TOWNSHIP OF UNION PUBLIC SCHOOLS

Gifted & Talented Grade 1

Adopted February 15, 2022

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

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.

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 that are both dynamic and inclusive. Through a differentiated curriculum, both in depth and scope, these students will be challenged to maximize their potential. A safe, inclusive, and culturally responsive learning environment will be provided so that these individuals with gifts and talents become effective learners and develop social and emotional well-being

The Gifted and Talented program for the gifted students understands that language, culture, economic status, family background, and/or disability can influence the learning of individuals with gifts and talents. Through this understanding, opportunities are created by the staff to respond to the needs of the individuals. The gifted and talented program creates opportunities for students to see beyond that which is apparent to the average learner and be innovative and creative in their thinking. The emphasis in grades kindergarten through eight will be placed on developing the individual gifts and talents of the students within the program as we grow and evolve to meet their individual needs.

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Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Writing	7-14
Unit 2: Social Studies	7-14
Unit 3: Genius Hour	7-14

Unit Standards Overview

Overview	Standards	Unit Skills Focus
Unit 1 **Writing**	Primary Focus Standards: W 1.2 W 1.5 W 1.8	• Identify interests, strengths, and needs • Identify how they learn and recognize the influences of their identities • Respect students' similarities and differences • Execute the approved plan designed by the student
Unit 2 **Social Studies**	Primary Focus Standards: SS 6.1 SS 6.2 SS 6.3	• Construct a map of their community • Examine characteristics and elements of the community • Explore the relationship of wants/needs and good/service • Communicate with other communities
Unit 1 **Genius Hour**	Primary Focus Standards: Varies by project	• Student designed project plan for a topic that is of interest to each individual child • Execute the approved plan designed by the student

Curricular Units

Unit 1 Assessment Plan

Formative Assessment	Summative Assessment
When possible, provide links to specific samples/ documents/ assignments/etc.	*When possible, provide links to specific samples/ documents/ assignments/etc.*
• Group discussion • Observation • Peer Assessment • Reflective Assessment	• Project based assessment

Unit 1 Suggested Modifications/Accommodations/Extension Activities

English Language Learners (ELL)	Special Education / 504	Gifted and Talented	G&T Program Standards
When possible, provide links to specific samples/ documents/ assignments/etc.	*When possible, provide links to specific samples/ documents/ assignments/etc.*	*When possible, provide links to specific samples/ documents/ assignments/etc.*	
NAGC Position Statement **Examples of Strategies and Practices that Support English Language Learners:** ***All WIDA Can Do Descriptors can be found at:** https://wida.wisc.edu/teach/cando/descriptors	NAGC Position Statement **Examples of Strategies and Practices that Support Students with Disabilities:** ***Refer to students' IEP for specific modifications and accommodations** • Use of visual and multisensory formats • Use of assisted technology • Use of prompts		

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-aloud

- Modification of content and student products
- Testing accommodations
- Authentic assessments

Unit 1 Connections

NJSLS - Technology	Career Readiness Practices
When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards	When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Career Readiness Practices
Technology Standards: Technology standards are embedded throughout all curricular units: - 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	**Career Ready Practices and Standard 9.1, 9.2, and 9.3 Career Ready Practices:** - CRP1: Act as a responsible and contributing citizen and employee. - CRP2: Apply appropriate academic and technical skills. - CRP3: Attend to personal health and financial well-being. - CRP4: Communicate clearly and effectively and with reason. - CRP5: Consider the environmental, social and economic impacts of decisions. - CRP6: Demonstrate creativity and innovation. - CRP7: Employ valid and reliable research strategies. - CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using global competence

21st Century Skills	Interdisciplinary Connections
When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the <u>21st Century Life and Skills</u>	*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.* Refer to the <u>NJ Student Learning Standards</u>

21st Century Themes and Skills

21st Century Themes
- Global Awareness
- Environmental Literacy
- Health Literacy
- Civic Literacy

21st Century Skills
- Creativity and Innovation (E)
- Critical Thinking and Problem Solving (T) (A)
- Communication (E)
- Collaboration (E) (T)

	Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.

Unit 2 Assessment Plan	
Formative Assessment *When possible, provide links to specific samples/ documents/ assignments/etc.*	**Summative Assessment** *When possible, provide links to specific samples/ documents/ assignments/etc.*
	• Project based assessment

- Group discussion
- Observation
- Peer Assessment
- Reflective Assessment

Unit 1 Suggested Modifications/Accommodations/Extension Activities	
English Language Learners (ELL)	**Special Education / 504**	**Gifted and Talented**

When possible, provide links to specific samples/ documents/ assignments/etc.	*When possible, provide links to specific samples/ documents/ assignments/etc.*
G&T Program Standards	
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Unit 2 Connections

Career Readiness Practices	**NJSLS - Technology**
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21st Century Themes and Skills

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21st Century Skills

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21st Century Skills

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Refer to the 21st Century Life and Skills

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Interdisciplinary Connections

When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.

Refer to the NJ Student Learning Standards

Interdisciplinary Connections

Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.

Unit 3 Assessment Plan

Formative Assessment	Summative Assessment
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Unit 1 Suggested Modifications/Accommodations/Extension Activities

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21st Century Themes and Skills

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Unit 4 Assessment Plan

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Unit 1 Suggested Modifications/Accommodations/Extension Activities

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G&T Program Standards

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Unit 4 Connections

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