

BLOOMINGDALE PUBLIC SCHOOLS

GIFTED & TALENTED CURRICULUM GRADE 7

Approval Date:
Implementation Date: 2021 - 2022 School Year

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I. OVERVIEW

The Grade 7 Gifted & Talented curriculum reflects the theme of POWER & LEADERSHIP throughout the units covered during the year. Project based learning and student choice is embedded in every unit to give students agency and voice in their learning, either through a choice of topic, product or learning style.

Throughout the year of POWER & LEADERSHIP students examine their own lives as leaders by setting goals, learning leadership styles and developing projects with lasting impact (Goal Setting/Leadership Skills Training and Legacy Projects); becoming academics through learning about leaders in history (National History Day, Philosophy and Debate), and creating & leading activities for peers. Students also are challenged by contests and competitions that stress individual strengths and personal creativity (Individual Contests, Photography Challenge and Scavenger Hunting).

G&T N.J.A.C. 6A:8 Standards and Assessment, N.J.S.A. 18A:35-35 Gifted and Talented Students Students who possess or demonstrate a high level of ability, in one or more content areas, when compared with their chronological peers in the local school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.

II. RATIONALE

The Gifted & Talented Program serves the identified population of gifted students in grades two through eight. This enrichment pullout program offers students the chance to interact with peers of similar ability, while remaining a part of the regular classroom setting. The interdisciplinary, differentiated curriculum for the students in the Gifted & Talented Program is intended to be high interest, while at the same time enhancing the present core curriculum. Issues arising from the units are relevant to our times, expose students to new subjects and broaden student interests. Activities are adjusted in pace and depth to meet the needs of the children in each group. The Gifted & Talented Program encourages independent learning, research, and individual product development. Creative problem solving and critical thinking skills are stressed. Students are challenged to become consumers and producers of knowledge.

III. STUDENT OUTCOMES ([Link to New Jersey Student Learning Standards](#))

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Student Learning Standards, the following are proficiencies required for the successful completion of the above named course.

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Students will:

1. 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.
2. Interpret and apply evidence of mastery of the big ideas within a subject area: what they look like, and why they matter.
3. Generate new ideas, solve problems, and make decisions.
4. Apply a variety of thinking skills including, but not limited to, associative, metacognitive, abstract, and inferential thinking and deductive reasoning.
5. Create and present information in a variety of methods (oral, visual, written and technological) in order to share thoughts and ideas with others.
6. Translate a variety of concepts learned in the classroom into innovative outcomes.
7. Engage in self-reflection/assessment with respect to their interests, strengths, identities, leadership, and academic domains.
8. Develop the ability to sense a problem exists, define and analyze the problem, then determine, assess and evaluate possible solutions.
9. Exhibit self-reliance when working independently and respond effectively to unexpected experiences and challenges.
10. Utilize digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create communication and knowledge.
11. Apply knowledge of disciplines to produce work that reflects individuality and creativity at a more advanced level than their grade-level peers.
12. Develop products and outcomes that communicate expertise in multiple fields and disciplines (including technology) that may be presented to a variety of authentic audiences.

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13. Display competence in interpersonal and technical communication skills: promote advanced oral and written skills, and creative expression; display fluency with technologies that support effective communication.
14. Demonstrate the importance of cooperation and individual acceptance within a group setting.

Links to NEW JERSEY STUDENT LEARNING STANDARDS

- [Visual and Performing Arts](#)
- [English Language Arts](#)
- [Mathematics](#)
- [Science](#)
- [Social Studies](#)
- [Technology](#)
- [21st Century Life and Careers](#)

Modifications/Differentiation and Adaptations: For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the [following link](#). Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

IV. ESSENTIAL QUESTIONS AND CONTENT

Overarching Essential Questions:

Unit 1 - Goal Setting/Leadership Skill Training

- What gifts and talents do I have?
- What skills are needed to enhance my talents?
- How can I use my talents?
- What talents do I see in others?
- How can I share and collaborate with others?
- What makes a leader?
- How do academic leaders use their talent and strengths?
- How is leadership developed?
- What is your INDIVIDUAL legacy to CHANGE the future?

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Unit 2 - Learning From the Past

- How do primary and secondary sources provide context?
- How does a time period influence an event?
- How does a location impact an event?
- How do themes tie together historical events?

Unit 3 - Leading to the Future/ Legacy Projects

- How does one select/choose one topic of interest?
- How to inventory what is already known about the topic?
- How to act like a practicing professional in the field?

Instructional Standards

NAGC - Gifted Education Program Standards

Standard 1: Learning and Development

1.1 Self-Understanding. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and intellectual, academic, creative leadership, and artistic domains.

1.2 Self-Understanding. Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.

1.3. Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.

1.4. Awareness of Needs. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.

1.5. Awareness of Needs. Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents' needs.

Standard 2: Assessment

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2.5. Learning Progress. Students self assess their learning progress.

Standard 3: Curriculum & Planning

3.1. Curriculum Planning: Students with gifts and talents demonstrate academic growth commensurate with their abilities each school year.

3.2. Talent Development: Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.

3.3. Responsiveness to Diversity: Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.

3.4. Instructional Strategies: Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.

3.5. Instructional Strategies: Students with gifts and talents become independent investigators.

3.6. Resources: Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.

Standard 4: Learning Environments

4.1. Personal Competence. 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.

4.2. Social Competence: Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.

4.3. Responsibility and Leadership: Students with gifts and talents demonstrate personal and social responsibility

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4.4. Cultural Competence: Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.

4.5. Communication Competence: Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.

Standard 5: Programming

5.3. Career Pathways. Students with gifts and talents create future career-oriented goals and identify talent development pathways to reach those goals.

5.4. Collaboration. Students with gifts and talents are able to continuously advance their talent development and achieve their learning goals through regular collaboration among families, community members, advocates, and the school.

5.8. Evaluation of Programming and Services. Students with gifts and talents have access to programming and services required for the development of their gifts and talents as a result of ongoing evaluation and program improvements.

V. INSTRUCTIONAL STRATEGIES

- Project Based Learning
- Direct Instruction
- Differentiation
- Student projects
- Class/Group discussion
- Individual conferencing
- Presentations

VI. EVALUATION METHODS

Formative:

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- Class Participation: 25% - Participation in group discussions, attempting thinkers (Do Now Problem Solving Challenges), cooperative groups, presentations, being prepared for class.
- In Class Activities: 25% - Journal entries, projects, quizzes, experiments, activity sheets

Summative:

- Unit Project: 50% - Project Based Learning Assessment

VIII. CURRICULUM RESOURCES

Instructional materials:

National History Day resources/theme packet: <https://www.nhd.org/>

Local historical records and research materials: <https://sclsnj.org/research-learn/local-history-genealogy/> and <https://www.libraries.rutgers.edu/scua/NHD>

State and national historical research materials (political, social, economic,etc):

<http://memory.loc.gov/ammem/index.html>

<https://chroniclingamerica.loc.gov/>

<https://www.hathitrust.org/>

<https://www.archives.gov/education/history-day/online.html>

<https://learninglab.si.edu/>

<http://www.worldcat.org/>

<https://www.libraries.rutgers.edu/indexes/jerseyclicks>

<https://help.nytimes.com/hc/en-us/articles/115014772767-Archives>

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IX. SCOPE AND SEQUENCE

Unit 1 : Goal Setting & Leadership Skill Training (~7 Week/ Session Unit)

Essential Questions:

- What gifts and talents do I have?
- What skills are needed to enhance my talents?
- How can I use my talents?
- What talents do I see in others?
- How can I share and collaborate with others?
- What makes a leader?
- How do academic leaders use their talent and strengths?
- How is leadership developed?
- What is your INDIVIDUAL legacy to CHANGE the future?

Interdisciplinary Connections:

Students are encouraged to develop highly personalized, interdisciplinary goals that they will work to achieve through the skills and projects in the program. Interest surveys, peer discussions, strengths analyzers, and a study of multiple intelligences serve as a basis for identifying individual interests. Students then work collaboratively to identify and appreciate strengths and talents in others forming a support system. For example, a student who is interested in history and art can develop an independent project that combines their interests. As an advocate for students in the program, staff find and develop opportunities for students to pursue their goals while peers also provide a network of strengths and talents to draw from. Mentors and examples will include diversity, inclusivity and culturally responsive topics.

Learning Objective	Evaluation/ Assessment	Teacher Notes	Suggested Timeline
Be able to identify the concept of a personal talent and gift	Student Portfolio Project Rubrics Progress Log Student Conferencing	Provide students with varied ways to demonstrate mastery of content.	½ Session
Identify personal gifts and talents	Student Portfolio	Provide students with varied ways to	½ Session

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unique to oneself	Project Rubrics Progress Log Student Conferencing	demonstrate mastery of content.	
Be able to identify gifts and talents in others	Student Portfolio Project Rubrics Progress Log Student Conferencing	Provide students with varied ways to demonstrate mastery of content.	½ Session
Be able to understand the idea that gifts and talents vary between individuals.	Student Portfolio Project Rubrics Progress Log Student Conferencing	Provide students with varied ways to demonstrate mastery of content.	½ Session
Identify that gifts and talents vary between individuals.	Student Portfolio Project Rubrics Progress Log Student Conferencing	Provide students with varied ways to demonstrate mastery of content.	½ Session
How to identify skills needed to enhance their talents.	Student Portfolio Project Rubrics Progress Log Student Conferencing	Provide students with varied ways to demonstrate mastery of content.	½ Session
Be able to set goals related to talents and/or enhancing talents.	Student Portfolio Project Rubrics Progress Log Student Conferencing	Provide students with varied ways to demonstrate mastery of content.	1 Session
Be able to identify the idea of a leader	Student Portfolio Project Rubrics Progress Log Student Conferencing	Provide students with varied ways to demonstrate mastery of content.	1 Session
Be able identify historical leadership figures	Student Portfolio Project Rubrics Progress Log Student Conferencing	Provide students with varied ways to demonstrate mastery of content.	1 Session
Be able to understand how leaders make key decisions	Student Portfolio Project Rubrics	Provide students with varied ways to demonstrate mastery of content.	1 Session

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	Progress Log Student Conferencing		
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Sample Project Based Learning Activity:

Students will partake in a self reflection series of activities that has them identify their own strengths, talents and personal goals. Students will identify their own personal leadership style and how that leadership style works with others. Students will then present to the class and/or teacher an analysis of oneself and lessons learned.

Resources:

Multiple Intelligences (Gardner): <https://www.edutopia.org/multiple-intelligences-research>

Brainstorming Techniques: <https://blog.ed.ted.com/2017/03/10/how-to-lead-a-brainstorm-for-young-introverts-and-extroverts-too/>

SMART Goals: <https://www.mindtools.com/pages/article/smart-goals.htm>

One Word/Calm Intentions: <https://blog.calm.com/calm-intentions-collection>

Clifton Strengths Explorer for 10-14 year olds: <https://www.strengths-explorer.com/home.aspx>

Renzulli Learning: <https://renzullilearning.com/>

Everyday Leadership, Mariam MacGregor:

ELSA (Everyday Leadership Skills Assessment, MacGregor)

Supplementary Materials:

Varied depending on student choice topics

Modifications for Learning:

Modifications/Differentiation and Adaptations: For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the [following link](#). Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

Career Readiness, Life Literacies, and Key Skills:

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

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Computer Science & Design Thinking:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another

Unit 2: Learning From the Past (~ 10 week/session unit)

Essential Questions:

- How do primary and secondary sources provide context?
- How does a time period influence an event?
- How does a location impact an event?
- How do themes tie together historical events?

Interdisciplinary Connections:

Students participate in historical research and study through National History Day, Philosophy/Debate or Game Design. Researching through primary and secondary source documents, conducting interviews, analyzing data, drawing conclusions, and participating in collaborative discussions, students act as practicing historians. Research is then presented in a choice of creative products and presented to a local, regional and potentially state and national audience. Technology integration through online researching included as well as multimedia skills in producing the final product. ACM/HCM/LGBTQ+M: Examples for each type of project will include a wide range of diversity, inclusivity and culturally responsive topics.

Learning Objective	Evaluation/ Assessment	Teacher Notes	Suggested Timeline
Be able to identify primary source documents	Student Portfolio Project Rubrics Progress Log Student Conferencing Presentations	Provide students with varied ways to demonstrate mastery of content.	2 Sessions
Be able to locate secondary source documents	Student Portfolio Project Rubrics Progress Log Student Conferencing	Provide students with varied ways to demonstrate mastery of content.	2 Sessions

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	Presentations		
Be able to place a single event in the continuum of historical events	Student Portfolio Project Rubrics Progress Log Student Conferencing Presentations	Provide students with varied ways to demonstrate mastery of content.	2 Sessions
Be able to present local, state and national historical information within an individual context	Student Portfolio Project Rubrics Progress Log Student Conferencing Presentations	Provide students with varied ways to demonstrate mastery of content.	4 Sessions

Sample Project Based Learning Activity:

Students may participate in historical research and study through National History Day, Philosophy/Debate or Game Design. Researching through primary and secondary source documents, conducting interviews, analyzing data, drawing conclusions, and participating in collaborative discussions, students act as practicing historians. Research is then presented in a choice of creative products and presented to a local, regional and potentially state and national audience.

Resources:

National History Day resources/theme packet: <https://www.nhd.org/>

Local historical records and research materials: <https://sclsnj.org/research-learn/local-history-genealogy/> and <https://www.libraries.rutgers.edu/scua/NHD>

State and national historical research materials (political, social, economic, etc): <http://memory.loc.gov/ammem/index.html>

<https://chroniclingamerica.loc.gov/>

<https://www.hathitrust.org/>

<https://www.archives.gov/education/history-day/online.html>

<https://learninglab.si.edu/>

<http://www.worldcat.org/>

<https://www.libraries.rutgers.edu/indexes/jerseyclicks>

<https://help.nytimes.com/hc/en-us/articles/115014772767-Archives>

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Supplementary Materials:

Varied depending on student choice topics

Modifications for Learning:

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Career Readiness, Life Literacies, and Key Skills:

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

Computer Science & Design Thinking:

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).

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Unit 3: Legacy Projects (~ 10 week/session unit)

Essential Questions:

- How does one select/choose one topic of interest?
- How to inventory what is already known about the topic?
- How to act like a practicing professional in the field?

Interdisciplinary Connections:

Legacy projects are unique to each student's interests and connect to a variety of disciplinary areas. Legacy projects add leadership and community service elements to independent project ideas. For example, students interested in interior design may propose, design and present options for room redesigns at school. Students interested in history may create a historical building tour and scavenger hunt for the school based on research, interviews and architecture. Projects are not limited to the school community and are encouraged to reach to the broader community. Project examples will include diversity, inclusivity and culturally responsive topics.

Learning Objective	Evaluation/ Assessment	Teacher Notes	Suggested Timeline
Be able to identify personal areas of interest that can have an impact.	Student Portfolio Project Rubrics Progress Log Student Conferencing	Provide students with varied ways to demonstrate mastery of content.	1 Session
Be able to narrow areas of interest to one topic.	Student Portfolio Project Rubrics Progress Log Student Conferencing	Provide students with varied ways to demonstrate mastery of content.	1 Session
Be able to inventory prior knowledge about the topics	Student Portfolio Project Rubrics Progress Log Student Conferencing	Provide students with varied ways to demonstrate mastery of content.	2 Sessions
Be able to conduct research into the topic utilizing research strategies.	Student Portfolio Project Rubrics Progress Log Student Conferencing	Provide students with varied ways to demonstrate mastery of content.	4 Sessions

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Be able to act like a practicing professional in the field.	Student Portfolio Project Rubrics Progress Log Student Conferencing	Provide students with varied ways to demonstrate mastery of content.	2 Sessions
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Sample Project Based Learning Activity:

Students will participate in a legacy project utilizing the skills learned within the unit. Legacy projects are creative endeavors with the intention to leave something meaningful to those who come after us. Often, they are tangible representations of our life experiences or lessons we want to share with the next generations.

Resources:

Brainstorming Techniques

Genius Hour

Management tools and online productivity software

Online and hard copy research related to individual topics

Mentors in topic areas

Supplementary Materials:

Varied depending on student choice topics

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9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

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9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

Computer Science & Design Thinking:

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).

Legal Disclaimer:

This curriculum has been developed with stakeholder input and administrative approval. All or parts of the curriculum may have been inspired from open source documents produced by other school districts. This curriculum is obligated to follow all parts of New Jersey Administrative Code. Adjustments can be made to comply with administrative code outside of the district's standard revision cycle but only with approval from the Bloomingdale Board of Education.