TOWNSHIP OF UNION PUBLIC SCHOOLS

Gifted and Talented (Grades 3 - 4)

Curriculum Guide

Curriculum Guide Re-adopted June 2015
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Administration

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Assistant Superintendent .................................................................Dr. Noreen Lishak
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Language Arts/Social Studies 3-5 ........................................................................................................... Mr. Robert Ghiretti
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Art/Music .............................................................................................................................................. Mr. Ronald Rago
Curriculum Committee
Gifted and Talented: Grades – Three and Four

Mr. Michael Riley
Miss Joanna Riley
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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.
Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principals.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.
Course Description

The purpose of the district program for the gifted and talented is to provide appropriate educational services for those students who have been identified as having or possessing exceptional abilities. Through a differentiated curriculum, both in depth and scope, these students will be challenged to maximize their potential.

Most school curriculum for the average child is designed to address the first three levels of Bloom’s Taxonomy. Programs for the gifted students must surpass these regions and place an emphasis on analysis, synthesis and evaluation. The gifted student possesses the ability to venture “outside of the box” and to see beyond that which is apparent to the average learner. It is our goal to hone those skills and encourage these students to reach high levels of productivity. The emphasis in grades one through eight will be placed on developing advanced thinking skills and problem-solving techniques. Conceptual thinking and the exploration of ideas takes precedence over a strict subject orientation. Identified Kindergarten students will be provided programming within their classroom.

“In essence, gifted students have a right to educational experiences that meet their needs. In providing for those needs, we address the whole child with a total curriculum that integrates realms of learning within and across planned experiences, that provides for a progressive development of knowledge and skills and that enhances an appreciation of humanity.” (Van-Tassel-Baska, J. (1988), Comprehensive Curriculum for Gifted Learners. Needham Heights, MA: Allyn and Bacon)
Course Proficiencies

Students will be able to…

- Speak confidently to an audience using effective public-speaking techniques.
- Use above grade level vocabulary in written and oral communications.
- Use technological tools to create and enhance their multi-disciplinary projects.
- Develop effective problem solving techniques that require above grade level logic and reasoning skills.
## Gifted and Talented Academic Curriculum Units

<table>
<thead>
<tr>
<th>Curriculum Units</th>
<th>Geography</th>
<th>Business</th>
<th>Social Studies</th>
<th>Math</th>
<th>Logic</th>
<th>Writing</th>
<th>Public Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Grade 4</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
</tr>
</tbody>
</table>
Curriculum Units: Grade 3

Unit 1: Public Speaking

Unit 2: Geography

Unit 3: Writing

Unit 4: Math

Unit 5: Social Studies

Unit 6: Logic
# Pacing Guide - Grade 3

<table>
<thead>
<tr>
<th>Content</th>
<th>Number of Days</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 1:</strong> Public Speaking</td>
<td>Sept. – Nov.</td>
</tr>
<tr>
<td><strong>Unit 2:</strong> Geography</td>
<td>Nov. – Jan.</td>
</tr>
<tr>
<td><strong>Unit 3:</strong> Writing</td>
<td>Jan – Feb.</td>
</tr>
<tr>
<td><strong>Unit 4:</strong> Math</td>
<td>Feb. - March</td>
</tr>
<tr>
<td><strong>Unit 5:</strong> Social Studies</td>
<td>March – June</td>
</tr>
<tr>
<td><strong>Unit 6:</strong> Logic</td>
<td>On Going</td>
</tr>
</tbody>
</table>
## Unit 1: 3rd Grade Public Speaking

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Instructional Objectives/ Skills and Benchmarks (CPIs)</th>
<th>Activities</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the essential components of giving an oral presentation?</td>
<td>Students will understand the importance of public speaking. Students will understand the proper ways to present a PowerPoint slideshow. Students will present their viewpoint of their amended rule with the intent to win over the audience using persuasive speech.</td>
<td>Students will write and create a PowerPoint presentation on two activities they experienced over the summer. Students will share their work to the class. (PowerPoint) Students will choose a school rule they would like to change. Using PowerPoint, students will create a slideshow explaining justification and suggestions for changing the rule. (PowerPoint) Students will present their PowerPoint slideshows in an attempt to persuade teacher and class to adopt their viewpoint. (PowerPoint)</td>
<td>The completion and final presentation of both the summer PowerPoint slideshow and the persuasive slideshow. Pre-established PowerPoint rubric. Group discussion. Class participation Teacher observation. Peer assessment. Self assessment.</td>
</tr>
</tbody>
</table>
## Unit 2: 3rd Grade Geography

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Instructional Objectives/ Skills and Benchmarks (CPIs)</th>
<th>Activities</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you recognize major historical landmarks of the world?</td>
<td>Students will have a better understanding of the physical features as well as geographical location of specific famous landmarks of the world. Students will be able to use Google Earth to locate, view, and compare chosen landmarks. Students will use various computer programs to transfer images, create text, and report on landmarks.</td>
<td>Using teacher generated list of global landmarks, students will use Google Earth to take screen shot images of each landmark. (Google Earth) Students will create a Word document writing a short description of location, features and significance of each landmark. (Word) Students will modify each landmark screen shot and insert the photo into the Word document. (Paint, Word)</td>
<td>Completion of Word-based report on landmarks. Group discussion. Class participation Teacher observation. Peer assessment. Self assessment.</td>
</tr>
</tbody>
</table>
**Unit 3: 3rd Grade Writing**

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Instructional Objectives/ Skills and Benchmarks <em>(CPIs)</em></th>
<th>Activities</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| Can you use different parts of speech and descriptive words that allows you and others to visualize? | Students will:  
Use descriptive words and adjectives in their writing.  
Understand the importance of details in their writing. | Write a descriptive story about encountering a monster.  
Draw a picture of their monster based on their description.  
Draw someone else’s monster based on their description. | Various tests on vocabulary words.  
Use of vocabulary words in assignments.  
Final writing portions of unit activities.  
Group discussion.  
Class participation  
Teacher observation.  
Peer assessment.  
Self assessment. |
<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Instructional Objectives/ Skills and Benchmarks (CPIs)</th>
<th>Activities</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you know what a budget is and how to create one?</td>
<td>Students will understand what a budget is and how to create a budget.</td>
<td>Students will use Excel to create a &quot;Bedroom Budget&quot; to redesign their own bedroom. (Excel)</td>
<td>Final Excel budget. Group discussion.</td>
</tr>
<tr>
<td>Can you use Excel to create a budget?</td>
<td>Students will be able to use the Internet to search for different items on store websites.</td>
<td>Students will use the Internet to research items they would like to purchase for their bedroom. (Internet)</td>
<td>Class participation Teacher observation.</td>
</tr>
<tr>
<td></td>
<td>Students will be able to use Excel to make mathematical calculations.</td>
<td>Students will use Excel to make various calculations using mathematical formulas based on the items they want to purchase. (Excel)</td>
<td>Peer assessment.</td>
</tr>
<tr>
<td></td>
<td>Students will gain a greater understanding of the value of money.</td>
<td>Students will present their budgets to the class.</td>
<td>Self assessment.</td>
</tr>
</tbody>
</table>
## Unit 5: 3rd Grade Social Studies

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Instructional Objectives/ Skills and Benchmarks (CPIs)</th>
<th>Activities</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the essential elements of a country’s culture?</td>
<td>Students will understand what are the basic components of a country’s culture.</td>
<td>Students will work in groups to research and take notes on a specific country’s history and culture. Specific topics include: music, clothing, food, country origin, language, art, geography, and other teacher selected topics. (Internet)</td>
<td>Completion and presentation of group PowerPoint project. Pre-established PowerPoint rubric. Group discussion. Class participation. Teacher observation. Peer assessment. Self assessment.</td>
</tr>
<tr>
<td>Do you understand how diverse country’s cultures are?</td>
<td>Students will be able to use the Internet to locate credible information regarding a country.</td>
<td>Groups will create a PowerPoint slideshow documenting the outcome of their research on teacher specified topics. (PowerPoint)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will compare and contrast their selected country with those that were presented to them.</td>
<td>Groups will present their slideshow presentations to the class during “Cultural Awareness Day”. To supplement their presentations, students will bring in samples of covered topics. (PowerPoint)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will work in groups to use their research to create a PowerPoint presentation.</td>
<td></td>
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<tr>
<td></td>
<td>Students will present their completed presentations to an audience.</td>
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</tbody>
</table>
## Unit 6: 3rd Grade Logic

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Instructional Objectives/ Skills and Benchmarks (CPIs)</th>
<th>Activities</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can students synthesize information given in a word problem to deduce a logical conclusion?</td>
<td>Students will be able to complete a 6 x 6 medium level Sudoku puzzle. Students will understand techniques of cross hatching and elimination. Students will understand how to use matrixes to solved logical reasoning word problems.</td>
<td>Students will complete various 6 x 6 Sudoku puzzles. Students will solve logical reasoning word problems. Students will solve other various logical reasoning puzzles.</td>
<td>Successful completion of logical reasoning puzzles. Group discussion. Class participation. Teacher observation. Peer assessment. Self guided assessment.</td>
</tr>
<tr>
<td>Can you solve a Sudoku puzzle?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Curriculum Units: Grade 4

Unit 1: Public Speaking

Unit 2: Business

Unit 3: Geography

Unit 4: Math

Unit 5: Logic
## Pacing Guide- Grade 4

<table>
<thead>
<tr>
<th>Content</th>
<th>Number of Days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1:</strong> Public Speaking</td>
<td>Sept. – Nov.</td>
</tr>
<tr>
<td><strong>Unit 2:</strong> Business</td>
<td>Nov. – April</td>
</tr>
<tr>
<td><strong>Unit 3:</strong> Geography</td>
<td>April – May</td>
</tr>
<tr>
<td><strong>Unit 4:</strong> Math</td>
<td>May – June</td>
</tr>
<tr>
<td><strong>Unit 5:</strong> Logic</td>
<td>On Going</td>
</tr>
</tbody>
</table>
**Unit 1:** 4th Grade Public Speaking

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Instructional Objectives/ Skills and Benchmarks (<em>CPIs</em>)</th>
<th>Activities</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| What are the essential components of giving an oral presentation? | Students will understand the importance of public speaking.  
Students will understand the proper ways to present a PowerPoint slideshow.  
Students will present their viewpoint of a debate with the intent to win over the audience using persuasive speech. | Students will write and create a PowerPoint presentation on three activities they experienced over the summer. Students will share their work to the class. (PowerPoint)  
Students will establish a topic to be debated in class.  
After sides are chosen, opposing groups will research the topic in greater depth and formulate a thorough argument. (Internet)  
Students will use PowerPoint to convince the class of their position. (PowerPoint)  
Students will have a class debate. | The completion and final presentation of both the summer PowerPoint slideshow and the debate slideshow.  
Pre-established PowerPoint rubric.  
Group discussion.  
Class participation  
Teacher observation.  
Peer assessment.  
Self assessment. |
**Unit 2: 4th Grade Business**

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Instructional Objectives/ Skills and Benchmarks (<em>CPIs</em>)</th>
<th>Activities</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the most important choices you could make en route to establishing a successful business?</td>
<td>Students will understand the basics behind starting a company. Students will work in teams in to create their own business. Students will understand the importance of marketing and advertising. Students will understand basic finances that relate to business operations.</td>
<td>Students will create their own printable advertisement for their business. (Publisher) Students will write, record, and edit their own commercials for their business. (Movie Maker) Students will create their own business cards related to their business. (Publisher) Students will create a sample budget for their business. (Excel) Students will create a PowerPoint presentation explaining their business idea. This presentation will be presented to teachers who will act as investors looking to invest in a new company. (PowerPoint) Teams from each school will then present their businesses in a district wide competition.</td>
<td>Final printable advertisement and commercial. Final PowerPoint presentation. Final budget. Group discussion. Class participation Teacher observation. Peer assessment. Self assessment.</td>
</tr>
</tbody>
</table>
**Unit 3: 4th Grade Geography**

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Instructional Objectives/ Skills and Benchmarks (<em>CPIs</em>)</th>
<th>Activities</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using mapping technology can you plan a long range road trip?</td>
<td>Students will have a better understanding of the geography of the United States. Students will be able to use Google Earth to plan, map, measure, and view a student-authored road trip. Students will have a better understanding of factors, benefits, and limitations of planning a road trip.</td>
<td>Students will plan an attainable road trip starting in New Jersey and ending on the west coast of the United States. Students will use a planning template to outline their entire trip. Students will keep track of mileage, hours driven, and other various points of interests. (Word, Internet) Students will discover the capabilities of Google Earth to map, measure, and view their planned trip. (Google Earth) (Optional): Students will display their trip and trip details in a PowerPoint slideshow and present to the class. (PowerPoint)</td>
<td>Completion of trip template. Completion of pre-established written assessment. Group discussion. Class participation Teacher observation. Peer assessment. Self assessment.</td>
</tr>
</tbody>
</table>
**Unit 4: 4th Grade Math**

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Instructional Objectives/ Skills and Benchmarks (<em>CPIs</em>)</th>
<th>Activities</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you know what a budget is and how to create one?</td>
<td>Students will understand what goes into planning and creating a detailed budget. Students will be able to use the Internet to search for items on store websites. Students will be able to use Excel to make mathematical calculations. Students will be able to format an Excel worksheet to meet their needs.</td>
<td>Students will design the interior of an apartment. Students will plan and create a budget for their apartment design. (Excel) Students will use the Internet to shop for items that they budget for. (Internet) Students will insert all relevant information to display their budget into an Excel spreadsheet. (Excel) Students will use their data to make specific mathematical calculations related to their budget. (Excel)</td>
<td>Final Excel budget. Group discussion. Class participation Teacher observation. Peer assessment. Self assessment.</td>
</tr>
</tbody>
</table>
**Unit 5: 4th Grade Logic**

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Instructional Objectives/ Skills and Benchmarks (CPIs)</th>
<th>Activities</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can students synthesize information given in a word problem to deduce a logical conclusion?</td>
<td>Students will be able to complete a 9 x 9 easy level Sudoku puzzle. Students will understand techniques of cross hatching and elimination. Students will understand how to use matrixes to solved logical reasoning word problems.</td>
<td>Students will complete various 9 x 9 Sudoku puzzles. Students will solve logical reasoning word problems. Students will solve other various logical reasoning puzzles.</td>
<td>Successful completion of logical reasoning puzzles. Group discussion. Class participation Teacher observation. Peer assessment. Self guided assessment.</td>
</tr>
</tbody>
</table>
District boards of education shall be responsible for identifying gifted and talented students and shall provide them with appropriate instructional adaptations and services.

i. District boards of education shall make provisions for an ongoing K-12 identification process for gifted and talented students that includes multiple measures.

ii. District boards of education shall provide appropriate K-12 educational services for gifted and talented students.

iii. District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

iv. District boards of education shall take into consideration the Pre-K – Grade 12 Gifted Program Standards of the National Association for Gifted Children in developing programs for gifted and talented students.

**The regulations 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.
Key Points

- All public schools must have a board-approved gifted and talented program.

- Students are to be compared with their peers in the local school district.

- District boards of education shall make provisions for an ongoing K-12 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.

- The regulations do not establish state-level criteria for giftedness (such as an IQ score or grade point average). Specific tests are not required to be used to identify gifted and talented students.

- Local school districts should ensure 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).

- N.J.A.C. 6A: 8-3.1(a)5 ii requires local district boards of education to provide appropriate K-12 educational services for gifted and talented students. Therefore, the identification process and appropriate educational challenges must begin in kindergarten.

- The rules require district boards of education to develop appropriate curricular and instructional modifications for gifted students. Programs must address appropriate content, process, products, and learning environment.
• District boards of education shall take 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. The NAGC standards establish requisite and exemplary gifted program standards and can be accessed at NAGC Standard.

• Each curriculum framework developed by the department provides general as well as content-specific information on gifted education (e.g., terminology, examples of appropriate practices). The frameworks can be accessed at http://www.nj.gov/education/frameworks/ or at http://www.nj.gov/education/aps/cccs.

• Local school districts will continue to be monitored as part of the regular school district evaluation process. Board-approved policies and procedures must be made available.
Revised Renzulli/Hartman Teacher Checklist of Behavioral Characteristics of Gifted (K-5)

Student’s Name: ___________________________ Date: __________

School: ___________________________ Grade: __________ Age: __________

Teacher Completing This Form: ___________________________

The items listed on these pages represent those characteristics most frequently noted in children who possess outstanding talents or academic abilities. Please read each item and rate the child on a scale of one to four as follows:

1. I have never observed this characteristic.

2. I have noticed this characteristic occasionally, but it is not generally true of the child.

3. I have noticed this characteristic frequently, but there have been few occasions when this did not seem to be the case. (For example: quick mastery of multiplication tables may be the one exception to Item 3 in Part I: Learning Characteristics.)

4. I have noticed this characteristic so often that I believe it occurs almost all of the time.

Please return completed forms to the G/T Coordinator.

Part I: Learning Characteristics

1. Has unusually advanced vocabulary for age or grade level, uses terms in a meaningful way, has verbal behavior characterized by “richness” of expression, elaboration, and fluency.
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age).

3. Has quick mastery and recall of factual information.

4. Has rapid insight into cause-effect relationships, tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) “tick”.

5. Is a keen and alert observer; usually “sees more” or “gets more” out of a story, film, etc. than others.

6. Reads a great deal on his/her own; usually prefers above grade level books.

7. Tries to understand complicated material by separating it into its respective parts, reasons things out for himself/herself; sees logical and common sense answers.

| Total (add # 1-7) |

### II. Motivational Characteristics

1. Needs little external motivation to follow through in work that initially excites him/her.

2. Strives toward perfection; is self critical; is not easily satisfied with his/her own speed or products.

3. Prefers to work independently; requires little direction from teacher.
4. Is interested in many “adult” or “world” problems – more than usual for age level.

5. Often is self assertive (sometimes even aggressive), stubborn in his/her beliefs.

6. Is highly organized.

7. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.

**Total** (add # 1-7)

---

**III. Creativity Characteristics**

1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.

2. Generates a large number of ideas or solutions to problems and questions; often offers unusual (“way out”), unique, clever responses.

3. Is a high-risk taker; is adventurous and speculative.

4. Displays a good deal of intellectual playfulness; fantasizes; imagines (I wonder what would happen if…), manipulates ideas (i.e. changes, elaborates upon them), is often concerned with adapting, improving and modifying institutions.
IV. Leadership Characteristics

1. Carries responsibilities well; can be counted on to do what he/she has promised and usually does it well.

2. Is self-confident with children his/her own age as well as adults seems comfortable when asked to show his/her own work to the class.

3. Can express him/her self well; has good verbal facility and is usually well understood.

4. Tends to dominate others when they are around; generally directs the activity in which he/she is involved.

5. Is able to work cooperatively in a group.
### Mathematics and Science Learning Ability

1. Interested in computation, measurement and arrangement of order.

2. Able to complete complicated arithmetic operations.

3. Able to fully understand the concept of time (e.g. clock and calendar) or money.

4. Able to investigate or observe matters in detail.

5. Able to investigate the casual relationships of matters (e.g. Why water is essential for the growth of plants? Why does water freeze in low temperature? Why does water boil in high temperature?)

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</table>

**Total (add #1-5)**

Total Score _______
Additional Information

Can this student work independently for extended periods of time on projects that are of interest? (please mark with an X)

________________ almost always    ____________seldom ______________almost never

Can this student work in an environment that is somewhat less structured than a formal classroom setting?

________________ almost always    ____________seldom ______________almost never

Required: Please write a short paragraph explaining why you think this child would do well in Gifted and Talented. If applicable, please elaborate on any 4s you gave on the above scale.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Thank you for your assistance!
# Union Township Gifted and Talented Student Evaluation Form

<table>
<thead>
<tr>
<th>Independent Skills</th>
<th>Creativity</th>
<th>Communication Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Originality</td>
<td>Verbal</td>
</tr>
<tr>
<td></td>
<td>3 2 1</td>
<td>3 2 1</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Lateral Thinking</td>
<td>Interpersonal</td>
</tr>
<tr>
<td></td>
<td>3 2 1</td>
<td>3 2 1</td>
</tr>
<tr>
<td>Organization</td>
<td></td>
<td>Written</td>
</tr>
<tr>
<td></td>
<td>3 2 1</td>
<td>3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Skills</th>
<th>Work Habits/Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>Class Participation/Timeliness</td>
</tr>
<tr>
<td></td>
<td>3 2 1</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>Shows ambition</td>
</tr>
<tr>
<td></td>
<td>3 2 1</td>
</tr>
<tr>
<td>Following Directions</td>
<td>Homework Completion</td>
</tr>
<tr>
<td></td>
<td>3 2 1</td>
</tr>
<tr>
<td>Decision-Making</td>
<td>Takes initiative/accepts responsibility</td>
</tr>
<tr>
<td></td>
<td>3 2 1</td>
</tr>
</tbody>
</table>

3 = Above Level    2 = At level    1 = Below level

Passing Score: ____32______  **Student’s Score:** Mid-Year__________ Final__________

Comments:
3rd-4th Grade Entrance Criteria

3rd Grade

Students will have 2 scheduled periods of gifted and talented classes per week.

- Students who were previously enrolled in the 2nd grade GT program may continue in the program if:
  - All students must receive a minimum score of 32 on their end of the year GT evaluation.
  - All students must maintain a minimum GPA of 3.5 on their 2nd grade end of the year report card.
  - All students must score a minimum composite IQ score of 110 on the 2nd grade Cognitive Ability Test.

- Students who were not previously in the GT program may be considered if:
  - All students must receive a minimum composite IQ score of 120 on the 2nd grade Cognitive Ability Test.
  - All students must have been recommended by their classroom teacher using the Revised Renzulli/Hartman Teacher Checklist of Behavioral Characteristics of Gifted (K-5) and must have received the minimum accepted score.
  - Student work from the 2nd grade school year will be analyzed by the GT teacher and a final determination of eligibility will be made by the GT teacher.

- Students who are new to the district may be considered for eligibility into the program if:
  - By the end of the 1st marking period the classroom teacher has nominated the student for consideration by using the Revised Renzulli/Hartman Teacher Checklist of Behavioral Characteristics of Gifted (K-5) and the student received the minimum accepted score.
- The above students will then be evaluated using the: Revised Renzulli/Hartman Teacher Checklist of Behavioral Characteristics of Gifted (K-5) and will be tested using the Torrance Test of Creative Thinking: **Figural TTCT®: Thinking Creatively with Pictures and the Torrance Test of Creative Thinking: Verbal TTCT®: Thinking Creatively with Words.**

  - After testing takes place, and the student has achieved the desired minimum score, the student’s work from the 1st marking period will be analyzed by the GT teacher and a final determination of eligibility will be made by the GT teacher.

  - Students accepted into the program will begin at the start of the 3rd marking period.
4th Grade

Students will have 2 scheduled periods of gifted and talented classes per week.

- Students who were previously enrolled in the 3rd grade GT program may continue in the program if:
  
  o All students must receive a minimum score of 32 on their end of the year GT evaluation.
  
  o All students must maintain a minimum GPA of 3.5 on their 3rd grade end of the year report card.
  
  o All students must score proficient or above on both the Math and the Language Arts portions of the NJASK3. (200 minimum per subject)

- Students who were not previously in the GT program may be considered if:
  
  o All students must achieve advanced proficient scores in Language Arts and Math on the NJASK3 (250 minimum per subject).
  
  o All students must have been recommended by their classroom teacher using the Revised Renzulli/Hartman Teacher Checklist of Behavioral Characteristics of Gifted (K-5) and must have received the minimum accepted score.
  
  o Student work from the 3rd grade school year will be analyzed by the GT teacher and a final determination of eligibility will be made by the GT teacher.

- Students who are new to the district may be considered for eligibility into the program if:
  
  o By the end of the 1st marking period the classroom teacher has nominated the student for consideration by using the Revised Renzulli/Hartman Teacher Checklist of Behavioral Characteristics of Gifted (K-5) and the student received the minimum accepted score.
The students achieved advanced proficient scores in Language Art and Math on the NJASK3 (250 minimum per subject).

- The above students will then be evaluated using the: Revised Renzulli/Hartman Teacher Checklist of Behavioral Characteristics of Gifted (K-5) and will be tested using the Torrance Test of Creative Thinking: **Figural TTCT®: Thinking Creatively with Pictures and the Torrance Test of Creative Thinking: Verbal TTCT®: Thinking Creatively with Words.**

- After testing takes place, and the student has achieved the desired minimum score, the student's work from the 1st marking period will be analyzed by the GT teacher and a final determination of eligibility will be made by the GT teacher.

- Students accepted into the program will begin at the start of the 3rd marking period.
Third and fourth grade students not already in the G&T program must meet **3 out of the 4** criteria to be admitted into the program at the beginning of second grade, OR in the middle of the year for students new to the district.

<table>
<thead>
<tr>
<th></th>
<th>End of the year GPA 3.5+ (mid for 1st grade)</th>
<th>Renzulli Checklist 90+</th>
<th>CoGat 120+</th>
<th>Torrance Test 100+</th>
<th>NJ Ask 250+ LA 250+ Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3rd Grade</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>4th Grade</strong></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Students already in the G&T program must meet **all the checked** criteria to remain in the program at the beginning of each following grade levels.

<table>
<thead>
<tr>
<th></th>
<th>End of the year GPA 3.5+</th>
<th>End of the year G&amp;T Evaluation Score 32+</th>
<th>CoGat Score 110+</th>
<th>NJ Ask 200+ LA 200+ Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3rd Grade</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>4th Grade</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
**3rd – 4th Grade Exit Criteria**

**3rd Grade**
- If a student scores below a 32 on their mid-year evaluation, they will not continue the program for the remainder of the year.
- If a student scores below a 32 on their end of the year evaluation, they will not continue the program in the next grade.
- If a student has a GPA lower than a 3.5 or a grade lower than a B- at any point during the year, they will be put on probation for one marking period, in which they have the opportunity to improve their grades.
  - If their GPA does not reach a 3.5, and/or they once again receive a grade lower than a B-, they will be removed from the program for the remainder of the year.
  - If their GPA reaches a 3.5 and they receive grades no lower than a B-, their probationary period will end.
- If a student is displaying inappropriate behavior during school hours, they will be put on probation for the period of 30 days.
  - If the student’s behavior does not improve at the conclusion of 30 days, they will be removed from the program for the remainder of the year.
  - If the student’s behavior improves, they will reenter the program for the remainder of the year.
- If a student must be placed on probation for a second time in the same school year, they will be removed from the program.
- If a student has a GPA lower than a 3.5 or a grade lower than a B- at the conclusion of the fourth marking period, they will not continue the program in the next grade.
- If a student scores below proficient on the NJASK Language Arts 3 (less than 200), and/or below proficient on the NJASK Math 3 (less than 200), they will not continue the program in the next grade.

**4th Grade**
- If a student scores below a 32 on their mid-year evaluation, they will not continue the program for the remainder of the year.
- If a student scores below a 32 on their end of the year evaluation, they will not continue the program in the next grade.
- If a student has a GPA lower than a 3.5 or a grade lower than a B- at any point during the year, they will be put on probation for one marking period, in which they have the opportunity to improve their grades.
  - If their GPA does not reach a 3.5, and/or they once again receive a grade lower than a B-, they will be removed from the program for the remainder of the year.
  - If their GPA reaches a 3.5 and they receive grades no lower than a B-, their probationary period will end.
- If a student is displaying inappropriate behavior during school hours, they will be put on probation for the period of 30 days.
- If the student’s behavior does not improve at the conclusion of 30 days, they will be removed from the program for the remainder of the year.
  - If the student’s behavior improves, they will reenter the program for the remainder of the year.
- If a student must be placed on probation for a second time in the same school year, they will be removed from the program.
- If a student has a GPA lower than a 3.5 or a grade lower than a B- at the conclusion of the fourth marking period, they will not continue the program in the next grade.
- If a student scores below proficient on the NJASK Language Arts 4 (less than 200), and/or below proficient on the NJASK Math 4 (less than 200), they will not continue the program in the next grade.