

# Gifted Presentation for Curriculum and Special Education Committee Meeting



Presented by: Cathy Sutton

# What is the definition of gifted?

*Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities*

NAGC: National Association for Gifted Children



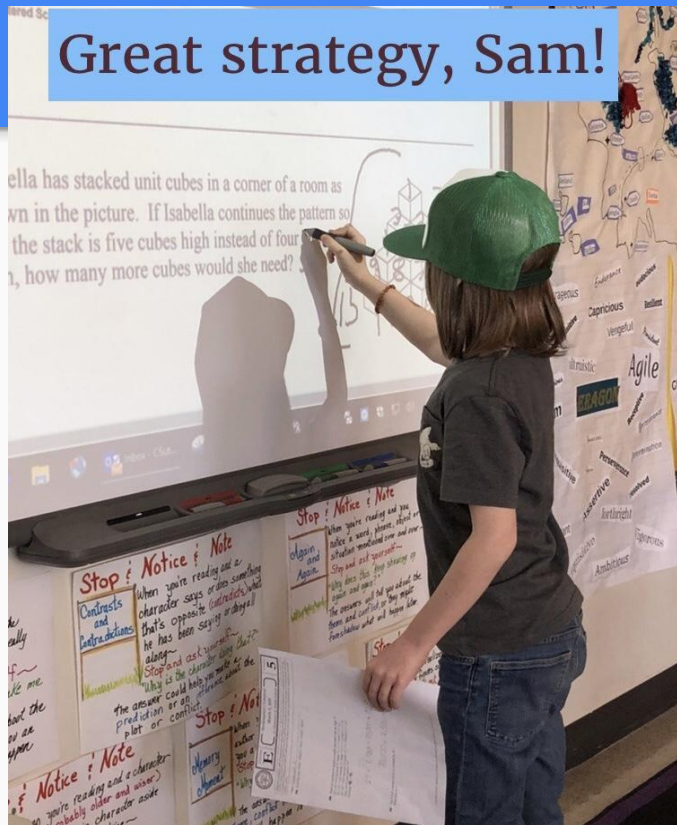


# Objectives:

- Promote critical thinking and reasoning abilities
- Develop and expand thinking skills
- Utilize differentiated strategies for learning
- Build / extend cognitive language skills
- Facilitate opportunities for learning
- Design, develop and implement high quality curriculum
- Provide students with learning experiences at an appropriate level of challenge

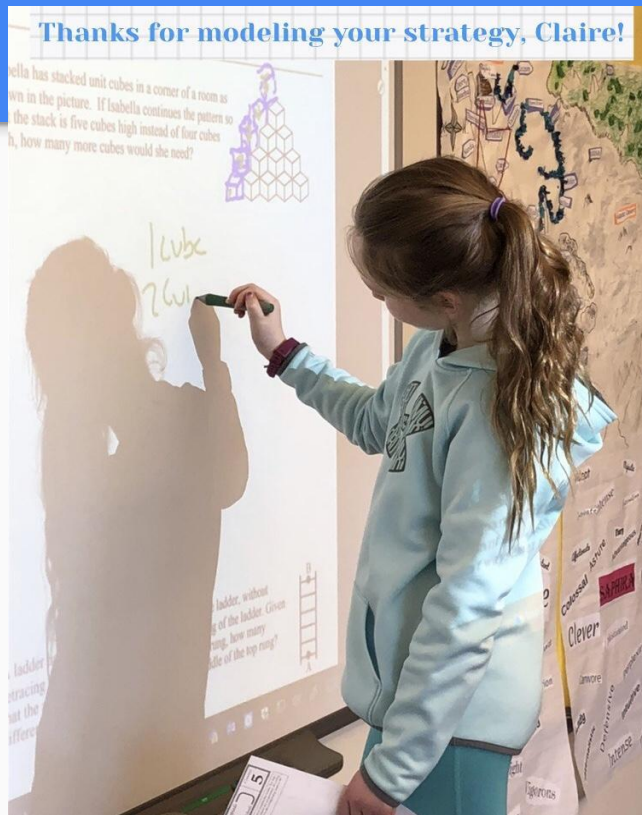
# Math Olympiad Challenges

Great strategy, Sam!



Sharing  
problem  
solving  
strategies

Thanks for modeling your strategy, Claire!





## Natural Disaster Research Projects:

choose 1 of 6 presented  
natural disasters

Grade 4, ELA Enrichment

We had a visit from Dr. Lentz today. He...





Challenge: Create a machine that will move 3 objects at least 6 inches across a table. Consider how environmentally friendly your machine is while presenting about your project.

# Mini Golf Course Project

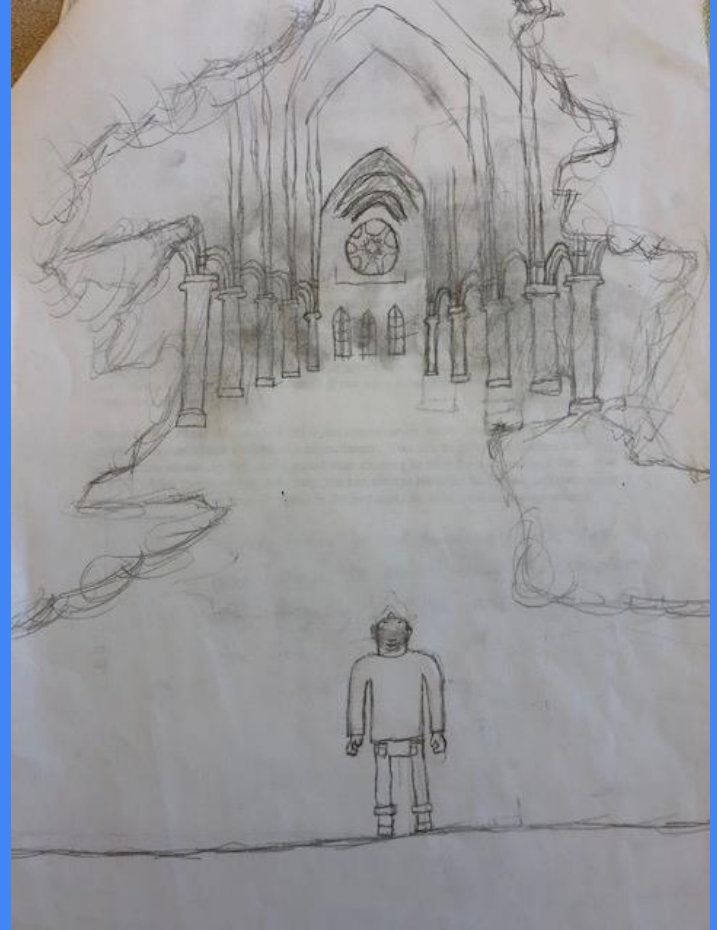
create/invent a new mini golf  
hole, design blueprint, label all  
geometric shapes, lines,  
angles.

Grade 4 Enrichment Math



Mini Golf holes are coming along. Than...

Brady, grade 5



**Aria and Carolyn, Grade 5**  
Read-Aloud Literature Circle  
"Artist" Role

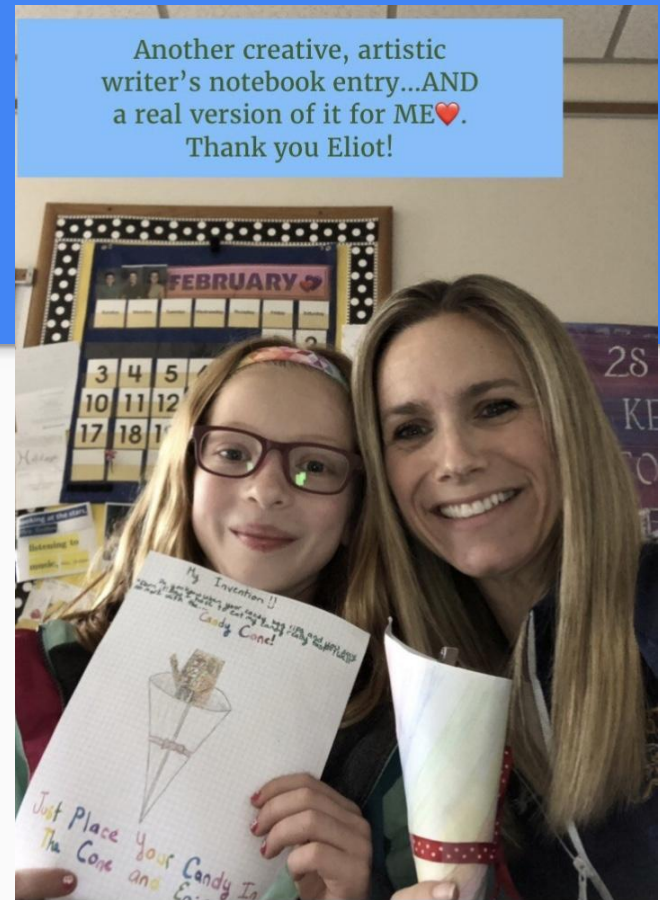


# What are the different ways gifted students are served in the classroom?

- Accommodations in the regular classroom
- Part-time assignment to both regular and special classes
- Full-time grouping with students of similar abilities

**Eliot,  
grade 4**

Writer's Notebook Entry: she wrote about an invention and created it!



# Highlighting Holidays...gifted style!



## Earth Day is April 22!

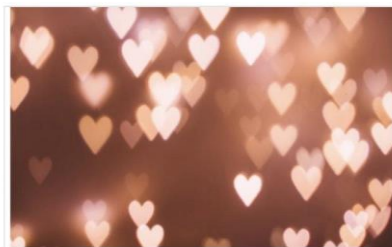
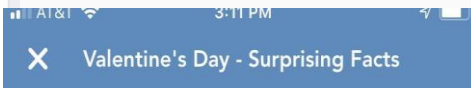
Headphones/Earbuds required.

Tap  Add

Watch the video  and answer the questions on the provided template.

Please answer all questions fully for credit.

Tap  to submit.



## Valentine's Day - Surprising Facts

After reading the article "Surprising Facts About Valentine's Day", make note of at least 4 things you learned. Add style to your work after your text is typed.

## New Year's Facts: Did you know...

After reading the article: "The History of New Year's Resolutions", please answer the following questions.

1. Who began the custom of making New Year's Resolutions and when did it begin?
2. What does making a New Year's Resolution mean?
3. Explain the transformation of the TYPES of resolutions made through the years since this custom began. For example, when this custom began, who was receiving the resolutions and why? How has that changed to our current practice of making resolutions?

## Patriot Day

September 11th is a Day of Remembrance.

What does patriotism mean?

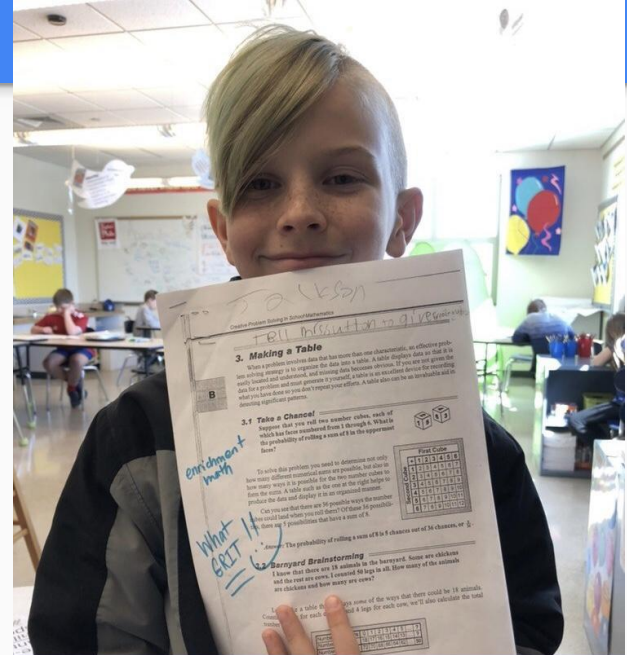
What are some patriotic symbols?

Historically, who are some famous patriots?



# The needs of students who are gifted can be met in the inclusive classroom under certain conditions:

1. The students are appropriately grouped in clusters or other homogeneous arrangement
1. Teachers match their instructional strategies to the specific learning needs of the students
1. The students receive an appropriately differentiated curriculum



GRIT at its best!



# Technology Integration:

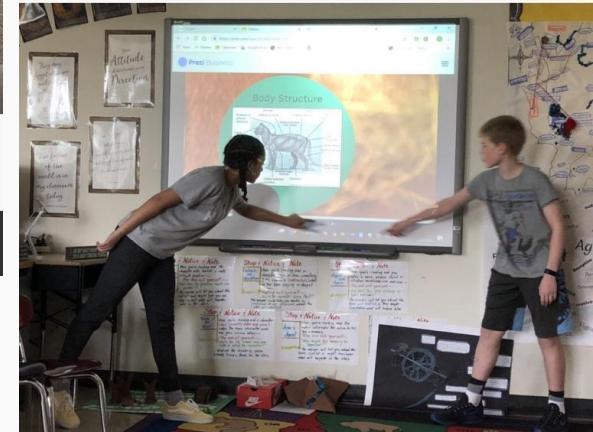
Google Slides, Prezi, Powtoons, sumopaint, Google Classroom, Seesaw, and more!



Introduction to Prezi by Dr. McKenna & Miss



More [sumopaint.com](https://sumopaint.com) creations.



Such an impressive Prezi presentation, Kayla



# Grade 5 Marble Run STEM Challenge,

pre-bridge building  
activity







...the tallest structure will “win”!

These kiddos got creative!



# Grade 2

## STEM Challenge: Lego Coding



## The Witches

Grade 2, read aloud

I love these Breakout EDU things!  
They were so fun!! I thought that it  
was very challenging but at the  
same time really fun!! Once I got  
the hang of it they were SO  
SUPER EXCITING 😊!!

Here is the link if you want to try!!  
[https://  
platform.breakoutedu.com/game/  
play/finding-frosty-136](https://platform.breakoutedu.com/game/play/finding-frosty-136)

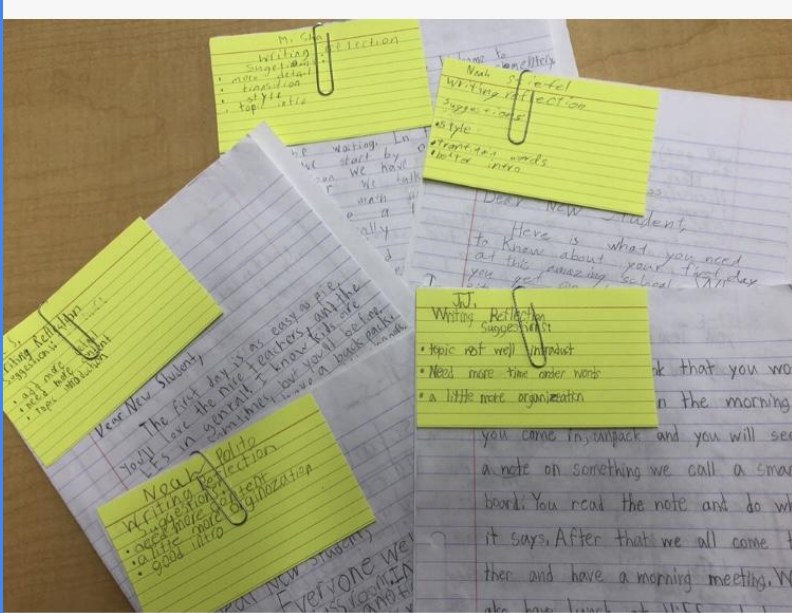
YAY!! 😊😊😊😊😊😊😊😊😊😊😊😊😊😊😊😊  
😊😊😊😊😊😊😊😊😊😊😊😊😊😊😊😊😊😊😊😊😊...

We are doing this break out in  
Mrs.Sutton's class were we answer  
these kinda of hard questions and  
it is really fun. I like the hard ones  
better.It went well this time and I  
broke out without the time  
running out there was 30 minutes  
and we broke out in like 15. It was  
easier then the Valentines one but  
harder then the winter sports one.  
Nora and I did it together! I really  
enjoy doing these could we  
maybe do another one  
Mrs.Sutton?!?! 😊😊❤️😂👩💕💕

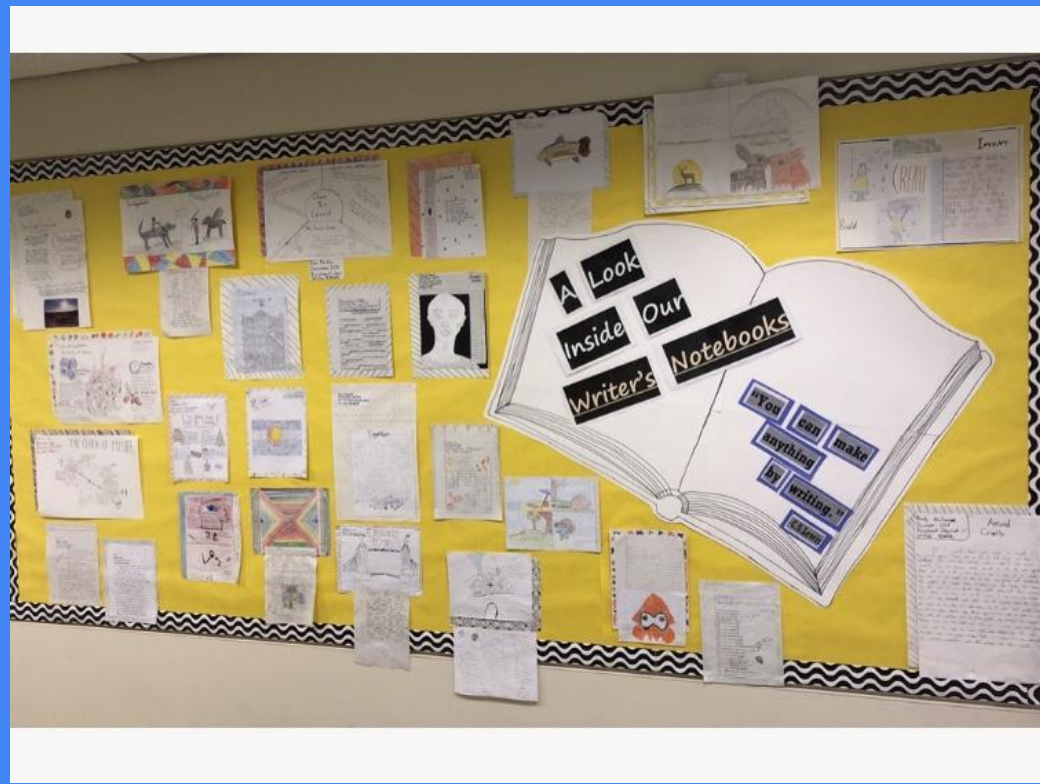




## Self-reflection using rubric



Ask me about the sample "4/4" written response & how that helped me reflect on...



## Grades 4 and 5

## Writer's Notebook Entries





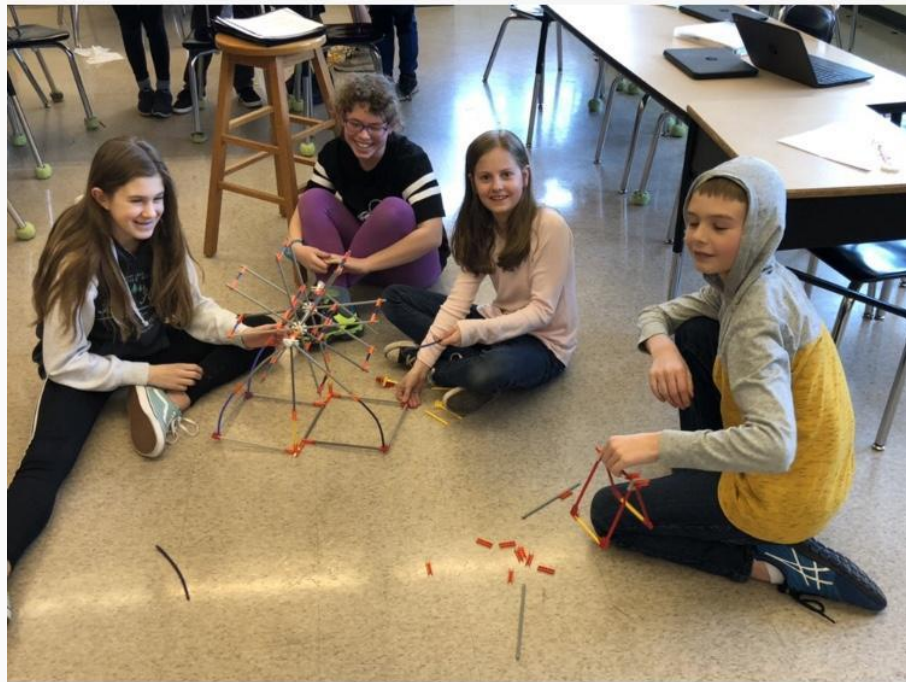


## Author Study Projects

Grades 3-5 with varying activities and opportunities for choice

# STEM Design Challenge

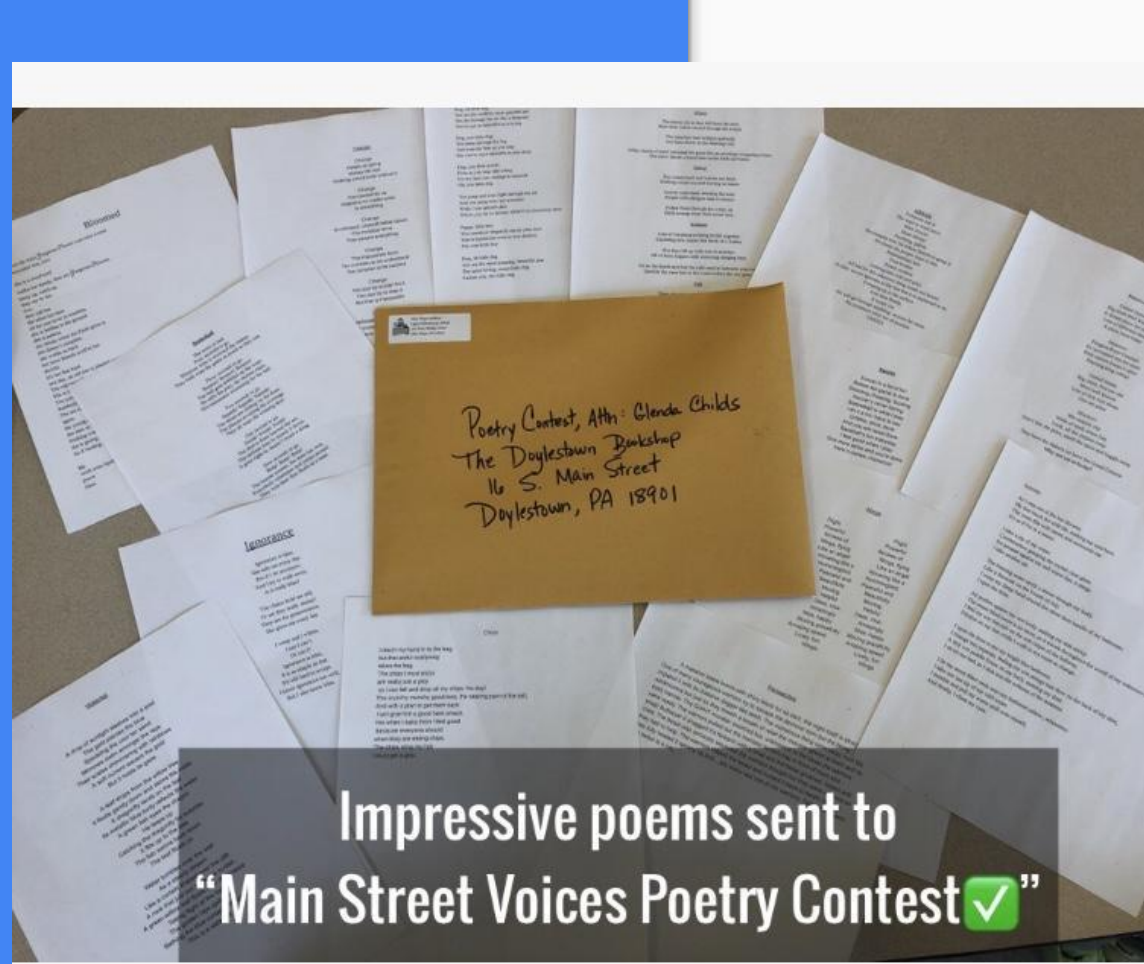
Grade 5





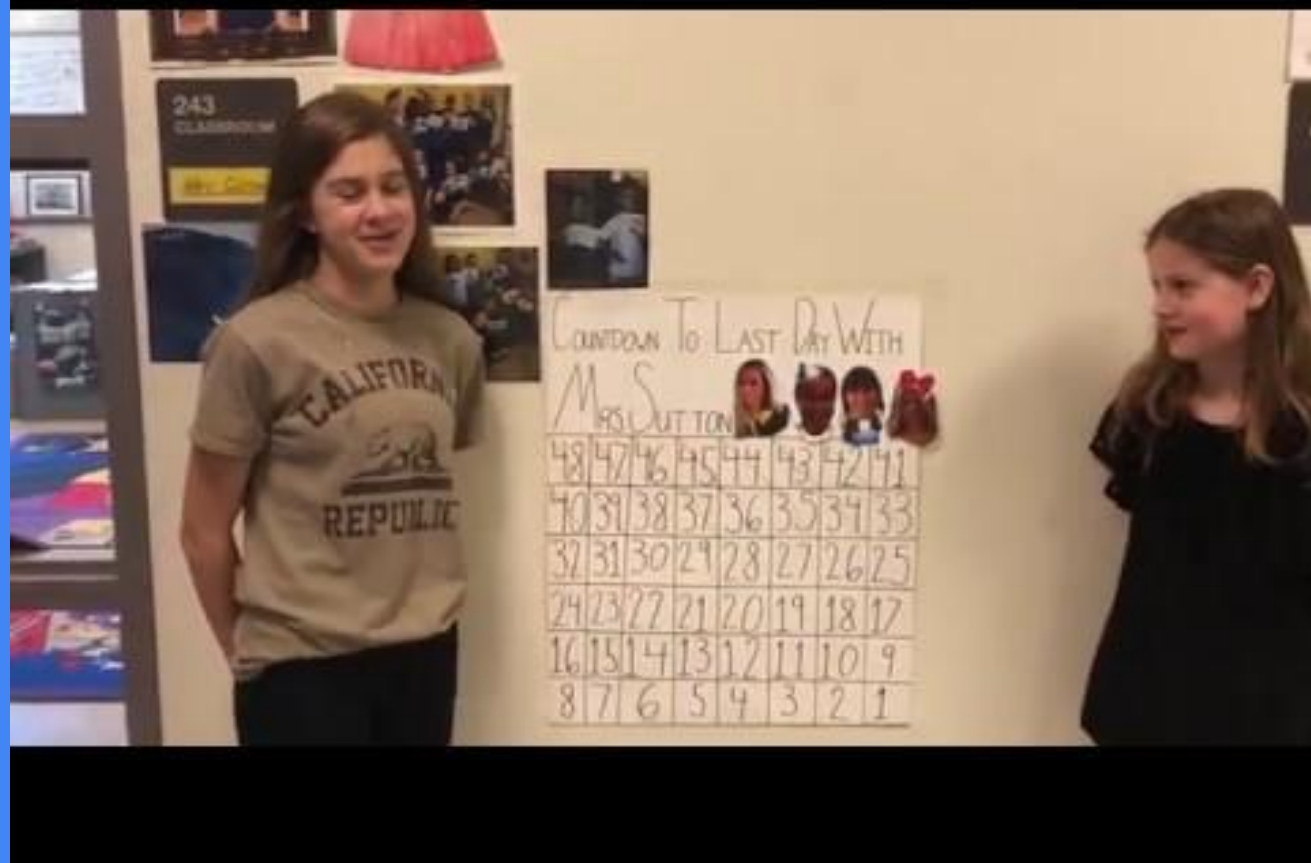


Gifted students are individuals with potential who require guidance in discovering, developing, and realizing their potentials as individuals and as members of society.



Impressive poems sent to  
“Main Street Voices Poetry Contest ✓”

**Grade 5 Poetry Contest**



“True teachers are those who use themselves as bridges over which they invite their students to cross; then, having facilitated their crossing, joyfully collapse, encouraging them to create their own.”

— Nikos Kazantzakis





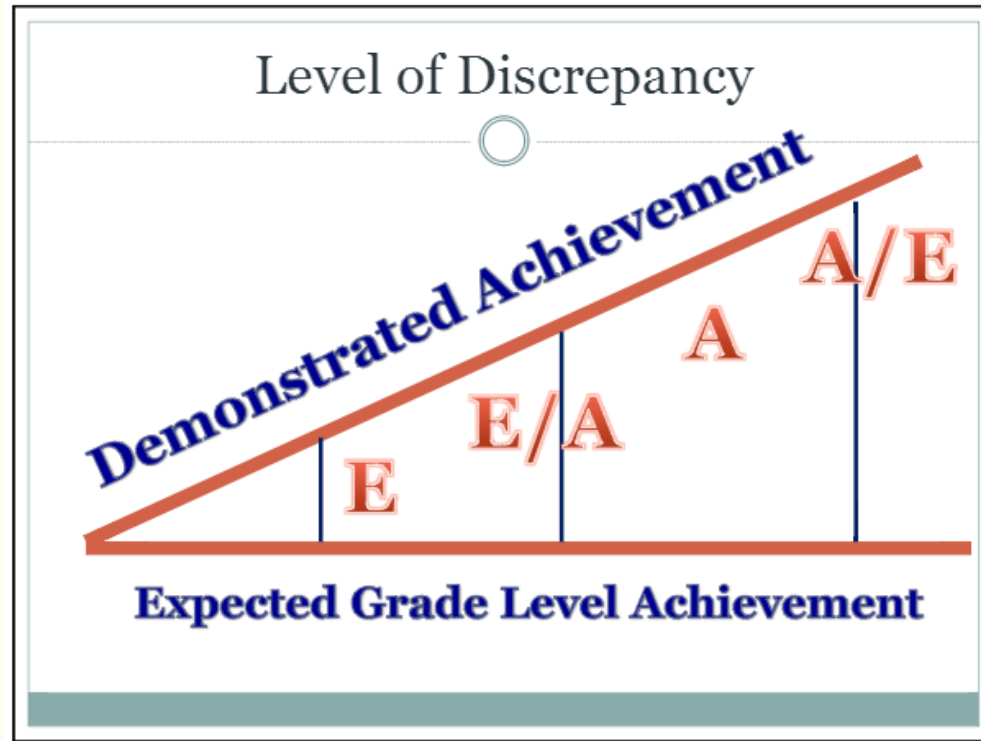


Gifted



Compacting and Tiered Methods of Delivery

# Demonstrated achievement - Need for enrichment



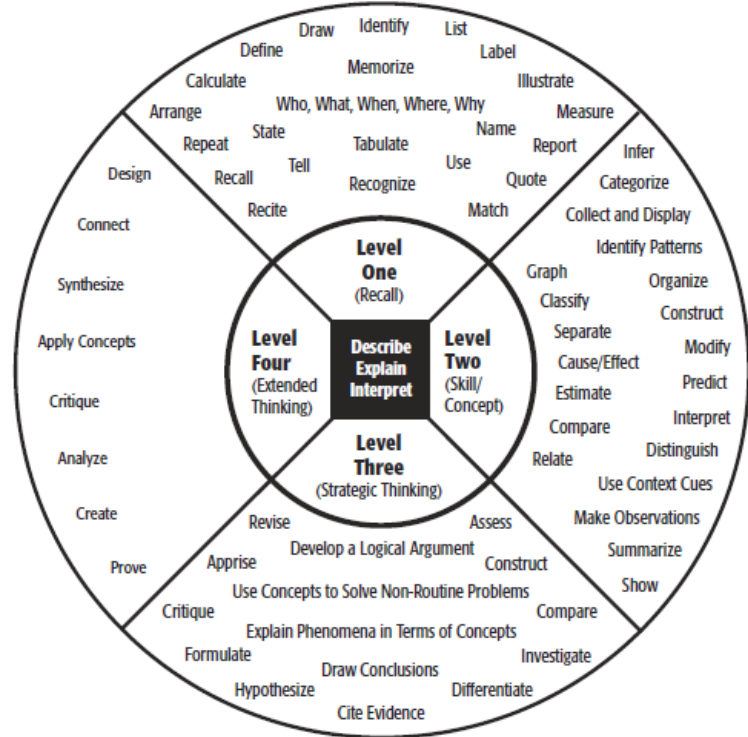
# Assess - Diagnose - Prescribe





# Assess

1. Baseline measures.
2. Type 1 & 2 - Written responses  
(Collins Writing)
3. Verbal connections -  
demonstrating reasoning and  
high order thinking



# Curriculum Compacting

Name \_\_\_\_\_ Date \_\_\_\_\_  
Grade \_\_\_\_\_ Subject \_\_\_\_\_ Teacher \_\_\_\_\_

## INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE COMPACTOR

**CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING** *Provide a brief description of content being compacted and the assessment information or evidence that suggests the need for compacting.*

Content	Assessment Evidence	Compacting	Date - Quarter
Affixes and Suffixes Unit 1	Pre/Post Test		
Prepositional Phrases	Unit 1 Quiz		

**PROCEDURES FOR COMPACTING BASIC MATERIAL** Describe activities that will be used to guarantee proficiency in basic curricular areas

Proficiency Measure	Student benchmark options
Independent Practice	<input type="checkbox"/> Create study tool _____
Class Assessment	Complete class assessment at the end of the unit <b>SCORE</b>

**ACCELERATION AND/OR ENRICHMENT ACTIVITIES** Describe activities that will be used to provide in depth learning experiences in the area of the regular curriculum.

- ☐ CC.1.4.7.A - *Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.*
- ☐ CC.1.4.7.C *Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.*

# Tiered Methods of Delivery - Grammar

## Tiered - English Grammar Differentiation

### Unit of Study - Prepositional Phrases

#### Seventh Grade

Assessment	Diagnosis	Prescription	Product
Prepositional Phrase Final Quiz	16 and above	Enrichment, Tier 2	Alternate Final Quiz
	19 and above	Enrichment, Tier 2	100% Final Quiz

Standard/Skill	Tier 1 - General Education	Depth of Knowledge	Tier 2 - Enrichment	Depth of Knowledge
<b>Parts of Speech</b> - Prepositional Phrases <b>Standard</b> Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	Prepositional Phrase Practice 1 ~ What is a preposition?	Understand Level 1	Action and Linking Verbs Review <u>EXT</u> Grammar 1	Understand Level I
<b>Reading Strategy</b> Annotation	Prepositional Phrase Practice 2 ~ Which Preposition Fits Best?	Identify Level 1	Prepositional Phrase Practice Imitating Setting Descriptions EXT Grammar 2	Apply Level II
<b>Parts of Speech</b> - Prepositional Phrases <b>Reading Strategy</b> Annotation	Prepositional Phrase Practice 3 ~ Finding Subject, Verb & Direct Object	Apply Level II	The Poetry of Phrases EXT Grammar 3	Evaluate Level III
<b>Standard</b> Applying knowledge of language to understand how language functions in different context to effective choices for meaning or style, and to comprehend more fully when reading or listening.	Prepositional Phrase Practice 4 ~ Matching Prepositions in Mentor Text	Apply Level II	What do prepositional phrases enable you to see know? EXT Grammar 4	Analyze Level III
<b>Standard</b> Write with an awareness of the stylistic aspects of composition. Use sentences	Prepositional Phrase Practice 5 ~ Can I Write Prepositional Phrases?	Apply Level II	Analysis of Prepositional Phrases EXT Grammar 5	Analyze Level III



# Standard Applying knowledge of language to understand how language functions in different context to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

## Prepositional Phrase Practice 4 ~ Matching

**Direction 1** ~ Draw lines to match the prepositional phrases with the sentences.

### Sentences:

1. ^, he had forgotten all his troubles.  
Mark Twain, *The Adventures of Tom Sawyer*
2. The man in black, ^, galloped up to the wall gate and disappeared like a great dark shadow.  
Post Wheeler, *Yasitissa the Beautiful*
3. The morning was still, ^.  
William Barrett, *The Lilies of the Field*
4. ^, when he was sure everybody in the settlement would be asleep, Brandon left the cabin and ran swiftly as a young deer into the protecting shadows of the woods.  
Madeleine L'Engle, *A Swiftly Tilting Planet*
5. There, ^, sat half a dozen farmers and half a dozen of the more eminent pigs, Napoleon himself occupying the seat of honor at the head of the table.  
George Orwell, *Animal Farm*

### Direction 2 ~

- Rewrite sentences 1 and 3, inserting the matching prepositional phrases at the caret (^).
- Underline all of the prepositional phrase in both sentences, not just the phrases you

### Prepositional Phrases:

- a. with no movement in the wide and lonely land
- b. around the long table
- c. within two minutes, or even less
- d. in the small hours of the morning, before dawn
- e. on a coal-black horse

Name \_\_\_\_\_

EXT Grammar 4

### What do prepositional phrases enable you to see/know?

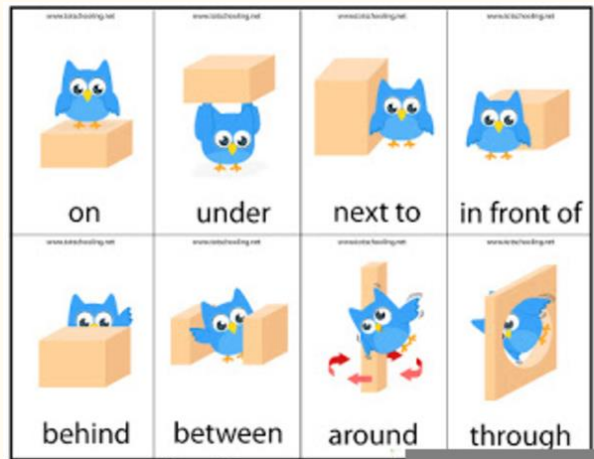
Evaluate the prepositional phrases Robert Frost uses in his poem, "After Apple-Picking." Notice the phrases help show the relationship of one thing to another. *Isolating and identifying the questions answered by the prepositional phrases will help you understand the poem.* The prepositional phrase answer key question of **where, what, how, which,** and **whose** as they relate to what the reader sees in the poem. Frost uses prepositional phrases to produce visual imagery, to show the relationship of one thing to another in the physical world.

### "After Apple-Picking" BY ROBERT FROST

My long two-pointed ladder's sticking through a tree  
Toward heaven still,  
And there's a barrel that I didn't fill  
Beside it, and there may be two or three  
Apples I didn't pick upon some bough.  
But I am done with apple-picking now.  
Essence of winter sleep is on the night,  
The scent of apples: I am drowsing off.  
I cannot rub the strangeness from my sight  
I got from looking through a pane of glass  
I skimmed this morning from the drinking trough  
And held against the world of hoary grass.  
It melted, and I let it fall and break.  
But I was well  
Upon my way to sleep before it fell,  
And I could tell  
What form my dreaming was about to take.  
Magnified apples appear and disappear,  
Stem end and blossom end,  
And every fleck of russet showing clear.  
My instep arch not only keeps the ache,  
It keeps the pressure of a ladder-round.  
I feel the ladder sway as the boughs bend.  
And I have leaned from the rattling

*Underline the prepositional phrases. Record the questions being answered with the preposition phrases.*

# Tier 1



## Prepositional Phrase Practice 4 ~ Matching

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### Direction 2 ~

- Rewrite sentences 1 and 3, inserting the matching prepositional phrases at the caret ( ^ ).
- Underline all of the prepositional phrase in both sentences, not just the phrases you

# Tier 2

*Evaluating the visual imagery through the use of prepositional phrases.*



Name \_\_\_\_\_

EXT Grammar 4

## What do prepositional phrases enable you to see/know?

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It keeps the pressure of a ladder-round.  
I feel the ladder sway as the boughs bend.  
And I hear her beating from the ceiling.

*Underline the prepositional phrases. Record the questions being answered with the preposition phrases.*

# Tiered Methods of Delivery - Reading Literature & Writing

## Tiered - English Refugee Differentiation

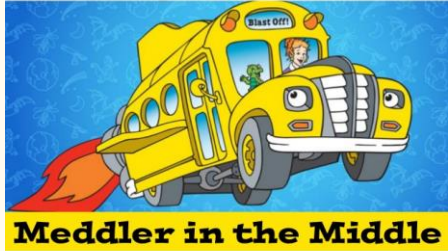
Standards	
Reading Literature	Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence
Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

- ❖ Assessment
- ❖ Diagnosis
- ❖ Prescription

Skill	Tier 1	Tier 2 - Enrichment
Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history	<b>Non-Fiction Accounts</b>	
Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<b>2 Voice Poem</b>	<b>3 Voice Poem Rhyme Scheme Application</b>



# Push-In English

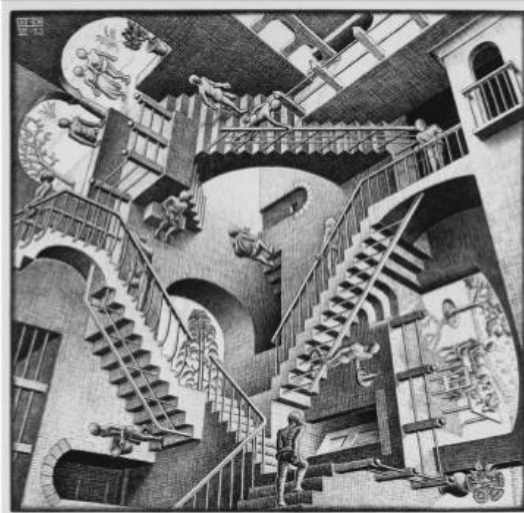


## meddle

Verb

1. to involve oneself in a matter without right or invitation; interfere officiously and unwontedly.

# Enrichment - Projects



**Assign  
projects  
that  
flummox**

**flummox**

verb

perplex (someone) greatly;  
bewilder

# Science - Project Based Learning

## Environmental Impacts, DEPendable Design Solutions, Grade 6.

As a member of the DEPendable Solutions environmental consulting group, you have been tasked to design a community campaign promoting awareness and prevention measures or a safe solution to a local environmental concern.



## Civil Engineering, Future City, Grade 7

You have been hired as a civil engineer to work collaboratively with a team of experts designing an innovative future city. Future City is your chance to dream about your future.



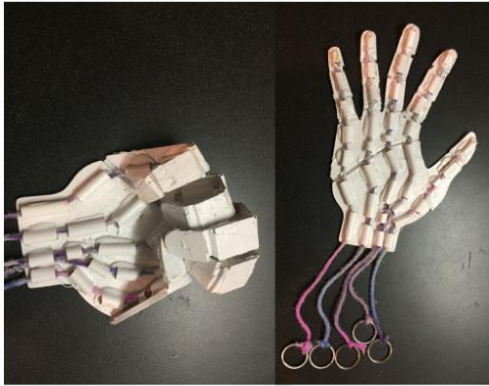
## Biomedical Engineering and the Human Body, Grade 8

You and your team are founders of a new biomedical company, You Bionic, that is pursuing a large U. S. Government prosthetics contract with the mission to “Give the World Hand” by designing lightweight prosthetics that can grip and be easily and safely operated by a physically challenged user.



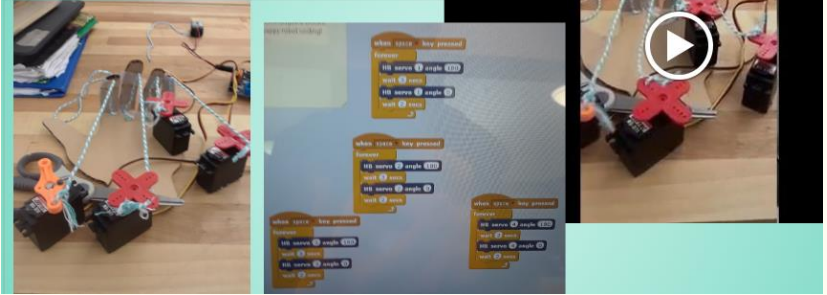
# Sustained Inquiry - Students report on progress design & redesign

## Model 1.0 (Charlotte)



Model 1.0 was a significant improvement over its predecessor. It looked aesthetically pleasing, and it functioned remarkably well. It was fashioned out of wood, straws, yarn, keychain rings, and hot glue. It was coated in a layer of white spray paint

## Final Design

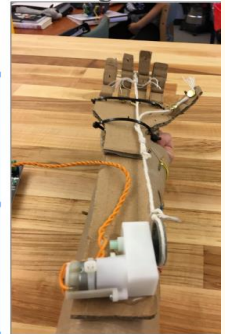


## Make a Hand Challenge: Part 5: Final Challenge

### Attachment and Programming of the motor

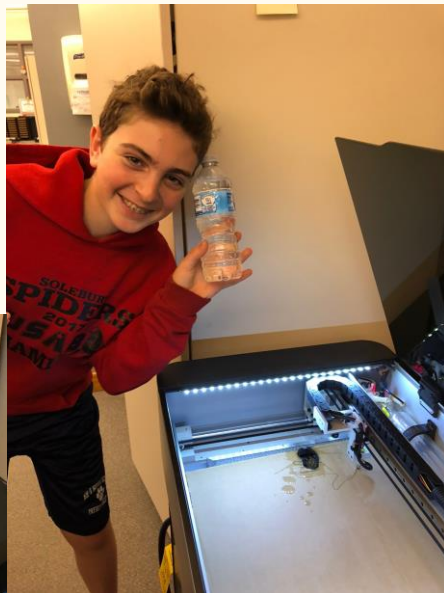
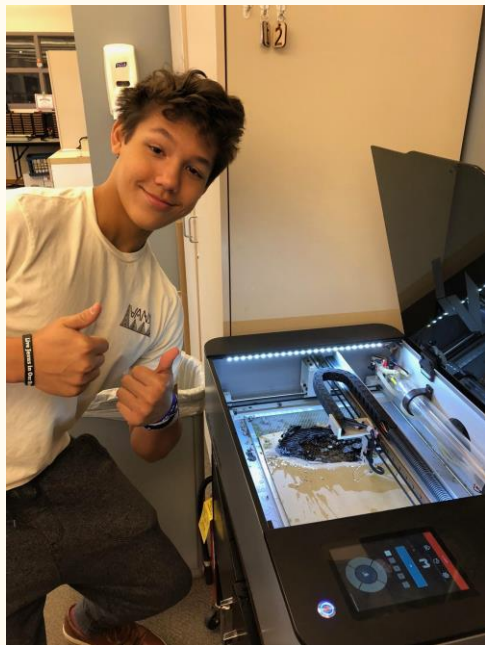
**Attachment:** To attach the motor to the string and arm I just used hot glue, this was perfect because it held the motor firmly in place. When the motor spins it should wrap the string around the pulley which will pull the string.

**Programming:** The motor needed to be programmed to rotate. To program the motor I used a program called snap. Snap was a drag and drop type of programming site, so it was easy to create a short commands that would make it open and close.





# Failing Forward





INNOVATION

*Presented by*  
**TREFZ ENGINEERING**

Philadelphia Region  
January 19, 2019

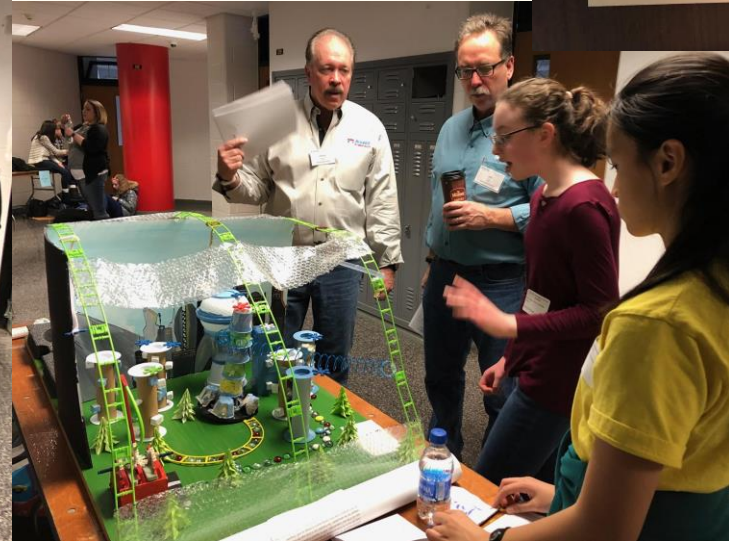
# Future City Competition & Awards



ATTENTION TO  
ENGINEERING EDUCATION

*Presented by*  
**SALLY AND JOHN KAMPMAYER**

Philadelphia Region  
January 19, 2019



# Math - Problem Solving

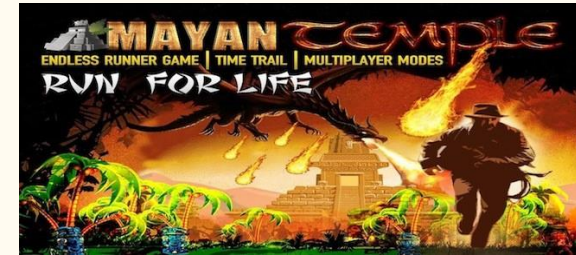
## Math Video

As movie producers, you will develop math and problem-solving skills, communication, and technology skills in a collaborative video project demonstrating a real-world application of the mathematics concept explored in practice problems.



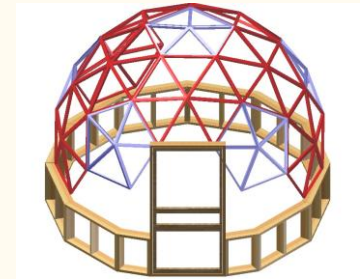
## Tempool Miniature Golf

You have been hired by the Imangi Studios company to design a replica of a Mayan temple to be used in a new 3D video game/Tempool Miniature Golf Course.



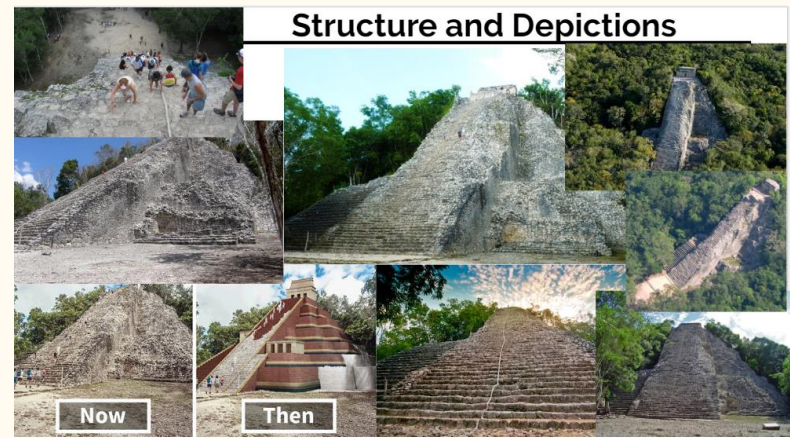
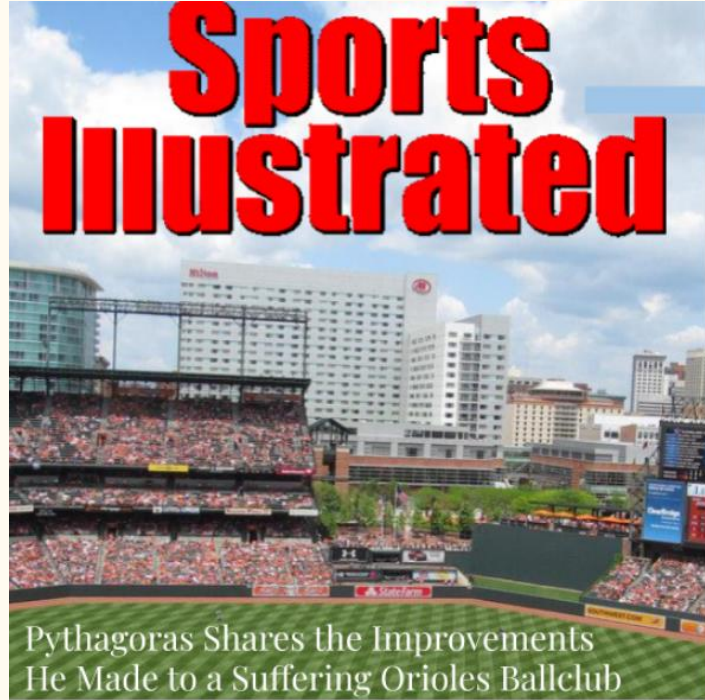
## Geodesic Greenhouses

You are engineers working for Geo-Dome Greenhouse, Inc. The company is designing a geodesic greenhouse, to allow people to grow fresh vegetables, flowers, fruit and herbs year round, with minimal extra heating or cooling.





# Math Projects

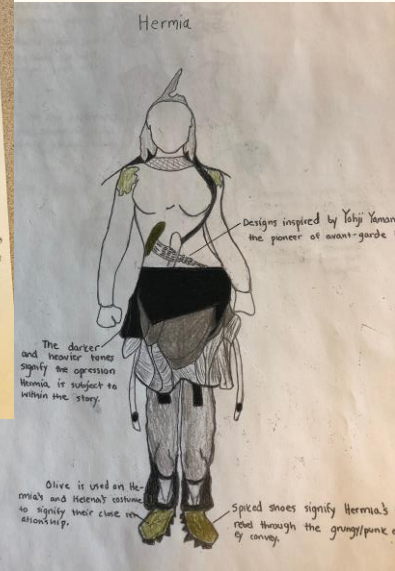
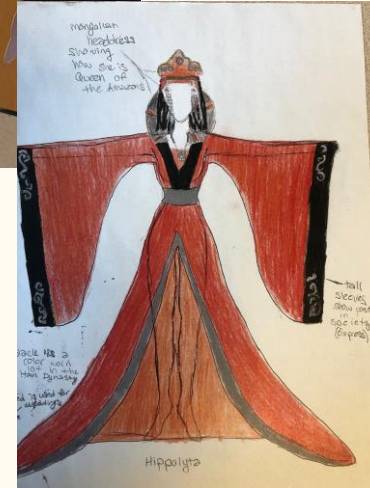
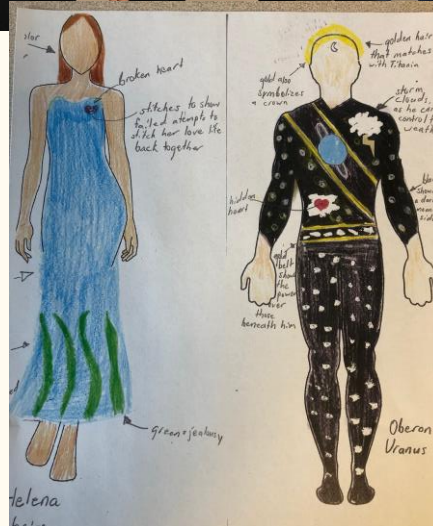




# English

## Fairy Tales on Trial

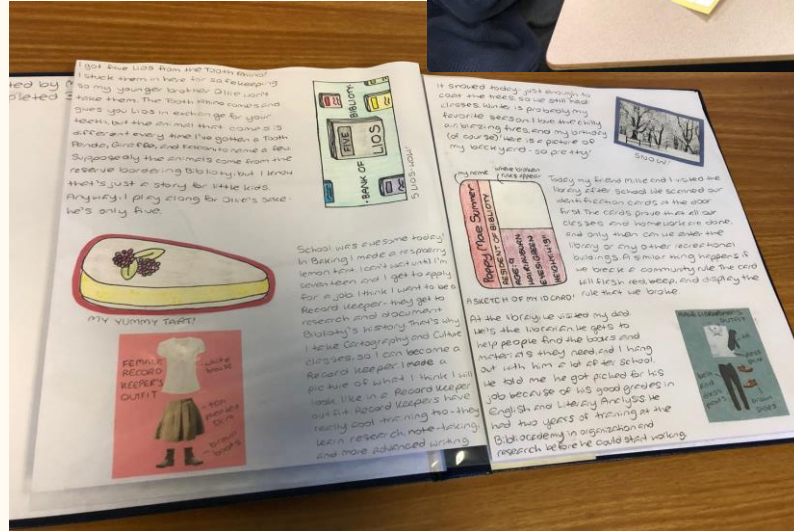
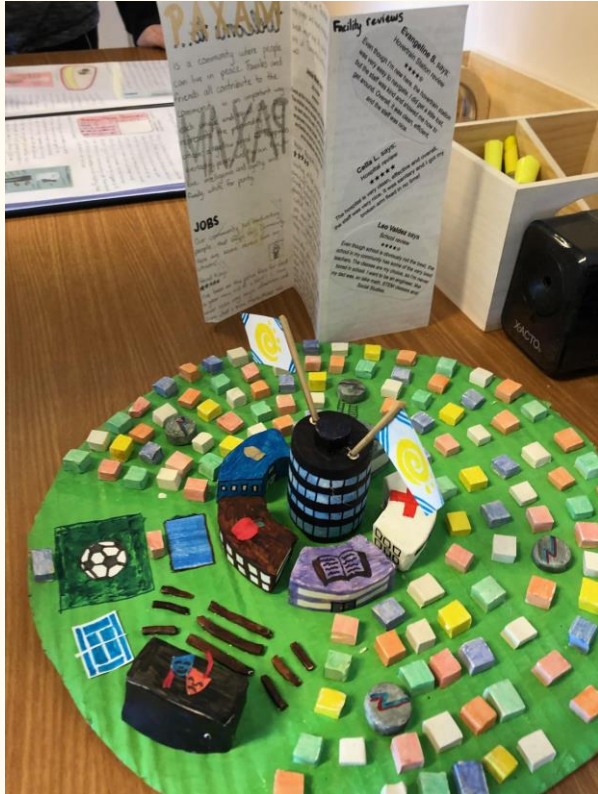
*Is Peter Rabbit  
guilty of trespassing  
and destruction of  
property?*



## Costume Design

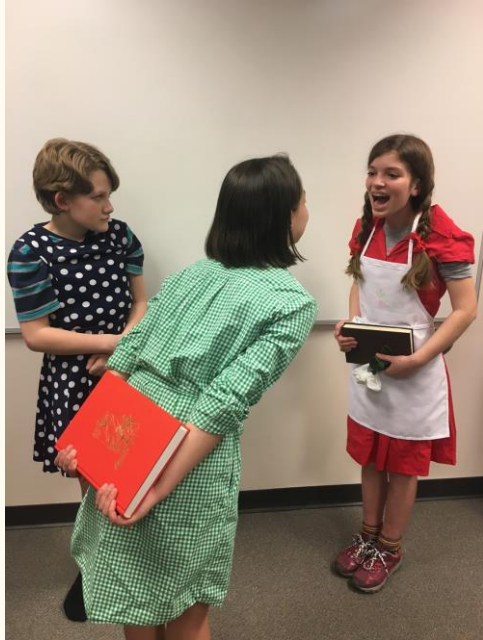
## *A Midsummer's Night Dream*

# Utopias

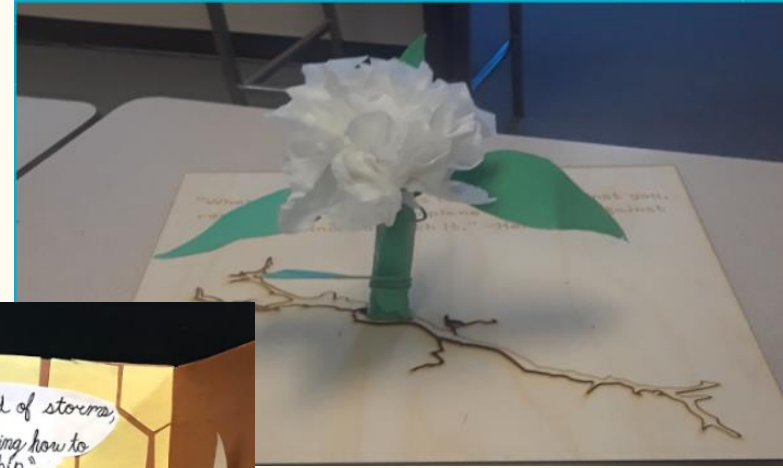
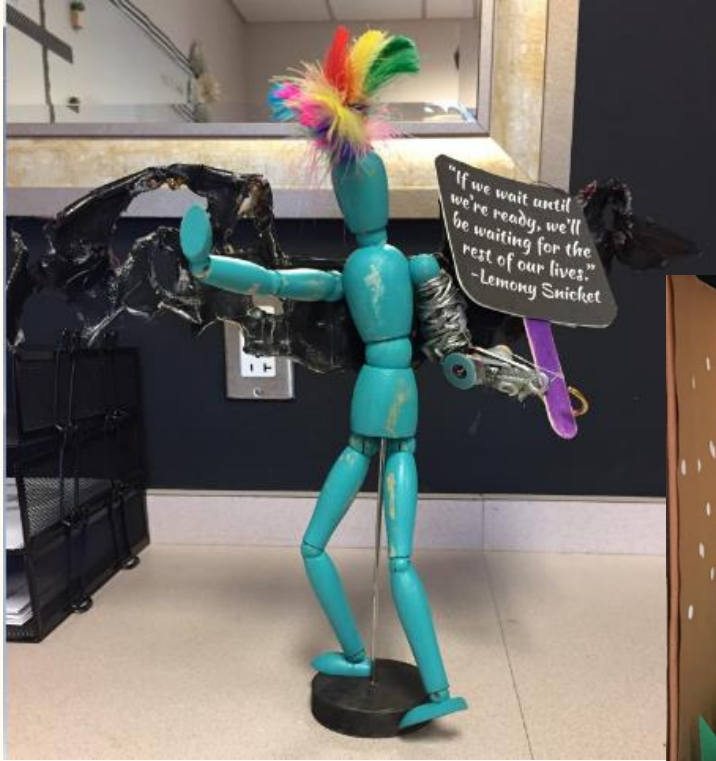




# Norman Rockwell - Inspired Narratives



# Growth and Fixed Mindset - Quote Projects





# Social Studies - Critical Thinking

## Literacy Brochure

Create a brochure that aims to persuade other students to support literacy efforts around the world. The brochure should address the common barriers to education and what at least one organization is doing to overcome those barriers.

## ZERP

Zombie -Conflict Emergency Response Plan

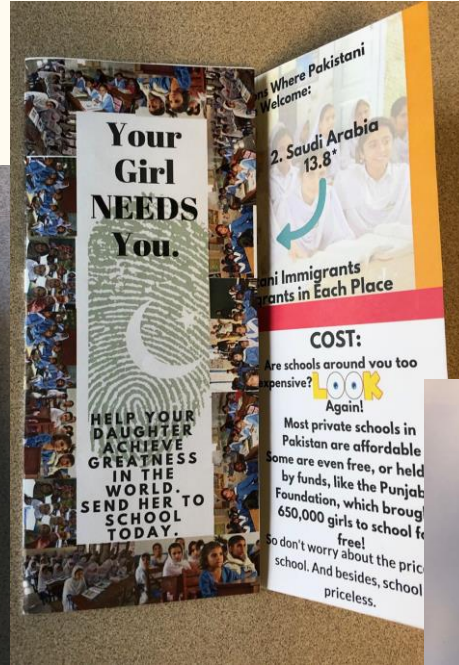
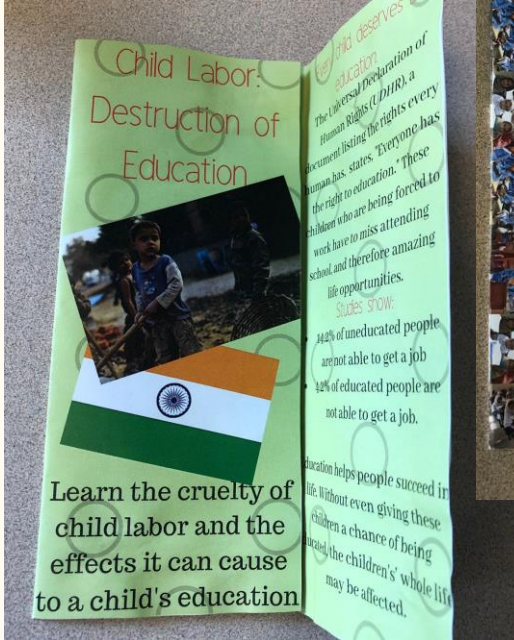
Design a plan with displayed data and analysis of of special relationship to resources and needs.

## Junior Model United Nations

As diplomats in the Council's Student Diplomat Program, students will be responsible for conducting official negotiations on behalf of specific countries and maintaining political, economic and social relations with other countries.



# Literacy Brochures & Renaissance Imprensa



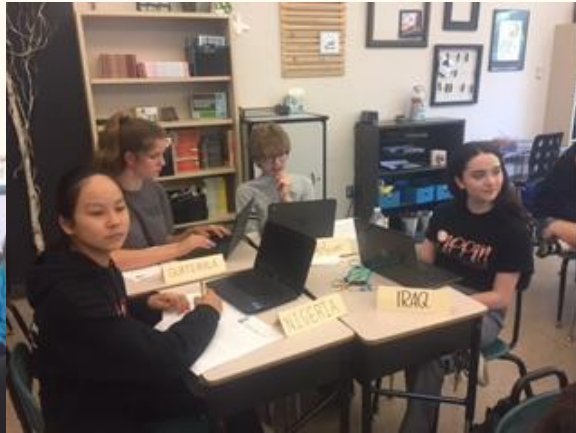
Orange you glad you're not a map maker?





# Collaboration with High School

## Junior Model United Nation



# **New Hope-Solebury High School**

## **Gifted Support Program**

**Kevin A Elvey II**



# Programming Components

**Scheduled Options**

**Pull-out Options**

**Flexible Options**

***Option Selection is Based on Individual Student Interest and Need.***

# **Scheduled Options**

**Global Extensions (9)**

**Gifted Seminar (9)**

**Honors Philosophy (9-12)**

# Global Extensions

Purpose: Course curriculum covers the same topics as Non-Western World but allows for deeper dives into content as well as differentiated work opportunities for accelerated students.

- Assignments that develop relevant skills sets for AP courses.

- Meant to reflect college & professional skill sets / readiness.

# PBL In Global Extensions

Develop and use skill sets that allow for an intensive investigation into a Global Issue and the possibility of how to deal or resolve the issue.

Quarter #1: Research Skill & Data Analysis Development

Quarter #2: Investigation into Geographic & Topics of Interest

Quarter #3: Topic Focus Chosen & Research Development

Quarter #4: Policy Proposal & Promotional Product Creation

# Final Projects

Policy Proposal Based Upon Literature Review Topics

Working towards targeted audience (Congressmen, NGO's, etc.)

Potential Public Products:

Podcasts

Awareness Fundraisers

Interviews/Videos

Presentation to Experts in Field



# Gifted Seminar

3 Main Components

Mindfulness & Happiness

Derived from Yale Course

Dig Project (Question, Inquire, Lit Review, Enhance, Present, Hmmm)

Introduction to Gifted Voices and Choices Options



# Honors Philosophy

Pre-Socratics Through The Modern Era

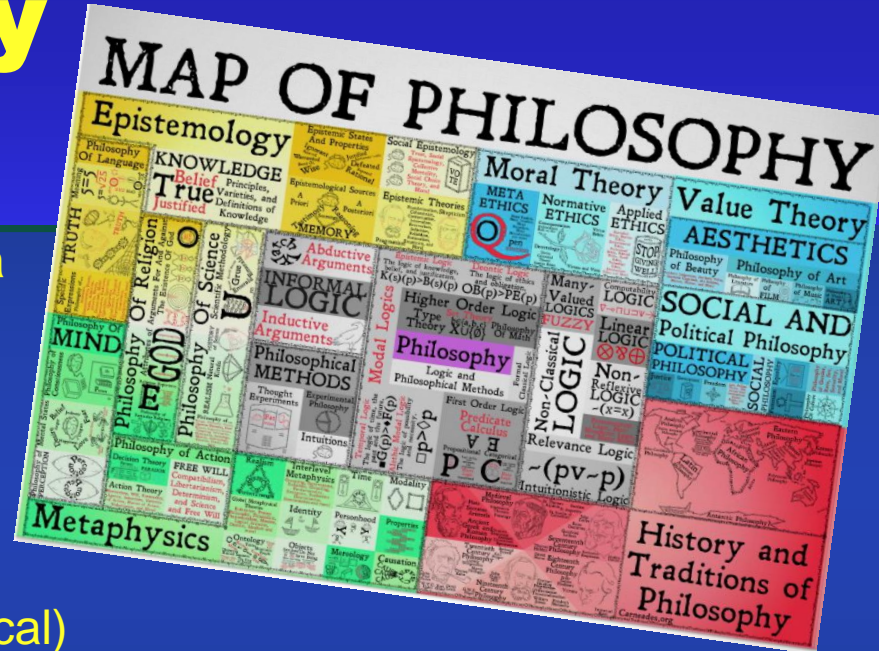
Foundations and Structure

Conceptual

(God, Mind/Body, Social/Political)

Critical Reading and Socratic Seminar

My Philosophy



# Non-Scheduled VOICES AND CHOICES

Knowledge Master

TEducation

College Collab

Mock Trial

Math League

Independent Enrichment Option / [Coursera](#)



# Extension Program (Scheduled)

## Berkeley School of Music Extension

**Audion Mastering Techniques, Creative Music Production,  
Advanced Ableton Live**

Berklee  
college of  
music

## Harvard Extension

**Neurobiology, Proteomics, International Foreign Policy,  
American Constitutional Law, Financial Statement Analysis,  
Statistics for Behavioural Sciences, Organic Chemistry**



**HARVARD**  
Extension School





