

**Warren Hills Regional Middle School
Gifted and Talented Program
Schoolwide Enrichment Model**

September 2016 – January 2017

**Types, I, II, and III Enrichment Activities, Organizational Options, and the
National Association for Gifted Children Pre-K-Grade 12 Programming Standards**

Type I Enrichment – Designed to **expose students** to a wide variety of disciplines, topics, occupations, hobbies, persons, places and events not typically covered in the regular curriculum, and therefore, stimulating new interests *leading to Type II Enrichment*

- School-wide Mock Presidential Election
 - All students provided opportunity to participate in school-wide mock presidential election

Gifted and Talented Program Organizational Options- School Community Involvement

National Association for Gifted Children Pre-K-Grade 12 Programming Standards

3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.

3.2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents.

3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.

4.3.3. Educators promote opportunities for leadership in community settings to effect positive change.

- Preparing for School-wide Salute to Veterans Program (assembly & breakout sessions)
 - September – November
 - Arts & graphics students provided opportunities to create and submit posters recognizing the Armed Services

- Band and chorus students provided opportunities to perform as group or solo performances
- Members of Peer Leaders and National Junior Honor Society provided opportunities to act as greeters and escorts to visiting veterans
- Student members of Boy Scouts of America provided opportunities to participate in the “presentation of colors” and demonstrate proper flag etiquette
- Students in the Multiple Disabled (MD) class provided the opportunity to welcome and escort veterans to their seats
- All students exposed to the lyrics and meaning of theme songs for each U.S. Armed Service Branch
- All students instructed by U.S. Army veteran on the proper way to salute
- All students provided with opportunities to hear personal stories and accounts from U.S. Armed Services veterans

Gifted and Talented Program Organizational Options- School Community Involvement

National Association for Gifted Children Pre-K-Grade 12 Programming Standards:

1.4.1. Educators provide role models (e.g., through mentors, bibliotherapy) for students with gifts and talents that match their abilities and interests.

3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.

3.2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents.

3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.

4.1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement, e.g., through mentors and role models.

4.2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.

4.3.2. Educators provide environments for developing many forms of leadership and leadership skills.

- Introducing All Social Studies Students (7th & 8th grade) to VFW Patriot Pen National Essay Contest
 - G/T teacher visited every social studies classroom to promote participation, answer questions & provide guidance for completion of essay submission

Gifted and Talented Program Organizational Options- School Community Involvement

National Association for Gifted Children Pre-K-Grade 12 Programming Standards:

3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.

3.2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents.

3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.

- School-wide Enrichment Activity Day – Organized by WHRMS staff members
 - Held just prior to winter recess
 - Provided opportunity for students & teachers to choose a personal interest area to participate and oversee (i.e. crafts, computer and board games, dance, singing, reading or volleyball)

Gifted and Talented Program Organizational Options- Enrichment Clusters

National Association for Gifted Children Pre-K-Grade 12 Programming Standards:

3.1.1. Educators use local, state, and national standards to align and expand curriculum and instructional plans.

3.2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents.

3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.

4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.

4.1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement, e.g., through mentors and role models.

4.1.3. *Educators create environments that support trust among diverse learners.*

5.1.1. *Educators regularly use multiple alternative approaches to accelerate learning.*

5.2.1. *Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents.*

- Interdisciplinary Enrichment Class Field Trip to C.F. Martin Guitar in Nazareth, PA
 - Students provided tour of world's oldest guitar making facility
 - Students presented with many career opportunities within the manufacturing business
 - Students permitted to handle and play professional guitars

Gifted and Talented Program Organizational Options- Other

National Association for Gifted Children Pre-K-Grade 12 Programming Standards:

3.1.2. *Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.*

3.2.1. *Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents.*

3.3.3. *Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.*

5.1.2. *Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.*

- President's Inaugural Address
 - All students were provided the opportunity to view the President's Inaugural Address and to write a reflection piece as a voluntary academic activity

Gifted and Talented Program Organizational Options- Other

National Association for Gifted Children Pre-K-Grade 12 Programming Standards:

3.1.2. *Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.*

3.3.3. *Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.*

Type II Enrichment – Designed to **promote** the development of thinking and feeling processes and usually provided to groups of students **in their classrooms** or in **enrichment programs**.

- *School-wide Mock Presidential Election*
 - Students registered to vote during week leading up to election
 - Registered students permitted to vote as “polls” were opened during the lunch period on election day
 - I/E students oversaw polling, distributed stickers and tabulated results
 - Students in MD class colored large electoral map to display election results

Gifted and Talented Program Organizational Options- School Community Involvement

National Association for Gifted Children Pre-K-Grade 12 Programming Standards:

3.1.2. *Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.*

3.2.1. *Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents.*

3.3.3. *Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.*

- *Salute to Veterans Program*
 - Arts & graphics students created & demonstrated interactive Armed Forces posters, designed & assembled personal ID badges for veterans.
 - Band and chorus students volunteered to practice and perform during Salute to Veterans program.
 - All students participated in saluting and singing to the U.S. Armed services veterans
 - All Peer Leaders, NJHS and select members of the MD class served greeters and escorts
 - Students asked questions during breakout sessions with veterans

Gifted and Talented Program Organizational Options- School Community Involvement

National Association for Gifted Children Pre-K-Grade 12 Programming Standards:

1.4.1. Educators provide role models (e.g., through mentors, bibliotherapy) for students with gifts and talents that match their abilities and interests.

3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.

3.2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents.

3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.

4.1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement, e.g., through mentors and role models.

4.2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.

4.3.2. Educators provide environments for developing many forms of leadership and leadership skills.

- VFW Patriot's Pen Essay Contest
 - Eight submissions to the Patriot's Pen Essay

Gifted and Talented Program Organizational Options- School Community Involvement

National Association for Gifted Children Pre-K-Grade 12 Programming Standards:

3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.

3.2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents.

3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.

- Interdisciplinary Enrichment Instruction and Activities
 - Weekly student newsletter posted to I/E website
 - Weekly digital blog entry
 - Teacher video interview project
 - Overseeing school-wide mock election and tabulating results
 - Advance instruction from WHHS film teacher and iMovie production from technology department

Gifted and Talented Program Organizational Options- Other

National Association for Gifted Children Pre-K-Grade 12 Programming Standards:

1.1.1. Educators engage students with gifts and talents in identifying interests, strengths, and gifts.

3.1.1. Educators use local, state, and national standards to align and expand curriculum and instructional plans.

3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.

3.1.7. Educators use information and technologies, including assistive technologies, to individualize for students with gifts and talents, including those who are twice-exceptional.

3.2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents.

3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.

3.4.1. Educators use critical-thinking strategies to meet the needs of students with gifts and talents.

3.4.2. Educators use creative-thinking strategies to meet the needs of students with gifts and talents.

3.4.3. Educators use problem-solving model strategies to meet the needs of students with gifts and talents.

3.4.4. Educators use inquiry models to meet the needs of students with gifts and talents.

5.1.1. Educators regularly use multiple alternative approaches to accelerate learning.

5.1.2. Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.

5.1.3. Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes, or special schools.

5.1.4. Educators regularly use individualized learning options such as mentorships, internships, online courses, and independent study.

5.1.5. Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high-level programming.

- Special Presentation to Health Classes from the NJ Sharing Network—Organ and Tissue Donation
 - Awareness about the need for organ and tissue donation and the role of NJ Sharing Network “committed to saving and enhancing lives through the miracle of organ and tissue donation and transplantation”
 - “DONATE Walk” as a community event to get the word out
 - Liberty Science Museum—“real time” kidney transplant

Gifted and Talented Program Organizational Options- School Community Involvement

National Association for Gifted Children Pre-K-Grade 12 Programming Standards:

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3.2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents.

3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.

Type III Enrichment – Involves students becoming interested in pursuing a self-selected area and committing the time necessary for advanced content acquisition.

- School-wide Activity Day
 - Students selected enrichment activities based on their interests. The schedule offered enrichment clusters in music, dance, sports, board games, Pillars of Character related movies, computer games, reading, arts and craft, and more.

Gifted and Talented Program Organizational Options- Enrichment Cluster

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3.2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents.

3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.

4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.

4.1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement, e.g., through mentors and role models.

4.1.3. Educators create environments that support trust among diverse learners.

5.1.1. Educators regularly use multiple alternative approaches to accelerate learning.

5.2.1. Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents.

NOTE: The identified Gifted and Talented Group may be learning the differentiated framework of Dr. Manzone and Dr. Kaplan and may apply the taught dimensions of learning, key questions, and thinking skills as they focus on areas of interest and study in their enrichment and exploratory study.