Wandell Elementary School
Enrichment Program Curriculum

Mr. Louis DeLisio
Interim Superintendent/Principal

Mr. Glenn Stokes
Vice Principal

Developed by:
Mrs. Holly Anderson
K-5 Enrichment Teacher

<u>Wandell School Enrichment Program</u>
<u>Rationale and Overview</u>

The Wandell School Enrichment Program supports the educational philosophy that every child has special talents and gifts. Wandell's Enrichment Program incorporates a wide variety of higher-level educational experiences, opportunities, and resources.

Our Enrichment Program is based upon components of Joseph Renzulli's Schoolwide Enrichment Model, which was developed around the idea that, "Schools are places for talent development," (Renzulli, 1994). The Schoolwide Enrichment Model has three main goals: to develop talents in all children, to provide a broad range of advanced-level enrichment opportunities for all students, and to provide follow-up opportunities for students, based upon their strengths and interests. The Wandell School Enrichment Program focuses on enrichment for all students through a variety of engaging and challenging learning experiences.

The Enrichment teacher meets on a weekly basis with all K-5 classes to provide whole-class Enrichment lessons. All general education and special education students participate in the whole-class Enrichment Program. The whole-class program emphasizes higher-level and critical thinking skills, creativity, problem-based learning opportunities, and lessons that incorporate various learning modalities.

In addition to weekly whole-class Enrichment lessons, pull-out Enrichment/Gifted-Talented classes will be offered to eligible students. Students who qualify for the pull-out Enrichment/GT Program must demonstrate above-average ability, a high level of task commitment, and a high level of creativity. Students in this program are generally functioning 2 years above their current grade level placement. The pull-out Enrichment/GT Program aims to academically challenge all eligible students, so that they may develop their intellectual potential. Multiple measures are required to identify eligibility for inclusion in the pull-out Enrichment/GT Program. Students in Grades K-1 must meet a minimum of three criteria, and students in Grades 2-5 must meet a minimum of five criteria in order to qualify for the pull-out Enrichment/GT Program. The multiple assessment tools that may be used for identification include:

- CSI (Cognitive Skills Index): Score of 130 or higher, OR top 10% of a class

- Standardized Test Scores: Terra Nova- Minimum Score 97-99th percentiles or top 10% of class The results from the PARCC will be used to assess students for placement placement purposes.
- SAGES-2 (Screening Assessment of Gifted Elementary and Middle School Students) – Includes 3 subtests: Reasoning, Math/Science, Language Arts/Social Studies: Quotient of 121 or higher, OR top 10% of class on any of the subtests
- Naglieri Nonverbal Ability Test: Exceptional Range
- Intelligence Tests (Kaufman Brief Intelligence Test – Minimum Score of 97% , WISC IV or V – Minimum Score of 135)
- Rating Scales (GATE – Minimum Score of 121, SRBCSS – Minimum Score of 85%)
- Report Card Grades (In consultation with teachers, and a minimum of one "4" per subject area for which a student is recommended)
- Outstanding Student Work/Performance in a Certain Subject Area
- Teacher and/or Parent Nominations/Recommendations

The Wandell School Enrichment Program is committed to providing all students, including those with exceptional abilities, varied and challenging experiences that will foster positive attitudes toward continued learning and educational excellence.

<u>Wandell School Enrichment Program</u>
<u>Overall Goals & Objectives</u>

The Wandell School Enrichment Program is designed to:

- develop students' abilities and skills to engage in critical thinking activities and responses.
- develop students' creative thought processes and responses.
- develop research skills needed to become independent learners.
- develop students' abilities and skills to self-evaluate their own learning progress.
- develop students' interest in seeking and expanding their own knowledge in areas of specific interests and/or talents.
- develop students' abilities to interact effectively within small and large-group settings.

Gifted & Talented
The Saddle River School District extends learning opportunities to all high achieving students. It supports the philosophy that every student has special talents and gifts. The Saddle River School District's enrichment and gifted & talented programs offer a unique approach to servicing all students while maintaining a focus on those who are identified as needing pull out services through the district's screening/criteria process. The Saddle River School District's enrichment program focuses on bringing out the special talents in all learners as enrichment instruction is delivered to all students in grades kindergarten through fifth grade. The program follows the Joseph Renzulli schoolwide enrichment model that concentrates on "schools being a place for talent development," (Renzulli, 1994). The program follows a wide-range of enriching/developing activities based upon student strengths and interests. Additionally, the program focuses on enriching activities across the curriculum in providing complementary and developing features/standards for all subject areas. The enrichment program builds upon existing student learning standards in all content areas in coordination with instruction and student needs.

The Saddle River School District Gifted & Talented program offers pull-out instruction for those students meeting the multiple measures and specific criteria set forth and approved by the board of education. The identification process may/can begin as early as kindergarten. The gifted and talented program follows the central theme that all appropriate curriculum standards are followed and that those standards are the foundation for developing student learning opportunities and standards across the curriculum. The gifted and talented program will provide the following in coordination with each content area when and where appropriate:
- Develop students' abilities and engage critical thinking skills
- Expand students' creative thought process and responses
- Advance students' research skills needed to become independent learners
- Develop students' abilities to self-evaluate their own learning process
- Enrich students' abilities in seeking and expanding their own knowledge in subject content areas and individual talents
- Develop students' ability to interact effectively in small-group and large-group setting

- Heighten students' ability in expanding on student learning standards to strengthen appropriate skills necessary for 21st century learning

English Language Learners (ELL)

The Saddle River School District recognizes the importance of increasing language proficiency while gaining confidence and strength so that academic goals and New Jersey state learning standards can be met. English Language Learners in the Saddle River School District are identified through a multitude of measures. These measure include, but are not limited to: a home language survey, parental conferencing, and daily teacher observations. Based on the information/data collected, the Saddle River School District will determine if a formal approved language assessment is necessary. The World-Class Instructional Design and Assessment (WIDA) is the assessment tool for those students recommended for ELL testing.

The Saddle River School District will provide the following accommodations for ELL students:
- Basic skills with a focus a the specific language skills
- Use of a translation dictionary (ipad, google translator, bilingual word to word dictionary)
- Preferential seating
- Extended time and/or modified classroom assignments
- Print out of teacher notes/lessons for additional review
- Extended time and/or modified assessments
- Extended time/accommodation for standardized testing in coordination with state regulations

Special Education Students

The Saddle River School District special education department offers a full continuum of services for students who are eligible for special education services. In order to meet the specific requirements for each learner, programs are developed so that that social, emotional and educational needs are met within the least restrictive environment. The specific program for each learner is based on individual needs where goals and objectives are set and followed accordingly. These individual educational plans follow a specific plan that is aligned to the student learning standards and may include, but is/are not limited to:
- Individual education plan
- Pull-out support
- Replacement content instruction
- In-class support
- Instructional aide(s)
- Support services (i.e.; speech, physical therapy, occupational therapy)
- Presentation accommodations (i.e.; notes, outlines, instructions, lists, organization)
- Response accommodations (i.e.; dictations, audio, dictionaries, calculation devices, scribes)
- Setting accommodations (i.e.; lighting, acoustics, seat placement, testing, sensory tools)
- Timing accommodations (i.e.; completing tasks, frequent breaks, processing directions)
- Scheduling accommodations (i.e.; spacing out projects/assignments, order of schedule)
- Organizational accommodations (i.e.; highlighter, time management, planning)
- Assignment modifications (i.e.; fewer tasks, alternate questions)
- Technology support (i.e; ipad, word processing, specific programs/apps)
- Testing accommodations (i.e.; extended time, placement, seating, time)

Students who require additional services outside of the district's resource program, may require an out-of-district placement. In this event, the Child Study Team will coordinate accordingly to ensure that all necessary learning standards are being met.

Students in Danger of Failing

For those students in danger of failing, the Saddle River School District has a specific referral process to ensure that student needs are being met. The Intervention & Referral Services (I&RS) is an interdisciplinary team of professional within the school that addresses a full range of student/staff needs and concerns. This process is designed to maximize student success and establish goals and benchmarks to promote outcomes that positively reflect academics, health, behavior, self-esteem, work habits and strong character. The I&RS team is comprised of a chairperson, child study team member, teachers and other school professionals so that a continuous system of support can be provided. The team provides a plan so that short and long term goals can be established and strategies can be implemented and designed specifically for each student. In trying to achieve success, the team works collaboratively in making growth for each student a top priority and adhere to a plan that is achievable but rigorous. This plan, as set by New Jersey I&RS Team Process, may contain, but is not limited to the following;

- Request for assistance
- Information collection
- Parent Notification
- Problem solving within the I&RS team
- Developing an I&RS action plan
- Supporting, evaluating and continuing the process

In evaluating and monitoring students, the I&RS team closely calculates a plan so that curriculum needs can be met. In order to achieve and demonstrate success, the Saddle River School District provides modifications and support so that consideration is given to, but not limited to, the following:

- Student strengths/weaknesses
- Classroom and standardized assessments
- Academic records
- Social and behavioral patterns
- Previous history or concern
- Participation in class (and interaction with peers)
- Health related concerns
- Family concerns
- Retention of information/instruction
- Student interests
- Independent & group work habits
- Emotional status
- Study habits (at home/school)
- Present level of functioning
- Expectations (academic, social, behavioral, etc.)
- Following classroom rules/directions/procedures

As the I&RS team formulates a plan, many ongoing concerns are addressed within the team and may include parental notification/input. The problem solving objectives as set forth by New Jersey I&RS Team Process will:

- Describe the problem
- Identify the priority

- Develop objectives
- Review previous interventions
- Create new strategies
- Analyze and evaluate solutions

The Saddle River School District continues to inform and update staff of the I&RS procedures. The procedures are as follows:

- Teacher recognizes a problem(s) with a particular student in class and refers the student to the I&RS committee by filling out the appropriate paperwork. An I&RS meeting is scheduled to and the committee and appropriate staff members gather to discuss and begin the proactive process of assistance.
- Information from the teacher(s), administrator(s), and other school personnel is collected.
- Parent notification where/when appropriate
- The I&RS team begins the problem solving process by offering ideas and suggestions pertaining to the problems while prioritizing the most important issues.
- The I&RS team develops an action plan with specific strategies that can be implemented to achieve both short term and long term goals.
- The I&RS team meets regularly to evaluate and support the action plan (and to adjust accordingly when/where appropriate). Parents are notified on an ongoing basis to continue communication in the support of implementing the strategies set forth in the action plan.

Basic Skills Instruction is also a valuable resource that the Saddle River School District uses to meet the needs of struggling students. Students who require additional academic support will be offered that assistance in all subject areas. This system allows the students to receive in-class or pull-out support when and where appropriate so that grade level curriculum and student learning goals can be met. This program is an intervention system used to create a positive and constructive learning environment so that students can achieve success.

After the I&RS action plan has been in place the team may continue with the current strategies, offer/discuss new strategies or decide that the student should be referred to the district's child study team. In the instance of referring a student to the child study team, it can be concluded that many of the strategies from the action plan were not benefitting the student as intended. The child study team them would follow the guidelines for the referral process and notify the parents/guardians of the potential special education recommendation.

<u>Wandell School Enrichment Program</u>
<u>Curriculum</u>

We believe that it is important for an enrichment curriculum to be flexible, in order to allow for the exploration and study of a wide variety of topics. The flexibility of the curriculum makes it possible for the Enrichment teacher to deliver instruction that is tailored to the specific needs and interests of her diverse group of students. Wandell's Enrichment Program has specific goals and objectives for each grade level, and each objective is aligned with Common Core State

Standards, 21st Century Life and Careers New Jersey Core Curriculum Content Standards, and/or Next Generation Science Standards. Suggested programs and resources have been provided for each grade level. The Enrichment teacher may choose from the suggested programs or select other programs, in order to meet the grade-level objectives while best meeting the needs of her students.

<u>Wandell School Enrichment Program</u>
<u>Kindergarten Curriculum</u>

<u>Objectives & Standards</u>:

1. In the area of **divergent/creative thinking**, students will be able to:
   ● use fluent and flexible thinking to brainstorm ideas and/or solutions.
   ● illustrate interpretations.
   ● create and construct original designs with a variety of supplies.
   ● invent to solve a problem.

Standards:
   o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
   o CCSS.ELA-Literacy.SL.K.1.A&B, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6
   o CCSS.MATH.PRACTICE.MP.1
   o NGSS K-2 ETS1 Engineering Design 1-1, 1-2, 1-3

2. In the area of **convergent thinking**, students will be able to:
   a. use **deductive thinking** to:
      1. formulate predictions/hypotheses.
      2. put clues together in order to deduce the one correct answer to a problem.
      3. look for clues in a picture to deduce the correct answer to questions.

   b. use **analytical thinking** to:
      1. analyze story elements.

2. compare and contrast story elements.
3. sort, classify, and organize through the use of attribute activities.
4. make comparisons between two sets of things while solving pictorial analogies.
5. determine the order of pictorial sequences.

Standards:
- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP 6, CRP8, and CRP 12
- o CCSS.ELA-Literacy.RL.K.1, RL.K.2, RL.K.3, RL.K.7, RL.K.9, RL.K.10
- o CCSS.ELA-Literacy.SL.K.1.A&B, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6
- o CCSS.MATH.CONTENT.K.G.B.4, K.MD.A.1, MD.A.2

3. In the area of **visual/spatial thinking**, students will be able to:
- mentally manipulate shapes.
- use concrete manipulatives to construct a visual product.
- identify and decode patterns.

Standards:
- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.MATH.CONTENT.K.G.A.2, K.G.B.5, K.G.B.6
- o CCSS.MATH.PRACTICE.MP.7

4. In the area of **evaluative/critical thinking**, students will be able to:
- use criteria to select the best choice from several choices.
- base decisions on factual considerations, not opinions.
- support the choices they make.

Standards:
- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.K.1.A, SL.K.1.B, SL.K.6

Suggested Programs & Resources for Kindergarten Enrichment:

- AIMS Under Construction – Exploring Technology: Materials, Tools, and Design (Grades K-2)
- Engineer Through the Year: 20 Turnkey STEM Projects to Intrigue, Inspire & Challenge (Grades K-2)
- Just Think, Program One

- Kindergarten Primary Education Thinking Skills (P.E.T.S.)
- Lollipop Logic (Grades K-2)
- Mr. & Little Miss Books
- Teacher-Created STEM (Science, Technology, Engineering, Math) Challenges
- Wonders: Differentiated Curriculum Kit (Grade K)
- Year Round Project-Based Activities for STEM (Grades Pre-K-K)

Wandell School Enrichment Program
First Grade Curriculum

Objectives & Standards:

1. In the area of **divergent/creative thinking**, students will be able to:
- use fluent and flexible thinking to brainstorm ideas and/or solutions.
- use imagination to see extraordinary possibilities in ordinary items.
- illustrate interpretations.
- incorporate patterns into original and creative stories.
- demonstrate creative thinking with word play.
- create and construct original designs with a variety of supplies.
- adapt items to be used for an alternate purpose.
- invent to solve a problem.

Standards:
- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.RL.1.1, RL.1.2, RL.1.3, RL.1.4,
- o CCSS.ELA- LITERACY.W.1.3, W.1.5
- o CCSS.ELA- LITERACY.L.1.5
- o CCSS.ELA-LITERACY.SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6
- o CCSS.MATH.PRACTICE.MP.1
- o NGSS K-2 ETS1 Engineering Design 1-1, 1-2, 1-3

2. In the area of **convergent thinking**, students will be able to:
a. use **deductive thinking** to:
1. formulate predictions/hypotheses.
2. put clues together in order to deduce the one correct answer to a problem.

3. look for clues in a picture to deduce the correct answer to questions.

b. use **analytical thinking** to:

1. sort, classify, and organize through the use of attribute activities.
2. determine rules for classifying.
3. compare and contrast objects and ideas.
4. make comparisons between two sets of things while solving pictorial analogies.
5. interpret and use figurative language.
6. use various manipulatives to solve mathematical problems.

Standards:

o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
o CCSS.ELA-LITERACY.L.1.5
o CCSS.ELA-LITERACY.SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6
o CCSS.MATH.CONTENT.1.G.A.1
o CCSS.MATH.PRACTICE.MP.1

3. In the area of **visual/spatial thinking**, students will be able to:
● mentally manipulate shapes.
● use concrete manipulatives, such as tangrams, to construct a visual product.
● identify and decode patterns.
● create original patterns.

Standards:

o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
o CCSS.ELA-LITERACY.SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6
o CCSS.MATH.CONTENT.1.G.A.1, 1.G.A.2
o CCSS.MATH.PRACTICE.MP.7

4. In the area of **evaluative/critical thinking**, students will be able to:
● use a graphic organizer to gather and organize decision-making information.
● use criteria to select the best choice from several choices.
● base decisions on factual considerations, not opinions.
● support the choices they make.

Standards:
- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6
- o CCSS.ELA-LITERACY.W.1.1, W.1.8

Suggested Programs & Resources for First Grade Enrichment:

- AIMS Under Construction – Exploring Technology: Materials, Tools, and Design (Grades K-2)
- Analogies for Beginners
- Engineer Through the Year: 20 Turnkey STEM Projects to Intrigue, Inspire & Challenge (Grades K-2)
- Lollipop Logic (Grades K-2)
- Math Rules! 1st-2nd
- Multiage Differentiated Curriculum Kit, Grades 1-3 (Prufrock Press)
- Primary Education Thinking Skills (P.E.T.S.)
- Problem Play
- Teacher-Created STEM (Science, Technology, Engineering, Math) Challenges

Wandell School Enrichment Program
Second Grade Curriculum

Objectives & Standards:

1. In the area of **divergent/creative thinking**, students will be able to:
   ● use fluent and flexible thinking to brainstorm ideas and/or solutions.
   ● use imagination to see extraordinary possibilities in ordinary items.
   ● illustrate interpretations.
   ● brainstorm and use words creatively to add richness to their writing.
   ● demonstrate creative thinking with word play.
   ● create and construct original designs with a variety of supplies.
   ● use the "SCAMPER Process" (Substitute something, Combine things, Add something, Make parts smaller or bigger, Put the item or parts to another use, Eliminate something, and Rearrange parts) to adapt items to be used for an alternate purpose.
   ● invent to solve a problem.

Standards:
   o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
   o CCSS.ELA-LITERACY.RL.2.1
   o CCSS.ELA-LITERACY.L.2.5
   o CCSS.ELA-LITERACY.SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6
   o CCSS.MATH.PRACTICE.MP.1
   o NGSS K-2 ETS1 Engineering Design 1-1, 1-2, 1-3

2. In the area of **convergent thinking**, students will be able to:
   a. use **deductive thinking** to:

1. formulate predictions/hypotheses.
2. put clues together in order to deduce the one correct answer to a problem.
3. use a logic grid to organize clues into a visual representation of a logic problem.

b. use **analytical thinking** to:
1. sort, classify, and organize through the use of attribute activities.
2. determine rules for classifying.
3. compare and contrast objects and ideas.
4. make comparisons between two sets of things while solving pictorial analogies.
5. interpret and use figurative language.
6. use various manipulatives to solve mathematical problems.

Standards:
o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
o CCSS.ELA-LITERACY.L.2.5
o CCSS.ELA-LITERACY.SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6
o CCSS.MATH.CONTENT.2.G.A.1
o CCSS.MATH.PRACTICE.MP.1

3. In the area of **visual/spatial thinking**, students will be able to:
● mentally manipulate shapes.
● use concrete manipulatives, such as tangrams, to construct a visual product.
● identify and decode patterns.
● create original patterns.
● combine visual thinking and storytelling to solve and create nursery rhymes using abstract shapes instead of words.

Standards:
o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
o CCSS.ELA-LITERACY.SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6
o CCSS.MATH.CONTENT.2.G.A.1
o CCSS.MATH.PRACTICE.MP.7

4. In the area of **evaluative/critical thinking**, students will be able to:
● use a graphic organizer to gather and organize decision-making information.
● use criteria to select the best choice from several choices.
● base decisions on factual considerations, not opinions.
● support the choices they make.

Standards:
- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6
- o CCSS.ELA-LITERACY.W.2.2

5. In the area of **creative problem solving**, students will be able to:
- fact find – collect and organize facts about the problem.
- identify the main problem.
- generate creative ideas for possible solutions.
- use criteria to evaluate the possible solutions.
- select the best solution.
- develop a plan of action for implementing the solution.

Standards:
- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6
- o CCSS.ELA-LITERACY.W.2.2

Suggested Programs & Resources for Second Grade Enrichment:

- AIMS Under Construction – Exploring Technology: Materials, Tools, and Design (Grades K-2)
- Analogies for Beginners
- Detective Club: Mysteries for Young Thinkers (Grades 2-4)
- Engineer Through the Year: 20 Turnkey STEM Projects to Intrigue, Inspire & Challenge (Grades K-2)
- Logic Safari, Book 1
- Lollipop Logic (Grades K-2)
- Math Rules! 1st-2nd
- Multiage Differentiated Curriculum Kit, Grades 1-3 (Prufrock Press)
- Primary Education Thinking Skills 2 (P.E.T.S.)
- Primarily Logic
- Primarily Problem Solving
- Scamper
- Teacher-Created STEM (Science, Technology, Engineering, Math) Challenges

Wandell School Enrichment Program
Third Grade Curriculum

Objectives & Standards:

1. In the area of **divergent/creative thinking**, students will be able to:
- use fluent and flexible thinking to brainstorm ideas and/or solutions.
- use imagination to see extraordinary possibilities in ordinary items.
- demonstrate creative thinking with word play.
- create and construct original designs with a variety of supplies.
- use the "SCAMPER Process" (Substitute something, Combine things, Add something, Make parts smaller or bigger, Put the item or parts to another use, Eliminate something, and Rearrange parts) to adapt items to be used for an alternate purpose.
- invent to solve a problem.

Standards:
- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6
- o CCSS.MATH.PRACTICE.MP.1
- o NGSS 3-5 ETS1 Engineering Design 1-1, 1-2, 1-3

2. In the area of **convergent thinking**, students will be able to:
        a. use **deductive thinking** to:
                1. formulate predictions/hypotheses.
                2. put clues together in order to deduce the one correct answer to a problem.
                3. use a logic elimination grid to organize clues into a visual

representation of a logic problem.

    4. create logic puzzles for their peers to solve.

b. use **analytical thinking** to:

    1. sort, classify, and organize through the use of attribute activities.

    2. determine rules for classifying.

    3. compare and contrast objects and ideas.

    4. make comparisons between two sets of things while solving analogies.

    5. interpret and use figurative language.

Standards:
- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6
- o CCSS.ELA-LITERACY.L.3.5

3. In the area of **visual/spatial thinking**, students will be able to:
- mentally manipulate shapes.
- use concrete manipulatives, such as pentomino shapes, to solve problems.
- identify and decode patterns.
- create original patterns.
- apply the Four Color Map Theorem while coloring maps.
- look for visual clues from different perspectives and look for interrelationships of visual clues.

Standards:
- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6
- o CCSS.MATH.CONTENT.3.G.A.1
- o CCSS.MATH.PRACTICE.MP.7

4. In the area of **evaluative/critical thinking**, students will be able to:
- use a graphic organizer to gather and organize decision-making information.
- use criteria to select the best choice from several choices.
- base decisions on factual considerations, not opinions.
- support the choices they make.

Standards:
- o NJ CCCS 21ˢᵗ Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6
- o CCSS.ELA-LITERACY.W.3.2

5. In the area of **creative problem solving**, students will be able to:
- fact find – collect and organize facts about the problem.
- identify the main problem.
- generate creative ideas for possible solutions.
- use criteria to evaluate the possible solutions.
- select the best solution.
- develop a plan of action for implementing the solution.

Standards:
- o NJ CCCS 21ˢᵗ Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6
- o CCSS.ELA-LITERACY.W.3.2

Suggested Programs & Resources for Third Grade Enrichment:

- Connections: Activities for Deductive Thinking
- Envision: An Inspirational Real-World Program for Gifted Learners (Grade 3)
- Detective Club: Mysteries for Young Thinkers (Grades 2-4)
- Logic Countdown (Grades 3-4)
- Logic Safari, Book 1 & 2
- Math Rules! 3ʳᵈ-4ᵗʰ
- Multiage Differentiated Curriculum Kit, Grades 1-3 (Prufrock Press)
- Mystery Festival (The Case of the Missing Bear)
- Primary Education Thinking Skills 3 (P.E.T.S.)
- Primarily Logic
- Primarily Problem Solving
- Scamper
- Stories with Holes by Nathan Levy
- Teacher-Created STEM (Science, Technology, Engineering, Math) Challenges
- Think-a-Grams Series (The Critical Thinking Company)

1. In the area of **divergent/creative thinking,** students will be able to:
- use fluent and flexible thinking to brainstorm ideas and/or solutions.
- use imagination to see extraordinary possibilities in ordinary items.
- demonstrate creative thinking with word play.
- create and construct original designs with a variety of supplies.
- use the "SCAMPER Process" (Substitute something, Combine things, Add something, Make parts smaller or bigger, Put the item or parts to another use, Eliminate something, and Rearrange parts) to adapt items to be used for an alternate purpose.
- invent to solve a problem.
- use a picture as a springboard for creative writing.

Standards:
- o   NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o   CCSS.ELA-LITERACY.SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6
- o   CCSS.ELA-LITERACY.W.4.3, W.4.4, W.4.5, W.4.6
- o   CCSS.MATH.PRACTICE.MP.1
- o   NGSS 3-5 ETS1 Engineering Design 1-1, 1-2, 1-3

2. In the area of **convergent thinking,** students will be able to:
   a. use **deductive thinking** to:
      1. formulate predictions/hypotheses.
      2. put clues together in order to deduce the one correct answer to a problem.
      3. use a logic elimination grid to organize clues into a visual

representation of a logic problem.
4. create logic puzzles for their peers to solve.
b. use **analytical thinking** to:
1. make and support inferences with evidence from a text.
2. compare and contrast objects and ideas.
3. make comparisons between two sets of things while solving analogies.
4. interpret and use figurative language.

Standards:
- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.RL.4.1
- o CCSS.ELA-LITERACY.SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6
- o CCSS.ELA-LITERACY.L.4.5

3. In the area of **visual/spatial thinking**, students will be able to:
- ● mentally manipulate shapes.
- ● identify and decode patterns.

Standards:
- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.MATH.PRACTICE.MP.7

4. In the area of **evaluative/critical thinking**, students will be able to:
- ● use a graphic organizer to gather and organize decision-making information.
- ● use criteria to select the best choice from several choices.
- ● base decisions on factual considerations, not opinions.
- ● support the choices they make.

Standards:
- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6
- o CCSS.ELA-LITERACY.W.4.2

5. In the area of **creative problem solving**, students will be able to:

- fact find – collect and organize facts about the problem.
- identify the main problem.
- generate creative ideas for possible solutions.
- use criteria to evaluate the possible solutions.
- select the best solution.
- develop a plan of action for implementing the solution.

Standards:
o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
o CCSS.ELA-LITERACY.SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6
o CCSS.ELA-LITERACY.W.4.2

Suggested Programs & Resources for Fourth Grade Enrichment:

- Connections: Activities for Deductive Thinking
- Envision: An Inspirational Real-World Program for Gifted Learners (Grade 4)
- Detective Club: Mysteries for Young Thinkers (Grades 2-4)
- Interact Simulation: Invent
- Interact Simulation: Underground Railroad
- Logic Countdown (Grades 3-4)
- Logic Mysteries
- Logic Safari, Book 2
- Math Rules! 3rd-4th
- Mysteries of Harris Burdick by Chris Van Allsburg
- One Hour Mysteries
- Practice Problems for Creative Problem Solving
- Primarily Logic
- Scamper
- Stories with Holes by Nathan Levy
- Teacher-Created STEM (Science, Technology, Engineering, Math) Challenges
- Think-a-Grams Series (The Critical Thinking Company)

<u>Wandell School Enrichment Program</u>
<u>Fifth Grade Curriculum</u>

1. In the area of **divergent/creative thinking,** students will be able to:
   - use fluent and flexible thinking to brainstorm ideas and/or solutions.
   - use imagination to see extraordinary possibilities in ordinary items.
   - demonstrate creative thinking with word play.
   - create and construct original designs with a variety of supplies.
   - use the "SCAMPER Process" (Substitute something, Combine things, Add something, Make parts smaller or bigger, Put the item or parts to another use, Eliminate something, and Rearrange parts) to adapt items to be used for an alternate purpose.
   - invent to solve a problem.

Standards:
   - NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
   - CCSS.ELA-LITERACY.SL.5.1, SL.5.2, SL.5.3, SL.5.4
   - CCSS.MATH.PRACTICE.MP.1
   - NGSS 3-5 ETS1 Engineering Design 1-1, 1-2, 1-3

2. In the area of **convergent thinking,** students will be able to:
   a. use **deductive thinking** to:
      1. formulate predictions/hypotheses.
      2. put clues together in order to deduce the one correct answer to a problem.
      3. use a logic elimination grid to organize clues into a visual representation of a logic problem.

4. create logic puzzles for their peers to solve.
    b. use **analytical thinking** to:
        1. make and support inferences with evidence from a text.
        2. compare and contrast objects and ideas.
        3. make comparisons between two sets of things while solving analogies.

Standards:
- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.RL.5.1
- o CCSS.ELA-LITERACY.SL.5.1, SL.5.2, SL.5.3, SL.5.4

3. In the area of **visual/spatial thinking**, students will be able to:
- mentally manipulate shapes.
- identify and decode patterns.

Standards:
- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.MATH.PRACTICE.MP.7

4. In the area of **evaluative/critical thinking**, students will be able to:
- use a graphic organizer to gather and organize decision-making information.
- use criteria to select the best choice from several choices.
- base decisions on factual considerations, not opinions.
- support the choices they make.

Standards:
- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.5.1, SL.5.2, SL.5.3, SL.5.4
- o CCSS.ELA-LITERACY.W.5.2
- o CCSS.ELA-LITERACY.RI.5.1, RI.5.7, RI.5.9

5. In the area of **creative problem solving**, students will be able to:
- fact find – collect and organize facts about the problem.
- identify the main problem.
- generate creative ideas for possible solutions.
- use criteria to evaluate the possible solutions.
- select the best solution.
- develop a plan of action for implementing the solution.

Standards:
- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.5.1, SL.5.2, SL.5.3, SL.5.4
- o CCSS.ELA-LITERACY.W.5.2
- o CCSS.ELA-LITERACY.RI.5.1, RI.5.7, RI.5.9

Suggested Programs & Resources for Fifth Grade Enrichment:

- Envision: An Inspirational Real-World Program for Gifted Learners (Grade 5)
- Interact: Challenge Math Projects: 3-Dimensional Activities That Strengthen Problem-Solving Skills
- Interact Simulation: Game Factory
- K'Nex Education: Simple Machines Deluxe Set
- Logic Mysteries
- Logic Safari, Book 2
- Math Rules! 5th-6th
- Mystery Festival (The Case of the Missing Millionaire)
- Mystery River
- One Hour Mysteries
- Practice Problems for Creative Problem Solving
- Scamper
- Stories with Holes by Nathan Levy
- Teacher-Created STEM (Science, Technology, Engineering, Math) Challenges
- Think-a-Grams Series (The Critical Thinking Company)
- Think Tank