

Academic Enrichment Curriculum Focus

Curriculum and Instruction Process	Curriculum and Instruction Product
<ul style="list-style-type: none">✓ Provide students with the freedom to choose topics to study and the methods to use in manipulating and transforming information✓ Promote independent self-directed and in-depth study✓ Encourage the application of advance research and methodological skills✓ Focus on open-ended tasks✓ Provide opportunities for students to develop leadership and group interaction skills✓ Allow student-center discussion, Socratic questions and seminar type learning	<ul style="list-style-type: none">✓ Encourage the development of products that challenge existing ideas and produce new ones✓ Incorporate the application of discipline methodologies in product development✓ Require that products of gifted students represent application, analysis and synthesis of knowledge✓ Provide the opportunity to create products/solutions that focus on real-world issues✓ Establish high-level exemplary criteria to assess student performance and products

Gifted Education Curriculum Objectives....

Gifted students receive instruction that is differentiated in content, process, product, learning environment and assessment.

Creative and Productive Thinking

Students will study techniques that help in the search for innovative solutions. They will develop unique and refined conceptualized ideas.

****More elaborate complex and in-depth study of major ideas, key concepts, and themes to integrate knowledge within and across disciplines.***

Problem Solving

Students will learn strategies for rational decision making and apply them to problems and issues in today's world.

****Stress higher-level thinking, creativity and problem solving skills***

Thinking Skills

Students will make connections between present knowledge and new information derived from varied materials, media, and environments.

****Provide opportunities for students to recognize complex relationships and arrive at sound generalizations***

Communication

Students will use communication to construct knowledge through a variety of presentation modes

Research

Students will make effective decisions about the identification, implementation, and presentation of ideas.

****Set high standards that demand rigorous expectations for student work and performance demonstration.***

Personal Development

Students will recognize their strengths, needs, and individuality, and develop skills to achieve their potential.

****Foundation based on demonstrated abilities, strengths, and interests of the group and individual***

Teacher View

- A meaningful project that fulfills objectives within a core curriculum – extension of core learning.
- A strategy that begins with a driving question that engages students and motivates them to learn the material. The driving question might be stimulated by the teacher and/or the students
- A learning process that encourages students to revise their research when necessary and to reflect on their progress throughout the project.

An evaluation based on a set rubric that assesses student collaboration, participation, in addition to the content. Products represent application, analysis and synthesis of knowledge.

Student View

- A project that is relevant to my own life and personally meaningful. Completing it requires me to do tasks that really matter
- An exploration into an authentic problem. My goal is to solve the problem and present my solution—or a tangible product—to a knowledgeable and interested audience, oftentimes from beyond my classroom.
- Having a voice in how I investigate the problem, and input on what the final outcome/product should be
- A learning strategy that encourages me to regularly evaluate my progress based on my individual work or my participation and contribution to a group's work.

Having a voice in how I investigate the problem, and input on what the final

**NESHAMINY SCHOOL DISTRICT
ELEMENTARY SCHOOL CURRICULUM FOR THE ACADEMIC ENRICHMENT PROGRAM**

	Curriculum Strand MP I Social Studies/ Language Arts Skill Focus: Writing & Presentation	Curriculum Strand MP II Science Skill Focus: Research	Curriculum Strand MP III Interdisciplinary Skill Focus: Creativity	Curriculum Strand MP IV Independent Study Integrations of Skills Analyze, Synthesize, Evaluate & Create (Strategic & Extended Thinking)
Grade 1	D is for democracy* Concepts of freedom Literature selections	Insects	Fine Arts*	Topic of Choice
	Math Challenges/ Problem Solving	Math Challenges/ Problem Solving	Math Challenges/ Problem Solving	Math Challenges/ Problem Solving
Grade 2	D is for democracy* Concepts of freedom Literature selections	Crustaceans "Fresh" Jr. Great Books text	Fine Arts*	Topic of Choice
	Math Challenges/ Problem Solving	Math Challenges/ Problem Solving	Math Challenges/ Problem Solving	Math Challenges/ Problem Solving
Grade 3	D is for democracy* Concepts of freedom Literature selections	The Power of Water Hydroelectricity	Fine Arts*	Topic of Choice
	Math Challenges/ Problem Solving	Math Challenges/ Problem Solving	Math Challenges/ Problem Solving	Math Challenges/ Problem Solving
Grade 4	D is for democracy* Concepts of freedom Literature selections	Environment Alternative Forms of Energy	Fine Arts*	Topic of Choice
	Math Challenges/ Problem Solving	Math Challenges/ Problem Solving	Math Challenges/ Problem Solving	Math Challenges/ Problem Solving
Grade 5	D is for democracy* Concepts of freedom Literature selections			
	Math Challenges/ Problem Solving			

*Topic is the same for all grade levels. Complexity and depth vary by grade.

Teacher Responsibility:

- Providing explicit instruction with clearly identified learning targets and assessment rubrics (presentation, research, writing and creativity)
- Modeling
- Guiding student choice; keeping activities open-ended
- Providing appropriate learning environment and opportunities for collaborative and individual effort
- Monitoring student growth and conferencing to provide descriptive feedback on performance

Student Responsibility:

- Searching
- Solving
- Creating
- Sharing
- **Interactive (tool to gather evidence of student learning)**