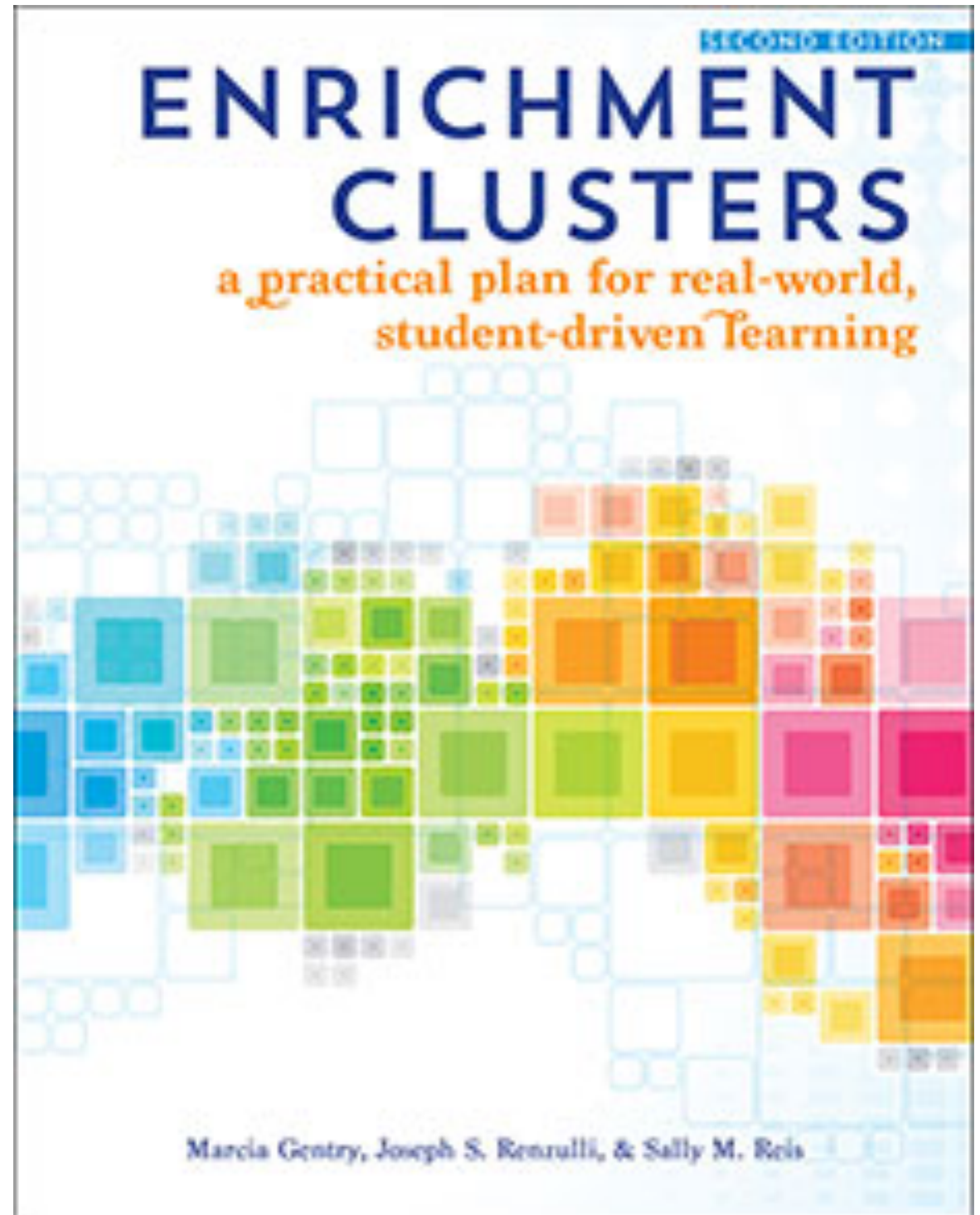


Summary...

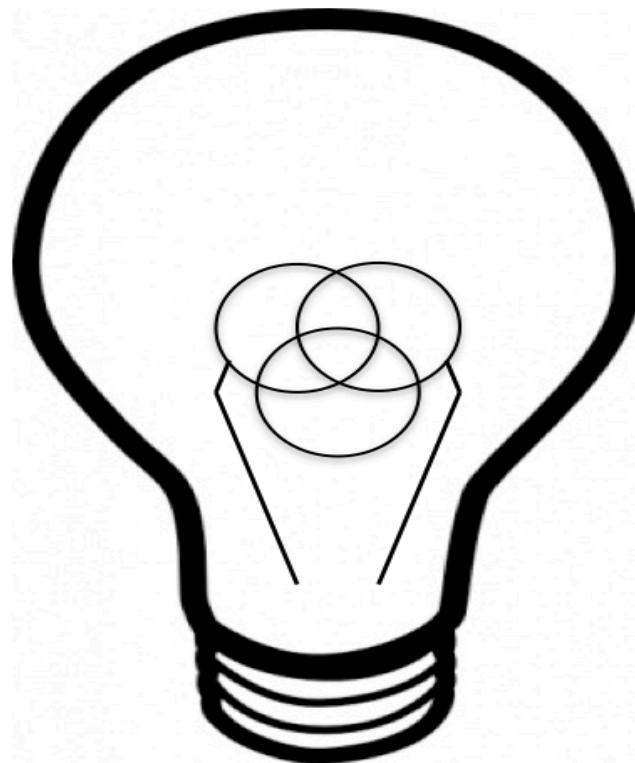
- 1. Explore various topics, problems, or areas of study that are of interest to you. Brainstorm various creative titles for your cluster.**
- 2. Think of some ways to motivate student interest in the topic (Type I) by exploring/displaying what professionals in this topic do and produce. Plan one or two start-up activities that involve some kind of group work.**
- 3. Brainstorm possible products and resources students will need to carry out their work (Type II).**
- 4. Write an intriguing description/advertisement for your cluster.**
- 5. Have students begin the development of a time line.**
- 6. Explore various products, outlets, and audiences and plan a Type III Fair.**

Beat Book To Start With



9

Infusion of Enrichment Into The Regular Curriculum





**U. S. States
And
Capitals**



**Today's Theme
Words**

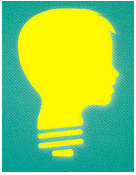
**Selection
Injection
Extension**

**If you would persuade, you
must appeal first to **interest**
rather than intellect.**

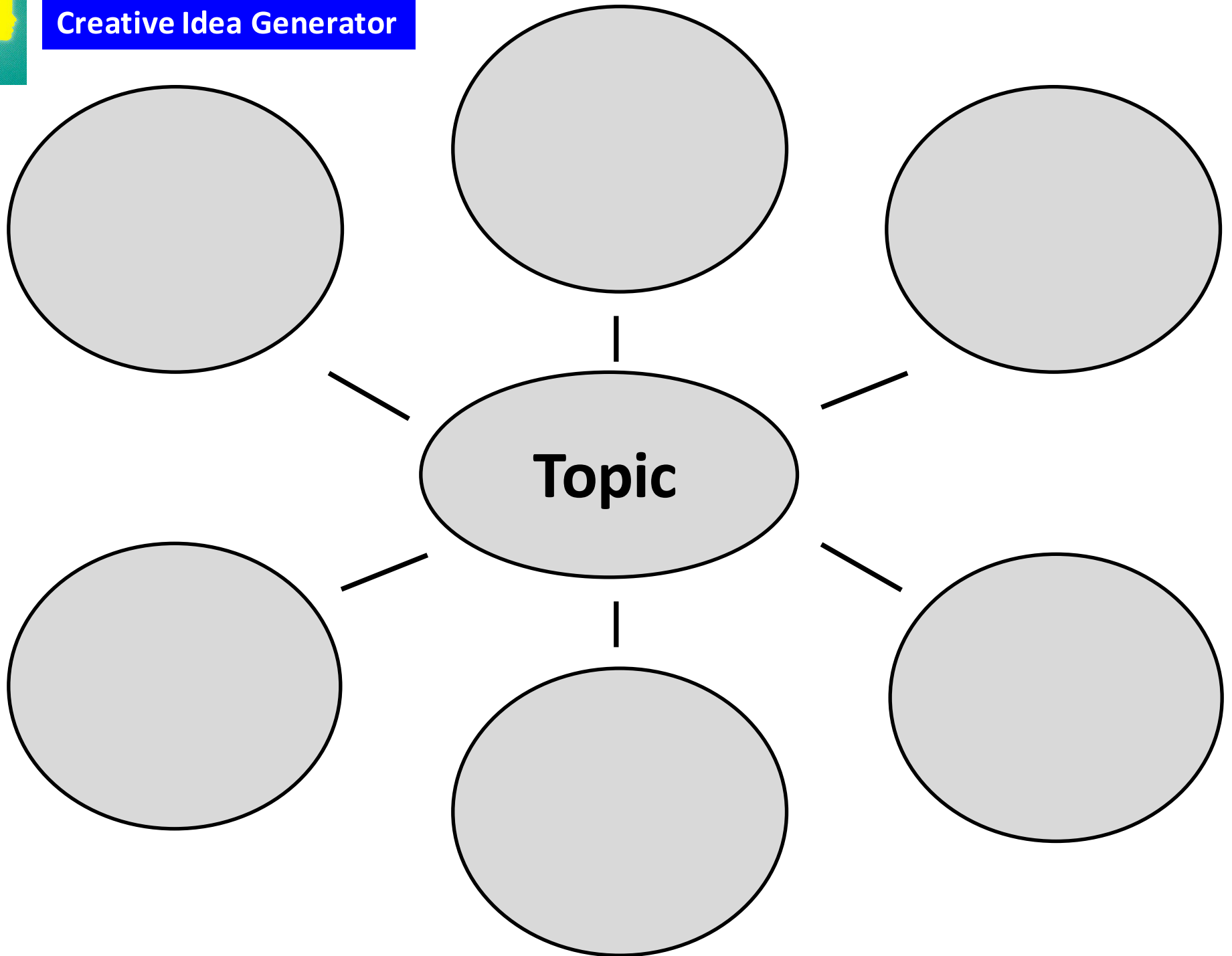
**Benjamin Franklin
American statesman and inventor**

**The Standards
(Outcomes)
Based Curriculum**

**Your Magic Enrichment
Infusion Device**



Creative Idea Generator

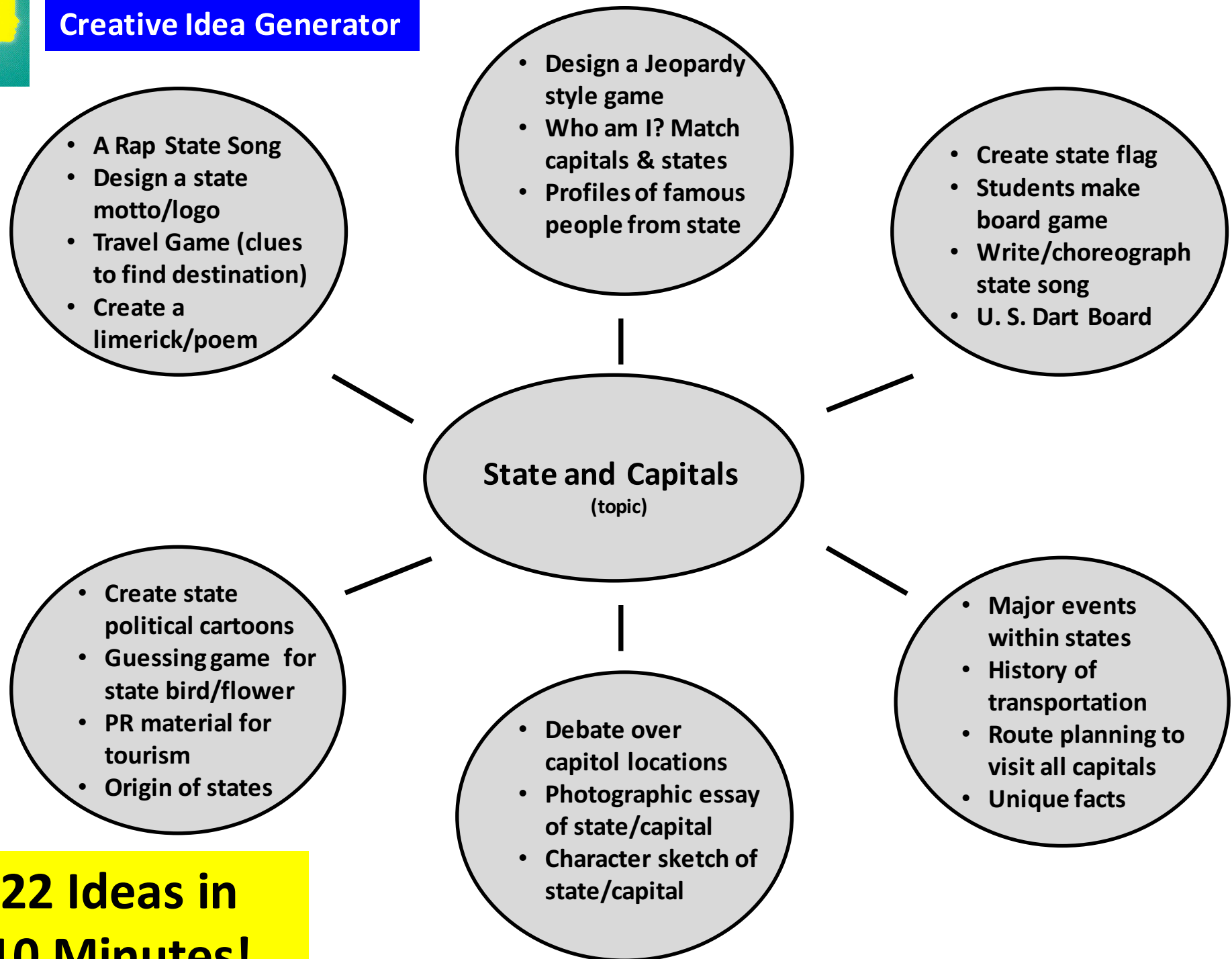




May I go home Ms. Peterson, I just can't assimilate any more states and capitals today.



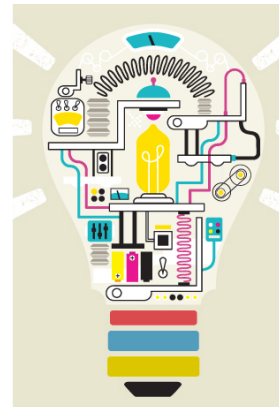
Creative Idea Generator



**22 Ideas in
10 Minutes!**

Ten minutes of brainstorming with a group of teachers in Florida...

- A Rap State Song
- State Shapes made out of play dough
- Travel game (find clues to get to destination - like Carmen Sandiego)
- Route planning to get there (most efficient way to visit all capitals)
- Who am I? game to match states and capitals
- Students make board games
- History of transportation determining capital location
- Character sketch of state and capital
- Photographic essay of state/capital using Internet photos
- Create a flag based on information researched about the state
- Create political cartoons and original songs about the state and capital
- Debate over a better city for a state capitol
- Design a state motto/logo
- Create a limerick/poem
- Design a Jeopardy-style game to learn capitals and states using given supplies and time limit
- Write a song/poem/limerick that students can sing about capitals and states
- Profiles of most Famous men/women from the state
- Write/choreograph state song
- Guessing game on state bird/flower
- PR material to get tourists to state
- A dart board (more points for smaller states)
- Origin of state/capital names
- Debate over better capitol locations
- Major events that took place in the state (Wright Brothers @ Kittyhawk)



24 Ideas in 10 Minutes

**New Jersey
resembles an
Indian head.**

**Minnesota
looks like a
chef's hat.**

**Louisiana is
shaped like
rain boots.**

**Iowa looks
like a face.**

Example of Infusion in Practice



Ms. Allen brought a huge floor map of the United States. The students took off their shoes and walked in their stocking feet on the 50 states.

"This is a giant map," Allen said. "What I'm doing is telling a story about a man on the map, and the story helps the kids learn about the states."

Allen gave the students clues about each of the states so they would have an easier time remembering which went where.

"Minnesota is a chef's hat," she said. "Iowa is a face. Rain boots are Louisiana."

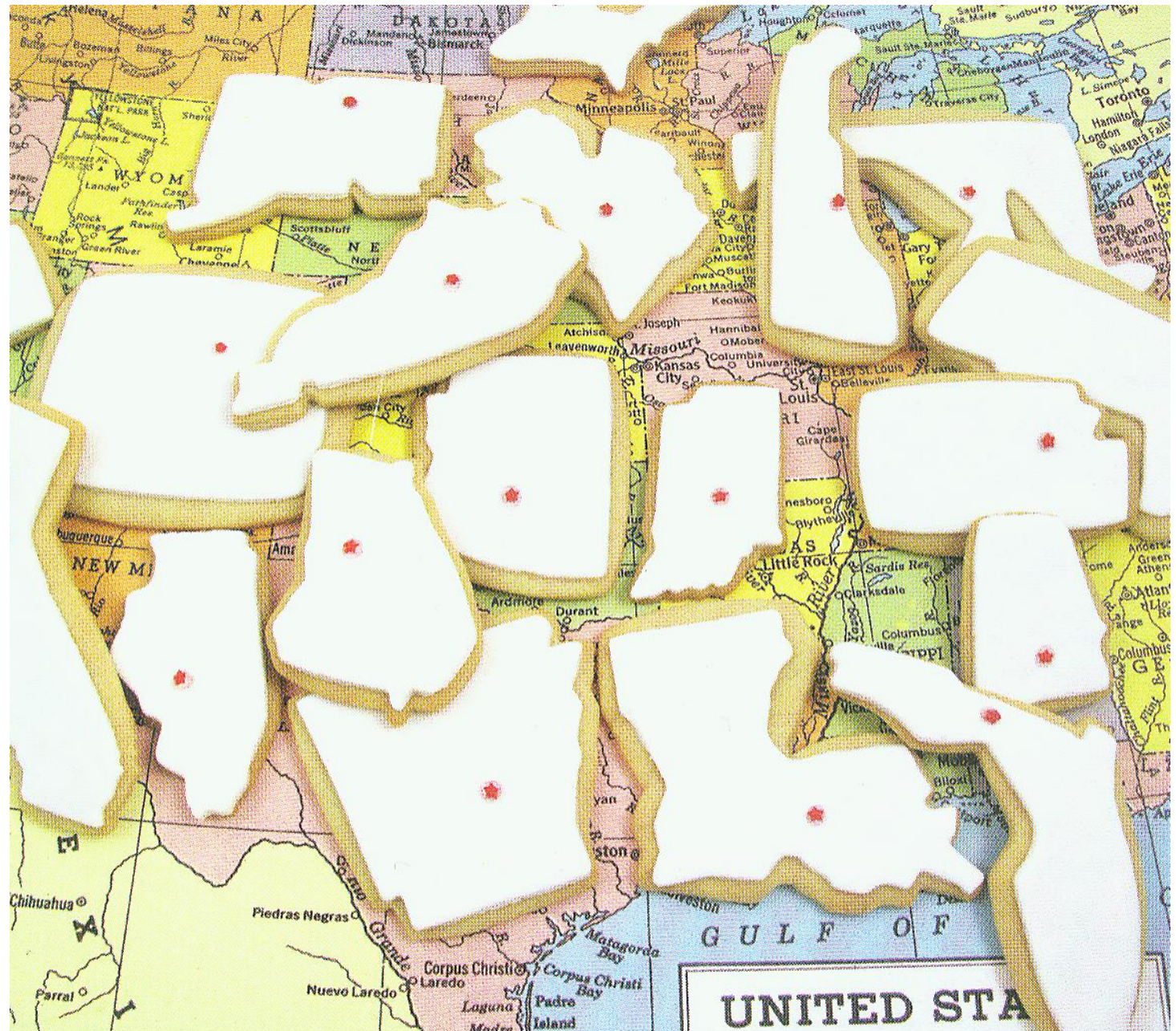
Allen said the floor map is an interactive tool for the students.



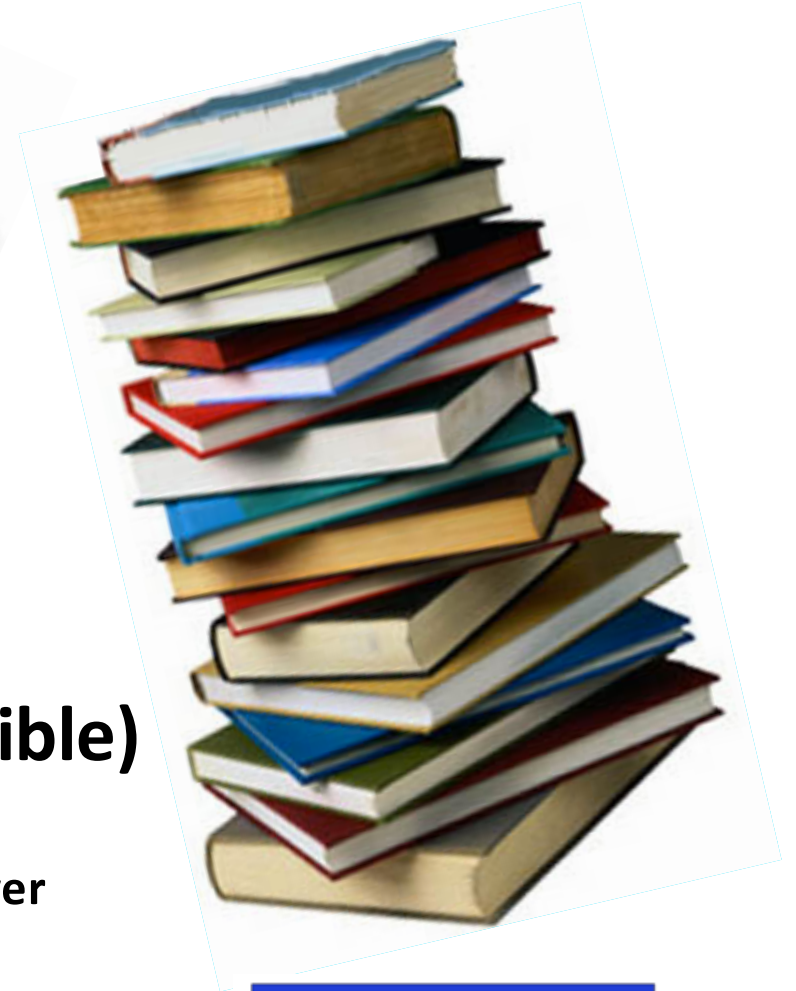
**Infusion
In
Geography**

**Best Extension
to come out of
this activity.**

**I asked her
and everybody
asks me...**



<http://www.cheapcookiecutters.com/products/united-states-cookie-cutter-set>



Injecting Enrichment Activities Into Any and All Regular Curriculum Topics

The Rules (Apply as many as possible)

1. Not always a single, predetermined correct answer
2. Something kids *do* rather than sit and listen
3. Something that is fun for most kids
4. Something that has various levels of challenge to which interested students can escalate

Enjoyment

Engagement

Enthusiasm

Have you ever had this thought?

hmmmm...
and yet another
day has passed
and I did not
use Algebra
once...very
interesting.



Barbie Dolls Teach Algebra

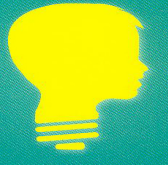
Algebra 1 students use formulas and calculations to prevent Bungee-jumping Barbies from cracking their heads in a plunge off the top of the football stadium.

The freshman worked on the data derived from attaching rubber bands to the feet of each Barbie and recording how far she would fall with the addition of each additional rubber band.



**Infusion In
Algebra**





Infusion In Math

Cinquain

Numbers
Added together
Can be multiplied
Saves time
Faster

Eight times eight went out the door
Came back in married as sixty-four

Nine times three went to heaven
Came back to earth as twenty-seven

Limericks

There once was a number named eight
Who thought he was something quite great
But when divided by four he was two
And his new size made him feel blue.

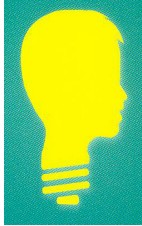
Making Geometry Meaningful...



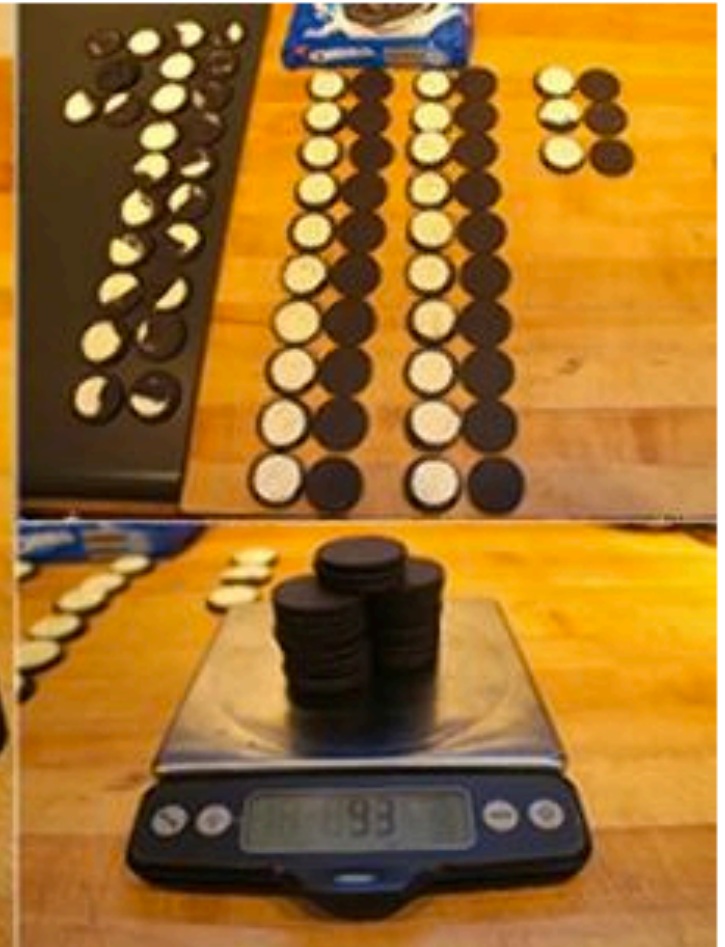
Infusion In Geometry



The 9-foot-tall pyramid they built out of 1,024 smaller paper pyramids was based on the Sierpinski triangle fractal, a mathematical design in which each large piece is made of matching smaller pieces. Submitted to Guinness Book of World Records.



Science & Math – Data Gathering



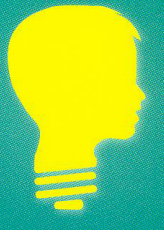
COURTESY DAN ANDERSON

Students measured the height and weight of 10 regular Oreos, 10 Double Stuf Oreos, 10 Mega Stuf Oreos and five wafers.

Infusion In Literature



Students studying "The Diary of Anne Frank" can do more than read her story these days. An Internet application offers interactive links [<http://www.weijima.com/annefrank.html>] and documentary film clips about the famous Holocaust victim. The app, available from Penguin Books and developer Beyond the Story for iPad and Nook, also includes audio clips from the woman who helped the Frank family during World War II.



Making History Come Alive



Matt McKean/TimesDaily

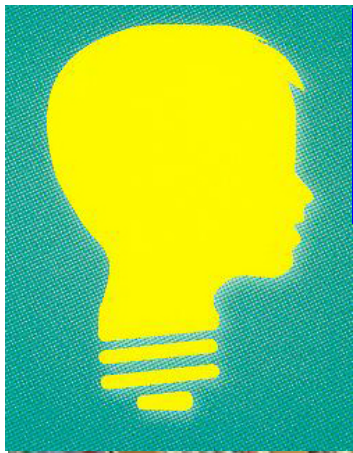
Kerrigan Casey, dressed as the Sojourner Truth, an African American abolitionist and women's rights activist, talks to Alee Stoll, a fourth grader from Forest Hills Elementary School during The American Experience, a project by Florence High School 10th- and 11th-graders.

Fourth-graders from throughout the school district got a firsthand dose of the American Experience at Florence High School on Tuesday.

The school's 10th- and 11th-graders donned costumes and played the roles of the country's earliest American settlers to modern-day history makers.

The American Experience project, which included more than 50 high school student groups, offered displays of the various time periods in the two gymnasiums on campus. As students passed through the stations, they earned "passports" marking their visits to each time period. The project was a joint effort of the English and history departments at the school.

Those faculty members developed a year-long curriculum integrating the two disciplines daily, which, for a five-year period, will take the place of students taking the history or graduation sections of the Alabama High School Graduation Exam.



Making History Come Alive



**Kenyon portraying Guion Bluford
The First African American Astronaut**

Night of The Notables

Jackie Robinson	Harry Houdini
Ada Lovelace	Amelia Earhart
Nelson Mandela	Meriwether Louis
Bill Gates	Princess Diana
Steve Jobs	LeBron James
Ella Fitzgerald	Gabrielle Douglas
Ludwig van Beethoven	Mae C. Jemison
Michelle Obama	Helen Frankenthaler
Amelia Earhart	Malcolm X
Rosa Parks	Sacagawea
Roberto Clemente	Louis William Tomlinson
Benjamin Franklin	Coretta Scott King
Sally Ride	Anne Frank
Laura Bush	Martin Luther King, Jr.
Guion Bluford	Helen Keller
Willma Rudolph	Sacagawea
Tony Hawk	Roberto Clemente
Helen Keller	Muhammad Ali
Anne Frank	Annie Sullivan
Marian Anderson	Albert Einstein
Maya Angelou	Mary Tudor



Math Skills

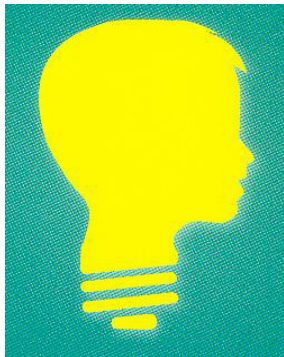
Developing Math Skills Through A Fantasy Baseball Program

In the Fantasy Baseball program, students receive fictional baseball cards and analyze the players' statistics to draft and trade while building their own teams. A "Player Wheel," a geometric representation of the player's strengths and weaknesses, is created and used to play against other students' teams. A regular-season schedule is set for the class, usually ending with a World Series game to decide the classroom champion.

Read more: <http://www.post-gazette.com/stories/sports/pirates/math-game-adds-up-to-win-640567/#ixzz1yAFV9459>



Hall County, GA
DaVinci Museum



**District-Wide
Multi Curricular
Infusion
Idea**



Eighth-grader Andrew Hathcock, 13, discusses energy transformation using wind turbines as an example Thursday inside the "Elements of Change" exhibit at the Museum of Inspired Learning at DaVinci Academy.

The Tolerance Museum at Metairie, LA

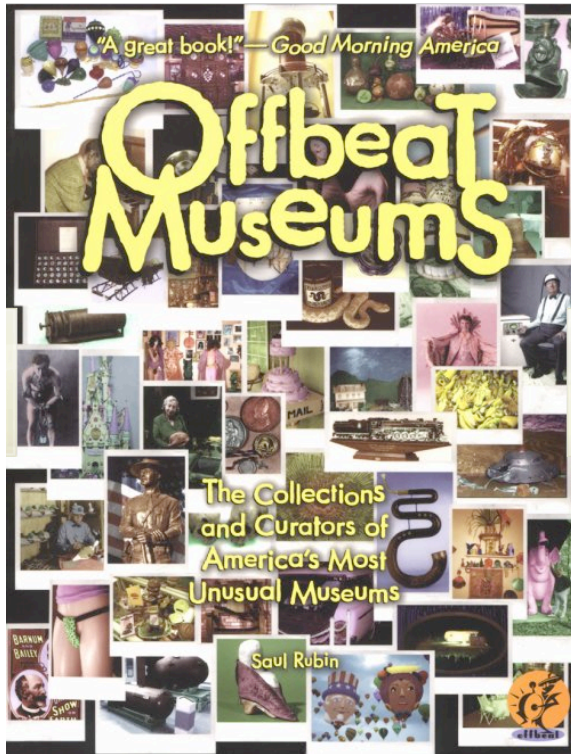


PHOTOS BY JOHN MCCUSKER / THE TIMES-PICAYUNE

Student Mayank Mardia, 11, talks to Thuy Phan and Vasiliki Tsongas, front to back, about the Hitler youth movement at the Tolerance Museum at Metairie Academy for Advanced Studies in Old Metairie on Thursday. Students created the series of exhibits, hands-on activities and oral histories based on the lessons of their teacher Wendy Foy.

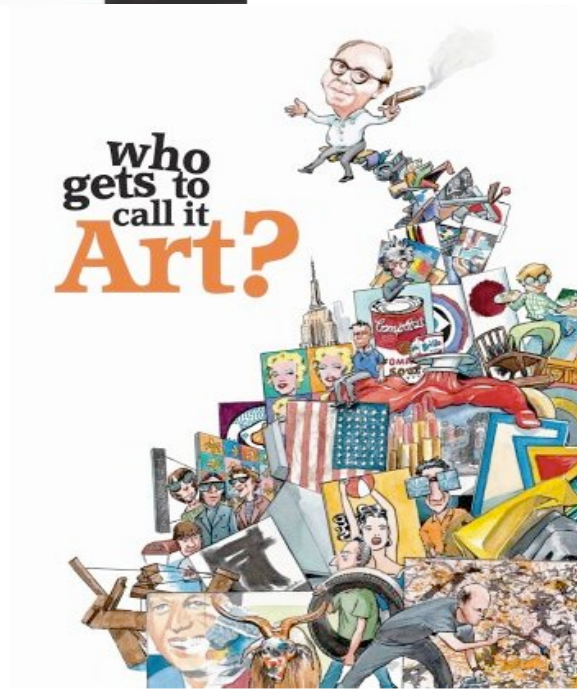
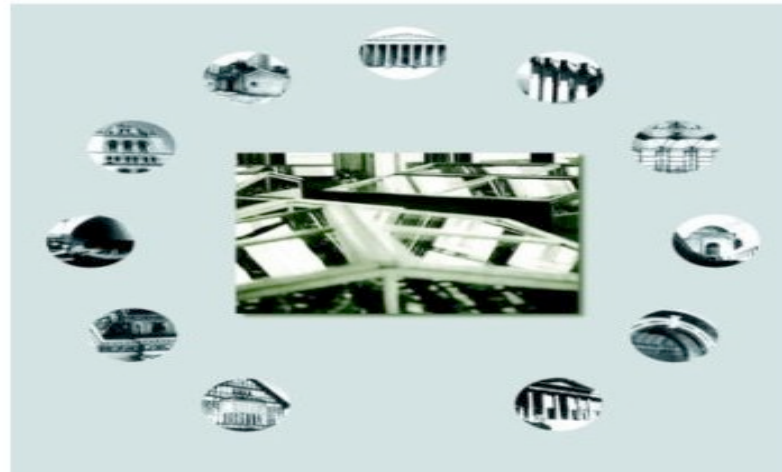
Students talk up tolerance

How-To Books for establishing a museum...



Museum, Media, Message

Edited by
Eileen Hooper-Greenhill



The Museum of Online Museums

<http://www.coudal.com/moom/>

Mathematical

- Lines of Symmetry
- Transformations
- Attributes of letters (curves, angles, etc.)

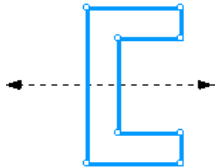
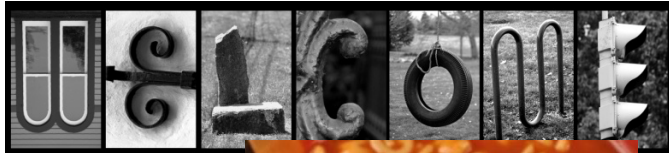
Games

- Scattergories
- Scavenger Hunts
- Create a Board Game
- Computer Games and Apps (LetterSchool)
- Keyboarding

Tactile

- Write letters in shaving cream, sand, salt, etc.
- Create letters with sand paper
- Cooking with letters (alphabet soup)
- Trace letters on an Ipad

Primary Teaching the Alphabet



Performing Arts

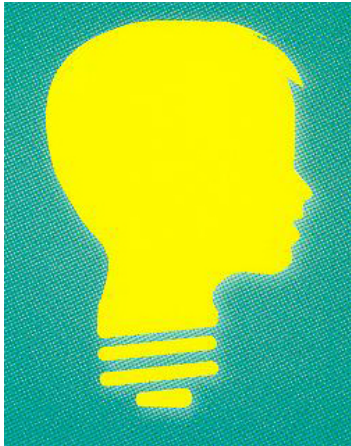
- Create your own alphabet song
- Create an alphabet play or puppet show
- Host a Q and U Wedding

Visual Arts

- Write and illustrate an alphabet book
- Photograph letters in nature
- Draw personified letters
- Where's Waldo: Create pictures with hidden letters

Kinesthetic

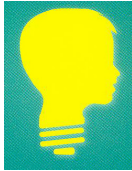
- Create an alphabet dance
- Mobile Hullabaloo: "Skip to a vowel, spin to the S"
- Letter charades
- Letter Hopscotch
- Body Sculptures with Letters



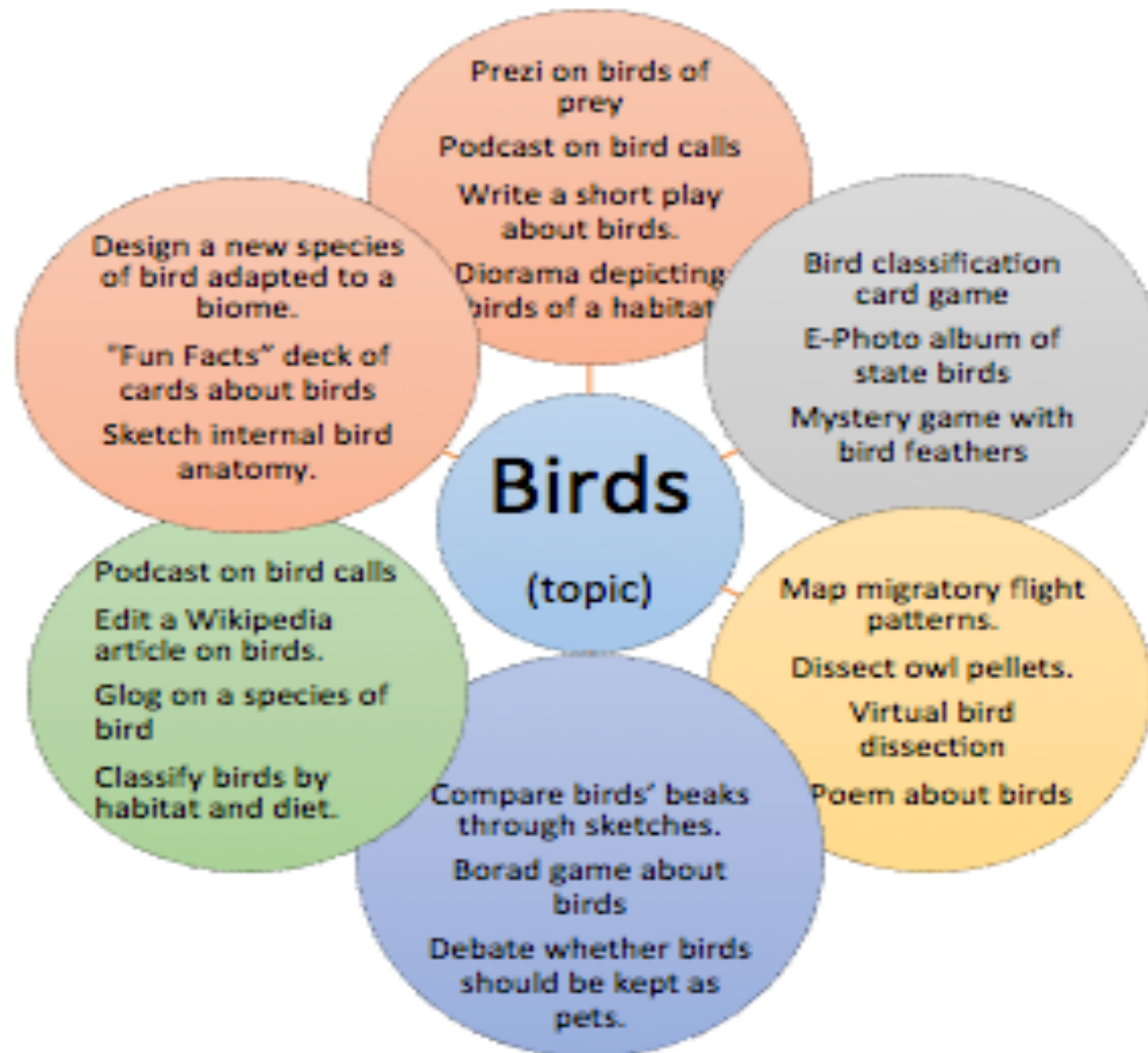
Infusion In Reading



Making green eggs and ham for his class.



Science Unit On Birds

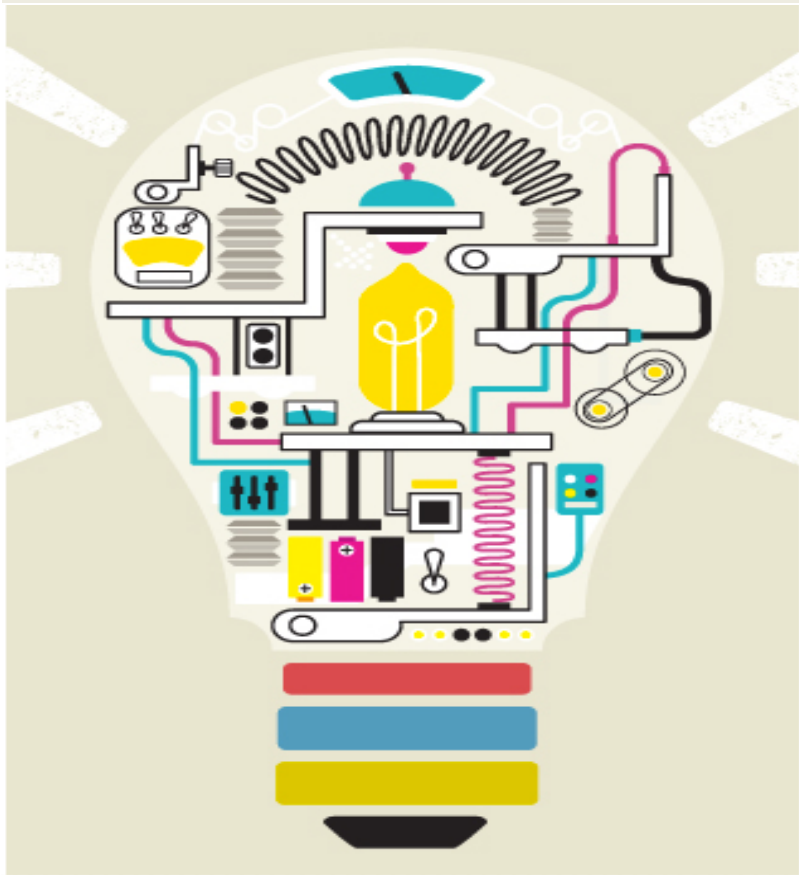




Infusion In AP Physics

At the end of each unit in AP Physics teacher Raymond Cirno asks each group of students to show how they can integrate what they covered in the unit to a year long project that students select. This group is applying everything they learned to launching a video camera, a GPS system and an instrument for collecting particles in the atmosphere. They built a platform and attached it to weather balloons which carried it to the upper limits of the atmosphere and returned safely to Earth.

10

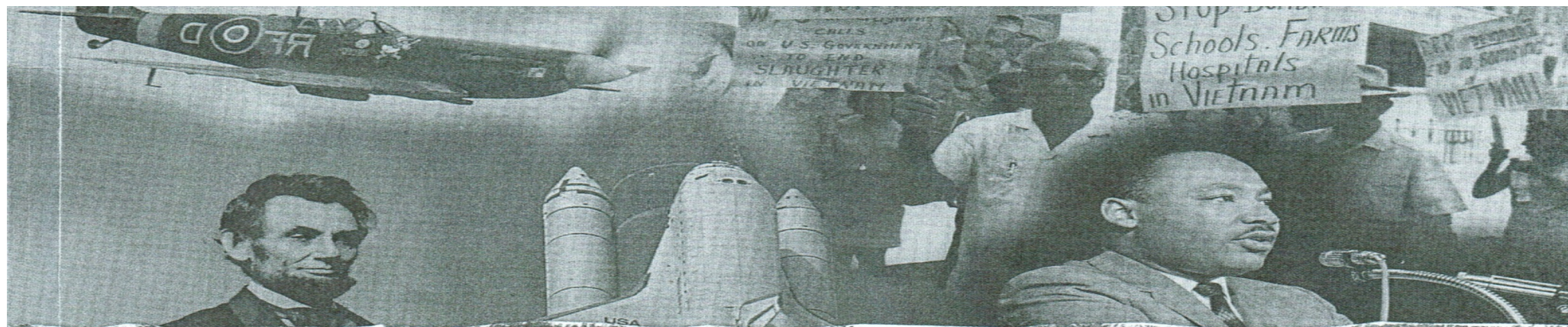


**Best
Resources for
Creative/
Productive
Giftedness**

Super Hint for getting more authentic Type IIIs in your Enrichment Clusters...

Learn all you can about

How-To Books in the area(s) of your student's interests. Help students identify basic principles and concepts in their field of interest.



Eyed Witness TO THE PAST

Strategies for Teaching American History in Grades 5-12

JOAN BRODSKY SCHUR *Foreword by James A. Percoco*

Pennsylvania Prime



A1

THE

of The Moon -



May 22, 1773

for a long time now, my
owner or master, has been



Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

Designed and developed by the
Education Staff, National Archives and Records Administration, Washington, DC 20408.

Page URL: <http://www.archives.gov/education/lessons/worksheets/photo.html>

The U.S. National Archives and Records Administration
8601 Adelphi Road, College Park, MD 20740-6001 • Telephone: 1-866-NARA-NARA or 1-866-272-6272

Fig 3.2 Photo Analysis Worksheet

Advertisement Analysis Worksheet

A.		In what publication did this advertisement appear? What is the date of publication? <hr/> <hr/> <hr/>
B.		Who created the advertisement? <hr/> <hr/> <hr/>
C.		What is the purpose of the advertisement? <hr/> <hr/> <hr/>
D.		Who is the intended audience for the advertisement? <hr/> <hr/> <hr/>
E.		If a product is being sold, what strategies does the ad use to convince the target audience that they should want this product? <hr/> <hr/> <hr/>
F.		How common or unique was this product for its era? <hr/> <hr/> <hr/>
G.		What does the advertisement tell us about material life in America at this time? <hr/> <hr/> <hr/>
H.		What does the advertisement tell us about social relationships in America at this time? <hr/> <hr/> <hr/>

Fig 5.3 Advertisement Analysis Worksheet

Debate Score Sheet

Topic: [The Bank War] _____		
TEAM: [Andrew Jackson] _____ DEBATOR [Marcus Adams] _____		
ARGUMENTS:		Did the speaker present convincing, well-reasoned ideas supported by facts? _____ _____ _____ _____
REBUTTAL:		Did the speaker give a point for point refutation of the opponent's speech, presenting well-reasoned arguments and facts? _____ _____ _____ _____
PRESENTATION:		Were the constructive and rebuttal speeches delivered in a clear, forceful, and convincing manner? Did the speaker win your trust? _____ _____ _____ _____
SCORE:		1-5 points with 5 the highest score possible. ___ Constructive Arguments ___ Rebuttal ___ Presentation

Fig 6.3 Debate Score Sheet

Cartoon Analysis Worksheet

Level 1	
Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title. 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon.
Level 2	
Visuals	Words
2. Which of the objects on your list are symbols? 3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 5. List adjectives that describe the emotions portrayed in the cartoon.
Level 3	
A. Describe the action taking place in the cartoon. B. Explain how the words in the cartoon clarify the symbols. C. Explain the message of the cartoon. D. What special interest groups would agree/disagree with the cartoon's message? Why?	

Page URL: <http://www.archives.gov/education/lessons/worksheets/cartoon.html>The U.S. National Archives and Records Administration
8601 Adelphi Road, College Park, MD 20740-6001 • Telephone: 1-86-NARA-NARA or 1-866-272-6272

Fig 6.1 Cartoon Analysis Worksheet

Promotional Materials Score Card

TEAM: _____ NAME OF STUDENT _____

A.

Check item produced:

- ☐ Poster
- ☐ Flyer
- ☐ Buttons
- ☐ Bumper Stickers
- ☐ Radio or TV Ads
- ☐ Political Cartoon
- ☐ Other _____

B.

Score: 1-5 point with 5 the highest score possible.

- ___ 1. Was the message of the promotional material clear?
- ___ 2. Did it reflect an understanding of the issues in the campaign?
- ___ 3. Was it produced with creativity and care?
- ___ 4. Was it clever and did it carry emotional punch?

Fig 6.4 Promotional Materials Score Card

Document Analysis Worksheet

Your Name _____		Title of Document _____	
A.		<p>Is your document (check one)</p> <p><input type="checkbox"/> Issued by a governmental agency?</p> <p><input type="checkbox"/> Issued by a private organization?</p> <p><input type="checkbox"/> A contract between two private citizens?</p> <p>How do you know? Explain: _____</p> <p>_____</p> <p>_____</p>	
B.		<p>When was it issued? _____</p> <p>To whom was it issued? _____</p> <p>By whom was it issued? _____</p>	
C.		<p>Are there any seals on the document, and what do they tell us?</p> <p>_____</p> <p>_____</p>	
D.		<p>Are there any signatures on the document, and if so what do they tell us?</p> <p>_____</p> <p>_____</p>	
E.		<p>To what does the certificate or legal document attest or certify?</p> <p>_____</p> <p>_____</p>	
F.		<p>Why might it be important for the agency or person who issued this document to retain such a record?</p> <p>_____</p> <p>_____</p>	
G.		<p>Why might it be important for the recipient to keep a copy?</p> <p>_____</p> <p>_____</p>	
H.		<p>What can we learn about the recipient's life from this document?</p> <p>_____</p> <p>_____</p>	
I.		<p>What can we learn about this time period in history from this document?</p> <p>_____</p> <p>_____</p>	

Fig 7.1 Document Analysis Worksheet

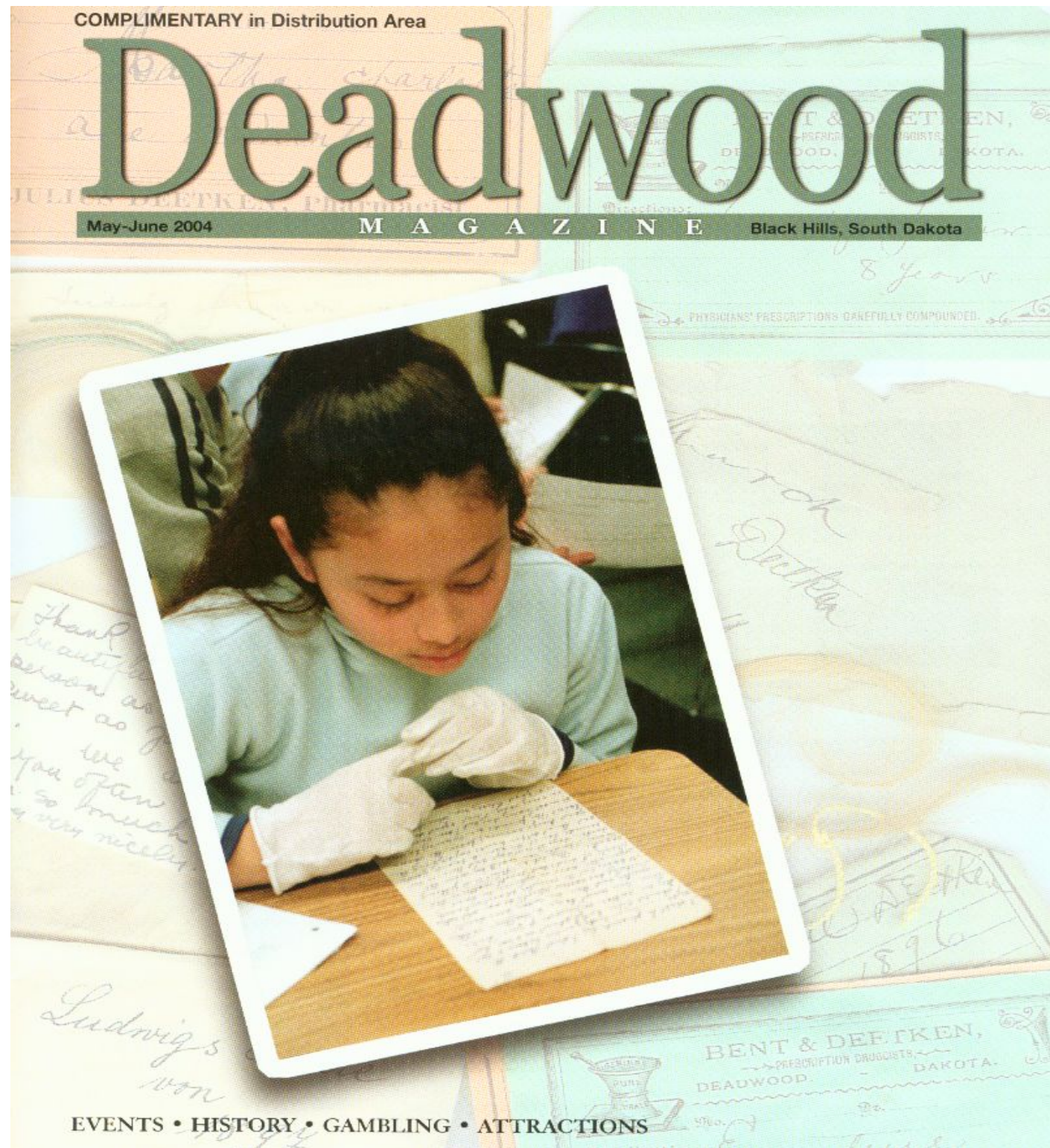
513

[illegible]

San Francisco Chronicle

Glimpse of Wild West in
San Jose

-Dave Murphy, San Francisco
Chronicle Staff Writer





David Rapaport

**Julius Deetken: Pioneer
Druggist An Application of the
Enrichment Cluster Model to a
History Classroom
David Rapaport
[http://www.gifted.uconn.edu/
sem/jdeetken.html](http://www.gifted.uconn.edu/sem/jdeetken.html)**

**Teacher David Rapaport, teacher at Bret Harte Middle School,
sits next to Julius Deetken's tombstone in Deadwood, South Dakota.**

Scrapbook Reader's Review

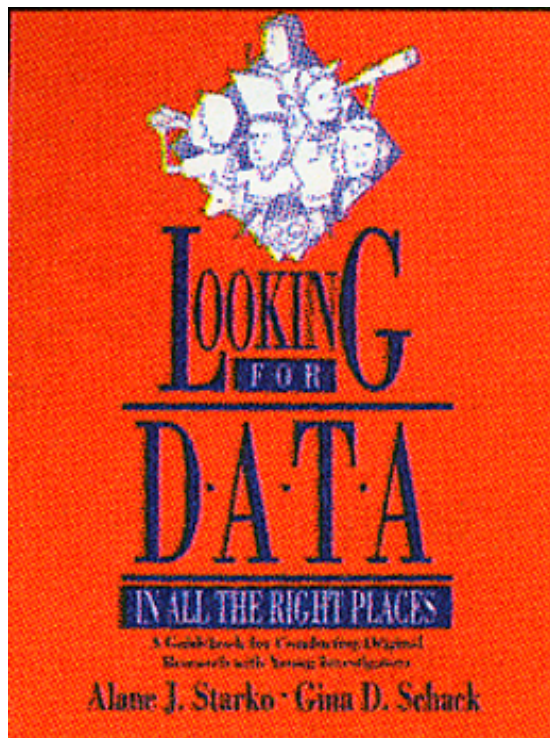
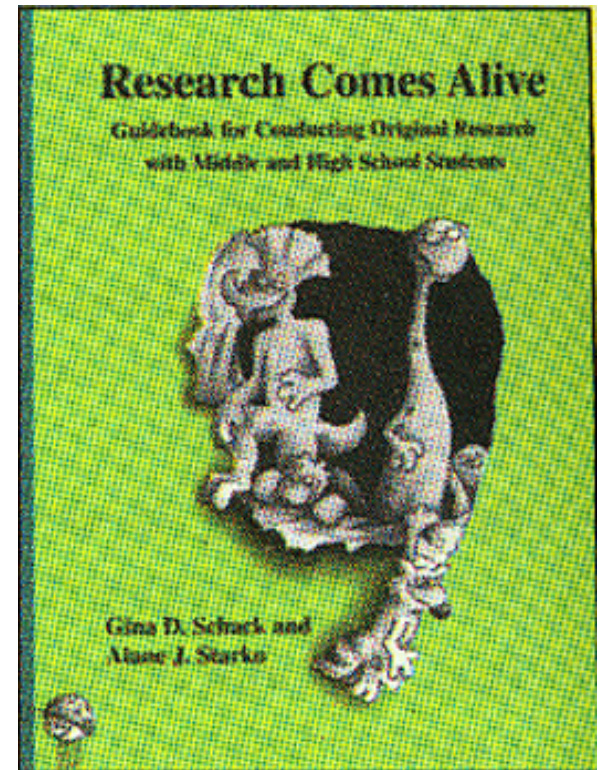
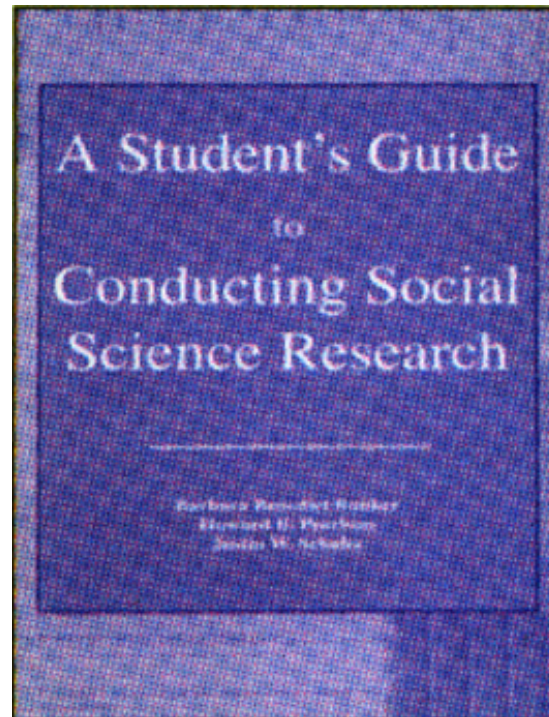
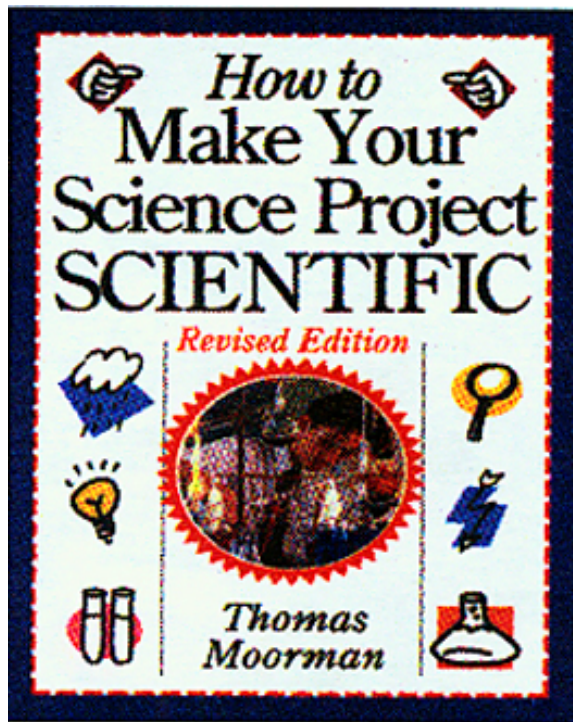
Creator of the Scrapbook: _____ Scrapbook Title _____

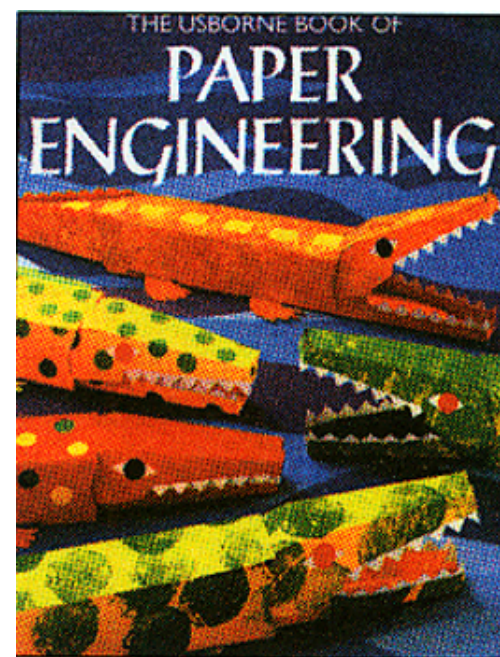
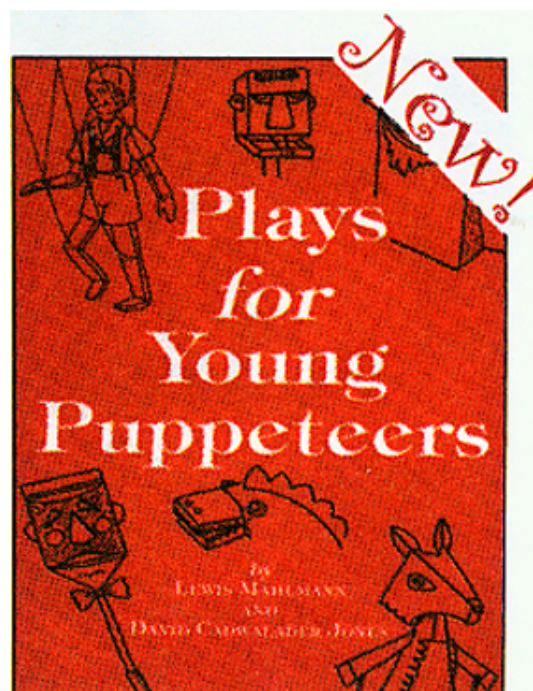
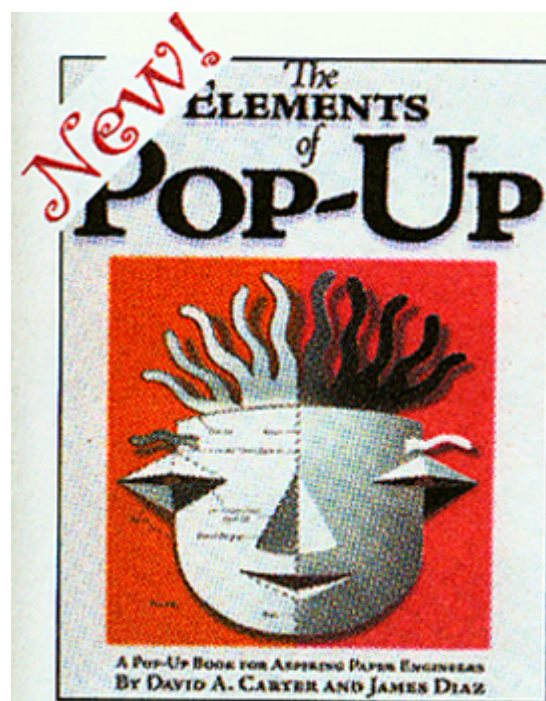
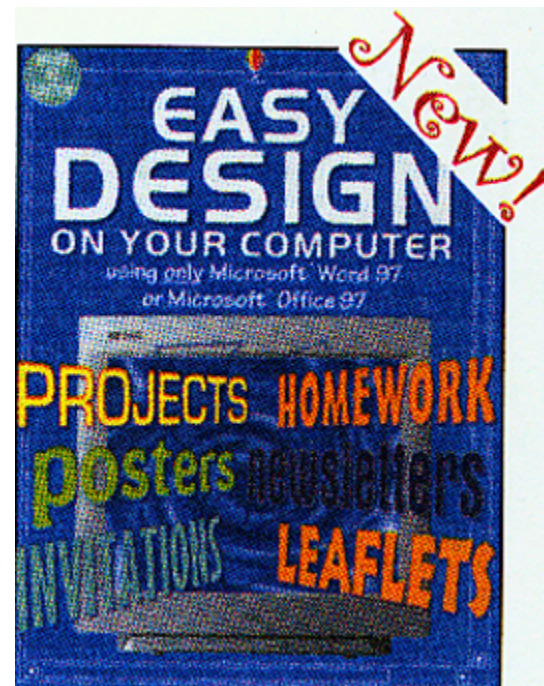
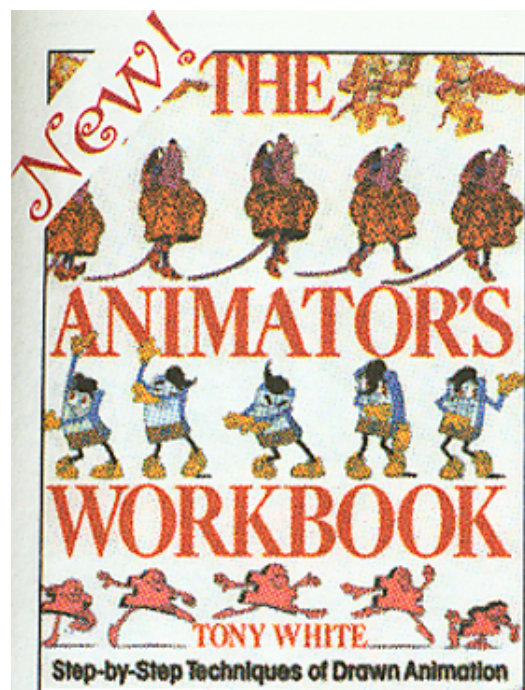
Reader of the Scrapbook: _____

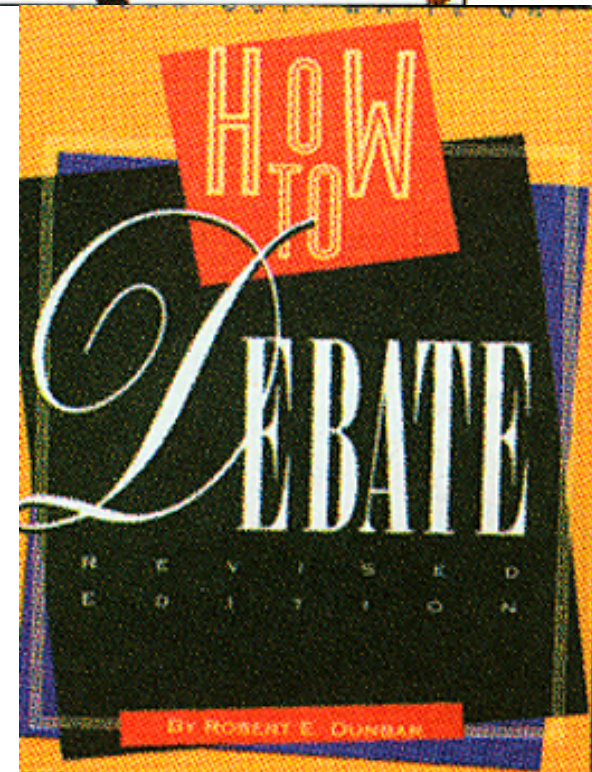
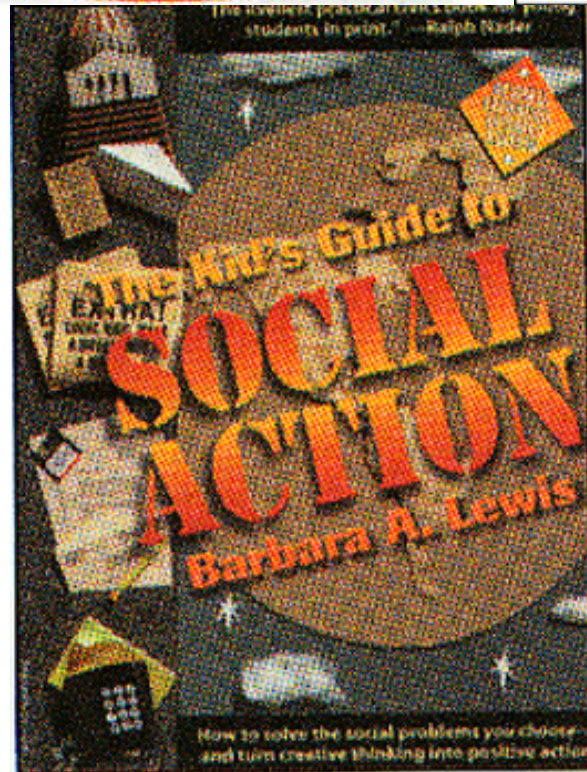
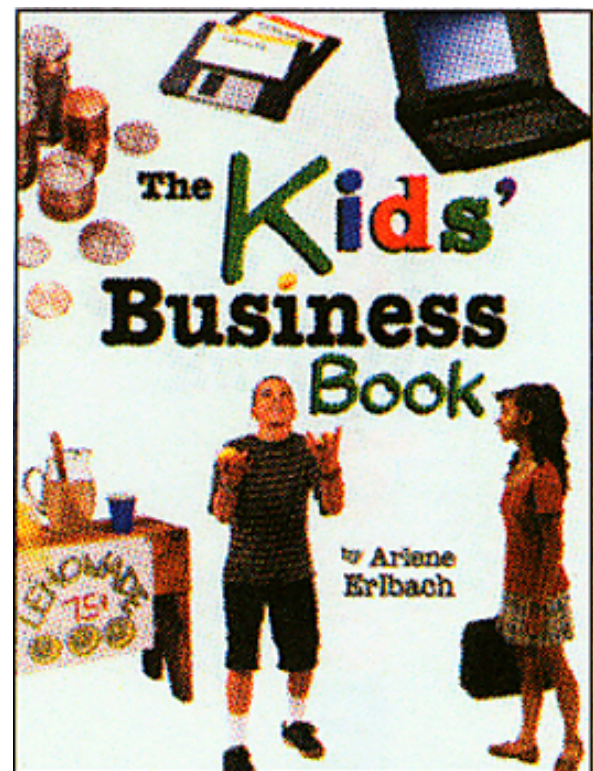
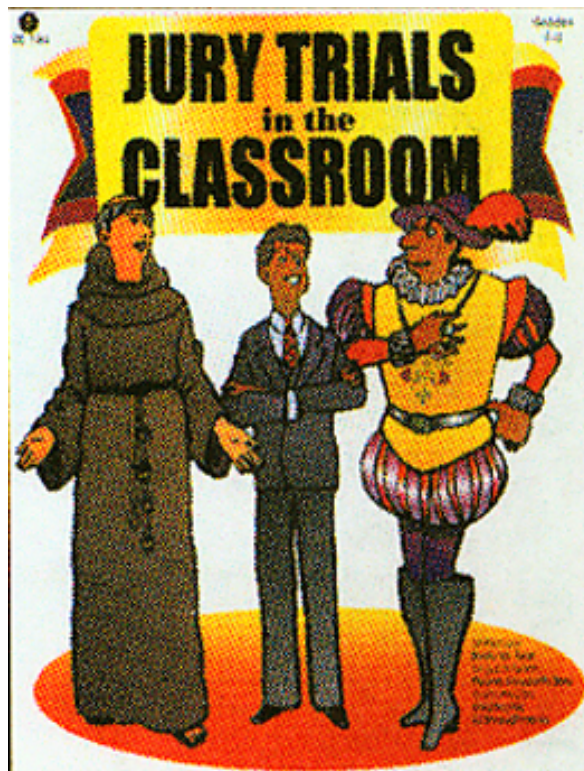
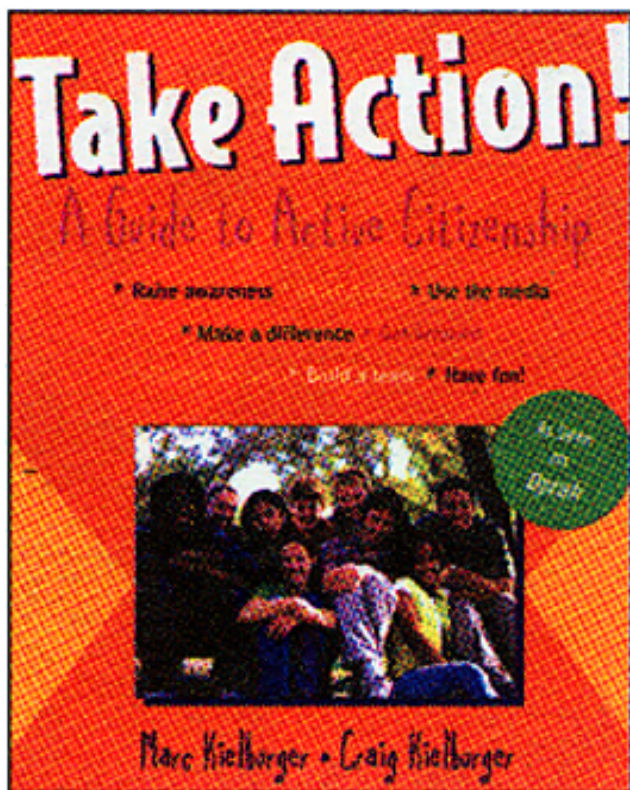
A.		Facts about the Subject's life.	Documents from which you deduced these facts.
		1.	
		2.	
		3.	
		4.	
		5.	
B.		<p>In the space below, describe one of the most interesting documents included in this scrapbook about life during the Reconstruction era. What did you learn from it and the comments the writer wrote about it:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
C.		<p>In the space below summarize what you admire about the subject's life. What were the greatest difficulties he or she faced and his or her greatest accomplishments?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
D.		<p>In the space below describe three things you think the creator of this scrapbook did effectively. Describe one thing you think they could have been improved, and tell why.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

Fig 7.4 Scrapbook Reader's Review

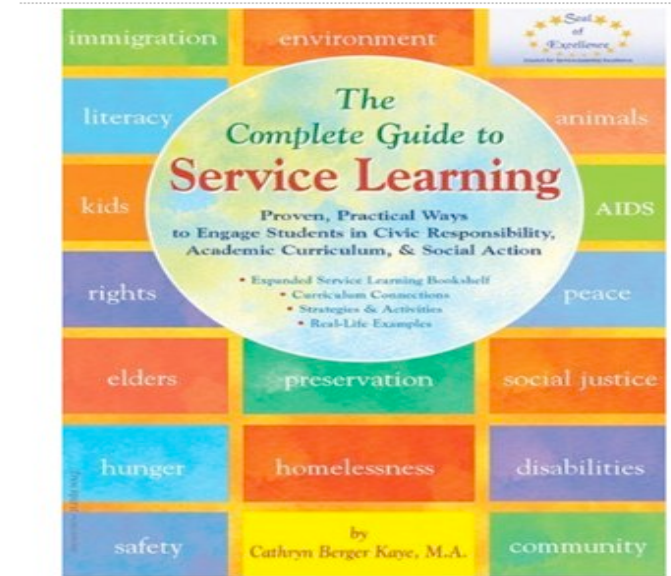
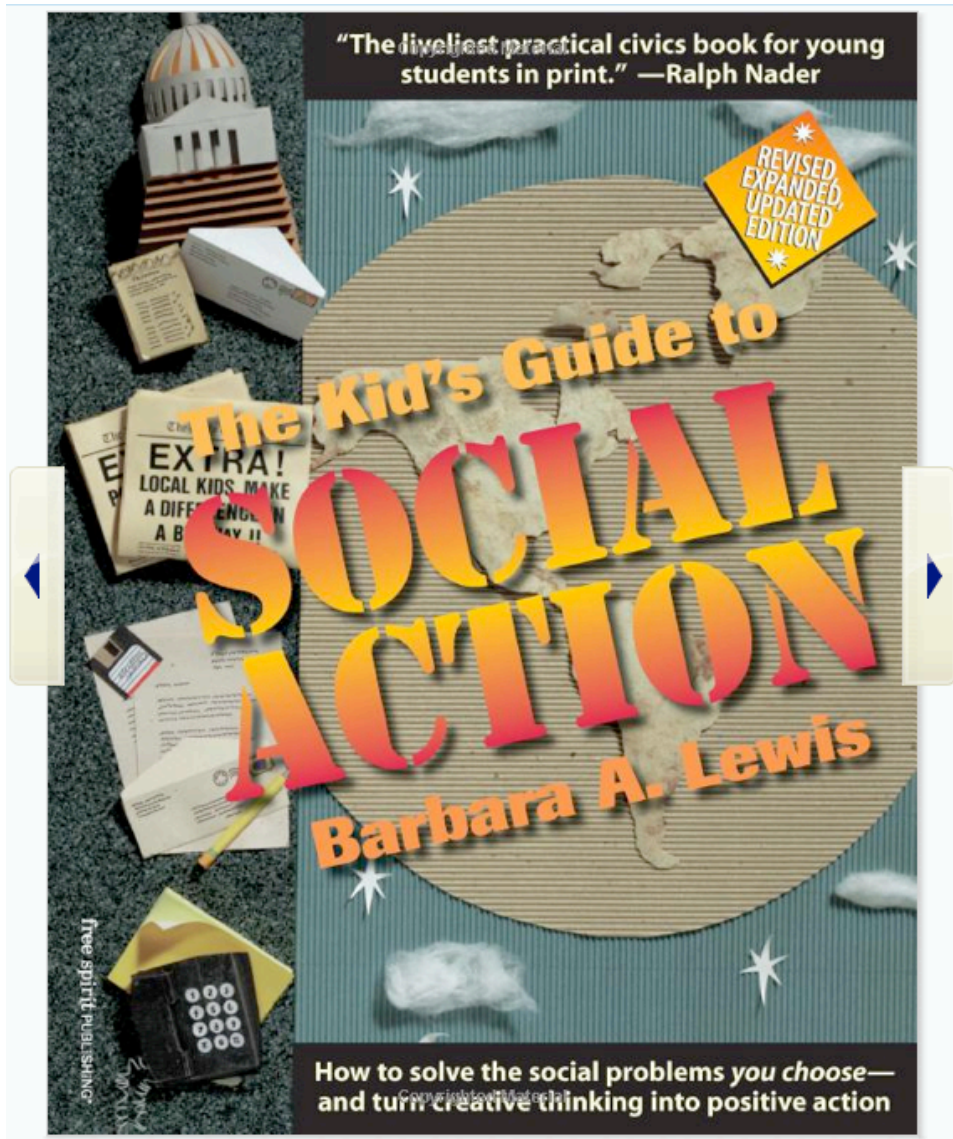
www.creativelearningpress.com

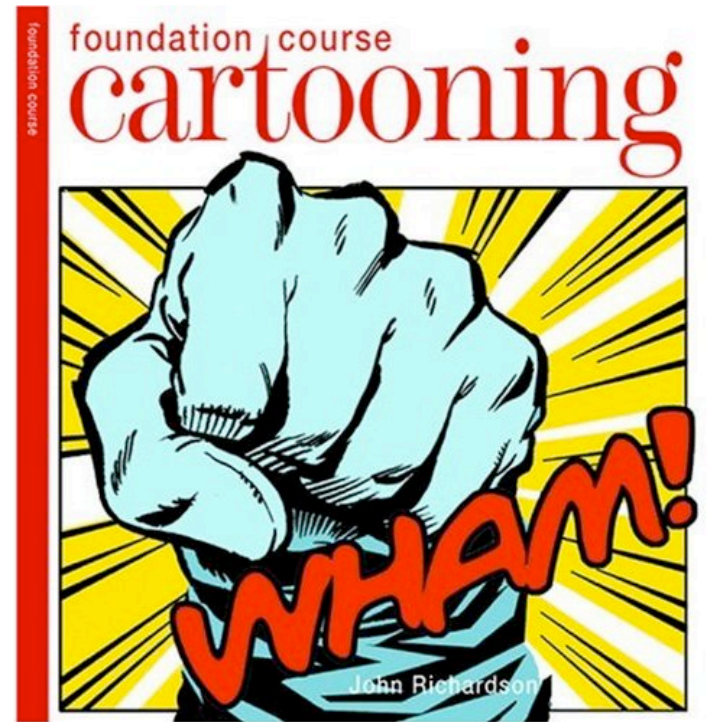
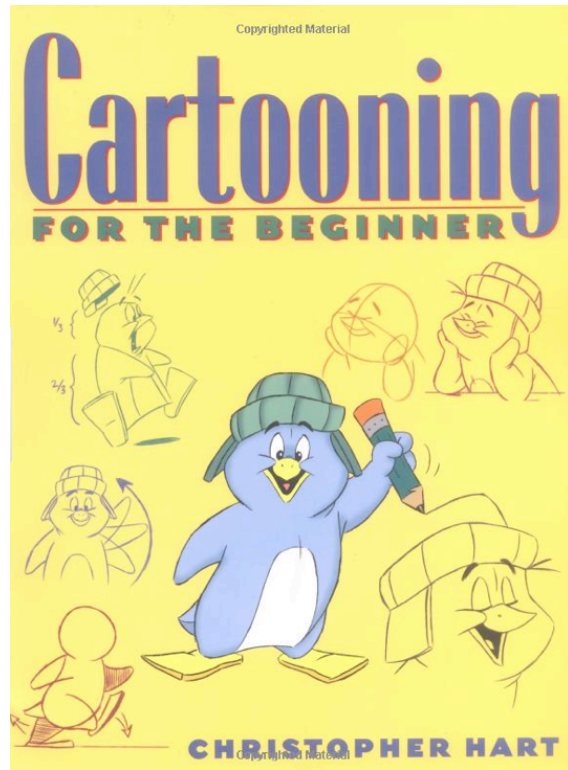
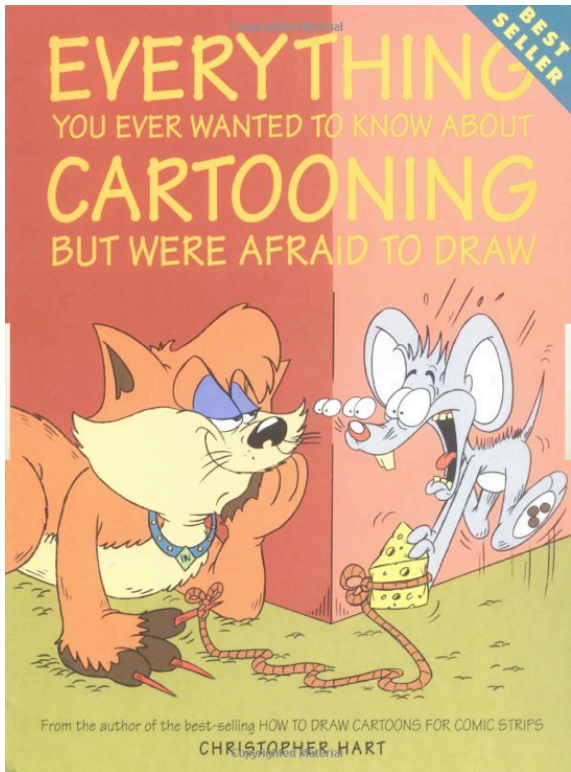




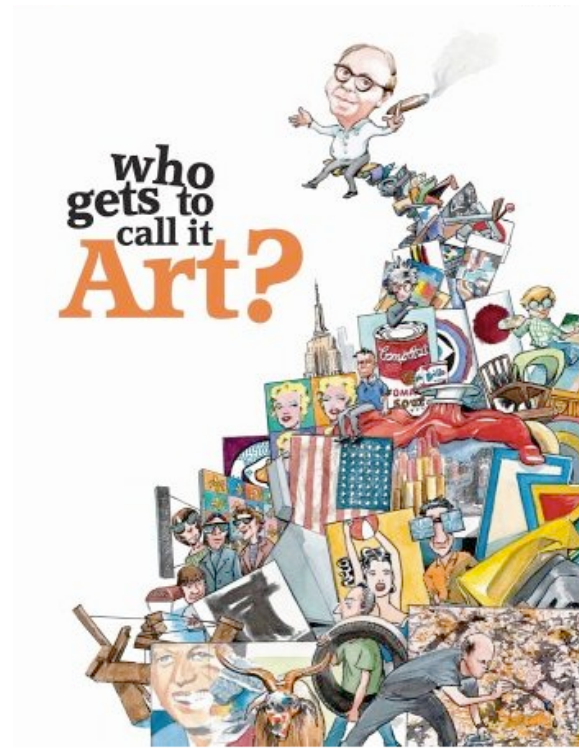
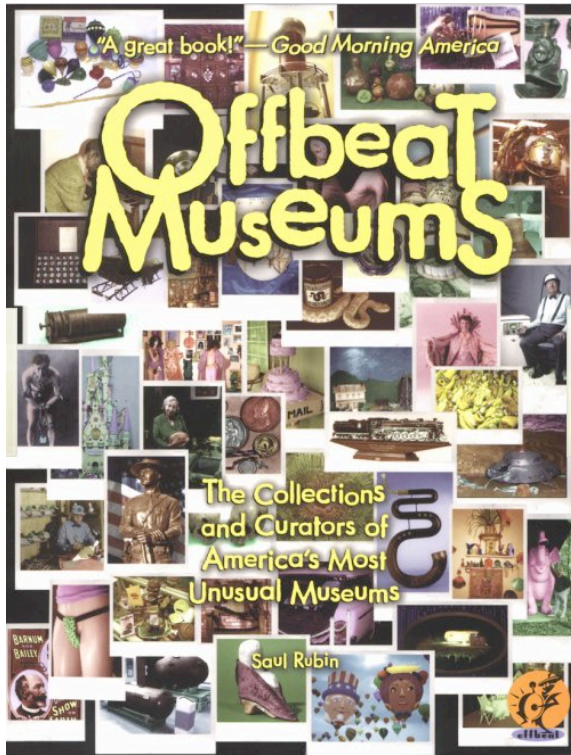


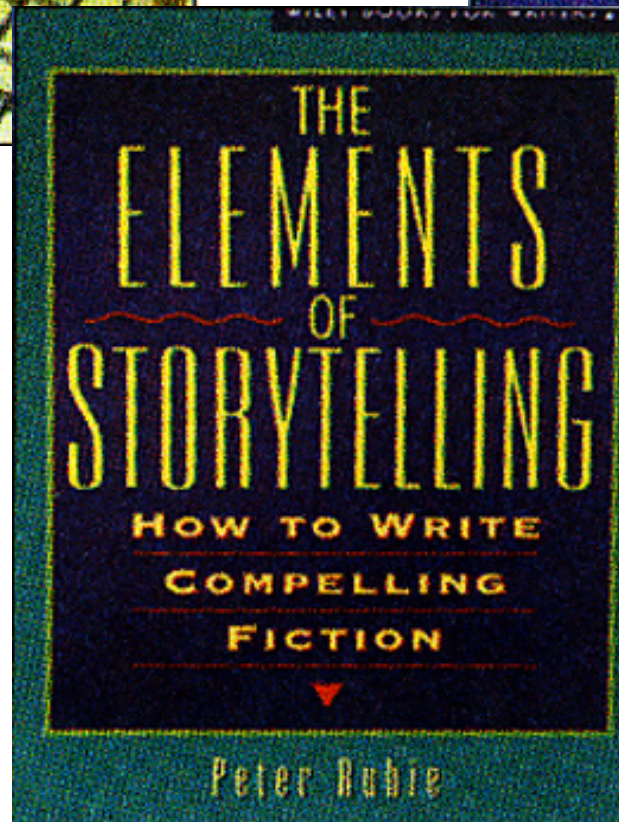
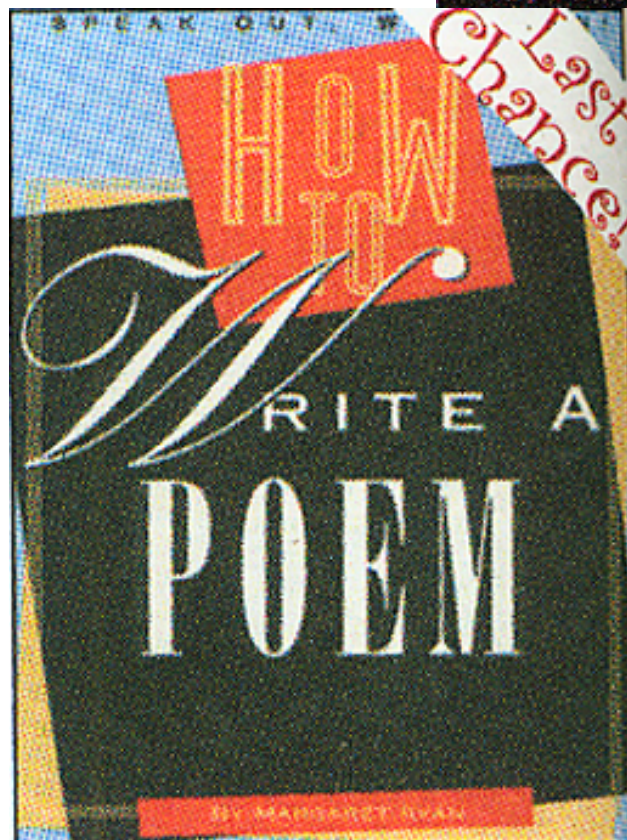
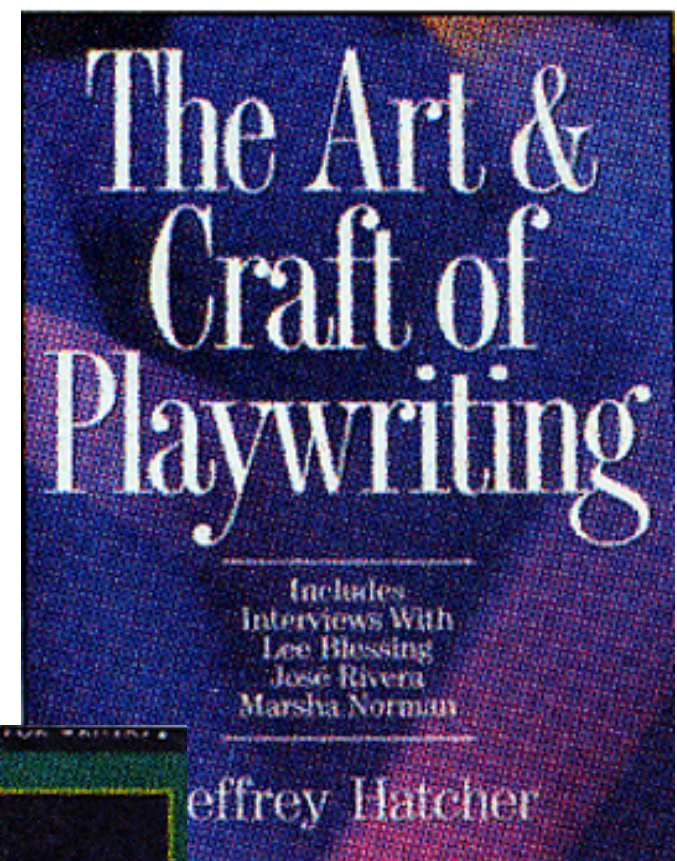
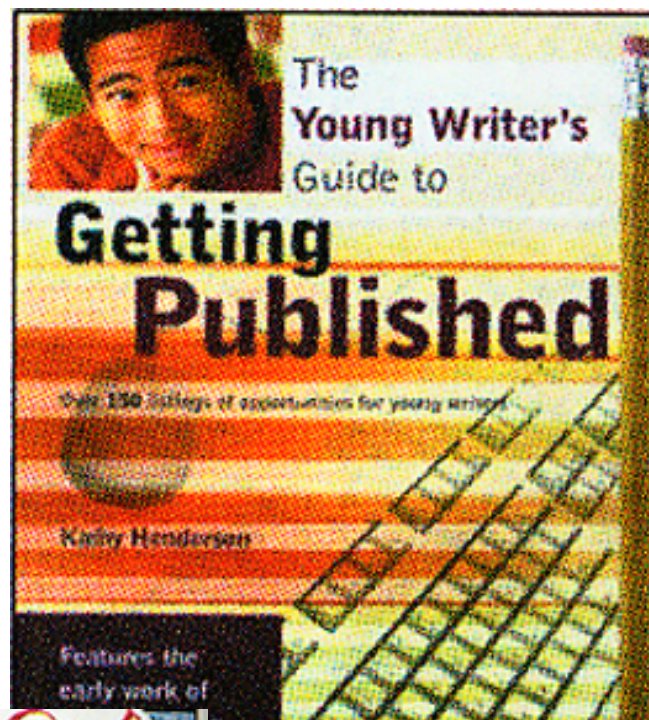
From the How-To Data Base at
www.renzullilearning.com

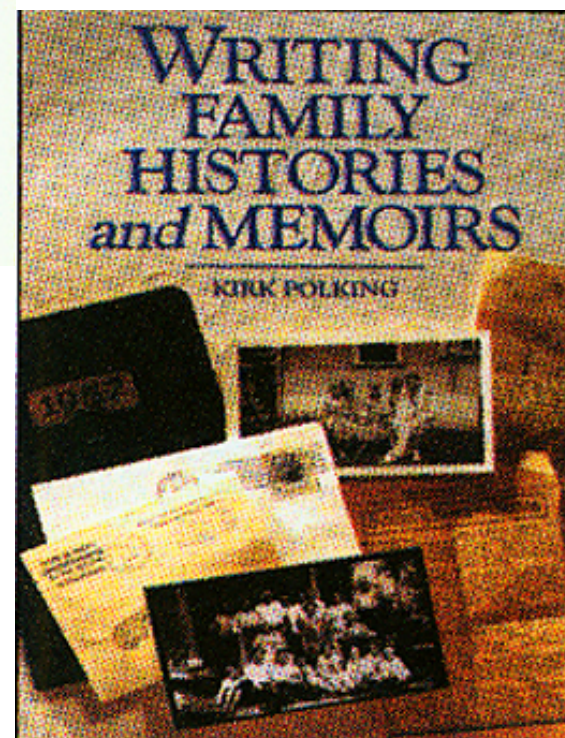
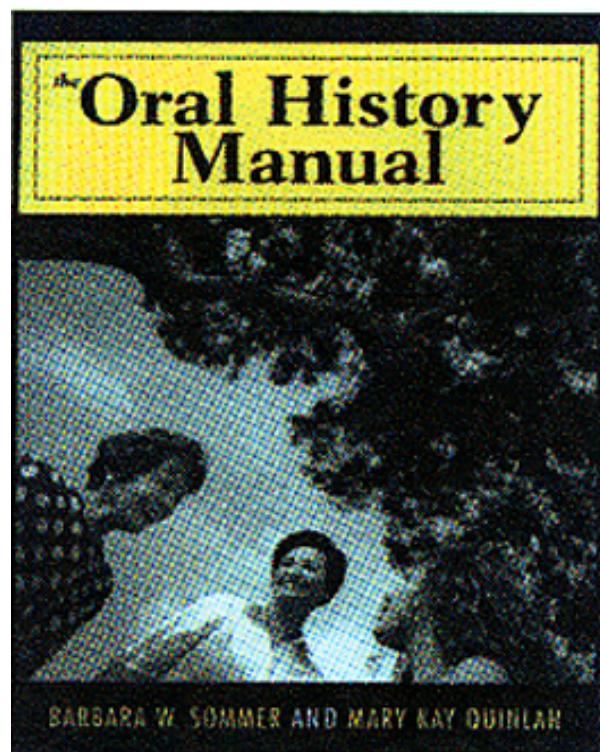
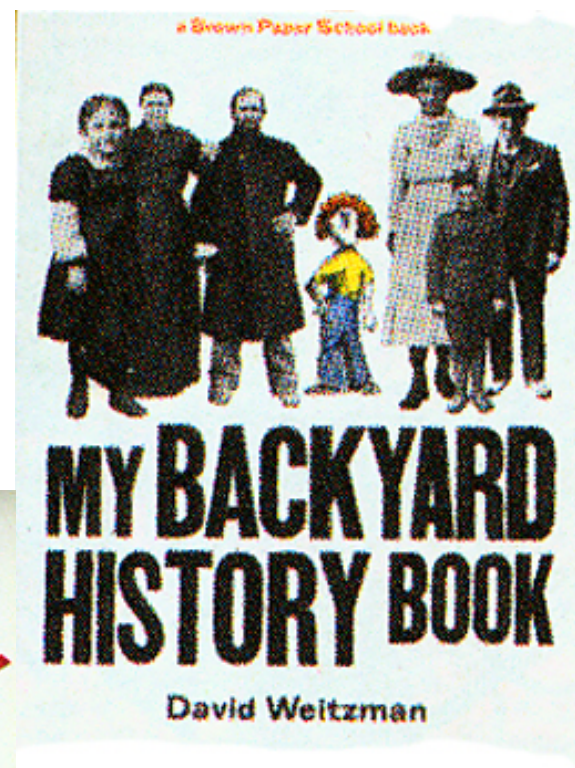
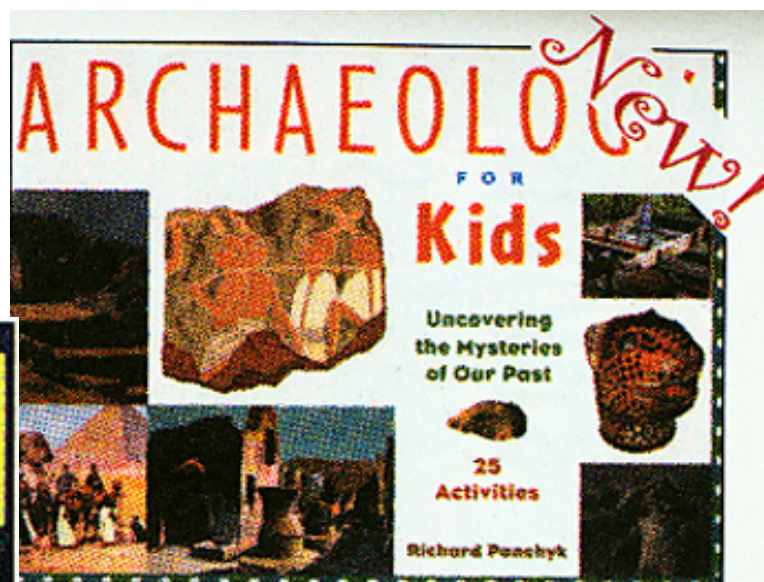
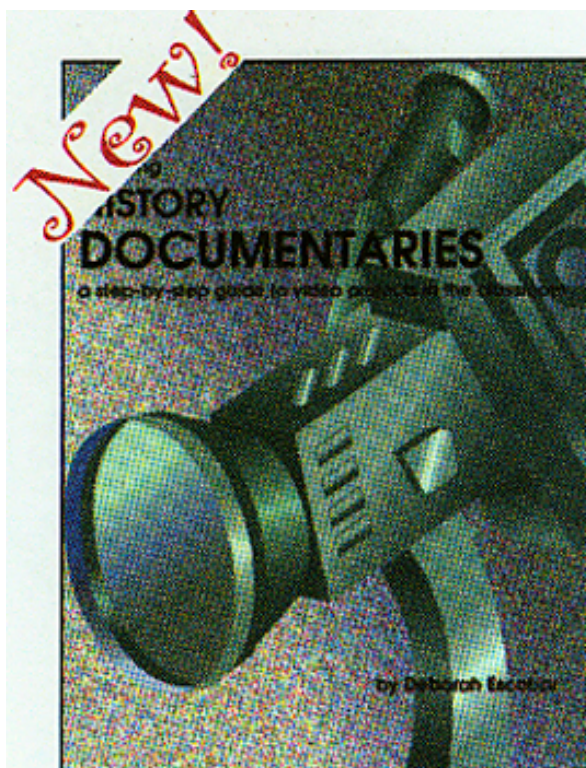


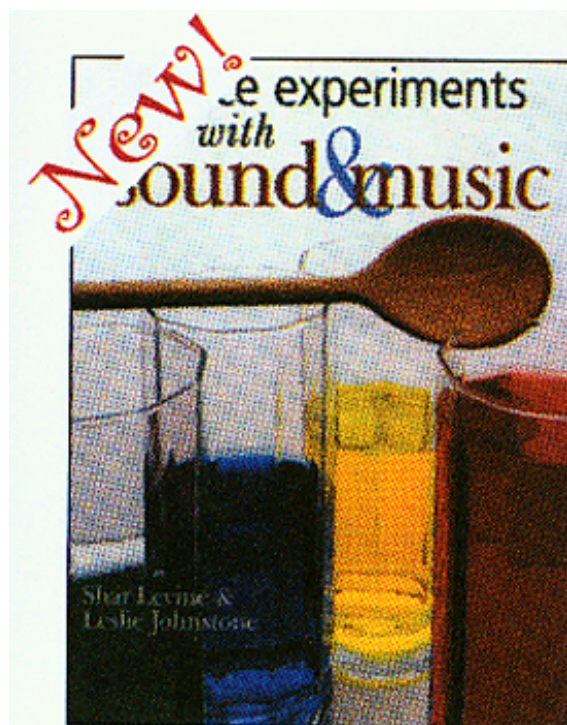
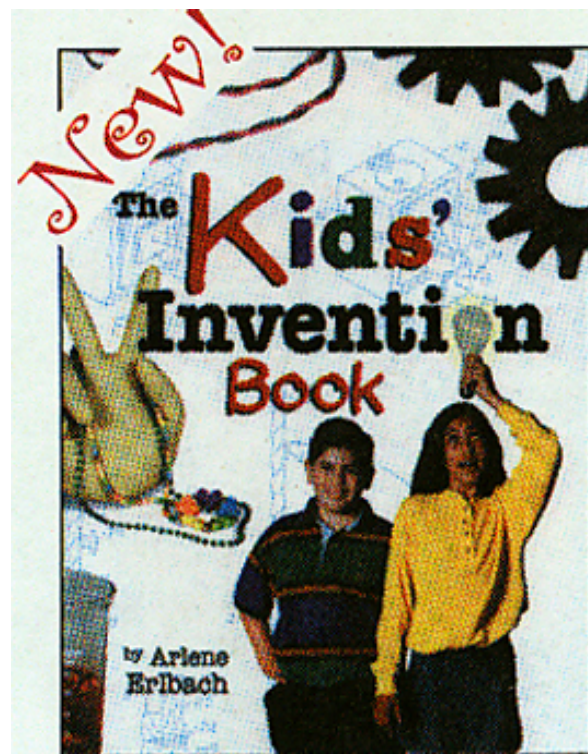
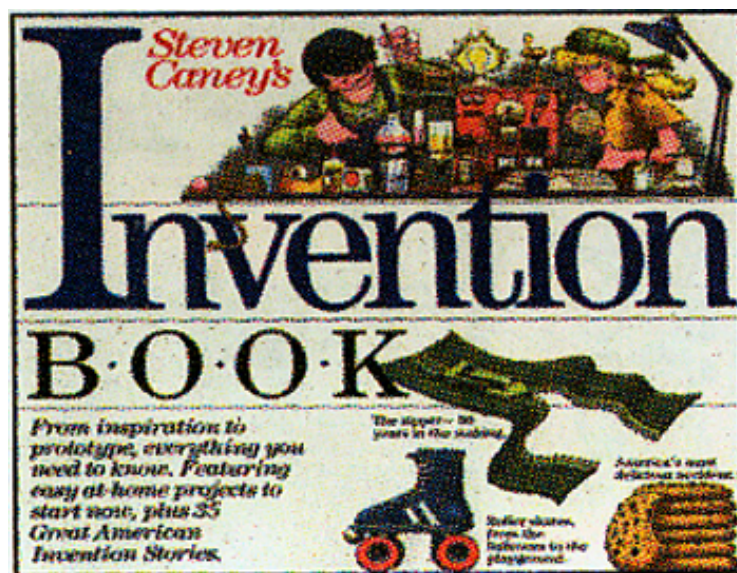
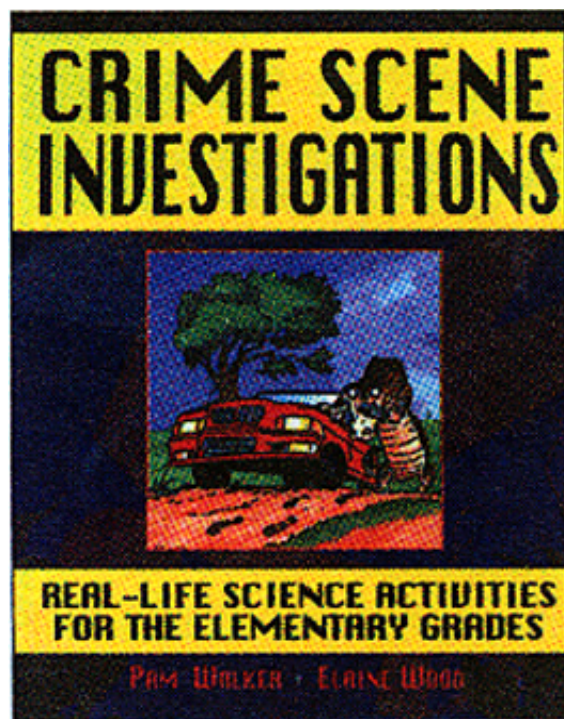


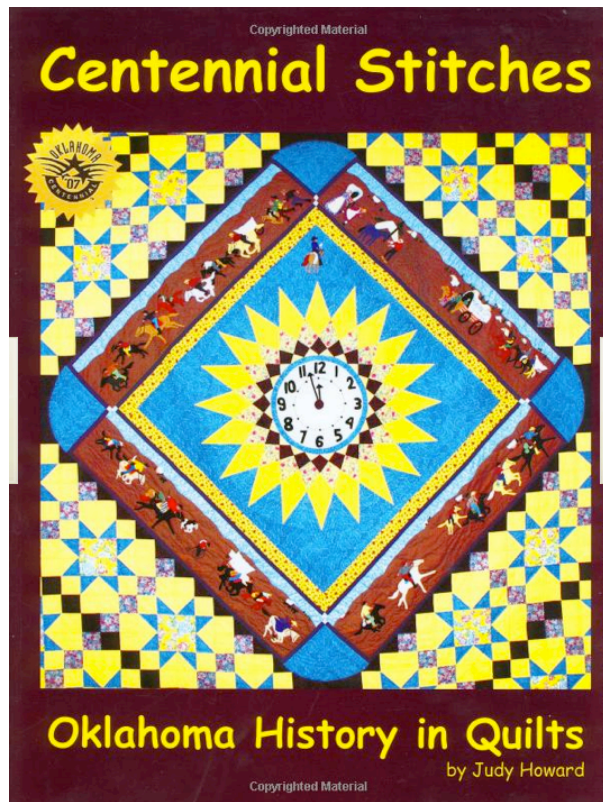
How-To Books for establishing a museum...



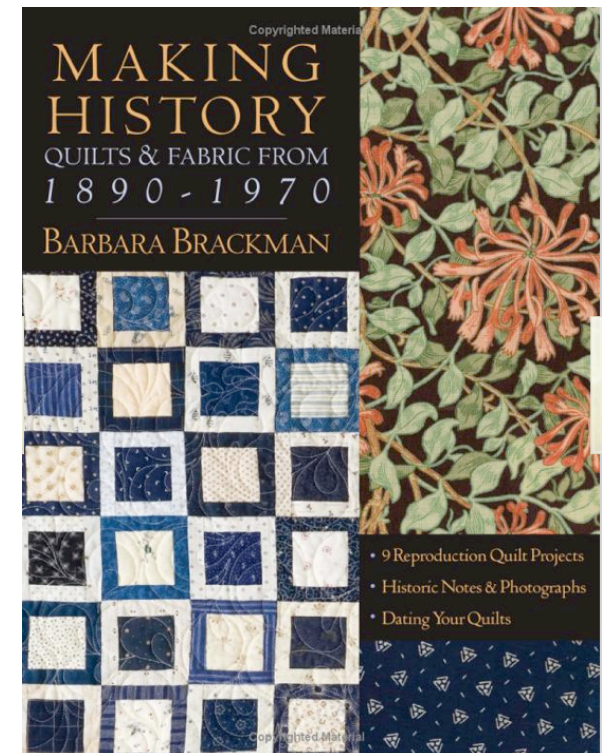


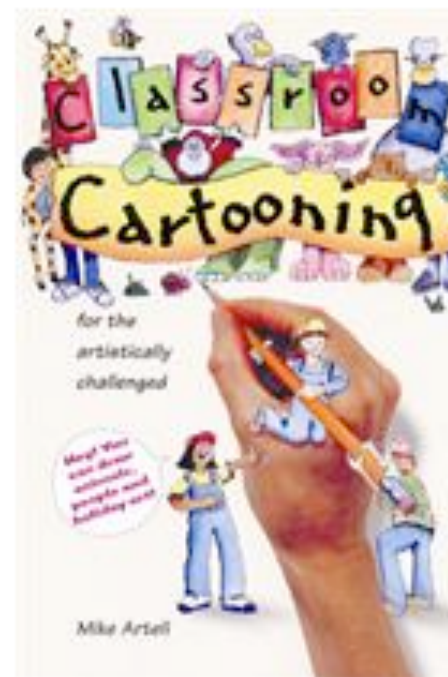
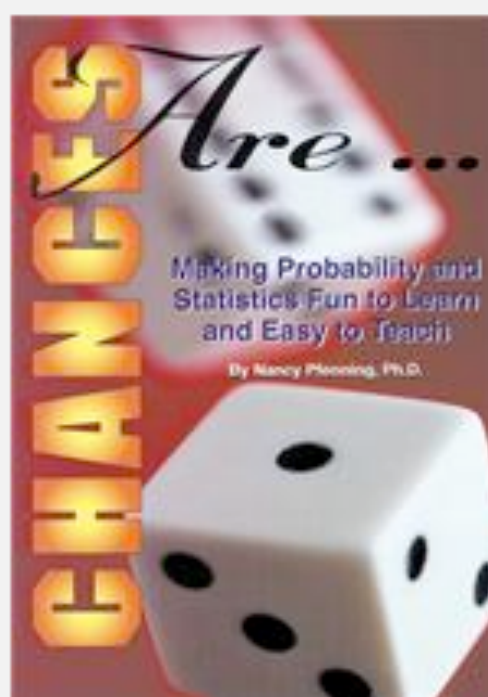
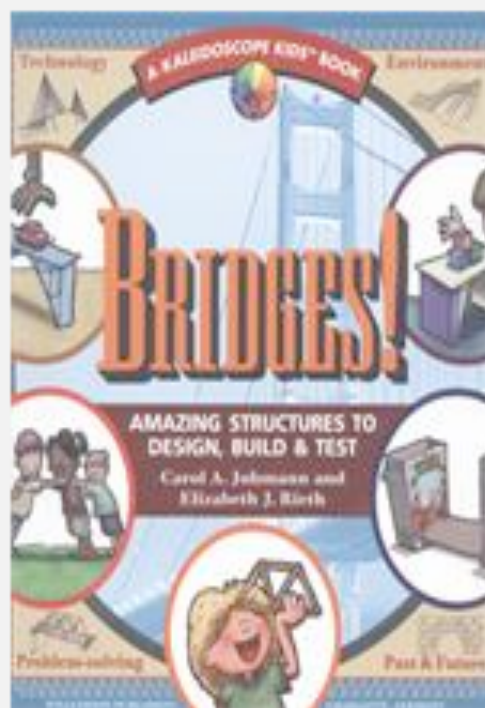
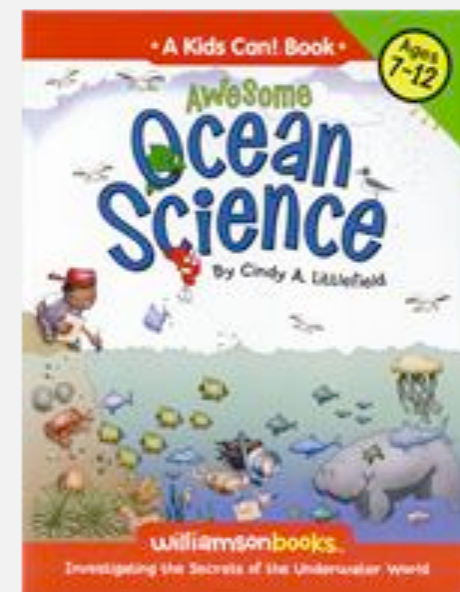
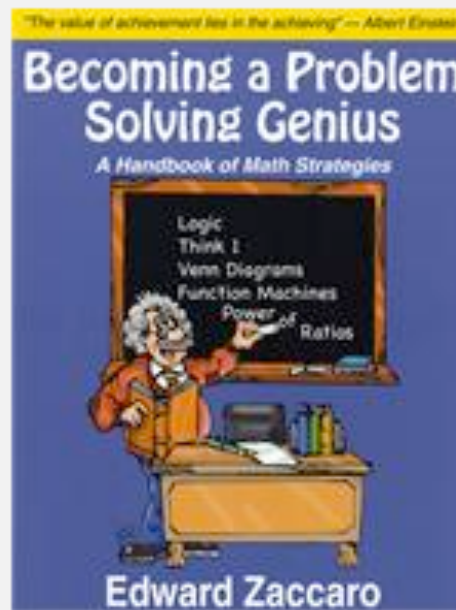
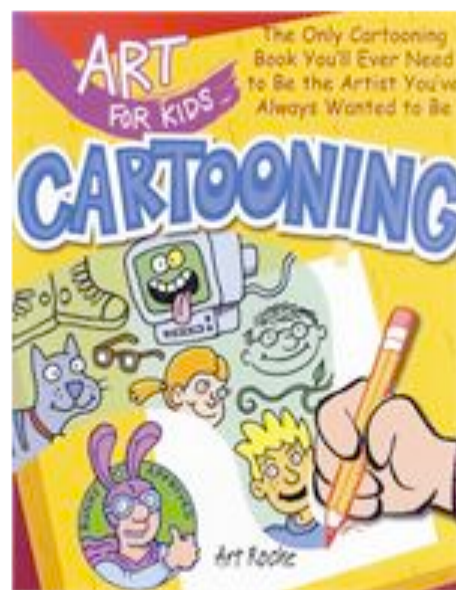


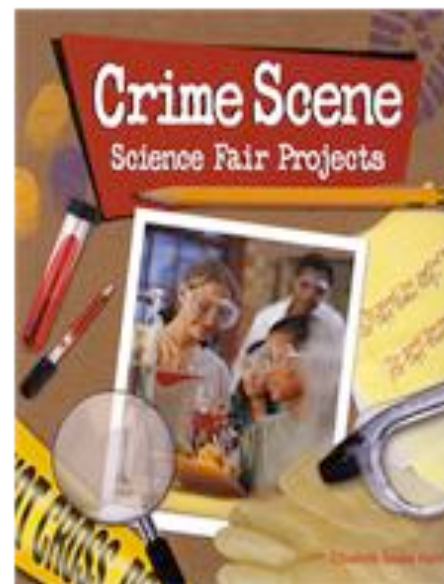
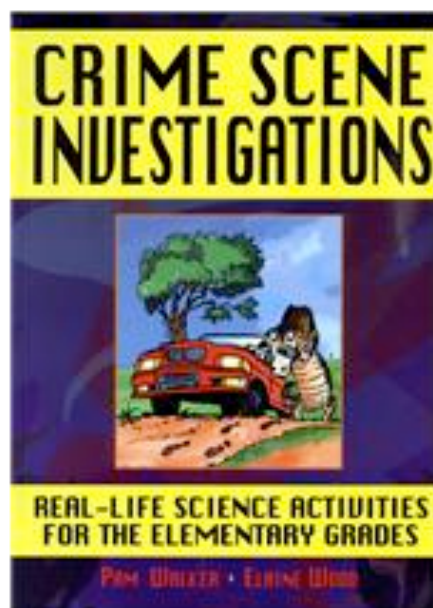
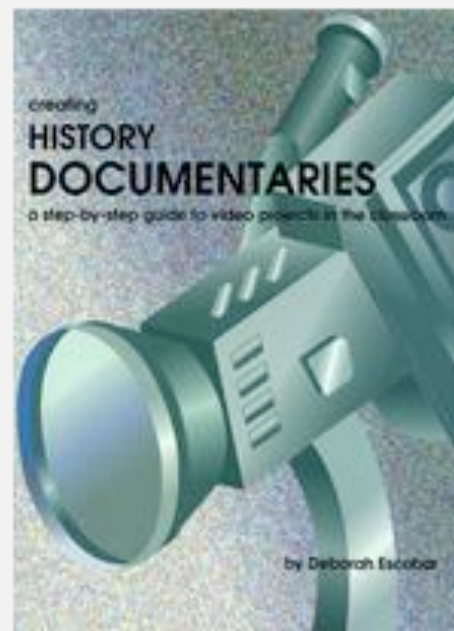




The importance of How-To Books





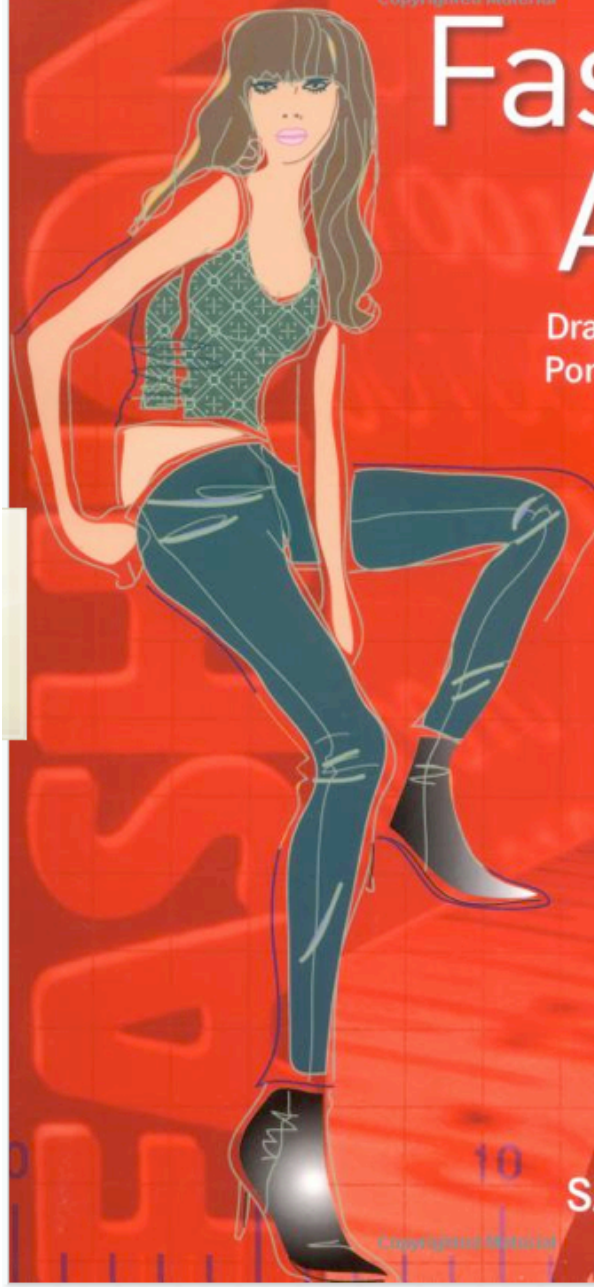


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www.fashionbooks.info

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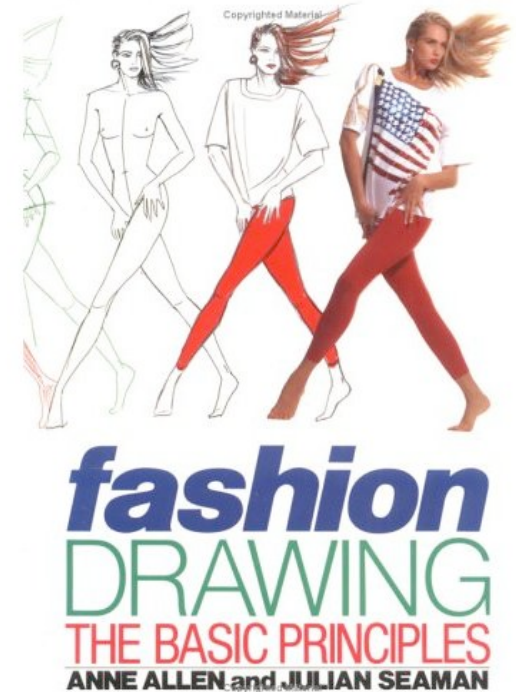
Basic Principles and Functional Concepts of Fashion Design

Principles

Contrast
Rhythm
Unity
Emphasis
Pattern
Movement
Balance

Concepts

Value
Color
Form
Shape
Line
Space
Texture



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FASHION DESIGN DRAWING AND PRESENTATION



Patrick John Ireland

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A gift that will keep on giving... if you cooperate!



Enrichment Cluster Database

www.gifted.uconn.edu/clusters/clusters.cfm

Be part of this valuable resource. Send your Enrichment Cluster descriptions and we will include them as we update the database to meet the expanding need for innovative ideas. Email your descriptions to angela.pigg@uconn.edu

Please include with your email:

1. Target grade levels for your cluster
2. The subject area
3. Your name
4. Your school's name
5. The principal's name
6. Title of the Enrichment Cluster
7. The Enrichment Cluster description

Keep in mind that these descriptions are valuable regardless of whether they are from previous years, or up and coming. Teachers everywhere can benefit from your contribution.

Joe & Angela

Title

The Oral History Manual

Quick Writes

Blazing Pencils

The Audubon Society Field Guide to North American Fossils

You Can Write Song Lyrics (You Can Write)

How To Do Inventions for Science Fair Projects

Attack of the Killer Video Book: Tips and Tricks for Young Directors

"Movie Science: 40 Mind-Expanding, Reality-Bending, Starstruck Activities for Kids"

Egyptian Hieroglyphics: How to Read and Write Them

Nolo's Patents for Beginners

Absolute Beginner's Guide to Taking Great Photos

The Kids Book of Incredibly Fun Crafts

School Power: Study Skill Strategies for Succeeding in School

How to Play Tennis

High School Algebra Tutor

Screen Teen Writers: How Young Screenwriters Can Find Success

The Teenager's Guide to the Real World

More Award-Winning Science Fair Projects

"Kids Book of Soccer: Skills, Strategies, and Rules of the Game "

Math Games and Activities from Around the World

The Mad Scientist Handbook 2

THE A.S.P.I.R.E. SURVEY

Six Points of Engagement for School Communities

Mallory M. Bagwell, Ph.D.
Michele Fenc-Bagwell, Ph.D.



Super Hint for getting more authentic Type IIIs in your Enrichment Clusters...

**Search the Internet for professional
associations that offer resources in specific
topic areas.**

Strength-based Differentiation Engine™

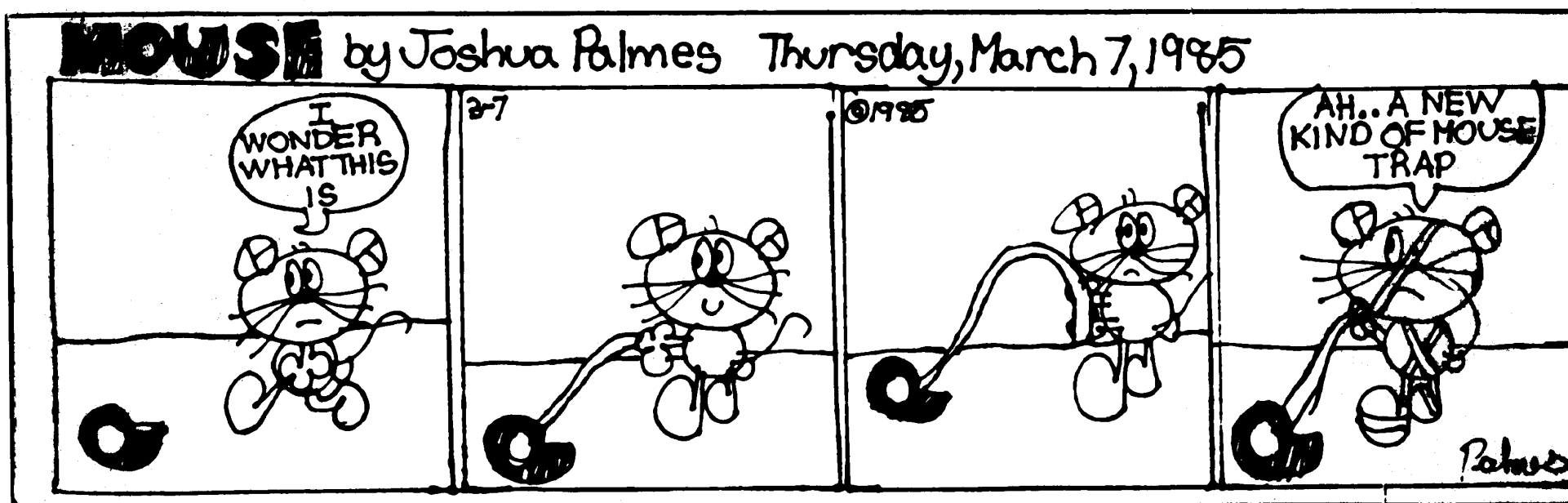
Matching Resources to Individual Learning Profiles

MY ENRICHMENT ACTIVITIES:

 virtual field trips 48 Activities	 real field trips 759 Activities	 creativity training 73 Activities	 critical thinking 47 Activities	 projects & independent study 188 Activities	 contests & competition 15 Activities	 websites
 fiction (books & e-books) 4 Activities	 non-fiction (books & e-books) 200 Activities	 how-to (books & e-books) 26 Activities	 summer programs 32 Activities	 on-line activities & classes 245 Activities	 research sites 54 Activities	 videos & dvds 96 Activities



www.museumofcartoonart.org



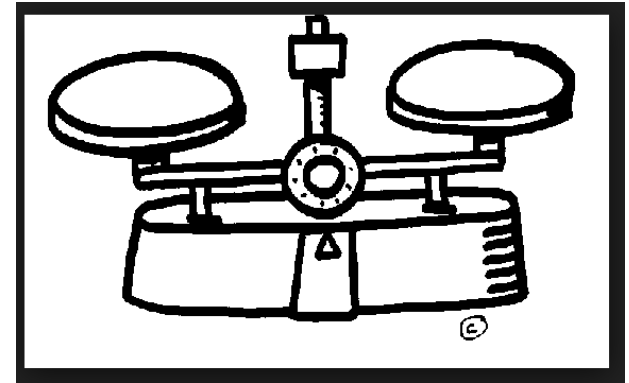
Mouse and the Scotch tape dispenser. (Cartoons by Joshua Palmes, a 10-year-old student at Webster Hill School, will be a regular feature of West Hartford News.)

Super Hint for getting more authentic Type IIIs in your Enrichment Clusters

Think Data...



Think Instruments!



**Find the tools that
professionals use to gather
data in their area(s) of
investigations**





Sound Level Meter



Antibacterial soaps are no better than regular soap. Experts have said so for years. But that hasn't stopped millions of Americans from snapping up the supposedly superior germ killers—now 76 percent of the liquid-soap market. Part of the problem was the lack of rigorous studies to back up the experts' claims. But last week at the annual meeting of the Infectious Diseases Society of America, Elaine Larson, associate dean for research at Columbia University's School of Nursing, came up with the goods. In a randomized, double-blind, controlled study—the type of trial used to test pharmaceuticals—she surveyed 224 New York City home-

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makers. Half were given ordinary liquid soaps for a full year and the other half received antibacterial soaps. All participants' hands were cultured for germs at the beginning and the end of the study.

The results? At the outset, all participants' hands were teeming with 800,000 to 1 million bacteria. "That's normal," says Larson. "People can have up to 10 million on their hands." By the end of the year, tests revealed that they had just 300,000 or so. It didn't matter whether they used antibacterial soap or not. The difference was that they were taking more time to wash their hands thoroughly, particularly the fingers, which come in contact with the most foreign ob-

feet during the day.
Why don't antibac-
terials work better?

again, antibiotic re-quires several minutes of contact to work," says Dr. Stuart Levy of Tufts University, author of "The Antibiotic Paradox." "Most people wash their hands for three to five seconds." Unfortunately, residues of antimicrobial soaps do linger on sinks and countertops, where Levy says they may contribute to the development of drug-resistant bacteria. A better solution for people with babies or immune-compromised



WASHED UP: Studies show antibacterial soap is no better than the traditional kind

patients at home is to use an alcohol-based gel, which kills germs by drying them out. Last week the CDC recommended these waterless germicides even in hospitals. Not that's what the doctor ordered.

-ANNE UND

NOVEMBER 4, 2002 NEWSWEI

TAKE WELL

TOOKES O
GERMS* ON
HANDS AND
OTHER, INCLUDE
HANDS, SCRAPE
ON PALMS TO
GERMS UNDER
HANDS UNDER
TO VIEW
LIGHT WITH
FOLLOW WITH
HAND WASHING
WITH UV LIGHT

CO.



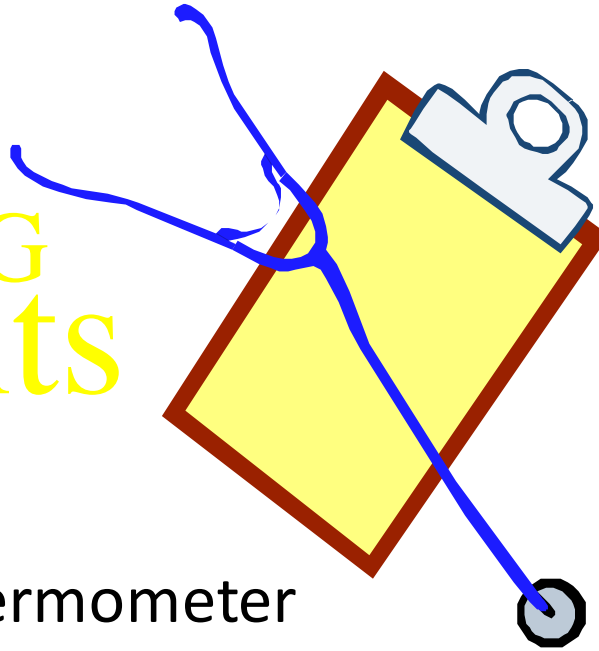
Glo-Germ Light







DATA GATHERING Instruments and Techniques



Interview
Questionnaire
Rating Scale
Observation Record
Sociometric Device
Salt Analyzer
Metal Detector
Dissecting Kit
Biofeedback Monitor
Maze

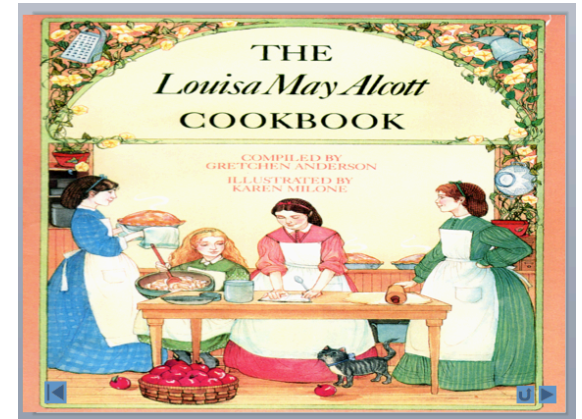
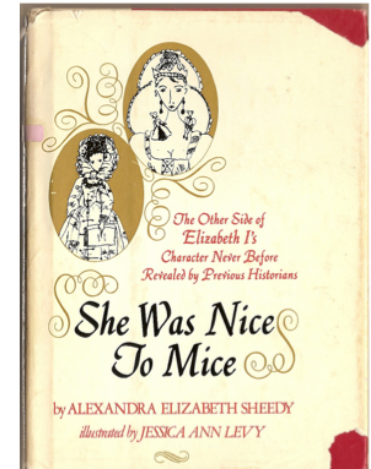
Thermometer
Barometer
Litmus Paper / pH meter
Blood Pressure Monitor
Color Blind Test
Pedometer
Respiratory Flow Meter
Camera
Tape Recorder
Video Recorder

Water Test Kit
Oxygen Analyzer
Magnifier
Microscope
Telescope
Eye Chart
Scale
Ruler
Tape Measure
Voltmeter
Amp Meter
Ohm Meter
Light Meter
Sound Meter
Spectroscope

Super Hint Number 3 for getting more authentic Type IIIs in their Enrichment Clusters...

Help students explore the full range of product options.

Decorate the school environment with numerous types of products from various disciplines.



Instructional Products

Concrete Products: Physical constructions young people create as they investigate the representative topics and interact with the principles, concepts and methodology of the discipline.

- Artistic Products
 - Architecture
 - Murals
 - Sculpture
 - Maps
 - Graphic Designs
- Performance Products
 - Skits
 - Role playing
 - Dance
 - Mime
 - Interpretive Song
- Spoken Products
 - Debates
 - Speeches
 - Demonstrations
 - Panel Discussions
 - Book Talks
- Visual Products
 - Videos
 - Musical Scores
 - Blueprints
 - Diagrams/Charts
 - Timelines

Possible Student Products

Advertisement	Crossword puzzle	Journal	Oil painting	Set design
Animation	Dance	Landscape design	Oral history	Short story
Annotated bibliography	Debate	Large-scale drawing	Oral report	Silk screening
Art gallery	Diary	Lecture	Overhead transparency	Simulation
Audiotape	Dictionary	Lesson	Pamphlet	Skit
Batik	Diorama	Letter	Paper weight	Slide/tape presentation
Biography	Display	Letter to the editor	Pattern	Small-scale model
Blueprint	Dramatic monologue	Limerick	Photo essay	Social action plan
Board game	Editorial	Line drawing	Play	Song
Book jacket	Elegy	Magazine	Picture dictionary	Sonnet
Bulletin board	Essay	Magazine article	Poem	Stencil
CD-ROM	Etching	Map	Portfolio	Stitchery
Calendar	Experiment	Maze	Poster	Survey
Campaign	Fable	Memorial	Pottery	Terrarium
Card game	Fact file	Mobile	Product packaging	Textbook
Ceramics	Fairy tale	Monograph	Puppet	Timeline
Charcoal sketch	Family tree	Montage	Puppet show	Topographical map
Chart	Festival	Movie	Radio show	TV documentary
Choral reading	Filmstrip	Mural	Relief map	TV newscast
Collage	Glossary	Museum exhibit	Research report	Video
Collection	Graph	Musical composition	Rubbing	Video game
Comic strip	Greeting card	News report	Sand-casting	Vocabulary list
Computer game	Guest speaker	Newspaper	Science fiction story	Weather instrument
Computer program	Haiku	Observation log	Scrapbook	Weather log
Costume	HyperCard stack		Sculpture	Wrapping paper
Costume design	Illustrated story			

Super Hint Number 4 for avoiding the fun-and-games criticism...

**“Ac-a-demic-ize” every topic!!
(Even arts and crafts) by “pushing in”
academic content...**

VERY IMPORTANT! Use students' motivation to develop creative products as a vehicle for doing scholarly background research in their areas of interest. You can't be a creative or critical thinker with an empty brain!

Quilting Through History



- **Would you like to study history in a creative way? The story of the American quilt is the story of America itself, stitching together the history, hopes, and heartaches of a nation. Investigate historical events, places, or persons of interest and record a little bit of history by creating your own quilt that tells a story.**

**A quilt showing the history
of American state birds and flowers**

National Quilt Museum

Paducha, KY <http://www.quiltmuseum.org>



THE NATIONAL
QUILT
MUSEUM

Home About Exhibits Calendar Donate Education Contest Contact Us

Expanding the Vision, Advancing the Art



Visit
Shop
Donate

Current Exhibits



Vance

- Quilts of the South Central US
- School Block Challenge
- Themes and Variations in Judy Martin's Quilts
- Oh WOW! Miniature Quilts
- Museum Collection

Upcoming Exhibits




Loeb

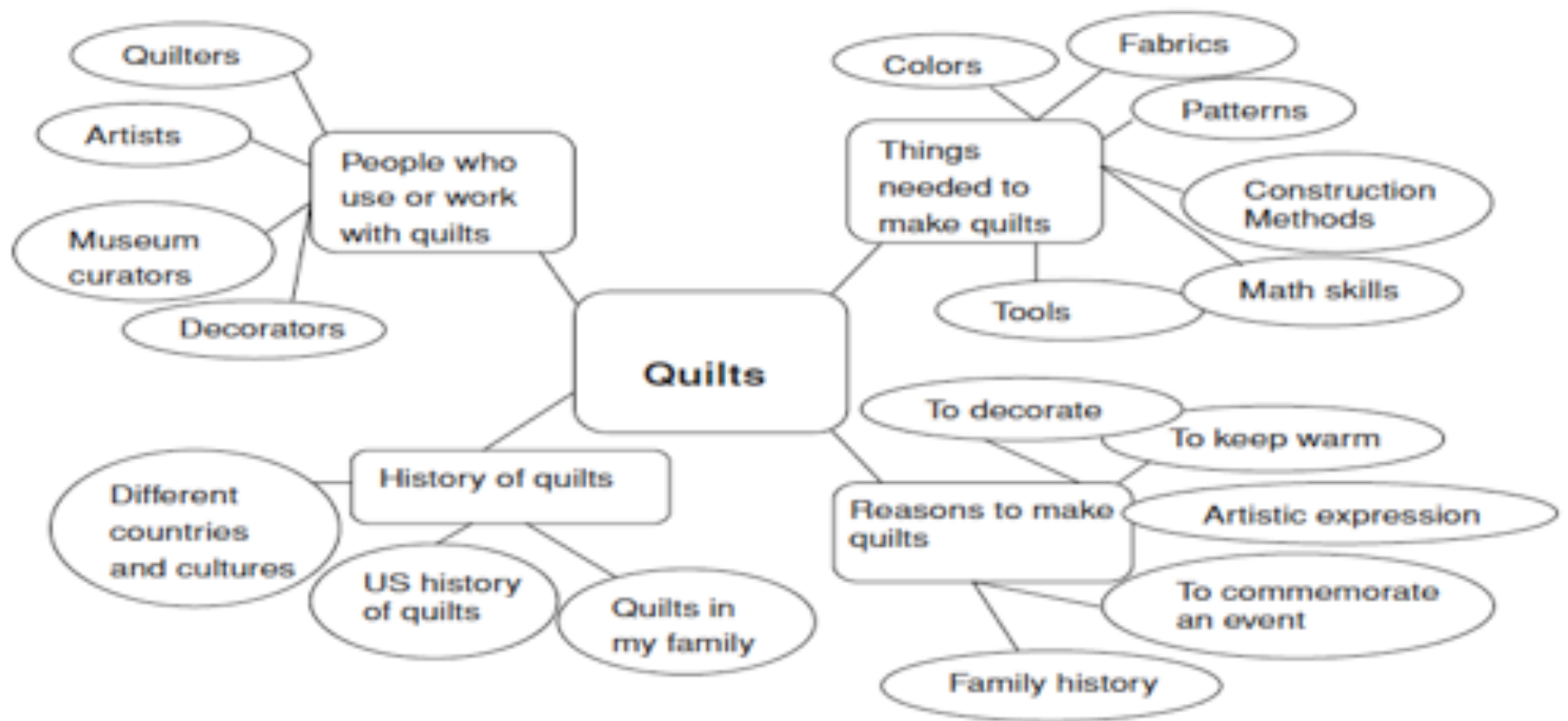
- Antique Jacob's Ladder Quilts
- Alexandra and Loeb
- 11th Quilt Japan
- Civil War Period Quilts
- SAQA Seasonal Palette

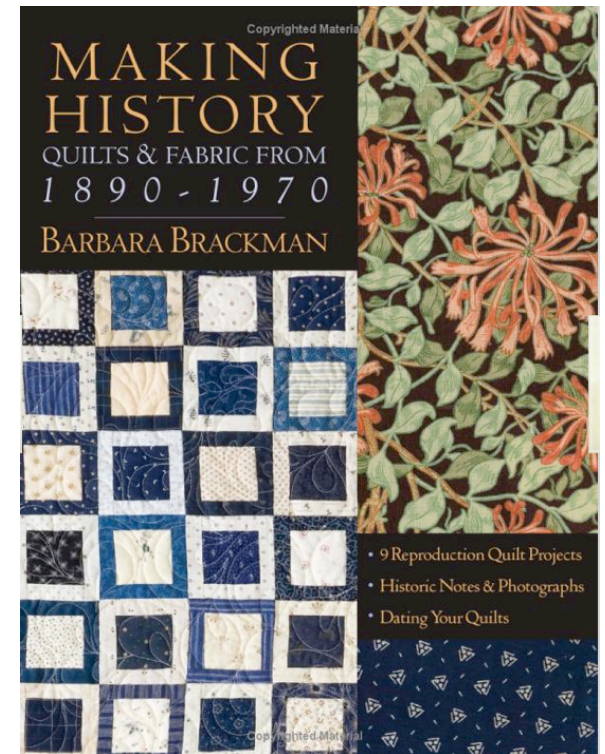
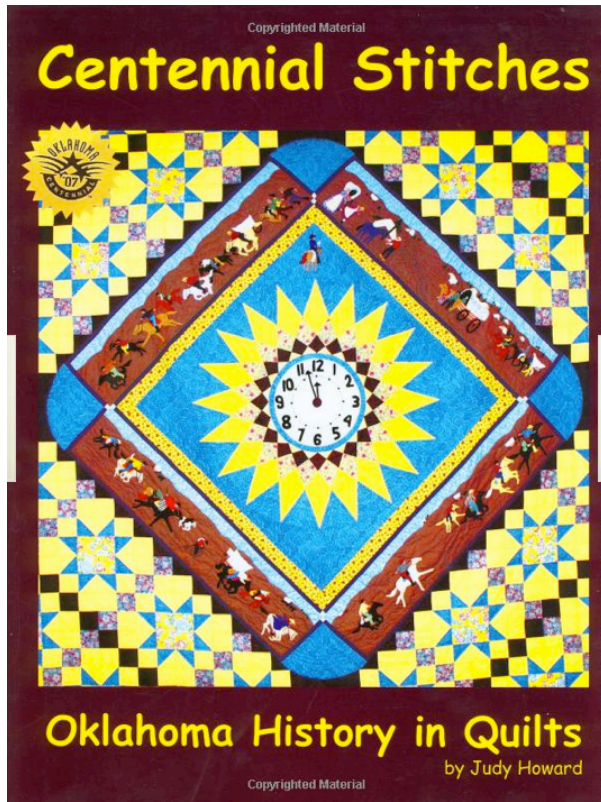
[More Info](#)

2013 Workshops



- Karen Stone
- Lenore Crawford
- Sharon Schamber
- Pat Holly
- Kimberly Einmo
- Denyse Schmidt







HARNETT COUNTY
COURT HOUSE
1898 - 1909

St. Michaels Church

The "Father of the Airborne"







KENTUCKY (2/9/17) — Senator Dorsey Ridley, D-Henderson, poses with a quilt that students from the Audubon Arts Series in Henderson County Gifted and Talented Program made that portrays the original "Ruby Throated Hummingbird" painted by John James Audubon in 1821.

High School Example

The NASA Space Satellite Team

Are you interested in building a satellite that will orbit the Earth? Join the NASA Space Satellite Team and participate in a project that will actually build a satellite. We will experiment with the effectiveness of various types of communication systems and will post data online for other satellite operators to use.

Be prepared to work on one of several teams that will get us ready for the countdown when we hitchhike a ride on a NASA Rocket in 2018.



High School Enrichment Cluster

**The NASA Space Satellite Team
High School For Science and Technology**

Most aspiring teenage scientists never see their projects go much further than the local science fair.

“It’s just nice to be able to be exposed to a field that we normally wouldn’t see through our school curriculum,” said Stephanie Chen, a high school senior who is one of the leaders of the 80 student group working on the project. “I never expected that I would be learning this stuff in high school.”

Type I -- Students saw an announcement about NASA’s CubeSat program, which allows small satellites called CubeSats to hitch a free ride on rockets headed for space.

Type II -- The group of students partnered with nano-satellite company Ragnarok and Emergent Space Technologies, which is offering mentors and materials.

Type III -- A 10 centimeters by 10 centimeters Satellite.

11

The Renzulli Learning System



I know what you're thinking!



Give me a break!
How the hell can we accommodate all these things? I've got 26 students and a state curriculum to cover. Where will I find the time and resources for enrichment?



Let the machine do the heavy lifting.



Hello, Joseph S. Renzulli. We have [recommendations](#) for you. ([Not Joseph?](#))

[Joseph's Amazon.com](#) | [Today's Deals](#) | [Gifts & Wish Lists](#) | [Gift Cards](#)

Renzulli LEARNING
AN ENRICHMENT DIFFERENTIATION SEARCH ENGINE

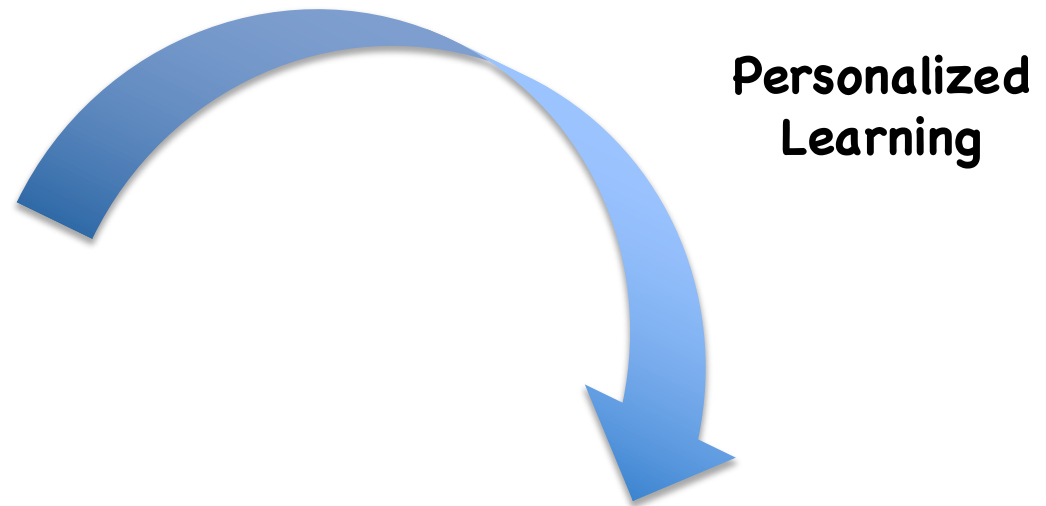
RENZULLI PROFILER™:

Now you are ready to start! We suggest you start with the first puzzle piece, Interest Areas. Then, you need to complete all of the other puzzle pieces. As soon as you have finished puzzle pieces 1-4, you will be able to view your profile, view enrichment activities, answer some open-ended questions, and work in your notebook.

- 1 Interest Areas Questions**
>Learn more
Incomplete
- 2 Ability Questions**
>Learn more
Incomplete
- 3 Expression Style Questions**
>Learn more
Incomplete
- 4 Learning Style Questions**
>Learn more
Incomplete

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Individualized Strength Assessment



Renzulli LEARNING
AN ENRICHMENT DIFFERENTIATION SEARCH ENGINE

MY ENRICHMENT ACTIVITIES:

Here are some enrichment activities that might interest you activities:

☐ Check this box to view only your favorites! ♥️ 🍎

Each child receives approx. 1,000 recommended resources

virtual field trips 66 Activities	real field trips 190 Activities	creativity training 125 Activities	critical thinking 110 Activities	projects & independent study 71 Activities	contests & competitions 25 Activities	websites 192 Activities
fiction (books & e-books) 195 Activities	non-fiction (books & e-books) 71 Activities	how-to (books & e-books) 15 Activities	summer programs 41 Activities	on-line activities & classes 63 Activities	research sites 69 Activities	videos & dvd's 10 Activities

A University of Connecticut Research & Development Corporation Company

Resource Matching Search Engine 50,000 Enrichment Resources

[Print!](#)

Student Profile

This profile is for: Valerie

Valerie is a seventh grade student who has special interests and abilities in school. She described her grades as above average in math, above average in science, above average in reading, and above average in social studies. She seems to have several areas of interest. Her **primary interest appears to be in writing**. She seems to enjoy writing, and should have opportunities to develop skills in writing in a variety of genres such as fiction and non-fiction, poetry, and journalism.

Valerie's **second area of interest appears to be in performing arts**. She really enjoys various types of performing arts, such as music, dance or drama and may enjoy performing or helping to direct, manage the stage, or design sets!

Valerie's **third area of interest appears to be in athletics**. She seems to like physical activity and may be interested in learning about sports, nutrition, physical therapy, or sports medicine.

Valerie also has specific preferred instructional styles. Learning or instructional styles are the ways students like to learn and the strategies parents and teachers use to help them learn. Valerie has very clearly defined learning preferences. Her **preferred instructional style is through technology** that helps her to learn by using computer software, cd roms, videodiscs, and the internet. Her **second choice of learning style is learning games** that enable her to learn content by playing games or participating in activities with cards, board games, or even electronic games. These activities can be completed individually, in small groups of students, or in a whole class of students. Valerie **also enjoys simulations** that help her to learn content and skills through role-playing people or events. Valerie also likes acting, or pretending to be a character, and may like to study history by participating in simulations. For example, she may want to role-play Thomas Jefferson in the signing of the Declaration of Independence or Eleanor Roosevelt during World War II.

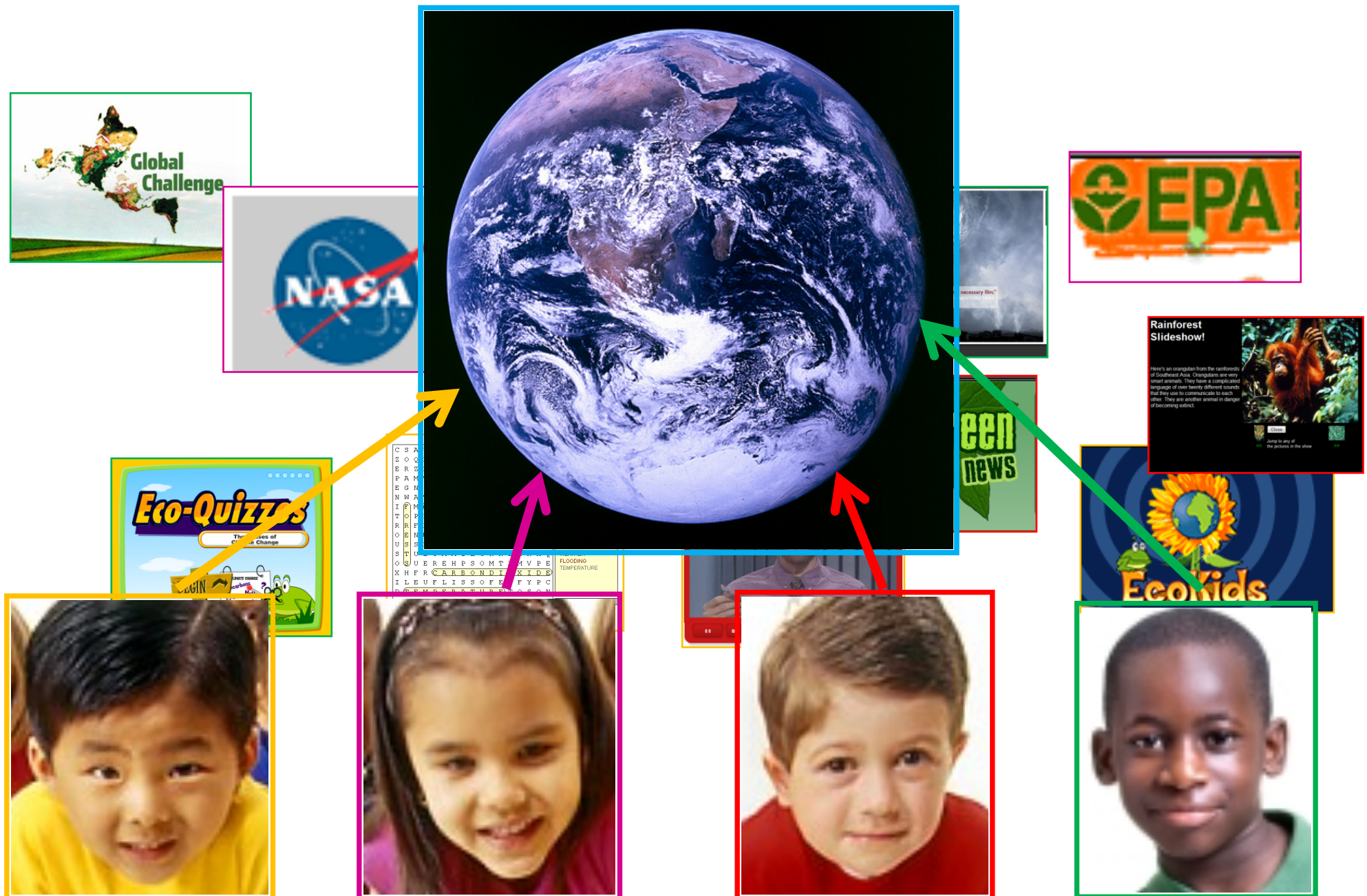
Valerie also has a preferred product style. That is, she has certain kinds of products that she likes to complete. Her **first product choice is dramatic**. She enjoys participating in theatrical performances, such as acting and role playing. Her **second choice of product style is musical**. She enjoys listening, playing, and/or thinking about various forms of music. Valerie's **third choice of product style is written**, as she enjoys writing articles, stories, or other types of written products.

As Valerie has a chance to consider some of her choices and think about what she really enjoys doing, it is our hope that these opportunities will enable her to fully develop her interests through the variety of exploratory activities in the Renzulli Learning System database. When she takes a virtual field trip to a museum, interviews a favorite author on the web, or explores an historical site on-line, she will be learning to further explore her interests and learning styles. These kinds of exploratory activities can introduce Valerie to new ideas and experiences and let her explore many possible interests.

Interests**Learning
Styles****Expression
Styles**

Rural
Low SES
High Achiever

Create a connection between your students and the curriculum.



Teacher Use – Teaching a unit on Ancient Egypt

Advanced Search

Select a Grade and Ability Level:
[Check All](#) - [Clear All](#)

☐ 1-2 Low
 ☒ 3-5 Low
 ☒ 6-8 Low
☐ 1-2 Medium
 ☒ 3-5 Medium
 ☒ 6-8 Medium
☐ 1-2 High
 ☒ 3-5 High
 ☒ 6-8 High

Please type in a keyword to search the site:

Egypt

On-Line Activities & Games

Fun With Mummies

This amazing interactive website will help you learn about the process of mummification for burial and learn all that had to be done to create the artwork of ancient Egypt, or to see a time-lapse video of the process.

[View Activity](#)

Museum of Science Virtual Exhibits

Brave the perils of Antarctica, prepare for your journey to the future, or explore these interactive exhibits from Boston's Museum of Science.

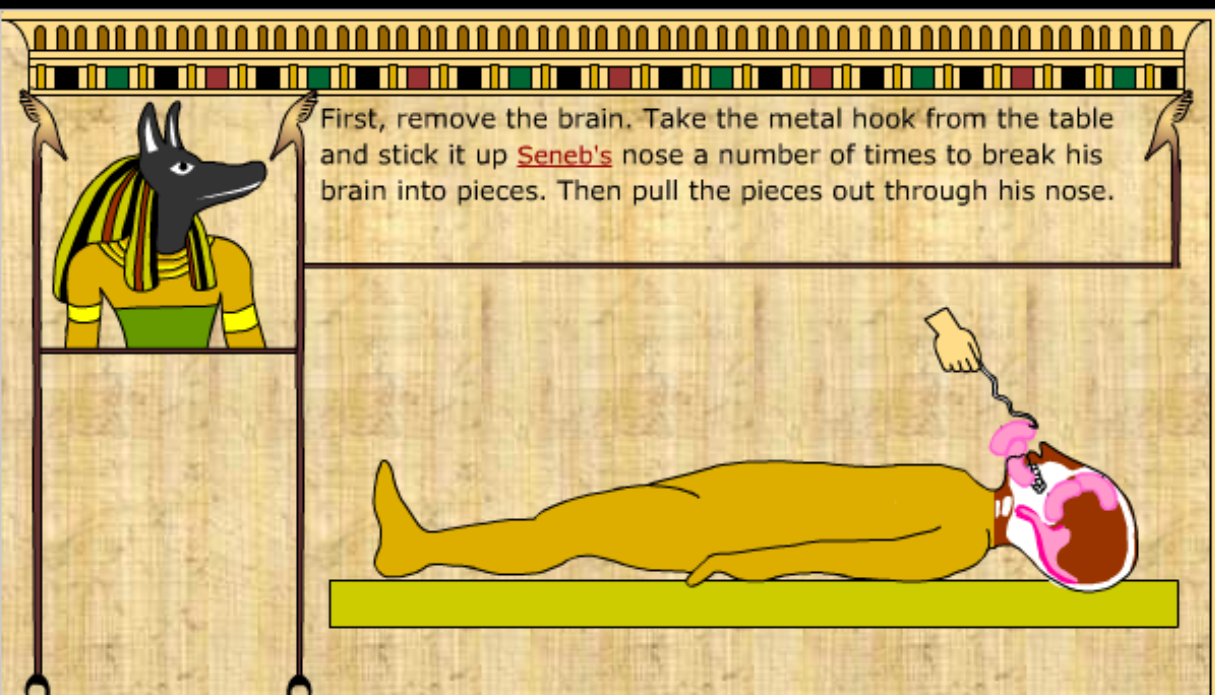
[View](#)

mummy - Microsoft Internet Explorer


File Edit View Favorites Tools Help

Back Forward Stop Links Norton Internet Security Norton AntiVirus SnagIt

Address <http://oi.uchicago.edu/OI/MUS/ED/mummy.html> Go



First, remove the brain. Take the metal hook from the table and stick it up **Seneb's** nose a number of times to break his brain into pieces. Then pull the pieces out through his nose.



Click on any highlighted word to see and hear its definition.

Done Internet

Using Renzulli Learning To Differentiate -- The U. S. Constitution

Directions

Review the resources Renzu was our country's first consti Government? 3) Describe the proceedings of the Constitution must prevail in a society if the

Directions

Review the resources Renzu was our country's first consti Government? 3) Describe the proceedings of the Constitution must prevail in a society if the

Directions

Review the resources Ren was our country's first cons Government? 3) Describe t proceedings of the Constitu must prevail in a society if t

Directions

Review the resources Renzulli has selected for you, and ar was our country's first constitution called? 2) What are the r Government? 3) Describe the Fifth Amendment. 4) How mu proceedings of the Constitutional Convention? 5) What did E must prevail in a society if the people hoped to maintain a fre

Required Activities To Rev

Enrichment Activity Title

[Constitutional Knowledge](#)

[Celebrate the Constitution -](#)

[Madison's Notes Are Missing](#)

Required Activities To Rev

Enrichment Activity Title

[Constitutional Knowledge](#)

[Celebrate the Constitution -](#)

[Madison's Notes Are Missing](#)

Required Activities To R

Enrichment Activity Title

[Constitutional Knowledge](#)

[Celebrate the Constitution](#)

[Madison's Notes Are Miss](#)

Required Activities To Review:

Enrichment Activity Title

[Constitutional Knowledge](#)

[Celebrate the Constitution - The Game!](#)

[Madison's Notes Are Missing!](#)

Activities Matched To Your

Enrichment Activity Title

[Ben's Guide to the U.S. Gov](#)

[A History of US: Revolution](#)

[Our America](#)

[Constitution of the United St](#)

[Benjamin Franklin: An Extrac](#)

[Creating the United States](#)

[The Scales of Justice](#)

[This Nation](#)

Activities Matched To Your

Enrichment Activity Title

[Celebrate the Constitution -](#)

[Stand Up for Your Rights](#)

[Are You Smarter Than a Fift](#)

[The Patriot Papers Activities](#)

[Our America](#)

[Restore the Bill of Rights](#)

[Flashcard Exchange](#)

Activities Matched To Yo

Enrichment Activity Title

[America's Story](#)

[Our America](#)

[Smithsonian American Ar](#)

[The Benjamin Franklin Te](#)

[The Scales of Justice](#)

[State WebQuest](#)

Activities Matched To Your Profile:

Enrichment Activity Title

[A Revolutionary WebQuest](#)

[Ask a Civics Question](#)

[Jeffersonian Era](#)

[Understanding the Constitution](#)

[The New Nation](#)

[Constitutional Knowledge](#)





Michael
Age 8

Type I Enrichment General Exploratory Experiences

**Local Businessman Telling Children How
He Started His Donut Shop**





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NFTE's mission is to provide entrepreneurship education programs to young people from low-income communities. Our vision is that every young person will find a pathway to prosperity.

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NFTE Meets Arne Duncan at Aspen Ideas Festival

An inspiring story about the power of youth entrepreneurship education

NFTE Founder Co-Authors World Economic Forum Report on Entrepreneurship

Type II Enrichment



Renzulli Learning
Proven differentiation™

[Home](#) [Student Site](#) [Manager Site](#) [Registration](#) [Contact](#) [Logout](#) [Help](#)

Teachers

[My Students](#) [Lesson Planning & Differentiation](#) [Activities Manager](#) [Teacher Resources](#) [My Portfolio](#)

[Search Activities](#) | [Favorite Activities List](#) | [Activity Learning Maps](#) | [Submit an Activity](#) | [Inbox](#) | [Calendar](#)

Activities Manager

[» Search Activities](#)

Search for Activities by...

Basic Search

[Advanced Search](#)

[Search as a Student](#)

[Saved Searches](#)

[« RETURN](#)

Interest Areas:

Business

Learning Styles:

Discussion
Group Work
Technology
Programmed Instruction
Lecture
Games
Simulation
Peer Tutoring
Independent Study

Abilities:

3-5 Medium
3-5 High
6-9 Low
6-9 Medium
6-9 High
10-12 Low
10-12 Medium

Expression Styles:

The Totally Awesome Money Book For Kids by Adriane G. Berg and Arthur Berg

Bochner (New Market Press, 2002) ISBN: 1557044937

Written by a kid (with his mom) for kids 10-17, this book is full of cartoons, drawings, quizzes, games, riddles, and stories to help you learn the basics of saving, investing, borrowing, and taxes. It also aims to teach you how to get what you want, how to bargain, and how to talk to business partners and parents.



non-fiction
(books & e-books)

[♥ Add to My Favorites](#)

[♥ Share with Students/Teachers](#)

[♥ Attach to Assignment/Project](#)

Type II
Enrichment



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[Home](#) [Student Site](#) [Manager Site](#) [Registration](#) [Contact](#) [Logout](#) [Help](#)

Teachers

[My Students](#) | [Lesson Planning & Differentiation](#) | [Activities Manager](#) | [Teacher Resources](#) | [My Portfolio](#)

[Search Activities](#) | [Favorite Activities List](#) | [Activity Learning Maps](#) | [Submit an Activity](#) | [Inbox](#) | [Calendar](#)

Activities Manager

» [Search Activities](#)

Search for Activities by...

Basic Search

[Advanced Search](#)

[Search as a Student](#)

[Saved Searches](#)

« RETURN

Interest Areas:

Technology
Reading
Writing

Learning Styles:

Discussion
Games
Independent Study
Technology

Abilities:

10-12 Low
10-12 Medium
10-12 High

Expression Styles:

Audio-Visual/Display
Oral
Technological
Written

Smart Money Quiz Show

You will start off the game in debt. Don't panic though. You will get money for each question you answer correctly.

Practical Money Skills

This online activity requires Adobe Flash Player



on-line activities
& classes

♥ Add to My Favorites

♥ Share with Students/Teachers

♥ Attach to Assignment/Project



[My Students](#)

[Lesson Planning & Differentiation](#)

[Activities Manager](#)

[Teacher Resources](#)

[My Portfolio](#)

[Search Activities](#) | [Favorite Activities List](#) | [Activity Learning Maps](#) | [Submit an Activity](#) | [Inbox](#) | [Calendar](#)

Activities Manager

[» Search Activities](#)

Search for Activities by...

[Basic Search](#)

[Advanced Search](#)

[Search as a Student](#)

[Saved Searches](#)

[« RETURN](#)

Interest Areas:

Mathematics
Business
History & Social Studies

Learning Styles:

Discussion
Games
Independent Study
Programmed Instruction
Simulation
Technology

Abilities:

K-2 High
3-5 Low
3-5 Medium
3-5 High

Expression Styles:

Audio-Visual/Display
Commercial
Hands-on
Oral
Written

Ice Cream Inc.

Do you want to run your own business? Start with your own ice cream stand! The success of your stand depends on the decisions you make each day about how many supplies to buy, how much money to charge for each cone, and how much to spend on advertising. Make sure to check the weather forecast! Be smart, and good luck!

[Michigan Department of Agriculture](#)

Adobe Flash Player is required for this activity.



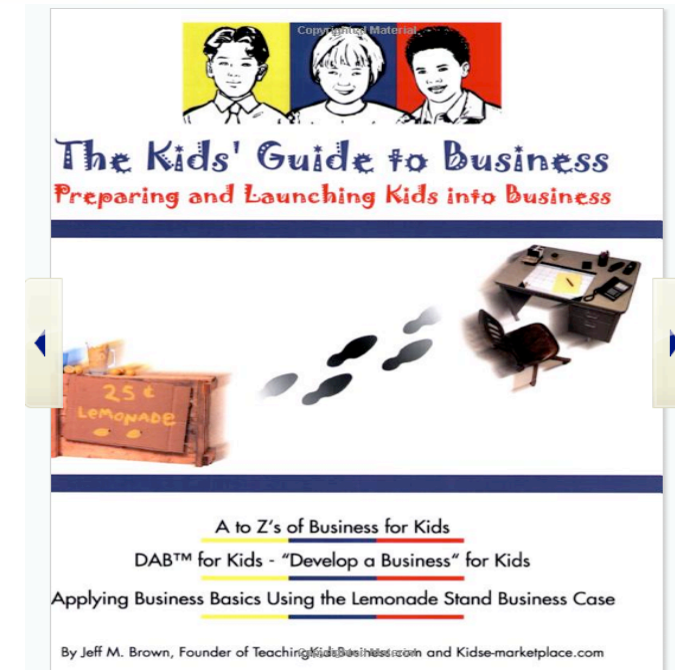
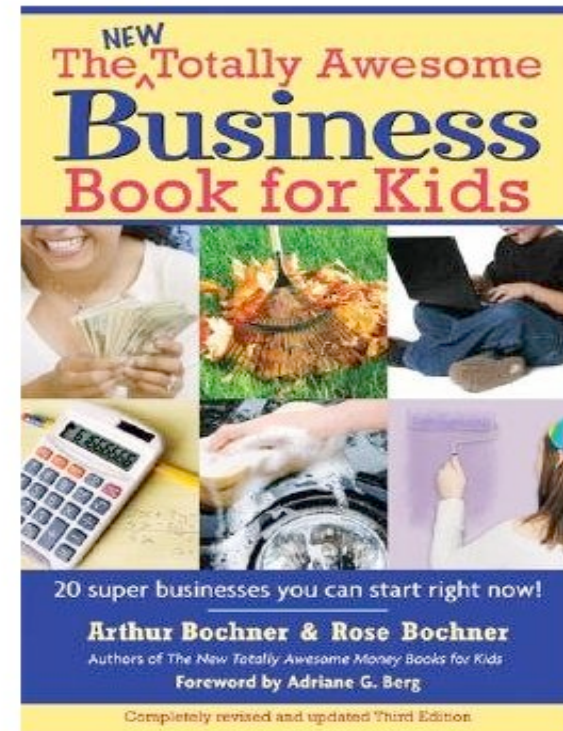
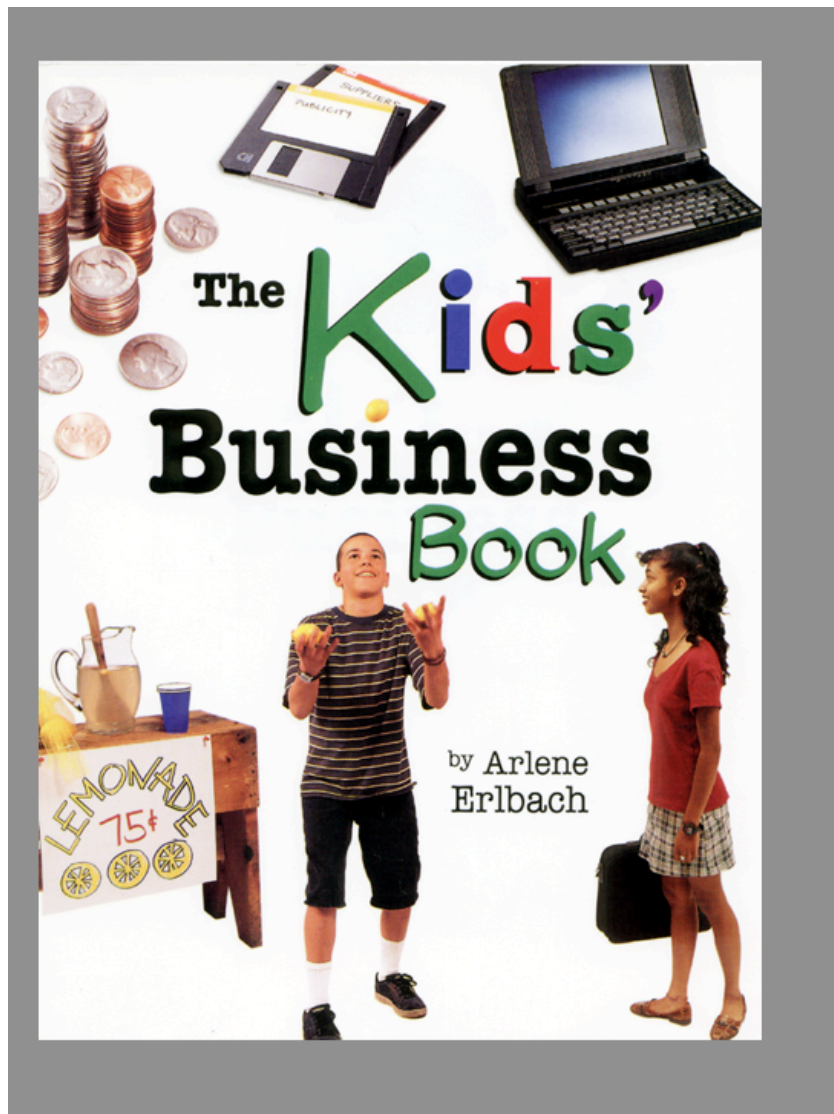
on-line activities
& classes

[♥ Add to My Favorites](#)

[♥ Share with Students/Teachers](#)

[♥ Attach to Assignment/Project](#)

From the **How-To Books** Data Base at
www.renzullilearning.com










“The Eyes Test”

Renzulli Personal Success Plan

[Home](#)[My Interests](#)[My Heroes and Helpers](#)[My Careers](#)[My Goals](#)[My Plans](#)[My Projects](#)

Welcome, Marty!



It is natural and fun to **dream** about your future — where you will live, your future work, the kinds of friends you will have in the future, and how you will spend your time.







Dreams are important to everyone, but it takes work and plans to make them come true—and it is never *too* soon to start!

Right now—**TODAY**—*you* can begin setting goals and making plans that will help you fulfill your dreams. It starts by creating your own:

Personal Success Plan (PSP)

Please click below to see how each step can help you plan for a fantastic future!

- [My Interests](#)
- [My Heroes and Helpers](#)
- [My Careers](#)
- [My Goals](#)
- [My Plans](#)
- [My Projects](#)




Renzulli Personal Success Plan (PSP)

Welcome, Marty!



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What's in it for me...

That's a very reasonable question... and one you should consider carefully when you start something new.

Denzel Washington, the actor, put together a wonderful book called **A Hand to Guide Me**, in which more than 70 successful people talk about their growing-up years and the people and choices that set them on good paths. In the introduction, Mr. Washington talks about some of his childhood friends, who got into trouble; and about the local Boys Club, where he learned "to dream—to think big." He suggests that big dreams are a key part of making good choices.

If you already have dreams for the future, this Renzulli Learning program can help you start living them. And if, right now, you don't have a dream for your future, the following activities will help you discover one—and make plans to accomplish it!



Renzulli Personal Success Plan (PSP)

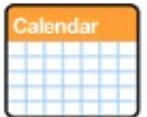


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My Personal Success Plan

Prepared by: Marty Graw

[Home](#) | [My Portfolio](#) | [PSP Home](#) | [Feedback](#) | [Logout](#)



Home

My Interests

My Heroes and Helpers

My Careers

My Goals

My Plans

My Projects

My Interests

100%



The path to a happy and satisfying future starts with knowing your **interests** — the activities you enjoy doing most. Your **top three** interests from your Renzulli Learning Profile are shown on the right.

Here are three **questions** to consider about your interests. You may click on any of the questions.

- [Why should I care about interests?](#) Better understand why you should *really know* your interests to gain Personal Success.
- [Are interests and talents the same?](#) See how what you *like* and what you do *best* can be the same, how they might be different, and why *each* matters to your future.
- [What if my interests or talents change?](#) Find out why it's OK to change and find *new* interests and do *new* things.

Here are **three tasks** to perform that will help you to know your interests better. **Only the first task is required.**

My Interests:

- Athletics
- Fine Arts
- Technology

[See More](#) | [Update Interests](#)

My Heroes:

- Barack Obama
- Andy Warhol

My Helpers:

- Mom
- Mrs. Brewer

My Expression Styles:

- Technological
- Artistic
- Musical

[See More](#) | [Update Expression Styles](#)

Renzulli Personal Success Plan (PSP)

[Home](#)[My Interests](#)[My Heroes and Helpers](#)

My Heroes and Helpers

100%


Most people who get what they want from life have **role models**. They will **discover and list** two kinds of role models:

- Heroes to look up to, and
- Helpers to rely on.

Please explore the following information and complete these tasks:

- [What is a Role Model?](#) — Learn more about heroes and helpers.
- [Heroes vs. Idols](#) — Examine how great role models are different.
- [Find Your Heroes](#) — Create a list of people whom you admire.

Sequence	Hero	Selection
1	Barack Obama	Complete
2	Andy Warhol	Complete



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Heroes vs. Idols

Some people are popular, or good looking, or seem to have everything they need to be cool. At school, they are the ones who never seem to be lonely or bored. When they become adults, we are sure they will have exciting and glamorous lives.

A person like this may become your **idol**. It might be because you really like the way they sing or act or just look. It might be because all your friends think that person is cool... and then so do you. An idol often looks great on the outside because that's the easy part to see.

A **hero** is different. Heroes may or may not have an attractive outside; either way, what matters most to them is what is going on *inside*. They have a challenge to overcome, or a puzzle to solve, or a dream to realize. Like trees, heroes are alive and rooted in life. Eventually, their hard work bears fruit in ideas that change the way we think, or works of art that change the way we see, or products that change the way we live, or achievements.



Renzulli Personal Success Plan (PSP)

HomeMy InterestsMy Heroes and HelpersMy CareersMy GoalsMy PlansMy Projects

My Careers

Most adults must do **work** to support themselves; some support themselves (*and you*), while *your* full-time job supports others.


Some work is boring, like doing the same thing every day, or it is difficult. In this section, you will have a chance to think about what you want to do—now or in the future.

Here are several starting points for planning your future:

- [Why Should I Think About Careers NOW?](#) — Explore different career choices.
- [A Job or a Career?](#) — Examine the difference between a job and a career.
- Your top three **Expression Styles** from your Expression Styles Inventory. These are the kinds of **products** you like to create.
 - Click **each** of those **Expression Styles** to see examples of products.
 - Click the [See More...](#) button on the right to see more **Expression Styles** you may not have considered.

Renzulli Learning - Mozilla Firefox


Renzulli Learning

**Renzulli**Learning
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A Job or a Career?

There is a big difference between **doing a job** and **pursuing a career**. Consider the following.

In the movie *The Karate Kid*, young Daniel LaRusso asks local handyman, Mr. Miyagi, to teach him karate so that he will be able to defend himself. Mr. Miyagi agrees, but then assigns Daniel the task of washing and waxing cars. He shows him specific arm and hand movements to use in applying the wax and wiping it off. Daniel is frustrated by what he sees as pointless, boring labor.



So... was Daniel's car washing a [job](#) or a [career](#)? Click the one you think is true.

Renzulli Personal Success Plan (PSP)

Here are several starting points for planning your career:

- [Why Should I Think About Careers NOW?](#) — Examine your current career choices.
- [A Job or a Career?](#) — Examine the differences between a job and a career.
- Your top three **Expression Styles** from your PSP. These are the kinds of **products** you like to create.
 - Click **each** of those **Expression Styles** to see more information.
 - Click the [See More...](#) button on the right of each **Expression Style** you may not have considered.
 - If you think your Expression Styles may have changed, click the [Update Styles](#) button to retake that portion of the test.
- [Work Preferences Profile](#) — Complete a "What I Want" profile.
- [Find Careers](#) — Begin creating a list of career choices.

Sequence	Career	Status
1	Art Teacher	Considered

Renzulli Learning - Mozilla Firefox

Renzulli Learning

Work Preferences Profile

Page 1 of 4

On these next few pages, please check the boxes that describe career characteristics that are important to you. In most cases, you may select as many as you like. You may also "write in" any others that are important to you.

Please begin: Read the following descriptions and then choose **one answer** below.

Become a Drop-out

- Drop out of high school
- Work 40 hours per week (full time) at one job or work at a series of part-time jobs
- Earn a small [hourly wage](#) that will let me rent a room or a very small apartment and pay my basic food and utility (heat, lights, cell phone) bills only

Graduate from High School

- Complete high school and get a diploma
- Work 40 hours per week at a single job
- Earn an hourly wage or a [salary](#) that will let me rent a small apartment; pay my basic food, utility, and transportation (car) bills; and still have a little left over for things I want (rather than just things I need)

Graduate from College

Renzulli Personal Success Plan (PSP)

The image shows a screenshot of the Renzulli Learning website. The top navigation bar includes links for Home, My Interests, My Heroes and Helpers, My Careers, My Goals (which is highlighted), My Plans, and My Projects. The 'My Goals' section on the left contains a paragraph about linking dreams through the Personal Success Plan, followed by the heading 'Now it is time to set some goals to help make those dreams a reality.' Below this, it states 'In this PSP section, you will explore the whole idea of academic and personal ones for yourself.' A list of links is provided, with 'Why Do Goals Matter?', 'FAQs', and 'Set Your Goals' highlighted with red boxes. A dropdown menu for 'Seq Goal' is open, showing '1 Select and apply to the high school I want to attend'. Overlaid on the right is a browser window titled 'Renzulli Learning - Mozilla Firefox'. The browser window shows a page with the heading 'Use the options shown below to help you make good choices, or think of your own and enter it in the space below.' followed by four blue links: 'Click here to see Sample Long-Term Academic Goals.', 'Click here to see Sample Short-Term Academic Goals.', 'Click here to see Sample Long-Term Personal Goals.', and 'Click here to see Sample Short-Term Personal Goals.'. Below these links is a section titled 'Enter a goal:' with a large text input field. Underneath the input field is a dropdown menu labeled 'Select the type of goal:' with 'Long-Term Academic Goal' selected. At the bottom of the browser window, a paragraph reads: 'Enter only one goal at a time. Then, click **Submit** to describe and evaluate that goal. You will be able to add as many goals as you wish, but **you must choose at least one for each category.**'

My Goals

Thus far you have done some great work linking your dreams through the Personal Success Plan.

Now it is time to set some goals to help make those dreams a reality.

In this PSP section, you will explore the whole idea of academic and personal ones for yourself.

- [Why Do Goals Matter?](#)—Learn why setting goals matters.
- [What Makes a Good Goal?](#)—See what goes into a good goal.
- [FAQs](#)—See the importance of academic goals.
- [Academic and Personal Goals](#)—View websites for more information.
- [Set Your Goals](#)—Complete a series of "What Am I Good At?" questions.

Seq Goal

1 [Select and apply to the high school I want to attend](#)

Renzulli Learning - Mozilla Firefox

Renzulli Learning

Use the options shown below to help you make good choices, or think of your own and enter it in the space below.

- [Click here to see Sample Long-Term Academic Goals.](#)
- [Click here to see Sample Short-Term Academic Goals.](#)
- [Click here to see Sample Long-Term Personal Goals.](#)
- [Click here to see Sample Short-Term Personal Goals.](#)

Enter a goal:

Select the type of goal: Long-Term Academic Goal

Enter only one goal at a time. Then, click **Submit** to describe and evaluate that goal. You will be able to add as many goals as you wish, but **you must choose at least one for each category.**

Renzulli Personal Success Plan (PSP)

My Plans

Goals are the milestone markers along the road to your careers. **Plans** are the actual steps you take to reach those milestones.

In this section, you will make plans to achieve some of your academic and personal goals.

- [Plans vs. Goals](#) — Compare and contrast plans and goals.
- [How do I Create a Plan?](#) — Learn the steps to creating a plan.
- [Walk-Through a Sample Plan](#) — See a sample plan and learn how it was created.
- [Create/Edit Plan\(s\)](#) — Click to complete the "What Is My Plan?" wizard.

Walk-Through a Sample Plan

Renzulli Learning Proven differentiation™

My Personal Success Plan
Prepared by: Stu Dent

Home | My Portfolio | PSP Home | Logout

My Plans

Goals are the milestone markers along the road to your careers. **Plans** are the actual steps you take to reach those milestones.

In this section, you will make plans to achieve some of your academic and personal goals.

To begin creating a PSP plan, you will click the **Create/Edit Plan(s)** link.

My Interests:

- Reading
- Writing
- Performing Arts

See More | Update Interests

My Heroes:

- My Mom
- Police Officer
- Jason Lezak

My Helpers:

- Track Coach



Due Date	Plan
11/22/2008	Prepare for
3/26/2010	Identifying w

Renzulli Personal Success Plan (PSP)

[Home](#) [My Interests](#) [My Heroes and Helpers](#) [My Careers](#) [My Goals](#) [My Plans](#) [My Projects](#)

My Projects

100%



A Renzulli **project** is an opportunity to work creatively—just as if you are already a junior professional in some occupation. This means you get to try out one of your career choices.

In this PSP section, you will develop a project that pursues one of your interests and goals, along with a specific career and, perhaps, one of your heroes.

- **PSP Tab Projects**— Were any parts of the PSP challenging for you? Click the links below to see projects designed to help you understand and better use these specific PSP tabs.
 - **Interests**
 - [PSP I Believe: Write a Personal Essay](#) Preview
 - [PSP Who Do You Think You Are?](#) Preview
 - **Heroes and Helpers**
 - [PSP Interview People and Learn About History](#) Preview
 - [PSP Learn About Turning Points in People's Lives](#) Preview
 - **Careers**
 - [PSP Career Choices](#) Preview
 - **Goals and Plans**
 - [PSP Learn About the Science of Happiness](#) Preview

My Interests:

- Athletics
- Fine Arts
- Technology

[See More](#) | [Update Interests](#)

My Heroes:

- Barack Obama
- Andy Warhol

My Helpers:

- Mom
- Mrs. Brewer

My Expression Styles:

- Technological
- Artistic
- Musical

[See More](#) | [Update Expression Styles](#)

My Careers:

- Art Teacher

My Goals:

- Select and apply to the high school I want to attend
- Finish my portfolio for LaGuardia Arts High School

Renzulli Personal Success Plan (PSP)

Dashboard

Teach

My Students

Reports

Toolbox

Inbox

Resources

Help

Unit Supplements

Top-Rated Student Activities

Calendar

Notes

Upload

PSP

Sites Visited

Submitted Activities

Personal Success Plan

Overview

Subject Area Starters

Quickstart

Powerpoint Introduction to the PSP

School Action Planner

The Renzulli Personal Success Plan

A Tool for Helping Youth Plan Their Dreams [\[Create your own PSP\]](#)

The Renzulli Personal Success Plan (PSP) was designed to help young people, especially middle school-aged students, to think critically about their interests, heroes and career aspirations - and then create tangible goals and plans for achieving those dreams.

The PSP has two main objectives:

- Provide a research-based, goal-oriented assessment and treatment tool that establishes student ownership of the value of his / her education.
- Support students in their identification and pursuit of social, academic, and ultimately economic short & long-term goals.

Students build their own PSP, following six guiding concepts:

My Interests

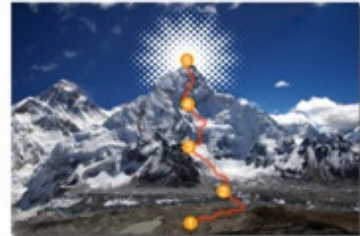
In this section, students are asked to carefully consider their interests and talents and think about how those strengths connect to careers and future plans.

My Heroes and Helpers

Heroes and Helpers are people that students believe inspire them, either the heroes who may be famous and/or helpers in their own lives that they may know personally.

How do I Create a Plan?

A goal can seem like a huge mountain—one that you can't imagine climbing—until you realize that it can be done *IF* you divide that goal into a series of smaller, doable steps.

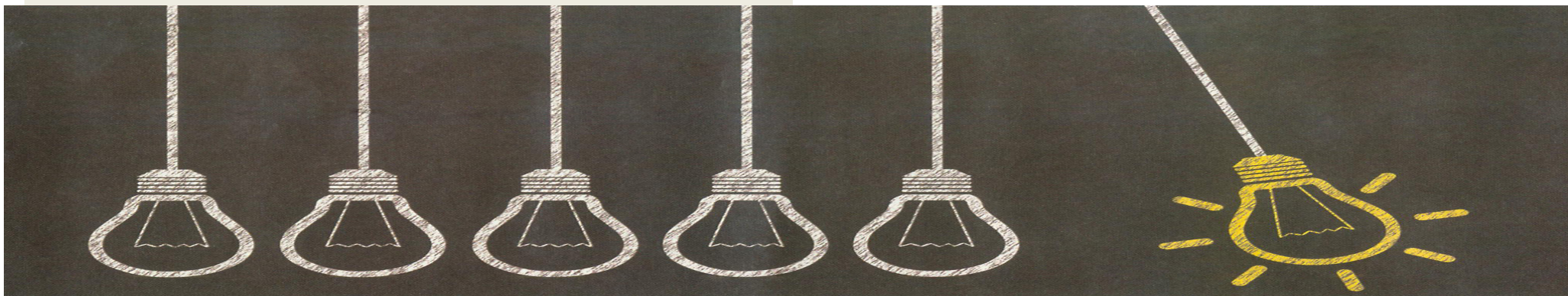


12 Conclusion



40 YEARS OF
RESEARCH AND
DEVELOPMENT

*Happy talk, keep talking happy talk,
Talk about things you'd like to do,
You gotta have a dream, if
you don't have a dream,
How Gonna have
Dream Come true?*



Summary – The Why Question

Without change in the ways we educate young people there will be no innovation, creativity, or incentive for economic and social improvement.

Those who initiate change will have a better opportunity to manage the change that is inevitable in the most productive countries in the world.



**William Pollard
Nobel Prize Physicist**

It is not the strongest of nations that survives, nor the most intelligent, but the ones most responsive to change.

Charles Darwin

?

Why should we apply at least some of the pedagogy of gifted education to all students?

"What parents with the means and ability want and do for their children is what we, as a society, should demand for all children."



**I don't cause teachers trouble,
my grades have been okay.
I listen in my classes,
and I'm in school every day.**

**My teachers think I'm average;
my parent's think so too.
I wish I didn't know that
'cause there's lots I'd like to do.**

I'd like to build a rocket.

**I have a book that tells you how,
or start a stamp collection.**

Well, no use in trying now.

**Cause since I found I'm average,
I'm just smart enough you see,
to know there's nothing special
that I should expect of me.**

**I am part of the majority,
the hump part of the bell,
who spends his life unnoticed
*in an average kind of hell.***

Summary - The How Question

A: Use the concept or ORE.

I Opportunities
Resources
Encouragement

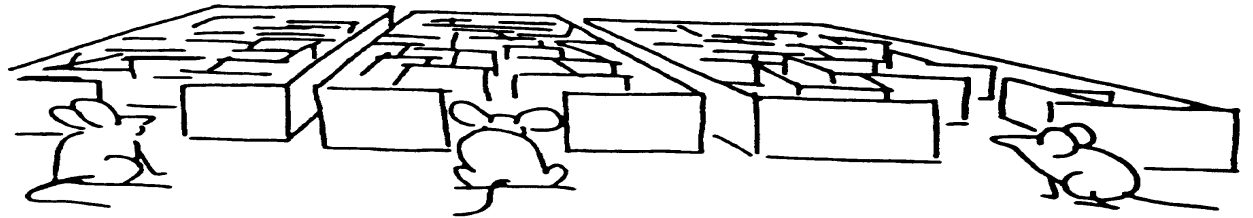
Always in the area of the student's Interest

What Makes for an Outstanding SEM School?



How to make your dream into a reality...

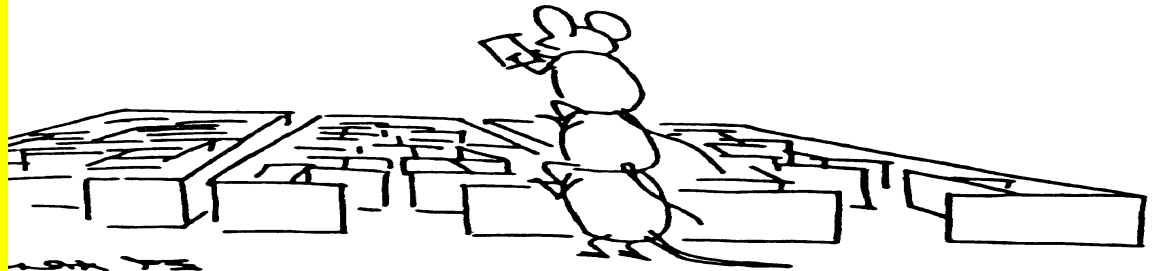
**Study The
Problems
And
Opportunities**



**Work
Together
And
Dream Big**

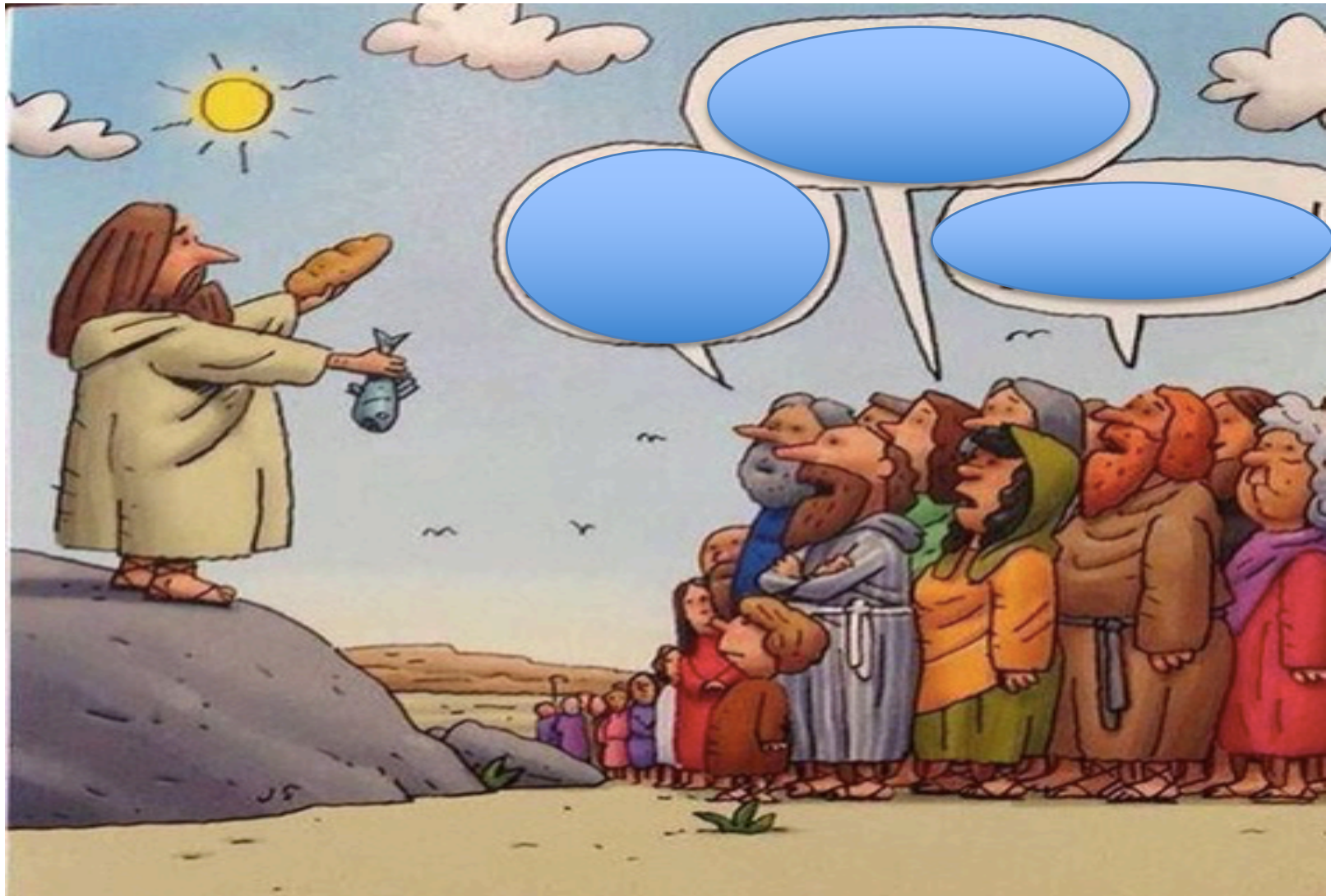


**Develop A
Plan To
Implement
Your Own
Schoolwide
Enrichment Model**



Summary - The How Question

There will always be critics... Be prepared for MNR questions



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Never Give Up On Your Dreams...



[illegible]

**Poster at the
Renzulli Academy
In Hartford,
Connecticut**

