

Overview of Elementary School Gifted and Talented Education Curricula 2009 – 2010

	PreKindergarten	Kindergarten	Grade 1	Grade 2
Interdisciplinary/Science-Based	<p>The <i>Primary Talent Development (PTD)</i> Guide (2004), built upon a science platform, engages <i>all</i> students (PreK-2) in open-ended, hands-on, problem-solving experiences. These experiences target the cognitive behaviors (<i>communicative, perceptive, inquisitive, persistent, creative, resourceful, and leadership</i>) associated with potential and advanced learning capabilities in young learners. Teachers observe the demonstrated behaviors and document them in student portfolios. The portfolios inform the completion of the <i>Primary Talent Development Checklist</i>, guide instruction, and communicate developing strengths, interests, and abilities.</p>			
	<p><i>It Fits</i> Students use <i>perceptive</i> behaviors to observe and determine whether things are an identical match or share a common relationship. The module introduces attribute strategies that launch observation, description, and sorting skills.</p> <p><i>Making Sense of Our World</i> Students use <i>communicative</i> behaviors to think like a scientist. The module provides a sustained experience for students to gather and share information.</p>	<p><i>Astounding Attributes</i> Students use <i>communicative</i> and <i>perceptive</i> behaviors to think like a scientist. The module introduces attribute strategies that strengthen observation, description, and sorting skills.</p> <p><i>Questioning Quest</i> Students use <i>inquisitive</i> and <i>persistent</i> behaviors to observe, gather information, ask questions and think critically to solve problems.</p>	<p><i>Problem Solving with the Fourth Little Pig</i> Students use <i>resourceful</i> and <i>creative</i> behaviors to apply the steps of the Creative Problem Solving Model. The abilities to observe, listen, gather information, ask questions, and think critically and creatively to solve problems are refined.</p> <p><i>Experimenting with Wiggly Worms</i> Students use <i>persistent</i> and <i>perceptive</i> behaviors to observe organisms and habitats. The module promotes behaviors and skills fundamental to all scientific investigations.</p>	<p><i>Branching Out with Trees</i> Students use <i>inquisitive</i> and <i>communicative</i> behaviors to identify patterns and relationships found in the natural environment. Through keen observation, probing questioning, and data collection students construct support and communicate to others an awareness of environmental responsibilities.</p> <p><i>Exploring the Environment</i> Students use <i>resourceful</i> and <i>leadership</i> behaviors to apply the concepts and skills of scientific principles, problem solving, and decision-making in an authentic task.</p>

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	Kindergarten	Grade 1	Grade 2
Reading/Language Arts	<p>The <i>Primary Achievement and Curriculum Enrichment (PACE) Language Arts</i> modules use an overarching concept to enrich and extend reading and language arts for students who show mastery of the grade-level program.</p> <p>Each module has a concept development section using short works and a literary analysis section focusing on a core book culminating with a performance task or summative assessment. <i>PACE Language Arts</i> modules are used in conjunction with the grade level <i>Houghton Mifflin: A Legacy of Literacy</i> reading series to differentiate instruction for advanced learners.</p>		
	PACE Concept-Based Literature Module: <ul style="list-style-type: none"> • The Concept of Balance in Literature: <i>Peter Rabbit</i> 	PACE Concept-Based Literature Modules: <ul style="list-style-type: none"> • The Concept of Change in Literature: <i>Catwings</i> and <i>Catwings Return</i> • The Concept of Change in Literature: <i>The Velveteen Rabbit</i> 	PACE Concept-Based Literature Modules: <ul style="list-style-type: none"> • The Concept of Interdependence in Literature: <i>Stuart Little</i>. • The Concept of Interdependence in Literature: <i>Rabbit Hill</i>

	Grade 3	Grade 4	Grade 5
Reading/Language Arts	<p><i>The Grade 3 GT Education Language Arts Scope and Sequence</i> creates a year-long balanced literacy framework aligned with the Voluntary State Curriculum that integrates the GT Concept-Based Literature modules with designated Grade 3 and/or 4 <i>Houghton Mifflin</i> themes and challenge books. The overarching concept is Preservation.</p> <p>Major works include: <i>Over the Top of the World</i>, <i>In Search of the Grand Canyon</i>, <i>The Wreck of the Ethie</i>, <i>The Water Hole</i>, <i>Bunnacula</i>, <i>The Borrowers</i>, <i>Each Little Bird That Sings</i>, <i>The Wizard of Oz</i>, <i>The Eyes of the Weaver</i>, <i>In Good Hands</i>, and <i>Balto and the Great Race</i>.</p>	<p><i>The Grade 4 GT Education Language Arts Scope and Sequence</i> creates a year-long balanced literacy framework aligned with the Voluntary State Curriculum that integrates the GT Concept-Based Literature modules with designated Grade 5 <i>Houghton Mifflin</i> themes and challenge books. The overarching concept is Relationships. Major works include: <i>Hurricanes</i>, <i>The Twenty-One Balloons</i>, <i>King of the Wind</i>, <i>Where the Flame Trees Bloom</i>, <i>Children of the Wild West</i>, <i>Cousins</i>, <i>To the Top of the World</i>, and <i>The Island of the Blue Dolphins</i>.</p>	<p><i>The Grade 5 GT Education Language Arts Scope and Sequence</i> creates a year-long balanced literacy framework aligned with the Voluntary State Curriculum that integrates the GT Concept-Based Literature modules with designated Grade 6 <i>Houghton Mifflin</i> themes and challenge books. The overarching concept is Authenticity.</p> <p>Major works include: <i>Shipwreck at the Bottom of the World</i>, <i>The True Confessions of Charlotte Doyle</i>, <i>The Door in the Wall</i>, <i>The Witch of Blackbird Pond</i>, <i>The Tripods Trilogy</i>, <i>Lincoln: A Photobiography</i>, and <i>The Hobbit</i>.</p>