portion of our Gifted and Talented program; Grades K-6 will continue to experience in-class enrichment on a scheduled basis, in addition to differentiated and/or accelerated opportunities within their heterogeneous classrooms.

Students in Grades 4-6 are identified for invitation to the program through test scores and teacher recommendations with a process which has been further broken down to ensure we capture every

student who may be eligible for consideration. Recommendations have been expanded to be more inclusive of traits of giftedness.

Level One:

The identification begins with a look at Potential and Performance.

- **Potential** is measured by the *CoGAT. The Cognitive Abilities Test (CogAT)* is a multiple-choice K-12 assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions. Students take this assessment in grades 3 and 5. Students who score 77 or higher (Above Average) in the National Percentile Rank are captured for inclusion in level 1.
- **Performance** is measured by achievement on the NJSLA; students take this assessment in grades 3, 4, 5, and 6. Students who score in the highest level (Exceeded Expectations) on the NJSLA in either English Language Arts or Mathematics are captured for inclusion in level 1. When available (grades 5 and 6), two years of PARCC/NJSLA data are utilized.
- If/When NJSLA data is unavailable for an entire grade level, alternate assessments may be utilized.
- Students scoring in the top ~ 15% move on to Level Two.

Level Two:

Multiple recommendations for eligible students are collected and averaged in Level Two. The recommendation scales encompass the characteristics of **learning, motivation, creativity, and leadership**. Upon request, parents may also complete the recommendation scale which would then be averaged with all other recommendations.

All the data, including prior performance in the program, is then considered for invitation to the program.

Any parent may request that his/her child's eligibility be calculated, as well as, complete the recommendation scale for consideration. However, please review the criteria for each grade level as per the GT Matrices in advance to determine if the student is eligible under Level One.

An individual who believes that the district has not complied with the provisions of N.J.S.A. 18A:35-34 et seq. may file a complaint with the Board of Education. The Board shall issue a decision, in writing, to affirm, reject, or modify the district's action in the matter.

UNITS (IN-CLASS ENRICHMENT)

KINDERGARTEN

Kindergarten Primary Education Thinking Skills (K-P.E.T.S.)		<i>Kindergarten</i>
<p>Overview of Unit: PETS has a two-tier delivery system. At all levels, the first tier focuses on whole class enrichment activities for the entire grade level population that engage students in higher-level convergent, divergent, evaluative, and visual thinking. In K-PETS, the second tier activities are used in small group settings with all students.</p>	<p>Essential Learnings/Questions:</p> <ul style="list-style-type: none"> • How can I think like an inventor? • How can I think like a detective? • How can I visualize a story? • How can I think like a Judge? 	<p>Length of Unit: <i>10 Days</i></p>
<p><u>NJSLS Standards:</u> NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Mathematical Practices 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 8. Look for and express regularity in repeated reasoning.</p> <p>NAGC 1.1. Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas. NAGC 3.5. Instructional Strategies. Students with gifts and talents become independent</p>	<p>Unit Goals and Objectives:</p> <ul style="list-style-type: none"> • Students will make new creations using inventive thinking. • Students will listen for clues in a story in order to determine that correct answer. • Students will use visualization skills to construct shapes and patterns. • Students will use evaluative thinking to base their decisions on factual, measurable or observable considerations. 	<p>Resources:</p> <p>K-PETS Book Promethean Slides Read Alouds Lesson 1- https://www.youtube.com/watch?v=I4PGv09T4qc Lesson 2- https://www.youtube.com/watch?v=X7MzYc8DsHk&t=1s Lesson 3- https://www.youtube.com/watch?v=i550JjjoCVc Lesson 4- https://www.youtube.com/watch?v=WST-B8zQleM (need actual book) Lesson 5- https://www.youtube.com/watch?v=yI-2b9pR2MA (need actual book) Lesson 6- https://www.youtube.com/watch?v=8BzpyswDL4A</p>

<p>investigators.</p> <p>NAGC 4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p> <p>NAGC 4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>NAGC 4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.</p>		<p>Lesson 7- https://www.youtube.com/watch?v=b5QYUM93ATI</p> <p>Lesson 8- https://www.youtube.com/watch?v=cELSeYq2auI</p>
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FIRST GRADE

<p>Primary Education Thinking Skills 1 (P.E.T.S.)</p>		<p><i>1st Grade</i></p>
<p>Overview of Unit: PETS has a two-tier delivery system. The first tier focuses on whole class enrichment activities for the entire grade level population. The second tier activities are used in small group settings to challenge the more capable students.</p> <p>At the beginning of each of the six units, a character from PETS introduces a high level thinking skill used in his or her job to solve problems. Each character serves as a guide through a story to introduce the type of thinking and a series of whole class activities to reinforce the type of thinking. Imaginative memory triggers are included with each introductory lesson.</p> <p>Parallel to the instructional element of PETS is a two-tier diagnostic tool for identifying talented students. A</p>	<p>Essential Learnings/Questions:</p> <ul style="list-style-type: none"> ● How can I think like a detective? ● How can I think like an inventor? ● How can I think like a scientist? ● How can I think like a writer? ● How can I think like a judge? ● How can I look for patterns to find reasonable solutions? 	<p>Length of Unit: <i>10 Days</i></p>

<p>behavioral checklist that is used by the classroom teacher during the whole group activities provides information about students who show potential. Students who show outstanding aptitude during the whole class lessons, as recorded on the checklist, are invited to participate in the small group sessions. A more detailed checklist is used during the small group sessions to better identify student levels of talent and abilities.</p>		
<p><u>NJSLS Standards:</u> NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Mathematical Practices 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 8. Look for and express regularity in repeated reasoning Geometry 1.G A. Reason with shapes and their attributes.</p> <p>NAGC 1.1. Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas. NAGC 3.5. Instructional Strategies. Students with gifts and talents become independent investigators. NAGC 4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for</p>	<p>Unit Goals and Objectives:</p> <ul style="list-style-type: none"> ● Students will use clues to deduce the correct answers in a series of questions. ● Students will use inventive thinking in order to solve various problems. ● Students will classify and sort various types of data. ● Students will create stories using colorful language to create visual images and elicit emotional responses. ● Students will use spatial reasoning to reconstruct shapes and create patterns. ● Students will use evaluative thinking to base their decisions on factual, measurable or observable considerations. 	<p>Resources: PETS 1 Book Promethean Slides</p>

<p>exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p> <p>NAGC 4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>NAGC 4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.</p>		
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SECOND GRADE

Primary Education Thinking Skills 2 (P.E.T.S.)		<i>2nd Grade</i>
<p>Overview of Unit: PETS 2 is a more complex development of the thinking strategies and introduces students to the terms convergent, divergent, visual, and evaluative thinking. Through stories and a series of whole class activities, the four units reintroduce the characters, each with its own special thinking strategy and goes on to show how the characters blend their thinking skills as they work together to solve problems. Additional activities are provided for small group lessons. These activities stimulate students with high-interest, challenging activities, many of which are hands-on.</p>	<p>Essential Learnings/Questions:</p> <ul style="list-style-type: none"> ● How can I be a convergent thinker? ● How can I be a divergent thinker? ● How can I be a visual thinker? ● How can I be an evaluative thinker? ● How can I use different ways of thinking to solve problems? 	<p>Length of Unit: <i>10 Days</i></p>
<p><u>NJSL Standards:</u> NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJLSA.R8. Delineate and evaluate the</p>	<p>Unit Goals and Objectives:</p> <ul style="list-style-type: none"> ● Students will use logic grids and venn diagrams to reinforce the concepts of deductive logic and analytical thinking. ● Students will use brainstorming and practice seeing ordinary objects in new and unusual ways to reinforce the 	<p>Resources: PETS 2 Book Promethean Slides</p>

<p>argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Mathematical Practices 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 8. Look for and express regularity in repeated reasoning</p> <p>Geometry 2.G A. Reason with shapes and their attributes.</p> <p>NAGC 1.1. Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.</p> <p>NAGC 3.5. Instructional Strategies. Students with gifts and talents become independent investigators.</p> <p>NAGC 4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p> <p>NAGC 4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>NAGC 4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.</p>	<p>inventive side of divergent thinking.</p> <ul style="list-style-type: none"> • Students will use visual, convergent, and critical thinking skills to decode messages and manipulate shapes mentally. • Students will use valid, factual criteria to determine the best solution when there is a choice to be made. 	
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THIRD GRADE

Primary Education Thinking Skills 3 (P.E.T.S.)		3rd Grade
<p>Overview of Unit: In PETS 3, the characters continue to blend their thinking skills in a problem-solving format. More complex problems in logic, invention, visual perception, and evaluation develop these thinking strategies more fully in the young learner through stories and whole class games and activities. Small group follow-up lessons provide additional activities. These small group lessons stimulate students with high-interest, challenging activities, more intensive thinking games, and a variety of hands-on puzzles to solve.</p>	<p>Essential Learnings/Questions:</p> <ul style="list-style-type: none"> • How can I be a convergent thinker? • How can I be a divergent thinker? • How can I be a visual thinker? • How can I be an evaluative thinker? • How can I use different ways of thinking to solve problems? 	<p>Length of Unit: 10</p>
<p><u>NJSLS Standards:</u> NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings. Mathematical Practices 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 8. Look for and express regularity in repeated reasoning Geometry 3.G A. Reason with shapes and their attributes. NAGC 1.1. Self-Understanding. Students with gifts and talents recognize their interests,</p>	<p>Unit Goals and Objectives:</p> <ul style="list-style-type: none"> • Students will further develop convergent thinking when playing a game which requires deductive logic and analytical thinking to arrive at one correct solution. • Students will use the inventive and elaborative aspects of divergent thinking through brainstorming and designing. • Students will develop the concepts of visual thinking through the manipulation of shapes. • Students will apply the creative problem-solving process to a real-life situation. 	<p>Resources: PETS 3 Book Promethean Slides</p>

<p>strengths, and needs in cognitive, creative, social, emotional, and psychological areas.</p> <p>NAGC 3.5. Instructional Strategies. Students with gifts and talents become independent investigators.</p> <p>NAGC 4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p> <p>NAGC 4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>NAGC 4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.</p>		
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FOURTH GRADE

4th Grade Push In Enrichment		<i>4th Grade</i>
<p>Overview of Unit: Continuing off of the PETS curriculum, this unit focuses on divergent, convergent, visual-spatial, and evaluative thinking. Students will continue to build on the previous skills they have learned to solve complex problems. This unit will also introduce the Design Thinking Process. Students will use empathy when creating and designing for others.</p>	<p>Essential Learnings/Questions:</p> <ul style="list-style-type: none"> ● How can I use the Design Thinking Process in everyday life? ● How can I become a more creative writer? ● How can I solve different types of logic puzzles? ● How can I use all my thinking skills learned so far in real life? 	<p>Length of Unit: <i>10 Days</i></p>
<p><u>NJSL Standards:</u> NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to</p>	<p>Unit Goals and Objectives:</p> <ul style="list-style-type: none"> ● Students will use the design thinking process to create an invention to solve their partner's problem. ● Students will practice creative writing through brainstorming, elaboration, and humor. 	<p>Resources: <u>The Magnificent Thing</u> by Ashley Spires <u>The Magnificent Thing Student Handouts</u></p>

<p>support conclusions drawn from the text. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Mathematical Practices 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 8. Look for and express regularity in repeated reasoning</p> <p>3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p> <p>Diversity 8 DI.3-5.8 I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.</p> <p>NAGC 1.1. Self-Understanding. Students with</p>	<ul style="list-style-type: none"> • Students will solve various types of logic puzzles using inventive and visual-spatial thinking. • Students will use divergent, convergent, visual-spatial, and evaluative thinking skills to complete various STEAM challenges. 	<p>Kooky Character Writing</p> <p>Picture Prompts</p> <p>Rebus Puzzles</p> <p>Logic Puzzles</p> <p>Logic Puzzles</p> <p>KenKen Puzzles</p> <p>Braingle</p> <p>Cryptograms Onlines</p> <p>Set Game</p> <p>Jamboard Puzzles</p> <p>Engineering Challenges</p> <p>Tennis Ball Tower Challenge</p>
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<p>gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.</p> <p>NAGC 3.5. Instructional Strategies. Students with gifts and talents become independent investigators.</p> <p>NAGC 4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p> <p>NAGC 4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>NAGC 4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.</p>		
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FIFTH GRADE

5th Grade Push In Enrichment		<i>5th Grade</i>
<p>Overview of Unit: Building off of the 4th grade unit and the PETS curriculum, this unit continues to focus on divergent, convergent, visual-spatial, and evaluative thinking skills. It now adds a deeper connection to real world problems. Students will learn about different people around the world and how those people have used various thinking skills and the Design Thinking Process to solve everyday problems. Students will also continue to practice their creative writing skills and logic puzzles.</p>	<p>Essential Learnings/Questions:</p> <ul style="list-style-type: none"> ● How can I use the Design Thinking Process in everyday life? ● How are people around the world using different thinking skills and the Design Thinking Process in everyday life? ● How can I become a more creative writer? ● How can I solve different types of logic puzzles? ● How can I use all my thinking skills learned so far in real life? 	<p>Length of Unit: 10</p>
<p><u>NJSL Standards:</u> NJLSA.R1. Read closely to determine</p>	<p>Unit Goals and Objectives:</p> <ul style="list-style-type: none"> ● Students will learn about recycled 	<p>Resources: <u>Ada's Violin</u> by Susan</p>

<p>what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Mathematical Practices 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 8. Look for and express regularity in repeated reasoning</p> <p>3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p> <p>Diversity 6 DI.3-5.6 I like knowing people who are like me and different from me, and I treat each person with respect.</p>	<p>orchestras and make real world connections.</p> <ul style="list-style-type: none"> • Students will practice creative writing through brainstorming, elaboration, and humor. • Students will solve various types of logic puzzles using inventive and visual-spatial thinking. • Students will use all of the thinking skills they have learned so far to complete various STEAM challenges. 	<p>Hood</p> <p>Video clip of The Recycled Orchestra</p> <p>Picture Prompts Creative Writing Games</p> <p>Rebus Puzzles</p> <p>Logic Puzzles</p> <p>Logic Puzzles</p> <p>KenKen Puzzles</p> <p>Braingle</p> <p>Cryptograms</p> <p>Onlines</p> <p>Set Game</p> <p>Jamboard Puzzles</p> <p>Paper Airplane Lesson</p> <p>Shapes of Strength Lesson</p> <p>Paper bridge activity</p>
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<p>NAGC 1.1. Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.</p> <p>NAGC 3.5. Instructional Strategies. Students with gifts and talents become independent investigators.</p> <p>NAGC 4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p> <p>NAGC 4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>NAGC 4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.</p>		
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SIXTH GRADE

6th Grade Push In Enrichment		<i>6th Grade</i>
<p>Overview of Unit: Building off of the 5th grade unit and the PETS curriculum, this unit continues to focus on divergent, convergent, visual-spatial, and evaluative thinking skills. It now adds a deeper connection to Social Emotional Learning skills. Allowing students to deeply reflect on themselves and their learning. Students will also continue to practice their creative writing skills, logic puzzles, and the Design Thinking Process.</p>	<p>Essential Learnings/Questions:</p> <ul style="list-style-type: none"> ● What can I take away from my mistakes? ● How can I become a more creative writer? ● How can I solve different types of logic puzzles? ● How can I use all my thinking skills learned so far in real life? 	<p>Length of Unit: <i>10 Days</i></p>
<p><u>NJSLS Standards:</u> NJSLSA.R1. Read closely to determine what the text says explicitly and to make</p>	<p>Unit Goals and Objectives:</p> <ul style="list-style-type: none"> ● Students will learn that mistakes can lead to wonderful creations. 	<p>Resources: <u>The Book of Mistakes</u> by Corinna Luyken</p>

<p>logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Mathematical Practices 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 8. Look for and express regularity in repeated reasoning</p> <p>MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.</p> <p>MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</p> <p>MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.</p>	<ul style="list-style-type: none"> • Students will practice creative writing through brainstorming, elaboration, and humor. • Students will solve various types of logic puzzles using inventive and visual-spatial thinking. • Students will use all of the thinking skills they have learned so far to complete various STEAM challenges. 	<p>Mistake Drawings Picture Prompts Journey by Aaron Becker Rebus Puzzles Logic Puzzles Logic Puzzles KenKen Puzzles Braingle Cryptograms Onlines Set Game Jamboard Puzzles Leaning Tower of Pasta Design a Flying Machine Build Your Own Sports Game</p>
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<p>NAGC 1.1. Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.</p> <p>NAGC 3.5. Instructional Strategies. Students with gifts and talents become independent investigators.</p> <p>NAGC 4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p> <p>NAGC 4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>NAGC 4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.</p>		
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UNITS (Small Group, Pull-Out)

FOURTH -SIXTH GRADE

Unit 1: Genius hour		<i>4th-6th Small Group</i>
<p>Overview of Unit: Genius Hour is an excellent way for students to hone in on their strengths and passions. This unit will allow for students to pick a topic they want to learn more about it and research it themselves. Students learn the difference between a thin question and a thick question. They also get to choose how they want to present their findings to the class. They can create a slideshow, a poster, a video, the possibilities are endless. This unit let's students build on their strengths and talents.</p>	<p>Essential Learnings/Questions:</p> <ul style="list-style-type: none"> ● What is a thick question? ● What is a topic I want to learn more about? ● What is a topic I am passionate about? ● How can I present my findings? 	<p>Length of Unit:</p> <p>9</p>

[NJSL Standards:](#)

NAGC 1.1. Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.

NAGC 3.4. Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.

NAGC 3.5. Instructional Strategies. Students with gifts and talents become independent investigators.

NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how

Unit Goals and Objectives:

- Students will learn about what genius hour is and create a thick question to guide their research.
- Students will use various sources to research their genius hour topic.
- Students will create a plan and design their final project.
- Students will take all the information learned to create their final project.
- Students will present their final project to the class and reflect on the whole process.

Resources:

[Multiple Intelligence Test Science Activities Design Challenges Ducksters Mr.Nussbaum Science Fair Ideas Mythbusters ABC Education Wonderopolis Fun Things to Learn](#)

- ☰ Genius Hour!
- ☰ Genius Hour ...
- ☰ ASK - Graphi...
- ☰ Explore #2 Gen...
- ☰ Cornell Note Ta...
- ☰ Explore#1 Geni...
- ☰ Design/Plan Gr...
- ☰ Tri Fold Plan, P...
- ☐ Slide Example ...

<p>well each is likely to meet the criteria and constraints of the problem.</p> <p>3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved</p>		
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Unit 2: STEAM		4th-6th Small Group
<p>Overview of Unit: In this unit, students will work together and independently on various STEAM challenges and projects. Students will be using the scientific method, the design thinking process, creative thinking, and inventive thinking skills. This is a hands-on unit that encourages students to investigate and learn about each letter in STEAM. The challenges/projects will vary by grade level.</p>	<p>Essential Learnings/Questions:</p> <ul style="list-style-type: none"> ● What is STEAM? ● How is STEAM used in everyday life? ● How can I use the Design Thinking Process and the Scientific Method in everyday life? 	Length of Unit: 9
<p><u>NJSL Standards:</u> 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. 3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. 3-5.OA Operations and Algebraic Thinking RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.1 Draw on information from multiple print or digital sources, demonstrating the</p>	<p>Unit Goals and Objectives: (<i>what will be measured? What skills/strategies will students utilize? outcomes?</i>)</p> <ul style="list-style-type: none"> ● Students will learn what STEAM is and determine how they can use it in everyday life. ● Students will research a scientific issue and present their findings to the class. ● Students will use the Design Thinking Process to solve an engineering challenge. ● Students will create hands-on art centered STEAM projects. ● Students will apply everyday life math skills when completing various STEAM challenges. 	<p>Resources: (<i>hyperlink when you can</i>) STEAM Art Projects Engineering Projects Rube Goldberg Lessons Teach Engineering</p>

<p>ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NAGC 2.5. Learning Progress. Students self assess their learning progress.</p> <p>NAGC 3.5. Instructional Strategies. Students with gifts and talents become independent investigators.</p> <p>NAGC 3.4. Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.</p> <p>NAGC 4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>NAGC 4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.</p>		
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Unit Title: SEL/ Social Justice		4th-6th Small Group
<p>Overview of Unit: This unit is all about Social Emotional Learning (SEL) and social justice. It is extremely important for gifted students to understand themselves. This unit will help them learn more about themselves and others. It will also teach them how to advocate for themselves and clothes. They should take what they learn from this unit and apply it to everyday life.</p>	<p>Essential Learnings/Questions:</p> <ul style="list-style-type: none"> • What is Social Emotional Learning (SEL)? • What is social justice? • How can I advocate for myself and others? • What makes me like no one else? • How am I alike and different from others? 	<p>Length of Unit: # of days 9</p>
<p><u>NJSL Standards:</u> ID.3-5.1 I know and like who I am and can talk about my family and myself and describe our various group identities. DI.3-5.6 I like knowing people who are like me and different from me, and I treat each person with respect. DI.3-5.7 I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities. JU.3-5.11 I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same. AC.3-5.16 I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated. AC.3-5.17 I know it's important for me to stand up for myself and for others, and I know how to get help if I need ideas on how to do this. NAGC 1.1. Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas. NAGC 1.2. Self-Understanding. Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.</p>	<p>Unit Goals and Objectives: <i>(what will be measured? What skills/strategies will students utilize? outcomes?)</i></p> <ul style="list-style-type: none"> • Students will be able to describe themselves (strengths, challenges, goals) and identify gifted traits in themselves. • Students will be able to identify different coping strategies they can use when getting stressed or overwhelmed. • Students will be able to understand and respectfully explain differences they may see in other people. • Students will be able to understand and respectfully explain actions they can take to support others with differences from themselves. • Students will be able to explain what social justice is. • Students will form "I AM" (Inform, Act, Maintain) statements about different social justice topics. 	<p>Resources: <i>(hyperlink when you can)</i> Who Am I Unit Gifted Traits in Me Coping with Perfectionism Disability Awareness Civic Action and Change Lesson Stress Lesson Coping Strategies GT SEL Lessons</p>

<p>NAGC 1.3. Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their cognitive and chronological peer groups and others in the general population.</p> <p>NAGC 3.2. Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.</p> <p>NAGC 3.3. Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.</p> <p>NAGC 4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p> <p>NAGC 4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>NAGC 4.3. Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.</p>		
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Unit Title: Logic/Math		<i>4th-6th Small Group</i>
<p>Overview of Unit: In this unit, students will take all the skills they have learned so far to solve various logic and math puzzles. They will also play different logic and math games, such as challenge 24 and tribond kids. This unit allows students to embrace their</p>	<p>Essential Learnings/Questions:</p> <ul style="list-style-type: none"> ● How can I best solve a logic or math puzzle? ● What logic strategies can I use in everyday life? ● How can I beat my highest score? 	<p>Length of Unit: # of days 9</p>

<p>competitive side while still practicing different skills.</p>		
<p><u>NJSL Standards:</u> NAGC 1.1. Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas. NAGC 2.5. Learning Progress. Students self assess their learning progress. NAGC 3.4. Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest. NAGC 3.5. Instructional Strategies. Students with gifts and talents become independent investigators. NAGC 4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>Mathematical Practices 1. Make sense of problems and persevere in solving them.2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others.4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure.8. Look for and express regularity in repeated reasoning</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings</p>	<p>Unit Goals and Objectives: (<i>what will be measured? What skills/strategies will students utilize? outcomes?</i>)</p> <ul style="list-style-type: none"> • Students will be able to use different thinking strategies to solve various logic and math puzzles. • Students will be able to use different problem solving strategies to solve various logic and math puzzles. • Students will engage in competition with other students and have good sportsmanship no matter the outcome. 	<p><u>NJSL Standards:</u> NAGC 1.1. Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas. NAGC 2.5. Learning Progress. Students self assess their learning progress. NAGC 3.4. Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest. NAGC 3.5. Instructional Strategies. Students with gifts and talents become independent investigators. NAGC 4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>Mathematical Practices 1. Make sense of problems and persevere in solving them.2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the</p>

		<p>reasoning of others.4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure.8. Look for and express regularity in repeated reasoning</p> <p>NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings</p>
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Unit Title: Ted Talks		<i>4th-6th Small Group</i>
<p>Overview of Unit: This unit will encompass all of the skills learned throughout the entire year. Students get to choose something they are passionate about and create a TED Talk</p>	<p>Essential Learnings/Questions:</p> <ul style="list-style-type: none"> • What is a TED Talk and how does it help others? • How can my TED Talk inform or help others? 	<p>Length of Unit: # of days 9</p>

<p>on it. They are developing knowledge and skills for living in and contributing to a diverse and global society. This unit also will help students refine their public speaking skills.</p>	<ul style="list-style-type: none"> • How can I give the best presentation? 	
<p><u>NJSL Standards:</u> NAGC 1.1. Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas. NAGC 4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking. NAGC 4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions. NAGC 4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions. NAGC 4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology NAGC 3.3. Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society. NAGC 3.5. Instructional Strategies. Students with gifts and talents become independent investigators.</p>	<p>Unit Goals and Objectives: <i>(what will be measured? What skills/strategies will students utilize? outcomes?)</i></p> <ul style="list-style-type: none"> • Students will be able to explain and understand what a TED Talk is. • Students will be able to plan and research a topic for their TED Talk. • Students will be able to present their TED Talk to the class. • Students will be able to record their TED Talk to share with others. • Students will be able to give and receive feedback with peers on their TED Talks. 	<p>Resources: <i>(hyperlink when you can)</i> TED Talks for Kids TED Talks BY Kids Student TED Talk Examples </p>

<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>		
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APPENDIX- Resources

Roseland School District Strategic Plan Action Plans

- Future Ready Curriculum and Instruction
- Character Development
- Service and Community

Gifted Educational Resources (Educators, Families, Students)

National Association for Gifted Children (www.nagc.org)

New Jersey's Gifted and Talented

Hoagies' Gifted Education

National Center for Research Gifted Education

NJSLS Standards

- 21st Century Life and Careers
- Comprehensive Health and Physical Education
- English Language Arts
- Mathematics
- Science
- Social Studies
- Technology
- Visual and Performing Arts
- World Languages

G & T Standards

Social Justice Standards

Critical Practices for Anti-Bias Education

Other

www.setgame.com

There is an online daily puzzle. Scroll to the bottom of the page for a video tutorial of how to play.

<https://logic.puzzlebaron.com/>

Online logic puzzles

Kenkenpuzzle.com

Play KenKen, a combination of Sudoku and number operation problems

K-2 Math Enrichment

Virtual Classroom

3-5 Math Enrichment

Virtual Classroom

- Challenge 24
- Rebus Puzzles

- Picture Prompts
- Illuminations

Math Enrichment Games

- Moneyville
- Fun Brain
- Be a Good Thinker
- NRICH
- Logic Puzzles
- Braingle
- Quiddler
- Figure This!
- Brain Food
- Critical Thinking Puzzle Book
- Math Playground
- Cryptograms Onlines
- Printable Puzzles
- Engineering Games/Challenges
- PETS like Extensions/Activities
- Kooky Character Design