

CHARACTERISTICS OF THE GIFTED CHILD

Emotional Characteristics

- ★ unusual emotional depth and intensity
- ★ idealism and strong sense of justice
- ★ innate perfectionism
- ★ intuitive temperament
- ★ keen sense of humor

Intellectual Characteristics

- ★ thinks abstractly
- ★ asks probing questions
- ★ values precision
- ★ has an exceptional memory
- ★ generates original ideas and solutions
- ★ undeterred by conventional expectations

Academic Characteristics

- ★ unusually varied interest and curiosity
- ★ high level of language development
- ★ learns rapidly
- ★ heightened capacity for seeing unusual and diverse relationships
- ★ seeks complex solutions

CLUSTER GROUPING FOR ACADEMICALLY GIFTED

Advantages of Cluster Grouping

- ★ The curricular bar is raised for all students
- ★ All students are part of a heterogeneous classroom
- ★ All teachers recognize and nurture 'gifted behaviors.'
- ★ Provides students with academic peers.
- ★ Helps students to feel accepted and "not alone."
- ★ Offers students opportunities to move at a faster pace and in greater depth.
- ★ Provides teachers with a viable number of students to group for instruction.
- ★ Instruction is accomplished through differentiating the curriculum which is standard at CSA.

Criteria for placement into AG Clusters include achievement testing in reading and mathematics and reading in the 90th percentile and ability testing in the 95th percentile. A Qualitative Assessment conducted by Susan Ryan (based on the work of Dr. AnneMarie Roeper) may be used in lieu of or in addition to the academic testing.

ENVIRONMENT TO SUPPORT CHILDREN'S INTELLECTUAL DEVELOPMENT

- ★ A steady source of positive emotional support
- ★ Stimulation of all the senses (but not necessarily all at once)
- ★ An atmosphere free of undue pressure and stress, suffused with a degree of pleasurable intensity
- ★ Novel challenges that are neither too easy nor too difficult for the child at the child's stage of development
- ★ Social interaction during a significant percentage of activities
- ★ Active participation rather than passive observation
- ★ Development of a broad range of skills and interests – mental, physical, aesthetic, social and emotional

DIFFERENTIATION OF INSTRUCTION

Differentiation is assessing students' prior knowledge in order to group them and challenge them at their readiness level.

AG SMALL GROUPS

The purpose of AG Small Groups is to broaden, strengthen and enhance students' interests in intellectual/academic areas by bringing them together with an adult that shares their passion with a teacher facilitator so they may connect with each other.

Small Groups are usually less than 10 students who meet during the school day, once or twice a week, for a set number of weeks.

Examples of Small Group interest areas are:

- | | |
|-----------------------------|-------------|
| ★ Rocks & Minerals | ★ Space |
| ★ Maps & Globes | ★ Bridge |
| ★ Pond Ecology | ★ Calendars |
| ★ Study Harry Potter novels | ★ Spanish |
| ★ Precocious Mathematicians | ★ Design |

STUDENT EXPERTS

Authentic opportunities for student experts to showcase a passion, and broaden and deepen the knowledge of their peers.

CURIOSITY QUEST: INQUIRING MINDS

Mission Statement

To strengthen, deepen, broaden, magnify, and expand the knowledge of our children.

Goals of Curiosity Quest

- ★ Networking to find friends with similar interests
- ★ Learning in greater depth
- ★ Exploring new ideas, topics, concepts
- ★ Creating new interests
- ★ Understanding that grown-ups have passions that become life long passions

EXTRA-CURRICULAR ACTIVITIES

Extra curricular enrichment opportunities, developed with the AG student in mind and open to all CSA students with similar passions. Examples of extra-curricular activities are:

- ★ Lego League
- ★ Odyssey of the Mind
- ★ Chess Club
- ★ Math Olympiad
- ★ Kids with a Cause Community Service Projects