



Gifted & Talented Newsletter

María's Message:

Fall is upon us and the weather is turning cold and windy. It is time to kick it up a gear and get moving. For the gifted department, that means after school enrichments. In the Texas State Plan for the Education of Gifted/Talented Students we are provided with a clear explanation of the services we need to provide for students once they are identified and placed into the GT program. One of the types of services we are required to provide is out of school options. We offer this in many ways, including our after school enrichments.

2.3C
Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).

These enrichments take place afterschool from 4pm - 6pm. The topics range from Art Journaling to Lego Robotics to Sherlock Holmes to? All of these options are topics that interest students, but are still tied to the core learning

stemming from the classroom learning. If this sounds interesting to you and you are GT trained - keep an eye out for future job postings through Talent Ed.

Maria Chrzanowski-GT Learning Facilitator

GT Update Opportunities:

Region 16: AAS/GT 6 hour update: Response to Intervention (RTI) and Gifted Learners (online course)
Registration ends at 12:00 AM on Monday, November 03, 2014

Region 16: AAS/GT 6 hour update: The Construction of Understanding Formative Assessments for Gifted Learners (online course)
Registration ends at 12:00 AM on Monday, November 03, 2014

Region 16: AAS/GT Gifted and Talented Education for Administrators and Counselors (online)
Registration ends at 12:00 AM on Monday, November 03, 2014

AISD's Initial GT 30 Hour Course (online in Blackboard)
Course will run from January 21st- March 25th, 2015
Registrations ends at 12:00AM on Thursday, January 15th, 2015



*Have you ever felt like there's nothing to do?
Some times I feel that way
Furt is the answer to your boredom, so have
some fun, that means you!*
by: Andrew Larker
Sam Houston Middle School
July 2014

Picture Above Created By:
Andrew Larker
Sam Houston MS
Summer 2014 GT Photography Camp

Creative Thinking & Problem Solving Strand

GT SCOPE & SEQUENCE

LESSON IDEAS

TEKS	GT Scope & Sequence	Whole Class	Gifted Students
Science 4.6B Differentiate between conductors and insulators	Compare and contrast two or more original problem solutions and weigh which might produce the better results.	Complete a Venn Diagram comparing and contrasting insulators and conductors. Once your Venn Diagram is complete, explain how you determine if an item is an insulator or conductor and justify your answer.	Based on the information you know about insulators and conductors, choose two insulators or two conductors to compare and contrast. Complete a Venn diagram comparing and contrasting the two. Once your Venn Diagram is complete, decide which one would produce the best results and justify your answer.
Social Studies: 8.5D Explain the causes, important events, and effects of the War of 1812.	State past or current real-world problems in open-ended terms; generate original solutions.	Write an essay discussing the causes, events, and effects of the War of 1812. Use your textbook as a resource.	Write an essay discussing how the war of 1812 could have been prevented. Discuss specific issues, and what we can learn from them to prevent future conflicts. Use your textbook and at least one other data source.

Strategies to Develop a Rigorous Curriculum

- Engage students in the learning by piquing their interests in the topic of study. This can uncover hidden talents or undiscovered areas of interests.
- Anchor enrichment activities to the regular curriculum through either concept or process.
- Unite content through the use of interdisciplinary topics or a single theme.
- Allow students to wrestle with ambiguous case studies or authentic issues that require them to use higher level thinking skills and creativity.
- Encourage students to better know themselves as scholars by assessing their learning modes and styles.
- Establish an open environment within your classroom where students are encouraged to take risks, voice opinions, debate ideas, and tackle controversial issues.
- Orchestrate flexible instructional groups in the classroom allowing students to work both with peers who are alike and peers who are different.
- Teach using multiple learning modes to encourage students to reach beyond their comfort zones and seek sources of information.
- Use humor in your classroom to create a more enjoyable learning setting and to relieve stress.

"Advancing Differentiation Thinking and Learning for the 21st Century" Richard M. Cash, Ed.D.