VOORHEES TOWNSHIP
PUBLIC SCHOOLS

VOORHEES, NEW JERSEY 08043

Enrichment Program

Curriculum/Program Guide

Grades Kindergarten through Eighth Grade

Completed:	December 2013
Board Approved:	March 2014
Revised:	February 2020

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Note:

All Enrichment Program procedures contained in this program guide were revised and updated at the time the guide was written. It should be noted that due to potential changes in state mandates and district practices, these forms and letters may be modified as needed to accommodate such changes.

Philosophy

Schools must recognize, nurture, and develop the gifts and talents of all students and provide different programs that address the special education needs of all students.

Meeting the needs of gifted children fits onto the spectrum of programming for children who have special needs. Meeting these needs is the logical manifestation of concern for individual differences, for equality of educational opportunity, and for the optimal development of each child.

The Voorhees School District Enrichment Program is a state mandated school wide program. The Enrichment Program services students grades K-8 through multiple programs.

Evidence of special needs of the gifted child is sometimes obvious. It is also sometimes subtle and relatively inconspicuous, especially given the broad range of cultural, economic, and social backgrounds in today's student body.

It is essential that gifted students be recognized and educated as individuals with identified differences. Teachers and school administrators must plan educational programs to fit the individual needs of extremely able students. These programs should include experiences that support the development of the unique problem-solving and creative abilities of gifted students.

The recognition of individual differences among children and the attempt to educate each child in terms of strengths and potentialities should be key features of the Voorhees Township educational practice.

Purpose

The Voorhees Township Board of Education acknowledges that the school population includes students with exceptional abilities. These students have potential for and benefit from a very challenging curriculum. In Voorhees Township Schools, efforts are made to identify gifted students in grades kindergarten through five, and to provide enrichment classes and acceleration in all areas. These pullout classes provide lessons and activities based on critical thinking and higher level thinking skills.

In grades kindergarten through five, identified students demonstrating extraordinary academic excellence are offered opportunities in the Enrichment Program. This is a pullout program where such students work together on common areas of strengths and interests through a variety of challenging projects. The program focuses on both mental gymnastics and unit projects covering appropriate curriculum content matter. Mental gymnastics includes problem solving in mathematics, logic, and language, which encourages divergent, critical, and creative thinking. Projects include topics in the social science areas and can encompass history, science, and math as well as community awareness, technology, and career readiness.

The Voorhees Township School District encourages gifted students to excel and gives support to the Enrichment Program. The purpose of the program is to make available challenging content matter, provide opportunities for the gifted learner to reach his/her potential, and to nurture self-esteem and confidence in special students.

Goals

Utilizing all content areas, the Enrichment Program will:

- develop skills in obtaining information, solving problems, thinking critically, and communicating effectively
- help students become effective and responsible contributors to the decision-making processes of the political and other instructions of the community, state, country, and world
- help students acquire the knowledge, skills, and understanding that permit him/her to play a satisfying and responsible role as both producer and consumer
- help students acquire the understanding of and the ability to form responsible relations with a wide range of other people including, but not limited to, those with social and cultural characteristics different from his/her own
- will help students acquire the ability and the desire to express himself or herself creatively in one or more of the arts and to appreciate the aesthetic expressions of other people
- help students develop an understanding of his/her own worth, abilities, potentialities, and limitations
- help students learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaptations to change
- inspire in children an appreciation and understanding of the natural environment while developing the skills they will need to make responsible decisions about the environment
- provide instruction that bears a meaningful relationship to the present and future needs and/or interests of pupils
- provide significant opportunities for student self evaluation and reflection.
- create specialized and individualized kinds of educational experiences to meet the needs of each student

Qualifying and Maintenance

Students in grades kindergarten through second may qualify for testing for the Identified Program through an informal classroom teacher evaluation. This evaluation is based on a criteria developed for assessing talent in young children (Susan Baum, Ph.D.). Classroom teachers may recommend students after careful observation, completion of the Teacher Search List, and Talent Recognition Log .Enrichment Program teachers may assist classroom teachers with their recommendations through conferencing, classroom observation, or whole-group instruction.

Identification Procedure for Students in Grades K – 2:

1. Paperwork for recommendations will be given to the homeroom teachers in mid-November. The paperwork should be completed in one week and returned to the EP teacher. A list of characteristics of young gifted students will be provided to the teacher as well as a teacher checklist to aid in the recommendation.

2. The EP teacher will then administer the creativity test to qualifying students.

3. The principal will mail letters to the students who will be tested.

4. Cognitive skills test will be administered in December.

5. After scoring the creativity and the cognitive skills test, a list will be created to show rank order of student scores.

6. Letters will be mailed to the parents by the principal to the students who qualify for the EP class.

7. The students qualifying for the program will begin classes in January.

In order to qualify for the third through fifth grade **identified program**, students must have a composite score in the top 5 percent of their grade level on the EP Matrix. Placement in the third through fifth grade Identified Group is a more permanent placement than in the kindergarten through second grade groupings. The EP Matrix includes: Standardized/State Assessment language arts literacy and math performance, modified Torrance Test of Creativity, Cognitive Skills Index, classroom performance in reading, and math, classroom teacher, and EP teacher recommendation.

Students are reevaluated each year and are required to maintain a composite matrix in the top twenty percent of their grade level. Those who do not perform to the expectations of the Enrichment Program based on the procedures set forth in this guide will be dealt with on a case-by-case basis. This could result in elimination from the program.

Evaluation

The successful attainment of the objectives listed in this guide by students shall be assessed in the following manner:

1. Teacher Observation
2. Student self evaluation
3. Teacher/student conferencing
4. Successful participation at competitive and non-competitive culminating events within the district

Adaptability

This course of instruction shall be modified through varying techniques, strategies, materials, etc. to meet the needs of all students, including, but not limited to, special education, ESL, and basic skills. Programs shall be modified based on IEP's and other relevant information. **Please see specific adaptability procedures on the last page.**

Exit Procedures

If ability to perform well in the third through fifth grade Enrichment Program Identified Group or the regular classroom becomes questionable, a conference is scheduled. The conference consists of the EP teacher, classroom teacher, parents, and the student. A consensus determines maintenance, a monitoring period, or dropping from the program. If the conference participants select either the maintenance or monitoring option, they will construct and mutually accept objectives that indicate what the student must do to remain in the program. The conference participants will also develop a time-period for completion of aforementioned objectives. In all cases, the EP teacher will notify the building principal of any such conference before it is scheduled and of any student exclusions from the program.

Considerations and Practice

a. Content modifications
   accelerated, moving to students' individual paces;
   interdisciplinary topics that teach students to relate information across individual disciplines
   based on individual interests
b. Development of high level creative and critical skills
c. Emphasis on creating products for real audiences rather than just learning more content

d. Development of higher level emotional growth by focusing on:
   positive self-concept, self-acceptance;
   independent decision-making;
   risk-taking in creative activities or projects;
   self-evaluation skills, rather than dependence on others for approval

e. Development of independent decision-making skills:
   as part of the content of the curriculum
   by offering students a variety of options in assignments
   by students' learning the objective of each class and activity

f. Stimulation of multiple dimension of intelligence through practices such as:
   developing intrapersonal, interpersonal, musical/rhythmic, body/kinesthetic, visual/spatial as well as logical/mathematical and verbal/linguistic abilities
   valuing intuition, free expression, feeling, imagination as well as logic, scientific data, accuracy and other manifestations of intelligence;
   giving students multiple options of working on projects which use the various intelligence areas, not just quantitative and verbal reports;

g. Evaluation focusing on:
   individual progress, not competition or comparison;
   criteria that include originality, rather than conformity or perfection in details;
   involving students in self-evaluation
   products rather than standardized test data

Local practices should ensure that the identified students are not penalized for being in a specific program. For example, identified students should:

a. not be required to make up work that is missed if they are in a pull-out program;
b. not be required to repeat work in which they have demonstrated mastery:
c. not be penalized by competitive grading within a program option.

Multiple Program Option

Gifted children are as different from each other as they are from other children. Although they have program needs for varying amounts of scheduled instructional grouping, no single program option can ever meet all of the needs of all gifted children. Districts should therefore develop multiple program options that include many of the following:

Regular Classes (Whole)	Heterogeneously grouped classes
Self-contained Classes	Homogeneously group classes for students who have identified needs.
Pullout Classes (Identified)	Enrichment classes for gifted students, when students are taken out of the regular classroom on a scheduled basis.
Cluster Group (Sparks)	Pupil-regrouped within grade level or on a cross-age basis for certain required or elective content areas. Groups may be composed of students who have been identified as gifted in any, or several of the priority areas.
Independent Study	A selected topic is studied on an independent basis under the direction of a teacher or the auspices of a university.
Seminars	Discussion-based sessions on specific topics that use higher level process skills.
Events	Activities that take place outside the school that supplement classroom instruction such as a yearly Convocation for 4th and 5th grade students and a STEAMfest event for 3rd, 4th, and 5th graders.
Competitions	Various events which are frequently competitive in nature, such as Science Olympiad, Poetry/Writing Contests, Geography

Bee, Math 24 Challenge, and other Academic Bees.

Associated Standards

National Association for Gifted Children (NAGC) Program Standards:

http://www.nagc.org/sites/default/files/standards/Intro%202019%20Programming%20Standards.pdf

New Jersey Student Learning Standards: https://www.nj.gov/education/cccs/

Common Core Standards:http://www.corestandards.org/

NJ Core Curriculum Content Standards: http://www.state.nj.us/education/cccs/

Enrichment Program
Curriculum Grades K-2

Goal: To instruct exceptionally able students who possess or demonstrate high levels of ability in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program to ensure achievement in accordance with their capabilities.

Unit Objective

1. The student will practice cognitive and affective skills in the following areas:

Lateral Thinking
Fluency
Originality/Creativity
Flexibility
Elaboration/Attention to Detail
Artistic Expression
Deductive Reasoning
Divergent Thinking
Mental Imagery
Comparing and Contrasting
Logic

Within a cross-curricular approach including, but not limited to, math, critical thinking, language, science, social studies, technology and the arts.

Enrichment Program
Global Awareness Unit
Grade 3

Objective: Explore countries of the world including the United States of America using the following criteria; geography, climate/environmental issues, festivals, population, games and sports, language, capital city, inventions, endangered animals.

Suggested Activities:

1. Create and perform/present original scripts, lyrics, poetry and artwork related to Planet Earth.
2. Survey, collect, graph, and interpret data on an environmental issue.
3. Investigate changes in the environment using trees as a model.
4. Use technology to investigate global geography including latitude and longitude.
5. Investigate how nutrients and organic molecules are recycled in the environment.

Global Issues Unit Suggested Vocabulary List

geography	climate	environmental issues	language
population	threatened	dendrochronology	global warming
endangered	habitat	salt-water	migration
hibernation	conservation	extinction	current
latitude	longitude	nocturnal	hemisphere
continent	country	projection map	adaptations
climates	ozone layer	oceans	
PrimeMeridian			
International Date Line		Arctic Circle	Antarctic Circle
Equator	Tropic of Capricorn	deforestation	citizenship
decomposition	recycle	customs	
ecosystems	naturalist	environmentalist	
food chain	predator	prey	
erosion	photosynthesis	chlorophyll	
plant pigments	environment	photoperiod	
deciduous	coniferous	ecosystems	
conservationist	greenhouse effect		

Enrichment Program
Inventions and Marketing Unit
Grade 3

Objective: The students will develop and use critical thinking and career readiness skills by creating and marketing a unique invention that integrates current technology. The students will explore social media influence on advertising, purchasing, and demographics.

Suggested Activities

1. Define invention and brainstorm how problems are solved by inventions.
2. List important inventors and inventions.
3. Relate past inventions to past problems and present inventions to present problems.
   i.e. Invention of the car—highways—fast food—gasoline—accidents—pollution.
4. Predict conditions which may eventually cause the obsolescence of some current useful inventions.
5. Develop a diagram and prototype of a new invention to solve one of today's problems.
6. Determine the characteristics needed to become an inventor.
4. Visualize and manipulate combinations of existing objects or ideas put together in new ways for a new purpose.
5. Develop and use a timeline on which various inventions and discoveries can be visually placed.
6. Discuss the usefulness of patents and how to obtain one.
7. Design an original invention creating a breadboard model, prototype/model, descriptions and claims about the invention.
8. SCAMPER-use this technique to modify existing inventions (Substitute, Combine, Adapt, Minify/Magnify/Modify/; Put to other uses; Eliminate; Rearrange.
9. Perceive art as an invention, manipulating different mediums to produce an art project, studying inventive artists, Calder, Picasso, Dali, Copeland, etc.
10. Develop advertising ideas for the new inventions and present concept in a "Shark Tank" type environment to a panel of 4th and/or 5th graders.
11. Become aware of various forms of advertising including but not limited to direct mail, the internet, social media, television, magazines, and billboards.
12. Be able to identify and evaluate techniques used in advertising.
13. Recognize terminology used by advertisers.
14. Recognize logos as a part of product recognition.
15. Through surveys and graphing, be aware of the kind and number of advertisements to which one is exposed daily.
16. Understand how advertising is an integral part of a capitalistic society.
17. Design a market research project.
18. Compare and contrast how media is used in advertising.
19. Explore and integrate different types of media, including but not limited to video, audio, literature, and music, into a class project.

20. Create an advertisement for a new or existing product.
21. Use available technology to explore different advertising.
22. Become aware of publications, independent of advertisers, that compares and/or rates different products and services.
23. Create a simulated advertising firm to address specifics of a proposed product.

Inventions and Marketing Unit – Vocabulary List

discovery
invention
brainstorm
SCAMPER
assembly line
design
appeal
technique
export
product
symbol
logo
slogan
consumer
advertising strategy
market research
multimedia
breadboard
prototype
model
patent
hypothesis
Necessity is the mother of invention
Rube Goldberg
Archimedes
Calder mobile (the sculpture)
advertisement
bias
product development
client
billboard
mass production
storyboard
brand name
propaganda
SPAM
Facial Recognition Technology
target audience

Enrichment Program
Chemistry Unit
Grade 3

Objective: Students will gain an introductory understanding of the structure and behavior of matter.

Suggested Activities

1. Explore the concept that all things, living and nonliving, are made of fundamental components called matter.
2. Explore how atoms combine to make molecules.
3. Understand the different states of matter and how they are related through molecular movement.
4. Explore chemical reactions.
5. Explore different types of mixtures and how to separate them.
6. Explore the structure of molecules.
7. Identify and use The Periodic Table of the Elements.
8. Survey, collect, graph, and interpret data.
9. Demonstrate the ability to use scientific equipment.

Chemistry Unit – Suggested Vocabulary List

bonds	atom	molecule	electron	proton	neutron
nucleus	shell	periodic table	elements	starch	
chromatography		chemical formula	structural formula		carbohydrates
cellulose		filtration	chemical reaction		chemical change
physical change		CO2	H2O		heterogeneous
homogeneous		acid	base		DNA

Enrichment Program
Cultural Anthropology Unit
Grades 4 and 5

Objective: To analyze history and culture through the study of artifacts and to appreciate and internalize the importance of past civilizations and their effect on present and future civilizations.

Suggested Activities:

1. Understand the job and responsibilities of archaeologists and understand the science of archaeology.
2. Locate famous archaeological dig sites on a world map and understand their significance.
3. Identify the tools and methods used by archaeologists at a dig site and experience using these tools in an "on site" dig.
4. Understand the various methods used to date strata and artifacts.
5. Practice the scientific training required to become an archaeologist.
6. Research worldwide archaeological digs and understand their historical importance. (Mayan, Aztec, Pompeii, Egypt, Stonehenge, etc.)
7. Choose artifacts that are characteristic of present day culture that would be representative of our civilization to future archaeologists.
8. Research famous archaeologists and their contributions to the field of archaeology.
9. Create an archaeology timeline containing famous digs.
10. Design a culture and prepare artifacts that reflect this culture for "culture reconstruction".
11. Expand research skills using available technology.
12. Participate in intra-district events, sharing ideas with other district students.
13. Relate their existence to the existence of ancient humans.
14. Understand and appreciate commonality among civilizations and the implications of shared DNA.
15. Understand the period of time referred to as the Dark Ages, Middle Ages, Medieval Times.
16. Understand the feudal system and its effect on the people of the Middle Ages.
17. Study the purpose and structure of the castle and its impact on the eventual growth of the medieval town.
18. Study the stages of knighthood, the armor worn by knights, heraldry.
19. Understand the guilds and their relationship to modern unions by studying medieval crafts and the hierarchy that existed in the society of artisans.
20. Identify weapons and fortifications used for protection.

21. Read medieval poems, novels, folk tales, ballads, legends, and compare and contrast the literary style and elements. (Beowulf, Canterbury Tales, Arthurian Legend, The Werewolf)
22. Decode expressions commonly used during this period and compare to proverbs from the present.
23. Identify elements of Medieval Architecture.
24. Explore the influence of the church and its role in the crusades and legends of Joan of Arc, and King Arthur.

(This unit combined former separate Archaeology and Middle Ages units)

Suggested Vocabulary List

Mayan	Howard Carter	Robot	papyrus
Pompeii	Machu Picchu	Stonehenge	Giza
Ka & Ba	Anubis	natron	stratigraphy
dendrochronology	potsherds	mummification	excavate
site	crook	flail	scarab
lotus	Nile	hieroglyphs	artifact
canopic jar	cartouche	King Tut	pharaoh
burial chamber	treasury	annex	Bog Man
Iceman	underwater arch	Moche/Peru	archeology
Nile	dig	mound	strata
serendipity	paleontology	find	fault
culture	communication	religion	tradition
chronological	categorize	B.C.E./B.C	A. D.
lascaux	The Leakeys	DNA	chromosomes
genes	genealogy	genetics	nucleus
forensic science	grid	tournament	<u>Parts of a Castle</u>
medieval	illuminated letter/illumination		1.moat
B.C./B.C.E./A.D.	Feudal System/Feudalism	joust	2.portcullis
Roman Empire	chivalry	page	3.drawbridge
serf	coat-of-arms	squire	4.arrow loop
fief/ fiefdom	villain	knight	5.gatehouse
knight	nobility	Bubonic Plague	6.keep
vassal	commoners	cathedral	7.battlements
lord	wimple	stained glass	8.curtain
heraldry	freeman		
clergy			

Enrichment Program

Architecture Unit
Grades 4 and 5

Objective: The students will become familiar with the design elements, integration, and construction of the "Built Environment" based on the precepts of community awareness, urban development, and sustainability.

Suggested Activities

1. Recognize what the built environment means.
2. Identify a variety of architectural elements used in the building of structures.
3. Differentiate geometric shapes used in designing structures and test strengths through experiments (identifying the triangle as the strongest geometric shapes).
4. Compare types of architectural styles constructed around the world identifying structural landmarks, their architects, and their locations.
5. Recognize the roles of various professionals in the building industry.
6. Construct a variety of support structures used in construction included but not limited to, joint, beam, truss, dome, arch, buttress, cantilever, and geodesic dome.
7. Identify elements as they appear on a blueprint, cross section, façade, and floor plan.
8. Plan, design, and construct a model of a structure.
9. Compare and contrast a tunnel, a bridge, and a skyscraper and the methods of construction for each.
10. Use technology to enhance research skills.
11. Explore structural aspects of various societies and analyze the impact of development.
12. Identify architectural features designed with sustainability in mind.

Suggested Vocabulary List

built environment	arcade	arch	atrium	buttress
flying buttress	dome	cupola	Doric	Ionic
Corinthian	façade	capital	keep	cantilever
pier	footings	framing	foundation	excavation
topping out	surveying	siding	sheet rock	gable
quoins	lintel	pediment	drywall	balcony
bay	column	shaft	threshold	dormer window
casement window	joists	fanlight	cornice	vault
truss	symmetry	suspension	pontoon	stress
blueprint	floor plan	gargoyle	caisson	architect
sustainable	Smart Communities		Tiny Houses	

Enrichment Program
Renaissance Unit
Grades 4 and 5

Objective: The students will analyze the historic influences of the Renaissance.

Suggested Activities

1. Study the life, works, and art of William Shakespeare, Leonardo da Vinci, and Michelangelo.
2. Decode expressions commonly used during the Renaissance, including Latin, surnames, and Shakespearean language.
3. Compare and contrast Medieval and Renaissance art and architecture including the Globe Theater.
4. Understand the time known as the Renaissance and the time period that precipitated it.
5. Expand research skills using technology.

Renaissance Unit Suggested Vocabulary Lists

Shakespeare
Leonardo Da Vinci
Michelangelo
The Globe
Sistine Chapel
Stratford-upon-Avon
London
Warwickshire, England
metaphor
Elizabethan
soliloquy
bard
hyperbole
sonnet
oxymoron
tragedy

Enrichment Program
Mythology Unit
Grades 4 and 5

Objective: The students will examine mythology of various cultures and relate it to the origins of our civilization. The students will recognize the influence of mythology recognized as reflected in our architecture, philosophies, politics, culture, and language.

Suggested Activities

1. Research origins of myths as religious belief and artistic expression.
2. Understand that mythology exists globally but differs somewhat in content.
3. Compare and contrast relationships among Greek and Roman mythologies.
4. Analyze word origins derived from mythologies around the world.
5. Recognize the use of mythology in advertising, stories, and games.
6. Discriminate among the principal types of myths (nature, semi-historical, explanatory and creation).
7. Become aware of the influence of mythology on the arts and architecture.
8. Write and/or perform poetry, creative stories and plays based on mythological creatures and characters
9. Recognize symbols associated with mythological stories and characters and their use in popular culture.
10. Design a family tree to exhibit the relationship of mythological gods and goddesses.

Mythology Unit Suggested Vocabulary List

Words from mythology:

fury	nocturnal	Olympics	panic	siren
furor	python	cereal	narcissism	
iris	venison	Pegasus	Spartan	calypso
May	venom	iridescent	palace	echo
odyssey	Achilles' heel	atlas	cornucopia	fauna
Egyptian	janitor	lethal	jovial	martial
mentor	phobia	psyche	nymph	god
labors	underworld	Mt. Olympus	Styx River	gorgons
minotaur	hydra	cupid	trident	Cyclops
ambrosia	nectar	Miseries	Muses	griffin
Crete	chronology	cerebral	goddess	tantalize
vulcanized	titanic	volcano	Herculean	Midas Touch
Uranus	Saturn	Mars	Neptune	Mercury
Jupiter	Pluto	Venus	Earth	Greek
Roman	constellation	Fates	chaos	

Names from Mythology:

Hera	Zeus	Europa	Hermes	Heracles
Hercules	Apollo	Persephone	Minerva	Rhea
Aphrodite	Minos	Athena	Bacchus	Poseidon
Hades	Hephaestus	Demeter	Triton	Cerberus
Nike	Icarus	Prometheus	Zephyr	Pan
Venus	Medusa	Pygmalion	Theseus	Perseus
Argus	Midas	Pandora	Cronus	Achilles
Ariadne	Arachne	Gaea	Paris	Chaos
Galetea				

MIDDLE SCHOOL ENRICHMENT/ACCELERATED PROGRAM
Voorhees Middle School

In grade six and seven, identified enrichment students from grade five are grouped together for their related arts cycle. During the course of the year, students work on projects together culminating in a convocation at the end of the year. These projects include, but are not limited to the following:

Sixth/Seventh-Grade Enrichment: Electronic Projects

1. Big Ear listening device
2. Metal Detector
3. Decision Stick Light Emitting Diode device
4. Moisture Monitor
5. Electric Matching Game
6. Pinball Machine
7. Binary Messages Device
8. Soccer Robot
9. Electromagnetic/Hydraulic Game
10. Video Production
11. Steady Hand Game
12. Operation Game
13. Plinko
14. Wireless Microphone
15. Enviro Battery
16. FM Microphone
17. Jungle Robot
18. Line Tracker Robot
19. Remote Control Vehicle
20. Wind Turbine
21. Boxer Fighter
22. FM microphone
23. Continuity Tester
24. Claw Machine

Sixth/Seventh-Grade Enrichment: Technology Projects

1. NASA X35 Rocketry Project (including formation of team corporations, financial budgeting, and reports).
2. Introduction to Computer Programming using Alice 3
3. Introduction to Robotics Programming using Lego Mindstorms.
4. 3D Design & Drawing using Autodesk Formit app for iPad and/or Google Sketchup.
5. Presentation Assignment using ShowMe iPad app and/or PowerPoint
6. Career Exploration using Bureau of Labor Statistics website
7. Engineering assignment Trebuchet Catapult or Mouse Trap

Sixth/Seventh-Grade Enrichment: Computer Projects

1. Typing Basics
2. Internet Research: Parts of a website (Library Resources, Comparing websites (Nourishing the Brain), Factual Reading (Parts of the Brain)
3. Ongoing PowerPoint: Digital scrapbook (concepts about brain and nervous system), pop-up buttons
4. Desktop Publishing: Holiday Gift Tags
5. Life-Size diagram of the Brain and Nervous System
6. Desktop Publishing: Informational flyer (Brain and Nervous System)
7. Citing Sources: Bibliography
8. Final Project: Students research food good for the brain and create a balanced, one-day menu plan by creating a chart using MS Word's Table Feature

Sixth/Seventh -Grade Enrichment: Music Projects

Sixth-Grade: Music PowerPoint – Students will select a novel to read and create a PowerPoint presentation with background music.

Novel List:
The Door in the Wall
Island of the Blue Dolphins
Julie of the Wolves
A Wrinkle in Time
The Upstairs Room
Land of Hope
Beauty: A Retelling of Beauty and the Beast

Music Selections from: Beethoven, Bizet, Copland, Grofe, Mozart, and various other Classical composers.

Seventh-Grade: Students will design a theme park that represents a different style or age of music. Each team will research and create a model of the theme park including an entryway, a selection of background music, entertainers, a restaurant or snack bar, and theme park rides and games.

Advanced Course Descriptions and Placement Criteria

In the middle school, the district also implements the Enrichment Program via advanced courses in math, foreign language, and art. Following are descriptions of each of the advanced courses offered and the placement criteria used for admittance into these courses.

Math

Sixth Grade Math

The curriculum remains connected to the New Jersey Student Learning Standards-Math. However, the accelerated math classes use more self-initiated activities that focus on higher-level thinking skills and application to real world situations. Additionally, the scope and sequence of the accelerated math class is extended to include some seventh-grade grade Common Core topics. The pace of the accelerated varies to accommodate the additional topics.

Accelerated Pre-Algebra

Students in the accelerated seventh-grade Pre-Algebra course must demonstrate mastery of the sixth-grade NJSLS-Math and show the ability to apply their skills to real world situations. They must also demonstrate the ability to solve problems requiring higher level thinking skills. Students in this course will cover the following five main units according to the seventh-grade NJSLS-Math standards: Number Systems, Expressions and Equations, Ratios and Proportions, Geometry, and Statistics and Probability. The accelerated class will cover additional topics as well. These topics may include: Data Analysis, Relationship with Quantities, Graphing Linear Equations, 3D Geometry, and Solving Equations.

Algebra 1

Eighth-grade students may qualify for the high school level Algebra 1 course. Students entering this course must demonstrate mastery of computational fluency and prerequisite pre-algebra skills. This comprehensive algebra course calls on students to reason and practice applying mathematical ways of thinking to real world issues and

challenges. Students are required to demonstrate core conceptual understanding through individual explorations with critical thinking investigations.

Foreign Language

Eighth Grade Spanish I or French I

High School Honors I course

Students who have the aptitude for learning the target language will have the opportunity to take these courses if they meet the set criteria. These courses will move at an accelerated pace, keeping up with the instruction at Eastern Regional High School. Upon successful completion of these courses (A or B in coursework and on the mid-term and final exams) the student should proceed to the second level of the language upon entrance into high school.

Art

Advanced Art Course

The advanced art course is offered one semester during the eighth-grade grade school year. Students meet every day, forty-five minutes per class.

This course is designed to help students with a serious interest in art further develop their drawing skills through the use of colored pencil, ink, and pastel.
Students will increase painting skills, including brush techniques and color mixing, using watercolor, tempera, and acrylic paints.

Advanced Class Criteria
Math

Sixth Grade Advanced Math

1. Standardized test score: minimum of 250 achieved on fifth-grade N.J. State Assessment
2. Final grade A average in fifth-grade math program
3. Fifth-grade placement test EOY assessment, minimum of 80%
4. Teacher recommendation

Seventh-Grade Pre-Algebra-Accelerated

1. Standardized test score: minimum of 250 achieved on sixth-grade N.J. State Assessment
2. Maintenance of a minimum of B+ in previous year course
3. End of Year Assessment
4. Teacher recommendation

Eighth-Grade Algebra 1

1. Standardized test score: minimum of 250 achieved on seventh-grade N.J. State Assessment
2. Maintenance of a B+ in previous year course
3. End of Year Assessment
4. Teacher recommendation
5. Diagnostic Test given at the beginning of eighth-grade

Foreign Language

Grade 8

Qualifying points on the rating scale are based upon the following criteria:

1. Standardized aptitude test scores – Pimsleur Language Aptitude Battery
2. Report Card Average – 3 marking periods (language arts/reading)
3. Teacher Recommendation
4. Parent Approval

Art

Advanced Art Class Criteria

To create a checks and balances of awareness for potential art candidates to be informed of a portfolio submission, the following system will be used:

A potential accelerated student must have earned an **A** average in either a sixth or seventh-grade art course at VMS prior to receiving an application to the Accelerated Art Program.

A letter sent to Enrichment parents at the end of sixth- grade year. (see attached email from guidance dept)

Notification to all sixth and seventh-grade parents in the principal's weekly e-mail at the end of April.

Grade Eight Portfolio Requirements **Due: June (of designated year)**

The portfolio is a collection of three (3) original drawings in various media such as pen, pencil, markers, pastels, or paint. These can be projects from art class this year. The three drawings are to be of the following subjects:

1. A drawing of an **object** from observation. A vegetable, fruit, or flower. Draw objects in **any** art media and **color**.
2. A realistic drawing of an animal showing "**TEXTURE**" i.e., scales, fur, or feathers. Draw in any media.
3. A drawing of a glass or metal object, showing it to be "**SHINY**" i.e., an appliance, tool, or gadget. Draw using No. 2 pencil only.

If you have ANY artwork from a previous art class (school or private) that fill these requirements you may use them!

NOTE:

Each drawing should be completed on this size paper (8 ½ x11) or no larger than 12x18 paper.

If you have additional exceptional work you would like considered for submission, you may include one or two pieces.

- Students with questions or concerns may consult with the art teachers prior to the **June (designated day)** deadline.

Voorhees Middle School

Gifted and Talented Art Program

Student Application

Name_____
Grade_____

Homeroom Teacher_____ HR #_____

Address_____

Phone _____

Please answer all questions:

1. List all art experience: (lessons, awards, types of materials).

_____

_____

_____

2. List all art-related hobbies:

_____

_____

_____

3. What is your favorite art material? Why?

_____

_____

_____

4. What do you consider your strengths in art?

_____

_____

5. What do you consider your weakness in art?

6. What do you expect to learn in this course?

Student Signature_____ **Date**_____

Parent/Guardian Signature_____ **Date**_____

Voorhees Middle School
Accelerated Art Invitation

May **(Designated school year)**

To the Parents/Guardians of: _____

We are planning to have a Gifted and Talented Art Program for the **(Designated school year fill in)** school year. Your son/daughter has met the initial requirements and is now invited to apply for this course.

The following application must be completed and returned with the **art portfolio** to the Voorhees Middle School Art Department by June (designated day).

You will be notified before the end of the school year if your child has successfully completed the criteria and will be involved with the Gifted and Talented Art Program for **one semester** of related arts in eighth grade.

Sincerely,

APPENDIX A

NEW JERSEY GIFTED AND TALENTED REQUIREMENTS

Current legislation:

NJ A4710

"Strengthening Gifted and Talented Education Act"; establishes school district responsibilities in educating gifted and talented students.

https://www.billtrack50.com/BillDetail/995526

https://www.njagc.org

From: New Jersey State Department of Education:

The New Jersey Department of Education requires that each school district provide services to meet the needs of students who have been identified as gifted and talented. Each school district must establish a process to identify students as gifted and talented using multiple measures. These students require modification to their educational program if they are to achieve in accordance with their capabilities (*N.J.A.C.* 6A:8-3.1).

The New Jersey Department of Education has not adopted standards for gifted and talented programs. However, there are standards that have been developed by the National Association for Gifted Children (NAGC). Districts may find them useful in developing curriculum and planning classroom instruction. National standards have been created for specialized programs and services. For teacher preparation in gifted education, knowledge and skills for all teachers and advanced standards in teacher preparation will help guide and improve teaching and deepen student learning.

Key Points

- All public schools must have a board-approved gifted and talented program.
- Students are to be compared with their peers in the local school district.
- District boards of education shall make provisions for an ongoing K-12 identification process for gifted and talented students that includes **multiple measures**, including but not limited to,

achievement test scores, grades, student performance or products, intelligence testing, parent, student and/or teacher recommendation, and other appropriate measures.

- The regulations do not establish state-level criteria for giftedness (such as an IQ score or grade point average). Specific tests are not required to be used to identify gifted and talented students.

- Local school districts should ensure that the identification methodology used is developmentally appropriate, non-discriminatory, and related to the programs and services offered (e.g., use math achievement to identify students for a math program).

- N.J.A.C. 6A: 8-3.1(a)5 ii requires local district boards of education **to provide appropriate K-12 educational services for gifted and talented students**. Therefore, the identification process and appropriate educational challenges must begin in kindergarten.

- The rules require district boards of education to develop appropriate curricular and instructional modifications for gifted students. Programs must address appropriate content, process, products, and learning environment.

- **District boards of education shall take into consideration the** *PreK-Grade 12 Gifted Program Standards of the National Association for Gifted Children* **(NAGC) in developing programs for gifted and talented students. The NAGC standards establish requisite and exemplary gifted program standards and can be accessed at NAGC Standard.**

- Each curriculum framework developed by the department provides general as well as content-specific information on gifted education (e.g., terminology, examples of appropriate practices). The frameworks can be accessed at http://www.nj.gov/education/frameworks/ or at http://www.nj.gov/education/aps/cccs.

- Local school districts will continue to be monitored as part of the regular school district evaluation process. Board-approved policies and procedures must be made available.

For more information, please contact:
Cheri Quinlan
cheri.quinlan@doe.state.nj.us

APPENDIX B

DISTRICT POLICIES

POLICY

Voorhees Township Board of Education

Section: Program
2464. GIFTED AND TALENTED PUPILS (M)
Date Created: September, 2007
Date Edited: September, 2007

2464- GIFTED AND TALENTED PUPILS (M)

M

The Board of Education recognizes its responsibility to identify gifted and talented pupils within the school district and to provide these pupils appropriate instructional adaptations and services. To that end, the Board directs each such pupil in the school district be identified and offered an appropriate educational program and services.

For purposes of this policy, gifted and talented pupils will be defined as those exceptionally able pupils who possess or demonstrate high levels of abilities, in one or more content areas, when compared to their chronological peers in the district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

The Board will develop appropriate curricular and instructional modifications to be used for gifted and talented pupils indicating content, process, products and learning environments.

The Superintendent will develop procedures, using multiple measures, for an ongoing identification process and appropriate educational challenges for gifted and talented pupils initiated in Kindergarten and

reviewed annually through grade twelve. The identification methodology will be developmentally appropriate, non-discriminatory and related to the programs and services offered by the district. These procedures will be reviewed annually.

The educational program offered to gifted and talented pupils will encourage and challenge them in the specific areas of their abilities, but will not replace the basic instructional program of the various grades of this district. The program offered to a gifted and talented pupil may be infused into the pupil's regular instructional program, provided that a written description of the infusion has been prepared and filed in the pupil's record.

Programs for the gifted and talented will be periodically evaluated for their continuing efficacy and adjusted accordingly.

The parent(s) or legal guardian(s) of any pupil identified as gifted or talented shall be consulted regarding any program designed to address the pupil's particular needs.

A pupil may be accelerated (permitted to skip a grade in elementary school) if it becomes evident that his/her capabilities are not fully challenged by the work in his/her regular grade and by enrichment opportunities offered. Acceleration shall have parental consent.

Acceleration shall be based, however, not only on the academic abilities of the pupil, but also on his/her social and emotional development. The Child Study Team, as well as the pupil's teachers, may be consulted by the Principal before he/she recommends acceleration to the Superintendent for approval.

N.J.S.A. 18A:61A-2; 18A:35-4.16
N.J.A.C. 6:37-1.1; 6A:8-1.3; 6A:8-3.1(a)5.
P.L. 108-382, Sec. 10201 et seq.

Adopted: 26 September 2007

REGULATION

Voorhees Township School District

Section: Program
2464. ENRICHMENT PROGRAM STUDENTS (M)
Date Created: September, 2007
Date Edited: September, 2007

2464. ENRICHMENT PROGRAM STUDENTS (M)

M

A. Criteria for Entrance into Kindergarten - Second Grade Identified Enrichment Program

1. Teachers in grades Kindergarten, first, and second will identify potential students for program testing.

2. All identified students will take a modified administration of the Torrance Test of Creativity and be scored as follows:

3 = Exceptional Creativity

2 = Above Average Creativity

1 = Average Creativity

0 = Below Average Creativity

3. All students will take a Cognitive Abilities Test e.g. Sages 2, Primary Test of Cognitive Skills.

4. Informal student interviews will be conducted as needed.

Program Implementation

1. Kindergarten through second grade program will begin in January of each school year.

2. To assist regular education teachers with the identification process, EP teachers will send them a list that contains characteristics of gifted students. Teachers can use this list to help them identify potential students for program testing.

B. Criteria for Entrance into Third through Fifth Grade Identified Enrichment Program

In order to qualify for the identified program, students must have a composite score in the top five 5 percent of their grade level on the Enrichment Program Matrix. Placement in the third through fifth grade identified group is a more permanent placement than in the Kindergarten through second grade groupings. The EP Matrix includes: TerraNova Reading, TerraNova Math, modified Torrance Test of Creativity, Cognitive Skills Index, classroom performance in reading, math, and science, classroom teacher, and EP teacher recommendations.

For all grade levels, Kindergarten through fifth, students are reevaluated each year and are required to maintain a composite matrix score in the top twenty percent of their grade level. Those who do not perform to the expectations of the Enrichment Program based on the procedures set forth in this guide will be dealt with on a case-by-case basis. This could result in elimination from the program. Students transferring into the Voorhees District from another district will be required to meet the aforementioned criteria for admittance into the Enrichment Program.

C. Exit Procedures from Identified Program

If ability to perform well in the Enrichment Program Identified Group or the regular classroom becomes questionable, a conference is scheduled. The conference consists of the EP teacher, classroom teacher, parents, and the student. A consensus determines maintenance, a monitoring period, or dropping from the program. If the conference participants select either the maintenance or monitoring option, they will construct and mutually accept objectives that indicate what the student must do to remain in the program. The conference participants will also develop a time-period for completion of aforementioned objectives. In all cases, the EP teacher will notify the Building Principal of any such conference before it is scheduled and of any student exclusions from the program.

D. Criteria for Entrance into the Middle School Identified Enrichment Program

1. Fifth-grade students already in the identified Enrichment Program will remain in the program for sixth grade as long as they maintain a matrix score in the top 20% of the district fifth grade.

2. After EP teachers identify fifth grade students in their respective schools, they will compile a list that will include all students whose total matrix score was between the highest and lowest scores of all identified students district-wide. Hence, students who achieved a high matrix score, but were not in the top 5% of their school, will be included on this list. This list will be sorted first by score, then by student, and finally by school and will designate students who were admitted into the Enrichment Program of a school as well as those who were not. This process will be repeated yearly.

3. The scores of all identified fifth grade students will be averaged to determine what score a student not in the top 5% of their school will need for possible admission into the sixth-grade program. All students who score at or above the average will be reevaluated using the third –

fifth grade matrix and the most current information available. If their new matrix score is at or above the current average, they will be invited to participate in the sixth-grade Enrichment Program.

4. EP teachers will notify parents of newly identified students to inform them that their child will be admitted into the Middle School Enrichment Program.

5. Enrichment Program teachers are required to keep their records until students graduate from eighth grade.

Issued: 26 September 2007

CURRICULUM ADAPTABILITY & MODIFICATIONS

This course of instruction shall be modified for academic enrichment, Special Education, ESL, Bilingual, and Basic Skills students through varying techniques, strategies, materials, etc. to meet the needs of all students. These strategies and techniques will include, but not be limited to the following:

- Instructional modification based on IEPs, ISIP's, 504 Plans, etc.
- Providing extra time for assignments, projects, tests, and quizzes
- Segmenting assignments into smaller sections to work on in short time periods
- Provide breaks between assignments so students can refocus on tasks
- Carry out everyday routines consistently
- Develop a reward system for good behavior, completing work on time and class participation
- Use visual and auditory reminders from one activity to the next
- Extend the breadth and depth of the content
- Designing lesson plans that can be modified to fit each student
- Rewriting assignments, tests, and quizzes at different learning levels
- Develop a system for easy and comprehensive data collection to help monitor lessons and inform practice
- Provide opportunities for cooperative learning
- Created differentiated learning centers focused on remediation and enrichment
- Provide small group instruction