

Hamilton Township School District

Gifted & Talented Curriculum



Gifted & Talented Curriculum Committee

District Curriculum Department

Board of Education Approved: December 2, 2008

**Hamilton Township School District
Gifted & Talented
Curriculum**

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I. INTRODUCTION

A. Definition

The New Jersey Department of Education and the New Jersey Association for Gifted Children define gifted and talented students as:

“Those students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.”

B. Philosophy

It is the goal of the Hamilton Township Board of Education that the district’s Gifted & Talented programming shall ensure that curriculum and instruction are designed and delivered in such a way that students identified as gifted and talented are able to demonstrate the knowledge and skills specified by the New Jersey Core Curriculum Content Standards (NJCCCS) while ensuring that appropriate instructional adaptations relative to content, process, products and learning environment are designed and delivered in an effort to enable these students to achieve to their high levels of ability.

To achieve this outcome, as outlined in regulation by the New Jersey Department of Education and the New Jersey Association for Gifted Children, Hamilton Township School District

- has a board-approved gifted and talented program.
- compares students with their peers in the district.
- makes provisions for an ongoing K-8 identification process for gifted and talented students that includes multiple measures, including but not limited to, achievement test scores, grades, student performance or products, intelligence testing, parent, student and/or teacher recommendation, and other appropriate measures.
- ensures that the identification methodology used is developmentally appropriate, non-discriminatory, and related to the programs and services offered (e.g., use math achievement to identify students for a math program).
- provides appropriate K-8 educational services for gifted and talented students; therefore, the identification process and appropriate educational challenges must begin in kindergarten.
- develops appropriate curricular and instructional adaptations for gifted students with programs addressing appropriate content, process, products, and learning environment.
- takes into consideration the *PreK-Grade 12 Gifted Program Standards of the National Association for Gifted Children* (NAGC) in developing programs for gifted and talented students.
- references the curriculum frameworks for each NJCCCS; for, they provide general, as well as content-specific information on gifted education (e.g., terminology, examples of appropriate practices).

C. Overview

The curricular framework for each content area of the New Jersey Core Curriculum Content Standards includes adaptations for the “exceptionally able learner”. The information that follows has been adapted from the “New Jersey Language Arts Literacy (NJ LAL) Curriculum

Framework” that is most relevant to the Gifted & Talented Programming that is offered in Hamilton Township School District as evidenced in the current Gifted & Talented Policy & Regulation included in Section II of this curricula.

Strategies for the Exceptionally Able Learner (adapted from the NJ LAL Curriculum Framework)

“Differentiating the curriculum” refers to appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence. In different classrooms, students work at different paces. Gifted students are more likely to develop study and production skills, experience success and feel challenged in a classroom setting that encourages learners to master information more quickly. Adaptation strategies may include the following:

- Interdisciplinary and problem-based assignments with planned scope and sequence;
- Advanced, 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; and
- Internship, mentorship, and other forms of apprenticeship.

Adaptation categories include *acceleration, enrichment, and grouping*.

Acceleration involves grade skipping or changing the rate of presentation of the general curriculum to enable the students to complete the program in less time than usual. Prescribed seat-time is not necessary for achievement of the standards. **Accelerated** types of programs that are implemented in Hamilton Township School District are as follows:

Flexible pacing:	Assignment to classes on the basis of ability to be challenged as well as ability to handle the work; assignment should not be age discriminatory.
Content acceleration:	Superior performance in some areas may be addressed with placement in a higher-grade level for the areas warranting it.
Compacting:	Compacting, also known as telescoping, refers to a form of acceleration in which part of the curriculum is covered in a shorter period of time than is usual. Previously mastered content materials are determined through pre-evaluation and elimination.

Enrichment is another way to meet the differentiated needs of exceptionally able students. Well-articulated assignments that require cognitive processing, in-depth content and alternative modes of communication can be effective and stimulating. Differentiating classroom instruction to meet the needs of academically talented students in Hamilton Township School may be accomplished through any one or more of the following **Enrichment** activities:

Alternate learning activities: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.

- Independent study: Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry.
- Advanced thinking processes: Provide assignments in all curriculum areas emphasizing higher level thinking skills such as synthesis, analysis and evaluation.
- Alternate resources: Use materials from a higher grade level; access to community resources, such as laboratories, libraries, computer facilities, etc., are appropriate.
- Exchange programs: Attend schools in a different community or country to enrich educational experiences.

Grouping students of like-ability together or clustering in the same classroom allows for more appropriate, rapid and advanced instruction without isolating the exceptionally able student. Research indicates that gifted students are more likely to socialize “normally” when they are with students who share their interests and learning style. Flexible grouping is recommended in the regular classroom to give gifted students an opportunity for development of advanced skills, including skills of expression and production. Grouping flexibly allows exceptionally able students time for advanced work and a chance for independent study. Students in Hamilton Township School District may be **grouped** using any one or more of the following settings:

- Classroom cluster grouping: Permits homogeneous and heterogeneous grouping according to interests and achievement.
- Accelerated/Advanced/Enrichment classes: Provide opportunities for practicing higher level thinking skills, creativity and exploration of in-depth course content.

II. Gifted & Talented Policy and Regulation

POLICY

Hamilton Township Board of Education

Section: Program

2464. GIFTED AND TALENTED PUPILS (M)

Date Created: October, 2000

Date Edited: August, 2002

2464- GIFTED AND TALENTED PUPILS (M)

The Board of Education recognizes its responsibility for the provision of appropriate instructional adaptations and services for exceptionally able pupils. To that end, the Board directs each such pupil in the school district be identified and offered an appropriate educational program and services.

For purposes of this policy, gifted and talented pupils will be defined as those exceptionally able pupils who possess or demonstrate high levels of abilities, in one or more content areas, when compared to their chronological peers in the district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

The Board will develop appropriate curricular and instructional modifications to be used for gifted and talented pupils indicating content, process, products and learning environments.

The Superintendent will develop procedures, using multiple measures, for an ongoing identification process and appropriate educational challenges for gifted and talented pupils initiated in kindergarten and reviewed annually through grade twelve. These procedures will be reviewed annually.

The individualized educational programs offered to pupils with exceptional abilities should encourage and challenge them in the specific areas of their abilities, but may not replace the basic instructional program of the various grades of this district. The program offered to an exceptional pupil may be infused into the pupil's regular instructional program, provided that a written description of the infusion has been prepared and filed in the pupil's record.

Programs for the gifted and talented should be periodically evaluated for their continuing efficacy and adjusted accordingly.

The parent(s) or legal guardian(s) of any pupil identified as gifted or talented shall be consulted regarding any program designed to address the pupil's particular needs.

N.J.S.A. 18A:61A-2; 18A:35-4.16

N.J.A.C. 6:37-1.1; 6A:8-1.3; 6A:8-3.1(a)s

P.L. 108-382, Sec. 10201 et seq.

Adopted: 17 October 2000

Revised: 5 December 2000

Revised: 6 August 2002

REGULATION

Hamilton Township

School District

Section: Program

2464. GIFTED AND TALENTED PUPILS (M)

Date Created: October, 2000

Date Edited: October, 2008

2464. GIFTED AND TALENTED PUPILS (M)

LANGUAGE ARTS LITERACY PROGRAMS

I. ENRICHMENT PROGRAM – KINDERGARTEN, GRADES 1, 2 & 3

The curriculum is a literature-based program for the purpose of exposing all students to a broad selection of literature, stimulating critical thinking, and developing problem-solving skills. Materials chosen reflect the New Jersey Core Curriculum Content Standards and support student achievement of the performance indicators in the district language arts literacy curriculum.

Curriculum:

The enrichment program is designed to supplement the regular education curriculum in the following ways:

- Provide students with opportunities to extend foundational literacy skills in reading, writing, speaking listening and viewing.
- Offer students an in-depth look at a variety of extended real world themes and literary styles.
- Provide students opportunities to develop logical thinking skills by applying problem-solving strategies.
- Engage students in whole group, small group, and independent activities.
- Encourage student interaction through classroom discussions, creative writing, and small-scale projects.

Identification of Students:

All Kindergarten, Grade One, and Grade Two and Grade Three students receive enrichment services delivered through related arts classes for the equivalent of one full semester per school year. Kindergarten and Grade One classes are taught by the Computers/Enrichment related arts teacher; Grade Two & Three classes are taught by a teacher of the Gifted & Talented.

Student Responsibility:

Students are required to regularly participate actively in classroom discussions and activities. They are graded based on their effort and participation.

Program Start Date:

The programs commence at the beginning of the school year.

II. ADVANCED LANGUAGE ARTS LITERACY PROGRAM-GRADE 4

The curriculum is a challenging literature-based program for students who demonstrate above grade level language arts literacy (LAL) skills, as well as, the motivation and ability to work independently. The purpose is to expose students to a broad selection of literature, expand vocabulary, stimulate critical thinking, and refine writing skills. Materials chosen are aligned with the district curriculum maps in language arts literacy and, therefore, reflect the New Jersey Core Curriculum Content Standards.

Curriculum:

This class serves as the entire language arts literacy program and offers students the opportunities to :

- Extend foundational literacy skills in reading, writing, speaking, listening, and viewing
- Explore a variety of extended curricular themes and literary styles through the study of various literary genre
- Read extended text through the study of novels
- Incorporate literary devices into their writing
- Deepen comprehension skills through student-led class discussions

Identification of Students:

Language Arts Literacy Analysis Sheets (for admission to the Grade Four Program) - These will be completed by Grade three LAL teachers after the third marking period for students receiving a teacher rating scale (TRS) of 1 or 2. This will serve as an initial screening and provide the list of students to tested for admission into the Grade Four Advanced LAL program.

Testing – Learnia Benchmark testing is administered three times in Grade Three (pre, mid and post). The post score is recorded on the analysis sheet and is one of the components used to help identify potential candidates for the accelerated program. During the last marking period of Grade Three, students identified as potential candidates for this program based on the analysis sheets will be tested for reading and writing skills. Students may be tested in a group setting but are required to complete the tests independently following general instructions given by the teacher who administers the test.

Reading test – This consist of reading passages followed by a series of multiple choice and short response comprehension questions.

Writing test –This consists of a personal extended response to a poetry prompt.

Criteria – The program is designed for students who have the ability to read literature independently, demonstrate critical thinking, show advanced writing skills, and take risks in their writing. Students are selected based on the these characteristics, analysis sheets, and test scores.

New Students- Students entering the district during their Grade Four academic year may be tested for admission to the program based upon teacher recommendation and/or previous school records.

Student Responsibility:

Students are required to regularly attend class, to participate actively in classroom discussions and activities, and to maintain satisfactory academic progress.

Program Start Date:

The program commences at the beginning of the school year.

III. ACCELERATED LANGUAGE ARTS LITERACY PROGRAM – GRADES 5-8

The accelerated/advanced language arts literacy (LAL) curriculum is a challenging literature based program for students who demonstrate above grade level language arts literacy (LAL) skills as well as the motivation and ability to work independently. The purpose is to expose students to a broad selection of literature, expand and enhance vocabulary, stimulate critical thinking, and refine writing skills. Materials chosen are aligned with the district curriculum maps in language arts literacy and, therefore, reflect the New Jersey Core Content Curriculum Standards.

Curriculum:

The accelerated classes serve as the entire language arts literacy program and offers students the opportunities to:

- Extend foundational literacy skills in reading, writing, speaking, listening, and viewing
- Explore a variety of extended curricular themes and literary styles through the study of various literary genre
- Read extended text through the study of novels
- Incorporate literary devices into their writing
- Deepen comprehension skills through student-led class discussions

Identification of Students:

Language Arts Literacy Analysis Sheets – These will be completed by Grade Four, Five, Six, and Seven LAL teachers after the third marking period for students receiving a teacher rating scale (TRS) of 1 or 2. This will serve as an initial screening and provide the list of students, not currently in the accelerated programs, to be tested for admission into the Grade Five, Six, Seven and Eight accelerated LAL program. Students who remain in the advanced/accelerated programs through Grades Four, five, Six, and Seven will be carried over to Grades Five, Six, Seven and Eight with the recommendation of their LAL teacher and will not be retested.

Testing –Learnia Benchmark testing is administered three times in Grades Four, Five, six, and Seven (pre, mid and post). The post score is recorded on the analysis sheet and is one of the components used to help identify potential candidates for the accelerated program. In the spring of Grades Four, Five, Six, and Seven students that are identified as potential candidates for the program based on the analysis sheets will be tested on reading and writing skills. Students may be tested in a group setting but are required to complete the tests independently following general instructions given by the teacher who administers the test.

Grade Four students:

Reading test – Fiction and non-fiction passages followed by a series of multiple choice and short comprehension questions

Writing test –Personal extended response to a poetry prompt.

Grades Five, Six, and Seven Students:

Reading test- Narrative (fiction) and/or persuasive reading passages (nonfiction) followed by a series of multiple choice and extended response questions

Writing test- Five paragraph essay in response to a picture or writing prompt

Criteria – The program is designed for students who have the ability to read literature independently, demonstrate critical thinking, show advanced writing skills, and take risks in their writing. Students are selected based on these characteristics, analysis sheets, and test scores.

New Students – Students entering the district during their Grade Five, Six, or Seven academic year may be tested for admission to the program based upon teacher recommendation and/or previous school records.

Student Responsibility:

Students are required to regularly attend class, to participate actively in classroom discussions and activities, and to maintain satisfactory academic progress.

Program Start Date: The programs commence at the beginning of the school year.

Language Arts Literacy (LAL) Teachers of Grades 3 – 7 fill out this analysis form in the spring only for those students receiving a TRS of 1 or 2 for possible placement testing of students for the following school year in Grades 4 - 8.

**HAMILTON TOWNSHIP SCHOOLS
GRADES 3-8
ADVANCED/ACCELERATED LANGUAGE ARTS LITERACY
PLACEMENT ANALYSIS**

Student: _____, _____ Grade: ___ G ___ E ___

Language Arts Literacy Teacher: _____

TRS: _____
(given by LAL teacher)

Information is rated on the following 1-5 scale:

5 Points	4 Points	3 Points	2 Points	1 Point
Excellent 91-100	Above Average 83-90	Average 75-82	Below Average 67-74	Poor 66-below

Report Card Numerical Average (Reading):

MP#1 _____ % = _____ points
MP#2 _____ % = _____ points
MP#3 _____ % = _____ points

Student shows effort in work and study habits _____ points

Student shows independence in critical thinking _____ points

Writing Skills _____ points

Learnia Benchmark Score _____ points

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Sub-Total Score: **/35**

Reading Placement Test * Rating _____

Writing Placement Test * Rating _____

* All students with a TRS of 1 or 2 take these tests including those already in an advanced or accelerated LAL program.

Total Score: **/45**

NJASK LAL Test Score: _____

Other: _____

MATHEMATICS PROGRAMS

I. MATHEMATICS ENRICHMENT PROGRAM – GRADE 4

The program is for students who demonstrate above grade level mathematics skills, as well as, the motivation and ability to work independently. The purpose of the program is to enhance math concepts and problem solving skills. Emphasis will be placed on opportunities for students to build their math skills through participation in activities which require higher level thinking skills. The goal is to prepare the students to participate in the accelerated fifth grade mathematics program that is closely aligned with the New Jersey Core Content Curriculum Standards for mathematics.

Curriculum:

This class serves as an enrichment mathematics program that is designed as a pre-requisite to the grade five accelerated mathematics program and offers students the opportunities to:

- Extend foundational mathematical skills.
- Expose students to the Hamilton Township School District grade five mathematics curriculum that is closely aligned with the New Jersey Core Content Curriculum Standards for Mathematics.
- Deepen problem solving skills.

Identification of Students:

Mathematics Analysis Sheets – These will be completed at the end of the first marking period of fourth grade by the classroom teacher for all students who have received a TRS (teacher rating scale) score of 1 or 2. The analysis sheet incorporates the report card grades, work and study habits, and problem solving skills.

Testing – Learnia Benchmark testing is administered three times in third and fourth grades (pre, mid and post). The grade 3 post-score and the grade 4 pre-score are recorded on the analysis sheets and are one of the components used to help identify potential candidates for the enrichment program.

Criteria – The program is designed for students who have the ability to work independently, demonstrate above average critical thinking skills, and show advanced math problem solving skills. Students are selected for the enrichment program based on a combination of these characteristics and the data compiled on the analysis sheets.

New Students – Students entering the district during their Grade Four academic year may be tested for admission to the program.

Student Responsibility:

Students are required to regularly attend class, to participate actively in classroom discussions and activities, and to maintain satisfactory academic progress.

Program Start Date:

The program commences at the beginning of the first full week of November.

II. ACCELERATED MATHEMATICS PROGRAM – GRADES 5 & 6

This program is for students who demonstrate above grade level mathematics skills as well as, the motivation and the ability to work independently. The purpose of the program is to enhance math concepts and problem solving. Emphasis will be placed on opportunities for students to build their math skills through participation in activities which require higher level thinking skills. Resources utilized are aligned with the district mathematics curriculum and therefore, reflect the New Jersey Core Curriculum Content Standards for mathematics.

Curriculum:

This class serves as the entire math program and offers students the opportunities to:

- Extend foundational mathematical skills.
- Expose students to the sixth grade mathematics curriculum that is closely aligned with the New Jersey Core Curriculum Content Standards for mathematics.
- Deepen problem solving skills.
- District Curriculum is implemented in conjunction with the Scott Foresman / Addison Wesley Course 1 series in Grade Five and Course 2 series in Grade Six series, and they are both closely aligned to the New Jersey Core Curriculum Content Standards for mathematics.

Identification of Students:

Mathematics Analysis Sheets – These will be completed at the end of the fourth and fifth grades by the classroom teacher on all students who have a TRS (teacher rating scale) score of a 1 or a 2. The analysis sheet incorporates the report card grades, work and study habits, and problem solving skills.

Testing – Learnia Benchmark testing is administered three times in fourth and fifth grade (pre, mid and post). The post score is recorded on the analysis sheet and is one of the components used to help identify potential candidates for the accelerated program.

Criteria – The program is designed for students who have the ability to work independently, demonstrate above average critical thinking skills, and show advanced math problem solving skills. Students are selected for the accelerated program based on a combination of these characteristics and the data compiled on the analysis sheets.

New Students – Students entering the district during their Grade Five or Grade Six academic year may be tested for admission to the program.

Student Responsibility:

Students are required to regularly attend class, to participate actively in classroom discussions and activities, and to maintain satisfactory academic progress.

Program Start Date:

The program commences at the beginning of the school year.

III. ACCELERATED MATHEMATICS PROGRAM – GRADES 7 & 8

The program is for students who demonstrate above grade level mathematics skills as well as, the motivation and the ability to work independently. The purpose of the program is to enhance math concepts and problem solving. Emphasis will be placed on opportunities for students to build their math skills through participation in activities which require higher level thinking skills. Resources utilized are aligned with the district mathematics curriculum and therefore, reflect the New Jersey Core Curriculum Content Standards for mathematics.

Curriculum:

This class serves as the entire math program and offers students the opportunities to:

- Extend foundational mathematical skills.
- Deepen problem solving skills.
- *In seventh grade:* Learn the eighth grade math skills that are closely aligned with the New Jersey Core Curriculum Content Standards for mathematics using the Holt Pre-Algebra text. The course covers mostly eighth grade skills, giving students the opportunity to take a high school Algebra course in eighth grade.
- *In eighth grade:* Expose Grade Eight students to the ninth grade mathematics curriculum that is closely aligned with the New Jersey Core Curriculum Content Standards for mathematics, using the McDougal Littell Algebra Structure and Method Book 1.

Identification of Students:

Mathematics Analysis Sheets – These will be completed at the end of the sixth and seventh grades by the classroom teacher on all students who have a TRS (teacher rating scale) score of a 1 or a 2. The analysis sheet incorporates the report card grades, work and study habits, and problem solving skills.

Testing – *Learnia* Benchmark testing is administered three times in sixth and seventh grade (pre, mid and post). The post score is recorded on the analysis sheet and is one of the components used to help identify potential candidates for the accelerated program.

For the seventh grade program: Each student takes a placement test at the end of sixth grade as one of the criteria on the analysis sheet for possible placement into Pre-Algebra in grade 7.

For the eighth grade program: Each student takes a placement test at the end of seventh grade as one of the criteria on the analysis sheet for possible placement into Algebra 1 in grade 8.

Criteria – The program is designed for students who have the ability to work independently, demonstrate above average critical thinking skills, and show advanced math problem solving skills. Students are selected for the accelerated program based on a combination of these characteristics and the data compiled on the analysis sheets.

New Students – Students entering the district during their Grade Seven and Eight academic years must be tested for admission to the program.

Student Responsibility:

Students are required to regularly attend class, to participate actively in classroom discussions and activities, and to maintain satisfactory academic progress.

For seventh grade: Students are given a final at the end of the year, which has been created by the cooperative efforts of both 7th and 8th grade teachers. Scores from the final exam are taken into consideration for 8th grade placement into high school Algebra I.

For eighth grade: Students are given a final at the end of the year, which is administered and graded by Oakcrest High School in order to place out of Algebra 1 and into Geometry, Honors Geometry, and/or Honors Algebra II.

Program Start Date:

The program commences at the beginning of the school year.

Grade 4 Mathematics Teachers: Please fill out an analysis sheet at the end of marking period one **only** for those students receiving a TRS of 1 or 2.

**HAMILTON TOWNSHIP SCHOOLS
GRADE 4
MATHEMATICS ENRICHMENT PLACEMENT ANALYSIS**

Student: _____, _____ Grade: ___ G ___ E ___

Mathematics Teacher: _____ **TRS:** _____
(given by math teacher)

Information is rated on the following 1-5 scale:

5 Points	4 Points	3 Points	2 Points	1 Point
Excellent 91-100 (A)	Above Average 83-90 (B)	Average 75-82 (C)	Below Average 67-74 (D)	Poor 66-below (F)

Report Card – Grade 3 final Average _____ = _____ points

Report card Numerical Average – Grade 4 (estimated) MP#1 _____ % = _____ points

Student shows effort in work and study habits _____ points

Students shows independence in problem solving _____ points

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Sub-Total Score: **/20**

3rd Grade Post Plato Score: _____ points

4th Grade Learnia Score: _____ points
(if new to district, use most recent score)

Total Score: **/30**

3rd Grade NJ ASK LAL Test Score: _____

Other: _____

Date Completed: _____

