



C H A N D L E R

Academically Talented Students

What you should know...

- * Arizona law requires that all public school districts must both **identify** gifted learners and provide **appropriate educational programs and services** for gifted learners. However, the law does not prescribe the models that districts must use to serve their gifted learners.

CUSD

Gifted Students are Identified by Cognitive Abilities Test

Measure Reasoning in:

- * Verbal
- * Quantitative
- * Non-verbal

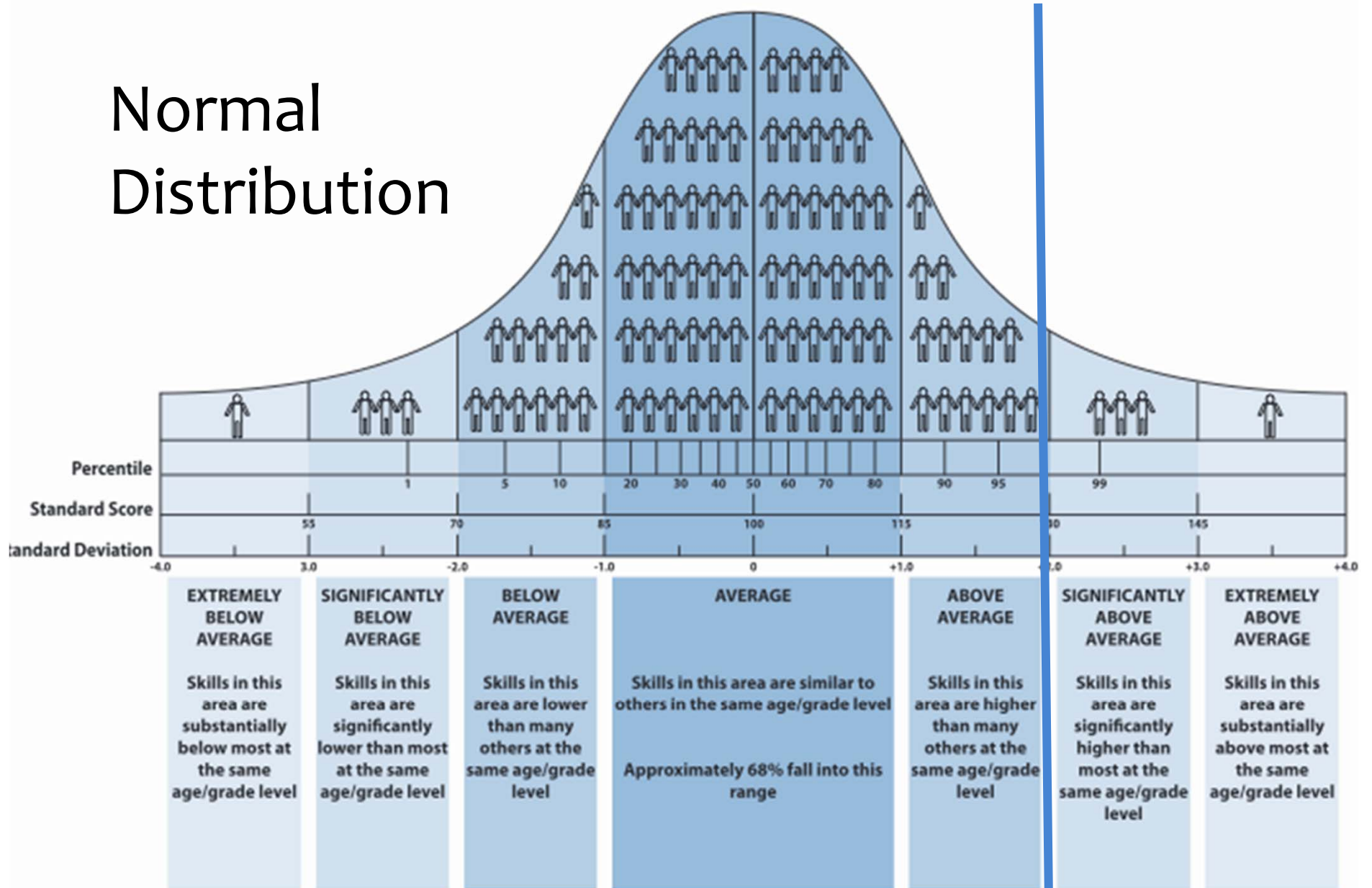
Qualifications

Students must qualify for the CATS program.

Qualifying CogAT score in one or more areas
97th percentile or 95th percentile Composite (VQN)

All gifted services are initiated by parent request.

Normal Distribution



Characteristics of Gifted

- Variety of Interests
- Excellent memory
- Long attention span
- Unusual curiosity
- Persistence in attacking difficult mental tasks
- Good problem solving/reasoning abilities
- Rapid learning ability
- High degree of energy
- Above average language development
- Heightened sensitivity
- Non-conformity behavior
- Keen powers of observation
- Vivid imagination
- Good sense of humor
- Sense of justice and moral sensitivity
- Preference for older friends

Research

(from the National Association of Gifted Children)

Why Are Gifted Programs Needed?

Gifted and talented students and those with high abilities need gifted education programs that will challenge them in regular classroom settings and enrichment and accelerated programs to enable them to make continuous progress in school.

2020/21 CUSD Models

Elementary:

* Self-Contained Gifted Campus

- Knox Gifted Academy (K-6)
- Weinberg Gifted Academy (K-5) (K-6 beginning 2021-2022)

* Self-Contained CATS Classes at Satellite Campuses

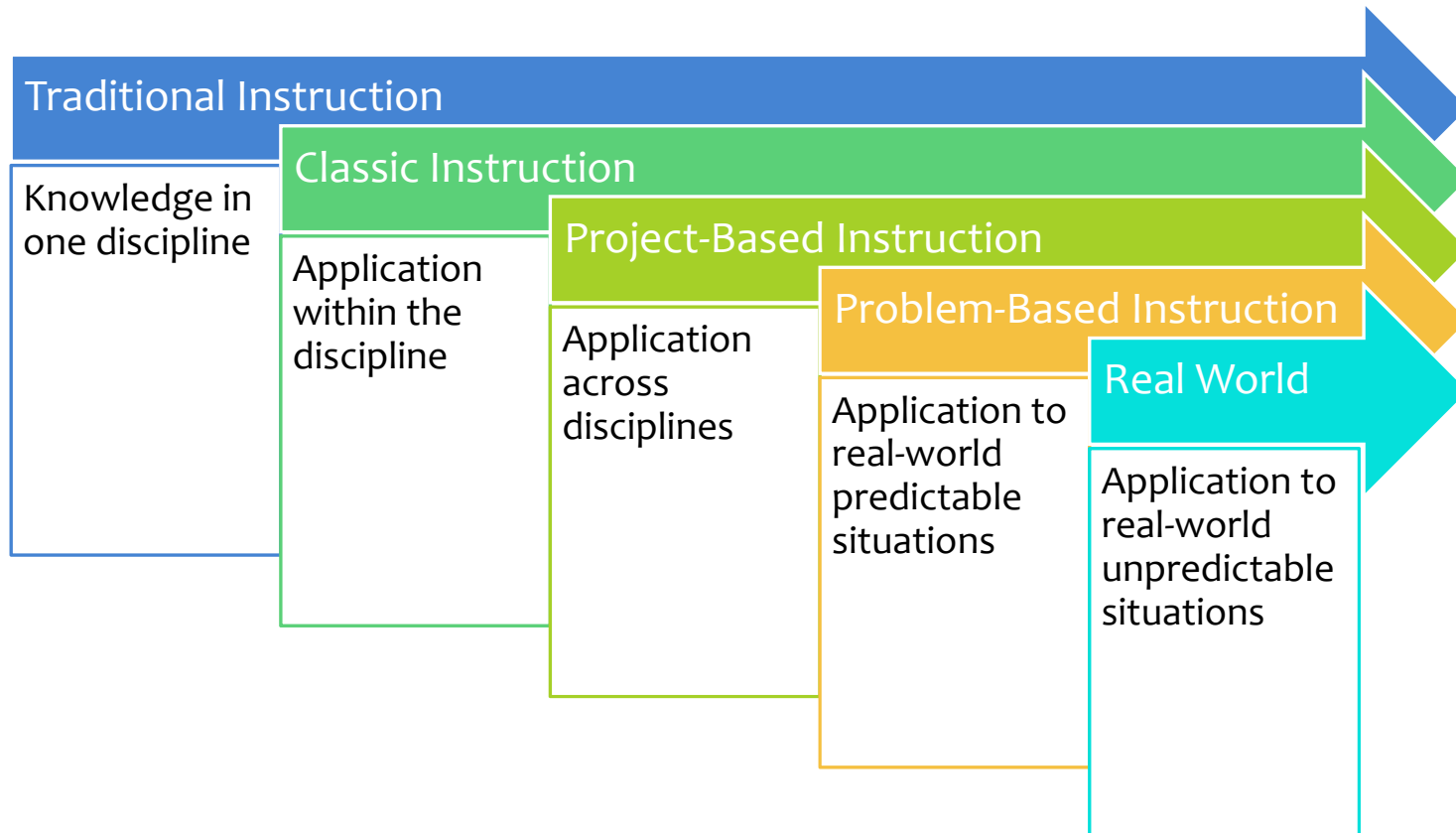
- **Jacobson** (3 – 6), **Ryan** (1 – 6), **Hull** (6)

*Gifted Consultative Services

Secondary:

- Junior High CATS – Bogle, Payne, Santan, Willis
- High School – Accelerated Courses, AP & IB Programming, STEM diploma programs and more

Progression of Knowledge



Consultative

- Offers identified gifted students differentiated curriculum in the regular classroom.
- The classroom teacher develops an instructional plan or individualized learning plan
- Plan differentiates the current curriculum by:
 - setting individual goals for the student
 - recommending the use of advanced materials
 - setting more rigorous outcomes in the area of strength.
- Plan is communicated to the parents
 - Revisited quarterly for effectiveness

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Gifted Program Guiding Principles

- 1 Support mastery of accelerated core content incorporating depth and complexity
- 2 Develop an understanding of the interrelationships among the disciplines
- 3 Develop inquiry skills
- 4 Develop critical and creative thinking, problem solving, and decision making skills
- 5 Develop proficiency in communicating abstract and complex ideas, relationships, and issues

Program Accommodations

- Exposure to ideas at a faster pace
- Access to challenging curriculum and intellectual peers
- Opportunities to contribute to solutions of meaningful problems
- Freedom to pursue individual interests within a given topic
- Exposure to increasingly difficult vocabulary and concepts
- Integration of a variety of ideas at many levels
- Opportunities to solve problems in diverse ways

Gifted Satellite Program

CATS Satellite Campus (*Hull, Jacobson, Ryan*)

- ✓ Academic Peers - collaboration
- ✓ Classic Classroom Setting
- ✓ Accelerated Curriculum – going more in depth
- ✓ Project - Based/Inquiry Based
- ✓ Problem - Based Learning Experiences
- ✓ Gifted Endorsed Teachers (*hold endorsement or are in the process*)

Self-Contained Gifted Campus

Knox & Weinberg

- ✓ Academic Peers – Emphasis on collaboration
- ✓ Accelerated Curriculum – based on Arizona State Standards
 - ✓ Focus on: depth, complexity and higher-level thinking skills
- ✓ Problem-Based Instruction
 - ✓ Interdisciplinary & Inquiry Based
- ✓ Team – Teaching (Grade Level teachers plan and work together with students)
- ✓ Specials: Music, PE, Technology, Global Studies
- ✓ Technology/Engineering/Coding
- ✓ Gifted Endorsed Teachers (*hold endorsement or are in the process*)
 - ✓ Training in characteristics and needs of gifted learners (curriculum, instruction, social, emotional, twice exceptional)

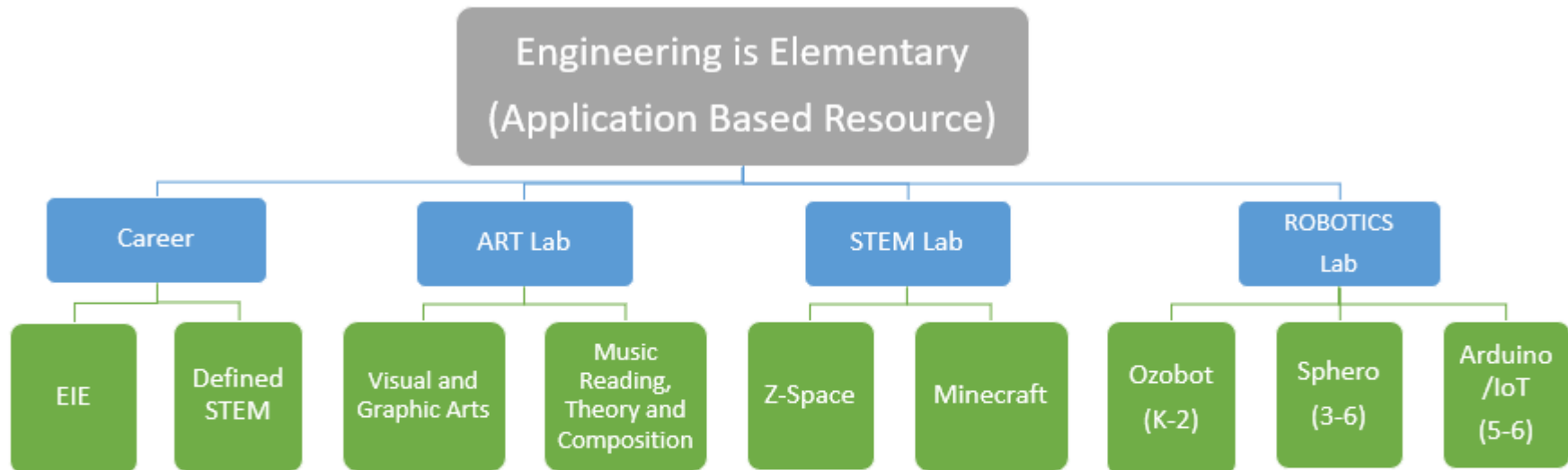
Knox Gifted Academy

- * Open walls for maximum collaboration
- * Start Time: 9:10am
- * End Time: 3:40pm
- * Performing Arts Special
- * Instructional Focus on Design Thinking

Weinberg Gifted Academy

- * Shared collaborative spaces across campus (arts/science/technology)
- * Start Time: between 8:40 and 9:00
- * End Time: between 3:10 and 3:30
- * Performing Arts/Music Special
- * District Instructional Resources:
 - * Junior Great Books
 - * Engineering is Elementary
 - * Eureka Math*
- * Instructional Focus on Problem-Based Learning through technology & robotics.

Weinberg Gifted Academy



Engineering is Elementary (EIE) modules will guide the intentional focus on career, arts, Z Space, and robotics/coding experiences. All products, activities, and tasks regardless of the focus will relate back to the EIE module.

Interdisciplinary Unit Example

- * 5th Grade Standards (summarized)
 - * **Math:** Ratios/Proportions, Exponents, Geometry (Pythagorean Theorem), Measurement (Area)
 - * **ELA:** Compare/contrast texts, cite textual evidence, explanatory writing
 - * **Social Science:** American Colonization
 - * **Science:** Simple Machines



Constructing a Mini Golf Course

Constructing a Golf Course, Miniature Style

Overview:

Recently, many of you had the opportunity to experience a miniature golf course for the very first time on our grade level field trip. Others, it might have been your inaugural golf trip while wielding tape measures, protractors, calipers and TDS meters. Either way, it is now time to move on to the brainstorming, planning/designing, building and re-designing phase of the engineering challenge: Table-Top Golf.

Prerequisites:

In order to earn your "building permits," you need to first earn a few certifications. Be sure that all items listed are completed, and at a KGA 5th Grade level.

- [Individual Blueprints](#)
- Team Blueprint (IF applicable)
- [Pythagorean Theorem Menu](#)
- [Exponent Exploration](#) (80% or higher: 16/20 or above)
- [Golf Hole #7 Part I & Part II](#)
- [Golfland - An Angular Adventure](#)

- Must have passed the Area of Composite Shapes Assessment (Original or Redo)
- List of materials needed. (This should be a shared document including links to the items)
 - Questions to consider:
 - How will components be attached?
 - Will it require any type of power?
 - Rectangular table or circular?
 - Others?

Note: all of the above items should be placed into your STEAM Science & Engineering Night)



Communicating Ideas

THEMES FOR YOUR GOLF HOLE: COLONIZATION / ROANOKE

Possible Topics to Consider:

- Reasons for colonization
- Reasons for colonization:
 - religious freedom
 - desire for land
 - economic opportunity
 - and a new life

Individuals who were important to the colonization

- John Smith
- William Penn
- Lord Baltimore
- Roger Williams
- Anne Hutchinson
- James Oglethorpe

Colonies individual governments

- The colonies had governments within America, b
- Delaware was the first state to ratify the Constiti
America

Random Information:

- One of the first things colonists did when they winter.
- Common crops were corn, wheat, rice, barley
- Georgia was named after King George II

The visitors to the Celebration of Science and Engineering Night would like more about your course and what were the motivating factors behind the co write this information use the graphic organizer provided to help you organiz You can interpret this from two different angles: a historical perspective or fro perspective. For example for the question, who? You may choose to write ab historical person from your time period. However, keep in mind that if you cho group perspective, you still must provide information about the historical aspect

*Each answer should be detailed, thorough, and have depth.

What: What is the golf course about? A description about your golf hole.

When: Time period and location be specific. (country continent, latitude and longitude etc.)

Why: Why did you choose this period and why did you choose the details that

Answers to FAQ's

- * Satellite Sites
- * Teacher/Student Ratio
- * Transportation
- * Homework
- * Siblings

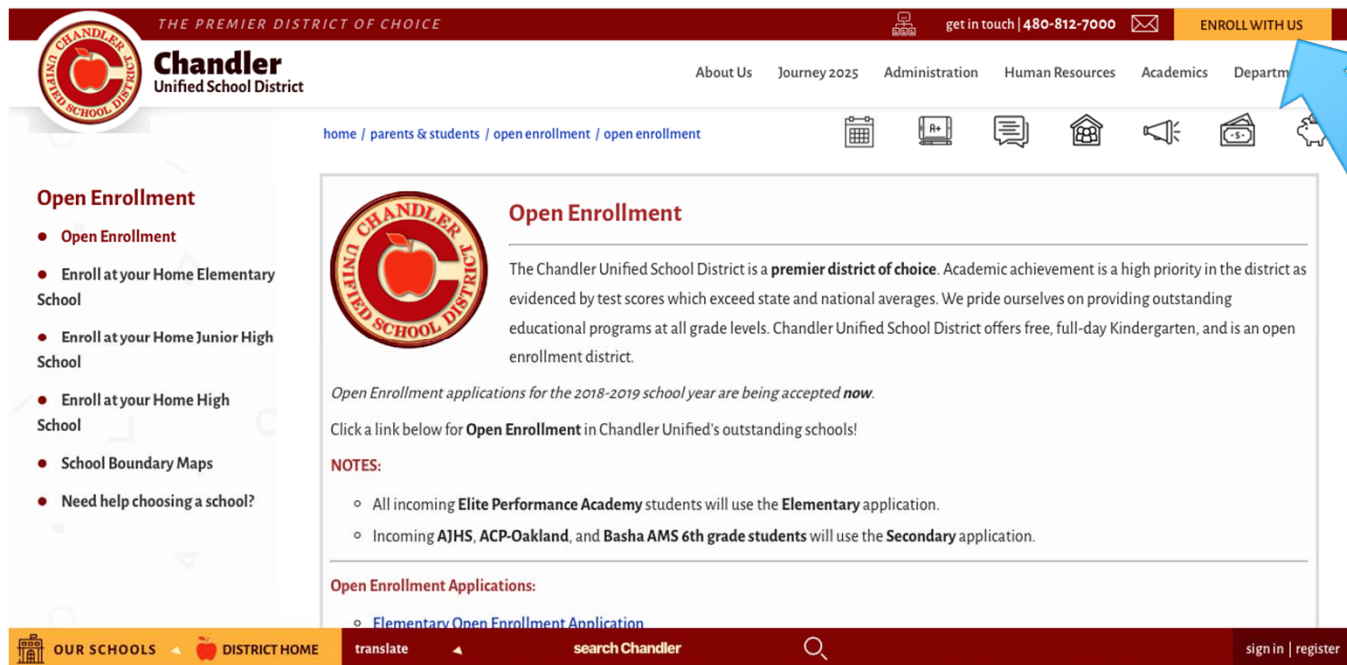
Next Steps...

Complete Intent
to Return Form
1/6 - 2/13

Complete an open enrollment application: www.cusd80.com

Open enrollment for the 2019-2020 school year begins

January 13, 2020 ~ 7:30am



THE PREMIER DISTRICT OF CHOICE

get in touch | 480-812-7000

ENROLL WITH US

Chandler Unified School District

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home / parents & students / open enrollment / open enrollment

Open Enrollment

- Open Enrollment
- Enroll at your Home Elementary School
- Enroll at your Home Junior High School
- Enroll at your Home High School
- School Boundary Maps
- Need help choosing a school?

Open Enrollment

The Chandler Unified School District is a **premier district of choice**. Academic achievement is a high priority in the district as evidenced by test scores which exceed state and national averages. We pride ourselves on providing outstanding educational programs at all grade levels. Chandler Unified School District offers free, full-day Kindergarten, and is an open enrollment district.

*Open Enrollment applications for the 2018-2019 school year are being accepted **now**.*

Click a link below for **Open Enrollment** in Chandler Unified's outstanding schools!

NOTES:

- All incoming **Elite Performance Academy** students will use the **Elementary** application.
- Incoming **AJHS, ACP-Oakland, and Basha AMS 6th grade students** will use the **Secondary** application.

Open Enrollment Applications:

- [Elementary Open Enrollment Application](#)

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Questions?

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