

**NORTHERN BURLINGTON COUNTY REGIONAL SCHOOL DISTRICT
2021 Course Map/Pacing Guide**

ROGATE Revised Crosswalk: see the alignment of ROGATE 7 & 8 to provide a continuum of services, while remaining distinct.

ROGATE: Resources Offered for Gifted & Talented Education

Department	Gifted & Talented	Course	ROGATE 8
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Source of Standards

- New Jersey Student Learning [Standards 2020](#)
 - [New Jersey Student Learning Standards for English Language Arts Grade 8](#)
 - [English Language Arts \(Companion Standards](#) for History, Social Studies, Science and Technical Subjects)
- [Pre-K to Grade 12 Gifted Programming Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#);
 - All courses Focus on - 9.4 Life Literacies and Key Skills (p. 49)

Sequence- Unit Titles and Number of weeks per unit (total = 18 semester/ 36 year)

Unit 1: The Art & Science Of Giftedness (8 weeks) - Students study neurodiversity, exploring real life geniuses and making connections to how their genius contributes to advancing society.

Unit 2: Sustainable Cities (8 weeks) - Students investigate ecological & economical stresses on local cities and their people using the 2030 UN Global Goals as inspiration and a circular economy approach to addressing many of the stresses that adversely affect the growth of cities.

Unit 3: Making Arguments Matter (8 weeks) - Students investigate the duties and responsibilities of citizenship. They also develop and practice the critical skills of debate in a supportive, non-competitive environment.

Unit 4: Making a Long Story Short (8 weeks) - Students study the art of persuasion in the media, evaluating the validity and reliability of media sources. They also examine how the media uses purposeful techniques to attract and persuade an audience.

Unit 5: The Triple Bottom Line (8 weeks) - Students study the Triple Bottom Line and dive into the world of global economic systems, developing a fundamental understanding of investing.

Big Ideas/[Enduring Understanding \(link to guide\)](#)

- Neurodiversity refers to variation in the human brain regarding sociability, learning, attention, mood and other mental functions in a non-pathological sense.
- Neurodiversity is a competitive advantage.

- Gifted people have specific and unique socio-psychological needs.
- People with neurocognitive disabilities have talents, perspectives and skills that can be distinctly beneficial in many work environments.
- Cities are uniquely positioned to drive a global transition towards a circular economy.
- Sustainable approaches to living can not only preserve a city, but also advance it.
- A circular economy can help address certain stresses on cities and their people (ie: recycling, composting, reusable energy, sustainable agriculture, etc.).
- The circular economy can generate benefits for business, society, and the environment.
- Cities are uniquely positioned to drive a global transition towards a circular economy.
- Applying anticipatory thinking through the lens of possible, probable, and desirable futures, students.
- Pictures, graphs, tables, and data can “paint” different stories.
- Patterns in media can be used to predict what happens next.
- What you read influences how you should read it.
- The media uses purposeful techniques to attract and persuade an audience.
- There’s a delicate balance between the rights of a citizen and the common good.
- People can respectfully disagree with others.
- There are two sides to every argument.
- Investors are constantly faced with the choice between playing it safe or taking risks.
- The world of finance and investing has been impacted by environmental concerns, giving rise to green brands and socially responsible investing.
- The Triple Bottom Line measures economic, ecological, and social accountability in an organization.

[Essential Questions](#) (link to guide)

- How does studying neurodiversity help us understand our own unique needs as gifted learners?
- In what ways is neurodiversity a competitive advantage?
- In what way do people with neurocognitive disabilities have talents, perspectives and skills that can be distinctly beneficial in many work environments?
- How do cities evolve, flourish, and maintain a thriving economy?
- How can we reshape how we design, experience, and manage our cities more effectively?
- In what way does instituting a circular economy help address certain stresses on cities and their people?
- How can we use our understanding of The UN Global Goals for 2030 to improve our cities?
- How can you make a convincing case about a problem that inspires people to take action?
- How do pictures, graphs, tables, and data “paint a thousand words”?
- How do we identify patterns in media and use them to predict what will happen next?
- How does what you read influence how you should read it?
- What is the difference between truth and fact?
- How should we balance the rights of individuals with the common good?
- What is the common good?
- How can we argue effectively & respectfully?
- How do our decisions affect humans, the environment, and the economy?
- What are the factors to consider when investing in a business?

- What determines value?
- When it comes to the financial markets, how will you define and weigh short and long-term goals?

[Reporting Student Progress](#) (link to pyramid)

All courses follow a balanced assessment system with Practice and Assessments. Each category includes formative, summative and alternative assessments.

[Accommodations and Modifications](#) (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans

Resources (Text and Technology)

- “Do Schools Kill Creativity?” (Sir Ken Robinson TED talk)
- Film: *Temple Grandin* (HBO)
- Book: *Thinking in Pictures* by Temple Grandin book
- Film Excerpt: *The Reason I Jump*
- Book: *The Reason I Jump: The Inner Voice of a Thirteen-Year-Old Boy with Autism* by Naoki Higashida, K.A. Yoshida (Translator), David Mitchell (Translator)
- “Gifted or ADD?” by borntoexplore.org
- Learning Style Test
- MacArthur Foundation
- “Dyslexic lad, 12, written off at school pens book, runs restaurant and hosts TV show” - The Mirror UK
- “Kodi Lee Rocks - winner of Season 14 of America’s Got Talent”
- “The Artist who draws detailed cityscapes ...” - Stephen Wiltshire
- <https://www.stephenwiltshire.co.uk> › biography
- Social cognition in autism: Face tuning | Scientific Reports
- 17 UN Global Goals
- What is a circular economy? - video from Ellen McArthur Foundation
- X Company
- MIT Media Lab CityScience Group
- Drexel University BEES - Department of Biodiversity, Earth and Environmental Science
- Michigan Urban Farming Initiative
- *The Boy Who Harnessed the Wind*
- Netflix Film version: *The Boy Who Harnessed the Wind*
- Supreme Court Cases:
 - New Jersey v. T.L.O.
 - Ingraham v. Wright
 - Santa Fe School District v. Jane Doe
 - Kent v. United States
 - Hazelwood School District v. Kuhlmeier
 - Vernonia School District v. Acton
 - WestSide Community Schools v. Mergens
 - Grutter v. Bollinger

- Deshaney v. Winnebago County Social Services
- Examples of debates (political, Middle Ground on YouTube, etc.)
- *The Great Debaters* Film
- What Are We Reading? Infographic
- Investigate: The American Factory
- Newspaper/news media outlets - evaluating bias
- NY Times editorials- Editorial Contests for Kids
- Facebook Origin Story
- Netflix Blockbuster Origin Story