

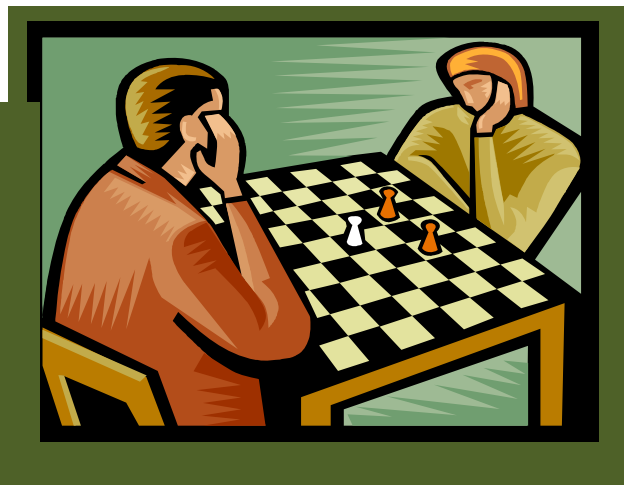
Westampton Township School District

P.A.C.E.

Program for Academic Challenge in Education
Gifted and Advanced Students

Kindergarten – Eighth Grade

Approved by Board of Education: November 9, 2015



Westampton Township School District

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Gifted and Advanced Students

Kindergarten – Eighth Grade

Gifted and Talented Program Development Team

Rachel Feldman

Matt Andris

Jennifer Murray

Megan Jedwabny

Doneanne Sout

Barbara Gallagher

Westampton Board of Education

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President

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Vice President

Mrs. Suzanne Applegate

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Mr. Daniel Dole

Mr. Mark Elberfeld

Mr. Russell Hansel

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Superintendent of Schools

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School Business Administrator

Ms. Tracy McGuire
Board Secretary

Dr. Rachel Feldman
Principal, Holly Hills Elementary School

Mr. Matt Andris
Principal, Westampton Middle School

Mrs. Jennifer Murray
Supervisor of Curriculum and Instruction

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District Mission Statement

The Westampton School District, in partnership with its Community, shall do whatever it takes to ensure that every child achieves or exceeds proficiency in the current New Jersey Student Learning Standards.

Be open! Be creative! Be accountable!

Vision Statement

To create a climate where the Community and District support the instructional process by incorporating an effective, comprehensive communication system that incorporates the whole child as its driving force involving parents, staff, and the Community by utilizing appropriate data to challenge the students and teachers to maximize each student's level of achievement.

Curriculum and Instruction Vision Statement

Westampton Township School District's Office of Curriculum and Instruction is committed to supporting, implementing, and supervising K – 8 curriculum that is rigorous, meaningful, differentiated, culturally responsive, and academically challenging to ensure that students receive high-quality instruction that promotes excellence and high expectations, prepares all students for the rigors of high school and postsecondary education and produces dynamic student achievement and lifelong learners.

Gifted and Talented Philosophy and Rationale

Westampton Township School District believes that all children can learn and reach their full potential, and acknowledges that children enter school with different levels of ability, some of which are unique and extend beyond the capabilities of their peers. These children may be identified as "gifted and talented", able to meet and exceed their grade level expectations, while also having a distinct acumen for learning and displaying talents not commonly seen at their age. In an effort to meet the needs of these students, the district understands that it must provide instructional adaptations and opportunities in the areas of content, process, product, and/or learning environment to meet the needs of these students, and support them in achieving their highest potential.

The district recognizes that New Jersey State Administrative Code 6:8-4.5(a)4i requires districts to make provisions for identifying and providing services for students who demonstrate talent or giftedness, and has developed a multi-measure approach to identify gifted students, while also providing opportunities for students who may not be designated as gifted, but have excelled academically in the classroom.

The district takes into account the PreK-Grade 12 Gifted Program Standards of the Association for Gifted Children, the New Jersey Student Learning Standards, as well as other professional literature on giftedness, when designing and revising its gifted and talented program.

Further Defining Gifted Students

According to current research, academically talented learners, also known as "gifted learners" or "gifted and talented," are oftentimes overlooked in classroom instruction. Consequently, some students find school boring and uninspiring due to knowing many of the concepts being introduced in the regular classroom. The exceptionally able or gifted students are those who

- demonstrate a high degree of intellectual, creative, and/or artistic ability
- possess exceptional leadership skills
- excel in specific fields
- function above grade level

- need accommodations or special instruction to achieve at levels commensurate with a challenge to his or her abilities
- have the ability to grasp concepts rapidly and/or intuitively
- have an intense curiosity about principles and how things work
- have the ability to generate theories and hypotheses and pursue methods of inquiry
- produce products that express insight, creativity and/or excellence

In the past, the term “gifted” described people with high scores on I.Q. tests. Today, new concepts connected to creative thinking models and multiple intelligences have expanded the definition of intelligence to include other dimensions. Giftedness reflects a multifaceted, multicultural, and multidimensional perspective and is defined by aptitude, traits, and behaviors rather than changeless test performance. These students are found in all cultural groups and across all economic levels. Increased understanding of culturally determined and environmentally affected behaviors will enable teachers and administrators to interpret performance indicators of creative potential.

Gifted and Talented Goals

To achieve the outcomes of our vision and mission statements, the Westampton Township School District has set the following goals for the P.A.C.E. program:

- Provide educational experiences that are challenging and appropriate to the students’ needs and achievement levels.
- Create a learning environment where exceptionally capable learners can fully develop their abilities and interests.
- Learning opportunities will consist of a continuum of differentiated curricular options, instructional approaches, and resource materials.
- A flexible instructional pace will be provided to allow for the accelerated learning of gifted learners.
- Differentiate curriculum in terms of content, process, and products through cross curricular activities and projects.
- Involve students in inquiry based lessons, group problem solving situations, independent investigations, experiments, and group discussions.

Program Components

Grades K-5

- Enrichment

Grades 6-8

- Honors Language Arts
- Honors Math
- Honors Algebra (Grade 8)
- STREAM (Grades 6)
- Jr. Model UN (Grades 7-8)

Enrichment—Enrichment Program that creates a learning environment in which advanced learners can fully develop their abilities and interests. Students in kindergarten through fifth grade will be provided with accelerated and enriched activities.

Honors Language Arts—Enriched language arts program that creates a learning environment in which excelled learners can continue to develop their abilities. Honors Language Arts is available to students in grades 6-8.

Honors Mathematics—Enriched mathematics instruction in grades 6-7 that covers concepts more in depth and at a faster pace than the traditional mathematics instruction.

Honors Algebra—Algebra offered to advanced learners in Grade 8 at a more rigorous pace and in a more in depth study than the traditional algebra model.

STREAM- An interdisciplinary educational program that increases student engagement in learning through the encouragement of a hands-on creative approach to student expression. Science and literacy concepts are reinforced and enhanced through the students' ability to explore.

Jr. Model UN- An interdisciplinary educational program that provides open-ended problem-solving opportunities for students to develop creative-thinking skills that can be applied to real life situations. Students are able to apply creativity and innovative thinking to solve problems and negotiate on behalf of their designated countries while working with fellow delegates. They conceptualize ideas, make critical decisions, and apply the skills necessary to implement their ideas into solutions. Students work together to pass resolutions offering creative and viable solutions to their assigned global issues.

Program Structure

| Enrichment Program and Grade Level | # of Minutes of Advanced Instruction | Instructional Model/Learning Environment* (subject to change) |
|---|--------------------------------------|--|
| Enrichment: Kindergarten - 5 th grade | 45 minutes per day | Pull out |
| Honors Language Arts: 6 th -8 th grade | 85 minutes per day | In class, select class of identified students |
| Honors Mathematics: 6 th -7 th grade | 85 minutes per day | In class, select class of identified students |
| Honors Algebra: 8 th grade | 85 minutes per day | In class, select class of identified students |
| STREAM (Science, Technology, Research, Engineering, Arts, and Mathematics): 6 th grade cluster | 60 minutes per week | Pull out |
| Jr. Model UN: 7 th and 8 th grade cluster | 60 minutes per week | Pull out |

Instructional Models and Learning Environments

In-Class – In this model, identified G/T or advanced students remain in the general education classroom with their peer. However, the classroom teacher provides instruction for these students that is differentiated or accelerated to meet their particular needs. When the in-class model is referred to as “push-in”, an additional teacher would enter the general education and provide instruction or acceleration for the identified students.

Pull-Out – In this model, identified G/T or advanced students receive instruction in the specified content area(s) in a learning environment that is different from that of their general education peers. Usually, the instruction is provided by a different teacher and replaces the instruction that is occurring in the general education classroom.

Acceleration/Accelerated Classrooms – Acceleration can occur in both in-class and pull-out models. Accelerated classrooms change the rate at which material is presented and allows for the curriculum to be completed in a shorter period of time. The curriculum is compacted, or shorten based on assessment, and items that students have mastered are eliminated from the pacing. In this model, students are then given more challenging tasks based on their ability to handle the work. Some students may receive content acceleration, where students have the

opportunity to receive instruction in a higher grade-level because they have demonstrated clear master of the standards for their current grade level.

Enrichment – Enrichment can occur in both in-class and pull-out models. In this model, students can be given the opportunity to complete alternate activities to prevent the unnecessary practice and repetition of skill they have already mastered. In enrichment classrooms, emphasis is placed on inquiry, higher level thinking skills, cognitive processes, and in-depth exploration of content. Enrichment classes require students to present content in multiple forms and engage students in various methods of communication.

Cluster grouping – Typically used in-class models, cluster grouping affords students of like-ability the opportunity to be grouped together to receive more appropriate and advanced instruction without being from their peers. Cluster grouping allows for both homogeneous and heterogeneous grouping based on ability, achievement, and interests. The key to cluster grouping is its flexibility. Flexible supports the individualized of the instructional program, giving identified students more opportunities to develop advanced skills, with both gifted and non-gifted peers.

Curriculum

The various components of the P.A.C.E. program use the district approved curriculum for the given subject area. The core materials used in the P.A.C.E. program are the same materials as the general education classrooms. However, these materials are adapted, modified, and accelerated, using a variety of instructional approaches and methods, tailored to meet the needs of the identified students.

Teachers also provide are additional opportunities for problem-based learning using supportive technology and supplementary resources to bring depth and higher levels of critical thinking and inquiry to the classroom.

Screening Criteria

Multiple criteria will be used to screen children for possible inclusion in the gifted and talented program. The criteria include:

| Grade Level Entering | Assessment Type | Subject Area of Assessment |
|--|--|-----------------------------------|
| Kindergarten | Kindergarten Diagnostic Instrument (KDI) | Vocabulary |
| | Fox in the Box | Comprehension |
| | Running Records | Reading Fluency and Comprehension |
| | Teacher recommendation through classroom observation | Language Arts |
| | SAGE-2 (Screening Assessment for Gifted Students) | Language Arts and Mathematics |
| | Scholastic Reading Inventory | Reading |
| 1 st grade | Fox in the Box | Comprehension |
| | Teacher and parent recommendation | Language Arts |
| | Running Records | Reading Fluency and Comprehension |
| | SAGE-2 (Screening Assessment for Gifted Students) | Language Arts and Mathematics |
| | Scholastic Reading Inventory | Reading |
| | Measures of Academic Progress (MAP) scores | Reading and Mathematics |
| 2 nd -3 rd grade | Measure of Academic Progress (MAP) scores | Language Arts and Mathematics |

| | | |
|--|---|--|
| | Running Records | Reading Fluency and Comprehension |
| | Scholastic Reading Inventory | Reading |
| | Grades from the previous year | Language Arts and Mathematics |
| | Recommendations from teachers and parents | Language Arts and Mathematics |
| | SAGE-2 (Screening Assessment for Gifted Students) | Language Arts and Mathematics |
| 4 th -6 th grade | PARCC scores from the previous school year | Language Arts and Mathematics |
| | Measure of Academic Progress (MAP) scores | Language Arts and Mathematics |
| | Grades from the previous year | Language Arts and Mathematics |
| | Scholastic Reading Inventory | Reading |
| | Running Records | Fluency and Comprehension |
| | Teacher recommendations; Parent recommendations | Language Arts and Mathematics |
| | SAGE-2 (Screening Assessment for Gifted Students) | Language Arts and Mathematics |
| | COGAT Scores (Cognitive Abilities Test) 6 th grade only | Reasoning and Problem Solving |
| 7 th -8 th grade | Orleans-Hanna Algebra Prognosis Test (7 th grade for 8 th grade Algebra Honors) | Mathematics-for 8 th grade Algebra Honors placement |
| | Previous grade's scores on Achievement Tests (PARCC) | Language Arts and Mathematics |
| | Language Arts and Math grades for the previous year | Language Arts and Mathematics |
| | Teacher Recommendations | Language Arts and Mathematics |
| | Sages-2 (Screening Assessment for Gifted Students) | Language Arts, Mathematics, Science, and Social Studies |

Placement Determination

Students are evaluated for the program through the use of multi-layered selection criteria, which includes classroom performance, teacher recommendations, parent/guardian recommendation, and student performance on district and state standardized assessments. When the data is collected, the building principal, along with the input of staff members and support of the Curriculum Office, evaluates the data to determine the correct placement for each child.

Unlike other gifted and talented program formats, Westampton Township School District does not rank students or assign point values to any particular element of the criteria. However, children who are generally admitted into advanced and/or honors classroom generally demonstrate the following characteristics within the components of the selection criteria:

| Criteria Measure | Typical Characteristics |
|--|--|
| Teacher and/or Parent Recommendations | Consistently positive with emphasis on strong leadership skills, work ethic, and intrinsic self-motivation |
| Classroom Performance | A-B range students, consistently through the school year |
| NWEA MAP Testing | At or Above Proficiency by the end of the previous school year |
| PARCC Testing | Advanced Proficiency, or Near Advanced Proficiency in a given content area. |
| Guided Reading Level | 1 – 2 grades above current grade level |
| SAGES-2 Assessment (used primarily for ROGATE and Independent studies) | Score of 121 or higher on all subtests, with 130 or higher receiving priority. In some cases, a score of 111-120 on one subtest is considered if the student scores exceptionally higher (130+) on the other subtests. |
| COGAT (Cognitive Abilities Test) | Score of 125 or higher on all subtests, with 130 or higher receiving priority. In some cases, a score of 111-120 |

To ensure the equity and fairness of this process, each child is evaluated as an individual, and the unique circumstances of their learning experience is explored before making a determination on the child's placement. Definitions of "giftedness" are addressed. It is also accepted that while a child may not be "gifted" as determined by an assessment, he or she may have worked and studied diligently, and, as a result, have progressed or demonstrated growth above and beyond his or her peers. Therefore, discussion about the child at varying levels can become central to the analysis and interpretation of the data, and it's through looking at the child through a complete lens, that each child is placed in the most appropriate setting to reach his her potential.

While students are placed in the appropriate program, it is important to note that there is an annual evaluation of placement and students can be removed from the program, if they no longer meet the selection criteria or have failed to demonstrate the appropriate social-emotional skills necessary to succeed in an independent, self-motivated learning environment. Parents also have the option to request in writing that their children are removed a component of P.A.C.E., or the entire program.

Resources

The pages that follow are copies of the letters documents used by the gifted and talented program. The documents include nomination forms for parents and teachers, and letters to parents notifying them of their child's inclusion or exclusion from the program.

P.A.C.E Program - Enrichment
Parent Recommendation Survey
Kindergarten through Fifth Grade

Parents are their children's first and most important teachers. Your interest and involvement in the education of your child can be the key to their success in school and life. As a parent, you provide wonderful insights into your child's abilities.

Selected students in each grade level will participate in the Enrichment Program. Multiple criteria will be used to identify children for possible inclusion in this program. They include class performance, parent./guardian nomination survey, and student performance on district and standardized tests.

Any parent may nominate a student for the g Enrichment Program. Parents are encouraged to submit a Parent Nomination Survey if they believe that their child is reading and comprehending at least two grade levels above his or her present grade and is eligible for the program. Parent nomination does not mean acceptance into the program.

If you would like to nominate your child, please complete the following survey, used to describe your child. Please use the rating system to accurately describe your child and comment where necessary on the back of this form or on a separate piece of paper:

1 = Never/seldom; 2 = Sometimes/occasionally; 3 = Frequently/often; 4 = Almost always

PART I: Learning Characteristics

- 1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by: "richness" of expression, elaboration, and fluency.
- 2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of students in this age group).
- 3. Has quick mastery and recall of factual information.
- 4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions), wants to know what makes things (or people) "tick."
- 5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.
- 6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc., than others.
- 7. Reads a great deal; usually prefers adult level books, does not avoid difficult material.
- 8. Tries to understand complicated material by separating it into its respective parts; reasons things out; sees logical and common sense answers.

PART II: MOTIVATIONAL CHARACTERISTICS

- 1. Becomes absorbed and truly involved in certain topics or problems, is persistent in seeking task completion.
- 2. Enjoys the challenge of problem solving situations.
- 3. Needs little external motivation or follow through and work initially excites him/her.

- ___ 4. Strives toward excellence; is self evaluative.
- ___ 5. Willing to work independently; requires little direction from teachers.
- ___ 6. Is interested in many topics that are beyond his/her age and grade.
- ___ 7. Often is self-assertive.
- ___ 8. Is open minded, able to consider other perspectives in a nonjudgmental manner and willing to work in cooperative groups.

PART III: CREATIVITY CHARACTERISTICS

- ___ 1. Displays a great deal of curiosity about many things.
- ___ 2. Generates a large number of ideas or solutions to problems and questions.
- ___ 3. Often offers unusual, unique or clever responses; is adventurous and speculative.
- ___ 4. Is uninhibited in expressions of opinion; is sometimes spirited in disagreements.
- ___ 5. Is often concerned with adapting, improving, elaborating, and modifying institutions, objects, and systems.
- ___ 6. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.
- ___ 7. Is individualistic; does not fear being different; risk taker.
- ___ 8. Ability to accept criticism and corrective feedback.

PART IV: LEADERSHIP CHARACTERISTICS

- ___ 1. Carries responsibility well; can be counted on to do what has been promised and usually does it well.
- ___ 2. Is self-confident with peers as well as adults; seems comfortable when asked to show work to others.
- ___ 3. Seems to be well-liked by peers.
- ___ 4. Is cooperative with adults and peers, does not tolerate bickering and is generally easy to get along with.
- ___ 5. Can express him/herself well; has good verbal facility and is usually well understood.
- ___ 6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.
- ___ 7. Seems to enjoy being around other people; is sociable and prefers not to be alone.
- ___ 8. Accepts leadership roles, generally directs the activity in which he/she is involved.

Student's Name _____ Present Grade _____

Teacher's Name _____

Parent/Guardian's Name _____

Parent/Guardian Signature _____ Date _____

P.A.C.E Program - Enrichment
Teacher Recommendation Survey
Kindergarten through Fifth Grade

Student's Name _____ Grade _____

Teacher's Name _____ Date _____

Please complete this checklist for each student who is recommended for participation in the Enrichment Program. *It will be assumed that you are not recommending a child if you do not complete this form.*

Guide for Observing Behavior

| | Always | Frequently | Rarely |
|---|--------------------------|--------------------------|--------------------------|
| • Asks questions to clarify meaning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Uses more than one strategy when creating meaning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Draws appropriate inferences & can provide evidence to support ideas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discovers connections between story and personal experiences, other texts, and the world | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Shows enjoyment of books through in-depth talk and extension | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Is persistent, self-motivated, and goal-oriented | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Looks at books to help solve problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Takes ownership and pride in work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Thinks outside the box consistently without prompting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Participates with confidence and enthusiasm when writing about passage/story | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Writes effective & accurate responses to open-ended questions, journal entries, and reflections | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Exceeds the expectations of the general education classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

P.A.C.E. Program - All Components
Teacher Recommendation Survey
Kindergarten through Eighth Grade

Student's Name _____ Grade _____

Teacher's Name _____ Date _____

Please checklist the appropriate program for which you are recommending this above named student to be screened:

- _____ *Enrichment* *Grade K 1 2 3 4 5*
- _____ *Honors Language Arts* *Grade 6 7 8*
- _____ *Honors Mathematics* *Grade 6 7 8*
- _____ *Honors Algebra* *Grade 8*
- _____ *STREAM* *Grade 6*
- _____ *Jr. Model UN* *Grade 7 8*

Please provide a narrative as to why you feel the above named student should be considered for entry into the P.A.C.E. program.

Teacher's Signature: _____

Date: _____

Westampton Township Public Schools

Office of Curriculum and Instruction
500 Ogdan Drive, Westampton, New Jersey 08060
(609) 267-8565

Date

Dear Parent/Guardian of (insert child's name):

The Program for Academic Challenge in Education Gifted and Advanced Students (P.A.C.E) at Westampton Township Schools is based on the philosophy that education is charged with the responsibility of offering the best possible educational experience to each individual student. In this way, each child will be challenged to reach his/her optimum potential as a citizen in a challenging society.

This is to inform you that we have completed the screening and selection process of students to be included in the (P.A.C.E) Program for Academic Challenge in Education Gifted and Advanced Students. We are pleased to inform you that (insert child's name) has qualified for P.A.C.E for the _ **insert academic school year** _ school year. Please be assured that this program will continue to challenge your child in various areas of the curriculum.

Your child will be scheduled to participate in the following program (s):

| | | |
|-------|-----------------------------|--------------------------|
| _____ | <i>Enrichment</i> | <i>Grade K 1 2 3 4 5</i> |
| _____ | <i>Honors Language Arts</i> | <i>Grade 6 7 8</i> |
| _____ | <i>Honors Mathematics</i> | <i>Grade 6 7 8</i> |
| _____ | <i>Honors Algebra</i> | <i>Grade 8</i> |
| _____ | <i>STREAM</i> | <i>Grade 6</i> |
| _____ | <i>Jr. Model UN</i> | <i>Grade 7 8</i> |

Should you have any questions or require further information, please contact the appropriate building principal or the Office of Curriculum and Instruction at (609) 267-8565 Ext. 2007.

Sincerely,

Jennifer Murray
Principal, Holly Hills School PreK-3
Director of Curriculum and Instruction

Westampton Township Public Schools

Office of Curriculum and Instruction
500 Ogden Drive, Westampton, New Jersey 08060
(609) 267-8565

Date

Dear Parent/Guardian of (insert child's name):

The Program for Academic Challenge in Education Gifted and Advanced Students (P.A.C.E) at Westampton Township Schools is based on the philosophy that education is charged with the responsibility of offering the best possible educational experience to each individual student. In this way, each child will be challenged to reach his/her optimum potential as a citizen in a challenging society.

This is to inform you that we have completed the screening and selection process of students to be included in the (P.A.C.E) Program for Academic Challenge in Education Gifted and Advanced Students. Based upon the selection criteria, your child was not eligible for admittance into any of the P.A.C.E. program offerings for the **(insert academic school year)** year.

We believe that our criteria, which includes multiple forms of assessment, is fair and consistent for all students. Students are evaluated yearly and, therefore, your child may be eligible for inclusion in this program in the future.

Should you have any questions or require further information, please contact the appropriate building principal or the Office of Curriculum and Instruction at (609) 267-8565 Ext. 2007.

Sincerely,

Jennifer Murray
Principal, Holly Hills School PreK-3
Director of Curriculum and Instruction

K-5 Curriculum

Theme/Unit:
Deductive Thinking

Suggested Sequence:
K-5

NJSLS:

5.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.

5.RF.3a-Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

5.RF.4-Read with sufficient accuracy and fluency to support comprehension.

5.RF.4a-Read on-level text with purpose and understanding.

5.RF.4b-Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

5.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCRA.R.1-Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCRA.R.2-Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3-Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCRA.R.4-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.

CCRA.R.5-Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCRA.R.6-Assess how point of view or purpose shapes the content and style of a text.

CCRA.R.7-Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCRA.R.8-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.

CCRA.R.9-Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCRA.R.10-Read and comprehend complex literary and informational texts independently and proficiently.

5.L.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

5.L.1a-Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

5.L.1b-Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

5.L.1c-Use verb tense to convey various times, sequences, states, and conditions.

5.L.1d-Recognize and correct inappropriate shifts in verb tense.

5.L.1e-Use correlative conjunctions (e.g., either/or, neither/nor).

5.L.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.L.2a-Use punctuation to separate items in a series.

5.L.2b-Use a comma to separate an introductory element from the rest of the sentence.

5.L.2c-Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

5.L.2d-Use underlining, quotation marks, or italics to indicate titles of works.

5.L.2e-Spell grade-appropriate words correctly, consulting references as needed.

5.L.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.

5.L.3a-Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

5.L.3b-Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

5.L.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

5.L.4a-Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

5.L.4b-Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

- 5.L.4c-Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- 5.L.5-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 5.L.5a-Interpret figurative language, including similes and metaphors, in context.
- 5.L.5b-Recognize and explain the meaning of common idioms, adages, and proverbs.
- 5.L.5c-Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- 5.L.6-Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
- 8.2.8.A.1-Explain the impact of globalization on the development of a technological system over time.
- 8.2.8.B.1-Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints.
- 8.2.8.B.2-Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation.
- 8.2.8.B.3-Solve a science-based design challenge and build a prototype using science and math principles throughout the design process.
- 8.2.8.C.1-Explain the need for patents and the process of registering one.
- 8.2.8.C.2-Compare and contrast current and past incidences of ethical and unethical use of labor in the United States or another country and present results in a media-rich presentation.
- 8.2.8.D.1-Evaluate the role of ethics and bias on trend analysis and prediction in the development of a product that impacts communities in the United States and/or other countries.
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- 8.2.8.F.2-Explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment (e.g., by using recycled metals, alternate energy sources) and the economy.
- 8.2.8.G.1-Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
- 8.2.8.G.2-Explain the interdependence of a subsystem that operates as part of a system

Essential Questions:

How do we apply higher-level thinking skills to help us solve problems?

Enduring Understandings:

Higher-level thinking skills are needed in our rapidly developing world

Knowledge, Skills, and Instructional Objectives:

SWBAT:

- Use deductive reasoning to arrive at one answer
- Look for interrelationships between clues
- Recognize flaws in reasoning
- Demonstrate tenacity
- See different perspectives and exhibit flexibility
- Defer judgment

Instructional Materials/Resources:

--*Primary Education Thinking Skills 1-3* by Nichols, Thomson, Wolfe, and Merritt --*Big Book of Games* Edited by Ronnie Shushan --*Spaghetti and Meatballs for All* (Marilyn Burns) --*RTI for the Gifted Student* by Cecelia Boswell, Ed.D. and Vowery Dodd Carlile --*Logic Problems 2*, Longmeadow Press --*Mind Benders: Deductive Thinking Skills* by Anita Harnadek --*Letter*

Suggested Vocabulary:

Convergent thinking
Deductive logic
Elimination

Technology:

Smartboard
Ipad

Getters by Ted and Greta Rasmussen -- *Venn Perplexors* by Evelyn B. Christensen -- *Family Math* by J. Stenmark, V. Thompson, and R. Cossey -- *Are They Thinking* by Greta and Ted Rasmussen

Coding materials

Recommended Instructional Activities:

- Bubble Bonanza
- Think and Turns
- Brainstorming warm-ups
- SCAMPER activities
- Create an invention to solve a problem

Extension Strategies/Activities & Modification Strategies/Activities:

See appendix for modifications for Gifted and Talented/advanced students, English Language Learners, students at risk, and Students with Disabilities, 504s and IEPs.

Technology/21st Century/Cross-curricular Connections/Standards:

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: 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.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- Organize and combine clues to determine the correct answer on a variety of puzzles
- Indicators of accuracy, speed, and the ability to advance to the next level
- Teacher questioning/observation

Theme/Unit:
Visual-Spatial Perception

Suggested Sequence:
K-5

NJSLS:

5.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.
5.RF.3a-Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
5.RF.4-Read with sufficient accuracy and fluency to support comprehension.
5.RF.4a-Read on-level text with purpose and understanding.
5.RF.4b-Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
5.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCRA.R.1-Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCRA.R.2-Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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CCRA.R.4-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.
CCRA.R.5-Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CCRA.R.6-Assess how point of view or purpose shapes the content and style of a text.
CCRA.R.7-Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCRA.R.8-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.
CCRA.R.9-Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCRA.R.10-Read and comprehend complex literary and informational texts independently and proficiently.
5.L.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
5.L.1a-Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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5.L.2d-Use underlining, quotation marks, or italics to indicate titles of works.
5.L.2e-Spell grade-appropriate words correctly, consulting references as needed.
5.L.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.
5.L.3a-Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
5.L.3b-Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
5.L.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
5.L.4a-Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
5.L.4b-Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

- 5.L.4c-Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- 5.L.5-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 5.L.5a-Interpret figurative language, including similes and metaphors, in context.
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Essential Questions:

How do we apply higher-level thinking skills to help us solve problems?

Enduring Understandings:

Higher-level thinking skills are needed in our rapidly developing world

Knowledge, Skills, and Instructional Objectives:

SWBAT:

- Demonstrate memory for visual detail
- Demonstrate mental manipulation of shapes
- Analyze shapes in unusual detail and recognize pattern
- Recognize flaws in reasoning
- Demonstrate tenacity
- See different perspectives and exhibit flexibility
- Defer judgment

Instructional Materials/Resources:

Primary Education Thinking Skills 1-3 Marilyn Burns mathematics books *Think About, Turn About, Look About* by Beau Gardner

Suggested Vocabulary:

Flip, rotate, slide, Cipher, Encoding/decoding

Technology:

Smartboard
Ipad

Recommended Instructional Activities:

- Pentominoes
- Rotation Dominoes
- Tangrams
- Thinking Ahead game
- Games: Shapes Up, Blokus, Rush Hour, Qwirkle
- Perception Optical Illusions
- Nursery Rhymes in Disguise
- Tessellations
- Codes/Ciphers

Extension Strategies/Activities & Modification Strategies/Activities:

See appendix for modifications for Gifted and Talented/advanced students, English Language Learners, students at risk, and Students with Disabilities, 504s and IEPs.

Technology/21st Century/Cross-curricular Connections/Standards:**Technology/21st Century/Cross-curricular Connections/Standards:****Technology:**

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Suggested Assessments:

- Organize and combine clues to determine the correct answer on a variety of puzzles
- Indicators of accuracy, speed, and the ability to advance to the next level
- Teacher questioning/observation

Theme/Unit:
Mind Benders

Suggested Sequence:
K-5

NJSLS:

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Essential Questions:

How do we apply higher-level thinking skills to help us solve problems?

Enduring Understandings:

Higher-level thinking skills are needed in our rapidly developing world

Knowledge, Skills, and Instructional Objectives:

SWBAT:

Demonstrate~

- Strategic thinking and planning
- Divergent and flexible thinking
- Flexibility of perspective
- Use of analytical thinking strategies
- Recognize flawed reasoning

Instructional Materials/Resources:

Wollygoggles and Other Creatures by Thomas C. O'Brien *The Big Book of Games* Edited by Ronnie Shushan *Best Brain*

Suggested Vocabulary:

Flip, rotate, slide, Cipher, Encoding/decoding

Busters by Will Shortz *Stories with Holes* by Nathan Levy
MENSA's The Ultimate Mental Challenge by R. Allen Red
Herring Mysteries by Thomas Camilli --RTI for the Gifted Student
by C. Boswell and V. Carlile *The Gifted Reader Handbook* by
Anthony D. Fredericks --Smart Board

Technology:
Smartboard
Ipads
Coding materials

Recommended Instructional Activities:

- Wuzzles
- Stories With Holes
- Red Herring Mysteries
- Wolly Goggles
- Hinky Pinkies
- Sudoku Puzzles
- Numbrix Puzzles
- Games: Chess, Blokus, SET, Rush Hour, Mastermind, Qwirkle, Mind Trap

Extension Strategies/Activities & Modification Strategies/Activities:

See appendix for modifications for Gifted and Talented/advanced students, English Language Learners, students at risk, and Students with Disabilities, 504s and IEPs.

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Suggested Assessments:

- Teacher observation of student participation
- Students create their own puzzles

- Indicators of accuracy, speed, and the ability to advance to the next level

| Theme/Unit: Battle of the Books | Suggested Sequence: K-5 |
|---|----------------------------|
| <p>NJSLS:</p> <p>5.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>5.RF.3a-Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>5.RF.4-Read with sufficient accuracy and fluency to support comprehension.</p> <p>5.RF.4a-Read on-level text with purpose and understanding.</p> <p>5.RF.4b-Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>5.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CCRA.R.1-Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCRA.R.2-Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCRA.R.3-Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>CCRA.R.4-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>CCRA.R.5-Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>CCRA.R.6-Assess how point of view or purpose shapes the content and style of a text.</p> <p>CCRA.R.7-Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCRA.R.8-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.</p> <p>CCRA.R.9-Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>CCRA.R.10-Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>5.L.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>5.L.1a-Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>5.L.1b-Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>5.L.1c-Use verb tense to convey various times, sequences, states, and conditions.</p> <p>5.L.1d-Recognize and correct inappropriate shifts in verb tense.</p> <p>5.L.1e-Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>5.L.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5.L.2a-Use punctuation to separate items in a series.</p> <p>5.L.2b-Use a comma to separate an introductory element from the rest of the sentence.</p> <p>5.L.2c-Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>5.L.2d-Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>5.L.2e-Spell grade-appropriate words correctly, consulting references as needed.</p> <p>5.L.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>5.L.3a-Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>5.L.3b-Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> | |

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- 5.L.5a-Interpret figurative language, including similes and metaphors, in context.
- 5.L.5b-Recognize and explain the meaning of common idioms, adages, and proverbs.
- 5.L.5c-Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- 5.L.6-Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
- 8.2.8.A.1-Explain the impact of globalization on the development of a technological system over time.
- 8.2.8.B.1-Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints.
- 8.2.8.B.2-Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation.
- 8.2.8.B.3-Solve a science-based design challenge and build a prototype using science and math principles throughout the design process.
- 8.2.8.C.1-Explain the need for patents and the process of registering one.
- 8.2.8.C.2-Compare and contrast current and past incidences of ethical and unethical use of labor in the United States or another country and present results in a media-rich presentation.
- 8.2.8.D.1-Evaluate the role of ethics and bias on trend analysis and prediction in the development of a product that impacts communities in the United States and/or other countries.
- 8.2.8.E.1-Work in collaboration with peers and experts in the field to develop a product using the design process, data analysis, and trends, and maintain a digital log with annotated sketches to record the development cycle.
- 8.2.8.F.1-Explain the impact of resource selection and processing in the development of a common technological product or system.
- 8.2.8.F.2-Explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment (e.g., by using recycled metals, alternate energy sources) and the economy.
- 8.2.8.G.1-Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
- 8.2.8.G.2-Explain the interdependence of a subsystem that operates as part of a system

Essential Questions:

How do we apply higher-level thinking skills to help us solve problems?

Enduring Understandings:

Higher-level thinking skills are needed in our rapidly developing world

Knowledge, Skills, and Instructional Objectives:

SWBAT:

Demonstrate~

- Brainstorming and schema development
- Develop tenacity
- Public speaking
- Offer unique ideas
- Work collaboratively
- See an interrelationship of clues
- Visualize relationships

- Use analytical thinking strategies
- Use advanced vocabulary

Instructional Materials/Resources:

Wollygoggles and Other Creatures by Thomas C. O'Brien *The Big Book of Games* Edited by Ronnie Shushan *Best Brain Busters* by Will Shortz *Stories with Holes* by Nathan Levy *MENSA's The Ultimate Mental Challenge* by R. Allen Red *Herring Mysteries* by Thomas Camilli --*RTI for the Gifted Student* by C. Boswell and V. Carlile *The Gifted Reader Handbook* by Anthony D. Fredericks --Smart Board

Suggested Vocabulary:

-Retelling --Summary --Collaboration --
Inferring

Technology:

Smartboard
Ipad
Coding materials

Recommended Instructional Activities:

- Reading the five teacher-selected books
- Developing specific questions related to each book read
- Summarizing each story with a partner or team
- Notes taken on graphic organizer for each book
- Actual interscholastic "Battle of the Books" event, includes Get-To-Know-You activity, team-building activities, and teams compete answering questions about the books

Extension Strategies/Activities & Modification Strategies/Activities:

See appendix for modifications for Gifted and Talented/advanced students, English Language Learners, students at risk, and Students with Disabilities, 504s and IEPs.

Technology/21st Century/Cross-curricular Connections/Standards:

Technology/21st Century/Cross-curricular Connections/Standards:

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: 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.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic

and organizational cultures. Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- Performance at Battle of the Books event
- Developing questions for each book read (“In which book did...”)
- Practice retelling and recalling events from books
- Practice questions at preparatory meeting with team

Support Documents

Board Policies Applicable to Curriculum

2110 PHILOSOPHY OF EDUCATION

The Westampton Township Public Schools will provide a high quality, age appropriate educational experience that empowers children to reach their academic potentials, become well-rounded individuals and develop a love for learning within a safe, secure, nurturing social and academic environment.

The social environment is one which fosters: risk taking; development of positive self-concept; individuality; respect for diversity; social consciousness; positive social interaction, and encourages students to expand their roles as active participants in their community and world.

The academic environment will provide increased opportunities for students to: value learning; develop as creative and critical thinkers and problem solvers in both academic and social situations; and make critical connections between present learning and the world around them.

Adopted: 2 May 2000

2132 SCHOOL DISTRICT GOALS AND OBJECTIVES

The Board adopts the following goals and objectives for the operation of the educational program of the school district.

- Develop skills in reading, writing, speaking and listening.
- Develop skills in mathematics, science and computer science.
- Develop pride in work and a feeling of self-worth.
- Develop good character and self-respect.
- Gain a general education.
- Learn how to examine and use information.
- Learn to respect and get along with people with whom we work and live.
- Develop a desire for learning now and in the future.
- Learn about and try to understand the changes that take place in the world.
- Learn how to respect and get along with people who think, dress, and act differently.
- Learn how to be a good citizen.
- Understand and practice democratic ideas and ideals.
- Understand and practice the skills of family living.
- Learn how to be a good manager of money, property and resources.
- Learn how to use leisure time.
- Practice and understand the ideas of health and safety.
- Appreciate culture and beauty in the world.
- Develop skills to enter a specific field of work.
- Gain information needed to make job selections.

N.J.A.C. 6:8-2.1

N.J.S.A. 18A:7A-7

Adopted: 2 May 2000

2200 CURRICULUM CONTENT

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The Board of Education will provide the instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the pupils of this district. The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy No. 2220.

For purposes of this policy "curriculum" means planned learning opportunities designed to assist pupils toward the achievement of the intended outcomes of instruction.

The curriculum will be reviewed by the Superintendent and approved annually by the Board. In accordance with law, the curriculum shall, as a minimum, include the curricular mandates of N.J.S.A. 18A - Education and N.J.A.C. 6 and 6A - Education and all of the New Jersey Student Learning Standards, Indicators and Frameworks.

The Superintendent is responsible for implementing the curriculum approved by the Board.

The Board directs that the curriculum be consistent with the educational goals and objectives of this district and responsive to identified pupil needs. The Superintendent shall, in consultation with teaching staff members, assure the effective articulation of curriculum across all grade levels and among the schools of this district, and among the constituent districts of the Rancocas Valley Regional School District.

The curriculum shall provide programs in accordance with Board policies and the New Jersey Student Learning Standards, including but not limited to:

1. Preparation of all pupils for employment or post secondary study upon graduation from high school.
2. Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies (including instruction on the Constitution of the United States, United States history, Community Civics, and the geography, history and civics of New Jersey) and World Languages;
3. Continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program of all pupils in accordance with Policy No. 2530;
4. Guidance and counseling to assist in career and academic planning for all pupils, in accordance with Policy No. 2411;
5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy No. 2460 and Regulation Nos. 2460.1 through 2460.14;
6. Bilingual education, English as a Second Language, and English language services for pupils of limited English language proficiency, when the number of such pupils so necessitates, in accordance with Policy No. 2423;
7. Programs and services for pupils at risk who require remedial assistance in accordance with Policy Nos. 2414, 2415, and 5460;
8. Equal educational opportunity for all pupils in accordance with Policy Nos. 2260, 5750 and 5755;

9. Career awareness and exploration as required, and vocational education as appropriate;
10. Educational opportunities for pupils with exceptional abilities, in accordance with Policy No. 2464;
11. Instruction in accident and fire prevention;
12. A substance abuse prevention program;
13. A program for family life education; and
14. Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.

N.J.S.A. 18A:6-2; 18A:6-3; 18A:35-1 et seq.

N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.

N.J.A.C. 6:29-4.1; 6:29-6.6

Adopted: 17 October 2002

2210 CURRICULUM DEVELOPMENT

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The Board of Education is committed to the continuing improvement of the educational program of the district. To this end, the curriculum shall be evaluated and modified in accordance with a plan for curriculum development.

As educational leader of the district, the Superintendent shall be responsible to the Board for the development of curriculum and shall establish procedures for curriculum development that insure the effective participation of teaching staff members, pupils, the community, and members of the Board.

The Superintendent shall report to the Board the objectives, evaluative criteria and costs of each proposed program before seeking Board adoption. New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation, in order for Board members to have an opportunity to review the proposed program.

Criteria by which the Board will judge the acceptability of new course offerings include:

1. Does it address an identified pupil need?
2. Is it relevant to the Board's philosophy and goals and does it offer real possibilities for progress toward these goals?
3. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?
4. Does it include the criteria by which progress can be measured?
5. Has it been thoroughly studied and/or tested by district staff or by another district? What were the results?
6. Has a curriculum guide been completed? If not, when can it be expected?
7. Have the associated textbooks been recommended to the Board?

8. Have the costs and time of implementation been reviewed, including inservice training?

A five-year plan for updating curriculum shall be developed and implemented. The Superintendent shall report annually on all progress in curriculum development and the implementation of the five-year curriculum plan at the time of the Board's annual adoption of curriculum.

The Superintendent may conduct experimental programs that are not part of the duly adopted curriculum and are deemed to be necessary to the continuing growth of the instructional program; he or she shall report to the Board any such pilot program conducted, along with its objectives, evaluative criteria, and costs, before each such program is initiated.

The Superintendent shall report to the Board periodically on all progress in curriculum development.

Adopted: 2 May 2000

2220 ADOPTION OF COURSES

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The Board of Education shall provide a comprehensive instructional program to serve the needs of the children of this district. In furtherance of this goal and pursuant to law, the Board shall annually adopt the existing courses of study. Adoption includes both content and credit allocation. The Board's policy in this respect is to:

1. Adopt those core content standards mandated by the state in a form acceptable to the State Department of Education.
2. Adopt additional core content standards to meet the changing needs of pupils and the community.
3. Adapt and revise existing courses of study to meet the changing needs of pupils and the community.

Existing courses shall be reviewed at regular intervals and revised as necessary. No course of study shall be eliminated, revised or implemented without the approval of the Board.

The Board directs that the curriculum of this district:

1. Be consistent with written goals, objectives and identified pupil needs;
2. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement;
3. Provide for continuous learning through effective articulation;
4. Provide all pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program;
5. Provide all pupils guidance and counseling to assist in career and academic planning;
6. Provide a continuum of educational programs and services for handicapped children, pursuant to law and regulation;
7. Provide bilingual programs for pupils whose dominant language is not English, pursuant to law and regulation;
8. Provide compensatory education programs for pupils, pursuant to law and regulation;
9. Provide all pupils equal educational opportunity, pursuant to law and regulation;
10. Provide career awareness and vocational education, pursuant to law and regulation;

11. Provide educational opportunities for exceptionally gifted and talented pupils.

The Superintendent shall maintain a current list of all courses of study offered by this district; shall furnish each member of the Board of Education with a copy upon request; and shall provide a copy in the district office for public referral.

Adoption of courses shall be by a recorded roll call majority vote of the full membership of the Board. This includes the courses in the special education and ESL/bilingual programs, and those for the adult high school.

N.J.S.A. 18A:4-25; 18A:4-28; 18A:7A-6; 18A:33-1; 18A:35-1 et seq.

N.J.A.C. 6:4-1.1 et seq.; 6:8-4.6; 6:8-7.1; 6:39-1.2

Adopted: 2 May 2000

2230 COURSE GUIDES

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The Superintendent shall oversee development of curriculum guides for every course and area of study for every grade level. Each guide shall contain objectives for concepts and skills to be taught and attitudes to be developed; necessary study skills; suggested materials and activities designed to achieve all of these; and evaluation criteria intended to test the extent to which learning objectives have been met.

Teachers shall use the guides as the core of their instructional planning. It shall be the responsibility of the building principal to ensure that curriculum guides are being followed.

A copy of each guide in use shall be kept on file in each school office. Such guides shall be available for inspection. Because curriculum guides are the means of implementing instruction in courses adopted by the Board as the curriculum of the district, the Board shall approve any new curriculum guides or any revision to an existing guide before they are put into effect.

N.J.S.A. 18A:33-1

Adopted: 2 May 2000

Westampton Township School District
Lesson Plan Template

Teacher:

Subject:

Week Of:

M__ T__ W__ T__ F__

1. Standards:

2. Essential Questions:

3. Enduring Understandings:

4. Objectives:

5. Assessment of Objectives:

6. Material/Resources:

7. Instructional Strategies:

8. Support for Special Needs:

9. Closure Activity:

10. Homework:

Westampton Township School District
Curriculum Map Template

School:
Teacher:

Subject:
Grade Level:

| MONTH/YEAR | ESSENTIAL QUESTIONS | CONTENT/CONCEPT | SKILLS | ASSESSMENT | SUGGESTED ACTIVITIES/RESOURCES |
|------------|---------------------|-----------------|--------|------------|--------------------------------|
| | | | | | |

Modifications and Extensions: A Guide for Differentiated Instruction

(Formerly Instructional Adaptations in the Classroom for Students with Diverse Needs)

Introduction

The students populating U.S. classrooms today are a diverse lot. They come from differing cultures and have differing learning styles. They arrive at school with differing levels of emotional and social maturity. Their interests differ greatly, both in topic and intensity. At any given time, they reflect differing levels of academic readiness in various subjects-and in various facets of a single subject.

In life, kids can choose from a variety of clothing to fit their differing sizes, styles, and preferences. We understand, without explanation, that this makes them more comfortable and gives expression to their developing personalities. In school, modifying or differentiating instruction for students of differing readiness and interests is also more comfortable, engaging, and inviting. One-size-fits-all instruction will inevitably sag or pinch-exactly as single-size clothing would-student who differ in need, even if they are chronologically the same age.

While the goal for each student is challenge and substantial growth, teachers must often define challenge and growth differently in response to students' varying interests and readiness levels.

– Carol Ann Tomlinson, How to Differentiating Instruction in Mixed-Ability Classrooms

The concept of differentiation, also referred to “differentiating instruction”, “differentiated instruction”, “differentiated learning”, “adaptations”, has become an important conversation in teaching and learning. This places students at the center of teaching and learning and upholds data and student needs as the vehicle to drive instructional planning and practices.

“Differentiating the curriculum” requires qualitative, proactive, and multiple approaches to learning in an effort to provide appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence.

In a differentiated classroom, students work at different paces, have different strengths, and therefore, need instruction that is tailored to meet their individual needs. This need for differentiation is magnified when students have disabilities, are limited in English proficiency, or are advanced and need to be challenged academically to maintain motivation for learning.

This document is designed to offer support to teachers as a resource for strategies to use in their classroom considering that most classroom contain a broad range of levels, skills, and interests. Please note that while this document is categorized to reflect specific student subgroups, many of the strategies can overlap and prove to be effective instructional practices for all students.

Practices that Support Students with Various Needs

(Students include those supported under the umbrella of Special Education. 504 students and at-risk students)

Student Motivation

Rationale: Some students with disabilities and struggling learners may be reluctant to engage or persist in language arts literacy activities. This reluctance may be due to difficulties with aspects of language or literacy processes resulting in repeated failures despite students' initial efforts and desire to learn. Because of these difficulties motivational strategies are important to help students with disabilities become successfully involved in a variety of literacy experiences to develop proficiency, confidence, and enjoyment.

Purpose:

Create interest
Develop persistence
Build confidence
Promote enjoyment
Foster independence

Strategies:

Personally meaningful activity
Activity choice
Hands-on, multimodal activities
"Doable" tasks
Attention to learning style
Student involvement in goal setting
Modified assessment activities
Choice to work with others or alone

Instructional Presentation

Rationale: Some students with disabilities and struggling learners may require instructional presentations that will enable them to acquire, comprehend, recall, and apply science content and related processes. In addition, instructional presentation adaptations can enhance a student's attention and ability to focus on instruction.

The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (*Instructional Preparation*); structure and organize information (*Instructional Prompts*); foster understanding of new concepts and processes (*Instructional Application*); and promote student self-reflection and self-management regarding tasks demands, goal attainment, and performance accuracy (*Instructional Monitoring*).

Instructional Preparation

Purpose:

Motivate
Establish purpose and goals of lesson
Activate prior knowledge
Build background
Focus

Examples:

Previewing information/materials
Advanced organizers
Brainstorming and webbing
Questioning techniques
K-W-L strategies

Organize

Warm-ups
Visual demonstrations, illustrations, models
Mini-lessons

Instructional Prompts

Purpose:

Organize information
Build whole-part relationships
Cue associations and connections
Highlight essential concepts
Generate categorization and comparisons
Activate recall
Summarize

Examples:

Graphic organizers
Semantic organizers
Outlines
Mnemonics
Analogies
Feature analysis
Color coding
Key words/Labels
Writing frames/templates
Restating/clarifying oral directions
Cue Cards
Pictures
Movement cues
Notetaking guides
Segmenting/chunking tasks
Directions on overhead/board

Instructional Application

Purpose:

Simplify abstract concepts
Provide concrete examples
Extend ideas and elaborate understanding
Build connections and associations
Relate to everyday experiences
Promote generalization
Engage multiple modalities

Examples:

Graphics and charts
Data charts
Flow charts
Drawings and other illustrations
Dramatics – role play
Props and manipulatives
Field trips
Games and puzzles
Models
Interviews/surveys
Think aloud - modeling
Simulations
Hands-on activities
Constructions
Dramatizations
Music and movement
Concept activities
Application activities
Real-life applications (write letter to editor)

Instructional Monitoring

Purpose:

Provide checks for understanding
Redirect attention
Direct on-task behavior
Promote participation
Check progress
Assist in goal setting
Establish timelines
Clarify assignments, directions, and directions
Provide reinforcement and corrective feedback
Promote strategy use and generalization
Manage student behavior and interactions
Develop self-questioning and self-regulation

Examples:

Self-monitoring checklists
Think-alouds
Journal entries
Portfolios
Interviews
Questioning techniques
Student contracts
Reward system

Instructional Grouping

Purpose:

Cooperative learning groups
Peer partners
Buddy Systems
Teams

Examples:

Assist physically
Clarify
Prompt cue
Gestures and signals
Interpret
Reinforce
Highlight
Organize
Focus

Student Response

Rationale: Some students with disabilities and struggling learners may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of language arts and other content area processes in a variety of situations with varied materials while they are developing proficiencies in these areas.

The primary purpose of student performance responses is to provide students with disabilities and struggling learners a means of demonstrating process toward the lesson objectives related to the New Jersey Student Learning Standards.

Response Format Adaptation Examples:

- Dictation
- Use of PC/multimedia for composition of response
- Video and audiotapes
- Braille writing

- Signing with Interpretation
- Information and graphic organizers
- Illustrations
- Diagrams
- Construction – models, dioramas, mobiles
- Songs, raps, and/or poems
- Brochure
- Game or puzzle
- Flip book
- Create test questions

Response Procedure Adaptation Examples:

- Extended time
- Practice Exercises
- Interpreter
- Use of preferred response format

Limited English Proficiency Students

Teachers need to use a variety of strategies for monitoring student progress and to adjust their strategies and expectations to fit the level of language proficiency of the English language learner. With beginning language learners, emphasis should be on comprehension of named things and actions; more advanced students should begin demonstrating understanding of connections between things and subsequently their ability to articulate the relationship between ideas. Content area teachers should work closely with the bilingual/ESL teacher to identify instructional and assessment strategies that are appropriate to all aspects of the student's development and that permit teachers to expand expectations gradually over the school year.

Successful strategies for monitoring student progress in the content areas include:

- Providing periodic checks for understanding.
- Promoting nonverbal as well as verbal participation.
- Encouraging students to think aloud to practice concepts.
- Modeling responses that provide appropriate information using correct grammar.
- Breaking tasks down into sequentially developed parts using simple language.
- Structuring questions to student's language level (e.g., begin with yes/no and embedded questions and advance to open-ended questions).
- Avoiding use of questioning techniques that contain negative structures, such as "all but", "everything is _____ except", or "one is NOT the reason/cause."
- Rephrasing questions and information when students do not understand the first time.
- Observing student's behaviors for evidence that they understand assignments, directions, and instructions.
- Reviewing student's work for evidence that they understand assignments, directions, and instructions.

- Using visual reviews (e.g., lists and charts) that enable students to show what they know and can do.
- Providing increased “wait time” to allow students time to process questions before responding.
- Providing modified “double” grading to assess the content as well as the structure of responses.

Four over-arching strategies are most effective for assisting students from a background of limited English proficiency (LEP) to meet success in content area classes. These strategies include the following:

- integrate activities into thematic units
- tap students’ prior knowledge and experience
- teach learning strategies and scaffold complex tasks
- group students into a variety of learning groups

Academically Talented Learners

Academically talented learners, also known as “gifted learners” or “gifted and talented,” are oftentimes overlooked in classroom instruction. Consequently, some students find school boring and uninspiring due to knowing many of the concepts being introduced in the regular classroom. The exceptionally able or gifted students are those who

- demonstrate a high degree of intellectual, creative, and/or artistic ability
- possess exceptional leadership skills
- excel in specific fields
- function above grade level
- need accommodations or special instruction to achieve at levels commensurate with a challenge to his or her abilities
- have the ability to grasp concepts rapidly and/or intuitively
- have an intense curiosity about principles and how things work
- have the ability to generate theories and hypotheses and pursue methods of inquiry
- produce products that express insight, creativity and/or excellence

In the past, the term “gifted” described people with high scores on I.Q. tests. Today, new concepts connected to creative thinking models and multiple intelligences have expanded the definition of intelligence to include other dimensions. Giftedness reflects a multifaceted, multicultural, and multidimensional perspective and is defined by aptitude, traits, and behaviors rather than changes test performance. These students are found in all cultural groups and across all economic levels. Increased understanding of culturally determined and environmentally affected behaviors will enable teachers and administrators to interpret performance indicators of creative potential.

Strategies for Academically Talented Learners

Gifted students are more likely to develop study and production skills, experience success and struggle, and feel challenged in a classroom setting that encourages learners to master information more quickly.

Adaptation strategies include the following:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- community involvement
- cultural diversity
- internship, mentorship, and other forms of apprenticeship

Miscellaneous/All Learners

Adaptations in the Classroom Environment

- Classical background music to enhance concentration
- Variety of workspace arrangement (individual, small, and large group)
- Privacy work seats – carrels
- Conferencing area for one-on-one teacher/student interaction
- Charts and poster to enhance memory and self-reliance
- Organization tools – labeled bins or cabinets for materials, assignments, or supplies
- Seating arrangements – minimize distractions, provide positive student models

Adaptive Equipment and Instructional Materials

- Leveled classroom libraries
- Books on tape
- Directions on tape
- Tape recorders
- Simplified written directions
- Adjusted formats of text
- Computers with adaptive software
- Speech synthesizer
- Communication boards
- Close-captioned video/television

***Modifications and Extensions: A Guide for Differentiated Instruction* is a compilation of classroom practices with consultation from multiple sources, including the New Jersey Curriculum Framework.**