



VOORHEES, NEW JERSEY 08043

Enrichment Program

Curriculum/Program Guide

Grades Kindergarten through Eighth Grade

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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 skill.

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

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 institutions 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.

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 gifted are not penalized for being in a specific program. For example, gifted 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 group classes

Self-contained ClassesHomogeneously 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.
- Co-Curricular**.....Activities that supplement classroom instruction and are frequently competitive in nature, such as Science Olympiad, Challenge Bowls, Convocations, Poetry/Writing Contests, and Math 24 Challenge, as well as activities that are extensions of classroom instruction, e.g., field trips, music and art festivals, etc

Common Core Standards Abbreviations

Math

Operations and Algebraic Thinking	OA
Number and Operations in Base Ten	NBT
Number and Operations Fractions	NF
Measurement and Data	MD
Geometry	G
Expressions and Equations	EE

English Language Arts

Reading Literature	RL
Reading Informational Text	RIT
Reading: Foundational Skills	RFS
Writing	W
Speaking and Listening	SL
Language	L

College and Career Readiness

CCR

Link to Complete Common Core Standards: <http://www.corestandards.org/>

Link to 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 insure achievement in accordance with their capabilities.

Unit Objective With CCS and NJCCS:

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

Lateral Thinking

Fluency

Originality

Flexibility

Elaboration/Attention to Detail

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.

1.1, 1.3, 1.4, 5.1, 6.1, 6.2, 8.1, 8.2, CCR, RIT, RFS, W,SL,L,OA,NBT,MD

K-2 Gifted Education Resource List

Thinking Skills, Thinking Caps Materials for the Gifted, PO Box 26239,
Phoenix, AZ 85068

Graphing Hidden Pictures, Erling and Dolores Freeberg, Carson Dellosa

Intermediate Brain Teasers, Edited by Amy Las Cola, Teacher Created Materials
PO Box 1040 Huntington Beach CA 92647

Hands on Math Around the Year Grades 1-3, Jacqueline Clark, Scholastic
555 Broadway NY, NY 10012

Treasury of Critical and Creative Thinking, Edited by Marilyn Karp, Newbridge
Communications Inc. NY

Multiple Intelligence Activities K-4, Teacher Created Materials

Teaching Story Elements with Favorite Books, Scholastic

Primary Poetry Plus, Sally Fisk, Instructional Fair, Grand Rapids MI

What Your First Grader Needs to Know, E.D. Hirsch Jr., Doubleday

What Your Second Grader Needs to Know, E.D. Hirsch Jr., Doubleday

Think About It!, Imogene Forte, Incentive Publications

Foolproof, Failsafe, Seasonal Science, Instructor Big Book Publishers

Hands On Geoboards, Creative Publications

Curriculum Activities for Gifted and Motivated Elementary Students, Edited by Artieue
Kamiya and Alan Reiman, Parker Publishing Co. West Nyack, NY

Hooked on Caldecott Award Winners, Marguerite Lewis, Center for Applied Research in Education, West Nyack, NY

Fact, Fantasy, and Folklore, by Lipson and Morrison, Good Apple

Kid's Stuff, Forte and MacKenzie, Incentive Publications

Science Games and Puzzles, White and Brown,
Addison Wesley

Science Toys and Tricks, White and Brown,
Addison Wesley

Beginning Algebra Thinking for Grades 3-4, Hoozeboom and Goodnow, McGraw Hill

First Time Analogies, Dianne Drazee, Dandy Lion Publication

Logic Safari, Bonnie Risby, Dandy Lion Publication

Connections, Bonnie Risby, Dandy Lion Publication

Primarily Logic, Judy Leimback, Dandy Lion Publication

The Multi-Age Classroom, Jodi McClay

Designed to Delight, Doris Bullock

Making Books with Beginning Writers, JoEllen Moore

Gold Apple: A Multicultural Guide to Thematic Units for Young Children, Jeri Carroll, and Dennis Kear

Cooking Up a Story, Carol Elaine Catron and Barbara Parks

The Big Book of Phonic Fun, Barbara Wilson

Literature Works, Grade 1 & 2, Silver Burnett Ginn

Math 24 Primer, Suntex International

Tessellations, Designs in Education

Popsicle Stix, Charles Lund, Cuisenaire Co. of America

I Believe in Unicorns, Bob Stanish

I Still Believe in Unicorns, Bob Stanish

Great Graphing, Martin Lee and Marcia Miller

Unbelievable Bubble Book, John Cassidy

Geographunny, Mort Goldberg

Geography Wizardry for Kids, Phyllis Williams

200 Goopy, Slippery, Slimy, Weird and Fun Experiments, Janice Van Cleaves
Challenge Boxes, Catherine Valentino

Mindanderings, Bob Stanish

1621: A New Look at Thanksgiving, Catherin O'Neill, National Geographic

APPS For K-2

Script Calculator

Unblock Me

FreeFlow

Scribblenauts

Lets Tans

Near Pad

Kids Discover

Science 360

Hidden Objects
Voice Recorder
Dragon Dictation
Flashcardlet
Librivox Classical Music
Oh No Fractions
Ranger Rick's Treehouse
Nat Geo For Kids
Click The Birdie
Garage Band
Camera
Notes
iMovie
Educreations
Doodle Buddy
Publisher Star
Skype for iPad
Facetime
McGraw Hill US Timeline
Chemical Reactions
Hashi
Thesaurus
Dictionary
Podcasts
Khan Academy
Calculator
This Day in History
Talking Tom
Chess
PBS KIDS Video
Young Person's Guide to the Orchestra/Britten

**Enrichment Program
Global Issues Unit
Grade 3**

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

Global Issues Unit Objectives With CCS and NJCCS:

1. Create and perform/present original scripts, lyrics, poetry and artwork related to Planet Earth 1.1, 1.2, 1.3, 1.4, 7.1, L, SL, RL
2. Survey, collect graph and interpret data on an environmental issue. 5.1, 5.2, 5.3, OA, NBT
3. Investigate changes in the environment using trees as a model 5.1, 5.2, 5.3, 5.4, OA, MD,L, SL, W
4. Use technology to investigate global geography including latitude and longitude. 6.1, 6.2, 8.1,8.2,CCR, SL, L
5. Investigate how nutrients and organic molecules are recycled in the environment. 5.1, 5.2, 5.3

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	

decomposition	recycle	customs
ecosystems	naturalist	environmentalist
food chain	predator	prey
erosion	photosynthesis	chlorophyll
plant pigments	environment	photoperiod
deciduous	coniferous	ecosystems
conservationist	greenhouse effect	

Global Issues Unit Resource List

‣ **Kids' Discover Magazines - Several issues as listed:**

Trees

Wetlands

‣ **Demco Publishers Materials**

PO Box 7488 (Past-Ports)

Madison, WI 53707-7488

www.past-ports.com

‣ **Earth Search Book**

‣ **Understanding Our World through Geography**

By Good Apple Publishers

‣ **Windows to the World**

More Windows to the World

By Good Apple Publishers

‣ **Learning Journeys Books 1 and 2**

By The Monkey Sisters Publishers

‣ **Ranger Rick NatureScopes Books**

Trees Are Terrific

Diving Into Oceans

Wading into Wetlands

► **Junior Scholastic Magazines**

<http://scholastic.com>

► **Time For Kids Magazine**

www.timeforkids.com

1271 Avenue of the Americas

New York, New York 10020

Global Issues Unit Websites

Ask a Tree Expert

http://www.askanarborist.net/claim-your-membership--/Default.aspx?utm_campaign=adwords&gclid=CLWHIYblpKwCFU1x5QodsisYDQ

Tree Identification

<http://www.arborday.org/trees/whattree/>

Make a Tree Out Of Paper!!

http://www.ehow.com/video_2369920_make-halloween-tree-paper.html

Latitude and Longitude Games

<http://www.kidsgeo.com/geography-games/latitude-longitude-map-game.php>

Trees/Leaves

<http://dnr.wi.gov/eeek/veg/trees/treestruicolor.htm>

Tree Identification

<http://www.arborday.org/trees/whattree/>

Environmental/Global issues

<http://www.nrdc.org/reference/kids.asp>

<http://environment.nationalgeographic.com/environment/>

<http://climatekids.nasa.gov/air-gallery/>

<http://www.epa.gov/climate/climatechange/kids/impacts/effects/index.html>

Symbolic Monarch Migration

<http://www.learner.org/jnorth/tm/symbolic/AboutFall.html>

International Tulip Study

<http://www.learner.org/jnorth/tm/tulips/AboutFall.html>

APPS for Global Issues Unit

Google Earth
Leaf Snap
iMovie
Camera
Photo Gallery
Google
Science 360
Notes
Khan Academy
Journey North
iMovie
Near Pad
Kids Discover
Flags Quiz
Keynote
Chirp Birdsong

**Enrichment Program
Inventions Unit
Grade 3**

Goal: The students will develop and use problem-solving skills, critical thinking skills and decision-making skills through invention integrating current technologies.

Inventions Unit Objectives With CCS and NJCCS

1. Define invention and brainstorm how problems are solved by inventions 12.1, 2.2, RIT, W, SL, 5.1, 5.2, 6.2, 6.3, CCR
2. List important inventors and inventions 1.1, 2.1, W, SL, 5.1, 5.2, 6.2, 6.3
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...1.2, RIT, W, SL, 5.1, 5.2, 6.2, CCR
4. Predict conditions which may eventually cause the obsolescence of some current, useful inventions 1.2, RIT, W, SL, 5.1, 5.2, 5.3, 6.2
5. Develop a diagram and prototype of a new invention to solve one of today's problems RIT, SL, 6.2, 6.3
6. Determine the characteristics needed to become an inventor. 1.1, W, 5.1, 6.3, 8.2, CCR
7. Visualize and manipulate combinations of existing objects or ideas put together in new ways for a new purpose. 1.1, 2.7, W, 5.1, 6.3, CCR
8. Develop and use a time line on which various inventions and discoveries can be visually placed. 1.1, SL, G, 5.1
9. Discuss the usefulness of patents and how to obtain one 1.2, RIT, MD, G, 5.1, 6.2
10. Design an original invention creating a breadboard model, prototype/model, descriptions and claims about the invention. 1.1, W, SL, 5.1, 6.3, CCR
11. SCAMPER-use this technique to modify existing inventions (Substitute, Combine, Adapt, Minify/Magnify/Modify/; Put to other uses; Eliminate; Rearrange 1.1, SL, MD, 5.1
12. Perceive art as an invention, manipulating different mediums to produce an art project, studying inventive artists, Calder, Picasso, Dali, Copeland, etc. 1.1, 1.2, SL, 5.1, 6.2
13. Develop advertising ideas for the new inventions. 1.1, W, SL, 6.3, 8.2, CCR

Inventions Unit - Vocabulary List

discovery	hypothesis
invention	Necessity is the mother of invention
brainstorm	Rube Goldberg
SCAMPER	Archimedes
assembly line	Calder
design	mobile (the sculpture)
claims and description	
hypothesis	
breadboard	
prototype	
model	
patent	
B.C.E/B.C	
A.D.E/A.D	

Inventions Unit Resource List

- **Kid's Discover Magazines**
Invention
Thomas Edison
- **Cobblestone Magazine (various issues)**
- **Challenge Magazine (various issues)**
- **Inventions, Inventors and You**
by Dianne Drazie
Dandy Lion Publications
- **The Book of Great Inventions**
The Shooting Star Press
- **Mistakes That Worked**
by Charlotte Foltz Jones
Doubleday Publishers
- **The Way Things Work**
by David Macaulay
- **Steven Caney's Invention Book**
Workman's Publishing, NY
- **Science-The Invention Convention Grades 1-6**
Silver Burdett and Ginn
- **Eyewitness Books Invention by Knopf**
- **How Things Work**
Simon and Schuster

- **Wall Chart of Discovery and Invention**
Studio Editions
- **Scientists and Inventors**
- **The Center of Learning by Martha Fisher**
- **Inventors Workshop by Alan J. McCormack**
- **British Brass Rubbings by Miriam Young**
8317 Shawnee Street
Philadelphia, PA
215-242-6909
- **Inventors and Inventions/ Scholastic Professional Books by Lorraine Hopping Egan**
- **Inventions that Changed the World Posters**
Knowledge Unlimited
PO Box 52
Madison, Wisconsin
377D1-0052
1-800-356-2303
- **The Unconventional Invention Book by Good Apple Grades 3-12**
- **The Anti-Coloring Book of Masterpieces by Susan Striker**
Published by Owl Books
Henry Holt
- **Secret Formulas by Lawrence Hall of Science**
University of California @Berkley
LHS Gems
- **This is America Charlie Brown video/ Charlie Brown and the Great Inventors**

Inventions Unit Websites

Engineering/Inventions Link

<http://www.pbs.org/parents/zoom/engineering/>

Physics Puzzlers

<http://www.archimedes-lab.org/workshoptorquato.html>

Rube Goldberg for Kids!

<http://pbskids.org/zoom/games/goldburgertogo/index.html>

"Pipe Dream" Animated Music

<http://video.google.com/videoplay?docid=2942922314315974986#>

Apps for Inventions Unit

Pick a Path

Hashi

Flow Free

Science 360

Kids Discover

Nat Geo For Kids

Khan Academy

How it Works

History Channel

US Timeline

Pettson's Inventions

Exploraments:Electricity

Qrafter-QR Code Generator

**Enrichment Program
Chemistry Unit
Grade 3**

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

Chemistry Unit Objectives With CCS and NJCCS

1. Explore the concept that all things, living and non-living, are made of fundamental components called matter. 5.1, 5.2, RIT OA
2. Explore how atoms combine to make molecules. 5.1, 5.2, RIT
3. Understand the different states of matter and how they are related through molecular movement. 1.1, 5.1, 5.2, RIT
4. Explore chemical reactions. 1.1, 5.1, 5.2, RIT,
5. Explore different types of mixtures and how to separate them. 1.1, 5.1, 5.2, RIT, MD
6. Explore the structure of molecules. 5.1, 5.2, RIT
7. Identify and use The Periodic Table of the Elements. 5.1, 5.2, RIT
8. Survey, collect, graph, and interpret data. 1.1, 5.1, MD, OA RIT
9. Demonstrate the ability to use scientific equipment. 1.1, 5.1, RIT, CCR

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		CO ₂	H ₂ O	heterogeneous	
homogeneous		acid	base	DNA	

Chemistry Unit Resource List

► **Real Science - 4 - Kids**

Chemistry Level I, Dr. R.W.Keller

Laboratory Workbook

Textbook

Gravitas Publications, Inc. 2004 - 2007

Dennis Wagner Editor-in-Chief

Access Research Network, 2001

► **www.realscience-4-kids.org**

► **The Core Knowledge Series - Ed Hirsch, Jr.**

What Your First Grader Needs to Know through What Your Fourth Grader Needs to Know

► **Chemistry for Every Kid**

Janice Van Cleave's Science for Fun Series

John Wiley and Sons, Inc. New York

► **It's All Chemistry - Video**

The Shooting Star Press

► **Mistakes That Worked**

Our Body, Our Home, Our Environment Doubleday Publishers

► **Chemical Reactions**

Teacher's Video Company (Global Video Co.)
PO Box 4455
Scottsdale, AZ 85261

Chemistry Unit Websites

<http://www.chem4kids.com/>

<http://www.chemicool.com/>

<http://quizhub.com/quiz/f-elements.cfm>

<http://www.nyu.edu/pages/mathmol/library/>

<http://www.funology.com/laboratory/listing.cfm?category=49&type=laboratory>

<http://pbskids.org/zoom/games/kitchenchemistry/virtual-start.html>

<http://www.miamisci.org/ph/phvinegar.html>

Periodic Table

<http://chemistry.about.com/library/PeriodicTableallcolor.pdf>

Safari Montage

Interactive Periodic Table
Bill Nye Series/Chemistry

Apps for Chemistry Unit

Chemical Reactions

Molecules

Science 360

NPR

Geoboards

Chemical Reactions

Periodic Table

Matter by Kids Discover

States of Matter

Voorhees Township Schools
Enrichment Program Guide
Chemistry Unit - Grade 3

Google

Zed's Alchemy

The Elements: A Visual Exploration

Atoms: A Periodic Table of the Elements

Solids

Enrichment Program
Advertising, Consumerism and Media Unit
Grades 4 and 5

Goal: The goal of this unit is to heighten the awareness of the students as consumers and explore techniques used by advertisers.

Advertising Unit Objectives With CCS and NJCCS:

1. Become aware of various forms of advertising including but not limited to direct mail, the internet, social media, television, magazines and billboards. 8.1, 8.2, RIT
2. Be able to identify and evaluate techniques used in advertising RIT, W, SL
3. Recognize terminology used by advertisers. RIT, RFS, W, SL
4. Recognize logos as a part of product recognition. 1.1, RIT
5. Through surveys and graphing, be aware of the kind and number of advertisements to which one is exposed daily. 8.1, 8.2, EE, OA
6. Understand how advertising is an integral part of a capitalistic society. CCR
7. Design a market research project. 1.1, 8.1, 8.2, CCR, EE, OA
8. Compare and contrast how media is used in advertising. 1.1, RIT
9. Explore and integrate different types of media, including but not limited to video, audio, literature, and music, into a class project. 1.1, 1.3, 8.1, 8.2, RIT, SL, W
10. Create an advertisement for a new or existing product. 1.1, 1.3, 8.1, 8.2, RIT, SL, W
11. Use available technology to explore different advertising 8.1, 8.2
12. Become aware of publications, independent of advertisers, that compares and/or rates different products and services. 8.1, 8.2, CCR, RIT
13. Create a simulated advertising firm to address specifics of a proposed product. 1.1, 1.3, 8.1, 8.2, CCR, RIT, SL, W

Advertising Unit Suggested Vocabulary List

advertisement	bias
appeal	advertising agency
technique	product sampling
export	product development
product	client
symbol	billboard
logo	mass production
slogan	storyboard
consumer	print
advertising strategy	brand name
market research	media
multi-media	propaganda
persuade	e-mail
e commerce	SPAM
QR Code	Facial Recognition Technology
Social Media	target audience

Advertising Unit Resource List

- Zillions Magazine – Consumer Reports for Kids
- Consumer Reports Magazine
 - “Buy Me That” – Video
 - “Buy Me That, Too” – Video
- Words That Sell
- Lyle at the Office
- Arthur's TV Trouble
- 3M Consumerism Booklet
- Philadelphia Inquirer – Pullout Section on Advertising
- “Advertising” Game
- Creative Lettering Book – by Scholastic
- The Learning Works, Inc. – Advertising
- Advertising In America

Websites for Advertising Unit

<http://www.sil.si.edu/exhibitions/doodles/introduction.htm>

<http://www.admongo.gov/>

<http://adage.com/century/timeline/index.html>

<http://advertisingiconmuseum.org/links.html>

<http://redpepperland.com/>

APPS for Advertising Unit

Keynote
iMovie
Pages
Camera
Logo Quiz
Publisher Star
iTunes University
iThesaurus Plus
Dictionary
Pic Collage
Dragon Dictation
Kidblog
NPR
Masters (Classical Music)
iTunes
Prezi
Newstand
Podcasts
TED- TED Conferences
Garage Band
iCon Pop Brand
You Tube
Icomania
Mad Libs
Qrafter -QR Code Generator
Scan-QR Code Reader

**Enrichment Program
Archaeology Unit
Grades 4 and 5**

Goal: 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.

Archaeology Unit Objectives With CCS and NJCCS:

1. Understand the job and responsibilities of archaeologists and understand the science of archaeology. 1.2, 5.1, 5.2, 6.1, 6.2, 7.1, 8.1, 8.2 RL, RIT SL, OA, MD, CCR
2. Locate famous archaeological dig sites on a world map and understand their significance 1.2, 1.4, 5.1, 5.2, 5.4, 6.1, 6.2, 6.3, 7.1, 8.1, 8.2, MD, RIT, SL, W, L
3. Identify the tools and methods used by archaeologists at a dig site and experience using these tools in an "on site" dig. 1.4, 2.5, 5.1, 5.4, 6.1, 6.2, SL, L, CCR
4. Understand the various methods used to date strata and artifacts. 1.4, 5.1, 5.4, SL, L, CCR
5. Practice the scientific training required to become an archaeologist. 5.1, 8.1, 8.2, CCR, L MD OA
6. Research worldwide archaeological digs and understand their historical importance. (Mayan, Aztec, Pompeii, Egypt, Stonehenge, etc.) 6.1, 6.2, 8.1, 8.2, CCR, SL, L, RIT, RFS, W
7. Choose artifacts that are characteristic of present day culture that would be representative of our civilization to future archaeologists. 1.1, 1.2, 1.4, 6.2, 7.1, SL, L
8. Research famous archaeologists and their contributions to the field of archaeology. 6.1, 6.2, 8.1, 8.2, CCCR, RIT
9. Create an archaeology timeline containing famous digs. 1.1, 6.2, 8.1, 8.2 NBT, RIT, W
10. Design a culture and prepare artifacts that reflect this culture for "culture reconstruction". 1.1, 6.1, 6.2
11. Expand research skills using available technology. 8.1, 8.2, CCR
12. Participate in intra-district event, sharing ideas with other district students. 1.1, SL, L
13. Relate their existence to the existence of ancient humans. 6.1, 6.2
14. Understand and appreciate commonality among civilizations and the implications of shared DNA. 1.4, 5.1, 5.3, 6.1, 6.2, 7.1

Archaeology Unit Suggested Vocabulary List

Maya	Howard Carter	Robot	papyrus
Pompeii	Machu Picchu	Stonehenge	Giza
Ka & Ba	Anubis	natron	stratigraphy
dendochronology	potsherds	mummification	excavate
site	crook	flail	scarab
lotus	Nile	hieroglyphs	artifact
canopic jar	cartouche	King Tut	pharaoh
burial chamber	treasury	annex	Bog Man
Ice Man	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		

Archaeology Unit Resource List

► Kids Discover Magazine Issues

Ancient China
Ancient Greece
Fossil Hunters
The Mayan
Native Americans
Pompeii
Pyramids
Roman Empire

► Instructor Books by Scholastic

Mayas - Aztecs - Incas (Grades 4-8 cooperative learning activities)
By Strohl & Schneg

- **Mark Twain Media**
Carson-Dellosa Publishing Co. Inc.
Three Social Studies Activities Books
Egypt
Mayan, Incan & Aztec Civilization
- **Ancient Egypt Kit**
- **Mummy Kit**
- **Ancient Civilizations Posters (Greece & Rome)**
By Frank Schaeffer Publications
- **Discover Magazine** (various issues)
- **Drawing History - Scholastic**
By Elaine Raphael - Two issues on Ancient Greece and Ancient Rome
- **Create A Culture**
By The Learning Press (Nordgaarden)
- **Educational Oasis**
By Apple Inc.
- **Challenge Magazines** (various issues)
- **Motel of the Mysteries**
By David Macaulay
- **Egyptians, Maya, Minoans**
The Learning Works, Inc.
- **Mythology, Archaeology, & Architecture**
The Learning Works, Inc.

- ▶ **Past Ports Catalogue**
Demco
PO Box 4788
Madison, WI 53707-7488

- ▶ **Archaeology's**
Dig Magazine - dig.archaeology.org

- ▶ **Nature Watch Creative Supplies Catalogue**

- ▶ **Digging Into Archaeology**
By Julie Coan
© Critical Thinking Books and Software
PO Box 448
Pacific Grove CA 93950-0048

- ▶ **A Kaleidoscope Kids Book - Pyramids!**

- ▶ **Hands-On Archaeology**
By John R. White, Ph. D
Pufrock Press
Waco, Texas

- ▶ **Cave Art Prints**
Knowledge Unlimited Crystal Productions

Archaeology Unit Websites

Art History/Pompeii

<http://sites.google.com/site/ad79eruption/home>

Cool Archaeology "Dig" Links

<http://www.digonsite.com/links.html>

Jigsaw Puzzles Online

<http://www.jigzone.com/>

King Tut Article

<http://www.nationalgeographic.com/egypt/>

King Tut's New Face

http://news.nationalgeographic.com/news/2005/05/photogalleries/tut_mummy/index.html

New Technologies Including Mapping Genomes and Virtual Paleoanthropology Applied to Archaeology

<http://ngm.nationalgeographic.com/2008/10/neanderthals/hall-text>

Jamestown Colony "Digsite"

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

"Who Shot JR?" Facial Reconstruction of Jamestown Resident circa 1609

http://apva.org/rediscovery/page.php?page_id=50

Jamestown Interactive Site

<http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone>

New Findings at Stonehenge-Based on DNA evidence and a new dig

<http://channel.nationalgeographic.com/episode/stonehenge-decoded-4272/Overview>

NY Tenement "Digsite"

<http://www.tenement.org>

Bog Mummies

<http://library.thinkquest.org/J003409/bog.htm>

Egypt Interactive Timeline and Suduko

http://www.history.com/marquee.do?marquee_id=51188

Make a Roman Mosaic

<http://gwydir.demon.co.uk/jo/mosaic/mkmosaic.htm>

APPs for Archaeology Unit

Google Earth

iMovie Trailer

Keynote

iTunes University

Chess

Khan Academy

Podcasts

History Channel

Kids Discover

Nat Geo for Kids

Google

PBS for iPad

**Enrichment Program
Architecture Unit
Grades 4 and 5**

Goal: The students will become familiar with the design elements, integration, and construction of the "Built Environment".

Architecture Unit Objectives With CCS and NJCCS:

1. Recognize what the built environment means. 1.1, 1.2, RIT, SL, L
2. Identify a variety of architectural elements used in the building of structures. 1.1, 1.2, 6.2, RIT, SL
3. Differentiate geometric shapes used in designing structures and test strengths through experiments (identifying the triangle as the strongest geometric shapes) 5.1, 5.2, G, OA
4. Compare types of architectural styles constructed around the world identifying structural landmarks and their locations. 1.2, 1.4, 6.1, 6.2, 8.1, 8.2
5. Recognize the roles of various professionals in the building industry. CCR
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. 1.1, 1.4, 5.2, CCR, OA, MD G
7. Recognize elements as they appear on a blueprint, cross section, façade, and floor plan. 1.1, 1.4, MD, G
8. Plan, design, and construct a model of a structure. 1.1, 1.4, CCR, MD, G
9. Compare and contrast tunnel, bridge, skyscraper, and their method of construction. 1.1, 1.2, 1.4, 5.2, G
10. Use technology to enhance research skills. 8.1, 8.2
11. Interact with other students through participation in a district event. 1.4, SL, L

Architecture Unit 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			

Architecture Unit Websites

Virtual Tours of Ancient Structures

<http://www.3dancientwonders.com/index.php>

Virtual Tour of the Acropolis

<http://acropolis-virtualtour.gr/acropolisTour.html>

Check out the Great Art of the Parthenon

<http://www.parthenonfrieze.gr/#/home>

Paint Color and Design

http://www.duron.com/do-it-yourselfers/color/color_palettes.asp

House Plans

<http://www.architecturaldesigns.com/beach-house-plans.asp>

Luxury Home Designs

<http://www.dreamhomedesignusa.com/Luxury%20House%20Plans%20Start.htm>

Build a Virtual Skyscraper!!

http://www.yourdiscovery.com/machines_and_engineering/skyscraper/index.shtml

Other Architecture Links

<http://www.greatbuildings.com>

<http://www.pbs.org/wgbh/buildingbig/>

http://architecture.about.com/od/greatbuildings/Great_Buildings_and_Structures.htm

<http://www.discovery.com/googleearth/index.html?playerId=219243115&categoryId=219564254&lineupId=16920290&titleId=17013928>

<http://www.pbs.org/newshour/art/blog/2009/05/maya-lin-extended-interviews.html>

APPs for Architecture Unit

Hashi

Free Flow

Calculator

Geodesic

Nat Geo For Kids

iTunes University

TED

Sketch Explorer

Pick a Path

History Channel

Math Art

Minecraft

Science 360

NPR

PBS for iPad

Concepts Link-a-Pix

**Enrichment Program
Middle Ages Unit
Grades 4 and 5**

Goal: The students will analyze the historic influences of the Middle Ages.

Middle Ages Unit Objectives With CCS and NJCCS:

1. Understand the period of time referred to as the Dark Ages, Middle Ages, Medieval Times. 6.2, 8.1, RIT, W, SL, MD
2. Understand the feudal system and its effect on the people of the Middle Ages. 5.3, 6.2, 7.1, 8.1, RIT, W
3. Study the purpose and structure of the castle and its impact on the eventual growth of the medieval town. 5.3, 6.2, 8.1, 8.2, RIT, W
4. Study the stages of knighthood, the armor worn by knights, heraldry. 6.2, 8.1, RIT, W, SL, G
5. Understand the guilds and their relationship to modern unions by studying medieval crafts and the hierarchy that existed in the society of artisans. 6.2, 6.3, 8.1, 8.2, RIT, W
6. Identify weapons and fortifications used for protection. 5.1, 6.2, 8.1, 8.2, RIT, W, SL
7. Read medieval poems, novels, folk tales, ballads, legends, and compare and contrast the literary style and elements. (Beowulf, Canterbury Tales, Arthurian Legend, The Werewolf) 5.1, 6.2, 8.1, 8.2, RIT, W, SL
8. Decode expressions commonly used during this period and compare to proverbs from the present. 1.1, 6.1, 6.2, 7.1, R, W, SL,
9. Identify elements of Medieval Architecture. 1.1, 1.2, 1.4, 6.2, 8.1, 8.2, RIT, W, SL, G
10. Explore the influence of the church and its role in the crusades and legends of Joan of Arc, and King Arthur. 1.1, 1.2, 1.4, 6.2, 8.2, RL, RIT, W

Middle Ages Unit Suggested Vocabulary Lists

medieval

B.C./B.C.E.

A.D.

500-1500 A.D.

Roman Empire

Gothic

Romanesque

Anglo-Saxon

Norman

cathedral

illuminated letter/illumination

stained glass

crusades

Feudal System/Feudalism

chivalry

serf

freeman

villain

knight

vassal

lord

heraldry

coat-of-arms

fief/ fiefdom

clergy

nobility

commoners

wimple

tournament

joust

page

squire

bubonic plague, Black Death, The Plague

Parts of a Castle

1. moat

2. portcullis

3. drawbridge

4. arrow loop

5. bailey

6. gatehouse

7. garter robe

8. crenellations

9. murder holes

10. curtain (inner & outer)

11. keep

12. well

People and Places

William the Conqueror

Joan of Arc

Charlemagne

Eleanor of Aquitaine

Chaucer

King Arthur

Guinevere

Beowulf

gargoyle

tithe

monk

monastery

tapestry

Middle Ages Unit Resource List

- ▶ **Castle**, by David Macaulay, Video and book
- ▶ **Cathedral**, by David Macaulay
- ▶ **Kids Discover Magazines** -
 - Knights and Castles
 - Shakespeare
 - Kings and Queens
 - Leonardo DaVinci
- ▶ **Video Conference Available through Philadelphia Museum of Art** - "Days of Knights" Program
- ▶ **Knights in Armor Sticker Book** - Dover Little Activity Books
- ▶ **Heraldry** © Teacher Created Materials, Inc.
- ▶ **The Medieval Period**, Books 1 and 2, by Robert Byrne - Miliken Publishing Co.
- ▶ **Stained Glass Windows** (available at Barnes and Noble)
- ▶ **Middle Ages**, Educational Impressions, Inc.
- ▶ **Illuminated Letters**, Henrich Enterprises
- ▶ **Days of Knights and Damsels**, by Laurie Carlson
- ▶ **Illuminations**, by Jonathan Hunt
- ▶ **Castles, Pyramids and Palaces**, by Caroline Young and Colin King
- ▶ **Castles**, by Philip Steele
- ▶ **The Middle Ages**, by Tara McCarthy
- ▶ **Castles: Their Construction and History**, by Sidney Toy
- ▶ **Knights and Castles** - "Aristoplay" game

Middle Ages Websites

Learn Latin Phrases

<http://www.transparent.com/learn-latin/phrases.html>

Knights and the Code of Chivalry

<http://www.middle-ages.org.uk/knights-code-of-chivalry.htm>

Heraldry

<http://search.swyrich.com/surnamesearch.asp?Licensee=8605>

Castles for Kids

http://www.castlesontheweb.com/search/Castle_Kids/

Castles of France

<http://www.a-castle-for-rent.com/castles/medieval2.htm>

Medieval Recipes Written in Middle English

<http://www.godecookery.com/mtrans/mtrans.htm>

Interactive Site About Medieval Times

<http://www.learner.org/interactives/middleages/>

Chess For Kids

<http://www.chesskids.com/>

APPs for Middle Ages Unit

Google Earth

iMovie Trailer

Keynote

iTunes University

Chess

Khan Academy

Podcasts

History Channel

Kids Discover

Nat Geo for Kids

Google

PBS for iPad

Learn Italian With Babble

Voorhees Township Schools

Enrichment Program Guide

Middle Ages Unit - Grades 4/5

**Enrichment Program
Renaissance Unit
Grades 4 and 5**

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

Renaissance Unit Objectives With CCS and NJCCS:

1. Study the life, works, and art of William Shakespeare, Leonardo da Vinci, and Michelangelo. 1.1, 1.2, 1.4, 6.2, 8.2, RL, RIT, L, SL
2. Decode expressions commonly used during the Renaissance, including Latin, surnames, and Shakespearean language. 1.1., 1.2, 1.4, 6.2, .8.2, RL, RIT, W, SL, L
3. Compare and contrast Medieval and Renaissance art and architecture including the Globe Theater. 1.1, 1.2, 8.2, RL, RIT, W, SL,L
4. Understand the time known as the Renaissance and the time period that precipitated it. 1.1., 1.2, 6.2, 8.2, RL, RIT, W
5. Expand research skills using technology. 8.1, 8.2

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

Renaissance Unit Resource List

‣ **Shakespeare for Kids His Life and Times**

Colleen Aagesen and Margie Blumberg
Chicago Review Press 1999

‣ **Kids Discover Shakespeare**

www.kidsdiscover.com

‣ **Shakespeare Made Easy**

Muriel J. Morris
J. Weston Walch Publisher
www.walch.com

‣ **Shakespeare Can Be Fun**

Loid Burdette
Firefly Books Ltd. Ontario, Canada

‣ **Teaching Shakespeare - Yes You Can**

Lorraine Hopping Egan
Scholastic Books

‣ **Shakespeare 101**

Michael LoMonico
Random House

‣ **Poetry for Young People**

William Shakespeare
Sterling Publishing Co., Inc. NY

Websites for Renaissance Unit

See the Secretary Alphabet Through an Interactive Website!

http://www.google.com/imgres?imgurl=http://penroom.co.uk/images/The%2520Secretary%2520Hand.JPG&imgrefurl=http://penroom.co.uk/The_secretary_hand.aspx&usq=__q6H7psvrMR8vSF6oS8PbsarGtho=&h=495&w=604&sz=73&hl=en&start=9&sig2=j16ZjPqsIi7VFpZmAfCaOA&um=1&itbs=1&tbnid=_qqfc2avpIGi9M:&tbnh=111&tbnw=135&prev=/images%3Fq%3Dthe%2Bsecretary%2Balphabet%26um%3D1%26hl%3Den%26sa%3DN%26rls%3Dcom.microsoft:en-us:IE-SearchBox%26rlz%3D1I7ADBS_en%26tbs%3Disch:1&ei=iB0JTLqyMsSAIAf9442XDq

Shakespeare For Kids

http://www.folger.edu/education/sfk_kids/

<http://www.shakespeareinamericanlife.org/kids/index.cfm>

<http://www.squidoo.com/shakespeareforchildren>

Shakespeare Characters Riddle Card Game

<http://www.folger.edu/Content/Teach-and-Learn/Shakespeare-for-Kids/Discover-Our-Collection/Shakespeare-for-Children/Riddle-Card-Game/>

Audio Drama

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

APPs For Renaissance Unit

Shakespeare in Bits

History Channel

Shakespearean Insult Creator

Talking Tom

Face Talk

Near Pad

iThesaurus

iDictionary

Voice Recorder

Dragon Dictation

Educreations

PBS for iPad
TED
Keynote
Khan Academy
iMovie
Podcast
iTunes University

**Enrichment Program
Mythology Unit
Grades 4 and 5**

Goals: The students will examine mythology of various cultures and relate it to the origins of our western civilization.

The students will recognize the influence of mythology on the present and future. Values embedded in myths will be recognized as being reflected in our architecture, philosophies, politics, democracy, lifestyles, and language.

Mythology Unit Objectives With CCS and NJCCS:

1. Understand origins of myths as religious belief and artistic expression. 1.1, 1.2, 6.2, 8.2, RL, RIT, SL
2. Understand mythology exists globally but differs somewhat in content. 1.1, 1.2, 6.2, 8.2, RL, RIT
3. Compare and contrast relationships among Greek and Roman mythologies. . 1.1, 1.2, 6.2, 8.2, RL, RIT, W, SL
4. Analyze word origins derived from mythologies around the world 1.1, 1.2, 6.2, .7.1, 8.2, RL, RIT, W, L
5. Recognize the use of mythology in advertising, stories, and games 1.1, 1.2, 6.2, 8.2, CCR, RL, RIT, W, SL
6. Discriminate among the principal types of myths (nature, semi-historical, explanatory and creation) 1.1, 1.2, 6.2, 8.2, RL, RIT, W, SL
7. Become aware of the influence of mythology on the arts and architecture. 1.1, 1.2, 6.2, 8.2, RL, RIT
8. Write and/or perform poetry, creative stories and plays based on mythological creatures and characters. 1.1, 1.2, 6.2, 8.2, RL, RIT, W, SL, L
9. Recognize symbols associated mythological stories and characters 1.1, 1.2, 6.2, 8.2, RL, RIT, W,
10. Design a family tree to exhibit relationship of mythological gods and goddesses 1.1, 1.2, 6.2, 8.2, RL, RIT, W,
11. Conduct research via the Internet and other resources 8.1, 8.2

Mythology Unit Suggested Vocabulary List

Words from mythology:

fury	nocturnal	Olympics	panic	siren
furor	python	hygiene	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 flora	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				

Mythology Unit Resource List

- ▶ **"It's All Greek to Me"** - Play by Claudia Carter Covington, Dee Watson, and Jody Weatherly
Published by Meriwether Ltd.
- ▶ **Mighty Myth**, by Good Apple (Gr. 5-12)
- ▶ **Myths and Legends: Greek and Roman Myths**, by Macmillan Instant Activities Program
- ▶ **The Book of Greek Myths**, by D'Aulaires
Book, Filmstrips and Teacher's Guide
- ▶ **Greek and Roman Mythology** (Gr. 5-8)
by Mark Twain Media Publishing Co. cd-1829
- ▶ **Elementary and Junior High Marvelous Mythology**,
by Mary Elizabeth Bradford and Nancy Mastroianni Teachers
PO Box 398
Manhattan Beach, CA 90266
- ▶ **Mythical Mazes**, Barnes and Noble Published by Templar
- ▶ **Ancient Rome** - Independent Learning Unit, by John Artman
Published by Good Apple (Grades 4-8)
Gifted Learning Series
- ▶ **Greek and Roman Mythology**, Published by McDonald
ISBN 55708-242-1 by Virginian Slachman

- ▶ **Greek Myths & Short Plays for the Classroom**, by John Rearick
Scholastic Professional Books
- ▶ **Activities with Myths**, by Nancy Karl
Book Lures, Inc.
- ▶ **Myths, Legends, Neat Things**, Grades 3-5
Instructional Fair, Inc.
Grand Rapids, MI
ISBN No - 88012-813-5
- ▶ **Classical Kids** - Laurie Carlson - Primary
© 1998 Teachers Book Club
ISBN 55652-290-8
- ▶ **Bulfinch's Mythology** - Steven Zorn
- ▶ **Edith Hamilton's Mythology** (paperback edition)
- ▶ **Mythological Beasts Stained Glass Coloring Book**
by Peter Copeland
- ▶ **Odyssey**, by Interact A Learning Experience
1914 Polomar Oaks, Suite 150
Carlsbad, CA 92009
ISBN 1-57336-102X
- ▶ **Mythology, A Teaching Unit**, by Aileen Carroll
<http://www.walch.com>
- ▶ **Calliope Magazine**
- ▶ **FANDEX Family Field Guides**
Workman Publishing, NY ISBN 0-7611-1207-3
Mythology Tales and Legends of the Gods

- ▶ www.perseus.tufts.edu/artandarch.html
Perseus Project for Art in Mythology

Mythology Unit Websites

General Overview of Greek Myths

<http://www.timelessmyths.com/>

Famous Stories Read Aloud

<http://www.storynory.com/category/greek-myths/>

A Compendium of Famous Stories From Greek Mythology for Kids

<http://greece.mrdonn.org/myths.html>

Greek Mythology Resource

<http://www.mythweb.com/>

Kids Crafts

<http://www.dltk-kids.com/World/greece/index.htm>

Interactive Ancient Greece/British Museum

<http://www.ancientgreece.co.uk/menu.html>

Mythology

<http://www.mythweb.com/gods/index.html>

MOMA Activities

<http://www.moma.org/learn/teachers/index>

APPs for Mythology Unit

TED

Dictionary.com

iThesarus

History Channel
iTunes University
NPR
Dictionary.com
Keynote
iMovie
iGuess Greek Gods and Heroes
Kids Discover
Google Earth
PBS for iPad

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 Common Core standards. 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 Common Core standards 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 Common Core 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 pre-requisite 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 course work 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 end of sixth- grade year. (see attached email from guidance dept)

Notification to all sixth and seventh-grade parents in 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 object 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 art work 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 $\frac{1}{2}$ 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
Presented by Mrs. Kathryn Stamm

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

From: New Jersey State Department of Education:

Curriculum and Instruction

Gifted and Talented Requirements

March is Gifted and Talented Students Month

On June 1, 2005 the State Board of Education readopted with amendments [N.J.A.C. 6A: 8, Standards and Assessment for Student Achievement](#), which includes more specific requirements for gifted and talented programs. Changes to the regulations are highlighted below in **bold**.

The regulations define gifted and talented students as:

Those 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 if they are to achieve in accordance with their capabilities.

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

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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.

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