

Cassingham Elementary GATE 2011-2012

Ms. Chris Amspaugh, Gifted Intervention Specialist

General Class Information:

Contacting Ms. Amspaugh:

- Email: chris.amspaugh@bexleyschools.org (*Email is the best way to reach me.)
- Voice mail: 237-4309, extension 6585 (Please note that I rarely check my voice mail. If you need to reach me immediately, please email or send a message through the office.)
- If you would like to meet with me in person, please email to set up a time. Out of respect for students' instructional time, I ask that you please do not stop by the classroom during the school day unless you have a scheduled appointment.

Class Webpage:

- Our class webpage is my primary means of communication with parents. Please bookmark the page and check back often for updates!
- <http://gate.bexleyschools.org/cs>
- Follow the links to see homework calendars and other class information.

Class Sakai (Online Classroom):

- Available through Bexley WebCentral at <http://webcentral.bexleyschools.org>.

GATE Conferences:

- I am available for conferences on Thursday, November 10 and Friday, November 11. Parents of returning students may wish to “conference” through email, rather than scheduling a face-to-face meeting. You are always welcome to contact me by email or phone if questions arise throughout the year. Thank you!

Classroom Expectations:

- Be kind and respectful.
- Always give your best effort.
- Be responsible for your own words and actions.

Classroom Library:

- Students are always welcome to borrow books from the GATE classroom. I ask that students please take one book at a time, treat books with respect, and return them in a timely manner so that others may enjoy them.
- Some books, such as book club books, reference books, and picture books, are reserved for use with units in class. I ask that students please use these books only while inside our classroom.
- Especially for talented readers in the intermediate grades, it can be difficult to find books that are adequately challenging, yet still age-appropriate in terms of content. While the vast majority of the books in our classroom are intended for young readers, some books may include themes, characters, or language that may not be suitable for all students. I strongly encourage students to talk with their parents about the books they are reading, and decide together what is appropriate for their own family. Feel free to contact me if you would like me to suggest some alternative reading material for your child.
- A great resource for finding good books is [Some of My Best Friends are Books: Guiding Gifted Readers from Preschool to High School](#) (2nd Edition), by Judith Wynn Halsted. This is available in our classroom, as well as from most bookstores.

GATE Identification and Placement

In accordance with law, we **identify and notify** parents of students who meet state gifted identification criteria in the following areas:

Identification Area		ID Criteria	Sample Assessments and Required Scores
Superior Cognitive Ability		Score two standard deviations above the mean (plus or minus the standard error of measurement) on an approved intelligence or ability assessment.	<ul style="list-style-type: none"> • Otis-Lennon School Ability Test (8th edition) <ul style="list-style-type: none"> ○ Screening range: SAI Score = 123-125 ○ Identification: SAI Score = 126(+) • In-View <ul style="list-style-type: none"> ○ Screening range: 125-127 ○ Identification: 128(+) • Naglieri Nonverbal Ability Test <ul style="list-style-type: none"> ○ Screening range: 122-124 ○ Identification: 125(+) • Weschler Intelligence Scale for Children (WISC-IV) <ul style="list-style-type: none"> ○ Screening range: 124-126 ○ Identification: 127(+)
Specific Academic Ability	Mathematics	Score at or above the 95 th percentile on an approved standardized assessment of academic achievement within the specific subject area (i.e. Total Math, Total Reading, etc.). <i>Students may be identified in more than one specific area.</i>	<ul style="list-style-type: none"> • Terra Nova – 3rd edition <ul style="list-style-type: none"> ○ Screening Range: 92nd-94th percentile ○ Identification: 95th (+) percentile • Stanford Achievement Test Series – 10th edition <ul style="list-style-type: none"> ○ Screening Range: 92nd-94th percentile ○ Identification: 95th (+) percentile • Weschler Individual Achievement Test (WIAT) <ul style="list-style-type: none"> ○ Screening Range: 92nd-94th percentile ○ Identification: 95th (+) percentile
	Reading/Language		
	Science		
	Social Studies		

**Identification criteria follow State of Ohio Gifted Rule and Law. Identifications must be made using data from approved assessments administered within the previous 24 months. Ohio Achievement Assessments are NOT approved for gifted identification purposes.*

Once identified, students are matched with the most appropriate available services, based on their demonstrated needs. Because students’ individual needs vary, services may not look the same for every student. The needs of many gifted students are best addressed through differentiated instruction within the regular classroom, provided by the general education teacher. The Gifted Intervention Specialist may support differentiation within the classroom through collaboration/consultation with classroom teachers. This may include sharing resources, participating in collaborative planning of units and lessons, co-teaching, or “push-in”/inclusion activities. Students who meet service criteria may also participate in the following services.

Available Service	Service Description	Service Criteria
GATE Language Arts, Grades 4-8	GATE LA replaces the homeroom language arts curriculum for eligible students, beginning in grade 4. It is designed to meet the needs of cognitively gifted learners who also have advanced reading/language achievement.	Meet ID criteria for Superior Cognitive Ability -AND- Meet ID criteria for Specific Academic Ability: Reading/Language
Grade-level Acceleration in Mathematics	Students with exceptionally high mastery of mathematics skills and content may be placed in a math class at a higher grade level to ensure the opportunity for growth. Depending on factors such as class size, students may participate in a regular class for math, or may participate in a separate section comprised only of accelerated math students.	Meet ID criteria for Specific Academic Ability : Mathematics -AND- Demonstrate at least 75% mastery on above-grade, curriculum-based assessment

**Students are required by law to meet state identification criteria in order to receive GATE services.*

Identification Fact Sheet

- State law requires that gifted identifications be based on scores from approved assessments taken within the previous 24 months. The most common assessments used for this purpose in Bexley are the Otis-Lennon School Abilities Test (OLSAT) and the Terra Nova. The Ohio Department of Education Achievement Tests administered each spring are *not approved* for gifted identification purposes.
- Whenever possible, identifications are made after considering multiple sources of data. In cases where additional information is needed, students may be reassessed, individually or in a group, using an alternative approved assessment.
- The minimum criteria for gifted identification already include a wide allowance to account for testing error. For this reason, we adhere strictly to the required minimum scores when determining identifications and placements.
- Student data is continuously being reviewed to ensure that students are placed in the most appropriate services for their demonstrated learning needs. Each time students take a new approved assessment, those scores are reviewed to identify any students who may have developed a need for services. While many students are placed in GATE services beginning in grade 3 or 4, it is also common for students to be placed in services at a later time. Once a student is identified gifted and placed in services, that student remains eligible for services in coming years.

Language Arts, Grades 4-6

Overview:

The purpose of GATE Language Arts is to meet the needs of cognitively gifted learners who also have high reading/language achievement. In accordance with state law, students must meet required criteria in order to receive this service. In grades 4-6, this class replaces the homeroom Language Arts curriculum. Students attend LA class with and receive their Language Arts grades from Ms. Amspaugh.

Class materials:

- 3-ring binder (recommend at least 1.5-2 inches thick)
- Set of 8-10 tabbed dividers
- Filler paper or notebook
- Pencil pouch for inside binder
- 2 dozen #2 wooden pencils
- 6 red ink pens
- One package 3 x 5 inch notecards
- One package of 8-10 washable markers
- 1 box of tissues to share with the GATE classroom
- It is a good idea to bring your independent reading book to class, as well as any assigned reading.

Homework policy:

- Students are expected to read for a **minimum average of 3 hours each week (or 6 hours every two weeks)**. I strongly recommend that students read for 30 minutes each day, taking one day off each week.
- Typical homework assignments may include (but are not limited to) reading logs, Reading Detectives, Editor-in-Chief exercises, Writer's Notebook assignments, Word Roots exercises, and book club jobs. Whenever possible, assignments are provided at least two days prior to the due date so students can plan ahead and budget their time. Students are responsible for recording assignments in their assignment books or on their homework calendars. Assignment reminders are typically posted in the classroom and on our class webpage.
- Homework must be completed and turned in on time. I do include on the grade card an indication of work completed and submitted on time (this is reported separate from the content grade).
- Unless otherwise specified, students should always complete their homework independently. While they may use resources (dictionaries, textbooks, parents/siblings, etc.) for *support*, students' work should always be their own.
- Students who will be absent from class should contact me prior to the absence if possible, so I can give them the assignments they will be missing prior to the absence. Upon returning from an absence, students are expected to obtain and complete any assignments missed during the absence. Make-up assignments should be submitted within a reasonable amount of time after returning to class. The homework calendar on our class webpage is a great way for students to keep track of assignments during their absences.

Grading:

An important part of my educational philosophy is that content grades should represent only the student's mastery of that content. Furthermore, I believe that students should have risk-free opportunities to develop their skills and knowledge throughout the learning process, receiving feedback to guide their effort towards mastery. As a result, many homework assignments and small quizzes are not a part of the overall grade, but are used to inform the instructional process. Feedback on these formative tasks typically includes specific comments, which may be accompanied by the letters B, D, or M (which reflect that the work illustrates **B**eginning understanding, **D**eveloping understanding, or **M**astery).

Content grades are based on evidence that the student has achieved mastery. A variety of summative assessments are used to measure student learning at the "end" of lessons and units. Summative assessments may include writing pieces, presentations, tests, reflection journals, or other products. Because learning is a process that continues over time, students who do not show mastery on summative assessments will have further opportunity to demonstrate mastery after additional study. This encourages students to continue striving for mastery, while also providing an opportunity to raise grades as a result.

Math Acceleration, Grades 3-6

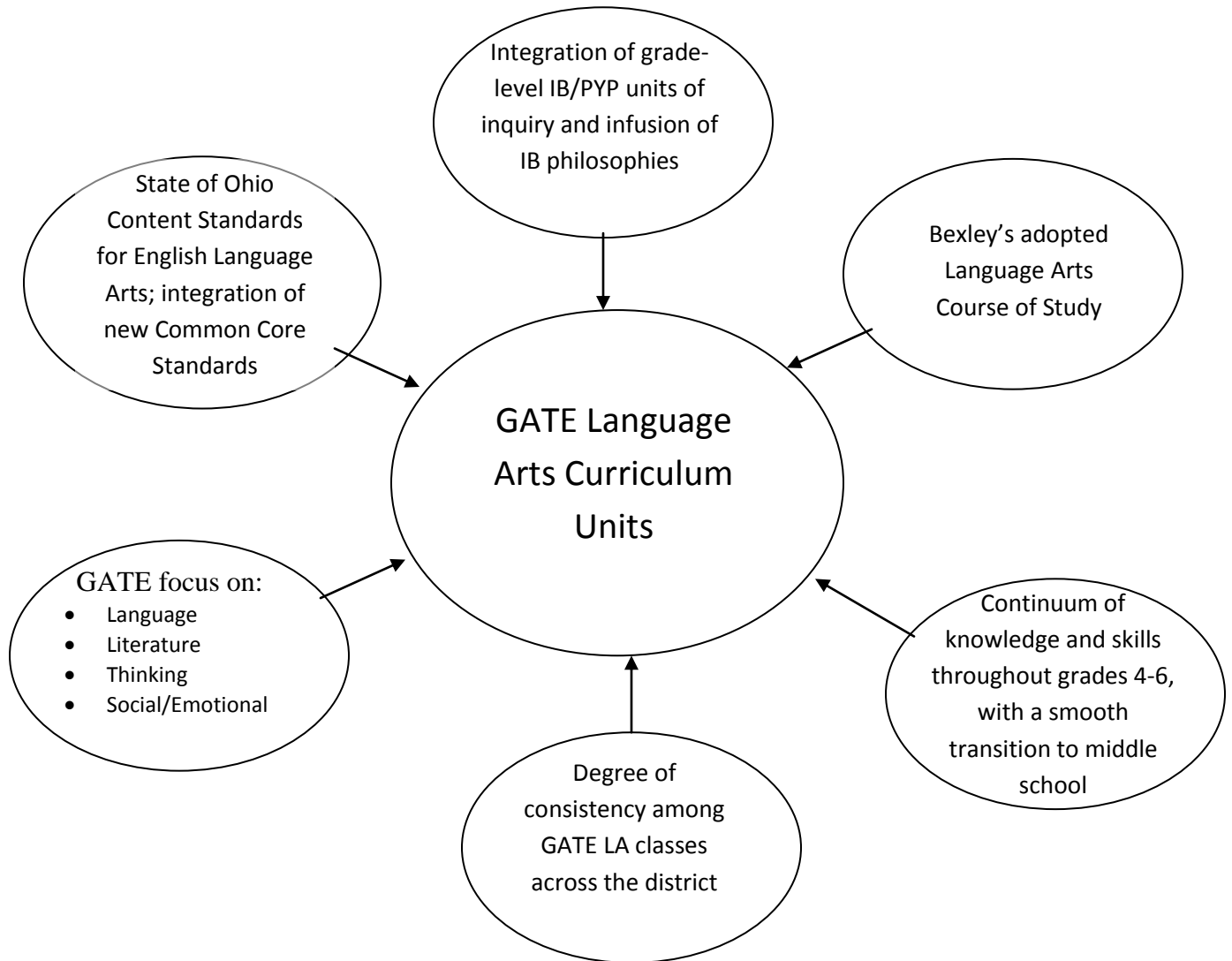
While differentiation within the regular math curriculum is an appropriate service for most gifted math students, some students need additional challenge. For this reason, the district has developed procedures for grade-level acceleration in Mathematics. The math portion of the Terra Nova serves as a screening tool to identify possible candidates for math acceleration. Teachers and parents may also refer students for testing. Each spring, students in grades 2-5 who have scored in the 95th percentile or above on the Terra Nova, or who have been otherwise referred, are assessed using an above-grade curriculum-based assessment. Students who demonstrate at least 75% mastery on an above-grade assessment are eligible for Math Acceleration (“skipping a grade” in math). Beginning the following fall, these students will leave the homeroom during common math time to participate in a math class at a grade level that matches their demonstrated learning needs. Depending on factors such as class size and the number of students being accelerated, these students may be placed either within a regular grade-level class or in a separate accelerated class for math.

IB/PYP Collaboration

The International Baccalaureate Primary Years Programme is the framework around which all instruction in our school is developed. A key philosophy of the IB/PYP is the idea that learning should be transdisciplinary in nature, allowing students to make connections across all disciplines. To support this philosophy, Ms. Amspaugh regularly meets with intermediate grade-level teachers to collaborate on unit planning. As a result, units are designed to have opportunities for challenge and enrichment built-in throughout each of the applicable content areas. At various times throughout the year, Ms. Amspaugh also teams with teachers within their classrooms in order to provide additional enrichment support. The effects of this collaboration also extend to GATE pullout classes. Throughout the year, GATE students will have many occasions where the lessons and activities in the GATE classroom connect directly to these IB units.

How were the GATE Language Arts Curriculum Units developed?

Many factors play a role in determining what is taught in Language Arts at each grade level. Each of our units was developed through a collaborative effort with district GATE staff, as well as with the team of teachers at each grade level. The development of the Cassingham GATE Language Arts Curriculum was guided by the following factors:



Possible GATE Language Arts Curriculum Units 2011-2012

Grade 4

Grade Level: Unit	Themes/Topics	Literature
Fables/Traditional Lit.	<ul style="list-style-type: none"> ▪ Characters: animals vs. people ▪ Moral lessons - how do these relate today and to your life now? 	<ul style="list-style-type: none"> ▪ Fables (Aesop and others)
Wishes That Go Wrong	<ul style="list-style-type: none"> ▪ Be careful what you wish for... ▪ Reasoning/logic ▪ Support thinking with text references 	<ul style="list-style-type: none"> ▪ Fantasy ▪ Midas Touch ▪ Chocolate Touch
Immigration	<ul style="list-style-type: none"> ▪ Why immigration? ▪ Attitudes toward immigration ▪ Impact on immigrants ▪ Variety of perspectives/experiences 	<ul style="list-style-type: none"> ▪ Historical fiction ▪ Nonfiction
Survival	<ul style="list-style-type: none"> ▪ Hanging tough ▪ Gaining independence 	<ul style="list-style-type: none"> ▪ Historical fiction ▪ Realistic fiction
Social/Emotional	<ul style="list-style-type: none"> ▪ Getting along in the world ▪ Social conventions ▪ Reading people 	<ul style="list-style-type: none"> ▪ Connections to literature ▪ Daily discussions
Technology	<ul style="list-style-type: none"> ▪ Technology as an educational tool/resource ▪ Responsible uses of technology ▪ Basic technology skills and applications 	<ul style="list-style-type: none"> ▪ Word processing ▪ Presentation programs ▪ Internet tools ▪ Email applications

Integration of IB Units of Inquiry

Organizing Theme	Who we are	Where we are in place & time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Central Idea	Individuals may collaborate and contribute to achieve a common goal.	Regional identities are created by geographic & cultural diversity.	Many people cherish their cultural identity and strive to maintain it when moving from one country to another to live.	Some individuals initiate ideas and plans in order to promote business opportunities.	Systems of the Earth can alter its surface and affect organisms.	Plants are a life sustaining resource for all living things.

Possible GATE Language Arts Curriculum Units 2011-2012

Grade 5

<u>Unit</u>	<u>Possible Themes, Topics, Activities</u>	<u>Materials</u>
Fairy Tales	<ul style="list-style-type: none"> ▪ Multi cultural and contemporary variations ▪ Allusions to traditional tales in modern culture ▪ Roles in fairy tales 	<ul style="list-style-type: none"> ▪ Collectors and Writers ▪ Grimm’s tales ▪ Hans Christian Anderson
Poetry	<ul style="list-style-type: none"> ▪ How people use poetry to express themselves ▪ Elements of poetry ▪ Word choice related to senses and moods 	<ul style="list-style-type: none"> ▪ American poets ▪ Poetry connections to the arts
What’s Real?	<ul style="list-style-type: none"> ▪ Logic & reasoning ▪ Data analysis ▪ Analogies and patterns 	<ul style="list-style-type: none"> ▪ Mystery ▪ Thinking skills exercises
Who Is Your Enemy, Really? Man’s Inhumanity to Man	<ul style="list-style-type: none"> ▪ Social injustice themes in literature ▪ What does evil look like? ▪ Understanding each other 	<ul style="list-style-type: none"> ▪ Historical fiction ▪ Realistic fiction ▪ Holocaust stories
Perspectives in War	<ul style="list-style-type: none"> ▪ Choosing sides, point of view ▪ Turning points in history 	<ul style="list-style-type: none"> ▪ Biographies ▪ Historical fiction
Fantasy	<ul style="list-style-type: none"> ▪ Genre study ▪ Comparative analysis ▪ Character studies 	<ul style="list-style-type: none"> ▪ Fantasy vs. Science Fiction ▪ Madeleine L’Engle, J.R.R. Tolkien, etc.
Social/Emotional	<ul style="list-style-type: none"> ▪ Connecting with others ▪ Understand of self in relationship to others. ▪ What I give to/can do for the world. 	<ul style="list-style-type: none"> ▪ Connections with self-expression in writing and poetry
Technology	<ul style="list-style-type: none"> ▪ Creativity ▪ Impact of technology on environment ▪ Impact of history on technology (and vice versa) ▪ Intermediate technology skills 	<ul style="list-style-type: none"> ▪ Word processing and publishing programs ▪ Internet research tools (INFOhio, etc) ▪ Cameras, scanners, and audio devices ▪ Media software

Integration of IB Units of Inquiry

Organizing Theme	Who we are	Where we are in place & time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Central Idea	Personal well-being is dependent on a complex balance of interconnected factors.	Past civilizations shape present day systems and technology.	Traditions and artifacts provide a window into the beliefs and values of cultures.	TBD (Light, Sound, Motion, Energy)	Governmental systems and decisions can promote or deny equal opportunities and social justice.	Biodiversity relies on maintaining the interdependent balance of organisms within systems.

Possible GATE Language Arts Curriculum Units 2011-2012

Grade 6

<u>Unit</u>	<u>Possible Themes, Topics, Activities</u>	<u>Materials</u>
Mythology	<ul style="list-style-type: none"> ▪ Role of mythology in ancient society ▪ Connections to science, government, and religion 	<ul style="list-style-type: none"> ▪ Greek and Roman myths
Utopias/Societies	<ul style="list-style-type: none"> ▪ Elements of society/utopia ▪ Comparative/critical thinking: utopia vs. today's societies, fantasy vs. reality 	<ul style="list-style-type: none"> ▪ Realistic fiction ▪ Utopian literature
Short Stories	<ul style="list-style-type: none"> ▪ American authors of short stories ▪ Elements of short stories 	<ul style="list-style-type: none"> ▪ <u>Great American Short Stories</u>
Language Arts Across the Curriculum	<ul style="list-style-type: none"> ▪ Reading and writing within and among the content areas ▪ Research skills ▪ Nonfiction writing 	<ul style="list-style-type: none"> ▪ Integration with content materials
Analyzing and Understanding Connections in Language	<ul style="list-style-type: none"> ▪ Latin and Greek root words and affixes ▪ Advanced vocabulary development 	<ul style="list-style-type: none"> ▪ Word study exercises ▪ Applications with complex, high-level texts
Social/Emotional	<ul style="list-style-type: none"> ▪ Understanding/knowing myself ▪ Confidence ▪ What do I stand for? 	<ul style="list-style-type: none"> ▪ Connections to class discussions and literature ▪ Personality and styles inventories
Technology	<ul style="list-style-type: none"> ▪ Innovation: how it improves life ▪ Technology to advance learning and communication ▪ Advanced technology skills 	<ul style="list-style-type: none"> ▪ Publishing and production tools ▪ Spreadsheet and data tools ▪ Web 2.0 tools (blogs, wikis, podcasts, RSS feeds, web page creators, etc.) ▪ Advanced multimedia tools (Audacity, Movie Maker, etc.)

Integration with IB Units of Inquiry

Organizing Theme	Who we are	Where we are in place & time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Central Idea	Atoms in living things form cells, tissues, and organs that perform specific functions needed to sustain life.	Elements of past civilizations are linked to societies & cultures.	My identity within my community/civilization creates and affects my beliefs, my passions, and my expression of self.	People use experimentation and observation to discover what matter is made of, how it changes and moves, and how it uses energy.	Struggles related to money and power impact the organization and relationships in and among societies.	Geologic resources help to determine characteristics of regions, reveal the history of our planet, and are used and shared among people for their value in obtaining new resources.