

6th grade

Middle School Gifted Ed

Working to challenge and create

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- GRC is taught through the English/Language Arts class in middle school. Students cover the exact same standards that all other 6th graders have to learn, but we just learn the content in different ways– through critical thinking strategies, Socratic Circles, literature circle discussion groups, and more. We also address the social and emotional needs of gifted kids.



College and Career Readiness Standards

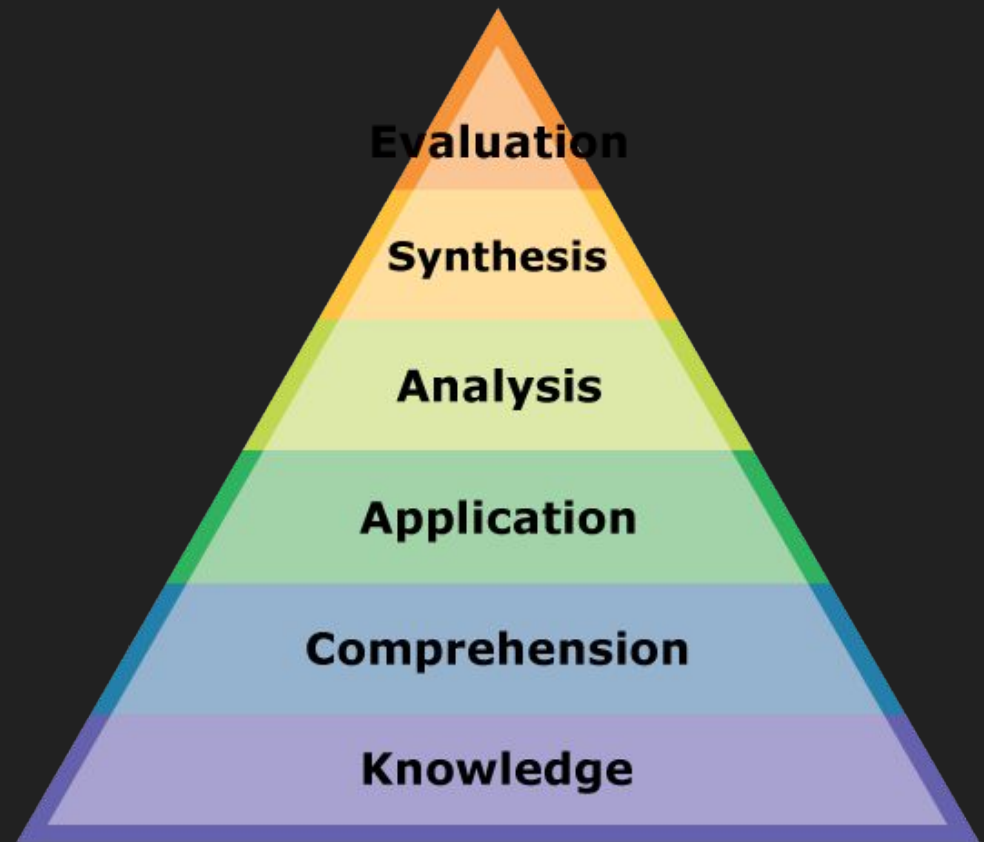
- Like all 6th graders, gifted students are taught according to the state adopted curriculum, which sets the goals and objectives for students to master.

What does GIFTED look like in middle school?

- We read material on a more challenging level.
- Metacognition: Think about their thinking
- Social/Emotional needs are addressed and nurtured
- Greater depth and complexity
- More flexibility
- Advanced reading and thinking strategies
- Less drill
- Critical and Creative Thinking skills are strengthened
- Certified Gifted Specialists are trained to meet the vast needs of Gifted Students

Higher Order Thinking Skills

Gifted Literature
Classes ask students
to go beyond the
“regurgitation” of
facts. Students are
asked to explain
their thinking to
analyze and evaluate.



Higher Order Thinking

- We go far beyond mere reading comprehension.
- Students are asked to do analysis, synthesis, and evaluation.
- Students will do at least one research project.
- The research project will give students the opportunity to investigate a topic of their choice.
- Many units are interdisciplinary and allow students to dig deeper and make new connections.

Benefits:



- Able to attend classes with their intellectual peers.
- Able to develop an awareness and appreciation for their gifts.
- In these classes teachers not only enrich or extend learning, but they also recognize and address the unique abilities and social-emotional needs of the gifted student.

To work outside their comfort zone...

- May be harder for the gifted than for others
- Often a little uncomfortable
- Sometimes a little frustrating
- Sometimes very uncertain

That's the purpose of having
gifted classes.

What you can do to help...

- Assist your child in making connections on a personal and global level.
- Tie in the conceptual lenses of “Risk Taking ” and “Resilience” whenever possible.
- Encourage revision, independence, and initiative
- Support the teacher
- Avoid negative talk and diffuse frustration

Gifted Education Plan

Concepts – Big ideas, topics

Essential Understandings – important things to know

Essential Questions – what we ask to get us to what we know

Conceptual Lens

The Gifted Education Department will begin to scaffold concepts to create the greatest impact for our students. The essential understandings for each concept are designed to go full circle and each concepts builds on an idea from the previous concept and year.

6 th Grade	7 th Grade	8 th Grade
Fall: Risk Taking Spring: Resilience	Fall: Perspectives Spring: Prejudice/Bias	Fall: Discernment Spring: Empowerment

6th Grade GT
CONCEPTS

Risk Taking and Resilience



Why discuss Risk Taking and Resilience?

**It is the first step to reaching
our goal of empowering gifted learners!**

**The goal of the Gifted Education Department is
for students to take courageous risks and
develop resilience to explore perspectives and
analyze bias in order to discern information
and ultimately cultivate a sense of
empowerment to lead them to make confident
decisions and act on credible information.**

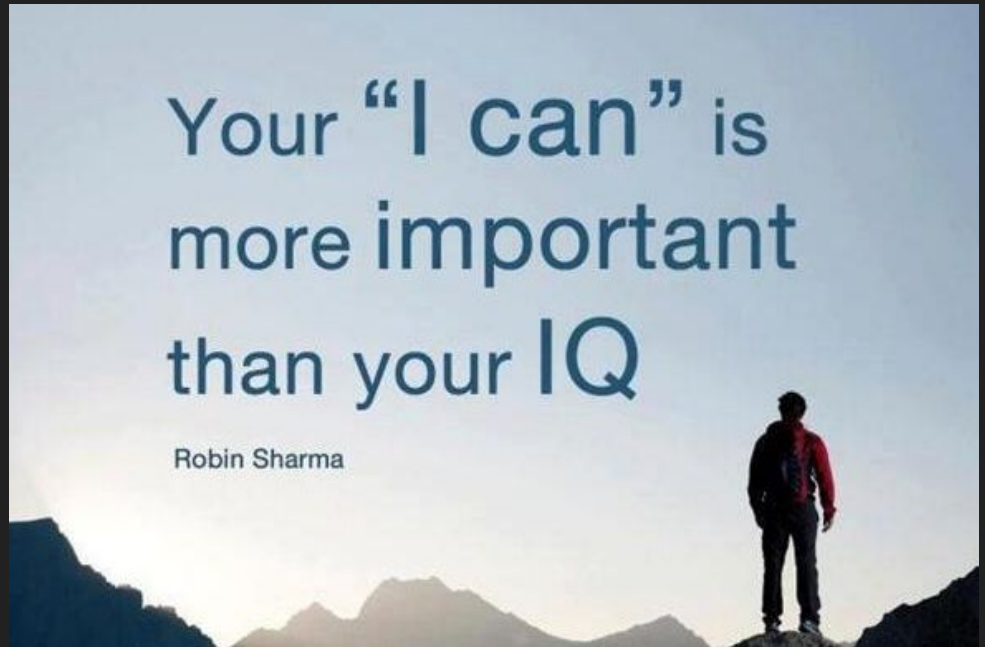
Courageous Risks...

"It's
impossible,"
said pride. "It's
risky," said
experience. It's
pointless," said
reason. "Give it
a try,"
whispered the
HEART."

— Unknown

Your "I can" is
more important
than your IQ

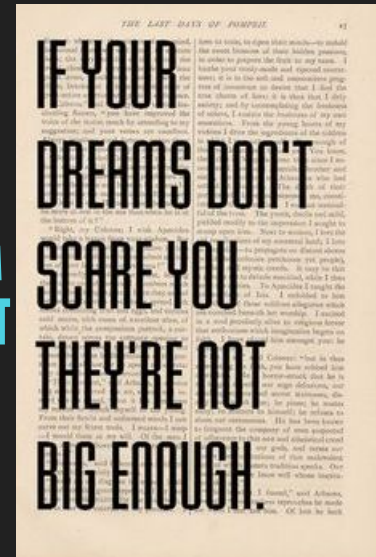
Robin Sharma



Fall Semester: **RISK TAKING**

Essential Understandings:

- Risk taking requires courage.
- Risk taking may be beneficial or harmful depending on the individual situation.
- Comparing benefits and harms of risk taking is central to evidence-based decision making.
- Creativity, problem solving, learning something new/difficult and being successful all require some level of risk taking.



Resilience is ESSENTIAL

Failure should be our teacher, not our undertaker. Failure is delay, not defeat. It is a temporary detour, not a dead end. Failure is something we can avoid only by saying nothing, doing nothing, and being nothing.

Denis Waitley



RESILIENCE

Don't leave home
without it...

**YOU were born
with Bounce-Back
Ability!**

~ Ty Howard

Spring Semester: **RESILIENCE**

Essential Understandings:

- Positive outcomes of risk taking can lead to increased resilience.
- Failure, adversity, and setbacks provide opportunities to develop resilience.
- Resilience gives an individual the strength to tackle problems head on, overcome adversity, and move on with his/her life.
- Resilience requires an individual to utilize his/her skills and strengths to cope and recover from problems and challenges.
- Focusing on one's talents and successes in the midst of struggles or failure strengthens resilience.

What you can do to help...

- Take some risks with your child or in front of your child—try something new, let something go, go after a dream. Let them see you struggle, possibly fail and bounce back. Let them see you laugh, enjoy, and grow.
- Make failure SAFE and a necessary part of life.
- Help your child foresee possible outcomes of various choices.
- Let your child experience natural consequences, learn from mistakes, and share emotions openly.

Reading...

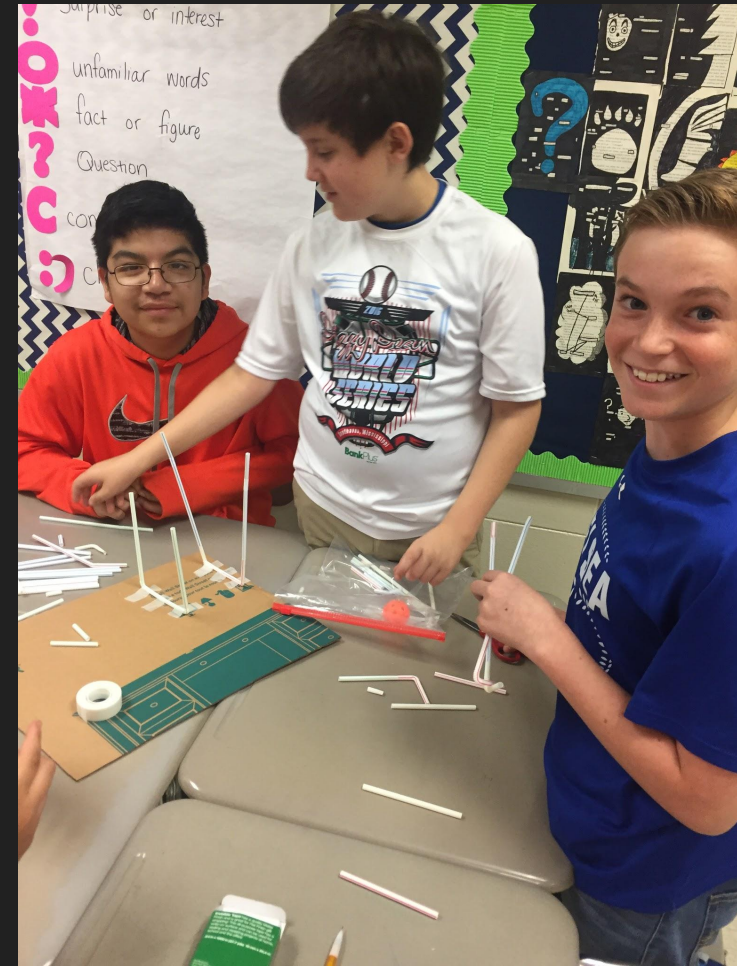
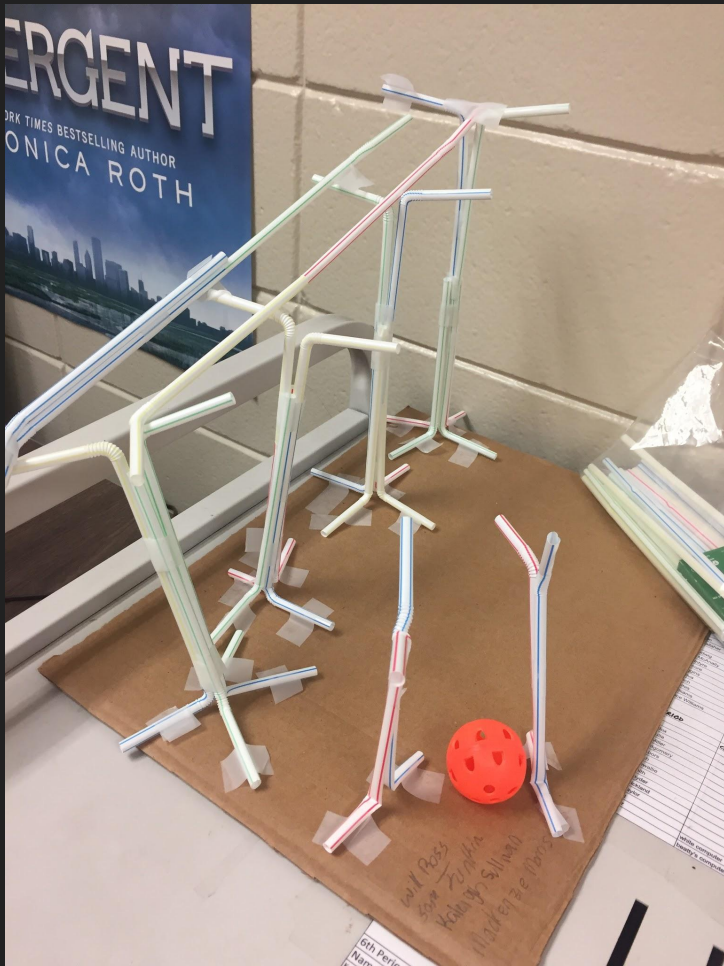


Reading is a MUST!

- No matter how busy you may think you are, you must find time for reading, or surrender yourself to self-chosen ignorance.”
– Confucius
- “We read to know we are not alone.”
– C.S. Lewis
- “The man who does not read good books has no advantage over the man who can’t read.”
– Mark Twain

What Happens in GRC?????

We use
STEM
thinking
skills to
design
and build
things!



next w you're not the first person to go
through this kind of thing.

"I know t
and unimpressiv

"Listen, honey. you need
some help.

He paused, searching for
left," he began, fro
haled deeply. "Well,

Dad," I bled.
handle it. pointed

waited. ed it v
a n. I. own quick

"I think we both
know it's not getting better.

fine.
nored n. "Maybe

about it. profession
ant me to e a shrink?

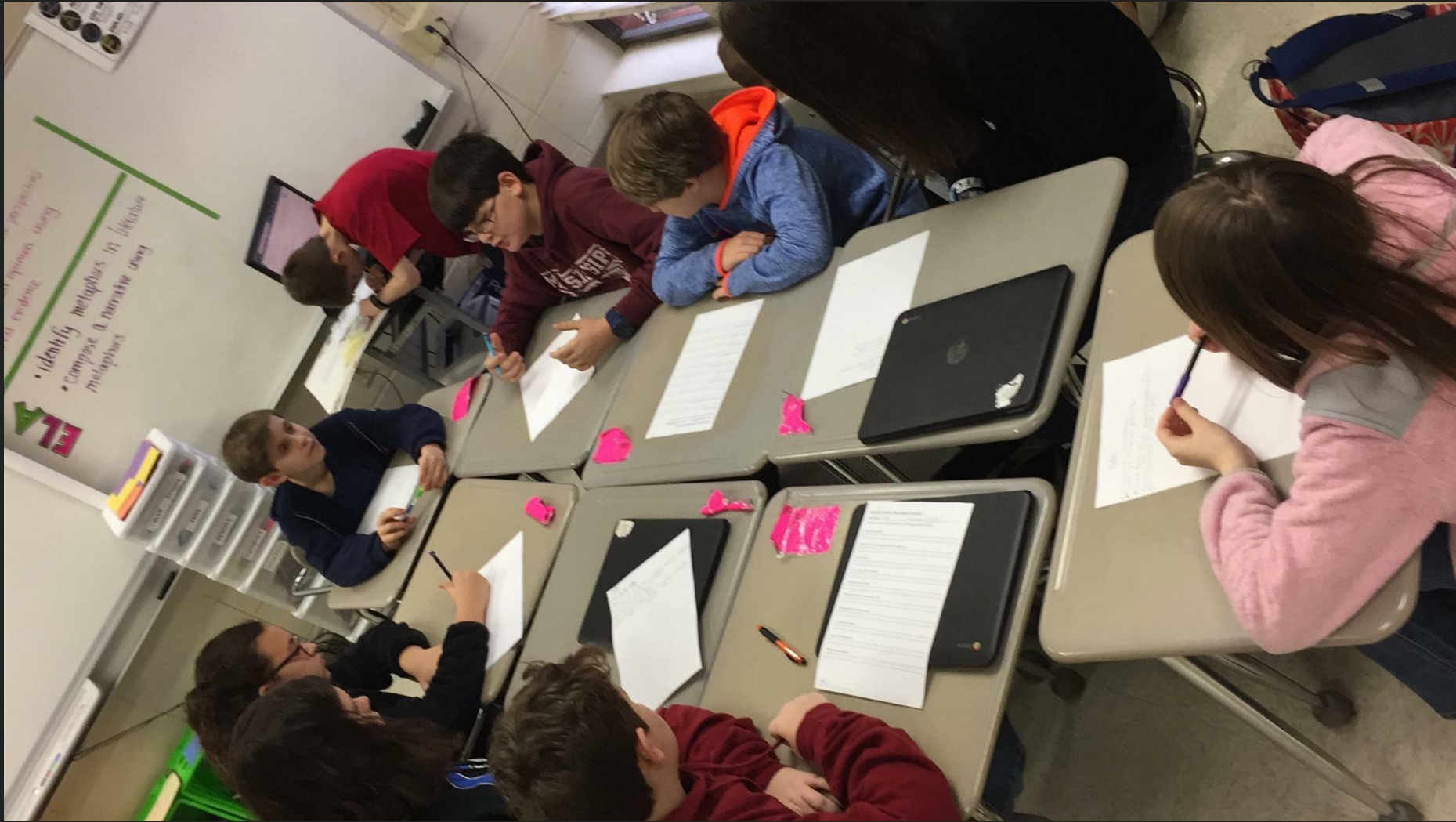
realized what he was gettin
would help?

it wouldn't help one little b
much about psychoanalysis,

dn't work unless the subject w
tell the truth—if I

...and draw
(sometimes
simultaneously!)

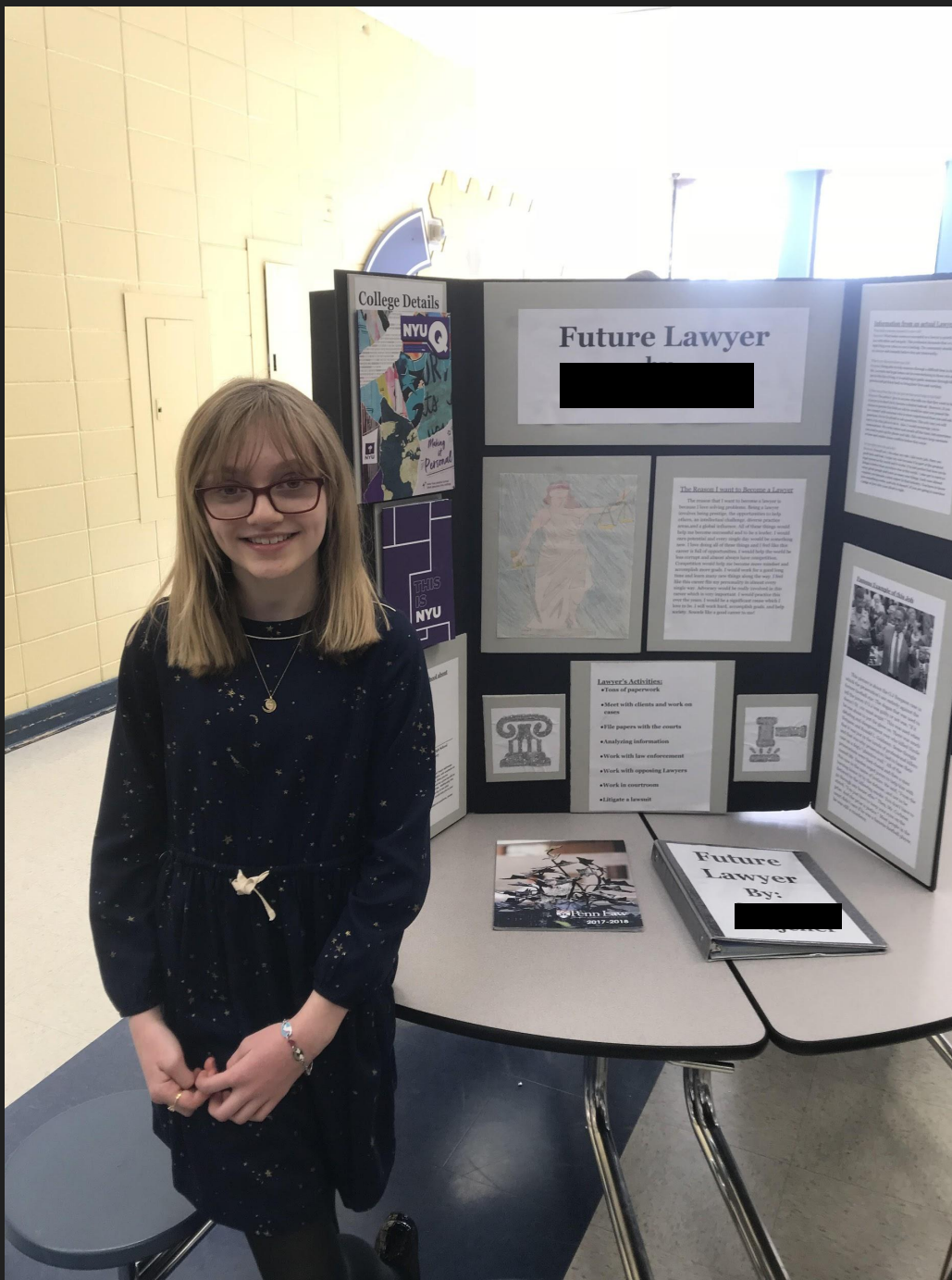
We discuss concepts!



We collaborate
with peers to
solve
real-world
problems!



We create
real-world
projects
relevant to our
own interests!





We act!

We make
movies!

HOW FAR WILL HE GO TO
SURVIVE

Thank you for coming!

- Please sign the white copy of the GEP in the lower left corner and date your signature.
- Put your child's **FULL LEGAL NAME** on the top of the white copy of the GEP
- Leave the white GEP - all other paperwork is for you to take home