Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:
Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Development Timeline

School: All Elementary Schools & Township of Ocean Intermediate School

Course: Gifted and Talented

Department: Gifted and Talented

Board Approval	Supervisor	Notes
August 2009	Jessica Shaw	Update Standards
August 2013	Christine Picerno	Update Standards
December 2017	Christine Picerno	Update Standards

Mission Statement

The mission of the Gifted and Talented Program is to motivate, challenge and nurture all identified students to achieve their highest level of performance by providing instruction and support to enable independent learning. Through the district's comprehensive Gifted and Talented Program, the Ocean Township School District fully commits to its responsibility in recognizing the specific needs of its students and fostering these students' interest in order to ensure they become life-long learners and can contribute to the positive development of themselves and society.

Core Principles and Values

The Gifted and Talented Program strives to:

- Provide enrichment opportunities for above-average learners.
- Encourage student interests, total talent and abilities to the fullest potential.
- Introduce students to a variety of resources.
- Guide students in becoming independent, creative producers.
- Develop research skills that will enable the student to locate and interpret information.
- Foster close communication between home and school.
- Teach students to learn to communicate effectively.
- Teach students to discover interests and develop skills for self-directing learning.
- Promote critical thinking, divergent thinking and problem solving.
- Encourage and foster creativity and risk-taking.
- Foster commitment to task and time management.
- Align curriculum to current research that supports best practices.
- Provide emotional growth by developing positive self-concepts, independence, and self-evaluation.

We believe that children grow and develop at different rates.
Therefore, students will be screened each year.

Curriculum Overview

The Township of Ocean Gifted and Talented Program strives to meet the individual needs of its academically talented students by providing appropriate educational opportunities. In addition to selecting topics of special interest, students will also interact with others of similar abilities and interests.

Students in Gifted and Talented may be involved in many different activities and cover a wide range of topics. Within these activities, skills are incorporated to promote the development of:

- Communication Skills
- Critical, Divergent and Creative Thinking
- Problem Solving
- Research Skills
- Self-Directed Learning

- Personal Development
- Decision Making
- Digital Presentations
- Design Process
- Independent Learning

Our Gifted and Talented curriculum is aligned with the New Jersey Student Learning Standards (NJSLS) and National Association for Gifted Children (NAGC) Standards. Integration of NJSLS and NAGC Standards across the curriculum results in a rich and varied educational environment.

Program Design

The Township of Ocean School District provides opportunities and options for gifted and talented students to help them develop their potential. Instruction is delivered in a variety of ways including Group Activities, Project Based Learning, Student Directed Learning, Homogeneous Grouping, and Mini-Courses and Workshops. The curriculum is interdisciplinary and based on individual student interest. Emphasis is placed on inquiry and investigation. Pacing varies from project to project and the needs of the individual learner.

Grades K-3

Students will participate in enrichment lessons by their classroom teacher as well as the Gifted and Talented teacher during small group and other independent learning time.

Grades 4-5

Students meet with the Gifted and Talented teacher twice a week. Class time is divided into group activities and individual projects from students' interest.

Grades 6-8

In the Intermediate School, identified students in grades 6-8 may elect to participate in the Gifted and Talented Program for one semester each year. Class time is devoted to development of creative thinking, problem solving, competitions, and investigation of student-directed learning projects. Students in grades 7 and 8 also have an opportunity to be enrolled in an honors course if they meet the entrance criteria. The curricula of the courses are posted on the district website.

Grades 9-12

Students in grades 9-12 may be recommended for honors and advanced placement courses. There are over twenty course offerings in a variety of subject areas.

Curriculum Units

Gifted and Talented, Grade K-2

The curriculum is in development.

Gifted and Talented, GRADE 3

Time Frame	**20-25 weeks**

Topic

Beginning Engineering

Essential Questions

- Why do engineers and designers strive to improve products used in our daily lives?
- Why do we use the engineering design process to solve design challenges?
- How can the engineering design process benefit us in solving problems in our daily lives?

Enduring Understandings

- Identify and explain the steps of the engineering design process, e.g., identify the need or problem, research the problem, develop possible solutions, select the best possible design, select the best possible solution(s), construct a prototype, test and evaluate, communicate the solution(s), and redesign
- All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

NJ Student Learning Standards

TECH8.2.5.A-E, TECH8.1.5.A, TECH8.1.5.B

Key Concepts and Skills

- Students demonstrate a sound understanding of technology concepts, systems and operations.
- Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

Learning Activities

- Lego Robots
- Little Bits Gizmos and Gadgets
- Enrichment learning centers (Brick by Brick, Noodlers, Sudoku, Happy Cubes, Logic Links Puzzles, Square by Square)
- Cooperative groups
- Logic Puzzles (Whose Clues and Stories with Holes)
- Analogies

Assessments

- Self assessment
- Peer critique
- Teacher observation (anecdotal notes)
- Rubrics (including criteria for content, processing skills, and collaborative effort.)
- Oral responses
- Conference Student/Teacher

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Reading/Writing/Science/Math/Technology/Engineering

Technology Integration

- Lego Educational Programs
- Little Bits
- Powerpoint
- Wordl
- Internet Exploration
- Email

Elementary Enrichment Workshops, K-4

Elementary Enrichment Workshops are three-week mini-courses that incorporate three main components (Enrichment Learning Centers, Whose Clues? and Stories with Holes Workshop and Primary Logic and Reasoning Workshop). The class period is 30 minutes and devoted to development of the following:

- Creative Thinking
- Cooperative Learning
- Divergent Thinking Skills
- Problem Solving
- Investigation of Scientific Theory

Three-Week Mini-Courses

1. **Enrichment Learning Centers**: Enrichment learning centers provide hands-on experiences that promote cooperative learning through finding relationships, organizing information, critical and divergent thinking, and deductive and spatial reasoning.

Learning Centers
Cubes Noodlers
Logic Links

Brick by Brick Block by Block
Square Up
Sodoku

2. **Whose Clues? and Stories with Holes Workshop**: Two noteworthy book series that Nathan Levy has authored. These books feature quiz- and riddle-like formats that promote cooperative learning through deductive reasoning and critical thinking.

3. **Primary Logic and Reasoning Workshop**: Mini-lessons from a series of books published by Dandy Lion Publications. This series introduces students to the practice. Skills that are developed during these lessons include: finding basic elements of logic through examples and guided relationships, solving analogies, logical thinking, deductive reasoning, and organizing information.

Nomination Process

The classroom teacher evaluates students who show an interest in learning and tend to "think outside the box".

STANDARDS *: CAEP.9.2.4.A.2, CAEP.9.2.4.A.3, CAEP.9.2.4.A.4, CAEP.9.2.4.A.1*

Elementary Enrichment Push-In Classes, K-4

The Elementary G&T teacher will provide Push-In classes for each class, K-4. The program will provide whole class learning experiences that will center on the practice of critical thinking and logic skills, deductive and inductive reasoning, and visual perception skills. Students will engage in cooperative groups to solve logic puzzles such as Q-Bitz, Qwirkle, Square Up, Noodlers, and Word Bogglers etc. All learning experiences will be differentiated to meet the needs of the diverse community in each classroom.

STANDARDS *: CAEP.9.2.4.A.2, CAEP.9.2.4.A.3, CAEP.9.2.4.A.4, CAEP.9.2.4.A.1*

Gifted and Talented, GRADE 4

Time Frame	**20-25 weeks**
Topic	
ABC Geography Tour of USA (Math, Geography, Problem Solving, Money, Team Work) **Internet Cruises** (Computer literacy, Creative writing, Independent work) **Folktales** (Creative Writing, Public Speaking, Independent work) **Engineering/Bridge Building** (Math, Science, Team Work)	
Essential Questions	
● How do good writers express themselves? ● How do speakers express their thoughts and feelings?	

- How does a good speaker communicate so others will listen and understand?

Enduring Understandings

- A writer selects a form of writing based on audience and purpose
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.

Alignment to NJ Student Learning Standards

TECH.8.1.5.F.1, TECH.8.1.5.E.CS3, MA.4.4.NBT.B.4, TECH.8.1.5.F.CS4, SOC.6.1.4.B.1, TECH.8.1.5.F.CS1, TECH.8.1.5.F.CS2, TECH.8.1.5.F.CS3, TECH.8.1.5.E.CS1, SOC.6.1.4.B.2, TECH.8.1.5.E.1, TECH.8.1.5.E.CS2 LA.4.W.4.1-10, LA.4.SL.4.2-5 TECH.8.2.5.A-E, TECH.8.1.5.A, TECH.8.1.5.B

Learning Activities

- Checklists, charts, graphic organizers, and graphs
- Folktales
- Integration of technology to produce written work
- Performance tasks (real life demonstrations of skill/understanding)
- Cooperative groups

Assessments

- Oral presentation rubric
- Peer assessment-peer critique
- Self-assessment-individual critique
- Interviews, oral presentations (oral responses)
- Teacher observation (anecdotal notes)
- Peer conferencing
- Teacher conferencing
- Oral responses
- Conference Student/Teacher

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Reading/Writing/Science/Math/Technology/Engineering

Technology Integration

- Powerpoint
- Word
- Mapquest
- Internet Exploration
- Email

Gifted and Talented, Grade 5

Time Frame	**Full Year**

Topic

English Language Arts/Literacy

Essential Questions

- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How do readers construct meaning from text?
- Why conduct research?
- How do good writers express themselves?
- How does process shape author's product?
- How do writers develop a well-written product?
- Why does a writer choose a particular form of writing?
- How can discussion increase the knowledge and understanding of ideas?
- When is it appropriate to ask questions?
- How do speakers express their thoughts and feelings?
- How does the choice of words affect a message?
- How does a speaker communicate so others will listen and understand the message?

Enduring Understandings

- Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Words powerfully affect meaning.
- Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant.
- Researchers gather and critique information on a topic from a variety of sources for specific purposes.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic appearances.
- Good writers use a repertoire of strategies that enables them to vary form and style in order to write for different purposes and contexts.
- A writer selects a form based on audience and purpose.
- Oral discussions increase knowledge and understanding of ideas.
- Questioning and contributing help speakers convey their message, explore issues, and clarify their thinking.
- A speaker's choice of words and style set a tone and define a message.
- A speaker selects a form and organizational pattern based on audience and purpose.

Alignment to NJSLS

TECH.8.1.5.C.CS1, TECH.8.1.5.C.CS2, LA.5.L.5.3.A, LA.5.RL.5.1, TECH.8.1.5.A.4, LA.5.RL.5.4, SCI.5-6.5.1.6.A, SCI.5-6.5.1.6.B, SCI.5-6.5.1.6.C, SCI.5-6.5.1.6.D, TECH.8.2.5.D.3, TECH.8.2.5.D.1, LA.5.RI.5.7, TECH.8.2.5.D.CS2, TECH.8.2.5.C.CS1, LA.5.RL.5.7, TECH.8.2.5.A.CS2, TECH.8.1.5.F.CS1, TECH.8.1.5.F.CS2, TECH.8.1.5.D.CS3, TECH.8.2.5.B.2, TECH.8.2.5.C.2, TECH.8.2.5.C.CS2, MA.5.5.1, TECH.8.1.5.B.CS1, TECH.8.1.5.A.2, MA.5.5.2, MA.5.5.3, LA.5.RI.5.1, LA.5.W.5.4, LA.5.W.5.7, TECH.8.1.5.E.CS1, TECH.8.2.5.C.7, TECH.8.2.5.D.CS1, TECH.8.1.5.E.CS2, TECH.8.1.5.A.3, TECH.8.1.5.A.5, TECH.8.1.5.D.1

Alignment to NAGC Standards

1.1.1,1.2.1, 1.5.1,1.6.1, 2.1.1,2.2.4, 3.1.4, 3.3.3, 3.4.1, 3.4.2, 4.1.1, 4.1.4, 4.2.1-3, 4.4.2, 4.5.2, 5.1.4

Learning Activities

- Reference and research tasks with use of Library materials
- Interpretation of fact and figures
- Detailed responses for given questions (MOEMS Practice Questions)
- Peer editing of original work
- Word study to include, but not limited to; multiple meanings, synonyms. Antonyms, analogies
- Creating written and visual art reproduction
- Note-taking skills
- Short term goal setting/educational risk taking
- Oral presentation, Creative writing, question and answer, independent study, final project presented in PowerPoint or other digital format
- Participation in various competitions
- Problem solving to include Logical Thinking,

Assessments

- Peer assessment-peer critique
- Self-assessment-individual critique
- Teacher observation (anecdotal notes)
- Peer conferencing
- Oral responses
- Competitive scoring rubrics
- Conference Student/Teacher

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Reading/Writing/Science/Math/Technology/Engineering

Technology Integration

- PowerPoint/Google Slides
- Word

- Google Documents
- Excel/Spreadsheet
- Internet Exploration
- Various Applications
- Email

Time Frame	**Full Year**

Topic

i-STEM

Essential Questions

- How does mathematics appear in everyday experiences?
- What constitutes evidence?
- When do you have enough and the right kind of evidence?
- How can results be justified and explained to others?
- What makes a scientific question?
- How do I decide or make a choice?
- Why do I need to be accountable?
- How do I best communicate?

Enduring Understandings

- Mathematics is intertwined in many everyday experiences, and is important for success in the world in which we live.
- Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting those explanations to scientific knowledge and theory, and communicating and justifying those explanations.
- The choices we make as individuals affect self, family, community, and the world.
- Personal attributes, behavior, knowledge and skills promote self-awareness, personal responsibility, and self-direction.
- Effective communication skills are necessary to convey meaning and understanding to others.

Alignment to NJSLS

TECH.8.1.5.C.CS1, TECH.8.1.5.C.CS2,, TECH.8.1.5.A.4, LA.5.RL.5.4,, TECH.8.2.5.D.3, TECH.8.2.5.D.1, TECH.8.2.5.C.CS1, LA.5.RL.5.7, TECH.8.2.5.A.CS2, TECH.8.1.5.F.CS1, TECH.8.1.5.F.CS2, TECH.8.1.5.D.CS3, TECH.8.2.5.B.2, TECH.8.2.5.C.2, TECH.8.2.5.C.CS2, MA.5.5.1, TECH.8.1.5.B.CS1, TECH.8.1.5.A.2, MA.5.5.2, MA.5.5.1, MA.5.5.2, MA.5.5.3

Alignment to NAGC Standards

1.2.1. 1.4.1, 1.6.1, 1.7.1, 2.1.1, 3.1.4, 3.1.5, 3.1.7, 3.3.3, 3.4.1, 3.4.3, 4.1.2, 4.3.2, 4.5.3, 5.1.5

Learning Activities

- Problem solving, Logic puzzles
- Warm-up practice problems
- MOEMS-Practice Problems
- Cooperative Groups
- Student Directed Learning Projects
- Competitions
- Educational Risk Taking (Goal Setting)

Assessments

- Self assessment
- Peer critique
- Teacher observation (anecdotal notes)
- Rubrics (including criteria for content, processing skills, and collaborative effort.)
- Oral responses
- Competition rubrics
- Conference Student/Teacher

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Reading/Writing/Science/Math/Technology/Engineering

Technology Integration

- PowerPoint/Google Slides
- Word
- Google Documents
- Excel/Spreadsheet
- Various applications
- Internet Exploration
- Email

Gifted and Talented, Grade 6

Time Frame	**Semester**

Topic

English Language Arts/Literacy

Essential Questions

- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?

- How do readers construct meaning from text?
- Why conduct research?
- How do good writers express themselves?
- How does process shape author's product?
- How do writers develop a well-written product?
- Why does a writer choose a particular form of writing?
- How can discussion increase the knowledge and understanding of ideas?
- When is it appropriate to ask questions?
- How to speakers express their thoughts and feelings?
- How does the choice of words affect a message?
- How does a speaker communicate so others will listen and understand the message?

Enduring Understandings

- Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Words powerfully affect meaning.
- Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant.
- Researchers gather and critique information on a topic from a variety of sources for specific purposes.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic appearances.
- Good writers use a repertoire of strategies that enables them to vary form and style in order to write for different purposes and contexts.
- A writer selects a form based on audience and purpose.
- Oral discussions increase knowledge and understanding of ideas.
- Questioning and contributing help speakers convey their message, explore issues, and clarify their thinking.
- A speaker's choice of words and style set a tone and define a message.
- A speaker selects a form and organizational pattern based on audience and purpose.

Alignment to Standards NJSLS

TECH.8.1.8.F.CS1, TECH.8.2.8.C.4, TECH.8.2.8.D.2, TECH.8.1.8.F.CS2, TECH.8.2.8.D.3, TECH.8.2.8.A.4, TECH.8.2.8.C.5b, LA.6.RL.6.1, TECH.8.1.8.B.CS1, LA.6.RL.6.2, TECH.8.2.8.D.CS2, LA.6.RL.6.4, TECH.8.2.8.C.1, LA.6.W.6.4, TECH.8.1.8.F.CS3, TECH.8.2.8.C.CS2, LA.6.W.6.5, TECH.8.2.8.C.8, TECH.8.1.8.F.CS4, LA.6.W.6.6, TECH.8.2.8.D.4, TECH.8.2.8.C.5a, TECH.8.2.8.D.CS1, TECH.8.2.8.D.1, LA.6.RL.6.9, TECH.8.1.8.E.CS3, LA.6.W.6.8, TECH.8.2.8.B.3, LA.6.RI.6.1, LA.6.RI.6.2, LA.6.RI.6.3, MA.6.6.1, MA.6.6.2, MA.6.6.3, MA.6.6.4, LA.6.SL.6.2, LA.6.RI.6.7, MA.6.6A, LA.6.RI.6.9, LA.6.SL.6.4, SCI.5-6.5.2.6.D.a, SCI.5-6.5.2.6.E.a, SCI.5-6.5.2.6.E.c, SCI.5-6.5.2.6.E.3, SCI.5-6.5.3.6.B.a, SCI.5-6.5.3.6.B.b, SCI.5-6.5.3.6.B.2, SCI.5-6.5.4.6.G.c, SCI.5-6.5.4.6.G.3, LA.6.SL.6.5, TECH.8.2.8.A.3, TECH.8.1.8.A.1, TECH.8.1.8.E.1, TECH.8.2.8.D.CS3, TECH.8.2.8.C.CS3, TECH.8.2.8.C.7, TECH.8.1.8.A.CS2, TECH.8.2.8.D.6, TECH.8.2.8.C.6, TECH.8.2.8.C.CS1, TECH.8.2.8.C.3, TECH.8.2.8.A.2, 6-8.MS-ETS1-1.1.1, 6-8.MS-ETS1-1.ETS1.A.1, 6-8.MS-ETS1-2.7.1, 6-8.MS-ETS1-2.ETS1.B.1, 6-8.MS-ETS1-3.4.1, 6-8.MS-ETS1-3.ETS1.B.1, 6-8.MS-ETS1-3.ETS1.B.2, 6-8.MS-ETS1-3.ETS1.C.1, 6-8.MS-ETS1-4.2.1, 6-8.MS-ETS1-4.ETS1.B.1, 6-8.MS-ETS1-4.ETS1.B.2, TECH.8.1.8.A.CS1

Alignment to NAGC Standards

1.1.1,1.2.1, 1.5.1,1.6.1, 2.1.1,2.2.4, 3.1.4, 3.3.3, 3.4.1, 3.4.2, 4.1.1, 4.1.4, 4.2.1-3, 4.4.2, 4.5.2, 5.1.4

Activities

- Research and Library use including: web searches, databases, books, encyclopedias, Internet, etc.
- Select reading materials, magazines, internet articles, fiction and nonfiction books
- Student directed learning project
- Research project on chosen topic to include: note taking skills, Theses statement, analysis of information as it compares to theses statement
- Creative Writing for publication
- Classroom discussions to include current events and debating
- Oral presentation of original works
- Interactive presentation of research; ie. Power Point, Original Website Design, other student chosen format
- Analyze and determine the validity of references and resources
- Educational risk taking and goal setting

Assessments

- Self-assessment-self critique
- Peer assessment peer critique
- Rubrics as it pertains to style of writing/presentation
- Competition rubrics
- Teacher conferencing
- Teacher observation

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Reading/Writing/Science/Math/Technology/Engineering

Technology Integration

● PowerPoint/Google Slides ● Word ● Google Documents	● Excel/Spreasheet ● Various applications ● Internet Exploration ● Email

Time Frame	**Semester**

Topic

i-STEM

Essential Questions

- How does mathematics appear in everyday experiences?
- What constitutes evidence?
- When do you have enough and the right kind of evidence?
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- Mathematics is intertwined in many everyday experiences, and is important for success in the world in which we live.
- Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting those explanations to scientific knowledge and theory, and communicating and justifying those explanations.
- The choices we make as individuals affect self, family, community, and the world.
- Personal attributes, behavior, knowledge and skills promote self-awareness, personal responsibility, and self-direction.
- Effective communication skills are necessary to convey meaning and understanding to others.

Alignment to NJSLS

TECH.8.1.8.F.CS1, TECH.8.2.8.C.4, TECH.8.2.8.D.2, TECH.8.1.8.F.CS2, TECH.8.2.8.D.3, TECH.8.2.8.A.4, TECH.8.2.8.C.5b, TECH.8.1.8.B.CS1, TECH.8.2.8.D.CS2, LA.6.RL.6.4, TECH.8.2.8.C.1, LA.6.W.6.4, TECH.8.1.8.F.CS3, TECH.8.2.8.C.CS2, LA.6.W.6.5, TECH.8.2.8.C.8, TECH.8.1.8.F.CS4, TECH.8.2.8.D.4, TECH.8.2.8.C.5a, TECH.8.2.8.D.CS1, TECH.8.2.8.D.1, LA.6.RL.6.9, TECH.8.1.8.E.CS3, LA.6.W.6.8, TECH.8.2.8.B.3, LA.6.RI.6.1, LA.6.RI.6.2, LA.6.RI.6.3, MA.6.6.1, MA.6.6.2, MA.6.6.3, MA.6.6.4, LA.6.SL.6.2, LA.6.RI.6.7, MA.6.6A, LA.6.RI.6.9, TECH.8.2.8.A.3, TECH.8.1.8.A.1, TECH.8.1.8.E.1, TECH.8.2.8.D.CS3, TECH.8.2.8.C.CS3, TECH.8.2.8.C.7, TECH.8.1.8.A.CS2, TECH.8.2.8.D.6, TECH.8.2.8.C.6, TECH.8.2.8.C.CS1, TECH.8.2.8.C.3, TECH.8.2.8.A.2, 6-8.MS-ETS1-1.1.1, 6-8.MS-ETS1-1.ETS1.A.1, 6-8.MS-ETS1-2.7.1, 6-8.MS-ETS1-2.ETS1.B.1, 6-8.MS-ETS1-3.4.1, 6-8.MS-ETS1-3.ETS1.B.1, 6-8.MS-ETS1-3.ETS1.B.2, 6-8.MS-ETS1-3.ETS1.C.1, 6-8.MS-ETS1-4.2.1, 6-8.MS-ETS1-4.ETS1.B.1, 6-8.MS-ETS1-4.ETS1.B.2, TECH.8.1.8.A.CS1

Alignment to NAGC Standards

1.2.1. 1.4.1, 1.6.1, 1.7.1, 2.1.1, 3.1.4, 3.1.5, 3.1.7, 3.3.3, 3.4.1, 3.4.3, 4.1.2, 4.3.2, 4.5.3, 5.1.5

Learning Activities

- Problem solving to include logic puzzles
- MOEMS, SAT question of the day
- Analyze given data in order to problem solve given task
- Educational Risk Taking (Goal Setting)
- Cooperative Groups in order to perform problem solving stunts
- Student directed learning projects
- Classroom discussions which include: debating, analyzing data, role playing

Assessments

- Self-assessment
- Competition rubrics
- Group assessment
- Peer assessment/evaluations
- Project based rubrics
- Teacher observation

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Reading/Writing/Science/Math/Technology/Engineering

Technology Integration

- PowerPoint/Google Slides
- Word

- Google Documents
- Excel/Spreadsheet
- Tinkercad
- SimCity
- Scratch
- Various applications
- Internet Exploration
- Email

Gifted and Talented, Grade 7

Time Frame	**Semester**

Topic

English Language Arts/Literacy

Essential Questions

- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How do readers construct meaning from text?
- Why conduct research?
- How do good writers express themselves?
- How does process shape author's product?
- How do writers develop a well-written product?
- Why does a writer choose a particular form of writing?
- How can discussion increase the knowledge and understanding of ideas?
- When is it appropriate to ask questions?
- How to speakers express their thoughts and feelings?
- How does the choice of words affect a message?
- How does a speaker communicate so others will listen and understand the message?

Enduring Understandings

- Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Words powerfully affect meaning.
- Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant.
- Researchers gather and critique information on a topic from a variety of sources for specific purposes.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic appearances.
- Good writers use a repertoire of strategies that enables them to vary form and style in order to write for different purposes and contexts.
- A writer selects a form based on audience and purpose.

- Oral discussions increase knowledge and understanding of ideas.
- Questioning and contributing help speakers convey their message, explore issues, and clarify their thinking.
- A speaker's choice of words and style set a tone and define a message.
- A speaker selects a form and organizational pattern based on audience and purpose.

Alignment to NJSLS

TECH.8.1.8.F.CS1, MA.7.7.EE.B.4a, TECH.8.2.8.C.4, TECH.8.1.8.A.3, TECH.8.2.8.D.2, TECH.8.1.8.F.CS2, TECH.8.1.8.D.CS2, MA.7.7.EE.B.4b, LA.7.RI.7.1, LA.7.RL.7.1, TECH.8.2.8.C.2, TECH.8.2.8.D.3, TECH.8.2.8.C.5b, LA.7.SL.7.2, LA.7.RI.7.4, TECH.8.1.8.A.2, TECH.8.2.8.D.CS2, TECH.8.2.8.C.1, LA.7.RI.7.7, LA.7.SL.7.5, TECH.8.1.8.F.CS3, TECH.8.2.8.C.CS2, TECH.8.1.8.F.CS4, MA.7.7.NS.A.1c, TECH.8.2.8.D.4, MA.7.7.G.B.4, TECH.8.2.8.C.5a, MA.7.7.G.B.5, TECH.8.2.8.D.CS1, TECH.8.2.8.D.1, MA.7.7.G.B.6, LA.7.W.7.2.A, LA.7.W.7.3.C, MA.7.7.RP.A.1, MA.7.7.SP.A.2, LA.7.W.7.4, LA.7.W.7.5, LA.7.RL.7.4, MA.7.7.RP.A.2b, LA.7.W.7.7, LA.7.W.7.1.A, LA.7.W.7.1.B, LA.7.W.7.8, MA.7.7.NS.A.2c, LA.7.W.7.9, MA.7.7.RP.A.2d, TECH.8.2.8.A.3, TECH.8.1.8.A.1, TECH.8.2.8.C.7, TECH.8.1.8.A.CS2, TECH.8.1.8.E.CS2, TECH.8.2.8.B.7, TECH.8.2.8.C.6, TECH.8.2.8.C.CS1, TECH.8.1.8.C.CS2, TECH.8.1.8.F.1

Alignment to NAGC Standards

1.1.1,1.2.1, 1.5.1,1.6.1, 2.1.1,2.2.4, 3.1.4, 3.3.3, 3.4.1, 3.4.2, 4.1.1, 4.1.4, 4.2.1-3, 4.4.2, 4.5.2, 5.1.4

Learning Activities

- Research and Library Skill-Types of resources (online databases, books, encyclopedias, Internet, journals, etc.)
- Select and read materials (both fiction and nonfiction) appropriate for research purposes)
- Note taking skills
- Development of research and library skills(infuse research and online data)
- Analyze and determine the validity of references and resources
- Educational risk taking and goal setting
- STARS and CMPS(Future Problem Solvers) Competitions
- Recognize the opinions of others and respond appropriately.
- Participate in class discussion offering opinions and listening to others.
- Solve a problem or understand a problem through group cooperation and dialogue.
- Use clear and precise language while speaking

Assessments

- Peer assessment-peer critique
- Individual assessment-individual critique
- Teacher conferencing
- Self evaluation
- Competition rubrics
- Oral presentation rubric
- Rubrics (including criteria for content, processing skills, and collaborative effort)

- Teacher observation (anecdotal notes)

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Reading/Writing/Science/Math/Technology/Engineering

Technology Integration

- PowerPoint/Google Slides
- Word
- Google documents
- Various Applications
- Excel/Spreadsheet
- Internet Exploration
- Email

Time Frame	**Semester**

Topic

i-STEM

Essential Questions

- How does mathematics appear in everyday experiences?
- What constitutes evidence?
- When do you have enough and the right kind of evidence?
- How can results be justified and explained to others?
- What makes a scientific question?
- How do I decide or make a choice?
- Why do I need to be accountable?
- How do I best communicate?

Enduring Understandings

- Mathematics is intertwined in many everyday experiences, and is important for success in the world in which we live.
- Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting those explanations to scientific knowledge and theory, and communicating and justifying those explanations.
- The choices we make as individuals affect self, family, community, and the world.
- Personal attributes, behavior, knowledge and skills promote self -awareness, personal responsibility, and self-direction.

- Effective communication skills are necessary to convey meaning and understanding to others.

Alignment to NJSLSS

TECH.8.1.8.F.CS1, MA.7.7.EE.B.4a, TECH.8.2.8.C.4, TECH.8.1.8.A.3, TECH.8.2.8.D.2, MA.7.7.EE.B.4b, LA.7.RI.7.1, LA.7.RL.7.1, TECH.8.2.8.C.2, TECH.8.2.8.D.3, TECH.8.2.8.C.5b, TECH.8.1.8.A.2, TECH.8.2.8.D.CS2, TECH.8.2.8.C.1, TECH.8.1.8.F.CS3, TECH.8.2.8.C.CS2, TECH.8.1.8.F.CS4, MA.7.7.NS.A.1c, TECH.8.2.8.D.4, MA.7.7.G.B.4, TECH.8.2.8.C.5a, MA.7.7.G.B.5, TECH.8.2.8.D.CS1, TECH.8.2.8.D.1, MA.7.7.G.B.6, MA.7.7.RP.A.1, MA.7.7.SP.A.2, LA.7.W.7.4, LA.7.W.7.5, LA.7.RL.7.4, MA.7.7.RP.A.2b, MA.7.7.NS.A.2c, LA.7.W.7.9, MA.7.7.RP.A.2d, TECH.8.2.8.A.3, TECH.8.1.8.A.1, TECH.8.2.8.C.7, TECH.8.1.8.A.CS2, TECH.8.1.8.E.CS2, TECH.8.2.8.B.7, TECH.8.2.8.C.6, TECH.8.2.8.C.CS1, TECH.8.1.8.C.CS2, TECH.8.1.8.F.1

Alignment to NAGC Standards

1.2.1. 1.4.1, 1.6.1, 1.7.1, 2.1.1, 3.1.4, 3.1.5, 3.1.7, 3.3.3, 3.4.1, 3.4.3, 4.1.2, 4.3.2, 4.5.3, 5.1.5

Learning Activities

- Problem Solving (MOEMS, SAT question of the day, Critical thinking puzzles)
- Problem Based Learning
- Multi Media Presentation
- Creation of Original iMovie
- Student Directed Learning Projects
- Various competitions

Assessments

- Peer assessment
- Self-assessment
- Teacher observation/anecdotal notes
- Project Based Rubrics
- Competition Rubrics
- Cooperative Groups

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration

X	Life & Career Skills	X	Information Literacy	X	Media Literacy

Interdisciplinary Connections

Reading/Writing/Science/Math/Technology/Engineering

Technology Integration

- PowerPoint/Google Slides
- Word
- Google Documents
- Excel/Spreadsheet
- Gamemaker
- SimCity
- Scratch 1.4
- iMovie
- Tinkercad
- Youtube
- Teachertube
- Various applications
- Internet Exploration
- Email

Gifted and Talented, Grade 8

Time Frame	**Semester**

Topic

English Language Arts/Literacy

Essential Questions

- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How do readers construct meaning from text?
- Why conduct research?
- How do good writers express themselves?
- How does process shape author's product?
- How do writers develop a well-written product?
- Why does a writer choose a particular form of writing?
- How can discussion increase the knowledge and understanding of ideas?
- When is it appropriate to ask questions?

- How to speakers express their thoughts and feelings?
- How does the choice of words affect a message?
- How does a speaker communicate so others will listen and understand the message?

Enduring Understandings

- Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Words powerfully affect meaning.
- Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant.
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- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic appearances.
- Good writers use a repertoire of strategies that enables them to vary form and style in order to write for different purposes and contexts.
- A writer selects a form based on audience and purpose.
- Oral discussions increase knowledge and understanding of ideas.
- Questioning and contributing help speakers convey their message, explore issues, and clarify their thinking.
- A speaker's choice of words and style set a tone and define a message.
- A speaker selects a form and organizational pattern based on audience and purpose.

Alignment to NJSLS

TECH.8.1.8.F.CS1, TECH.8.2.8.C.4, TECH.8.2.8.D.2, TECH.8.1.8.F.CS2, LA.8.SL.8.5, TECH.8.1.8.C.CS3, MA.8.8.1, LA.8.RI.8.1, TECH.8.1.8.C.CS4, LA.8.RI.8.2, MA.8.8.EE.A.1, LA.8.RI.8.3, PFL.9.1.8.A.2, TECH.8.1.8.B.CS2, MA.8.8.2, TECH.8.2.8.D.3, TECH.8.2.8.C.5b, TECH.8.1.8.D.4, MA.8.8.3, TECH.8.1.8.B.CS1, TECH.8.1.8.A.2, TECH.8.2.8.D.CS2, LA.8.W.8.7, LA.8.W.8.8, TECH.8.2.8.C.1, LA.8.RI.8.7, TECH.8.2.8.A.5, TECH.8.1.8.F.CS3, TECH.8.2.8.C.CS2, TECH.8.2.8.C.8, TECH.8.1.8.F.CS4, TECH.8.2.8.C.5a, TECH.8.2.8.D.CS1, TECH.8.2.8.D.1, LA.8.RI.8.8, LA.8.W.8.2.C, LA.8.W.8.2.F, LA.8.RL.8.1, LA.8.W.8.3.C, LA.8.RL.8.4, MA.8.8.EE.A.4, LA.8.RL.8.7, LA.8.W.8.5, LA.8.W.8.6, TECH.8.2.8.A.3, TECH.8.1.8.A.1, TECH.8.1.8.E.1, TECH.8.2.8.C.CS3, PFL.9.1.8.A.1, TECH.8.1.8.A.CS2, TECH.8.1.8.E.CS2, CAEP.9.2.8.B.1, TECH.8.2.8.C.CS1, TECH.8.1.8.C.CS2, TECH.8.1.8.F.1, TECH.8.2.8.A.2, TECH.8.1.8.A.5

Alignment to NAGC Standards

1.1.1,1.2.1, 1.5.1,1.6.1, 2.1.1,2.2.4, 3.1.4, 3.3.3, 3.4.1, 3.4.2, 4.1.1, 4.1.4, 4.2.1-3, 4.4.2, 4.5.2, 5.1.4

Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:
Meeting the needs of all students with a proud tradition of academic excellence.

Learning Activities

- Research and Library Reference Material
- Select and read materials appropriate for 8th Grade Final Project
- Educational Risk Taking and Goal Setting
- Creation of 8th Grade Final Project
- Analyze and determine the validity of references and resources
- Integration of technology
- Oral Presentation of 8th Grade Final Project

Assessments

- Peer assessment-peer critique
- Individual assessment/individual critique
- Teacher conferencing
- Competition Rubrics
- Oral presentation rubric
- Rubrics (including criteria for content, processing skills, and collaborative effort)
- Teacher observation (anecdotal notes)

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Reading/Writing/Science/Math/Technology/Engineering

Technology Integration

- PowerPoint/Google Slides
- Word
- Various Applications
- Google Document
- EasyBib
- Internet Exploration
- Email

Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

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Time Frame	**Semester**

Topic

i-STEM

Essential Questions

- How does mathematics appear in everyday experiences?
- What constitutes evidence?
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- How do I decide or make a choice?
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- How do I best communicate?

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- Effective communication skills are necessary to convey meaning and understanding to others.

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Alignment to NJSLS

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Alignment to NAGC Standards

1.2.1. 1.4.1, 1.6.1, 1.7.1, 2.1.1, 3.1.4, 3.1.5, 3.1.7, 3.3.3, 3.4.1, 3.4.3, 4.1.2, 4.3.2, 4.5.3, 5.1.5

Learning Activities

- Problem Solving (MOEMS, SAT question of the day, Critical thinking puzzles)
- Problem Based Learning
- Multimedia Presentation
- Creation of SimCity
- Student Directed Learning Projects
- Regional and National Competitions
- Analyze given data in order to problem solve given task
- Educational Risk Taking (Goal Setting)
- Cooperative Groups in order to perform problem solving
- Classroom discussions which include: debating, analyzing data, role playing

Assessments

- Peer assessment
- Self assessment
- Teacher observation/anecdotal notes
- Cooperative Groups
- Competition Rubrics

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

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Interdisciplinary Connections
Reading/Writing/Science/Math/Technology/Engineering
Technology Integration
• PowerPoint/Spreadsheet • Word • Tinkercad • Excel/Spreadsheet • SimCity • Scratch 1.4 • Youtube • Teachertube • Various applications • Internet Exploration • Email

Gifted and Talented, Grades 7-12

The curricula for all honors and advanced placement (9-12) courses can be found on the district website.