

# Department of Academic Advancement and Enrichment

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Gifted Education  
Resource Program  
Excel Art

Open House  
October 2024



# Meet the Staff

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- Dr. Reginald Johns, DAAE Director
- Gifted Resource Teachers
  - **Mary Beth Crawford**: Barron, Kraft, Smith
  - **Timothy Hatok**: Bassette, Phillips, Langley
  - **Lisa Hibbitts**: Andrews, Bryan, Patrick, Langley
  - **Gena Hobbs**: Aberdeen, Asbury, Forrest, Jackson
  - **Ginger Petsos**: Christian, Machen Armstrong, Mary Peake
  - **David Rhodes**: All middle grades
  - **Rebecca Whitehead**: Burbank, Phenix
  - **Kathy Brady**: Flex / Virtual Program
  - **Dr. Kenneth Crum**: HCS Gifted Evaluator



# Programs

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- ☐ Talent Pool, K-2
- ☐ Gifted Resource, 3-5
- ☐ Gifted Resource, 6-8
- ☐ Kilgore Gifted Center, grades 3-8
- ☐ Gifted Visual Arts 3-8
- ☐ High School
  - IB, AP, Honors Classes
  - HS Gifted Cluster
  - Governor's School



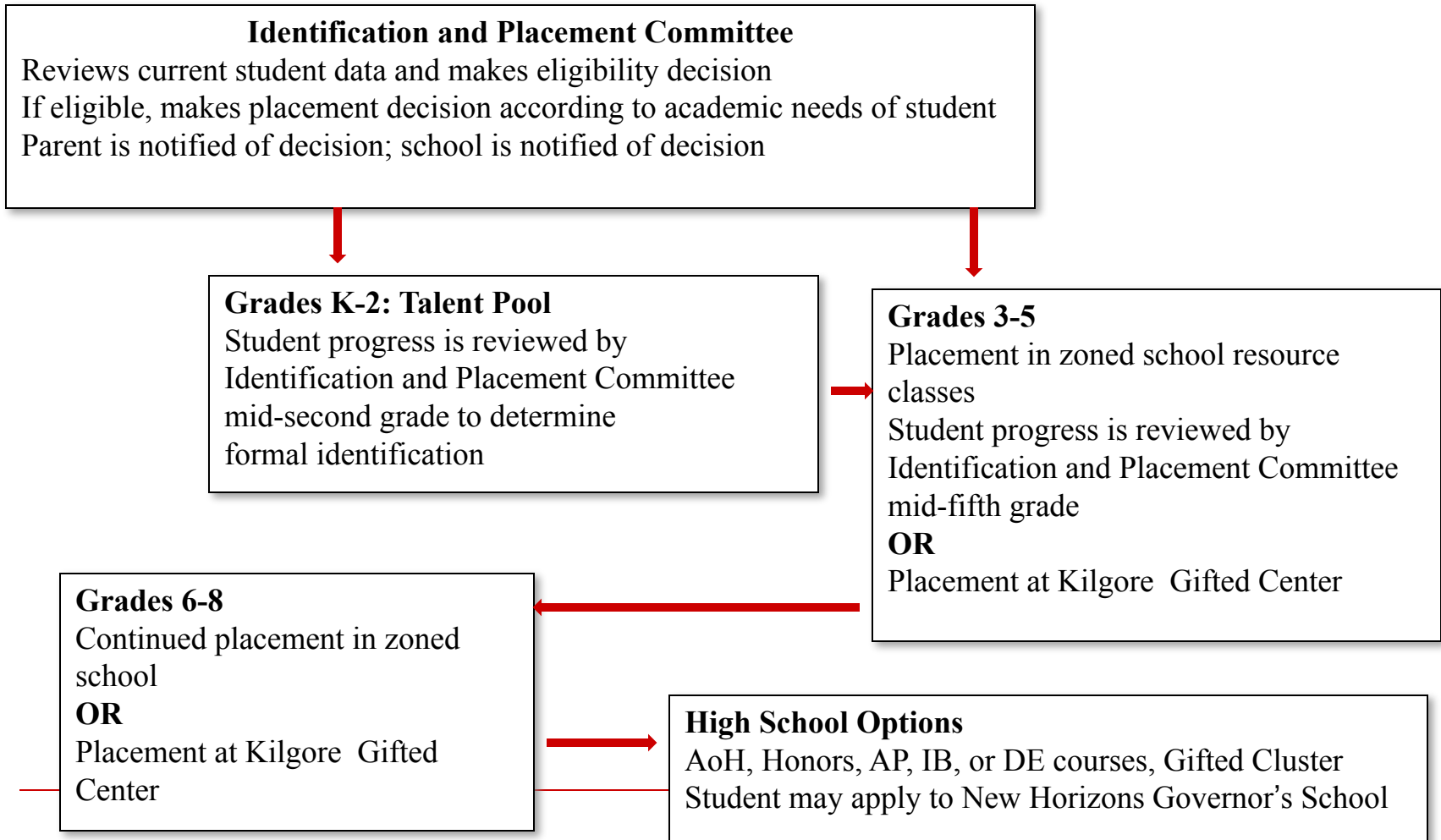
Chesapeake Bay unit

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## Gifted Resource Service Model

Nine weeks	Date	Teaching/Testing
1st nine weeks	Sept 2 - 6 Sept 9 - 13 Sept 16 - 20 Sept 23- 27 Sept 30 - Oct 4 Oct 7 - 11 Oct 14 - 18 (Except 2nd Grade - CogAT) Oct 21 - 25	Teaching
	August 26-30 Oct 28 - Nov. 1	<b>Testing</b>
2nd nine weeks	Nov 11 - 15 Nov 18 - 22 Dec 2- 6 Dec 9 - 13 Dec 16 - 20 Jan 7 - 10	Teaching
	Nov 6 - 8 (Eligibility mtg ) Nov. 25-26 Jan 13-17 - NNAT Screening Jan 21 - 24 (Eligibility mtg)	<b>Testing</b>

# Flow Chart for Gifted Education Academic Services



# Automatic Placement Reviews

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**All students already in Talent Pool or Gifted Resource  
will be re-evaluated for future placement during 2nd and 5th grades.**

\*Placement decisions are based upon ability test scores, classroom grades, and parent & teacher ratings. Decisions will be mailed.

## 2ND GRADERS

+ Students could be found **eligible for Gifted Resource** at zoned school, found **eligible for placement at Kilgore** or found **not eligible** to continue services

## 5TH GRADERS

+ Students could found **eligible for Gifted Resource** at zoned school or found **eligible for placement at Kilgore** Gifted Center.

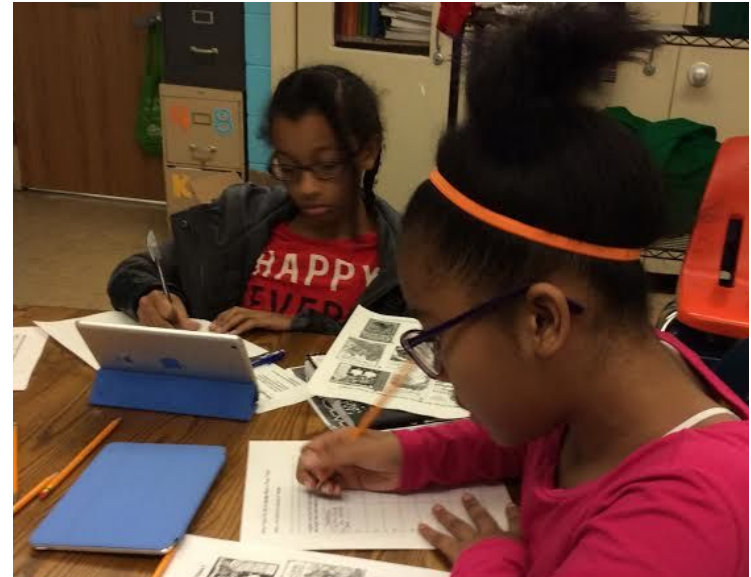
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# Gifted Resource Curriculum

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How is it different from a regular class?

1. Increased depth and breadth
2. Abstract reasoning
3. Critical and analytical thinking
4. Advanced questioning strategies
5. Problem based learning
6. Accelerated pace
7. Advanced topics and materials
8. Focus on broad concepts and themes
9. Cross-disciplinary topics
10. Incorporates understanding of social/emotional needs of gifted students



Doing research for the propaganda unit



# Gifted Resource Curriculum

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- Grades K-5
  - Critical thinking, problem analysis
  - Literature
  - Problem based learning
  - Advanced mathematical concepts
  - Coding



Geometric constructions and  
visual-spatial thinking

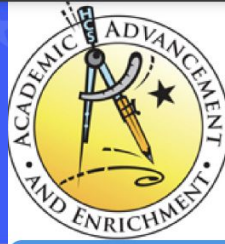
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# Fables

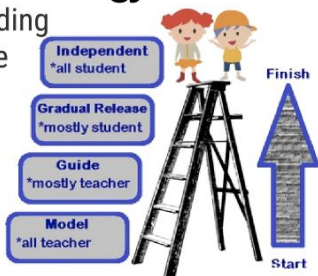
## Exploring Aesop's Works



# Tall Tales

### Gifted Strategy:

- Scaffolding
- Creative writing

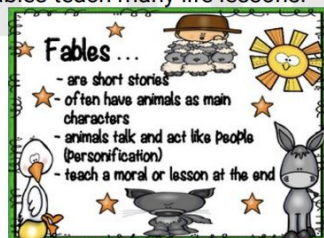


### Essential Questions

- How do we learn right from wrong?
- What does it mean to be good?

### Essential Understandings

- Fables teach many life lessons.



### Learning Experiences

- Introduction to fables
- Discern between literal and figurative meaning using hyperbole
- Cross-curricular learning opportunities including a STEM project
- Identify elements in fables: hyperbole, problem/solution, personification

### How does this help my child?

- Develops skills to look for patterns in texts
- Exposes students to a different genre of literature
- Provides opportunity for collaborative problem solving using STEM

### Skills Developed

- Vocabulary building
- Read and demonstrate comprehension of fictional texts
- Critical thinking: Discern what is real and what is make believe
- Logical and deductive reasoning using clip clues
- Creativity
- Social-Emotional learning
- Oral and written communication skills

### Gifted Strategy

- Scaffolding
- Creative writing



### Learning Experiences

- Find regional locations on a map of the United States
- Learn the characteristics of a tall tale
- Separate fact from fiction: How do we know what's true?
- Classify author's work as figurative or literal
- Create a tall tale by writing and illustrating an original story

### How Did This Help My Child?

- Provides experiences with a unique genre of literature
- Provides an opportunity to work cooperatively in a group to write a collaborative tall tale

### Essential Questions

- What does it take to be a hero?
- What acts do you consider heroic?

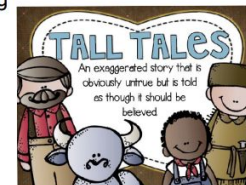
### Essential Understandings

- Tall tales entertain us with exaggerated stories.
- Hyperboles are not meant to be taken literally.



### Skills Developed

- Oral and written communication skills
- Character Analysis
- Logical reasoning
- Growth mindset
- Critical thinking
- Creativity





# Myths

Passport Needed: Around the World with Myths

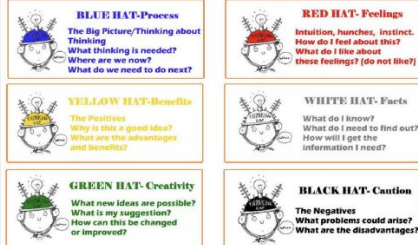


# Novel Study

Frindle by Andrew Clements

## Gifted Strategy:

de Bono's Six Thinking Hats



## Learning Experiences

- Introduction to myths genre of literature
- Geography connection- Identify continents where specific myths originated from
- Experience myths from different cultures/continents through videos, reader's theaters, and read alouds
- Identify patterns in myths: how the world used to be, the problem/solution in the story, how the world changed forever
- Create an original myth

## How does this help my child?

- Develops skills to look for patterns in texts
- Exposes students to a different genre of literature
- Provides opportunity for creative writing through prewrite and editing process

## Essential Questions

- Can everything be explained?
- What is true?

## Essential Understanding

- Myths are stories that are passed on through oral tradition to illustrate and shape a culture.
- A myth is an ancient story that attempts to explain forces of nature, customs, or beliefs.
- A myth can show examples of vice or virtue that can be applied to life lessons today.

## Skills Developed

- Vocabulary building using the Frayer Model
- Read and demonstrate comprehension of fictional texts
- Geography skills: Continents
- Critical thinking: Discern what is real and what is make believe
- Logical and deductive reasoning using matrices
- Creativity
- Social-Emotional Learning
- Oral and written communication skills

## Gifted Strategy

- de Bono's Six Thinking Hats



- Universal Theme - Validation through conflict

## Learning Experiences

- Analysis of character traits
- Analyze how words are added to the dictionary
- Brainstorming ways to promote new words
- Identification of protagonist and antagonist
- Building word relationships with analogies

## How Does This Help My Child?

- Provides accelerated exposure to literary terms and devices
- Provides opportunity to discuss how to protect and promote new ideas

## Essential Questions

- When do we need to accept new ideas?
- How do new ideas become accepted by a community?
- What can we tell about others by the words they use?

## Essential Understandings

- Words are needed by everyone.
- Words and language have power.
- Where you live affects the words and language you use.

## Skills Developed

- Oral and written communication skills
- Critical thinking and creative thinking
- Creative problem solving
- Social-emotional learning
- Character analysis
- Logical reasoning
- Debate skills





# Novel Study:

## Number the Stars

by Lois Lowry



# Novel Study:

## Bud, Not Buddy

by Christopher Paul Curtis

### Gifted Strategies

- Kaplan's Icons of Depth and Complexity
- Frayer Model
- Universal Theme- Change results from conflict



### Essential Questions

- What role should we play in protecting others?
- What does it mean to be a good human being?
- Is it ever okay to break the law? When and why?
- What makes a law unjust?
- What would you be willing to risk your life for?

### Essential Understandings

- People are shaped by the world events that occur during their lives.
- Doing what is right may mean personal risk.
- How a person reacts to hardship can both test and transform their character.

### Learning Experiences

- Build background knowledge of WWII
- Identify Axis, Allied, Neutral, and Occupied Countries
- Consider how an author integrates history into a fictional story

### Skills Developed

- Map skills
- Figurative language
- Character analysis
- Identify literary terms such as foreshadowing, metaphors, similes, and story mood in the text
- Analyze poetry



### Gifted Strategies

- Kaplan's Icons of Depth and Complexity



- Socratic seminar
- Universal Theme - Finding a place of belonging

### Learning Experiences

- Build background of the Great Depression - Hoovervilles, bread lines, riding the rails
- Build background of the Harlem Renaissance - jazz music
- Debate
- Express personal connections to the story through art
- Analyze primary sources

### How Does This Help My Child?

- Provides accelerated exposure to literary terms and devices
- Provides opportunity to discuss historical fiction

### Essential Questions

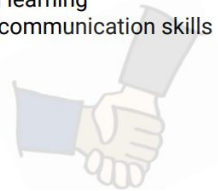
- What does it mean to belong?
- How can life be good in bad times?

### Essential Understandings

- We develop our sense of self (identity/belonging) through encounters.
- Attitude influences how a character approaches and resolves challenges in life.

### Skills Developed

- Critical thinking
- Creative problem solving
- Logical reasoning
- Character analysis
- Debate skills
- Social-emotional learning
- Oral and written communication skills



# **Women's Suffrage Movement**

**Gifted Resource Middle School**

## **Essential Understandings**

**The struggle for equal rights has endured throughout history.  
Societies change over time.**

## **Essential Questions**

**What is the most effective way to bring about change?  
What rights should all people have?**

## **Gifted Strategies**

**Kaplan's Icons of Depth and Complexity  
DeBono's Thinking Hats  
Mindmapping  
Frayer Model**

## **Learning Experiences**

**Photo Analysis  
Postcard Summaries  
Socratic seminar  
Create a Presidential Campaign Advertisement**



# Gifted Visual Arts Excel Art Program

	Elementary 3-5	Middle 6-8
Service	40 minutes a week pull out with school's art teacher.	Summer Program - 2 weeks long. Applications due-Oct



# Measuring Student Growth

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- Pre/post tests for the curriculum topics
- Progress reports
- Annual program evaluation
- Parent and student surveys



Understanding the Chesapeake Bay

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# Gifted Local Advisory Committee

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- ☐ Meetings: Oct.22<sup>nd</sup>, Jan. 28<sup>th</sup>, Mar. 25<sup>th</sup>
  - ☐ Conducts annual surveys
  - ☐ Submits an annual report to the school board on gifted education in HCS
  - ☐ The public is invited, meetings held at KGC Media Center from 6-7pm
  - ☐ Agendas and minutes on the web page
  - ☐ Nominations are welcomed .
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# Gifted Organization - Virginia Gifted

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- ☐ [Upcoming Event](#)
- ☐ Vagifted.org – Conference for Parents & Teachers -

*Full Throttle to Success:*

**10/28/2024**

**When:**

Monday, October 28, 2024

From 9 am - 3:30 pm

**Where:**

Greensville Elementary School

1101 Sussex Dr

Emporia, Virginia 23847

United States

**Presenter:**

Dr. Matt Zakreski



# Odyssey of the Mind Tournament

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- ❑ Consider volunteering!
- ❑ Consider coaching a team!
- ❑ Contact OM Coordinator – Melanie French
- ❑ [mfrench@hampton.k12.va.us](mailto:mfrench@hampton.k12.va.us)
- ❑ Help your school form a team.
- ❑ Tournament in Spring/virtual option



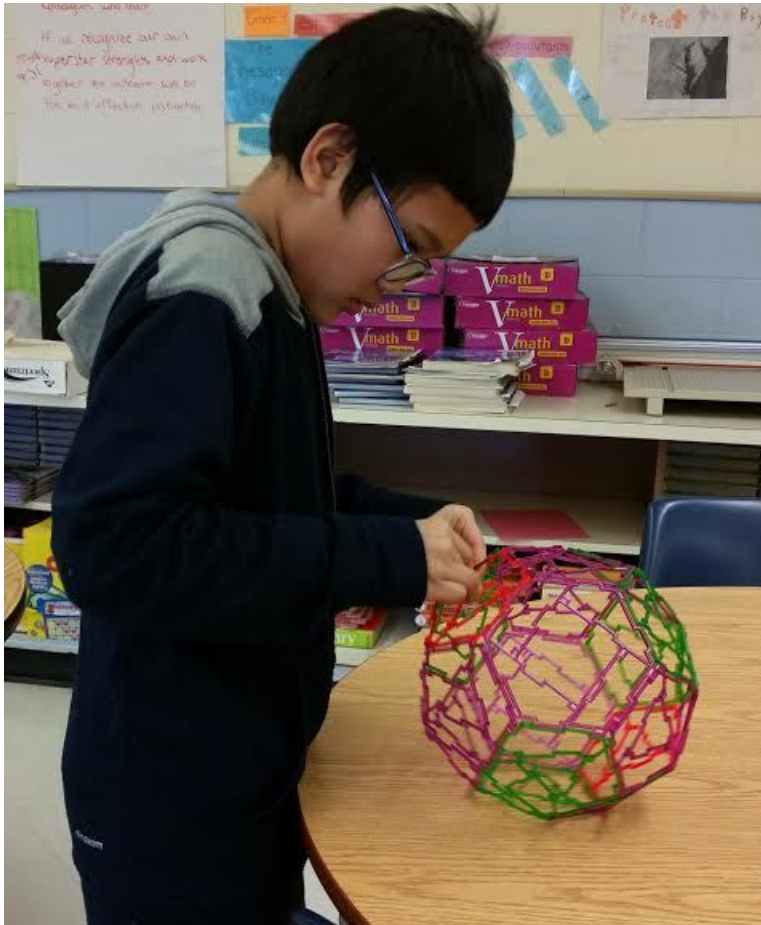
# Opportunities for Parents

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- ☐ Complete the annual online surveys
  - ☐ Gifted Local Advisory Committee
  - ☐ Contact us if you would like to serve
  - ☐ Odyssey of the Mind
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# Next steps

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- Contact Info
- Dr. Reginald Johns
- DAAE Director
- [rjohns@hampton.k12.va.us](mailto:rjohns@hampton.k12.va.us)

Building a dodecahedron

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Contact us through email:

- ❑ [gifted@hampton.k12.va.us](mailto:gifted@hampton.k12.va.us)
- ❑ DAAE office: 727-2160
- ❑ DAAE office hours:  
8:00 am - 4:30 pm

Algebraic thinking



# Meet and Greet

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- **Gifted Resource Teachers** in the cafeteria
  - **Refreshments** will be provided
  - Please remember you may also request to meet with the gifted resource teacher on **HCS' conference day, Nov 5th**, or contact them by email with specific questions regarding your child's progress.
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