Stafford Township School District

Gifted and Talented Curriculum
Grade 6

Adopted: 01/07/2015
Updated: 01/09/2019, 01/06/2020

Mission Statement

The mission of the Stafford Township School District is to promote excellence in an environment that engages students in meaningful learning experiences. In partnership with students, dedicated staff, families, and community, the district provides a strong educational foundation that will empower our students to:

- Achieve their unique potential
- Embrace self-directed, lifelong learning
- Develop the skills necessary for appropriate risk-taking and responsible decision-making
- Respect themselves and others
- Problem-solve individually and collaboratively
- Become contributing members of a diverse, global society

Philosophy

The Stafford Township School District Gifted and Talented program fosters a love of learning. We believe in a program where each student's passion can be explored.

We are committed to a model that values differentiated instruction, one in which classroom teachers work to tailor instruction and content to match student ability level. Our Gifted and Talented program is designed to address the unique social and emotional needs of students by promoting self-understanding, awareness of needs, and cognitive and affective growth.

We hope to inspire and support this special group of learners to embrace challenges and opportunities**.**

The intent of all levels of Gifted and Talented programming is to honor the "whole child, every child" in developing student competencies that forge lifelong learners and create Global and World changers!

The Stafford Township School District believes that meeting the needs of all students is paramount to providing a thorough and efficient education. Our goal is to empower students to reach their highest potential; physically, academically, emotionally and socially. Students will find the challenge and support needed to help them function in a world that requires:

- Competence in academics and the arts;
- Excellence in communications;
- Adaptability, creativity, and critical thinking;
- Valuing of diversity; and
- Development of character

The New Jersey Student Learning Standards (NJSLS) in ELA, Mathematics, and Next Generation Science Standards (NGSS), are intended to promote higher levels of learning for all students, emphasizing analytical thinking, reasoning, and problem-solving skills. These standards provide a rigorous framework for instruction at each grade level in terms of

content and progression of skills. As gifted and talented students typically grasp curriculum concepts more quickly and deeply than peers their age, they also need additional learning experiences that extend and enrich the standards and require students to apply complex, creative, and innovative thinking to authentic problems.

In order to identify and provide for the many diverse talents of our students, we have developed an enrichment triad model for grades 3-6. This model has been adapted from Joseph Renzulli's Schoolwide Enrichment Program and is based upon the Enrichment Triad Model, which was developed and field tested over a ten year period throughout the United States and Canada (Renzulli, 1990). At the heart of the model is differentiation of instruction. The Enrichment Triad Model is based upon the following four general goals:

- To improve the extent and quality of enrichment for all students and promote excellence throughout the school environment;
- To provide various types and levels of enrichment to a broader spectrum of the school population than usually served in traditional gifted programs;
- To integrate the program within the classroom, with opportunities to enhance learning experiences in a collaborative pull-out setting;
- To minimize concerns about exclusiveness and the negative attitudes that are often expressed toward students participating in only special programs for the gifted.

Interdisciplinary Connections: Language Arts, Math, Science, Social Studies, Technology

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Unit 1: Research and Persuasion	**Duration:** 16 days (September – October)
Standards	
	ELA Standards
W.6.1.A-E	Write arguments to support claims with clear reasons and relevant evidence.
RI.5.1.	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
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.
SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
	Technology Standards
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
	21st Century Life and Careers Century Life and Career Skills: 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace. http://www.state.nj.us/education/aps/cccs/career/ **9.1 Personal Financial Literacy** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. **9.2 Career Awareness, Exploration, and Preparation** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. **9.3 Career and Technical Education** This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. **Career Ready Practices** CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.

	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. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence
9.1.8.E.4	Determine the undesired consequences of unethical uses of media.

Essential Understandings	**Essential Questions**
Students will understand that… • When using various sources for research purposes, it's vital to first establish the validity of the source. • When presenting an opinion, it is vital to incorporate evidence from research. • When presenting a persuasive argument, it's vital to appeal to your audience and know their background.	● Why might information on the internet or other source not be "reliable"? ● How do I generate a persuasive argument? ● When presenting an opinion/argument, what kind of language is appropriate? ● When presenting an argument, how do I generate a call to action? ● How can I present my opinions to an audience in a clear and understandable way?

Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*	**Other Assessments**
Let's Debate! - The students will be given a list of different controversial topics (political, school-wide, community-based, etc.) and select a viewpoint. The students will then be broken up into groups (based on which topic they want to cover) and debate their viewpoint with an opposing group of students. They will need to present their viewpoint, prepare counter-arguments, then come to a compromise. All arguments should be based on facts, research, or data.	**Formative Assessments** ● Graphic Organizers & Guided Note Taking ● Sectioned Assessments ● Cooperative Group Learning ● Homework ● Journal Entries **Summative Assessments** ● Associated Unit tests, quizzes ● Presentations ● Group Debates **Benchmark Assessments**

	• Defined Stem Rubric to assess designed project of choice **Alternative Assessments** • Stop & Jot Activities • Student Conversation Rubric • Drawing a Sketch or Picture to Show Comprehension of an Assignment with Verbal Explanation • Teacher Created Projects with Scoring Rubrics • Work Samples • Teacher Observation Checklist
Knowledge and Skills	
Content	**Skills**
Students will know… ● Web-sources can be misleading accidentally or intentionally. ● Opinions/arguments must be supported with evidence/research that is considered true/factual. ● Persuasive essays/presentations must have an eye-catching beginning. ● When presenting an argument, attention must be given to the opposing viewpoint. ● Presentations to an audience must be focused/garnered towards the overall make-up of the audience.	*Students will be able to…* ● Identify and differentiate between a reliable source from an unreliable source. ● Explain the significance of research and evidence in order to gain support for your opinion. ● Use research/evidence to generate a persuasive argument. ● Write and present a persuasive argument to an audience. ● Debate an opinion in front of an audience.
Instructional Plan	
Suggested Activities	**Resources**
Is My Source WACCC-O?: Students will be looking at news sites and comparing them to "fake news" sites, or "entertainment" sites. The students will be using their knowledge from the unit to complete the activity by first identifying the criteria of a valid source (Web address, Author's name, Content, Copyright date, Citations, and Opinion (?)), then evaluating a website's usability.	Google Survey, 8 Videos, 2 Websites, Google Classroom Assignment
Generating an Opinion: Students will formulate opinions on school-based topics, but support them with a personal story/reason. The students will be using their knowledge from the unit to complete the	Google Classroom Assignment

activity by examining a topic and generating three specific reasons why they agree/disagree with the opinion presented.	
Writing a Persuasive Essay: Students will write an essay stating a personal opinion and giving evidence to support the opinion. The students will be using their knowledge from the unit to complete the activity by starting with a "catchy" introduction, three specific reasons supporting their opinion, and a conclusion that both recognizes the opposing viewpoint and calls the audience to action.	Google Classroom Assignment
Let's Debate!: Students will take their opinions, then debate a partner/group to argue their points of view. The students will be using their knowledge from the unit to complete the activity by stating their own opinions, listening to opposing opinions, providing counter-arguments for opinions, then presenting a final call to action.	Google Classroom Assignment

Literature

- *Tips for Better Researching,* Louise Spilsbury
- *Know What to Ask For: Forming Great Research Questions*, Emily Johnson and Kristin Fontichiaro
- *The Curious Researcher*, Bruce Ballenger
- Self-Selected Reading (Internet)

Websites

https://allaboutexplorers.com/	"Fake" pages about various explorers
http://www.enchantedlearning.com/Home.html	Reference pages to various science/historical topics
http://www.livescience.com/	Science articles
http://www.sciencekids.co.nz/sciencefacts/dinosaurs/velociraptor.html	Facts about Velociraptor for Kids
http://kidsdigdinos.com/dinosaurs/velociraptor.html	More facts about Velociraptor for Kids
https://www.youtube.com/watch?v=iFpc35wall8	Video about how Dinosaurs did not live with humans
https://www.youtube.com/watch?v=VS9GB4Jxr28	Video about how Dinosaurs might have lived with humans
https://www.youtube.com/user/sciencestatedclearly	Collection of Videos about science topics
https://www.youtube.com/watch?v=m44Rt_YT7Wc	Video about Sharks hosted by Discovery
https://www.youtube.com/watch?v=UOGFCsHiUvc	Video about Sharks hosted by...someone
https://www.youtube.com/watch?v=GVHduNGEMZI	Video about Velociraptor hosted by Simon Whistler and "Today I Found Out")
https://www.youtube.com/watch?v=o8P8CVB61CQ&t=27s	Video about Velociraptor Hosted by Tommy H
https://www.wikipedia.org/	Online Encyclopedia - Subject for Debate/Discussion

Accommodations & Modifications
English Language Learners ● Provide extra time ● Pre-Teach vocabulary using visuals and gestures ● Chunk texts ● Summarize as you go ● Preview lessons ● Graphic organizers ● Highlight key words ● Sentence starters ● Prompting and cuing ● Activate schema ● Build background knowledge ● Work toward longer passages as skills in English increase ● Use visuals ● Teacher models reading aloud daily ● Provide peer tutoring ● Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
Basic Skills ● Pre-teach vocabulary using visuals and gestures ● Chunk texts ● Summarize as you go ● Preview lessons ● Graphic organizers ● Highlight key words ● Sentence starters ● Prompting and cuing ● Activate schema ● Build background knowledge
Economically Disadvantaged ● Pre-teach vocabulary using visuals and gestures ● Chunk texts

- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cuing
- Activate schema
- Build background knowledge

Special Education/504 Plans

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Extend reading response to further enrich understanding (see extension activities in unit binder)
- Discuss how readers and writers are connected
- Create comic strip showing connections to reading lives: illustrate and caption
- Create poem using rich adjectives and detailed illustrations
- Write paragraph in notebook about things they are passionate about
- Have students choose someone in their family they would write a biography about and why
- Collect artifacts to decorate notebook at home- discuss with class
- Have students create a poster showing their favorite reading spot
- Have students create anchor charts to explain strategy taught to hang around the room
- Students can expand on discussions with family members in their notebooks
- Expand reading genre while independent reading to reflect a well-rounded book bag
- Complete appendix pages at home with independent reading
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum •

- Organize and offer flexible small group learning activities
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Students at risk of school failure

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources

Unit 2: Scientific Inquiry	**Duration:** 55 days (Oct – June)
Standards	
	Math Standards
6.SP.B.4c	Giving quantitative measure of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered.
	ELA Standards
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.
SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
	Technology Standards
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
	21st Century Life and Careers Century Life and Career Skills: 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace. http://www.state.nj.us/education/aps/cccs/career/ **9.1 Personal Financial Literacy** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. **9.2 Career Awareness, Exploration, and Preparation** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. **9.3 Career and Technical Education** This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. **Career Ready Practices** CRP1. Act as a responsible and contributing citizen and employee.

	CRP2. Apply appropriate academic and technical skills. 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. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence
9.1.8.A.2	Implement problem-solving strategies to solve a problem in school or the community.
9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

Essential Understandings	**Essential Questions**
Students will understand that… ● Scientific inquiry is used to prove an idea/hypothesis/theory using evidence obtained by research and experiments. ● Scientific inquiry is an ongoing process that can be adjusted and modified as needed as per the task. ● When presenting an experiment/result, it is vital to incorporate evidence from research and tests.	● What constitutes a “well-rounded” question from a simple question? ● What test can I design to prove/disprove an idea or hypothesis based on research? ● How can I interpret the data obtained from my experiment to prove/disprove my hypothesis? ● How can I use my data to prove my answer to a question? ● How can I present my findings to an audience in a clear and understandable way? ● Why is scientific ● inquiry so important?
Evidence of Student Learning	
Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*	**Other Assessments**
Do Swivel Stools REALLY Help Students Stay Focused? (AKA, Student Focus Experiment) Shaken Can of Soda Experiment Do Batteries Stored In the Refrigerator Last Longer? Self-Determined Persuasive Presentation Duct Tape Party!	**Formative Assessments** ● Graphic Organizers & Guided Note Taking ● Sectioned Assessments ● Cooperative Group Learning ● Homework ● Journal Entries **Summative Assessments**

	● Associated Unit tests, quizzes ● Labs and engineering based projects **Benchmark Assessments** ● Defined Stem Rubric to assess designed project of choice **Alternative Assessments** ● Stop & Jot Activities ● Student Conversation Rubric ● Drawing a Sketch or Picture to Show Comprehension of an Assignment with Verbal Explanation ● Teacher Created Projects with Scoring Rubrics ● Work Samples ● Teacher Observation Checklist
Knowledge and Skills	
Content	**Skills**
Students will know… Every experiment must involve a measurable data point that can be compared to others. ● When a soda is carbonated, it creates a pressure vessel whereby when an opening is created, the liquid travels from high pressure to low pressure. ● The human brain is split in two systems. System 1 is the automatic part of our brain that takes in stimuli and processes it. System 2 is the voluntary parts of our brains, which processes suggestions offered by System	*Students will be able to…* ● Generate a well-rounded question for the purpose of testing/experimenting. ● Identify and differentiate between a reliable source from an unreliable source. ● Explain the significance of research and evidence in order to prove a hypothesis/prediction/theory. ● Use research/prior knowledge to generate a hypothesis/prediction/theory. ● Design and perform a test/experiment to prove/disprove a

1, makes final decisions and chooses where to allocate our attention. ● There are three types of distractions: manual, visual, and cognitive. Manual is a physical distraction, visual is a distraction that is only seen, and cognitive are thoughts that draw attention away. • Batteries are devices that store chemical energy that can be delivered via circuitry to various electrical appliances and tools.	hypothesis/theory. ● Choose and utilize various tools to acquire data. ● Chart/record data onto a graph. ● Interpret data collected to prove/modify their theory. ● Interpret data collected and research to draw a conclusion/answer to their generated question. ● Demonstrate their expertise by presenting their findings to family, friends, teachers, and peers.

Instructional Plan

Suggested Activities	**Resources**
Developing Experiment Questions: Students will describe the major differences between closed and open questions as well as the steps for developing better questions. The students will be using their knowledge from the unit to complete the activity by comparing various student-generated questions and determining how to answer them. Should they lead to experiments? Should they lead to surveys? Should they lead to an engineering challenge? These are the areas that they will investigate.	Google Slideshow, Whiteboards/Paper, Markers
Hypothesize: If, Then, Because: Students will describe how/why to make predictions using a clear writing format. The students will be using their knowledge from the unit to complete the activity by writing their own “If/Then/Because” statements based on various suggestions from the teacher and themselves.	Google Classroom Assignment

How Do You Drink Water?: Students will write a complete procedure for drinking a glass of water, execute their procedures, and explain the successes and failures of them. The students will be using their knowledge from the unit to complete the demonstration by developing procedures for eating chips, then having students try them on each other, and finally evaluating their success.	Google Classroom Assignment, Individual Bags of Chips
Making Observations: What's the Story?: Students will make observations of various objects that "tell a story." The students will evaluate the observations in an attempt to describe what happened prior to it ending up at their table.	Google Classroom Assignment, Scales, Tape Measures/Rulers, Various Objects (Broken Car Bumper w/ Deer Hair, Overlapping Tree Branch, Triceratops Fossils, etc).
Analyzing Data: What Does It Tell You?: The students will examine a data chart and break down its necessary elements. The students will then evaluate the data to determine the "story" that is being told in the chart. The students will be using their knowledge from the unit to complete the activity by evaluating the numerical data and describe what happened during the hypothetical experiment.	Data Chart, Google Classroom Assignment
Do Swivel Stools REALLY Help Students Stay Focused? (AKA, Student Focus Experiment): The students will explore, research, test, and evaluate the various tools used to stay focused in the classroom. They will use the scientific web to determine if the STEAM Lab swivel chairs actually benefit students in maintaining their focus in the classroom. They will compare the swivel stools to other various tools/techniques such as cushioned chairs, toy spinners, stress balls, and yoga balls.	Various Websites (Students Locate), Google Classroom Assignment, Google Survey, Spinners, Cushioned Chairs, Swivel Stools, Yoga Balls, Stress Balls.
Shaken Can of Soda Experiment: The students will explore, research, test, and evaluate the reaction that occurs in a soda can when shaken. They will use the scientific web to determine the various techniques that can supposedly stop a shaken can of soda from exploding. These techniques include tapping the top of the can three times, flicking the sides of the can several times, and waiting.	2 Videos, Various Websites (Students Locate), Google Classroom Assignment
Do Batteries Stored In the Refrigerator Last Longer?: The students will explore, research, test, and evaluate batteries and their longevity. Specifically, will the temperature of the batteries	Mythbusters Video, Various Websites (Students Locate), Google Classroom Assignment, Stopwatches/Timers, Various Electric Toys/Tools, Batteries, Refrigerator.

affect how long they last. They will use the scientific web to determine if a refrigerated battery will last longer than a non-refrigerated battery. They will compare the two batteries and record their durations in various electrical tools/appliances.	
Self-Determined Persuasive Presentation: The students will explore, research, test, and evaluate self-developed questions and use the scientific web/process to draw conclusions, then present their evidence in an event to call the audience to action about a particular product/solution. The students will be using their knowledge from the unit to complete the presentation by describing their problem/question, explain the process they took in developing tests and evaluating the results, then presenting a final solution with a call to action from the audience.	2 Google Slideshows, 3 Sample Poster board Projects, 1 Student Sample Video, Google Classroom Assignment
The Duct Tape Party!: The students will evaluate the challenges that come from having a party with no other materials besides duct tape. They will explore this as an engineering challenge by constructing a typical party-related tool/object using nothing but duct tape.	Multiple Rolls of Duct Tape
Literature	
● *Ready, Set, Science!,* Sarah Michaels, Andrew W. Shouse, and Heidi A. Schweingruber ● *Mythbusters: The Explosive Truth Behind 30 of the Most Perplexing Urban Legends of All Time*, Keith and Ken Zimmerman ● *Mythbusters: Don't Try This At Home*, Mary Packard ● *Extraordinary Uses For Ordinary Things*, Don Earnest ● *A Kid's Guide to Awesome Duct Tape Projects*, Nicole Smith ● Self-Selected Reading	
Websites	
https://drive.google.com/file/d/0B2STCzeTcQR1Ry1wcnpKNXFYSzg/view	(Mythbusters Video Covering Soda/Mentos Reaction)
www.youtube.com/watch?v=_MsG84J8CUk	Shaking a Soda Can Walkthrough Video
www.youtube.com/watch?v=l5xbgNTxApo	Steve Spangler walks audience through stopping a can of soda from exploding)
https://drive.google.com/drive/folders/0B2STCzeTcQR1YjFPVWV1WkdyclU	Mythbusters Video Covering the Folding Paper 7 Times Myth)

www.youtube.com/watch?v=PRYYMXH7DUQ	Mythbusters Video Covering the Refrigerated Battery Myth)
www.wikipedia.org/	Online Encyclopedia - Subject for Debate/Discussion)

Accommodations & Modifications

English Language Learners

- Provide extra time
- Pre-Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cuing
- Activate schema
- Build background knowledge
- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Basic Skills

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cuing
- Activate schema
- Build background knowledge

Economically Disadvantaged

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cuing
- Activate schema
- Build background knowledge

Special Education/504 Plans

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Extend reading response to further enrich understanding (see extension activities in unit binder)
- Discuss how readers and writers are connected
- Create comic strip showing connections to reading lives: illustrate and caption
- Create poem using rich adjectives and detailed illustrations
- Write paragraph in notebook about things they are passionate about
- Have students choose someone in their family they would write a biography about and why
- Collect artifacts to decorate notebook at home- discuss with class
- Have students create a poster showing their favorite reading spot
- Have students create anchor charts to explain strategy taught to hang around the room
- Students can expand on discussions with family members in their notebooks
- Expand reading genre while independent reading to reflect a well-rounded book bag

- Complete appendix pages at home with independent reading
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum •
- Organize and offer flexible small group learning activities
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Students at risk of school failure

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources

Stafford Township School District
Grade 6
Gifted and Talented Pacing Guide

Unit 1: Research & Persuasion	**September – October** **16 Days**
Unit 2: Scientific Inquiry	**October – June** **55 Days**