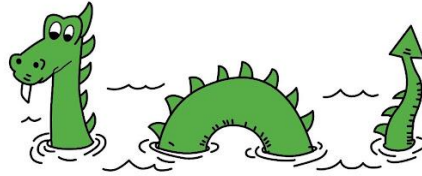


Island Heights Grade School



Sea Devils

Gifted & Talented Curriculum

K-2 Enrichment &

Grades 3-6 S.A.I.L. Program

(Students' Accelerated Initiative for Learning)

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Philosophy

The Island Heights Grade School District recognizes that some students are gifted or have truly exceptional talents in certain areas. These are the children whose learning styles and varied interests demand experiences beyond those currently available in the educational program. There are many kinds of giftedness and many ways through which gifted and talented children display outstanding performance in creative, academic, psychomotor and leadership areas.

The Island Heights Grade School provides students the opportunity to be challenged and encouraged to attain their creative and academic potential. The in-class K-2 Gifted Program and 3-6 S.A.I.L. Programs will meet the needs of our gifted students. Students will be provided opportunities to tackle challenges involving critical and creative thinking skills. These lessons will be delivered with differentiated instruction to meet the needs and reach the potential of all students.

The pull-out S.A.I.L. Program (3rd-6th Grades) supplements and enhances regular classroom learning experiences for students who have been identified as demonstrating outstanding abilities. S.A.I.L. students will be provided with appropriate independent learning opportunities in the area of Language Arts and/or Math based on their needs. These opportunities will add a new dimension to the education of the gifted rather than merely extend classroom activities.

The Island Heights Grade School's gifted programs will ensure that all students are motivated, challenged and nurtured to achieve their highest level of performance.

Characteristics of a Gifted Learner

According to the National Association for Gifted Children, gifted students are those whose abilities are significantly above the norm for their age. Gifted children are not all alike, and giftedness may manifest in one or more domains, such as intellectual, creative, or artistic. Children may be gifted in a specific academic field such as language arts, mathematics or science. While giftedness can manifest in many ways, children who are in the top 10 percent in relation to a national and/or local norm are typically considered for identification and services.

Characteristics of a Gifted Learner	Characteristics of a High Achiever
Asks questions	Answers questions
Is highly curious	Is interested and attentive
1-2 repetitions for mastery	6-8 repetitions for mastery
May play around yet test well	Works hard
Shows strong feelings and emotions	Completes assignments
Has wild and silly ideas	Has good ideas
Initiates projects	Absorbs information
Creates new ideas and inventions	Enjoys school and learning
Highly self-critical	Memorizes information well
Highly observant	Learns with ease
Discusses concepts in detail; elaborates	Is repetitive
Draws inferences	On task
Manipulates information	Understands ideas
Enjoys a challenge	Gets good grades (often all A's)
Prefers the company of intellectual peers or adults	Enjoys working with similarly aged peers
Enjoys self-directed learning	Likes when information is presented in a

Program Design

The Island Heights Grade School gifted program reflects a comprehensive compendium of programs designed to meet the needs of all learners. To achieve this goal, it is important to offer opportunities for gifted and talented students to grow and flourish. The Island Heights Grade School acknowledges the definition of gifted and talented students as defined by the N.J. State Board of Education in 2005, which reads as follows: “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.” Therefore, the Island Heights Grade School has designed a program that follows the standards of the National Association for Gifted Children (NAGC) to enrich the above-mentioned gifted and talented students. This program will focus on inquiry based instruction, critical thinking, problem based learning, simulations and other hands-on experiences.

Enrichment Push-In Program: Grades Kindergarten - 2nd

- Gifted education teacher will provide in-class support for students identified as needing extension beyond the grade level curriculum for one 40 minute period per week.

S.A.I.L. Pull-Out Program: Grades 3rd - 6th

- Students that meet the requirements listed below will become eligible for the pull-out S.A.I.L. program in Language Arts and/or Math. This pull-out program will involve meeting 40 minutes per week with the S.A.I.L. teacher and grade-level peers who also are in the S.A.I.L. program. S.A.I.L. students will participate in a pull-out program involving projects, activities, and programs designed in terms of individual learning styles as well as the capacity of an enrichment student to create concepts, respond to stimuli in a unique and creative manner, develop higher levels of thinking and influence the behavior of others.

Each S.A.I.L. group (3rd, 4th, 5th, 6th) will participate in an intense year-long focus on the content area of their grade level's theme (**3rd Grade: Space, 4th Grade: The Great American Road Trip, 5th Grade: Ancient Greece, 6th Grade: Oceanography**). These themes will offer an intense cross-curricular study with an emphasis on reading, writing, and STEAM-based activities.

Multiple Identification Measures

S.A.I.L.: Grades 3rd - 6th

- MAPS Scores (Fall, Winter, and Spring of previous school year)
 - *The highest score on each MAPS Math and Reading/Language Usage test from Fall, Winter, & Spring will be used to determine S.A.I.L. eligibility.*
- NJSLA (Mathematics & English Language Arts) Scores (Spring)
- CogAT Scores (Quantitative & Verbal Scores)

**Please refer to “The Identification Process” on the next page to learn about how each of these identification measures will be used to determine eligibility for S.A.I.L. and in which phase these measures will be implemented.*

The Identification Process

All students in third grade will take the CogAT in the fall. New students in grades 3-6 will be able to sit for the CogAT if they have not taken the assessment before. Parents will be sent a letter prior to CogAT testing and *any parents that would like to opt their students out of CogAT testing will have to submit a letter to the principal in writing prior to testing*. After grading of the CogAT assessment is complete, the S.A.I.L. student identification process can be finalized. Students will be tested on two sections: verbal and quantitative. Students receive a stanine age score and a stanine grade score (1-lowest to 9-highest) in each section. Verbal scores will be reviewed for the **S.A.I.L.~Language Arts** program and Quantitative scores will be reviewed for the **S.A.I.L.~Mathematics** program.

A: Phase I- Review of MAP Growth Assessment Results

****A student that scores ABOVE the 80th Percentile on the MAP Growth Assessment in Mathematics and/or Reading/Language Usage will be eligible to move onto Phase II.**

B: Phase II- Review of NJSLA and CogAT Results

3rd Grade Program

****In order to be eligible for the 3rd grade S.A.I.L. program, students must earn an 8 or 9 on the CogAT Results in the corresponding subject area. To be eligible for the **S.A.I.L.-Language Arts** program, student scores will be reviewed from the CogAT: Verbal Assessment. To be eligible for the **S.A.I.L.-Mathematics** program, student scores will be reviewed from the CogAT: Quantitative Assessment.**

Grades 4-6 Program

****In order to be eligible for the 4th, 5th, and 6th grade S.A.I.L. programs, students must earn a **TOTAL of 12 POINTS OR MORE** combined from their NJSLA scores and CogAT Results in the corresponding subject area. To be eligible for the **S.A.I.L.-Language Arts** program, student scores will be reviewed from the NJSLA: English Language Arts assessment and the CogAT: Verbal Assessment. To be eligible for the **S.A.I.L.-Mathematics** program, student scores will be reviewed for the NJSLA: Mathematics assessment and the CogAT: Quantitative Assessment.**

Please refer to the table below for scoring eligibility for the Grades 4-6 Program.

NJSLA score	CogAT	TOTAL
5	7 or more	12 or more
4	8 or more	12 or more
3	9	12

*** Please note both the Age and Grade CogAT scores will be reviewed. Whichever score on the CogAT is higher will be used to determine S.A.I.L. eligibility.*

C: Phase III-Teacher Input and Student Grades

Teacher Input: The Gifted Teacher will complete a checklist on each child that meets the above score requirements from Phase I and Phase II. This checklist will be geared to the subject area that a student qualifies for in the S.A.I.L. program.

Student Grades: The report cards for students that move onto this phase will be closely reviewed to ensure that their grades reflect the ability to be successful in the S.A.I.L. program.

D: Phase IV- Finalization

Parent Permission: Parents will be sent a letter and permission slip notifying them of their child's acceptance into S.A.I.L. This will explain the requirements and expectations.

****This recommendation will only be for the PRESENT school year. Students will need to requalify for S.A.I.L. each school year.****

E: Phase V- Appeals

*Students who were found ineligible due to their CogAT scores in the past may retake the CogAT test the following school year if they score **ABOVE the 80th Percentile** on the MAPS Growth Assessment. Parents who are appealing their child's CogAT scores must submit a letter to the principal about their decision prior to the CogAT testing cutoff date in the new school year.

CogAT Resources

The CogAT (Cognitive Abilities Test) is a test used to measure the Verbal, Quantitative, and Nonverbal reasoning abilities of students. These are domains that are not fully measured by other tests. Verbal abilities are measured using questions that contain picture analogies, sentence completion, and picture classification. The Quantitative abilities of a student are measured by assessing their ability to solve number analogies, number puzzles, and number series. Nonverbal abilities are assessed through figure matrices, paper folding, and figure classification.

CogAT scores are primarily based on a child's age. Student's may also be compared to students in the same grade ("Grade Scores") or with students in the same school district ("Local Scores").

When looking at a child's age scores, you will see a "Standard Age Score", "Age Stanine" and "Age Percentile Rank" for each battery. There is also a **composite score** that is the combined results for each of the 3 batteries.

The "**Standard Age Score**" is calculated by taking the child's raw scores and putting them on a scale that compares to children of the same age. An average Standard Age Score is 100.

The two numbers that are most useful for a parent trying to interpret their child's CogAT results are the "Age Stanine" and "Age Percentile Rank".

The **Age Stanine** is a number from 1-9 that ranks a child's cognitive abilities against children of the same age. Stanines are grouped by percentile rank. 1 is considered to be very low while 9 is very high. 5 is the average.

A stanine is a very broad, simplified score ranging from 1 (lowest) to 9 (highest possible), and it's normalized for the child's age and grade level.

The **Age Percentile Rank** identifies the percentage of students in the same age group whose scores fall below the score obtained by a particular student. For example, if your child's percentile rank is 95, this means they outperformed 95% of other children their age.

***Please refer to the "Resources" section for the enclosed "Reading the CogAT Report for Parents" for further explanation.*

Maintaining S.A.I.L. Eligibility

In order to remain eligible in the S.A.I.L. program, students must maintain good grades and display positive behaviors within the general education and S.A.I.L. classrooms. The student may lose eligibility from S.A.I.L. for the remainder of the school year if one or more of the following occurs on a marking period report card:

- If a student earns a “**B**” or lower on a report card in the area the child is receiving S.A.I.L. services (Math and/or Language Arts).
- If a student earns a “**C**” or lower in science or social studies.

AND/OR

The S.A.I.L. student receives **2 or more negative comments** on the report card.

S.A.I.L. Curriculum Themes

3rd Grade	Space
4th Grade	Great American Road Trip
5th Grade	Ancient Greece
6th Grade	Oceanography

Program Standards

National Association for Gifted Children Programming Standards

(All Grades)

- 1.1. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.
 - 1.1.1 Students with gifts and talents are engaged in identifying interests, strengths, and gifts.
- 3.3. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.
 - 3.3.3. Students with gifts and talents have opportunities to explore, develop, or research their areas of interest and/or talent.
- 3.4. Students with gifts and talents become independent investigators.
 - 3.4.1. critical-thinking strategies
 - 3.4.2. creative-thinking strategies
 - 3.4.3. problem-solving model strategies
 - 3.4.4. use inquiry models
- 4.1. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.
 - 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.
- 4.2. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.
 - 4.2.1. Educators understand the needs of students with gifts and talents for both solitude and social interaction.
 - 4.2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.
 - 4.2.3. Educators assess and provide instruction on social skills needed for school, community, and the world of work.
- 4.3. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.
 - 4.3.1. Educators establish a safe and welcoming climate for addressing social issues and developing personal responsibility.
 - 4.3.2. Educators provide environments for developing many forms of leadership and leadership skills
 - 4.3.3. Educators promote opportunities for leadership in community settings to effect positive change.
- 4.5. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.
 - 4.5.1. Educators provide opportunities for advanced development and maintenance of first and second language(s).

- 4.5.2. Educators provide resources to enhance oral, written, and artistic forms of communication, recognizing students' cultural context.
- 4.5.3. Educators ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.

**Grade 3
Cross -
Curricular
Standards**

[New Jersey Student Learning Standards \(English Language Arts\):](#)

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.7 Conduct short research projects that build knowledge about a topic.

[New Jersey Student Learning Standards \(Mathematics\):](#)

3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

3.OA.B.5 Apply properties of operations as strategies to multiply and divide.

3.OA.B.6 Multiply and divide within 100.

3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

3.MD.A.2 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.

[New Jersey Student Learning Standards \(Science\):](#)

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

<p>Grade 4 Cross - Curricular Standards</p>	<p><u>New Jersey Student Learning Standards (English Language Arts):</u> RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>New Jersey Student Learning Standards (Mathematics):</u></p> <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><u>New Jersey Student Learning Standards (Science):</u></p> <p>3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>
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<p>Grade 5 Cross - Curricular Standards</p>	<p><u>New Jersey Student Learning Standards (English Language Arts):</u> RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to</p>
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	<p>write or speak about the subject knowledgeably.</p> <p>RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>New Jersey Student Learning Standards (Mathematics):</u></p> <p>5.NBT.A.3 Read, write, and compare decimals to thousandths.</p> <p>4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> <p><u>New Jersey Student Learning Standards (Science):</u></p> <p>3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>
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<p>Grade 6 Cross - Curricular Standards</p>	<p><u>New Jersey Student Learning Standards (English Language Arts):</u></p> <p>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the</p>
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high end of the range.

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

New Jersey Student Learning Standards (Mathematics):

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

New Jersey Student Learning Standards (Science):

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.