

G.A.T.E. Program

Gifted and Talented Education

Bald Knob Public Schools

Parent

Resource Manual



"The relatively few gifted students who have had the advantage of special programs have shown remarkable improvements in self-understanding and in ability to relate to others, as well as improved academic and creative performance. A good program for the gifted increases their involvement and interest in learning through the reduction of the irrelevant and redundant."

-Sidney P. Marland, Jr.

Revised 9/21/12

Bald Knob Gifted and Talented Education

Serving

H. L. Lubker Elementary
Bald Knob Middle School
Bald Knob High School

Questions????

If you have questions about our program,
Please email Mrs. Bonnie Goodwin at
bonnie.goodwin@baldknobschools.org

Or call

H. L. Lubker Elementary 501-724-3714
Bald Knob Middle School 501-724-5652
Bald Knob High School 501-724-6464

Located at

103 West Park
Bald Knob, AR 72010

Bald Knob Gifted and Talented Education
Parent Resource Manual
Serving
H. L. Lubker Elementary
Bald Knob Middle School
Bald Knob High School

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GT Philosophy

The program in public schools is built on a fundamental belief in serving the needs of all of our students as unique individuals. We believe that children are our greatest natural resource and that an appropriate education must be provided to ensure that each student has an opportunity to reach his/her potential. The gifted program is designed to challenge these students who have unique needs, abilities and talents through a variety of learning approaches. We also believe the following about gifted children:

- *that they have unique academic and emotional needs*
- *that they should be provided a differentiated curriculum that is designed to meet both their cognitive and affective needs*
- *that successful services for the gifted children are comprehensive and based upon current research in gifted education*
- *that they learn best in an instructional environment that encourages and nurtures complex and creative thinking*
- *that they need time to interact with intellectual peers to nurture and support their unique cognitive needs*
- *that they should be encouraged to explore individual areas of interest*
- *that they need to spend time with their age/grade peers to nurture and support their social development*

Gifted and talented students are outstanding consumers and producers of knowledge and ideas in any worthwhile endeavor. They may have potential abilities in general intelligence, creative, or productive thinking, exceptional leadership, and specific aptitudes. These abilities must be cultivated, nurtured, and developed.

Maximizing the potential of gifted and talented students requires a commitment of school, community, and home; commitment is essential for progress to be effected. The gifted and talented program is designed to cultivate with the student a desire for excellence and a sense of productivity responsibility to self, family, school, community, and to our changing society.

COMMON MYTHS ABOUT GIFTED STUDENTS

- Gifted students are a homogeneous group, all high achievers.
- Gifted students do not need help. If they are really gifted, they can manage on their own.
- Gifted students have fewer problems than others because their intelligence and abilities somehow exempt them from the hassles of daily life.
- The future of a gifted student is assured: a world of opportunities lie before the student.
- Gifted students are goal-directed; they know where they are heading.
- The social and emotional development of the gifted student is at the same level as his or her intellectual development.
- Gifted students are nerds and social isolates.
- The primary value of the gifted student lies in his or her brain power.
- The gifted students need to serve as examples to others and they should always assume extra responsibility.
- Gifted students make everyone else smarter.
- Gifted students can accomplish anything they put their minds to. All they have to do is apply themselves.
- Gifted students are naturally creative and do not need encouragement.
- Gifted children are easy to raise and a welcome addition to any classroom.

A FEW TRUTHS ABOUT GIFTED STUDENTS

- Gifted students are often perfectionistic and idealistic. They may equate achievement and grades with self-esteem and self-worth, which sometimes leads to fear of failure and interferes with achievement.
- Gifted students may experience heightened sensitivity to their own expectations and those of others, resulting in guilt over achievements or grades perceived to be low.
- Gifted students are asynchronous. Their chronological age, social, physical, emotional, and intellectual development may all be at different levels. For example, a 5-year-old may be able to read and comprehend a third-grade book but may not be able to write legibly.
- Some gifted children are “mappers” (sequential learners), while others are “leapers” (spatial learners). Leapers may not know how they got a “right answer.” Mappers may get lost in the steps leading to the right answer.
- Gifted students may be so far ahead of their chronological age mates that they know more than half the curriculum before the school year begins! Boredom can result in low achievement and grades.
- Gifted children are problem solvers. They benefit from working on open-ended, interdisciplinary problems; for example, how to solve a shortage of community resources.
- Gifted students often refuse to work for grades alone.
- Gifted students often think abstractly and with such complexity that they may need help with concrete study and test-taking skills. They may not be able to select one answer in a multiple choice because they see how all the answers might be correct.

Gifted students who do well in school may define success as getting an “A” and failures any grade less than an “A.” By early adolescence they may be unwilling to try anything where they are not certain of guaranteed success.

Identification and Assessment Procedure

The student placement process for the gifted and talented students is a multi-dimensional procedure. A special effort will be made to include students who may be difficult to identify such as underachievers, members of minority groups, the culturally different, handicapped, deprived and those with different socio-economic backgrounds. Identification procedures are uniformly implemented across the district. The process consists of three stages: Referrals, Screening, and Placement

Referrals to the G/T Program may be made by teachers, parents, other students, and people from the community, and by self. This process is an ongoing process extending from grades K-12, serving at least 5% of the population. Students who have been identified in other districts and move to Bald Knob will automatically be screened but must follow the same placement procedures as those students who are currently enrolled in the district. After the referral has been made, a letter of consent must be signed by the parent /guardian before any tests can be administered.

After parents return this consent letter, the screening process can begin. The following criteria are included in the screening process:

- *Naglieri Nonverbal Ability Test 3rd (NNAT3)*
- *Williams Creativity Test*
- *Teacher Inventory*
- *Parent Inventory*
- *State Assessments*
- *Interview/Observation*
- *Grades*
- *Kingore Observation Inventory (KOI)*
- *Portfolio of Student Products*
- *Additional information as deemed necessary*

Once objective information is gathered from testing and subjective information has been quantified, placement meetings are held. The placement committee will be comprised of at least five members comprised of classroom teachers, administrators, counselors, and chaired by the GT coordinator.

Students are identified using a blind identification process. The Placement Committee will make a decision on placement based on

multi-criteria with the stipulation that no single criterion or cut-off score will be used to include or exclude a student. Parents, teachers, and administration are notified by letter of the decisions of the placement committee regardless of placement decision. A parent/guardian must give written permission before a student is placed in the gifted program. Once permission is given, the student is placed in the program and this is noted on the student's permanent record. A student review is completed each year which provides documentation for continuation of gifted services. Once a student is identified, records of placement are kept on file for five (5) years post graduation.

Parents/guardians/students may appeal the decision of the placement committee and may request in writing, a conference with the committee. If a consensus is not reached, the parents/guardians/students may request that the superintendent appoint a new committee to evaluate the existing materials and administer additional instruments as deemed appropriate. If still in disagreement with this committee, the parent/guardian/student may appeal to the superintendent.

Revised 5/31/17

Program Design
2016-2017

The program design for our gifted and talented students for grades Kindergarten through Twelfth grade is intended to provide a curriculum that is both differentiated and appropriated for the specialized needs of students who are advanced in their thinking and learning processes. Gifted and talented students are provided opportunities to interact with their peers and to work with materials which challenge their abilities and encourage them to expand their abstract thinking and reasoning. This is accomplished through using various approaches appropriate to the designated grade level. All instructors involved have received training through the Arkansas Department of Education and /or advanced degree training.

Overview of Services
High School (9-12)

Several advanced courses are offered at the high school level.

Pre-AP	AP	AP/Concurrent Credit	College Credit
English	Chemistry	Psychology	Algebra
Algebra II	U.S. History	Language	Speech
Civics	Biology	World History	Art Appreciation
Biology	Calculus AB	U.S.Government	
Geometry			
Pre-Calculus			
Physical Science			
Physics			

Middle School (6-8)

The program for students in grades 6-8 can enroll in Pre-AP Science, Pre-AP Social Studies, Pre-AP Math and Pre-AP Language Arts. Each grade has these four courses with teachers trained by the College Board in Pre-AP strategies of differentiation.

Also students can choose to participate in Quiz Bowl, Chess, Math League, and the Stock Market Game.

Elementary School (K-5)

Grades 3-5:

The program used at H.L.Lubker Elementary Schools for these grades is called a pullout program. The third through fifth grade students who have been referred, tested and have met the criteria set forth in our policy meet for 150 minutes of direct instruction per week with a certified GT Coordinator. The Talents Unlimited Model and the Six Thinking Hats serve as the basis for the program.

The students can choose to participate in Quiz Bowl, Chess, Math League and Noetic Learning Math.

Grades K-2:

The program used at H.L.Lubker Elementary Schools for these grades is called whole class enrichment. Each week the GT Coordinator will provide direct instruction to each individual class in each grade. The program is also based on the Six Thinking Hats along with Primary Heaven which emphasizes feelings, benefits, creativity, information judgment and critical thinking. Learning centers are also available for the teachers to use in the classrooms to provide challenging individual options or to supplement thematic units. Plans for students needs are developed in consultation with the GT Coordinator.

"Curriculum for the gifted cannot just be more of the same or for enrichment only, it must be qualitatively different." by C.June Maker

Student Evaluation Policy

Once a student enters the program, the students in the pullout GT classes in grades 3-5 will be evaluated throughout the year. The evaluation form is designed in a format so that the students and parents will receive an update every nine weeks. The categories they will be assessed on include the following:

- " Research Skills
- " Creative Thinking Skills
- " Logic
- " Critical Thinking Skills
- " Communication Skills
- " Personal Growth
- " Motivation

These areas are the 7 strands included in the GT Frameworks at Bald Knob Schools.

These will be assessed on a written form at the end of each nine weeks according to the following:

1—Needs for Improvement	2—Performs to program expectations
3—Performs beyond program	N/A—Not applicable to date

In addition, after each assignment/project, these students will receive a letter grade according to the following scale:

A—90-100

B—80-89

C—70-79

D—60-69

F—59 and below

Also, College Credit, Pre-AP and AP students will receive regular nine weeks grades and enrollment in these classes is noted on the students' transcripts. School-wide parent/teacher conferences are held two times each year. In addition, a parent may request a conference at any time throughout the year with the GT Coordinator, Mrs. Bonnie Goodwin at 724-3714.

In the spring, students in the gifted program are evaluated to determine whether their needs are being met by the participation in the GT Program.

Also, at the end of each school year, the GT teachers will review standardized

and benchmark tests scores and note any areas that might need improving. They will also review the student's performance in class, the quarterly evaluations and the Annual Report for continuation or termination of placement.

Revised 5/31/17



Bald Knob Public School
G.A.T.E. Program
Gifted and Talented Education

Student Progress Report

Parent Copy

This report is your copy to KEEP at home.
Please sign and return the G.A.T.E.
envelope to your GT specialist.

STUDENT _____ PRESENT GRADE _____ SCHOOL YEAR _____

G.A.T.E. Teacher _____ School _____

This report indicates individual progress and does not reflect comparison to other children. It focuses on the process skills emphasized in the G.A.T.E. Program.

EVALUATION SYMBOLS: ☐ 1 = Need for Improvement

☐ 2 = Performs to program expectations

☐ 3 = Performs beyond program expectations

☐ N/A = Not applicable to date

Cognitive Skills	1	2	3	4
Nine Weeks				
Research & Investigation Skills				
A. Develop appropriate questioning techniques				
B. Gather information & data using different methods				
C. Organize information & data				
Creative Thinking				
A. Generates many, varied, original ideas				
B. Able to build on original ideas				
C. Incorporates elements of creativity into own work				
Critical/Logical Thinking				
A. Uses higher order thinking skills				
A. Uses logical thinking skills				
Communication				
A. Effectively expresses ideas & feelings				
(1) Verbally				
(2) Non-Verbally				
(3) Written				
B. Demonstrates good listening skills				

1 S T 9 W E E K S	Teacher Signature _____ Teacher Requests Conference <input type="checkbox"/>
2 N D 9 W E E K S	Teacher Signature _____ Teacher Requests Conference <input type="checkbox"/>
3 R D 9 W E E K S	Teacher Signature _____ Teacher Requests Conference <input type="checkbox"/>
4 T H 9 W E E K S	Teacher Signature _____ Teacher Requests Conference <input type="checkbox"/>

Affective Skills/Work Habits	1	2	3	4
Nine Weeks				
Contributes to discussions				
Participates in group activities				
Assumes & displays responsibility				
Sensitive to others feelings				
Accepts constructive criticism				
General attitude in class				
Organizes time & materials				
Completes tasks				
Strives to produce high quality work/projects				
Demonstrates leadership abilities				
Works well independently				

Independent Areas of Study	
Started	Completed

Annual Review
— Placement for Next Year —
4th 9 Weeks

It is recommended that your child, _____

☐ be placed/ ☐ not be placed (GT Specialist will indicate this) for the
year _____

if you would like a conference concerning this decision, please contact
your GT Program Specialist.

Annual Review G.A.T.E. Program

The progress report has the annual review is at the bottom which state's;

Annual Review
Placement for Next Year
4th 9 Weeks

It is recommend that your child, _____
_____ be placed/ _____ not be placed (GT Specialist will
indicate this) for the year _____.

If you would like a conference concerning this decision,
please contact your GT Program Specialist.

Review of placement services for the gifted is an ongoing process throughout the year. Each student receives an evaluation each nine weeks. Parent and teacher conferences are held twice per year (September and March).

If the student seems to be having problems in the gifted program then conferences are set as needed to discuss student progress with teachers, parents and administrators.

G.A.T.E. Program

Gifted and Talented Education

Appeals Procedure

It is the right of a parent/guardian to appeal the decision of the identification committee. In such case, the following procedure will be observed.

- (1) Conference with GT Coordinator regarding the placement decision.
- (2) If the appellant still questions the decision, then inform principal and superintendent that a formal appeals process will begin. This will include a written statement of the appeal including additional information sharing why the appellant feels the student should have been placed.
- (3) All data, which includes two objective and two subjective measures and any new material that is available, will be reviewed by the placement committee which is chaired by the GT Coordinator. The decision of the committee will be communicated in writing to the appellant.

Revised 1/3/17 (7.08)

Bald Knob Schools

Gifted and Talented Education

Exit Policy

A student may be considered for exit procedures at any time evidence indicates that the educational needs of the student are not being met.

If a parent requests removal, the request must be filed in writing with the GT Coordinator and placed in the student's folder and the student will no longer participate in the program.

If data indicates that placement is no longer meeting the needs of the student, a student may be exited from the program. The Placement Committee, chaired by the GT Coordinator and including the principal, the counselor and 3 classroom teachers will meet and review multiple criteria including two (2) objective measures and two (2) subjective measures one of which measures creativity. No single criterion will be used to exclude the child from the program.

After reviewing this data, the committee will make a decision about what placement would be most appropriate for meeting the needs of the child and sign the profile sheet indicating their decision. Parents will be notified of the decision of the committee. If it is determined that a student will be exited, a copy of the removal request or record of the placement committee's decision will be filed in the student's folder. If a parent disagrees with the committee's decision, then they may follow the district GT appeals procedures.

When a student is exited from the program the GT Coordinator will ask the appropriate school personnel to remove the GT designation from student's name from eschool.

Curriculum Frameworks and Content Standards

In order to function effectively in a rapidly changing world, a gifted student needs to acquire the ability to think and act independently. The word "independent" implies that a student will require minimal assistance when engaged in assignments or embarking upon self-initiated projects. It does not diminish the value or importance of the teacher's role in the educational process. It merely highlights the importance of the transition of the student's role from that of a passive learner to an active one. To do this, the student must be skilled in research, problem solving, and organization.

The Research strand develops the capacity to select various sources of information effectively. This concept includes libraries and human resources from the school, home and community. It also deals with the compilation and interpretation of data. Once collected information must be evaluated for its reliability and validity and examined in light of its potential impact. The implications or results of the data collection, interpretation and evaluation must then be reported in a clear and concise fashion.

Collection is the second concept in research. It takes the student through a series of steps: identifying problem, hypothesizing and assessing solutions, implementing the selected strategy and judging the effectiveness of the solution.

Organization is the final concept. Here the student learns management skills- methods on how to arrange time and materials to the best advantage. It requires establishing and achieving realistic goals, working within a specified time period and applying oneself to a given task. The student must also become familiar with his or her own learning style and adjust to that of others.

1.0 Research Skills

Student Learning Expectations: (Note: Each of these expectations is a thinking process in and of itself, rather than a content-based expectation.)

- 1.1 Formulate research question
- 1.2 Identify reference sections
- 1.3 Recognize/use book parts
- 1.4 Primary/secondary source distinction
- 1.5 Recognize/ use retrieval
- 1.6 Note taking
- 1.7 Data from printed materials
- 1.8 Interpret illustrative data
- 1.9 Read and interpret data
- 1.10 Define/select research methodology
- 1.11 Validate and classify information from a variety of resources
- 1.12 Use technological resources to retrieve, store, and analyze
- 1.13 Design a creative project or product that portrays research
- 1.14 Construct maps, graphs, charts and tables to exhibit information and data
- 1.15 Conduct an interview
- 1.16 Develop and conduct a survey to collect data
- 1.17 Synthesize information and data that is relevant to a specific topic or theme
- 1.18 Analyze information from a variety of perspectives

STRAND TWO: CREATIVE THINKING

Creativity is a human resource that the world cannot afford to ignore. History has shown that creative minds have contributed to the advancement and well being of mankind. Societies without the foresight to nurture creativity abandon the opportunity to progress.

It is generally accepted that gifted students are capable of thinking creatively. Intellectual superiority, however, does not guarantee creativity. Unless a non-threatening atmosphere conducive to creative individual is promoted, patterns of conformity and even rebellion can surface. The behaviors described in the Creativity strand fall into four networks: Fluency, Flexibility, Originality and Elaboration.

A fluent student is characterized by the ability to produce a wide variety of ideas. Ideas come easily and are diversified. A student who is fluent can be described as mentally prolific.

A flexible thinker views ideas as being fluid. Ideas are permitted to overlap and change form in kaleidoscope fashion. A flexible student is open to alternatives and is willing to draw upon many resources.

An original person possesses the ability to generate new and unusual ideas. For this skill to be developed, a student must extend thinking beyond conventional patterns. An original thinker demonstrates ingenuity and receptivity.

An elaborative individual seeks to add detail, fill in gaps, and apply finishing touches. Often the addition of one small aspect gives an idea its final form or makes it an effective product. Elaborative students are concerned with enhancing, embellishing and enriching their ideas.

2.0 Creative Thinking

- 2.1 Define creativity
- 2.2 Identify inhibitive responses
- 2.3 Define/apply elements of creativity
- 2.4 Identify attributes: person, think, or place
- 2.5 Brainstorming
- 2.6 Piggy Backing
- 2.7 Recognize details/ parts forming whole
- 2.8 Minification/Magnification
- 2.9 Recognize gaps/ missing elements
- 2.10 Details embellish enhance
- 2.11 Add to/ modify existing idea or object
- 2.12 Make predictions
- 2.13 Rearrange/redesign idea/object
- 2.14 Reverse thinking
- 2.15 Substitute one element for another
- 2.16 Combine elements
- 2.17 Translate using similes, analogies
- 2.18 Morphological analyses synthetics
- 2.19 Apply steps to creative problem solving
- 2.20 Select criteria new/original idea
- 2.21 Define/state implications of stages

STRAND THREE: LOGIC

- 3.1 Observe details
- 3.2 Deduce generalizations
- 3.3 Make predictions
- 3.4 Differentiate: fact/fallacy, etc.

- 3.5 Differentiate: faulty accurate
- 3.6 Identify fallacies in reasoning
- 3.7 Relationships: sequential/casual
- 3.8 Connect reasons logically
- 3.9 Use reliable data
- 3.10 Draw appropriate conclusions

STRAND FOUR: CRITICAL THINKING

It is the goal of gifted education to provide identified gifted and talented students with experiences in the area of critical thinking. Educational activities and experiences within the critical thinking strand must, therefore, begin with an awareness of the thinking process. After practice and application, students are expected to become proficient in using these processes to solve real problems in a complex world. In order to provide Arkansas students with the skills they will need to be successful, instruction in the area of critical thinking should include the following aspects:

- *Thinking in multiple points of view*
- *Thinking with multiple frames of reference*
- *Bringing meaning and order out of apparent chaos*
- *Constantly questioning, assessing, and rethinking*
- *Examining the interpretations of others*
- *Analyzing ideas for strengths and weaknesses*
- Distinguishing central concepts from peripheral concepts

4.0 Critical Thinking

- 4.1 Identify attributes: person, thing, or idea
- 4.2 Identify points of view, data, idea
- 4.3 State/note alternatives
- 4.4 Prove/disprove collect data
- 4.5 Infer/test/verify
- 4.6 Differentiate fact from fiction
- 4.7 Distinguish relevant/irrelevant
- 4.8 Draw conclusions
- 4.9 Distinguish between conclusions
- 4.10 Differentiate criticism
- 4.11 Sequence information
- 4.12 Prove point/verify reasoning
- 4.13 Support/collaborate with data
- 4.14 Note relationships: ideas/facts
- 4.15 Make judgments by applying criteria
- 4.16 Assess/judge idea or event
- 4.17 Identify conflict of interest and resolve

STRAND FIVE: COMMUNICATION SKILLS

- 5.11 Distinguish: relevant/ irrelevant
- 5.12 Techniques to influence thinking
- 5.13 Express information
- 5.14 Differentiate: forms of debate
- 5.15 Express ideas/opinions

Non-Verbal

- 5.21 Express ideas/feelings
- 5.22 Translate into another medium
- 5.23 Apply knowledge to solutions
- 5.24 Create piece of art in medium of choice
- 5.25 Enhance presentation by expression
- 5.26 Techniques to influence thinking

Interpretative

- 5.31 Distinguish: truth validity
- 5.32 Identify motives
- 5.33 Recognize forms of expression
- 5.34 Compare interpretations

Interpersonal

- 5.41 Students as member of various groups
- 5.42 Establish priorities
- 5.43 Points of view by others
- 5.44 Apply standards of social behavior
- 5.45 Employ standards of social behavior

Listening

- 5.51 Evaluate body language
- 5.52 Evaluate benefits of listening skills
- 5.53 Carry out oral directions

STRAND SIX: PERSONAL GROWTH

Research has indicated the inappropriateness of the myth that all gifted children are self-sufficient. Self-awareness is unique in that it is an ongoing process throughout life. Students also need to develop an awareness of issues relating to self, peers, society, global issues, culture diversity, goal setting, and decision-making based upon individual perspective and the viewpoint of others.

Self-Concept

- 6.11 Recognize abilities/ limitations
- 6.12 Set standards/goals
- 6.13 Develop belief to succeed
- 6.14 Put criticism into perspective
- 6.15 Independence in thought/action
- 6.16 Respect worth, rights of other

Critical Acceptance

- 6.21 Sensitivity to other feelings
- 6.22 Appreciate abilities/ limitations
- 6.23 Tolerate different points of views
- 6.24 Understand interdependency
- 6.25 Accept constructive criticism
- 6.26 Offer constructive criticism

Coping with Failure

- 6.31 Responsibility for own actions/ideas
- 6.32 Accept individual failure
- 6.33 Risk mistake or failure
- 6.34 Achieve/non achievable goals

- 6.35 Try difficult tasks
 6.36 Analyze failure or mistake
STRAND SEVEN: MOTIVATION SKILLS

Curiosity

- 7.11 Recognize: problem finding/solving
 7.12 Pose speculative questions
 7.13 Question relationships/interpretations
 7.14 Analyze discrepancies

Imagination

- 7.21 Create through imagination
 7.22 Give human traits to objects
 7.23 Overcome constraints
 7.24 Exert imaginary control

Risk Taking

- 7.31 Risk criticism
 7.32 Challenge discrepancies
 7.33 Predict consequences
 7.34 Recognize and change societal norm

Complexity

- 7.41 Explore/examine/sift information
 7.42 Build/add/impose order
 7.43 Recognize implication of issues
 7.44 Realize issues may vary accordingly

ASSESSMENT METHODS

Journal	Oral Presentation	Flowchart
Creative Dramatics	Debate	Peer Tutoring
Observation	Cooperative Project	Group Presentation
Mock Trial	Collaborative Planning	Simulation
Newspaper Article	Public Notice	Advertisement
Creative Products	Exhibition	Paper/Essay
Interview	Survey	Video Production
Slide Presentation	Computer Presentation	Model/Display
Diagram/Time Line	News Report	Article
Biography	Portfolio Documents	Creative Writing
Storyboard	Illustrated Story	Performance
Project	Experiment	Panel Discussion
Role-Playing	Report/Poem/Narrative	Game
Pamphlet	Map/Illustration	Poem
Photo Essay	Drama/Skit	Chart/Graph/Poster

Third Grade Pullout Units of Study

Affective and Exhortation

Gerful Unit

Research Animal Report

Clown Unit

Autobiography

Airplane Unit

Jan Brett Unit

Fourth Grade Pullout Units of Study

Affective: Introvert and Extrovert

Research a Country

Games Unit

Any Topic Research Paper

Reader's Theater

Puzzles

Airplanes

Fifth Grade Pullout Units of Study

Stock Market Game

Research a Topic of Wonders of the World

Civil War Unit

Crime Scene Investigation

Producing an Egg Drop Container

Articles:

Bainbridge, Carol. "Characteristics of Gifted Children." Your Guide to Gifted Children. 19 July 2007 <http://giftedkids.about.com>.

Silverman, Linda. "Characteristics of Gifted Children." Gifted Development Center. 19 July 2007 <http://gifteddevelopment.com>

Books:

Growing up Gifted by Barbara Clark

Stand Up for Your Gifted Child by Joan Smutny

Helping Gifted Children Soar: A Guide for Parents and Teachers by Carol Strip & Gretchen Hirsch

A Parent's Guide to Gifted Children by James Webb, Janet Gore, Ed Amend, & Arlene DeVries

Other Resources

AGATE (Arkansas Gifted and Talented Education): agate-arkansas.org

Bald Knob Public Schools: baldknobschools.org

NAGC (National Association for Gifted Children): nagc.org –click on parent tab

Gifted Child Today Magazine: prufrock.com

Standards governing the Gifted Education Programs in Arkansas can be found at the following website: arkansased.org

GT Staff: Bonnie Goodwin, Coordinator

bonnie.goodwin@baldknobschools.org

Phone: 501-724-3714

