

**NORTHERN BURLINGTON COUNTY REGIONAL SCHOOL DISTRICT**  
**Course Map**

<b>Department</b>	Gifted & Talented	<b>Course</b>	<b>ROGATE 7</b>
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**Source of Standards**

- Common Core State Standards (CCSS)
  - [English Language Arts: Writing, Grade 7](#)
  - [English Language Arts: Speaking & Listening, Grade 7](#)
  - [English Language Arts: Reading, Grade 7](#)
- New Jersey Core Curriculum Content Standards (NJCCCS 2014)
  - [21st Century Skills/Career Ready Practices](#)

**Sequence**

Unit 1: What does it mean to be gifted?/How to Be Yourself (6 weeks)  
 Unit 2: ROGATE 7 Book Club: "Like-minded" (8 weeks)  
 Unit 3: Generation Like: Branding, Marketing, and Persuasion (6 weeks)  
 Unit 4: Creative Writing (4 weeks/ongoing)  
 Unit 5: Passion Projects (ongoing)  
 Unit 6: Self-Organized Learning Environments (SOLEs) (ongoing)  
 Unit 7: Makerspace/STEAM (ongoing)  
 Unit 8: Digital Literacy (2 weeks)

**Enduring Understandings**

**Unit 1:** Gifted students have specific and unique socio-psychological needs  
 That an element of personal development is identifying and nurturing one's gifts and talents.  
 Understanding these needs help students to accept their uniqueness while developing stronger skills.

**Unit 2:** Everyone who experiences success must first struggle with some failures. Those who are most comfortable with experiencing some failure will come to realize that more rewards come from taking more dangerous risks.

**Unit 3:** Being a conscious consumer takes research and knowledge. Advertising companies, the media and marketers target young people in very specific and sometimes clandestine ways. Product placement is used to turn what we like online or in media to monetized transactions. There is an inherent risk to online activity; we need to personally evaluate those risks on an ongoing basis.

**Unit 4:** Writing is an art form. Writers read and study the craft of other writers. Good writing takes time, effort and revision. The definitions of poetry vary. Short fiction is comprised of certain common elements. Short stories are a vehicle to understanding ourselves and others.

**Unit 5:** To be creative means to create something original and meaningful. Letting your mind flow lends itself to new ideas and exciting ventures.

**Unit 6:** “Ask big questions, find big answers.” – Sugata Mitra “Who knows what we’ll need to learn thirty years from now? We do know that we will need to be good at searching for information, collating it, and figuring out whether it is right or wrong.” – Sugata Mitra

**Unit 7:** There is a value to making time for being creative. Sometimes good ideas can come from unexpected places. Good projects often require a degree of trial and error and even failure. Great projects can teach a student grit and how to bounce back from setbacks with resilience. Often there is a great value to working on a project collaboratively that cannot be realized by working independently. Exploration often dictates that the process is more important than the product.

**Unit 8:** Picking the right search terms is an essential step in research. Evaluation of a source as credible or not is crucial to the research process.

## Essential Questions

**Unit 1:** What does it mean to be gifted? What are the types of learning styles and what type of learner am I? When somebody says “just be yourself,” what does that mean? Is it always easy to be yourself, or can it sometimes be difficult? Why? How? What does it mean to be part of a group? Does being in a group sometimes make it harder to be yourself? In what ways does being gifted mean I need to be a “leader?” Who are individuals (from history/literature/current events) who can be described as unique and/or gifted? What can we learn from the life stories?

**Unit 2:** What do I do when I fail? What is the value of all of the work that is done behind the scenes? How much failure does it take to have success?

**Unit 3:** How can I solve a common problem among young people? Do advertisements influence or reflect teenage culture? What are the most effective persuasive techniques in advertising? How am I personally susceptible to marketing messages? How are we being manipulated by (sometimes hidden and subliminal) ways?

**Unit 4:** How do writers use figurative language in poetry to achieve a desired effect? How do elements of fiction work together to create the desired effect? What makes a “good” short story? What is the value to reading literature? How does reading literature inform our lives?

**Unit 5:** What matters to me? What am I passionate about? What am I good at? What do I want to get better at?

**Unit 6:** How can I use SOLE to feed my fire of curiosity?

**Unit 7:** What will happen if...? How will...behave in...conditions...? In what ways can I maximize my ability to be creative? Which tools and materials will work best for my idea?

**Unit 8:** How can appropriate search terms and queries guide targeted searches? How can I figure out the right search terms to develop a query? What unique terms can I use that will help me search effectively?

What are some of the most efficient and useful techniques to provide an accurate and productive search?

### **Reporting Student Progress**

All courses follow a balanced assessment system with Practice, Assessments, Evaluations.

### **Resources (Text and Technology)**

- Google Apps For Education (GAPE)
- *A Wrinkle in Time*, The Graphic Novel adapted and illustrated by Hope Larson
- *Deliver Us From Normal* by Kate Klise
- *Savvy* by Ingrid Law
- *Millicent Min, Girl Genius* - Lisa Yee
- *The Willoughbys* by Lois Lowry
- *A Wrinkle in Time* DVD
- PBS Frontline: *Generation Like* documentary
- Snap Circuits
- Makey Makey