

## CLASSROOM AND SCHOOL SUPPORTS



### The gifted resource teacher will:

- ◇ Offer support to the regular classroom teachers in developing strategies that challenge our gifted learners,
- ◇ Provide professional development for staff on working with gifted students,
- ◇ Work with building administration to schedule special events and speakers,
- ◇ And will develop additional after-school enrichment programs.

Curiosity is one of the most permanent and certain characteristics of a vigorous mind.

- Samuel Johnson

*It is not the answer that enlightens, but the question.*

-Eugene Lonesco Decouvertes

*Education is not the learning of facts, but the training of the mind to think,*

-Albert Einstein



**TAG**  
PROGRAM FOR THE  
ACADEMICALLY GIFTED

Long River Middle School  
38 Columbia Avenue  
Prospect, CT 06712

## THE DIFFERENCE BETWEEN HIGH ACHIEVERS & GIFTED STUDENTS

**The Gifted student is a child who shows high-performance capability in intellectual areas and needs differentiated instruction or services not ordinarily provided by the regular education program.**

### The High Achiever:

- |                              |                           |
|------------------------------|---------------------------|
| 1. Knows the answer          | 9. Good memorizer         |
| 2. Has good ideas            | 10. Absorbs information   |
| 3. Is in the top group       | 11. Completes assignments |
| 4. Learns with ease          | 12. Copies accurately     |
| 5. Understand ideas          | 13. Works hard            |
| 6. Grasps the meaning        | 14. Is interested         |
| 7. Enjoys school             | 15. Is alert              |
| 8. Pleased with own learning | 16. is a technician       |



### The Gifted Learner:

- |                               |                                 |
|-------------------------------|---------------------------------|
| 1. Asks the questions         | 10. Manipulates information     |
| 2. Has wild, silly ideas      | 11. Initiates projects          |
| 3. Is beyond the group        | 12. Creates a new design        |
| 4. Already knows abstractions | 13. Plays around yet tests well |
| 5. Constructs                 | 14. Is highly curious           |
| 6. Draws inferences           | 15. Is keenly observant         |
| 7. Enjoys learning            | 16. Is an inventor              |
| 8. Is highly self-critical    |                                 |
| 9. Is a good guesser          |                                 |

## PROGRAM OVERVIEW

The program is designed to meet the needs of academically gifted learners. Type I (general exploratory activities), Type II (individual and small group investigations) provide the basic structure for the program. Students will have opportunities to explore inquiries in math, science, technology, and humanities and compete in academic challenges.

## PROGRAM GOALS

- \* Students will apply critical, creative and divergent thinking skills and their applications.
- \* Students will broaden their research skills and methods.
- \* Students will do in-depth inquiry-based learning.
- \* Students will participate in at least one simulation or competition of their choice.

## PROGRAM COMPONENTS

- ⇒ Opportunities for students to choose math, science, technology or humanities inquiry.
- ⇒ Program meets the needs of gifted learners through focused, conceptual and divergent thinking, high level processes, real-world interdisciplinary activities and problem solving.
- ⇒ Students conduct independent study and present their findings through TED (Technology, Entertainment and Design) talks and multimedia technology.
- ⇒ Opportunities for students to participate in academic challenges/competitions to include: Math Olympiads, NaNoWriMo, Mock Trial, and National History Day.
- ⇒ Students are provided feedback on their performance, in lieu of grades.
- ⇒ Students attend class during the Pride/Win period.