



**Hopatcong Borough School District
Gifted & Talented Program
Grades K-5**

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Overview:

It is our belief that all students should be afforded the opportunity to receive enrichment in the area of their interest, where they are able to explore and further their understanding through creativity and complex thinking. The elementary schools in the Hopatcong Borough School District offer dedicated time to the enrichment of all of our students.

Teaching gifted children often requires special strategies like acceleration, flexible ability grouping, and specialized pull-out programming. Through a scheduled Enrichment block, students are immersed in areas that interest them and further their skill sets. Kindergarten and 1st Grade students receive differentiated instruction in the general education and specialty area classrooms. Selected students in Grades 2-5 will be invited to attend our Gifted and Talented Program. Children in Tulsa Trail and Durban Avenue Schools who meet specific criteria have access to a Gifted & Talented program to address their talents and interests. Giftedness may manifest in one or more domains such as: intellectual, creative, artistic, leadership, or in a specific academic area such as language arts, mathematics or science. Our G&T Program will be student driven and students will be offered extension activities, which may include but are not limited to: Engineering Design Activities in the Makerspace, Coding, Advanced Filming in the Studio, Advanced Spanish, and Arts Enrichment.

Our G&T Program is designed to use many different learning pathways and to be inclusive of our students' individualities. It intends to bring excitement for learning and motivation to our gifted and talented students' learning experiences. Clear communication between all stakeholders will allow our students the opportunity to flourish.

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Characteristics of Bright & Gifted Students:

By: Janice Szabos, *Gifted Child Quarterly* (1989)

<u>Bright Child</u>	<u>Gifted Child</u>
1) Knows the answers	1) Asks the question
2) Is interested	2) Is highly curious
3) Is attentive	3) Is mentally & physically involved
4) Has good ideas	4) Has wild, silly ideas
5) Works hard	5) Plays around, yet tests well
6) Answers the question	6) Discusses in detail, elaborates
7) Top group	7) Beyond the group
8) Listens with interest	8) Shows strong feelings and opinions
9) Learns with ease	9) Already knows
10) 6-8 repetitions for mastery	10) 1-2 repetitions for mastery
11) Understands ideas	11) Constructs abstractions
12) Enjoys peers	12) Prefers adults
13) Grasps the meaning	13) Draws inferences
14) Completes assignments	14) Initiates projects
15) Is receptive	15) Is intense
16) Copies accurately	16) Creates a new design
17) Enjoys school	17) Enjoys learning
18) Absorbs information	18) Manipulates information
19) Technician	19) Inventor
20) Good memorizer	20) Good guesser
21) Enjoys straightforward, sequential presentation	21) Thrives on complexity
22) Is alert	22) Is keenly observant
23) Is pleased with own learning	23) Is highly self-critical

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Identification Criteria:

Grades K-1

Students in Kindergarten and 1st Grade receive differentiated instruction in the general education and specialty area classrooms. Through an Enrichment block of time, students are immersed in areas that interest them and further their skill sets.

Grade 2-5

- I. First criteria is used to collect a larger pool of candidates than will be eligible. This allows multiple measures to be taken into consideration when determining eligibility for services:
 - A. Top 10% of all Hopatcong Borough School District students who take the Renaissance Star Literacy/Star Mathematics assessment will be considered for the G&T Program.

- II. Second criteria is used to narrow this larger pool of candidates.
 - A. Teacher nomination after observation for four weeks

- III. Final criteria are then analyzed for specific subject strengths:
 - A. Committee recommendation, based on the reviewed data

*Students entering the school district with verifiable G&T participation from their previous school district will be screened once data from that school district is received. The student's profile will be reviewed to determine eligibility for G&T services using the multiple steps outlined above.

* Students new to the district in Grades 2-5 are monitored for eligibility to receive G&T services during the school year.

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Structure & Program:

Structure:

Grades K - 5:

All students will benefit from enrichment periods, where they will be guided by classroom and specialty area teachers to further their understandings and interests.

Grades 2 - 5:

Classroom and specialty area teachers will meet with students who have been identified as eligible for G&T services. Students will meet with their “gifted” peers during enrichment, where they will engage in problem solving and investigative activities that will extend their ability to think deeply and critically while exploring the world around them.

Program:

Students selected for the G&T Program will have the opportunity to participate in a variety of activities based on their own individual interests. Activities may include, but are not limited to: Engineering Design Activities in the Makerspace, Coding, Advanced Filming in the Studio, Advanced Spanish, and Arts Enrichment.

Mathematics: Using the New Jersey Student Learning Standards for Mathematical Practice as a basis, students may engage in activities designed to allow them to negotiate advanced grade-level standards; develop complex, abstract, and higher-level cognitive processes; and increase self-direction, self-awareness, and self-reflection to monitor and enhance learning.

Engineering: Students may engage in activities designed to allow them to apply their knowledge of science, mathematics, and language arts; employ inquiry and problem solving skills; and leverage their creativity as they design, create, and improve possible solutions.

English Language Arts: Using the New Jersey Student Learning Standards for English Language Arts as a basis, students may engage in activities designed to allow them to negotiate advanced grade-level standards; develop complex, abstract, and higher-level cognitive processes; and increase self-direction, self-awareness, and self-reflection to monitor and enhance learning.