# Unit 4: Mental Mathematics & Independent Study Projects Copied from: TAG Grades 7-8 Resources, Copied on: 02/21/22

Content Area: **T&G**
Course(s): **Talented & Gifted 8, Talented & Gifted 7**
Time Period: **MayJun**
Length: **8 weeks (16 days)**
Status: **Published**

## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Talented & Gifted Program

# 7th & 8th Grade

# Mental Mathematics & Independent Study Projects

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Kara Suttora, Talented & Gifted Instructor

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8

Mr. George Droste, Director of Secondary Education

Board Approved: September 21, 2020

## Unit Overview

**PHILOSOPHY**

The philosophy of the Talented & Gifted Program for Belleville Public Schools is to recognize the unique talents and capabilities of all students. Students who demonstrate exceptional abilities require a challenging and a differentiated curriculum. We recognize that students learn in different ways and posses different experiences and levels of understanding. Students deserve an educational environment that is challenging, stimulating, individualized, and learner driven. The curriculum has been designed to maximize students' creative, cultural, and cognitive needs. The cornerstone belief of the Talented & Gifted program is that children learn best when they are actively engaged in the quest for knowledge. To ensure that all students are expanding their understanding, students may choose an independent field of study in the form of a Ted Talk. This independent study will allow for the student to shair their expertise, develop their passions and to offer radical new ideas and solutions to the world's problems.

**PURPOSE**

The purpose of the Belleville School District Talented & Gifted Program:

- Provides students with learning experiences to increase their cognitive and affective abilities through frequent applications of creative thinking, problem solving, critical thinking, exploration, discovery, and experimentation.
- This program will provide educational opportunities and activities to every student in his/her personal learning style, to include visual-spatial, musical, naturalist, bodily kinesthetic, interpersonal, intrapersonal, linguistic, verb-linguistic, and logical-mathematical.
- Students will be encouraged to develop and apply higher level thinking processes to become producers of information, as well as consumers of information.
- The program will enhance each student's level of understanding concepts, ideas, and issues in the areas of knowledge, comprehension, application, analysis, synthesis, and evaluation.
- The intellectual architecture of this unit will be fueled by teacher designed lessons that build upon identified students' strengths, interests, and talents.
- The program is designed to be student driven in which the teacher acts as a facilitator, guide, or resource for personal or small group inquiries and investigations.
- The three characteristics used for identifying students are above average ability, task commitment, and creativity.
- Provide a three-part model of learning activities which would include Tier One as whole group instruction in the classroom setting during the school day, Tier Two as small group instruction and planned activities in the classroom setting during the school day involving cross-curricular involvement, and Tier Three as an after school enrichment program for students in grades three through five who meet the established criteria.
- The students are identified based on unique talents, abilities, and interests to form a talent pool.

At the 7th & 8th grade levels, enrichment is intended for all students. It will be available to encourage students, and give them additional opportunities to achieve their highest potential. A pull out program in grades seven and eight has been designed for those students who demonstrate exceptional ability, talent, and potential. Students chosen to participate in this program will be required to meet established acceptance criteria.

**TALENTED & GIFTED PULL OUT PROGRAM GOALS**

1. Provide a differentiated curriculum for students who demonstrate exceptional capabilities and potential.

2. Identify and support each student's personal style to promote academic, social, and emotional growth for potential success.
3. Provide opportunities for students to pursue long-term investigations of personal interests.
4. Provide activities that promote growth and stimulation in higher cognitive processes such interpretation, analysis, application, synthesis, and evaluation.
5. To engage students in rich academic experiences coupled with high expectations, which will afford them opportunities to make meaningful connections between their learning and the larger world.
6. Develop an understanding of their own talents and interests in order to select and pace learning experiences necessary to become more self-directed learners.

**TALENTED & GIFTED PROGRAM OBJECTIVES**

1. The student will participate in learning activities in which one or more of the following strategies for differentiated instruction will be employed: interest groups, independent projects, learning centers, and tiered assignments.
2. The students will be exposed to a personal interest survey to help them focus their questions for personal or small group inquiry and investigation in grades seven and eight.
3. The students will participate in analysis and synthesis of information facilitated by, but not limited to, real world problem solving, mentorship, product creation, presentation, and self-evaluation.
4. Students will select topics of personal interest that they will research, engage in problem solving, and create solutions that are tied to real world application.
5. The students will use technological resources to facilitate their investigations.

**GUIDELINES FOR INSTRUCTIONAL ACTIVITIES**

Activities will include but not be limited to:

1. Personal interest inventories, and investigations pursuing those interests.
2. Inquiry of questions related to or arising from regular classroom studies or those proposed by the instructor.
3. Exploratory activities.
4. Student opportunities to engage in new endeavors involving questioning and investigation to secure new knowledge.
5. Those that encourage students to question, make inferences, and find evidence to support generalizations.

**UNIT FOUR: MENTAL MATHEMATICS AND INDEPENDENT STUDY PROJECTS OVERVIEW**

Unit Four of the T&G Enrichment Curriculum will focus on strengthening the students mental math skills and expanding their knowledge through independent inquiry. To strengthen mental math skills, students will utilize the Challege 24 game. The object of the game is to make 24. The student can add, subtract, multiply & divide. To ensure that all students are expanding their understanding, students may choose an independent field of study in the form of a Ted Talk. This independent study will allow for the student to shair their expertise, develop their passions and to offer radical new ideas and solutions to the world's problems. They will also provide an overview of common problem-solving strategies.

## Enduring Understanding

- Strengthen mental math skills
- Develop problem solving strategies
- Extend the core curriculum and develop his/her skills according to his/her capabilities
- Explore that what's a person special as an individual and share those gifts with others
- Speaking in public is a life skill that will serve the student well both in and out of school, now and throughout life

## Essential Questions

- What order of operations can you use given a 4 numbers to make 24?
- After examining a world issue/problem, through inquiry, action plan and research, what are solutions?
- Why is presenting and sharing idea an important skill to acquire and refine?

## Exit Skills

- Share ideas of others
- Strengthen mental math skills using all fo the order of operations

## New Jersey Student Learning Standards (NJSLS-S)

| | |
|---|---|
| MA.8.NS.A | Know that there are numbers that are not rational, and approximate them by rational numbers. |
| MA.8.NS.A.1 | Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. |
| MA.8.NS.A.2 | Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., $\pi^2$). |
| MA.8.EE.A.1 | Know and apply the properties of integer exponents to generate equivalent numerical expressions. |
| MA.7.NS.A.1 | Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. |
| MA.7.NS.A.1a | Describe situations in which opposite quantities combine to make 0. |
| MA.7.NS.A.1b | Understand □ + □ as the number located a distance \|□\| from □, in the positive or negative direction depending on whether □ is positive or negative. Show that a number and its |

| | |
|---|---|
| | opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. |
| MA.7.NS.A.1c | Understand subtraction of rational numbers as adding the additive inverse, □ – □ = □ + (–□). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. |
| MA.7.NS.A.1d | Apply properties of operations as strategies to add and subtract rational numbers. |
| MA.7.NS.A.2 | Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. |
| MA.7.NS.A.2a | Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (−1)(−1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. |
| MA.7.NS.A.2b | Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number.If □ and □ are integers, then –(□/□) = (–□)/□ = □/(–□). Interpret quotients of rational numbers by describing real-world contexts. |
| MA.7.NS.A.2c | Apply properties of operations as strategies to multiply and divide rational numbers. |
| MA.7.NS.A.2d | Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. |
| LA.SL.8.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| LA.SL.8.1.A | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |

## Interdisciplinary Connections

The T&G Curriculum areas of divergent thinking, convergent thinking, visual/spatial perceptions, interpretive thinking, and problem solving are integrated with Language Arts, Math, Science, and other content areas.

## Learning Objectives

At the end of the Challenge 24 problems, SWBAT:

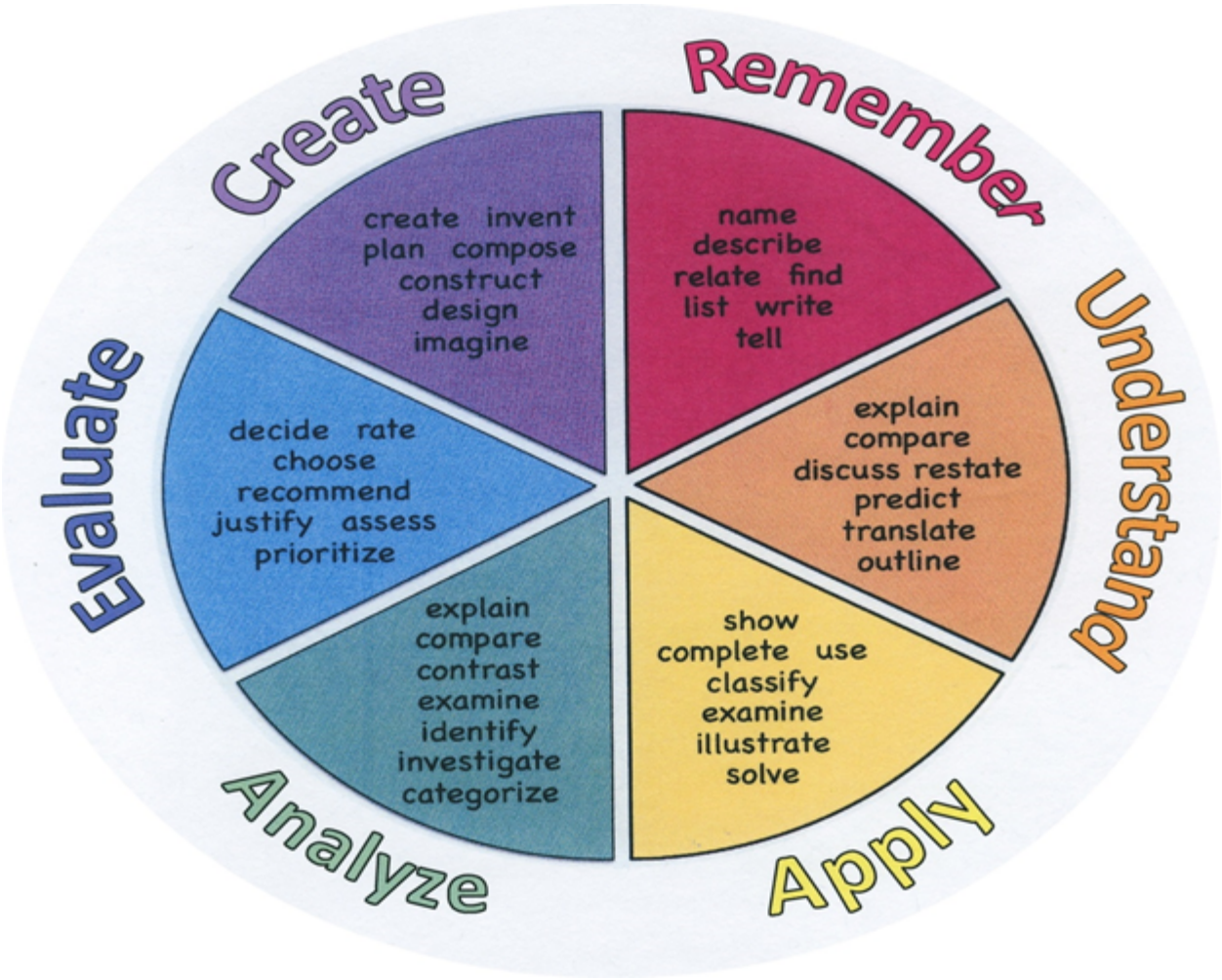
- generate the answer of 24 using 3 step (addition, subtraction, multiplication and/or division) using the given set of 4 numbers.

At the end of the Mulit-Disciplinary studies.SWBAT:

- share their expertise, develop their passions and offer radical new ideas and solutions to the world's problems

- utilize public speaking skills and practice self confidence

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |




## Suggested Activities & Best Practices

## Assessment Evidence - Checking for Understanding (CFU)

Portfolio (Summative)

Socratic Questioning (Formative)

Lab Journal (Alternative)

Do Now & Exit Tickets (Formative)

Project Completion (Summative)

Teacher Observation Checklist (Formative)

Multi Media Reports (Alternative)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments

- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

## Ancillary Resources

## Technology Infusion

- Designing STEM
- Google Classroom
- JamBoards
- 3D Printer
- CAD (Computer Assisted Drafting)
- Structures 2.0 software
- Flight and Space 2.0 software
- Ted Talks
- Youtube

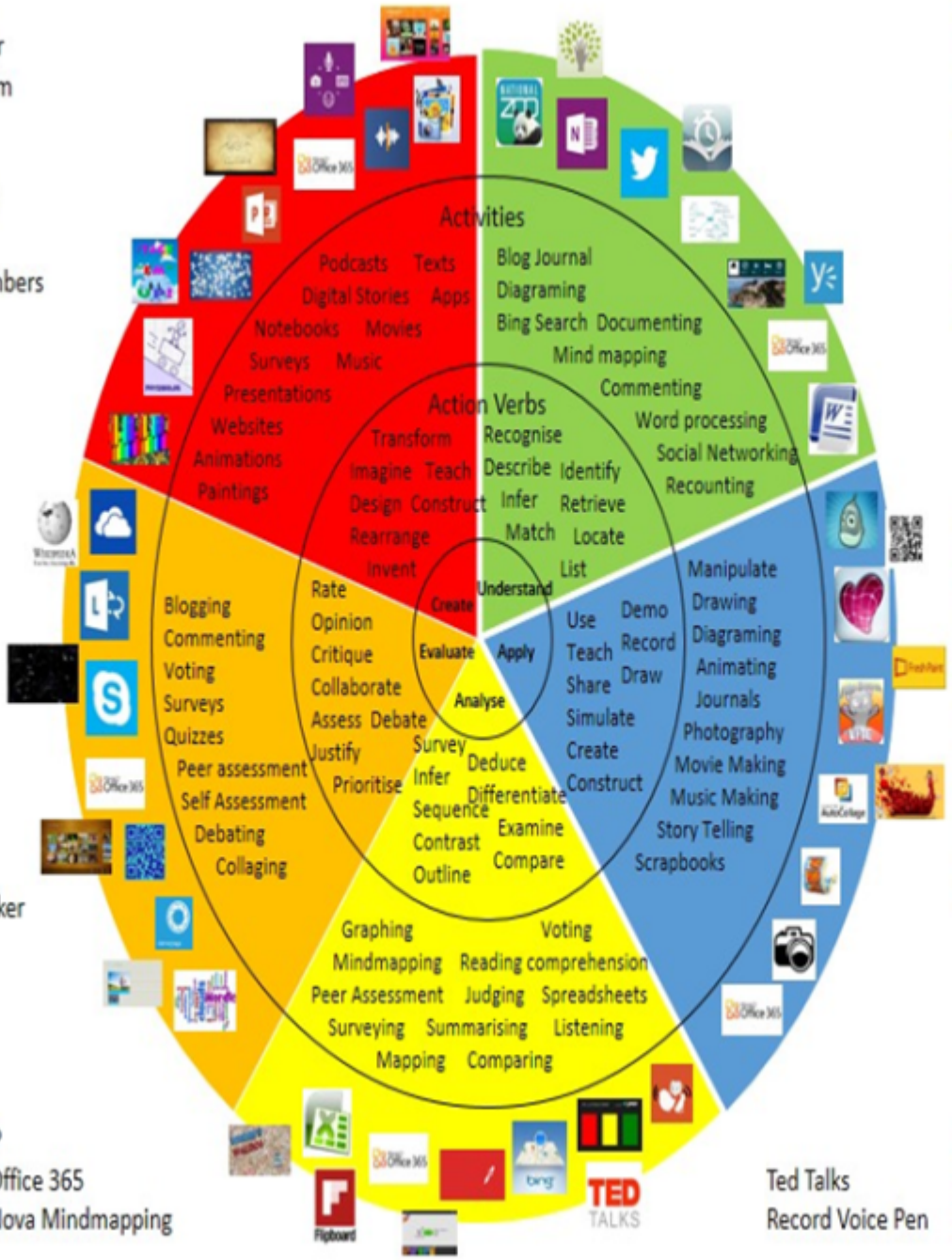
# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen




Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- Technology;
- Visual and Performing Arts.

| | |
|---|---|
| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP3.1 | Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success. |
| CRP.K-12.CRP5.1 | Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization. |
| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to |

| | |
|---|---|
| | apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| CRP.K-12.CRP8.1 | Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. |
| CRP.K-12.CRP9.1 | Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture. |
| CAEP.9.2.8.B.2 | Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. |
| CAEP.9.2.8.B.3 | Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. |
| CAEP.9.2.8.B.4 | Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. |
| CAEP.9.2.8.B.7 | Evaluate the impact of online activities and social media on employer decisions. |
| TECH.8.1.8.A.1 | Demonstrate knowledge of a real world problem using digital tools. |
| TECH.8.1.8.A.3 | Use and/or develop a simulation that provides an environment to solve a real world problem or theory. |
| TECH.8.1.8.A.CS1 | Understand and use technology systems. |
| TECH.8.1.8.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.8.B.1 | Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). |
| TECH.8.1.8.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes. |
| TECH.8.1.8.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.8.C.1 | Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. |
| TECH.8.1.8.C.CS4 | Contribute to project teams to produce original works or solve problems. |
| TECH.8.1.8.D.2 | Demonstrate the application of appropriate citations to digital content. |
| TECH.8.1.8.D.3 | Demonstrate an understanding of fair use and Creative Commons to intellectual property. |
| TECH.8.1.8.D.CS2 | Demonstrate personal responsibility for lifelong learning. |
| TECH.8.1.8.D.CS3 | Exhibit leadership for digital citizenship. |
| TECH.8.2.8.C.1 | Explain how different teams/groups can contribute to the overall design of a product. |
| TECH.8.2.8.C.2 | Explain the need for optimization in a design process. |
| TECH.8.2.8.C.CS1 | The attributes of design. |
| TECH.8.2.8.C.CS3 | The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

Small Group Instruction

Study Guides

Project Based Learning

**Differentiations:**

- Small group instruction
- Small group assignments

- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Exploration by interest
- Flexible grouping

- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

IEP and 504

Graphic Organizers

Powerpoints posted on google classroom

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format

- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher’s notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

Tutoring times offered

Allow students partial credit

Extended time

Positive Reinforcement

Preferred Seating

Check often for understanding

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

Provide enrichment articles and assignments

Allow students to complete independent study assignments

- Above grade level placement option for qualified students

- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson