

HAMPTON BOROUGH PUBLIC SCHOOL

**NEW JERSEY GIFTED AND TALENTED
CURRICULUM EXPECTATIONS FOR EACH SCHOOL**

KINDERGARTEN THROUGH EIGHTH GRADE

Adopted: February 16, 2010

***I*=Introduce**

***D*=Develop**

***M*=Master**

HAMPTON BOROUGH PUBLIC SCHOOL

**NEW JERSEY GIFTED AND TALENTED
CURRICULUM EXPECTATIONS FOR EACH SCHOOL**

K-8

ACKNOWLEDGEMENTS

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AFFIRMATIVE ACTION STATEMENT

It is the policy of the Board of Education to provide equal employment and educational opportunities regardless of race, color, creed, religion, sex, ancestry, national origin, place of residence, social or economic condition, or non-applicable handicap.

Affirmative Action Office:

Alice Burtnick
c/o Hampton School
32-41 South Street
Hampton, NJ 08827
(908) 537-4101

ADAPTATIONS FOR SPECIAL EDUCATION STATEMENT

Although this curriculum guide has been developed for general education delivery, the knowledge, skills, attitudes, and behaviors identified are appropriate for the special education pupils in Hampton Public School. Modifications necessary to accommodate the education needs of individual pupil's handicaps will be described in the Individualized Educational Program (IEP). They are on file at:

Office of Special Services
c/o Hampton School
32-41 South Street
Hampton, NJ 08827
(908) 537-4101

PURPOSE/RATIONALE

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.

CURRICULUM STANDARDS

NAGC Pre-K -- Grade 12 Gifted Program Standards

The Standards are divided into seven programming criterion areas of the NAGC Standards.

Program Design

The development of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.

Program Administration and Management

Appropriate gifted education programming must include the establishment of a systematic means of developing, implementing, and managing services.

Student Identification

Gifted learners must be assessed to determine appropriate educational services.

Curriculum and Instruction

Gifted education services must include curricular and instructional opportunities directed to the unique needs of the gifted child.

Socio-Emotional Guidance and Counseling

Gifted education programming must establish a plan to recognize and nurture the unique socio-emotional development of gifted learners.

Professional Development

Gifted learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits.

Program Evaluation

Program evaluation is the systematic study of the value and impact of services provided.

STATEMENT OF INTENT

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).

SKILL AREA DEFINITIONS

NAGC Pre-K -- Grade 12 Gifted Program Standards, they can serve as:

- Benchmarks for measuring the effectiveness of gifted programming;
- Criteria for program evaluation and assessment;
- Guidelines for program design and development;
- Recommendations of the minimal requirements necessary for high-quality educational programming designed to meet the needs of gifted students; and

Tools for advocates of gifted education who are working on increasing the public's awareness of the needs of gifted and talented students in today's schools.

