

**NRC
G/T**

Challenging High Potential Students Through The Three Es of Personalized Learning Strategies: Enjoyment, Engagement, and Enthusiasm

**Joseph S. Renzulli, Director
The National Research Center On The Gifted And Talented
The University Of Connecticut**

***Equity is not the product of similarity.
It is the cheerful acknowledgment of
differences.***

**Harlan Cleveland, President
World Academy of Art and Science**



Brianne's online magazine makes Forbes list

Tamara Fisher

Sent: Sunday, September 16, 2012 8:48 PM

To: Renzulli.Joseph; Reis, Sally

Hi, Joe & Sally!

I hope all in CT is going well for you. Just thought you'd be excited to hear the latest from Brianne, my (former) student who always did magazines for her Type III's. She is currently living the dream in her full-time job which combines her two biggest passions in life (media and NASCAR)-- She is the media relations specialist for the Pheonix International Raceway in Arizona. Additionally, she continues to maintain and write for the online magazine she started a few years ago called "I Want Her Job." The magazine features interviews with women who have often unusual jobs - and who LOVE what they do. And "I Want Her Job" just made the Forbes list of "Top 75 Websites For Your Career"! When she started the magazine, one her goals was for it to make a Forbes list :o) Here are some links if you want to check it all out further:

<http://iwantherjob.com/>

Forbes list article:

<http://www.forbes.com/sites/jacquelynsmith/2012/09/14/the-top-75-websites-for-your-career/> (click for Page 5 at the bottom... or click the next link below...)

<http://www.forbes.com/sites/jacquelynsmith/2012/09/14/the-top-75-websites-for-your-career/5/#>

Type III A real product with a real audience....

ELLE
girl
DARE TO BE DIFFERENT!

WIN! A \$1,000 SHOPPING SPREE IN LONDON See page 135 for details

**INSIDE:
THE HOTTEST
CELEB
HAIR
P. 63**

**150
COOL THINGS
FOR UNDER \$35**

**AVRIL'S GUIDE
TO GETTING A
"I don't go after boys—I let them"**

**THE BEST
IN THE WC**
Tips from the cutest guys and

**GET THE STYLE SEC
DIAZ, KELLY ROWLA
PLUS: Win supermodel Gis**

**"THE GREATEST S
4 girls on flings, new friends"**

Un Limited
Exclusive take on the Middle Eastern conflict by those living the horror
Guys answer your most pressing questions
Simple ways to make a difference today!
It's all about Courage...

THE ZINE OF THE MONTH
A shout-out to 18-year-old Brienne Burrowes of Polson, Mont., who edits *Un Limited*, an attitudinous "magazine for teens by a teen" (hey, we won't take that personally). The debut ish has tributes to all manner of courageous chicks as well as reports from Costa Rica and the Middle East. If you want to contribute or subscribe, e-mail unlimitedmag@yahoo.com. And of course, tell ELLEgirl all about your zines and websites!



Brianne Burrowes, a 2007 graduate of the UM School of Journalism, says the subject of jobs – how to find one, how to keep one and maybe even land a cool one occupies a good portion of her time in her L.A. office.
Courtesy photo

It's been a year since Brianne Burrowes left the mountains of Montana for sun-soaked California. The Polson native followed a job to Los Angeles, leaving her position as the editor of the University of Montana's alumni magazine, the Montanan, for a position on a digital strategy team for the advertising agency Wong, Doody, Crandall, Wiener.

"I love what I do," she said from her office in L.A., where she wears several top hats at the company. The subject of jobs - how to find one, how to keep one and maybe even land a cool one - occupies a good portion of her time.

Not only did she start the website IWantHerJob.com, she is the editor of CareerSparx.com, a Wong Doody offshoot that helps recent college grads develop the tools to land their first job.

I Want Her Job celebrated its first anniversary on April 25. The site's unique visitor number is "growing exponentially," Burrowes said.

A 2007 graduate of the UM School of Journalism, Burrowes originally founded the site as a fashion blog, but transformed it into IWantHerJob.com after realizing that was an area in which she was interested.

The site has profiled everyone from a model to a NASCAR photographer. It's a place where women can go to be inspired and informed about jobs. Burrowes contacts, interviews and writes about the "leading ladies" she features on the blog.

Brianne Burrowes I Founder of IWantHerJob.com

By [mario](#) on [February 16, 2010](#) in [fashion](#), [marketing](#), [publishing](#)

[Free Corporations For First-Time Entrepreneurs.](#) Thank you eMinutes.



A born creator, Brianne Burrowes' favorite childhood picture is an image of herself holding chunky crayons to a granular coloring book page. With her hair in pigtails and six-year-old chub tucked into turquoise overalls, she had a personal style that made her a fashionista before she knew it was the cool thing to do.

Brianne hails from Polson, a tiny lake town in northwest Montana. While growing up she fantasized of the days she would make the final call on editorial content, nestle ads among the most ideal copy and dream up the covers that arrive in the mail boxes of thousands of readers multiple times a year. Little did she know that chance would

come at age 22.

Forbes



I want  Her Job™



Neag Center for Gifted Education and Talent Development

HOME FACULTY PRESENTATIONS CONTACT US

--Resources & Services-- GO

NRC/GT: What Works in Gifted Education Research Study

The National Research Center on the Gifted and Talented

Malleable Minds

Confratute

Mentor Connection

Graduate Programs in Gifted Education

Schoolwide Enrichment Model

- SEM Directory
- SEM Articles
- Present Practices Survey
- Curriculum Guides
- SEM Research Studies
- SEM Resources
- SEM Presentation / Workshop Handouts
- SEM Movie
- New York City SEM Network

Project M²: Mentoring Young Mathematicians

Project M³: Mentoring Mathematical Minds

Reading Study (SEM-R)

Schoolwide Enrichment Model (SEM)

The Schoolwide Enrichment Model (SEM) (Renzulli, 1977; Renzulli & Reis, 1985, 1997) is widely implemented as an enrichment program used with academically gifted and talented students and a magnet theme/enrichment approach for all schools interested in high-end learning and developing the strengths and talents of all students. The major goal of the SEM is the application of gifted education pedagogy to total school improvement. The SEM provides enriched learning experiences and higher learning standards for all children through three goals; developing talents in all children, providing a broad range of advanced-level enrichment experiences for all students, and providing advanced follow-up opportunities for young people based on their strengths and interests. The SEM focuses on enrichment for all students through high levels of engagement and the use of enjoyable and challenging learning experiences that are constructed around students' interests, learning styles, and preferred modes of expression.

Separate studies on the SEM have demonstrated its effectiveness in schools with widely differing socioeconomic levels and patterns of program organization. Information about this research is provided at this web site. The SEM has been implemented in over 2,500 schools across the country and programs using this approach have been widely implemented internationally. The effectiveness of the model has been studied in over 20 years of research and field-testing about: (a) the effectiveness of the model as perceived by key groups, such as principals, teachers, students, and parents; (b) research related to student creative productivity; (c) research relating to personal and social development; (d) the use of SEM with culturally diverse or special needs populations; (e) research on student self-efficacy; (f) the use of SEM as a curricular framework; (g) research relating to learning styles and curriculum compacting; and (h) longitudinal research on the SEM.

This research on the SEM suggests that the model is effective at serving high-ability students in a variety of educational settings and in schools serving diverse ethnic and socioeconomic populations. These studies also suggest that the pedagogy of the SEM can be applied to various content areas resulting in higher achievement when implemented in a wide variety of settings, and when used with diverse populations of students including high ability students with learning disabilities and underachievers.

The most recent research on the SEM has focused on the application of instructional communication technology to enrichment learning and teaching. Information about this Internet based application of the SEM can be found at www.renzullilearning.com. Individual computer generated student profiles are used as the basis for matching personalized resources from a data bank that contains thousands of carefully selected enrichment resources. These resources and students' electronic portfolios can be used for curriculum planning, differentiating instruction, and individual and small group project based learning.

www.gifted.uconn.edu

www.gifted.uconn.edu/sem

[Articles]

www.renzullilearning.com

You gotta have a dream...

Nothing happens unless first a dream.

Carl Sandburg

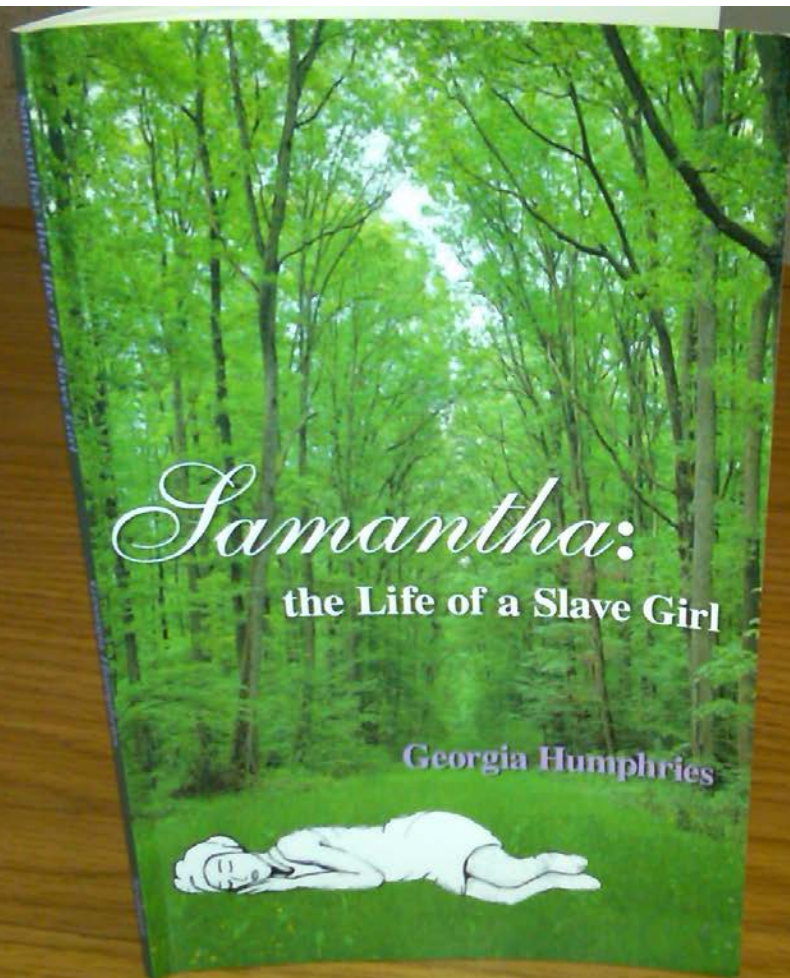
Champions aren't made in the gyms.
Champions are made from something
deep inside them...
A desire, a dream, a vision.

Muhammad Ali

*You gotta have a dream,
if you don't have a dream,
How you gonna have a dream come
true?*

Happy Talk from South Pacific

A dream in action...





Join Samantha on her journey to the North where freedom awaits her. Being kept a secret for most of her life is hard until someone she trusts betrays her. Once somebody rescues her from slavery, how does she avoid getting caught and enslaved again?



Georgia Humphries was born in New York City in the summer of 1998. Ever since she could hold a crayon in her tiny hands, Georgia has been drawing and writing short stories. Upon her graduation from elementary school in June 2009, she received the Award for Writing; the Award for Art, and the Award for Creative Expression. Georgia is currently settling into Middle School and working on her next book.

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- Professional & Technical (2)
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- Teens (1)
- Business & Investing (1)

Format

- Paperback (7)
- Hardcover (8)

Author

- John Hope Franklin (1)
- Tobias George Smollett (1)

Language

- English (20)

International Shipping

Amazon Global International Shipping

Shipping Option

Free Super Saver Shipping

Promotion

- 4-for-3 Books (1)
- Bargain Books (1)

Avg. Customer Review

- ★★★★★ & Up (7)
- ★★★★☆ & Up (7)
- ★★★☆☆ & Up (7)
- ★★☆☆☆ & Up (7)

Condition

- New (13)
- Used (11)
- Collectible (2)

Availability

Books > "georgia humphries"

Showing 1 - 12 of 23 Results

Format

- Paperback (7)
- Hardcover (8)

- 

Our Mammy, Her Songs, by Georgia B. Redfield; Illustrated by Malcolm T. Jewett by Georgia B. Redfield

Formats	Price	New	Used
Hardcover			\$172.50
- 

Georgia descendants of Nathaniel Pope of Virginia : John Humphries of South Carolina, and his family (1934)

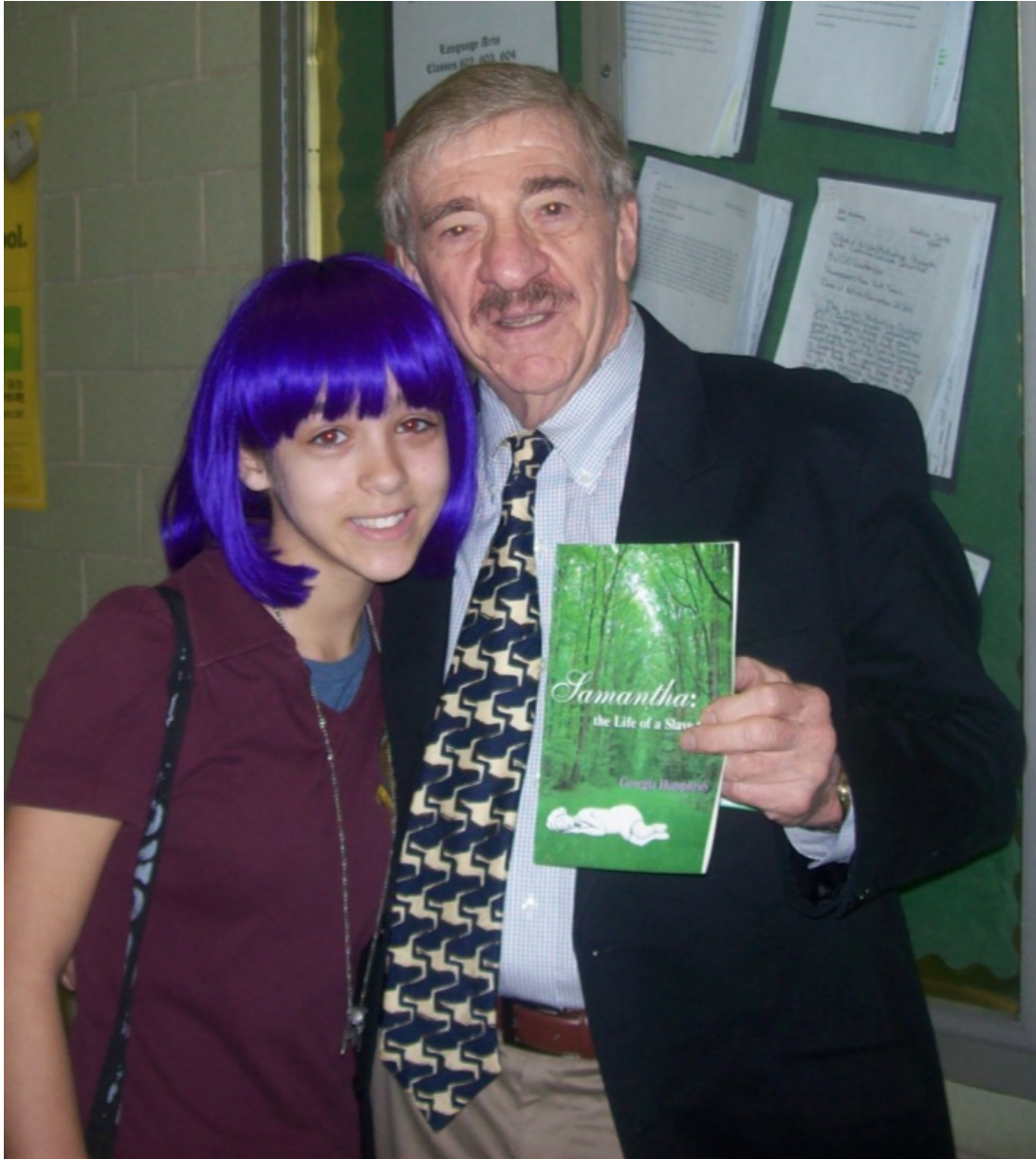
Formats	Price	New	Used
Unknown Binding	Currently unavailable		
- 

The Journal of Archibald C. McKinley by Archibald C. McKinley (May 1, 1991)

Formats	Price	New	Used
Paperback	Usually ships in 7 to 13 days Eligible for FREE Super Saver Shipping.	\$24.95	\$24.94
Hardcover	Usually ships in 11 to 13 days Eligible for FREE Super Saver Shipping.	\$44.95	\$1.10 \$1.15
- 

Samantha, the Life of a Slave Girl by Georgia Humphries (Sep 15, 2009)

Formats	Price	New	Used
Paperback	Order in the next 7 hours to get it by Monday, Mar 12. Only 4 left in stock - order soon. Eligible for FREE Super Saver Shipping.	\$7.99	\$2.00



Applying The Pedagogy of Gifted Education To All Students

**Bell Academy
M.S. 294, Queens, NYC**

Mission: “The mission of Bell Academy is that our graduating eighth graders will apply to and gain entrance to the most competitive high schools in New York City.” Joseph S. Renzulli, Founder

Note: Data that follows is for the classes of 2010, 2011, and 2012. High School admissions are based on The Specialized High School Test (SHSAT) or auditions at arts high schools.

Relationship With the General School Program

Quick Visit to a SEM School

**Graduating Class 2010
Bell Academy
M.S. 294
Queens, NYC
Cheryl Quatrano
Principal**



HIGH SCHOOL ACCEPTANCES 2009-2010

81% of the entire school Population took an Entrance exam for a private or specialized HS.

Of those students:

- 43% of the students *who took an entrance exam* were accepted to *1 or more* of the schools of their choice.
- 28% of the students *who were eligible* to take the SHSAT were offered a placement.
- 100% of *General ed.* Students who took a private school exam were offered placement in 1 or more of their choices (95% of *all students who took a private school exam* were offered placement in *1 or more* of their choices).
- 39% of General ed. Students who took a private school exam were offered a full scholarship, partial scholarship, or honors classes.
- **In 2010 Bell Academy had more students admitted to the Bronx School of Science than any other middle school in the city.**



This Progress Report is for:

SCHOOL	BELL Academy (25Q204)
PRINCIPAL	Cheryl Hatzelstein
ENROLLMENT	313
SCHOOL TYPE	MIDDLE
PEER INDEX	3.18

Progress Report Grade

A

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Monetary bonuses may be given to principals and teachers at high-scoring schools. Schools that get Ds and Fs, or 3 Cs in a row, may face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2009-10 is 78.9
- This school did better than 98% of all Middle schools citywide.

Category	Calculated Score	Category Grade
School Environment	10.3 out of 15	A
Student Performance	14.8 out of 25	B
Student Progress	42.5 out of 60	A
Additional Credit	11.5 (15 max)	
Overall Score	78.9 out of 100	A

How scores translate to grades:

- Schools receive letter grades based on their overall score.
- Schools with an overall score of 62.1 or higher receive a letter grade of A.
- 25.1% of schools earned an A in 2009-10

Middle Table - Overall Grades

Grade	Score range	City summary
A	62.1 or higher	25.1% of schools
B	42.6 - 62.0	35.1% of schools
C	30.6 - 42.5	34.2% of schools
D	18.5 - 30.5	0% of schools
F	18.4 or lower	0.9% of schools

In light of changes in State tests and Progress Report methodology, schools cannot drop more than two letter grades from last year to this year. Further, schools with top quartile performance in ELA and Math cannot receive a grade lower than C.

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

- School Environment** uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.
- Student Performance** measures student skill levels in English Language Arts and Math.
- Student Progress** measures middle student improvement from last year to this year in English Language Arts and Math.
- Closing the Achievement Gap** gives schools additional credit for exemplary gains among high-need students.

The second page provides specific information about how

Quality Review Score

This school's most recent Quality Review score is: **Well Developed (2008-09)**
To see this school's Quality Review report, find the school's Web site at <http://schools.nyc.gov>, click 'Statistics' and scroll down to Quality Review Report.

State Accountability Status

Based on its performance, this school's State accountability status is: **In Good Standing (2009-10)**
This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Please note the fine print at the top in the middle where it states that this school did better than 98% of middle schools in NYC.



M.S. 294 BELL ACADEMY
CLASS OF 2011



BELL Academy

MS 294

Bayside Enrichment & Long-Distance Learning Academy

18-25 212th Street, Bayside, New York 11360

Phone 718-428-0587/Fax 718-428-0237

Cheryl Quatrano-Hatzidimitriou, Principal

Catalina Marte, Assistant Principal

HIGH SCHOOL ACCEPTANCES 2011

58% of the students who took at least one entrance exam were offered a placement to 1 or more of the schools of their choice

33% of the students who took the SHSAT and LaGuardia auditions were offered a placement

100% of the students who took a private school exam were offered placement in 1 or more of their choices

SPECIALIZED HIGH SCHOOL ACCEPTANCES

<u>Accepted to</u>	<u>No. of Students</u>
<u>Stuyvesant High School</u>	1
<u>Bronx High School of Science</u>	4
<u>Brooklyn Technical High School.</u>	7
<u>High School for Science, Math & Engineering at City College</u>	1
<u>Fiorello H. LaGuardia High School</u> 1 dance, 1 instrumental, 1 arts	3

PRIVATE SCHOOL ACCEPTANCES

<u>St. Francis Preparatory High School</u>	14
<u>Holy Cross High School</u>	10
<u>ArchbishopMolloy</u>	8
<u>St. Mary's College Preparatory High School</u>	2
<u>Monsignor McClancy Memorial High School</u>	1
<u>The Taft School, Conn.</u>	1

PUBLIC SCHOOL MAIN ROUND ACCEPTANCES

Intensive Academic Humanities, Townsend Hams 4
Frank Sinatra School of the Arts, 2 Dance, 1 Drama 3
Environmental Research and Technology, Bayside H.S. 12
Humanities and Historical Research, Bayside H.S. 6
International and Cultural Relations, Bayside H.S. 3
Music Performance and Production, Bayside H.S. 1
Computer and Web Design, Bayside H.S. 5
Sports Medicine and Management, Bayside H.S. 7
Digital Art and Design, Bayside H.S. 1
Zoned, Bayside H.S. 5
Math and Science Research, Francis Lewis H.S. 1
University Scholars, Francis Lewis H.S. 1
Zoned , Francis Lewis H.S. 14
Flushing International H.S. 4
Mentor Law and Humanities, Benjamin N. Cardozo H.S. 1
Performance Dance, Benjamin N. Cardozo H.S. 1
Zoned, Benjamin N. Cardozo H.S. 1
Information and Technology High School 1
Aviation Maintenance Technology, Aviation Career and Technical Education H.S. 1
Theatre Arts Production Company School 1
Introduction to Agriculture, John Bowne H. S. 1
The High School For Language and Diplomacy 2
The High School for Dual Language and Asian Studies 1
Professional Performing Arts High School 1
Robert F. Kennedy 1
International High School at LaGuardia Community College 2
Academy of Finance and Enterprise 1
Medical and Health Scholars Academy , August Martin H.S. 1
Pre-Engineering and Computer Technology, Newtown H.S. 1
Queens Preparatory Academy 1
Illustration and Graphic Design, The High School of Fashion Industries 1
World Journalism Preparatory 1
Queens School of Inquiry 1

School: BELL Academy (25Q294)

Principal: Cheryl Hatzidimitriou

Address: 18-25 212 STREET
QUEENS, NY 11360

Main Phone: 718-428-0587

School Type: Middle

Enrollment: 305

For a translation of this overview, please visit
 لتطلع على نسخة مترجمة لهذا الموجز، الرجاء زيارة الموقع الإلكتروني أدناه
 如需要本概述的中文譯本，請瀏覽
 Pour une version traduite de ce document, merci de visiter
 Si w bezwen yon kopi rezime sa a nan lòt lang ale sou
 개요의 번역본을 보시려면 다음을 방문하십시오.
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 اس دستاویز کے ترجمے کے لیے براہ کرم ذیل پر پر جائیں
<http://schools.nyc.gov/accountability/tools/report>

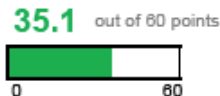
The NYC School Progress Report informs families about the school's strengths and weaknesses, emphasizing how far students have come in the past year. Progress Report grades are made up of three sections: student progress, student performance, and school environment. In each section, your school's results are compared to the results of other schools serving similar students. To view your school's Progress Report in detail, visit ARIS Parent Link at arisparentlink.org.

Progress Report Grade

A

Student Progress

A



The student progress grade is based on the *change in student scores* on state tests in English Language Arts and Math *between 2010 and 2011*, compared to other students in the City who started at the same levels.

Student Performance

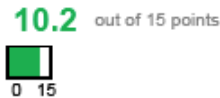
B



The student performance grade is based on the results of students in your school on *2011* state tests in English Language Arts and Math.

School Environment

A



The school environment grade is based on *student attendance* and your school's *NYC School Survey*, where parents, teachers, and students rate academic expectations, safety and respect, communication, and engagement.

Closing the Achievement Gap



Schools receive extra points if they make exceptional gains with students with disabilities, English Language Learners, and students with the lowest proficiency citywide.

Overall Grade

A



The overall grade is based on the total of all scores above.





BELL Academy

MS 294

Bayside Enrichment & Long-Distance Learning Academy

18-25 212th Street, Bayside, New York 11360

Phone 718-428-0587/Fax 718-428-0237

Cheryl Quatrano-Hatzidimitriou, *Principal*

Catalina Marte, *Assistant Principal*

2012 High School Acceptances

35% of the students who took the SHSAT (Specialized High School Admissions Test) and LaGuardia auditions were offered a placement

25% of ELL/ SWD students who took the SHSAT were offered a placement

61 % of all main round offers were screened programs, including Specialized High Schools and auditions.

100% of students who took the TACHS (Test Admission into Catholic High Schools) received their first choice.

SPECIALIZED HIGH SCHOOL ACCEPTANCES

<u>School Accepted to</u>	<u>No. of Students Offered a Placement</u>
<u>Stuyvesant High School</u>	2
<u>Bronx High School of Science</u>	6
<u>Brooklyn Technical High School</u>	4
<u>Queens High School For The Sciences at York College</u>	1
<u>The Brooklyn Latin School</u>	1
<u>Fiorello H. LaGuardia High School</u> 2 vocal, 1 dance, 1 instrumental, 1 arts	5



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Catalina Marte, *Assistant Principal*

Public School Main Round Acceptances

<u>Intensive Academic Humanities, Townsend Harris</u>	4	
<u>Frank Sinatra School of the Arts 6</u>		
<u>Environmental Research and Technology, Bayside H.S.</u>	8	
<u>Humanities and Historical Research, Bayside H.S.</u>	6	
<u>International and Cultural Relations, Bayside H.S.</u>	9	
<u>Music Performance and Production, Bayside H.S.</u>	3	
<u>Computer and Web Design, Bayside H.S.</u>	7	
<u>Sports Medicine and Management, Bayside H.S.</u>	6	
<u>Zoned, Bayside H.S.</u>	9	
<u>Math and Science Research, Francis Lewis H.S.</u>	2	
<u>University Scholars, Francis Lewis H.S.</u>	3	
<u>Zoned, Francis Lewis H.S.</u>	11	
<u>Flushing International H.S.</u>	2	
<u>DaVinci Science and Math, Benjamin N. Cardozo H.S.</u>	5	
<u>School of Journalism and Media, Benjamin N. Cardozo H.S.</u>	1	
<u>Zoned, Benjamin N. Cardozo H.S.</u>	1	
<u>Aviation Maintenance Technology, Aviation Career and Technical Education H.S.</u>		3
<u>Academy for Careers in Television and Film</u>	1	
<u>World of Journalism Preparatory School</u>	3	
<u>Law, Government, and Community Service H.S.</u>	1	
<u>Zoned, Forest Hills</u>	1	

Private School Acceptances

<u>Saint Francis Prep</u>	9 (1 partial scholarship)
<u>Archbishop Molloy High School</u>	7 (1 honors)
<u>Holy Cross High School</u>	4
<u>Saint Mary's High School</u>	2 (2 partial scholarships)
<u>Mary Lewis Academy</u>	2
<u>Saint Agnes</u>	1

Letter from Bell Parent

From: Looks Beth (28Q121)

Sent: Fri 4/20/2012 12:08 PM

To: Quatrano Cheryl (25Q294)

Subject: RE: Jessica Looks

April 20, 2012

Dear Ms. Quatrano:

Hi! Hope all is well with you and everyone at Bell Academy. I just wanted to touch base with you to keep you up-to-date on my daughter, Jessica Looks. She is going to be in her Spring Dance Show at Frank Sinatra in conjunction with the American Ballet Theatre on Thursday, May 3, and Friday, May 4, at 7 p.m.

In addition, Jessica is doing extremely well academically. She was just recommended by her social studies teacher (1 of 5 freshman students) to take a test this coming Wednesday for placement in AP World History for next year. AP classes are not usually taken until 11th grade, but she is being recommended for 10th grade. We are so proud of her.

Just wanted to share the good news. Please send our regards to everyone at Bell Academy.

Sincerely yours,
Beth Looks

Cyb Fwd: Thank you!

Quatrano Cheryl (25Q294)

Sent: Saturday, June 16, 2012 9:07 AM

To: Renzulli, Joseph; Reis, Sally

Hi Sally and Joe!!

Hope you are well and cannot wait to see you! Just wanted to inform you of some very, very exciting news.....

All students in our 8th grade High School Algebra Regents class not only passed, but the class average went up another 2 points to a 92! In addition, for the first time, 8 students received a perfect score!!!! Can you imagine! Please see below email from our PTA President, whose son took the test and was unsure he would do well-----

Xoxo,
Cheryl

Cheryl Quatrano

Goals

Enjoyment

Engagement

Enthusiasm

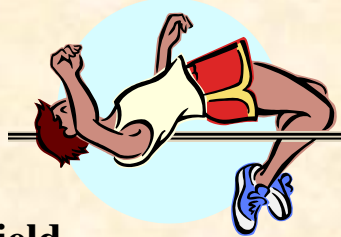
For Learning

The Definition of “The --- Activity”

Have you ever?

SPORTS

Soccer
Football
Field Hockey
Gymnastics
Basketball
Baseball
Softball
Swimming
Diving
Track and Field



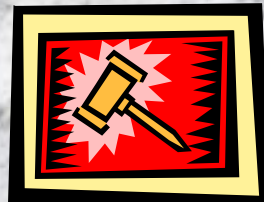
WRITTEN, VISUAL, AND PERFORMING ARTS

Drama Productions
Newspaper
Band
Creative Writing
Workshop
Yearbook
Chorus
Computer/Graphic Design
Fashion Design
Video/Filmmaking



CLUBS/EXTRACURRICULAR ACTIVITIES

Future Problem Solving
National History Day
Cooking Club
Mock Trial
Model UN
Outward Bound
Service Clubs



4-H
Junior Achievement
Invention Convention
Boy Scouts/Girl Scouts
Photography Club
Future Farmers of America



Three Questions...

- 1. Who came to your group?**
- 2. What did the students *do*?**
- 3. What role did you play?**
 - **What did you do?**
 - **What different jobs, activities, and services did you provide for your group ?**

High-End Learning

Teacher Roles and Responsibilities

List the roles you fulfilled in addition to or in place of instructor and disseminator of information?

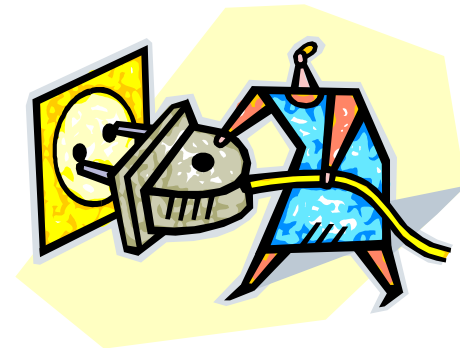
- General Contractor
- Conductor (as in a symphony)
- Consultant
- Counselor
- Accountant, Fund Raiser
- Operations Manager
- Business Agent
- Forager/Scavenger
- Therapist, Confidant
- Advocate
- Production Manager
- Secretary
- Internet Detective
- Recorder (for young kids)
- Librarian
- Taxi Driver
- Coach
- Producer, Director, Stage Manager (as in a play)
- Press Agent
- Talent Scout
- Arbitrator
- Auditor
- Supply Sergeant
- Transportation Coordinator
- Caterer
- "Fixer" (something like a lawyer)
- Friend
- Editor
- Collaborator

The Definition of
The-Guide-On-The-Side
Activity

Steve Perlman--Participated in the West Hartford Enrichment Program and worked on a research project at Talcott Mountain Science Center where he built his first computer. He attended Columbia University where he invented a system that enabled students to write papers from their dorms and send them to the computer center electronically.



Steve was hired by Apple computers and was instrumental in the development of the color Mac...He produced three independent start-up companies and continued to be a high creative. He got an idea and spent 3 days and nights inventing the first tv set internet device and started WebTV, the first product of a company that he and his partners subsequently sold for 500 million dollars.





Steve gave his first million dollars to the gifted program that allowed him to follow his interests as a young student.

Dr. Linda Ivany



Gifted Program graduate from Connecticut

Ph.D. Geology, Harvard University

Paleontologist and Environmental Scientist at Syracuse University

Research: Mass Extinction 34 thousand years ago and new directions about global climate changed the history of our earth.

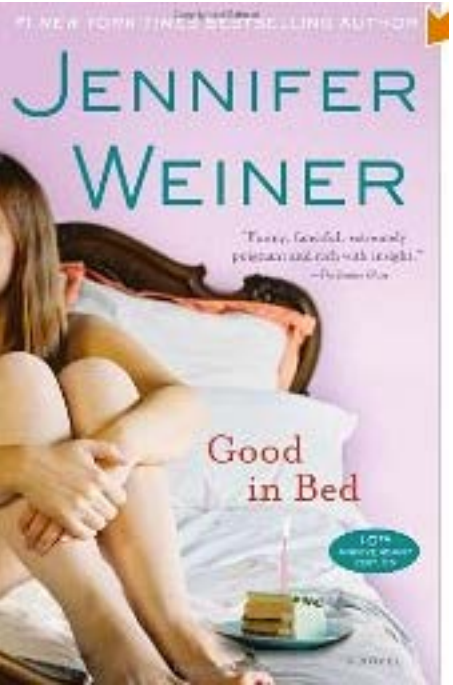
Her book on Paleontology is the leading textbook in the field.



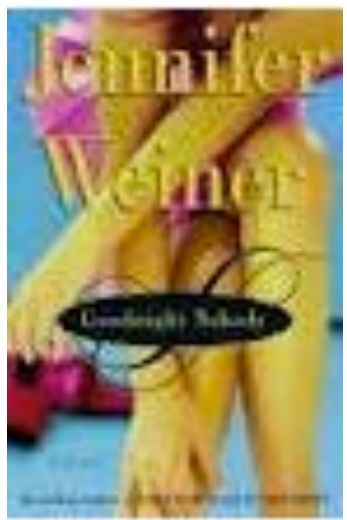
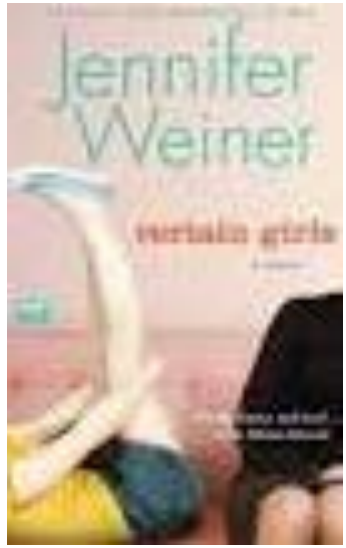
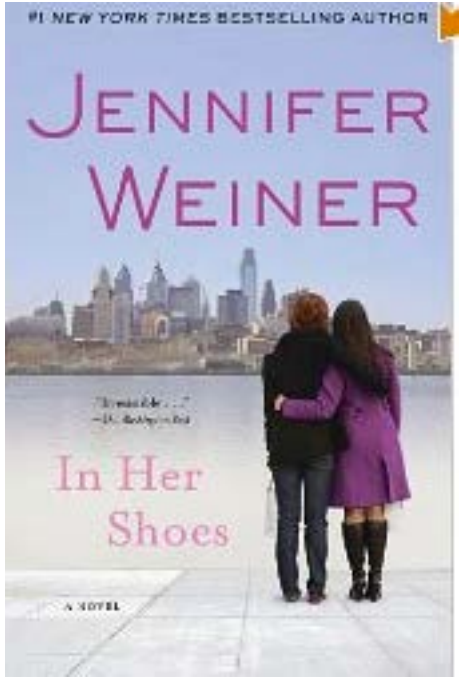
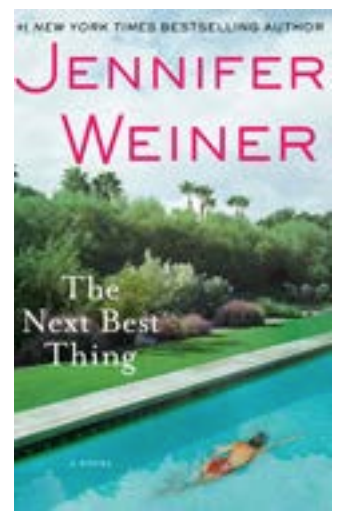
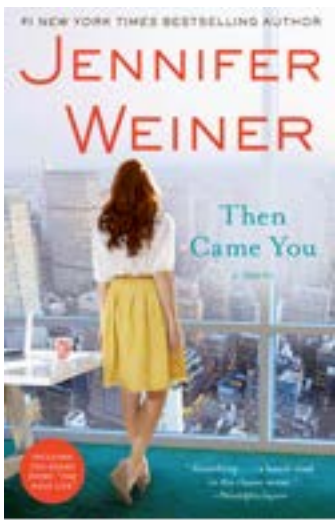
Jennifer Weiner

Another gifted Student from an Enrichment Triad Program in Connecticut. Her G/T teacher, Jean Gubbins, said, “all she ever wanted to do was write.”

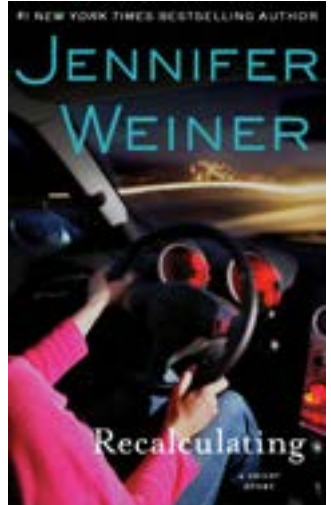
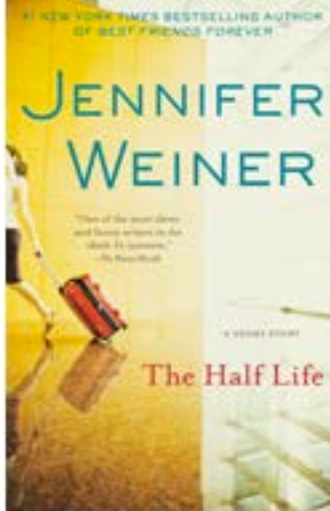
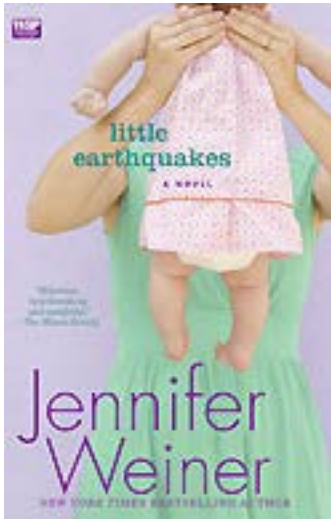
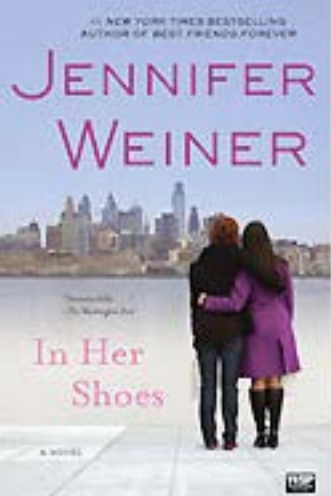
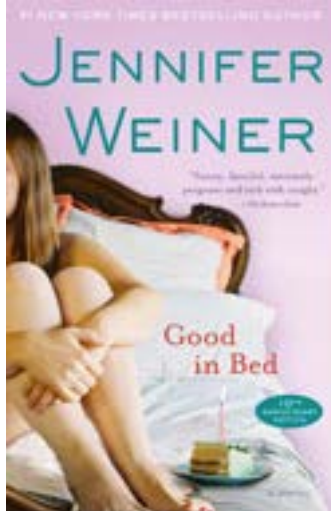
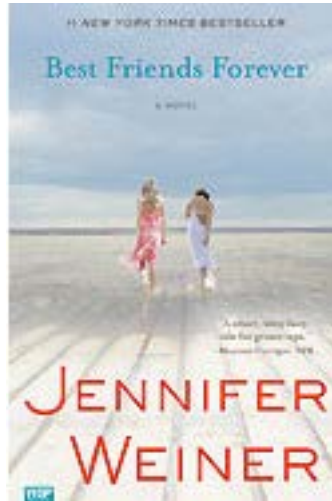
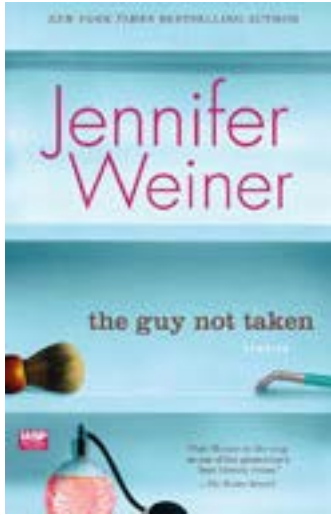
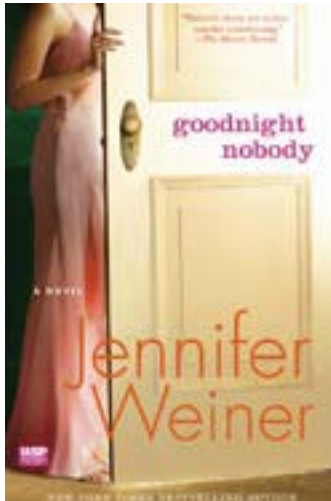
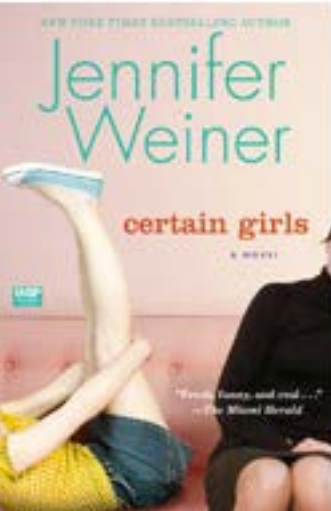
Today she is the author of several books, many on the New York Times best seller list.



First Book



Motion Picture With Cameron Diaz And Shirley McLaine



Eric Fossum

Another Enrichment Program graduate from Connecticut 7th grade Interest-A-Lyzer showed primary interests in **computers and photography**

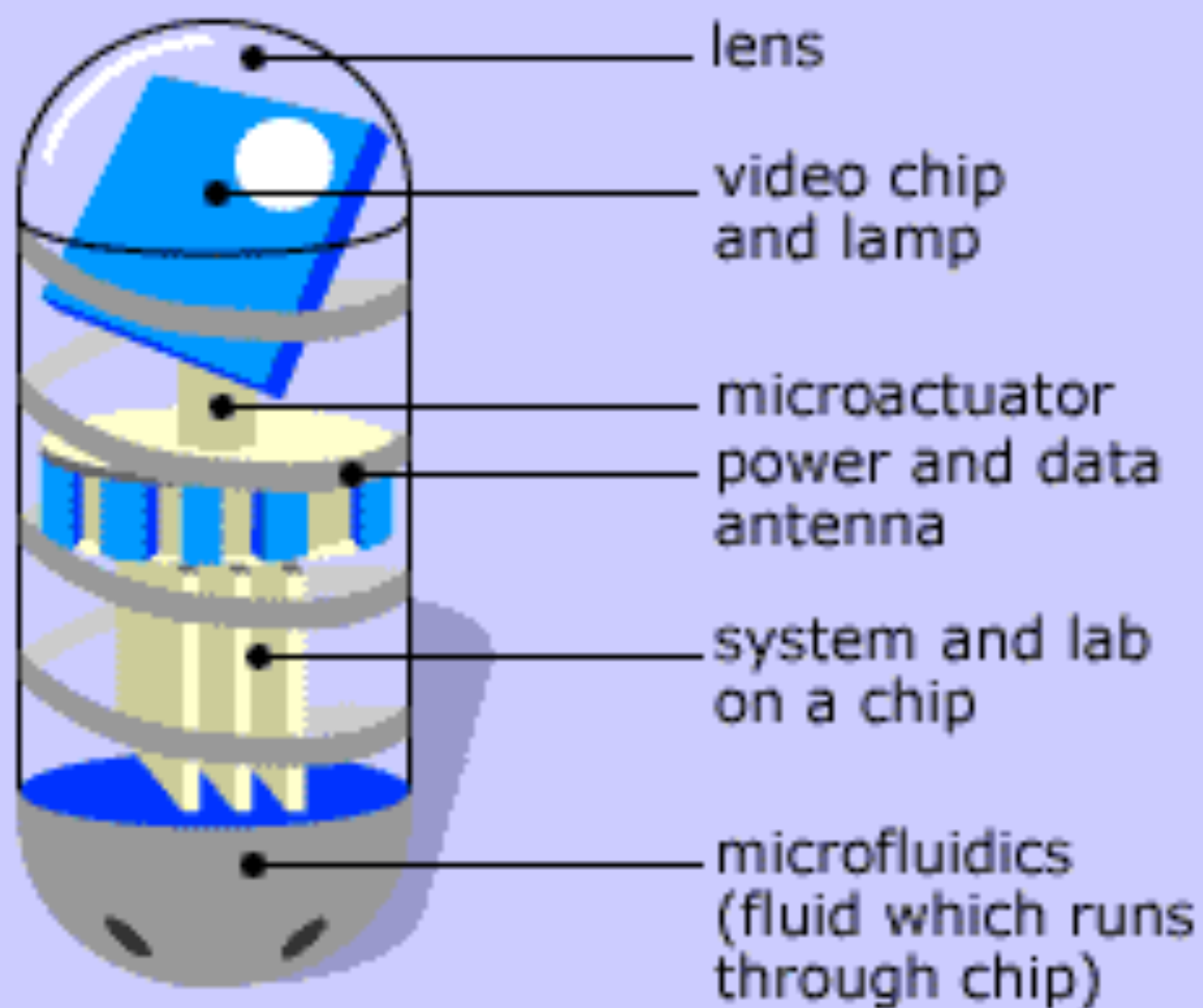
Graduated from Trinity College in Hartford

Doctorate from Yale

Worked at NASA's jet propulsion lab where he used computer chips for photography.



PILL CAMERA OF THE FUTURE



Today's Outline

- 1. Background and The General Theory**
- 2. How Do We Identify High Potential In Young People**
- 3. How Do We Develop Gifts and Talents In Young People**
- 4. Curriculum differentiation and Compacting**
- 5. The enrichment Triad Model**
- 6. Enrichment Clusters & Academies of Inquiry and Talent Development**
- 7. Practical Hint # 1: Learn all you can about and obtain copies of How-To Books**
- 8. Practical Hint # 2: Think Data/Think Instruments**
- 9. Practical Hint # 3: Use Infusion to tame the turkey!**
- 10. Last Practical Hint: Get Renzulli Learning**

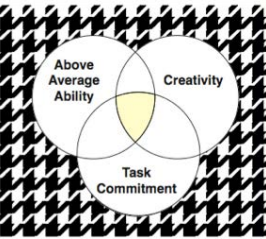
General Background

The Three Part Focus of Our Research and the Practical Core of Our Work

The Big Five

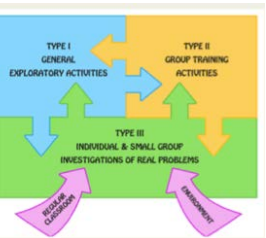
Part 1. Assessment

- Academic Strength Assessment (Aptitude Tests + SRBCSS)
- Interest Assessment (I-A-L)
- Learning Styles Assessment (LSI)
- Expression Styles Assessment (My Way)
- Assessment of Co-cognitive Functions (Leadership & Other Executive Functions)



Part 2. Services To Students

- Curriculum Modification For High Achieving Students
- General Enrichment Opportunities For All Students
- Advanced Enrichment For Targeted Students
- Internet Based Enrichment Resources



Part 3. Technology Delivery System

Parts 1 and 2 can only be delivered effectively with the use of *appropriate theory based technology*



Individualized Strength Assessment

Resource Matching Search Engine

**Happy Birthday Dad,
We bought you a new GPS for your Birthday.
Love, Sara and Liza**



I know what you're thinking!



**Give me a break!
How the hell can we accommodate
all these things? I've got 26 kids –
some can't add and some are
ready for calculus.**



**Let the machine do the
heavy lifting.**



amazon.com

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

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

Figure 1. Renzulli Learning System

System Overview At-A-Glance

Individualized Strength

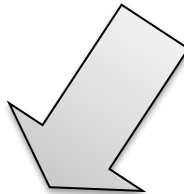
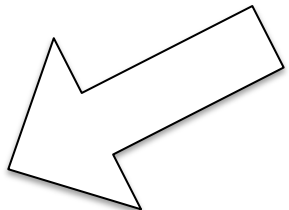
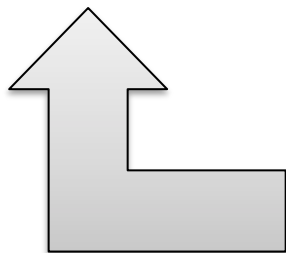
Total Talent Portfolio

Search Engine Matches Multiply Categorized Resources From 50k Item Data Bases With Individual Student Profiles

Application of Resources to Class Work And Projects

- Reproducible Activities
- Teacher Monitoring Tools
- Lesson Plans & Learning Maps
- Grouping By Interest Areas, etc.
- Built In Personal Success Plan
- Teacher Favorites Portfolio
- Curricular Related "Push -Ins"
- Built-In Assessment Tools
- Parent Review Access
- 24/7/365 Usage
- Staff Development Tutorials
- Built In Accountability and Staff Development for Teachers

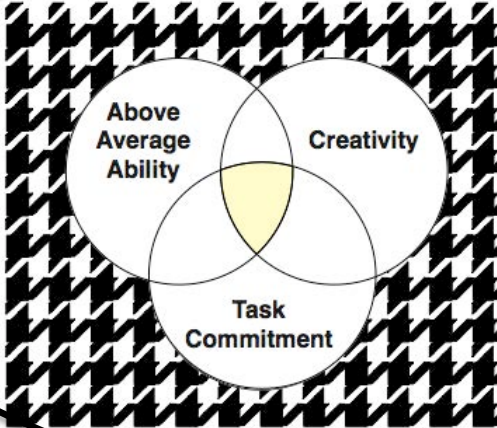
All Activity Placed In Electronic Portfolio



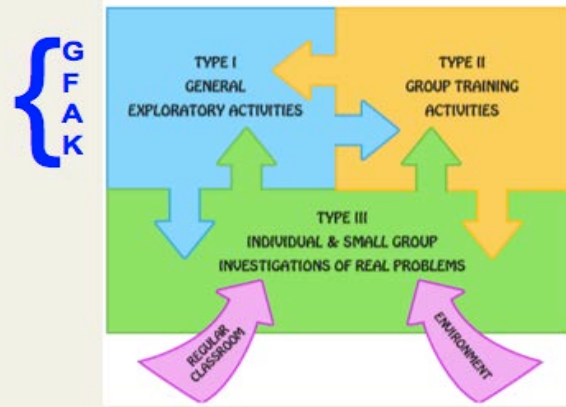
A Focus on Creative Productivity

Conceptions of Giftedness

The Three-Ring Conception of Giftedness



The Enrichment Triad Model



Fully Functioning Self-Actualized Individual

The Development of Social Capital

Executive Functions

Operation Houndstooth

Leadership For a Changing World

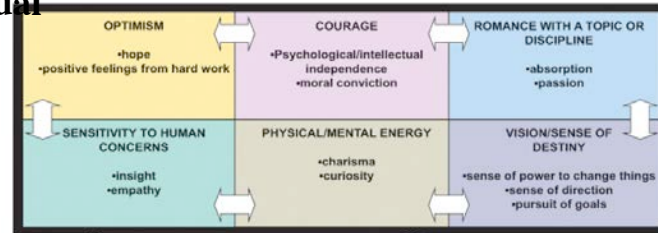
[Action Orientation](#)

[Social Interactions](#)

[Altruistic Leadership](#)

[Realistic Self-Assessment](#)

[Awareness of Needs of Others](#)



WISDOM
SATISFYING LIFESTYLE
THE PURSUIT OF HAPPINESS

diversity 差异性
balance 平衡
harmony 和諧
proportion 比例

Leadership in a Changing World

Major Categories of Talent Development

The
Traditional
Basics

Creative Thinking
Critical Thinking
Problem Solving
Decision Making
Productive Thinking

Planning
Forecasting
Writing
Literacy
Numeracy

Brought to bear upon...

**Opportunities For
Creative Productivity**

Intelligences
Outside The
Normal Curve

Contributing To Social Capital & Making A Better World

- Optimism
- Courage
- Romance With a Topic or Discipline
- Mental and Physical Energy
- Vision & A Sense of Destiny
- Sensitivity To Human Concerns

The Soft
Intelligences

“Executive Functions”

Leadership Based on Wisdom & Responsibility

- Personal
- Emotional
- Spiritual
- Social
- Motivational
- Responsible
- Organizational
“Getting your act
together”

Meta-cognitive Skills
In Technology

Focusing & Filtering

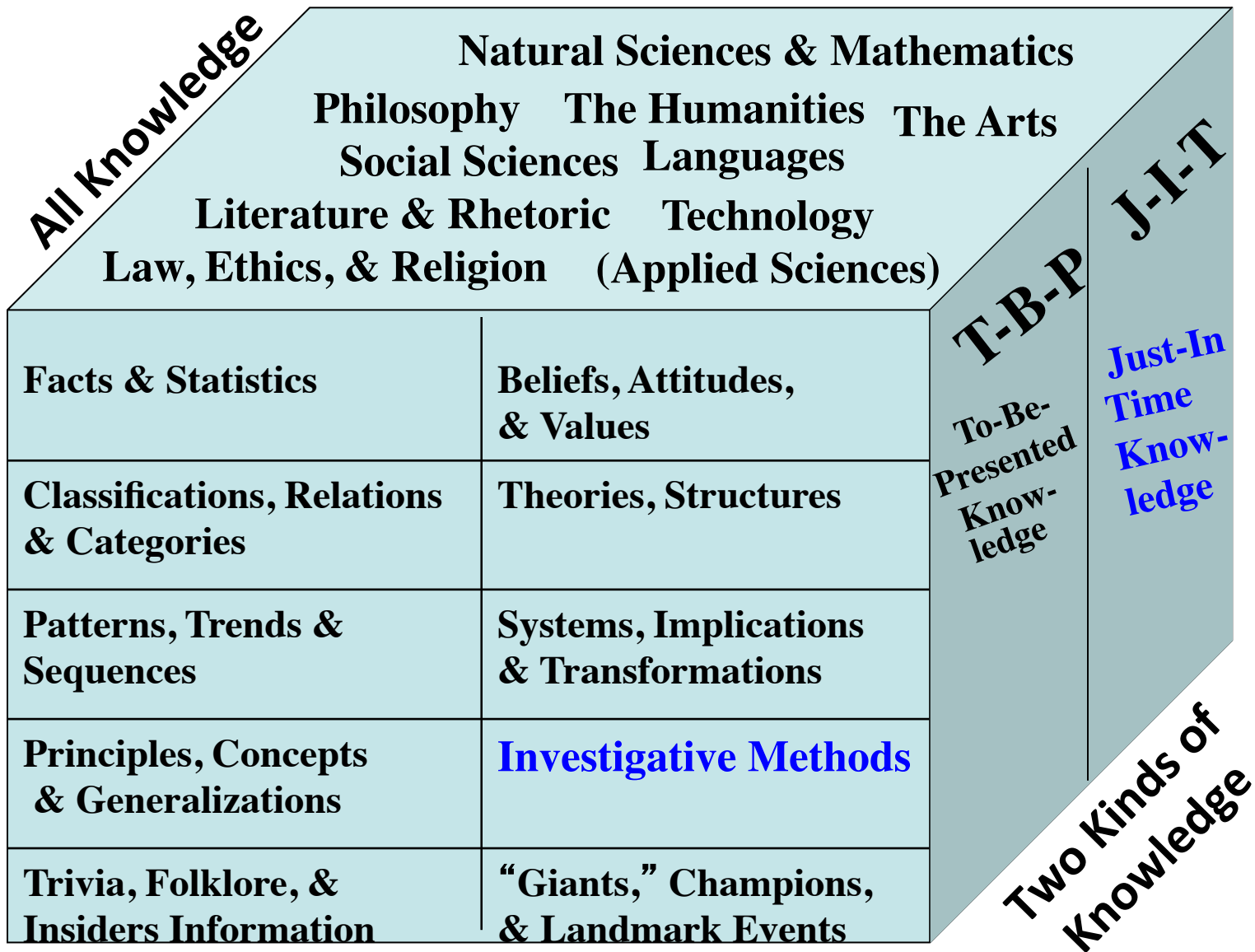
- The ability to identify trustworthy and useful information
- The ability to selectively manage overabundant information
- The ability to organize, classify, and evaluate information
- The ability to conduct self-assessments of web-based information
- The ability to use relevant information to advance the quality of one’s work
- The ability to communicate information effectively

Continuum of Learning Theories*

All you ever needed to know about learning theory (in one slide)!

<p>Deductive Didactic & Prescriptive</p> <p>Knowledge Acquisition, Storage, and Retrieval. Predetermined Content</p>	<p>Pedagogy</p>	<p>Inductive, Investigative & Inquiry Oriented</p> <p>Knowledge Application, High Engagement, Motivation And Enjoyment. J-I-T Content</p>
<p>Basic Skill Acquisition Text Consumption</p>	<p>Outcomes</p>	<p>21st Century Thinking Skills Creative Productivity</p>
<p>Behaviorists</p> <ul style="list-style-type: none"> •Pavlov •Thorndike •Skinner 	<p>Major Theorists</p>	<p>Constructivists</p> <ul style="list-style-type: none"> •Pestalozzi, Torrance, •Montessori, Gardner, •Piaget & Bruner, •Dewey, Sternberg, Renzulli
<p>National Goals</p> <p>Increased Academic Achievement Higher Test Scores Technically Proficient Professional and Skilled Workers</p>	<p>Inventors Creative Designers in Sciences, Arts, & Technology Innovative Leaders Entrepreneurs Writers People Who Make a Difference</p>	

*Both ends of this continuum are important, and schools should integrate them whenever possible to produce the best balance between the two models of learning.



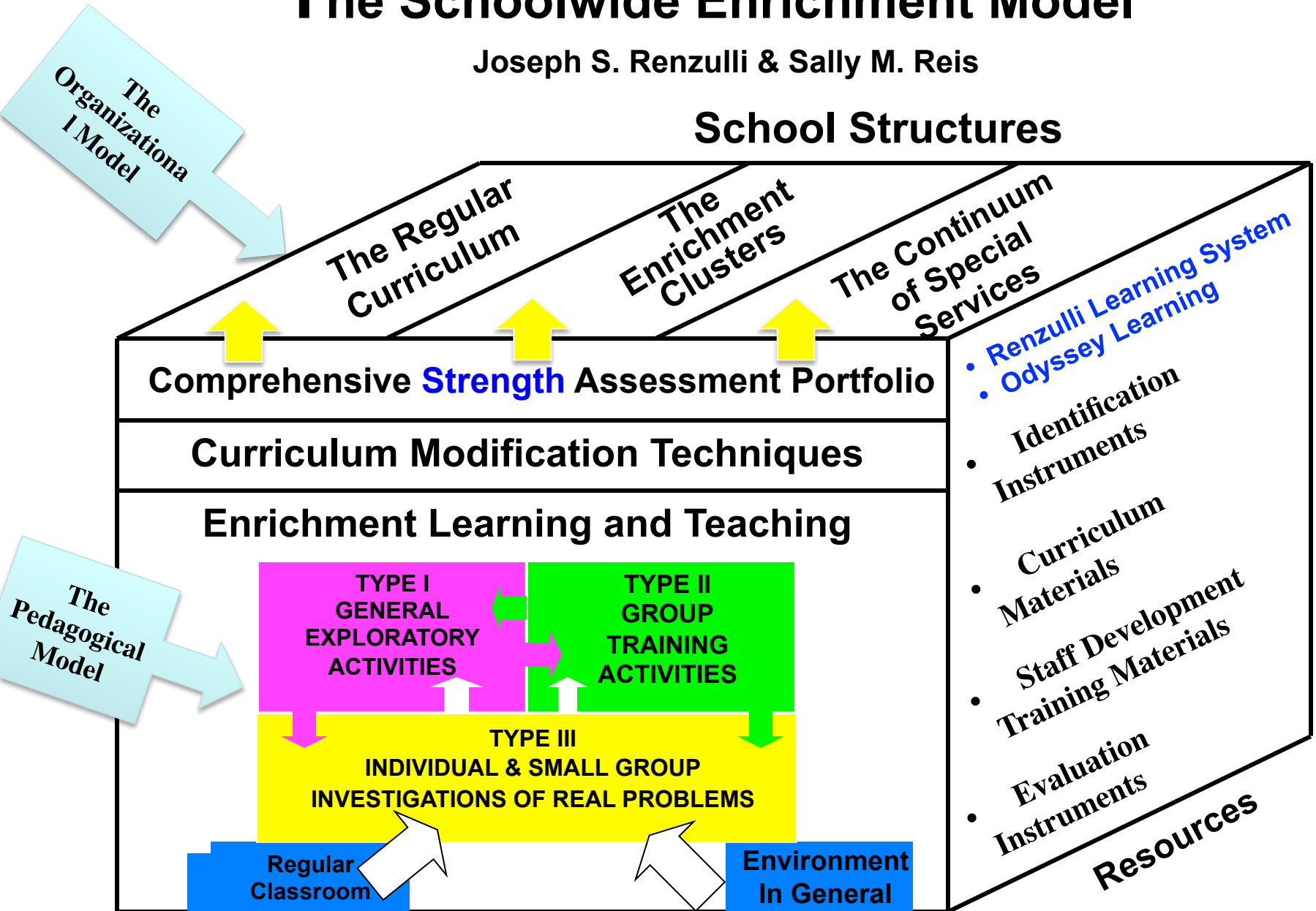
How Knowledge Is Organized

A Theory of Knowledge

The Schoolwide Enrichment Model

Joseph S. Renzulli & Sally M. Reis

School Structures



Service Delivery Components

Content Modifications

- More Material
 - More Drill & Practice
 - Easier Material
 - Greater Depth & Complexity
 - Student or Teacher Selected
- Enrichment Opportunities Related To A Topic or Unit of Study

On-line Courses
Blogs, Wikis, Podcasts
RSS Feeders, Screencasts

Flickr, Twitter
Social Networking Sites
[Renzulli Learning System](#)

Technology

Learning/Teaching Styles:
Lecture, Discussion, Peer Tutoring, Simulations
Socratic Inquiry, CAI, Dramatization, Problem Based Learning, Guided & Unguided Independent Study

KNOWLEDGE

PEDAGOGY

Curriculum
Content

Instructional
Strategies

*The Role of
The Teacher*

Classroom
Organization

Student
Products

MANAGEMENT

EXPRESSION STYL

Expression Styles:
Oral, Visual, Graphic, Manipulative, Artistic, Written, Multi-Media, Service, Combinations of the Above

Classroom Organization:

Forum, Cinema, Laboratory, Café, Conference, Boardroom, Lecture Hall, Circle, Hot Seat, Study Carrels, Science/Media Labs, Computer Lab, Interest Centers, "Coffee House"

Grouping by:

Interests, Skill Levels, Ability, Within & Across
Grade Cluster Grouping, Common Tasks/Projects, Complimentary Talents, Cooperative Learning

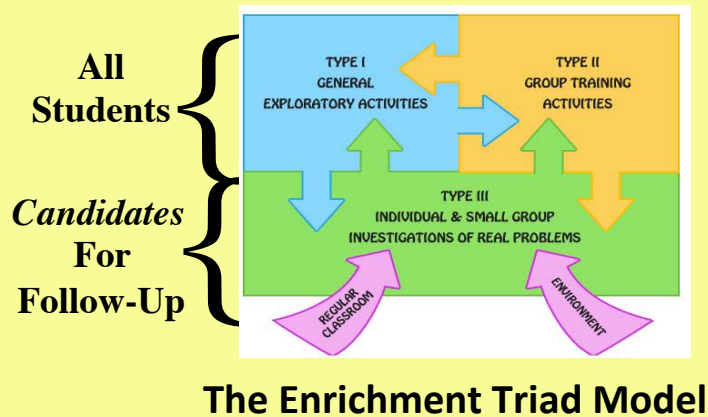
Technology

(JSR: 1996)

Five Dimensions of Differentiation

Relating The Enrichment Triad Model To Various Organizational Structures

The Pedagogy of Enrichment Learning and Teaching (EL&T)



**A Pedagogical Model
(What We *Do* With Students)**

Regular Classroom *Infusion*

- Extension of An Individual Lesson
- A Unit You Are Planning

Special Classes, Resource Room/ Pull-Out, Enrichment Clusters, AITDs, Independent Study, Cluster Grouping

**Extra and Co-Curricular Activities
And Other Special Events
In Your School**

**Various Organizational Models
(How We Group Students and
Move Them Around)**

Goals

Enjoyment

Engagement

Enthusiasm

For Learning

Enrichment Team of Administrators, Teachers, and Parents



The Schoolwide Enrichment Team



- Plans and organizes speakers and Type 1's
- Reviews enrichment materials and plans implementation
- Organizes Enrichment Clusters
- Recruits enrichment mentors
- Identifies enrichment events

**How Do
We Identify High
Potentials In
Young People?**

Identifying students In SEM Programs

I Love You
Gift Co.
822 North Fairfax St.
Alexandria, Va 22314

Bulk Rate
U S Postage

PAID
Please peel off label
Alexandria, Va
Permit No. 13

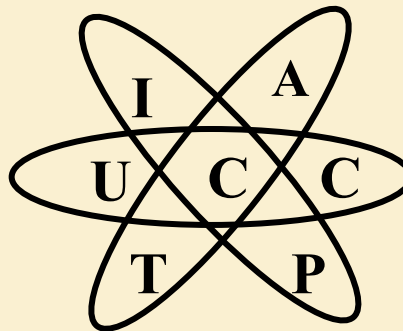
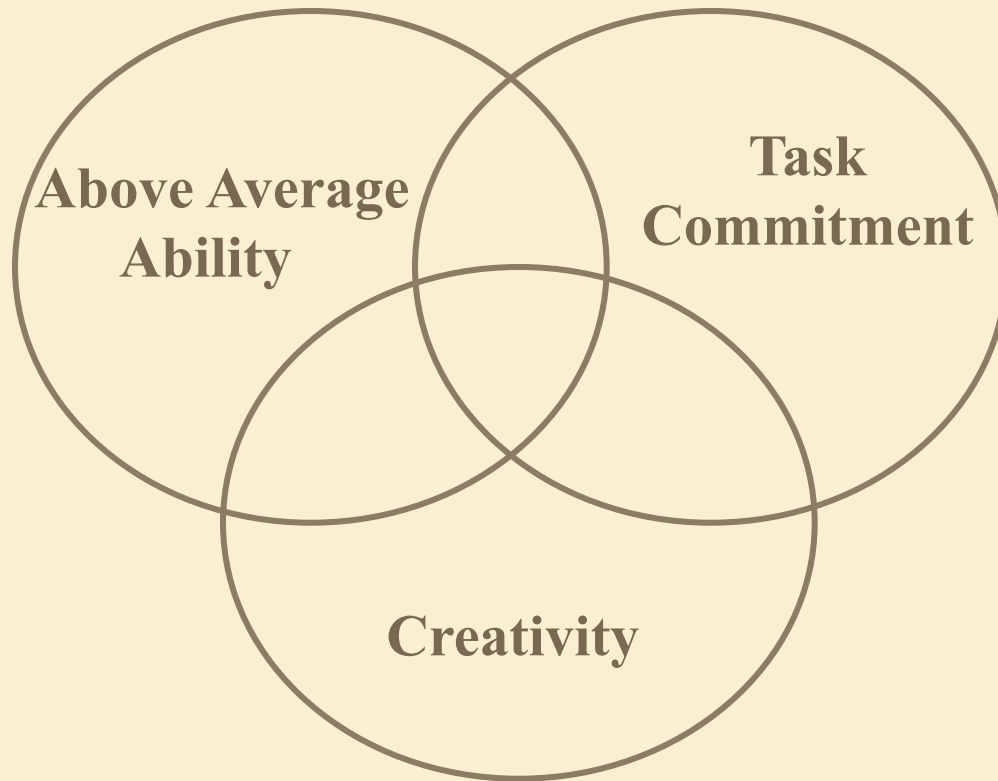
And place on order form

005042

The ASS FOR THE GIFTED
DR JOSEPH RENZULLI
SCH OF ED UNIV OF CONN
STORRS CT 06268

Address Correction Requested

WHAT MAKES GIFTEDNESS?



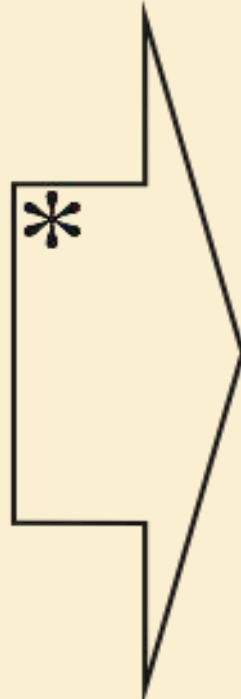
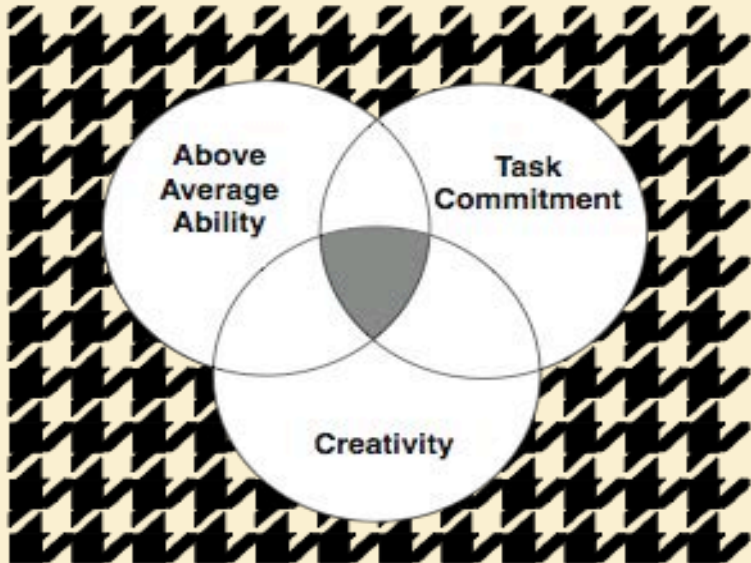
Graphic Representation of the Three-Ring Definition of Giftedness

General Performance Area

Mathematics	Visual Arts	Physical Sciences
Philosophy	Social Sciences	Law
Religion	Language Arts	Music
Life Sciences		Movement Arts

Specific Performance Areas

Cartooning	Demography	Electronic Music
Astronomy	Microphotography	Child Care
Public Opinion Polling	City Planning	Consumer Protection
Jewelry Design	Pollution Control	Cooking
Map Making	Poetry	Ornithology
Choreography	Fashion Design	Furniture Design
Biography	Weaving	Navigation
Film Making	Play Writing	Genealogy
Statistics	Advertising	Sculpture
Local History	Costume Design	Wildlife Management
Electronics	Meteorology	Set Design
Musical Composition	Puppetry	Agricultural
Landscape	Marketing	Research
Architecture	Game Design	Animal Learning
Chemistry	Journalism	Film Criticism
etc.	etc.	etc.



* This arrow should read as "... brought to bear upon ..."

Two Types of Giftedness



**High
Achieving
Giftedness**

**Creative/
Productive
Giftedness**

Two Types of Identification Information

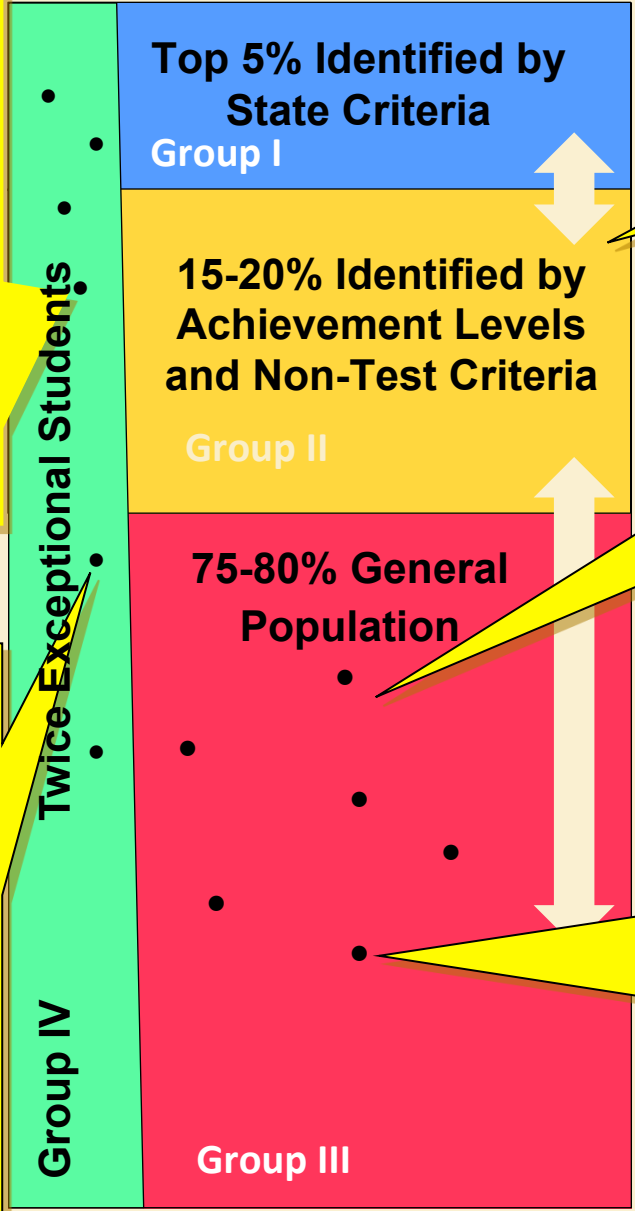
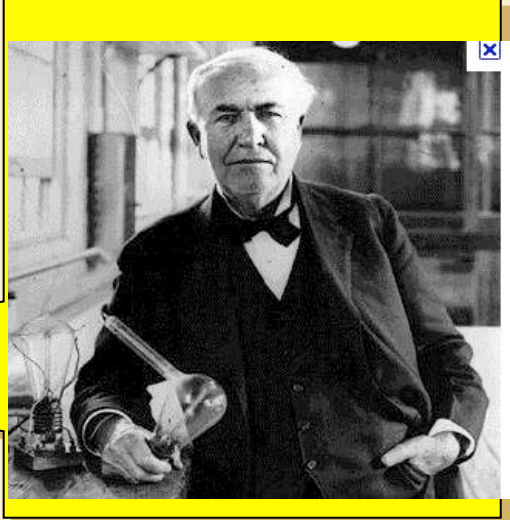
1. Status Information -- Anything you can put down on paper beforehand that tells you something about the student.

2. Action Information -- Things that you can only document when they are happening or after they happen.

Note: Beware “The Identification Smokescreen”

Target Populations

The majority of **high potential** students in **low-income, minority, and dual language groups are in this category.**



Twice Exceptional Students

Group IV

Top 5% Identified by State Criteria
Group I

15-20% Identified by Achievement Levels and Non-Test Criteria
Group II

75-80% General Population
Group III



Der Erziehungsrat des Kantons Aargau

urkundet hiemit:

Herr Albert Einstein von Illnau,
geboren den 14. März 1879,

besuchte die aargauische Kantonschule sowie die III. & IV. Klasse
der Gewerbeschule.

Nach abgelegter schriftl. & mündl. Reifeprüfung am 18., 19. & 21.

September, sowie am 30. September 1896, erhielt derselbe folgende Noten:

1. Deutsche Sprache und Literatur	5
2. Französische	5
3. Englische	—
4. Mathematik	5
5. Geschichte	6
6. Geographie	4
7. Algebra	6
8. Geometrie <small>[Planimetrie, Trigonometrie Stereometrie & analytische Geometrie]</small>	6
9. Darstellende Geometrie	6
10. Physik	6
11. Chemie	5
12. Naturgeschichte	5
13. Das Kunstzeichnen	4
14. Das technische Zeichnen	4

On a 10
Point Scale

Erstattet hierauf und demselben das Zeugnis der Reife aus.

Aarau den 3. Oktober 1896.

Im Namen des Erziehungsrates,
Der Präsident:

H. Kappeler



The Total Talent Portfolio

Looking at three kinds of strengths...

<i>Abilities</i>	<i>Interests</i>	<i>Style Preferences</i>			
<i>Maximum Performance Indicators</i>	<i>Interest Areas</i>	<i>Instructional Styles Preferences</i>	<i>Learning Environment Preferences</i>	<i>Thinking Styles Preferences</i>	<i>Expression Style Preferences</i>
<p><i>Tests</i></p> <ul style="list-style-type: none"> • Standardized • Teacher-Made <p>Course Grades Teacher Ratings</p> <p><i>Product Evaluation</i></p> <ul style="list-style-type: none"> • Written • Oral • Visual • Musical • Constructed <p>(Note differences between assigned and self-selected products)</p> <p>Level of Participation in Learning Activities Degree of Interaction With Others</p> <p>Ref: General Tests and Measurements Literature</p>	<p>Fine Arts Crafts Literary Historical Mathematical/Logical Physical Sciences Life Sciences Political/Judicial Athletic/Recreation Marketing/Business Drama/Dance Musical Performance Musical Composition Managerial/Business Photography Film/Video Computers Other (Specify)</p> <p>Ref: Renzulli, 1977b</p>	<p>Recitation & Drill Peer Tutoring Lecture Lecture/Discussion Discussion Guided Independent Study * Learning /Interest Center Simulation, Role Playing, Dramatization, Guided Fantasy Learning Games Replicative Reports or Projects* Investigative Reports or Projects* Unguided Independent Study* Internship* Apprenticeship*</p> <p>*With or without a mentor</p> <p>Ref: Renzulli & Smith, 1978b</p>	<p><i>Inter/Intra Personal</i></p> <ul style="list-style-type: none"> • Self-Oriented • Peer-Oriented • Adult-Oriented • Combined <p><i>Physical</i></p> <ul style="list-style-type: none"> • Sound • Heat • Light • Design • Mobility • Time of Day • Food Intake • Seating <p>Ref: Amabile, 1983; Dunn, Dunn, & Price, 1975; Gardner, 1983</p>	<p>Analytic (School Smart)</p> <p>Synthetic/Creative (Creative, Inventive)</p> <p>Practical/Contextual (Street Smart)</p> <p>Legislative</p> <p>Executive</p> <p>Judicial</p> <p>Ref: Sternberg, 1984, 1988, in press</p>	<p>Written</p> <p>Oral</p> <p>Manipulative</p> <p>Discussion</p> <p>Display</p> <p>Dramatization</p> <p>Artistic</p> <p>Graphic</p> <p>Commercial</p> <p>Service</p> <p>Ref: Renzulli & Reis, 1985</p>

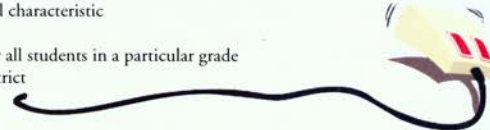
Scales for Rating the Behavioral Characteristics of Superior Students—Online Edition

Teacher Ratings

Creative Learning Press is proud to announce the **Online Edition** of the popular identification instrument *Scales for Rating the Behavioral Characteristics of Superior Students* by Joseph Renzulli and his colleagues. Completing the Scales online is as easy to do as it is on paper, but the Online Edition allows schools to analyze much more information more efficiently than they could if they calculated scores, means, and local norms by hand. All you need to do is point and click.

Point and Click to

- Rate the frequency to which you have observed a behavioral characteristic
- View summaries of student scores and teacher comments
- View scores for each scale ranked from highest to lowest for all students in a particular grade
- Obtain grade-level means for each scale by school or by district
- Generate local norms



The *Scales for Rating the Behavioral Characteristics of Superior Students* were designed in the area

- Reading
- Mathematics
- Technology
- Science
- Learning
- Motivation
- Creativity
- Leadership
- Art
- Music
- Drama
- Communication (precision)
- Communication (expressiveness)
- Planning

Reports and percentile ranks. You can view scores across grade levels in one school or an entire district as well as within one classroom.

Scale: MOTIVATION				Scale: LEADERSHIP			
District Grade Level Mean		n = 44		District Grade Level Mean		n = 29	
Student ID	Score	Percentile Rank		Student ID	Score	Percentile Rank	
154	13251	86	99%	146	10843	42	99%
143	123725	83	99%	154	13251	42	99%
146	10843	83	99%	303	42903	38	78%
303	42903	58	70%	143	123725	35	66%
151	12749	56	74%	151	12749	35	66%
138	13903	52	58%	152	13046	32	53%
152	13046	46	48%	255	33741	31	48%
148	11853	45	43%	144	1248	29	38%
144	1248	44	38%	148	11853	29	38%

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Action Information

Action Form ACTION INFORMATION MESSAGE*

ACTION INFORMATION MESSAGE

GENERAL
CURRICULUM AREA _____

ACTIVITY OR TOPIC _____

IN THE SPACE BELOW, PROVIDE A BRIEF DESCRIPTION OF THE INCIDENT OR SITUATION IN WHICH YOU OBSERVED HIGH LEVELS OF INTEREST, TASK COMMITMENT OR CREATIVITY ON THE PART OF A STUDENT OR SMALL GROUP OF STUDENTS. INDICATE ANY IDEAS YOU MAY HAVE FOR ADVANCED LEVEL FOLLOW-UP ACTIVITIES, SUGGESTED RESOURCES OR WAYS TO FOCUS THE INTEREST INTO A FIRST-HAND INVESTIGATIVE EXPERIENCE.

TO: _____

FROM: _____

DATE: _____

PLEASE CONTACT ME.

I WILL CONTACT YOU TO ARRANGE A MEETING.

J.S.R. '81

Date Received _____

Date of Interview
with Child _____

Date Child Was
Revolved In _____

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*These forms are prepared on 3-part NCR paper and can be purchased in sets of 100 from the publisher.
Actual size 8½" x 11".

ACTION INFORMATION MESSAGE

GENERAL

CURRICULUM AREA Science,
Math, Social Studies
ACTIVITY OR TOPIC Solar energy "car"

IN THE SPACE BELOW, PROVIDE A BRIEF DESCRIPTION OF THE INCIDENT OR SITUATION IN WHICH YOU OBSERVED HIGH LEVELS OF INTEREST, TASK COMMITMENT OR CREATIVITY ON THE PART OF A STUDENT OR SMALL GROUP OF STUDENTS. INDICATE ANY IDEAS YOU MAY HAVE FOR ADVANCED LEVEL FOLLOW-UP ACTIVITIES. SUGGESTED RESOURCES OR WAYS TO FOCUS THE INTEREST INTO A FIRST-HAND INVESTIGATIVE EXPERIENCE.

Stephen G. is driving me up the wall! His new idea is to produce a solar car. He has already drawn ten plans and conducted research about solar energy that is extremely advanced. He needs time in the Resource Room to further his ideas and actually produce the car. If he finishes it, I want a go!

Bud

TO: Sally Reis
FROM: Bud Connell

- PLEASE CONTACT ME.
- I WILL CONTACT YOU TO ARRANGE A MEETING

ACTION INFORMATION MESSAGE

GENERAL CURRICULUM AREA _____

ACTIVITY OR TOPIC Dogs

In the space below provide a brief description of the topic that you would like to investigate. Please share any ideas you may have about the type of original product you would like to create and the type of resources you would need.

I would like to find out more about dog language. So I am going to do ~~research~~ research on the topic, and then draw pictures of what dogs are doing at certain times. I am interested in dog language because I have my own dog and sometimes when she does certain things I wonder what she's really saying. Finally I'm going to ~~make~~ make a model of a dog and clip signs to ~~it~~ different parts of its body telling how it can talk.

TO: Mrs. Beckley

FROM: Miriam Ginsberg

DATE: October 3, 2000

Date Received _____

Date of Interview with Child _____

Date Child Was Revolved In _____

TO: _____ Talent Pool Class Teacher
_____ Program Coordinator
_____ Other

FROM: _____ Student (print name)
_____ Teacher (print name)
_____ Other

General Curriculum Area: _____

Idea for Investigation or Study: _____

In the space below, provide a brief description of evidence of high levels of task commitment or creativity on the part of a student or small group of students. Indicate any ideas you may have for advanced level follow-up activities, suggested resources or ways to focus the interest into a first-hand investigative experience.

Date Received _____

Date of Interview _____

Mentor Located _____ Yes _____ No

Name of person who will be responsible for facilitating this Type III

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Parent Ratings

“THINGS MY CHILD LIKES TO DO”

COVER LETTER

TO: Parents of Students in the _____

FROM:

SUBJECT: Things My Child Likes To Do

One of the major goals of our overall school program is to provide each child with an opportunity to develop his or her individual strengths and creative thinking abilities. We also would like to provide your child with an opportunity to do some work in an area of study that is of personal interest to him or her. In other words, we would like to supplement our basic curriculum with experiences that are interesting, challenging, and enjoyable to individual children.

Although the work that your child does in school gives us many opportunities to observe his or her strengths and areas of interest, the activities that your child pursues at home can also help us to find ways for enriching his or her overall school program. For this reason, we are asking you to complete the attached questionnaire and return it to us at your earliest convenience.

The attached questionnaire contains 14 items. Each of the items deals with a general type of interest or activity that you may or may not have seen in your child. The interests or activities might be the result of school assignments, extracurricular, club activities such as—Girl Scouts or 4-H Club projects or other activities in which your child has developed an interest. To help clarify each of the 14 items, we have also provided an example. Please keep in mind that each example is included only to help clarify the meaning of the item. In other words, you should remember that you are rating your child on each of the fourteen general items rather than the specific example. It will, of course, be very helpful if you can jot down specific examples of your child's interests or activities in the righthand column of the questionnaire.

If you should have any questions about this questionnaire, please contact the person whose name and telephone number are listed below. We very much appreciate your assistance in helping us to provide the very best possible educational program for your child.

“THINGS MY CHILD LIKES TO DO”

Your Name _____ Your Child's Name _____

Child's Age _____ Child's School _____ Today's Date _____

	Seldom or Never	Some- times	Quite Often*	Almost Always*	Example From Your Own Child's Life
1. My child will spend more time and energy than his/her agemates on a topic of his/her interest. (For example: Joan is learning to sew and spends every free minute designing new dress patterns and trying to sew them herself.)					
2. My child is a “self-starter” who works well alone, needing few directions and little supervision. (For example: After watching a film about musical instruments, Gary began to make his own guitar from materials he found around the garage.)					
3. My child sets high personal goals and expects to see results from his/her work. (For example: Marj insisted on building a robot from spare machine parts even though she knew nothing about engines or construction.)					
4. My child gets so involved with a project that (s)he gives up other pleasures in order to work on it. (For example: Don is writing a book about his town's history and spends each night examining historical records and documents—even when he knows he's missing his favorite tv show.)					
5. My child continues to work on a project even when faced with temporary defeats and slow results. (For example: After building a model rocket, Sally continued to try to launch it, despite several failures and “crash landings.”)					
6. While working on a project (and when it is finished) my child knows which parts are good and which parts need improvement. (For example: After building a scale model of a lunar city, Kenny realized that there weren't enough solar collectors to heat all the homes he had built.)					
7. My child is a “doer” who begins a project and shows finished products of his/her work. (For example: Mary began working on a puppet show four months ago, and has since built a stage and puppets, and has written a script. Tomorrow she's presenting her play to the PTA!)					

	Seldom or Never	Sometimes	Quite Often*	Almost Always*	Example From Your Own Child's Life
8. My child suggests imaginative ways of doing things, even if the suggestions are sometimes impractical. (For example: "If you really want to clean the refrigerator, why don't we move it outside and I'll hose it down—that will defrost it, too.")					
9. When my child tells about something that is very unusual, (s)he expresses himself/herself by elaborate gestures, pictures, or words. (For example: "The only way I can show you how the ballet dancer spun around is if I stand on my tiptoes on the record player and put the speed up to 78.")					
10. My child uses common materials in ways not typically expected. (For example: "I'll bring a deck of cards when we go camping. If it rains, we can use them to start a fire, and if it's dry, we can play 'fish' around the campfire.")					
11. My child avoids typical ways of doing things, choosing instead to find new ways to approach a problem or topic. (For example: "I had trouble moving this box to the other side of the garage so I used these four broom handles as rollers and just pushed it along.")					
12. My child likes to "play with ideas," often making up situations which probably will not occur. (For example: "I wonder what would happen if a scientist found a way to kill all insects, and then went ahead and did it.")					
13. My child often finds humor in situations or events that are not obviously funny to most children his/her age. (For example: "It was really funny that after our coach showed us a movie on playground safety, he sprained his ankle while lining us up to go back to class.")					
14. My child prefers working or playing alone rather than doing something "just to go along with the gang." (For example: "I always misspell the first word in a spelling bee; then I get to sit down and do something I like.")					

*If your child scores in either of these two columns, it would be helpful if you would write a specific example in the last column, using the reverse side of this page if necessary.

Areas of Learning

Standardized Test	My Score
CT Mastery Test Math Scaled Score	
CT Mastery Test Reading Scaled Score	
CT Mastery Test Writing Scaled Score	
Other Standardized Test	
Other Standardized Test	

General Interests	Rank 1-3 (1 is highest)
Performing Arts	
Creative Writing	
Journalism	
Fine Arts & Crafts	
Music	
Science/Experimenting	
Mathematics	
Athletics	
Photography/Film/Video	
Community Service	
History	
Business/Money	
Technology/Computers	
Other _____	

Subject Areas in School	Current Grade	I Really Like:	I'm Good At:
Language Arts			
Writing			
Math			
Social Studies			
Science			
Art			
Music			
Physical Education			

Special Topics That I Like (and would like to know more about)

Learning and Interests

Subjects in School	I Really Like	I'm Good At
Reading		
Writing		
Mathematics		
Social Studies		
Science		
Art		
Music		
PE		
Computer		

Rank these 1 to 8 with 1 being your first choice.

Special Topics I Like
Or
Would Like to Know More About

Comments

My Best Ways of Learning

When learning new information at school I like to:	
Have the teacher lecture.	
Discuss topics with a group.	
Work on topics of my choice by myself.	
Learn information by watching a video or a film.	
Work on group projects.	
Learn by using the computer.	
Talk with a person who is an expert on the topic.	
Work with another student who already knows the information.	

Rank your top 4 choices with 1 being your best way to learn new information.

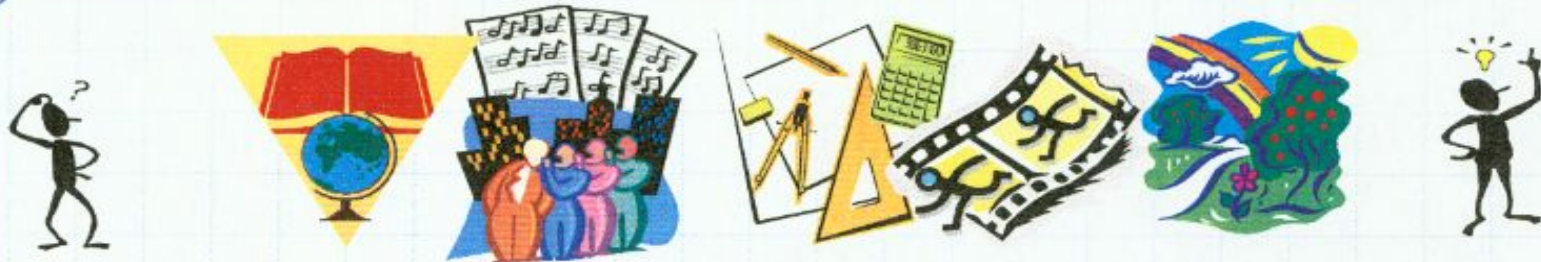
When showing what I've learned I like to:	
Write.	
Use art.	
Talk about my learning.	
Act it out or make a video.	
Build a display or make a game.	
Do a project on the computer.	
Take tests.	
Other.	

Rank your top 4 choices with 1 being your best way to show what you've learned.

Comments

I learn best...	
When it's quiet.	
When there is some noise.	
When there is bright light.	
When the room has soft lighting.	
Early in the day.	
After I've been awake a few hours.	
In the afternoon.	
At night.	
When I have music playing.	
If I can snack while I work.	

Check the sections that tell about your best ways of learning.



Mi portafolio sobre Mis Talentos



Nombre _____

Edad _____

Grado _____

Fecha _____

Renzulli Profiler

- Student and teacher read the Student Profile
- Determine accuracy
- Choose an area of interest for further exploration





Renzulli™

LEARNING

AN ENRICHMENT DIFFERENTIATION SEARCH ENGINE

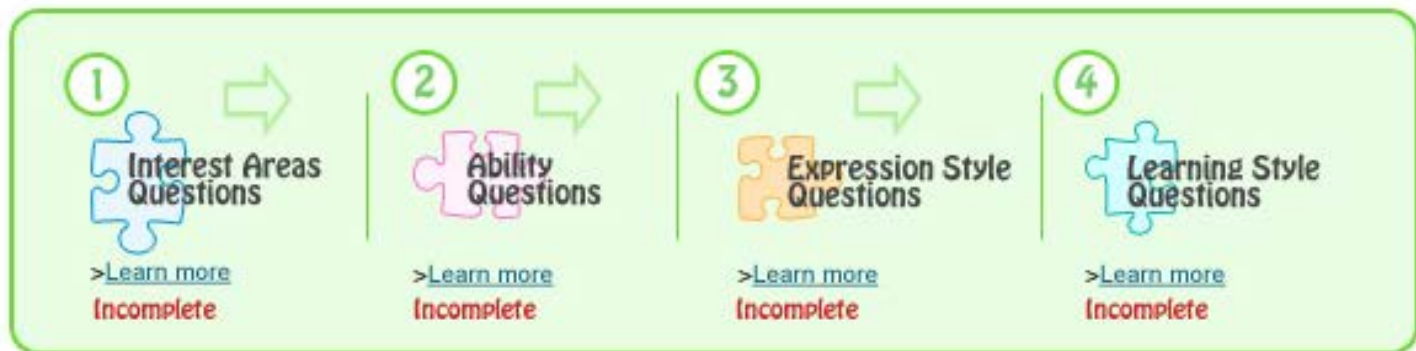
Renzulli Profiler™

MY Enrichment Activities

MY Portfolio

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.



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Renzulli

LEARNING

GRADES 3-5



MY Total Talent Portfolio



MY Enrichment Activities



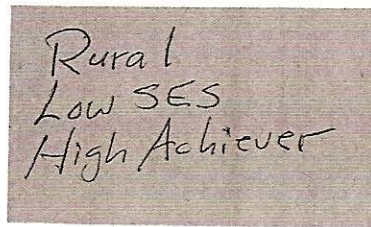
MY Notebook



MY INTEREST AREA:

1. Think about what interests you. Most kids your age have interests in one or more of the following areas. Check the circle that tells how much you like or dislike the general area listed.

	Really Like	Like	Not Sure	Dislike	Really Dislike
Arts (Drawing, Painting, Sculpture)	Really Like: <input checked="" type="radio"/>	Like: <input type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input type="radio"/>	Really Dislike: <input type="radio"/>
Athletics/Sports	Really Like: <input type="radio"/>	Like: <input checked="" type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input type="radio"/>	Really Dislike: <input type="radio"/>
Business/Management	Really Like: <input type="radio"/>	Like: <input type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input checked="" type="radio"/>	Really Dislike: <input type="radio"/>
Computers/Technology	Really Like: <input type="radio"/>	Like: <input checked="" type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input type="radio"/>	Really Dislike: <input type="radio"/>
Drama and Music	Really Like: <input type="radio"/>	Like: <input checked="" type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input type="radio"/>	Really Dislike: <input type="radio"/>
Foreign Languages	Really Like: <input type="radio"/>	Like: <input type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input type="radio"/>	Really Dislike: <input type="radio"/>



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.



Top 3 Interest Areas



Top 3 Learning Styles



Top 3 Expression Styles

Open-Ended Questions on Interest Assessments

- **Imagine that you have written your first book and you are ready to submit it for publication. What is the title of your book and what is your book about?**
- **Student Response:**

The title of my book would be “Runaway”. It will be about a girl from ancient Egypt who runs away from home because she has a dream that she must find an ancient amulet from Alexandria. The amulet is the key to discovering an important fact about her great-great grandfather.

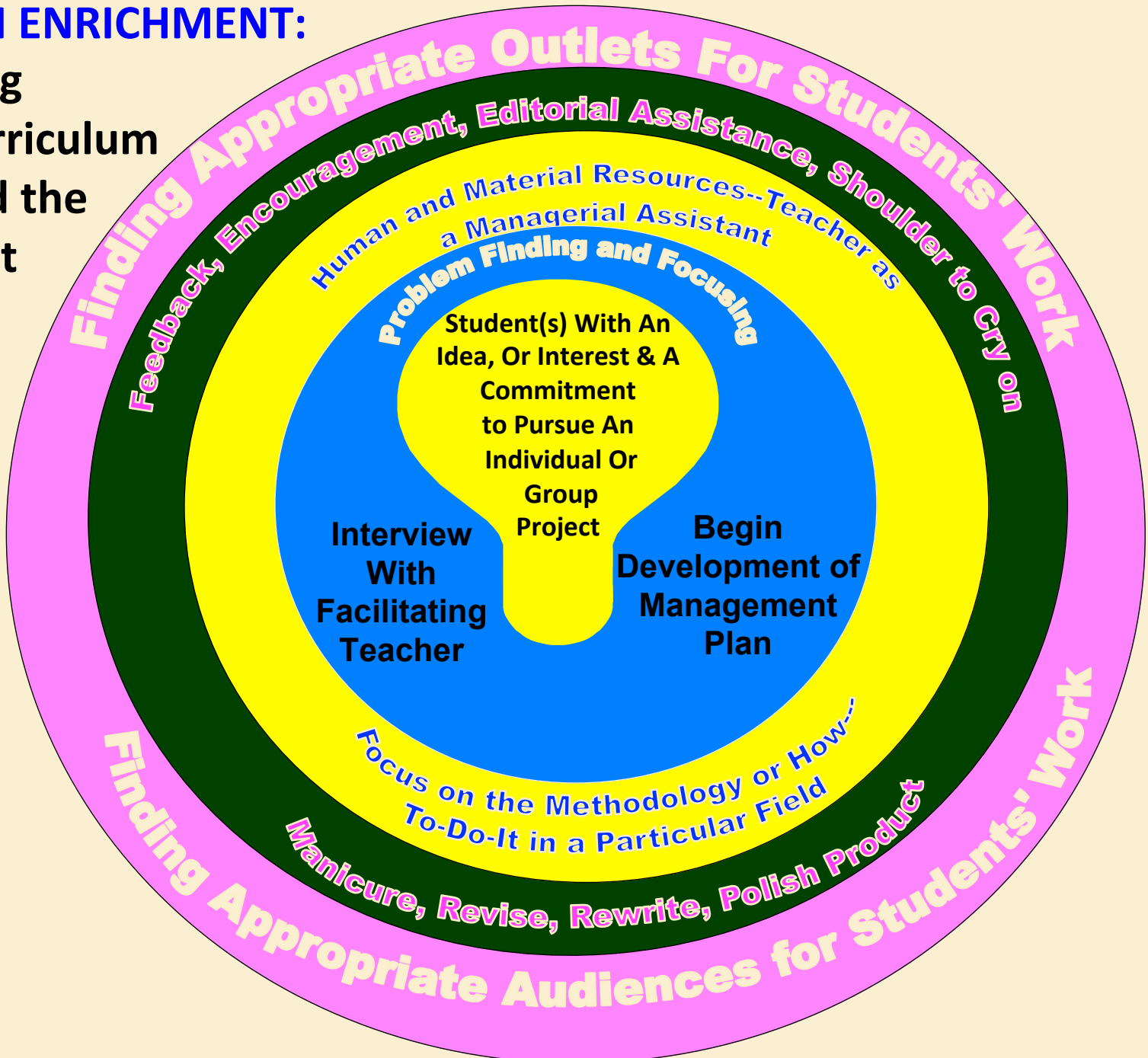
**How Do
We Develop
Gifts & Talents In
Young People?**

I **O**pportunities
Resources
Encouragement

Interests

TYPE III ENRICHMENT:

Building
the Curriculum
Around the
Student



Curriculum Differentiation and Compacting

School Is Too Easy, Many Students Report

USA TODAY [July 9, 2012 – FRONT PAGE ARTICLE]

The findings, out today from the Center for American Progress, a Washington think tank analyzed three years of questionnaires from the Department of Education's National Assessment of Educational Progress, a national test given each year.

Among the findings:

- 37% of fourth-graders say their math work is "often" or "always" too easy;**
- 57% of eighth-graders say their history work is "often" or "always" too easy;**
- 39% of 12th-graders say they rarely write about what they read in class.**

What is Differentiation?

Matching the given content area with a student's interests, abilities, and learning styles through various instructional strategies!

Curriculum Compacting

Modifying the regular curriculum for advanced learners through pre-assessment and replacement of already mastered material with advanced enrichment or acceleration experiences.

Curriculum Compacting

A systematic process for modifying the regular curriculum by examining curricular standards, pre-assessing students, and making modifications to meet individual needs.



Goals of Compacting

- **Create a challenging learning environment in the classroom and “buy time” for students who have already mastered regular curricular material.**
- **Define objectives and guarantee proficiency in basic curriculum.**
- **Provide alternative learning activities based on advanced content and individual student interest.**

Two Kinds of Curriculum Compacting

Basic Skill Compacting

Spelling, Mathematics, or Language Arts Basic Skills

Easy to implement because pretesting is less difficult and mastery can be efficiently documented.

- Does the student already know the skills being covered in the classroom?
- Can proficiency be documented?
- Can certain skills be eliminated?
- Will the student be allowed (and encouraged) to master basic skills at his/her own pace?
- If skills can be mastered at a pace commensurate with a student's ability, will the student be able to help determine what he/she will do in the time earned by displaying mastery?

Two Kinds of Curriculum Compacting

Content Compacting

Social Studies, Science, and Literature

Students may already know the objectives or may be able to read the material and master the objectives in a fraction of the time.

- If the student already knows the content, will he/she have an opportunity to display competency of the subject or topic?
- If students do not already know the content but have the ability to master the material at their own pace, will they be given that opportunity?
- If content mastery can be demonstrated, will the student have the opportunity to select the work that will be substituted?

INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE

The Compactor

Prepared by: Joseph S. Renzulli
Linda M. Smith

NAME _____ AGE _____ TEACHER(S) _____ Individual Conference Dates And Persons Participating in Planning Of IEP _____

SCHOOL _____ GRADE _____ PARENT(S) _____

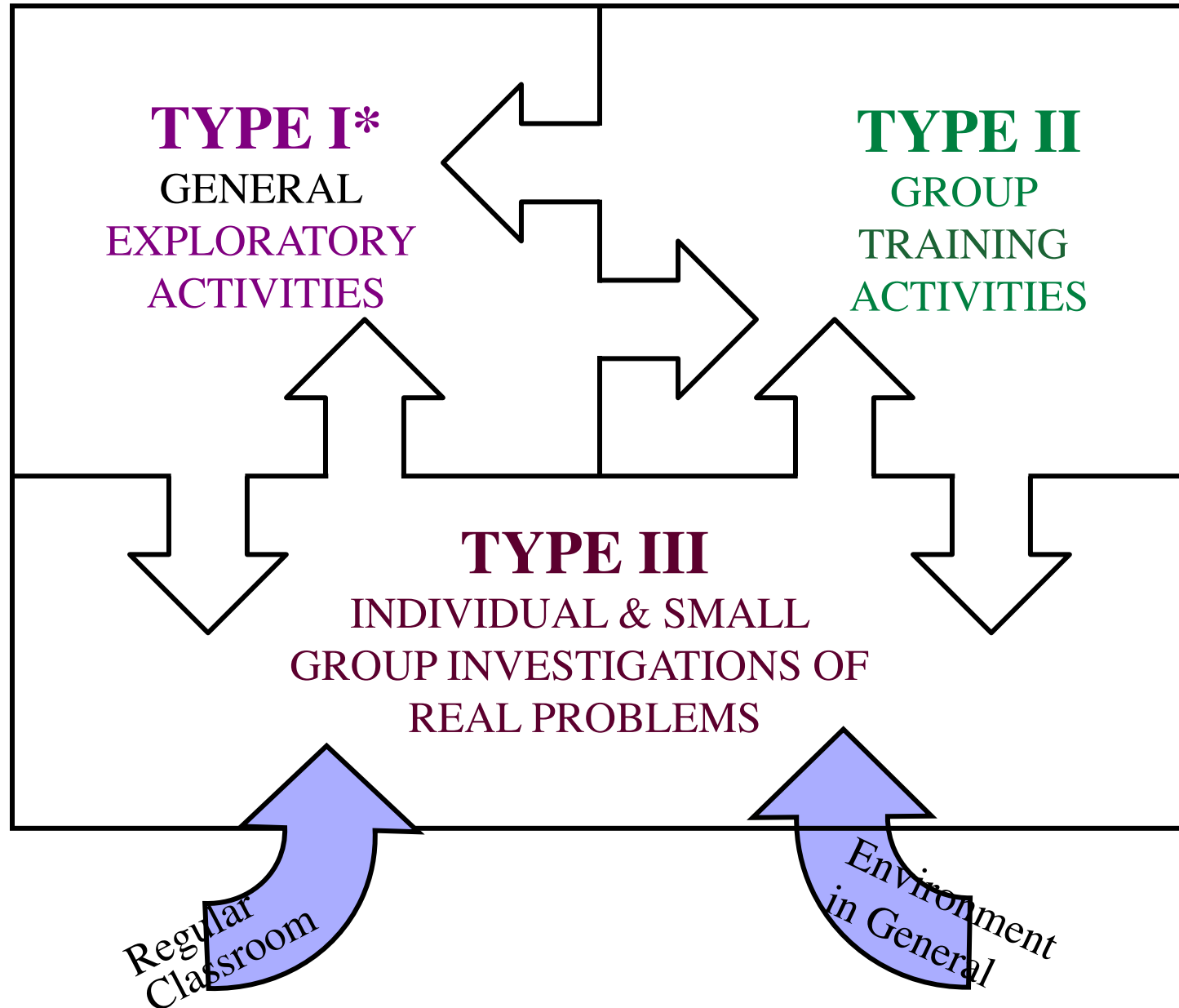
CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING. Provide a brief description of basic material to be covered during this marking period and the assessment information or evidence that suggests the need for compacting.	PROCEDURES FOR COMPACTING BASIC MATERIAL. Describe activities that will be used to guarantee proficiency in basic curricular areas.	ACCELERATION AND/OR ENRICHMENT ACTIVITIES. Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum.
Name it.	Prove it.	Change it.
What material needs to be covered?	Exactly what material is to be excluded?	What enrichment and/or acceleration activities will be included?
What evidence shows a need for compacting?	How will you prove mastery?	Independent Study Acceleration Mini-courses Honors Courses College Courses Mentorships
		Small Group Investigations Work Study

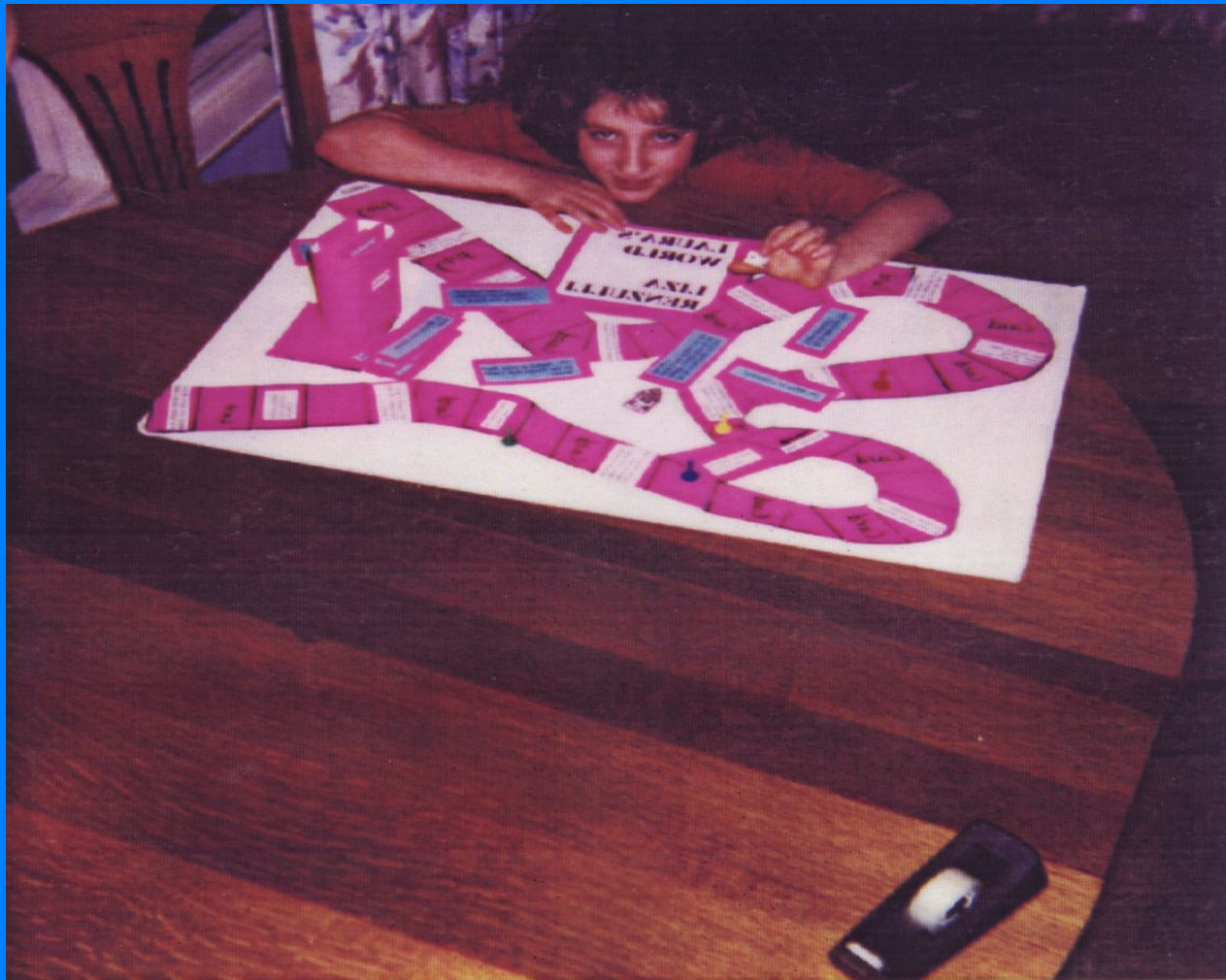
Check here if additional information is recorded on the reverse side.

Figure 2. Sample ACCELERATION / ENRICHMENT PLAN

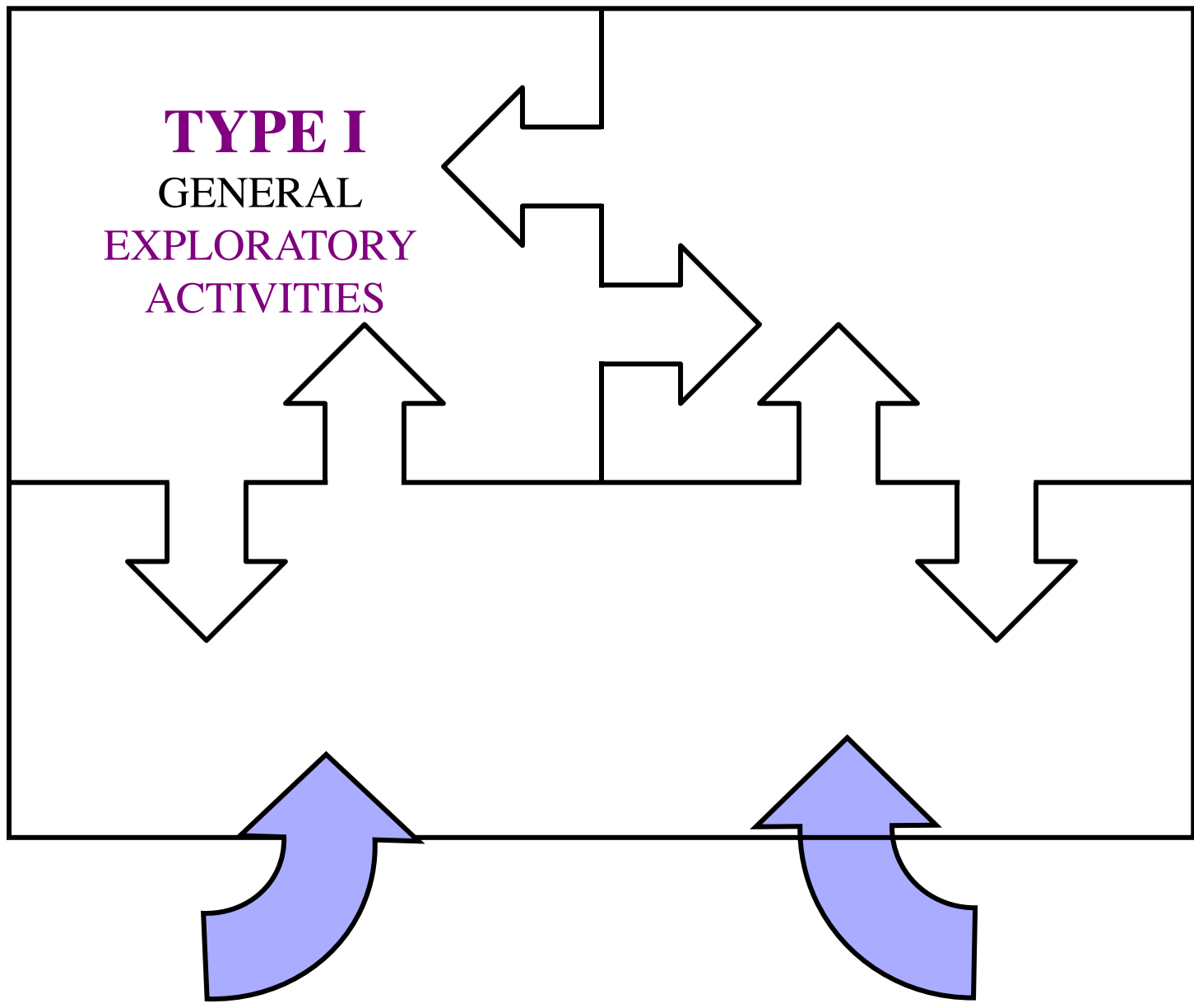
Student Name(s): <i>Mark Adams</i> Age / Grade: <i>6 yrs / 1st grade</i> Subject: <i>Reading</i>			
What objectives have been mastered?	What objectives still need to be mastered?	Strategies to complete mastery of required objectives	Acceleration or enrichment activities
<ul style="list-style-type: none"> • Pre-Test Assessment • Reading Level 30 DRA • Mastery of most objectives a... b... c... d... 	<ul style="list-style-type: none"> • Alphabetical order • Unconventional vowel sounds 	<ul style="list-style-type: none"> • Individual instruction in alphabetical order – phonics workbook • Group instruction for vowel sounds • Skill sheets # 23, 26, 31 at own pace 	<ul style="list-style-type: none"> • Language expressive narrative stories – Writers' Workshop • Research interest group on solar system in library with library aide • Scholastic Reading Assessments • Participate in Junior Great Books

The Enrichment Triad Model





TYPE I
GENERAL
EXPLORATORY
ACTIVITIES











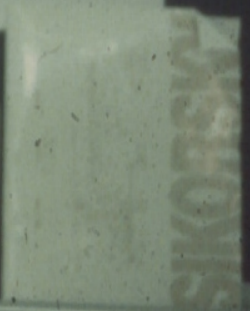
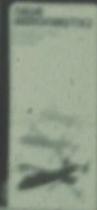
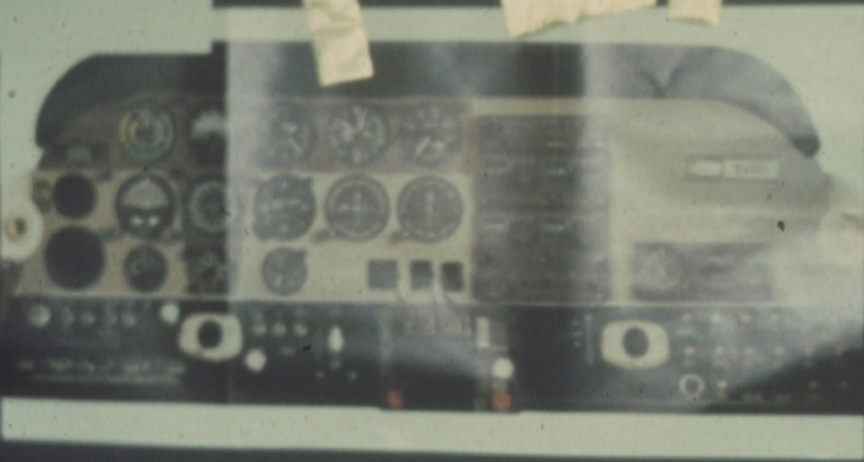




Interest Development Centers



FLY



7 photos of a plane by a pilot

INVENTIONS

INVENTIONS



INVENTIONS

*Inventions =
Solutions to
real problems.*



SPECTRA
UNLOCKING THE SECRETS
OF THE STARS



Student Created Interest
Development Center

Type I Enrichment: General Exploratory Experiences

Type I Planning and Documentation Form

Check all that apply: <input type="checkbox"/> General Matrix _____ <input checked="" type="checkbox"/> Grade Level <u>Grade 10</u> <input checked="" type="checkbox"/> Subject Area <u>Social Studies</u> Methods of Delivery		Content Areas				
		Economics	Local History	Anthropology	Geography	TOTAL
I.	Resource Persons					
	Speakers	1	2	1		4
	Enrichment Clusters					
	Demonstrations				1	1
	Artistic Performances					
	Panel Discussion/Debate		2			2
	E-Mail					
	Other _____					
II.	Media					
	Films	1		1		2
	Filmstrips	1			2	3
	Slides					
	Audio Tapes/CDs					
	Videotapes		2	1		3
	Television Programs	1		2	1	4
	Newspaper/Magazine Articles	1	3	1		5
	Computer Programs					
	Other _____					
III.	Other Resources					
	Interest Development Centers	1	1		1	3
	Displays					
	Field Trips					
	Museum Programs			1		1
	Learning Centers					
	Internet					
	Other _____					
	TOTAL	6	10	7	5	28

Figure 34. Type I planning and documentation form (sample).

Type I: Debriefing

What did you find interesting about the presentation?

Did this presentation raise any questions in your mind?



What else would you like to know?

Where could we find more information about this topic?

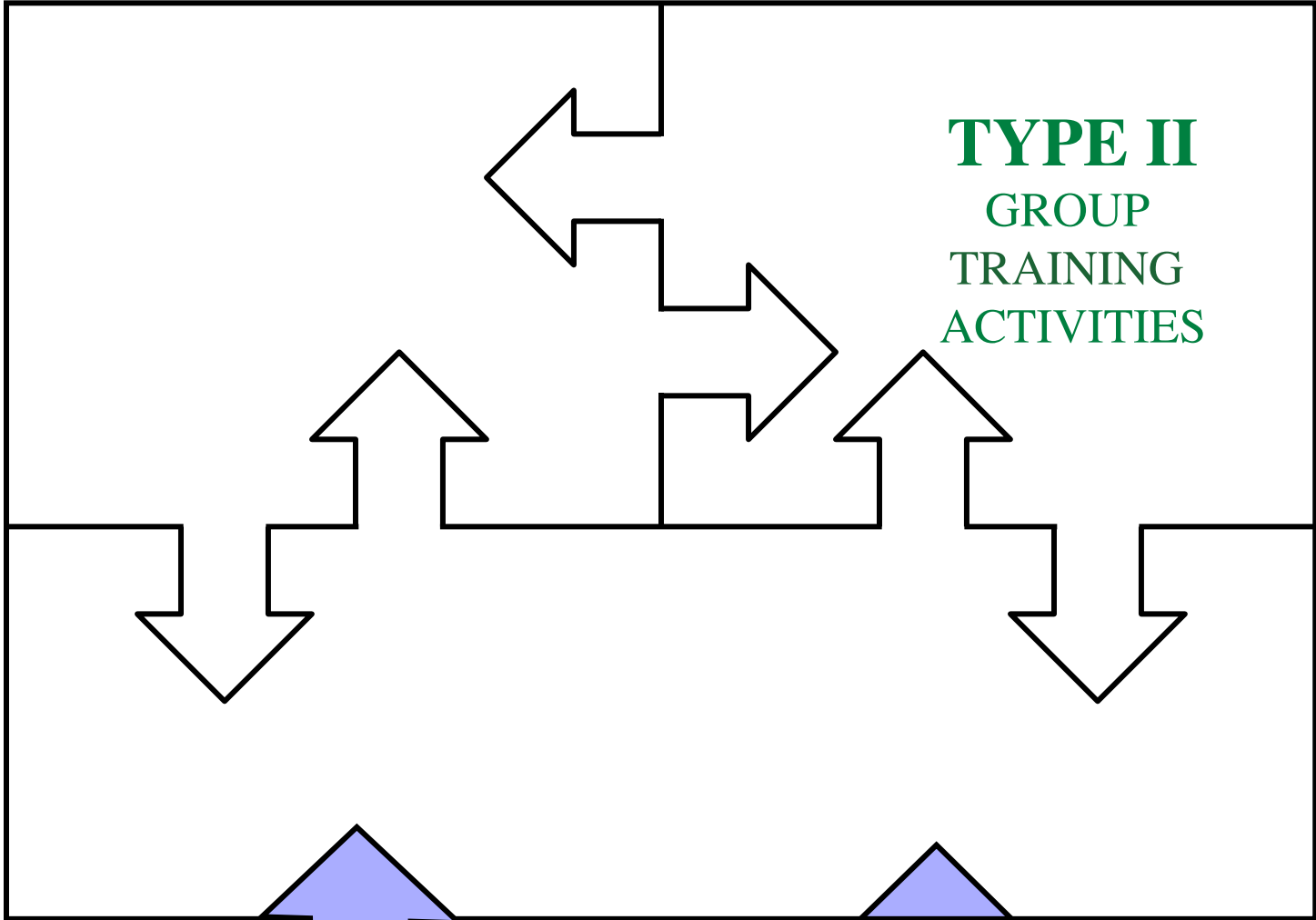
Are there any careers that this presentation makes you think of?

What good ideas can you share about projects, research studies, creative writing, etc. that might be used to learn more about this topic?

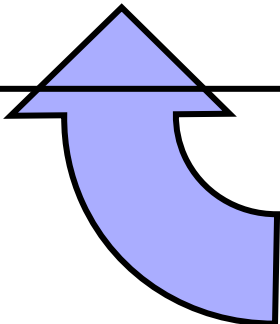
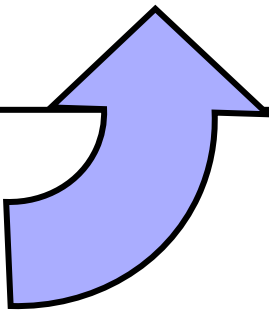
Would anyone like to meet with me individually to explore possible follow ups to this Type I?

Type I Activities in Renzulli Learning

- Virtual Fieldtrips
- Real Fieldtrips
- Books (Non-fiction, fiction, how-to)
- Online Activities
- Dvd and Movie Suggestions
- Contests and Competitions
- Projects and Independent Studies



TYPE II
GROUP
TRAINING
ACTIVITIES



Type II Training Matrix

- Cognitive Thinking Skills
- Character Development and Affective Skills
- Learning How to Learn Skills
- Using Advanced Reference and Research Skills
- Written, Oral and Visual Communication Skills

TAXONOMY OF COGNITIVE AND AFFECTIVE PROCESSES
(The "Type II Matrix" JSR: 2001)

I. Cognitive Thinking Skills	K-3	4-8	9-12
A. Creative Thinking Skills			
B. Creative Problem-Solving & Decision-Making			
C. Critical and Logical Thinking			

II. Character Development and Affective Process Skills	K-3	4-8	9-12
A. Character Development			
B. Interpersonal Skills			
C. Intrapersonal Skills			

III. Learning How-To Learn Skills	K-3	4-8	9-12
A. Listening, Observing, and Perceiving			
B. Reading, Notetaking, and Outlining			
C. Interviewing and Surveying			
D. Analyzing and Organizing Data			

IV. Using Advanced Research Skills & Reference Materials	K-3	4-8	9-12
A. Preparing for Research and Investigative Projects			
B. Library and Electronic Reference			
C. Finding and Using Community Resources			

V. Written, Oral, and Visual Communication Skills	K-3	4-8	9-12
A. Written Communication Skills			
B. Oral Communication Skills			
C. Visual Communication Skills			

Planning Matrix for Organizing and Teaching Type II Skills With Commercial Enrichment Materials

I. Cognitive Training

	K-3	4-8	9-12
A. Creative Thinking Skills	Be An Inventor * Brainstorming: The Book of Topics Creativity 1, 2, 3 New Directions in Creativity: A New Directions in Creativity: B On The Nose Steven Caney's Kids' America Steven Caney's Play Book Steven Caney's Toy Book Think About It! Wondering	Be An Inventor Brainstorming: The Book of Topics Challenge Boxes Creativity 1, 2, 3 Imagining New Directions in Creativity: Mark 1 New Directions in Creativity: Mark 2 New Directions in Creativity: Mark 3 On The Nose Steve Caney's Invention Book Steven Caney's Kids' America Steven Caney's Play Book Steven Caney's Toy Book Think About It! Untrapping Your Inventiveness	Brainstorming: The Book of Topics Challenge Boxes On The Nose Steve Caney's Invention Book Steven Caney's Kids' America Steven Caney's Play Book Untrapping Your Inventiveness
B. Creative Problem Solving and Decision Making	Be An Inventor Creativity 1, 2, 3 On The Nose Think About It! Wondering	Be An Inventor Challenge Boxes Creativity 1, 2, 3 Gee, Whiz! Imagining On the Nose Steven Caney's Invention Book Think About It! Untrapping Your Inventiveness	Challenge Boxes Gee, Whiz! Steven Caney's Invention Book Untrapping Your Inventiveness

* All the books listed in Figure 60 are available from Creative Learning Press, Inc., P.O. Box 320, Mansfield Center, CT 06250.

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Planning matrix for organizing and teaching type II skills with commercial enrichment materials.

NEW DIRECTIONS IN CREATIVITY

MARK 1

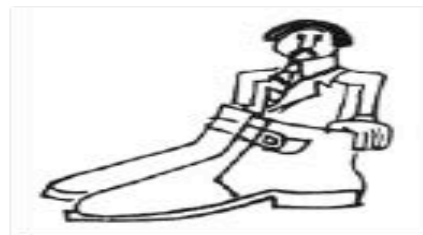


JOSEPH S. RENZULLI

3 Consequences (b)

For each of the following situations, list as many possible consequences as you can.

What would happen if everyone in the world suddenly became twelve inches tall?



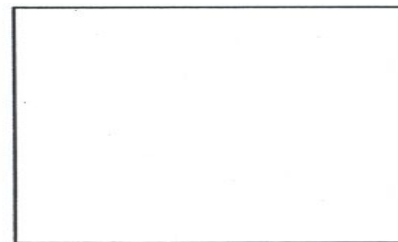
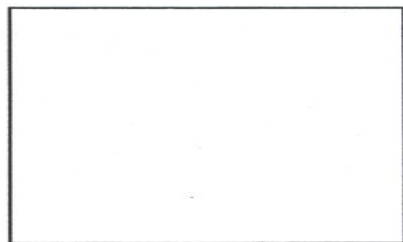
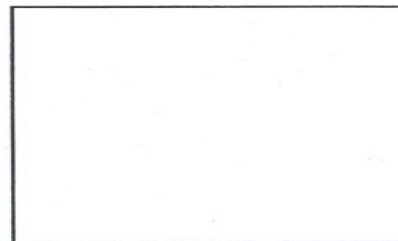
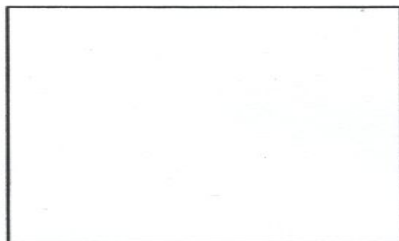
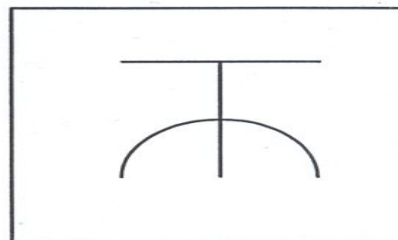
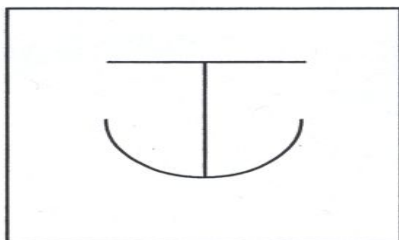
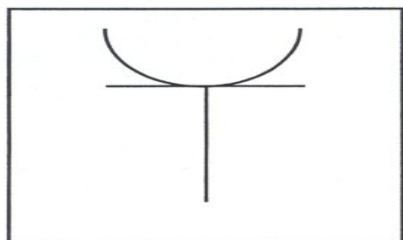
What would happen if there were no such thing as a mirror?

Name _____ Date _____

4 Fun with Figures (a)



See how many different ways you can combine the above two figures to produce a new figure. Three examples should help you think of other combinations. Use the back of the page if you need more space.



CRITICAL THINKING ACTIVITIES FOR MATHEMATICS BOOK 3

1. ()
2. []
3. raise to a power
4. \times or \div or $/$ these have equal rank—move from left to right
5. $+$ or $-$ these have equal rank—move from left to right

95. $2 \times 32 - [35 - 4 \times (2 + 5)]$

ANITA HARNADEK

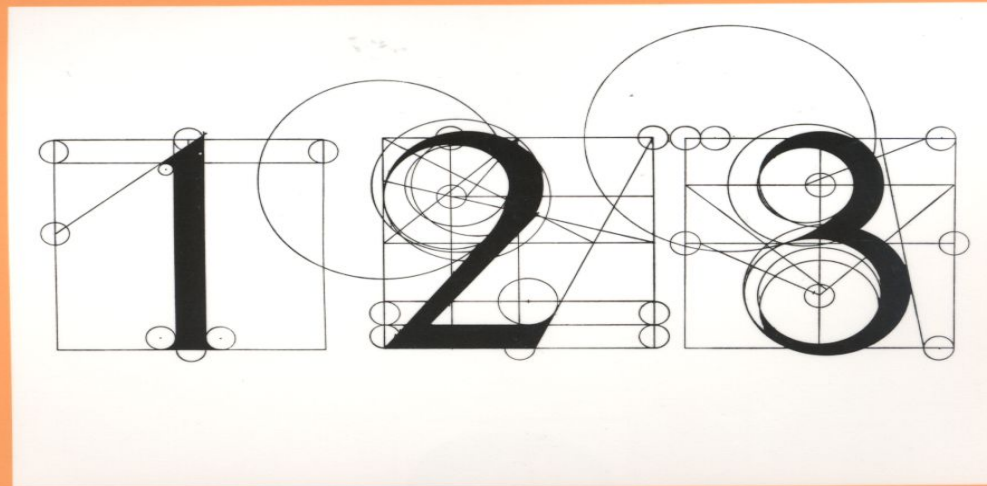
Harnadek, A.
Mathematics
HAR

CRITICAL THINKING PRESS & SOFTWARE

Written
to the
NCTM Standards

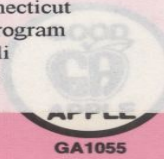
University of Connecticut
Talent Development Program
Library of J. S. Renzulli
Please Do Not Remove

BOOK-2
**MATHEMATICAL
REASONING**
THROUGH VERBAL ANALYSIS



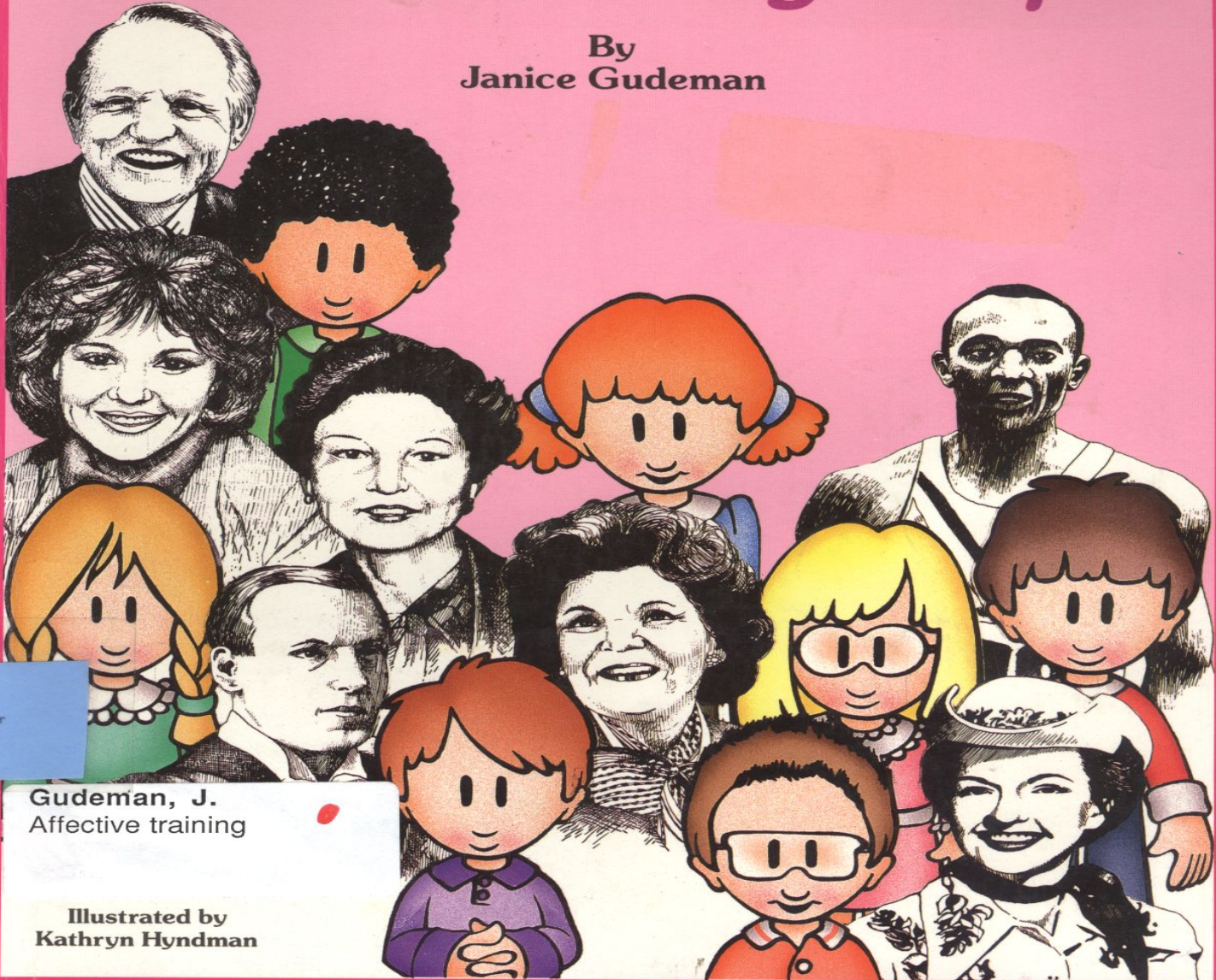
WARREN HILL & RONALD EDWARDS
CRITICAL THINKING PRESS
& SOFTWARE

Hill, W., Edwards, R.
Mathematics



Learning from the Lives of Amazing People

By
Janice Gudeman



Gudeman, J.
Affective training

Illustrated by
Kathryn Hyndman

Courage

Friendship

Wisdom

University of Connecticut
Talent Development Program
Library of J. S. Renzulli
Please Do Not Remove

Honesty

Tolerance

Imagination

Equality

Fairness

What Do You Stand For?

Integrity

Responsibility

Creativity

Caring

Assertiveness

Confidence

A Kid's Guide to
Building Character

Honor

Empathy

Kindness

Restraint

Barbara A. Lewis

Sincerity

Living

Forgiveness

Truthfulness

Loyalty

Lewis, B.
Affective Training

Living

Compassion

Humor

Superintendent of Schools (Aviator) teaching principles of flight for the construction of paper airplanes.

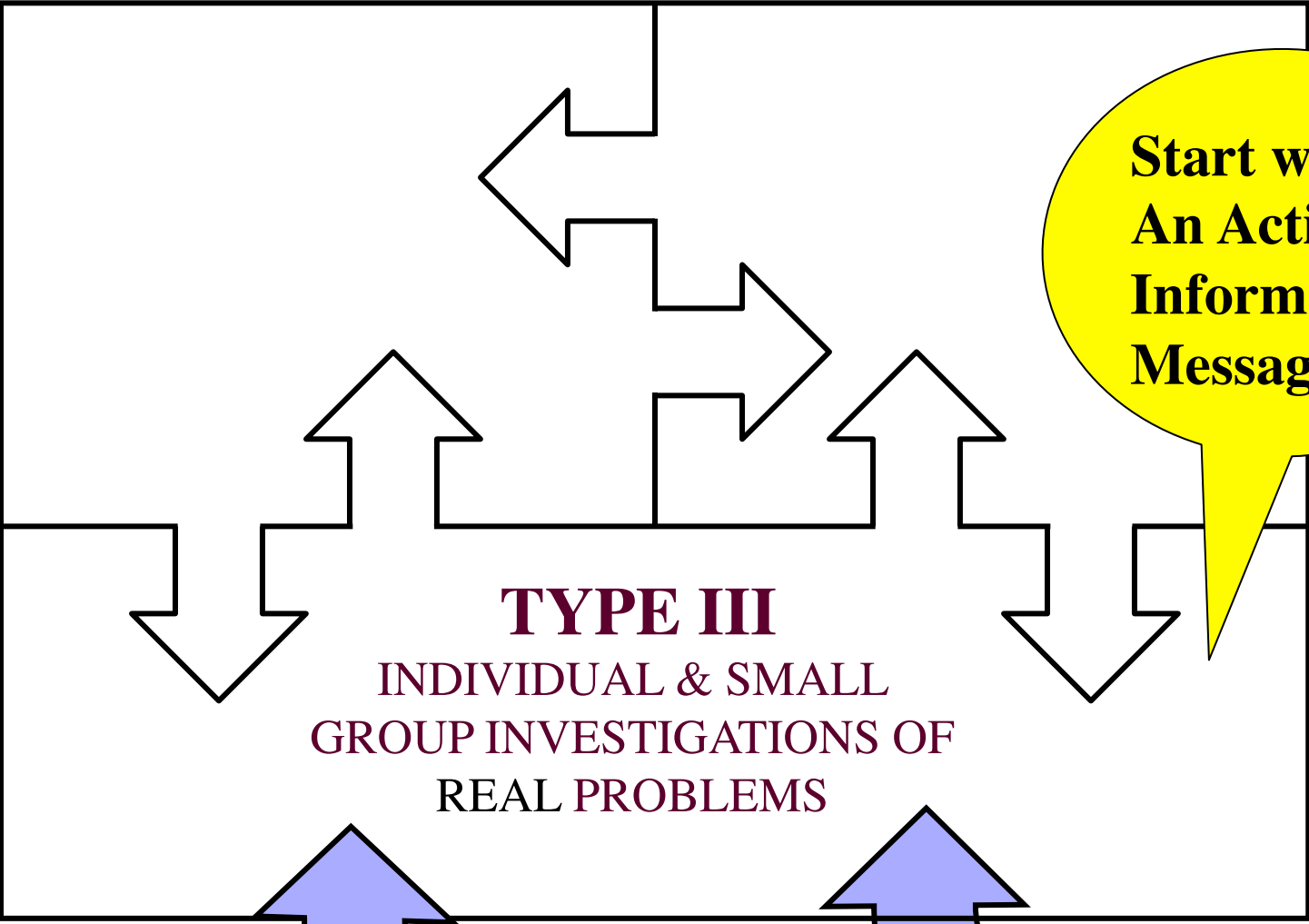


Parent (scientist) teaching students how to analyze water samples



Type II Activities in Renzulli Learning

- Creativity Training
- Critical Thinking Training
- Research Skills
- Projects and Independent Studies
- Websites
- Online Activities
- How-to-books and other books



**Start with
An Action
Information
Message**

TYPE III
INDIVIDUAL & SMALL
GROUP INVESTIGATIONS OF
REAL PROBLEMS

Regular
Classroom

Environment
in General

What makes a problem real?

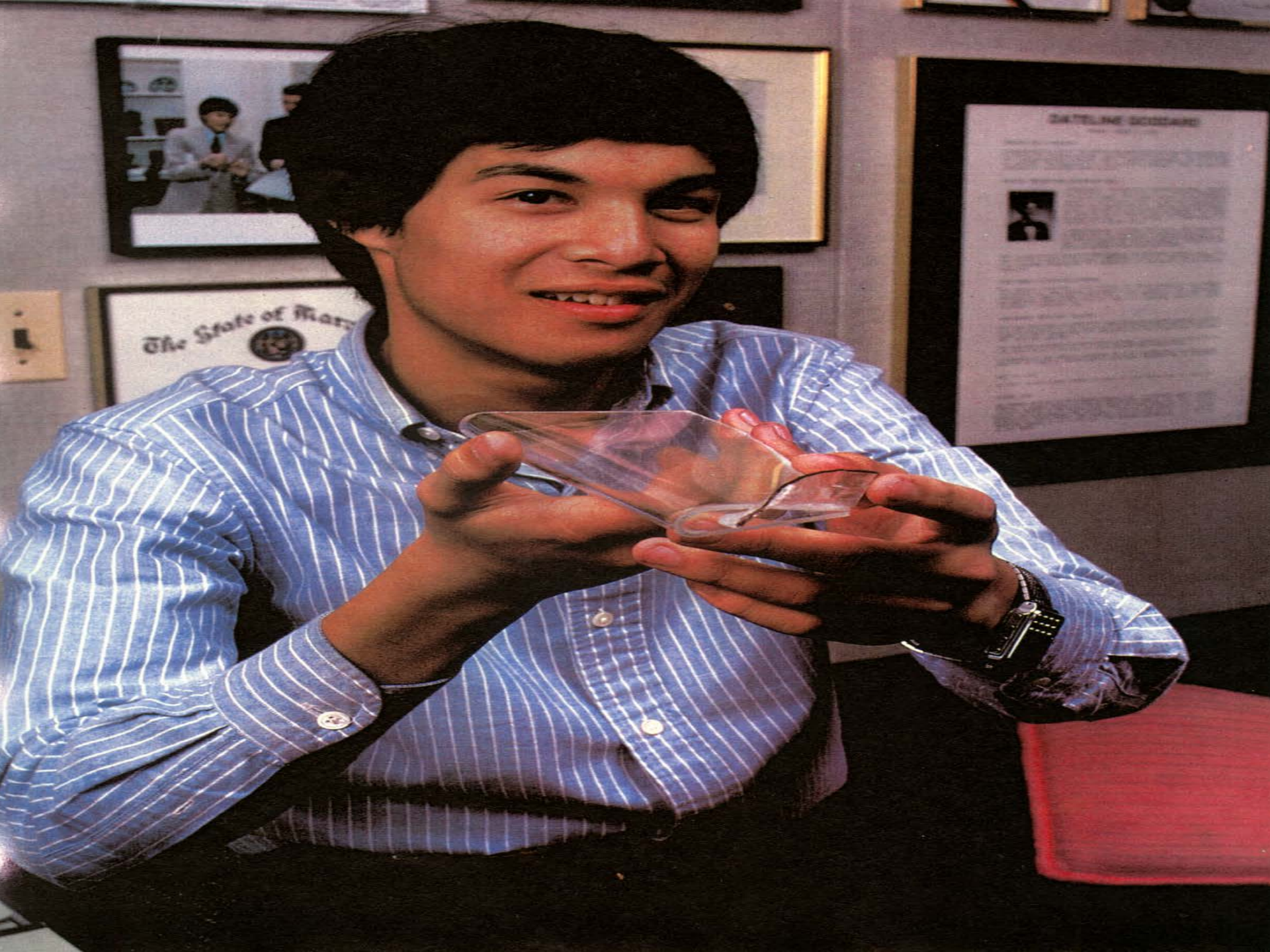
What makes a Type III *qualitatively* different from a typical school assignment?

- 1. Personalization of the problem**
- 2. Use of authentic methodology**
- 3. No existing or predetermined “right” answer**
- 4. Developed to have an impact on a real audience (other than or in addition to the teacher)**

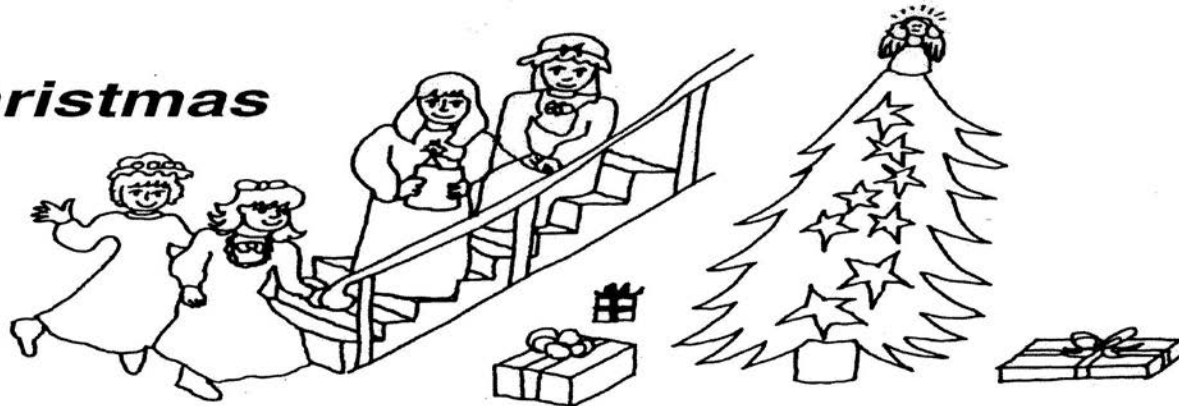
“The young person thinking, feeling and doing like the practicing professional, even if at a more junior level than adult professionals.”







Christmas



It looked like a merry Christmas after all. Jo awoke on this special morning to find a lovely crimson book of the story of Christmas. But, when the girls went downstairs, their dear Marmee had gone. Hannah, the cook, informed them that she had gone to help a poor family. When Marmee returned, the Marches celebrated by giving the poor family their breakfasts.

When the Marches arrived at the poor family's house how the big eyes stared and blue lips smiled.

'Ach, mein Gott! It is good angels come to us!' said the poor woman, crying for joy.

'Funny angels in hoods and mittens,' said Jo, and set them all laughing.

Little Women, p. 26

Anyone would be pleased to be served this lovely breakfast, even if it weren't Christmas.

BUCKWHEAT CAKES

Difficulty = **

Ingredients:

- 1/3 cup of fine bread crumbs
- 2 cups of very hot milk (scalded)
- 1/2 tsp. of salt
- 1 tablespoon of molasses
- 1/4 yeast cake
- 1/2 cup of lukewarm water

Buckwheat flour

Materials:

- Measuring cup
- Measuring spoons
- Griddle or frying pan
- Ladle
- Spatula

Method:

1. Pour the milk over the bread crumbs.
2. Let them soak for thirty minutes.



Figure 74. Type III enrichment sample—Louisa May Alcott cookbook (continued).

THE
Louisa May Alcott
COOKBOOK

COMPILED BY
GRETCHEN ANDERSON

ILLUSTRATED BY
KAREN MILONE



Type III Activities in Renzulli Learning

- Research Skills
- Projects and Independent Studies
- Websites and Online Activities
- How-to-Books
- Contests and Competitions
- Summer Programs

C. Enrichment Clusters

Non-graded groups of students who share common interests and come together during specially designated time blocks to pursue these interests.

C. Academies of Inquiry and Talent Development

A way of organizing middle schools and high schools that allow teachers and students who share common interests to form communities of learning that extend over 3 or 4 years.

Academies are career oriented and meet weekly. All activity is based on the three types of enrichment in the Triad Model and make use of the Personal Success Plan.

Suddenly I remembered why I had gone into teaching in the first place. I had forgotten and I didn't even know I had forgotten. Then I remembered what I always thought teaching would be all about.

Middle School Teacher in
the Enrichment Cluster Research Project

This is the first time in thirteen years when I felt like I was doing more than being the administrator of a textbook!

**Elementary Teacher in
the Enrichment Cluster Research Project**

Major Features of Enrichment Clusters

Theme: Every Student is special if we create conditions that make each student a specialist in a specialized group.

- 1. The Golden Rule of Enrichment Clusters: All activity is directed toward the production of a product or service.**
- 2. Students *and* teachers select the clusters in which they will participate. *All* students and teachers are involved.**
- 3. Students are grouped across grade levels by interest areas.**
- 4. There are no predetermined lesson or units plans.**

5. The authentic methods of professional investigators are used to pursue products and service development.
6. Divisions of labor are used to guarantee that all students are not doing the same thing.
7. Specially designated time blocks are set aside for clusters.
8. The Silver Rule of Enrichment Clusters: The rules of regular school are suspended!

Girls' designs: from drawings to dresses

By DONNA LARSEN
Courant Staff Writer

Two Connecticut girls have achieved something many aspiring designers never accomplish: A manufacturer has turned their sketches into real dresses.

Ashley Eve Speranza, 10, of Wethersfield, and Stephanie Donohue, 7, of Wolcott, won the annual holiday dress design contest sponsored by Filene's and Rare Editions, a children's clothing maker based in New York.

■ Fashion The Connecticut girls competed against 3,000 entrants from the 33 Filene's stores in New England and northern New York. Stephanie won in the size 4 to 6X division and Ashley in the size 7 to 14 sector. The prize was a custom dress from Rare Editions and an invitation to a Filene's fashion show.

Both girls were invited to model their dresses at the Chestnut Hill Filene's in Newton, outside Boston, on Nov. 12. Stephanie's parents declined, but Ashley's accepted and the three of them rode to the event in a stretch limousine provided by Filene's.

"That's where they gave me my dress."

Please see Girls', Page A11

Girls' dress designs go from fantasy to frocks

Continued from Page A9

said Ashley. Her parents were seated in the audience as their daughter went backstage to get the full model treatment of hairdo, makeup and new dress.

Ashley has some experience in this modeling game. She won the contest last year when it was run through G. Fox & Co. Now she has two special dresses in her closet.

"Last year she didn't specify the exact colors and trim," said Elaine Ogren Speranza. "This year she was more specific."

This year's design showed a white head piece and white muff, a maroon velvet fabric with peach lace ruffle, a Christmas green belt with bow tie in back and a green fabric rose at the shoulder. Ashley, like Stephanie, drew her sketch on the Filene's single page form and colored it in with crayons.

"We're looking for dresses that the kids obviously drew themselves," said Lisa Wellen from Rare Editions. Designers and account executives go through the entries from Filene's and other stores with similar contests to come up with the winning entries.

"We're also looking for dresses



■ Ashley Speranza was meticulous in including the details for her dress design.

that can be made by us," Wellen said. Rare Editions is known for special occasion and holiday dressing for children. Its label is carried in many department stores.

The call for entries went out in August at all Filene's stores.

"My mother-in-law brought home the entry form," said Diana Donohue, Stephanie's mother.

"Stephanie is a child who is constantly drawing, so we thought she'd like to enter the contest."

Stephanie "doesn't really like to go clothing shopping yet," Donohue said. "Her grandmother buys many of her clothes. Stephanie is just as happy to wear a jogging suit."

Stephanie and Ashley will wear their dresses for some family parties.

Ashley and her mother had a special portrait taken last week at Olan Mills photography in Rocky Hill. In her photo, Ashley wore her prize-winning gown and held Samantha,

an American Girl Doll she received for her birthday, who was dressed in a matching maroon velvet outfit and long dark curled hair that mirrors Ashley's.

"I do her hair," her mother said of her daughter. "A little curling iron magic."

As the young woman sat up in the studio the photographer instructed her to smile.

"You have a beautiful smile," the photographer said.

Ashley grinned. "She's used to hearing that," her mother whispered. "Her father and I tell her that all the time."



Sherry Peters / The Hartford Courant

■ Ashley Speranza, 10, wears the dress she designed for the Filene's and Rare Editions contest.





Major Features of Enrichment Clusters

Theme: Every Student is special if we create conditions that make each student a specialist in a specialized group.

- 1. The Golden Rule of Enrichment Clusters: All activity is directed toward the production of a product or service.**
- 2. Students *and* teachers select the clusters in which they will participate. *All* students and teachers are involved.**
- 3. Students are grouped across grade levels by interest areas.**
- 4. There are no predetermined lesson or units plans.**

Six Key Questions

[For Facilitating an Enrichment Cluster of Type III Investigation]

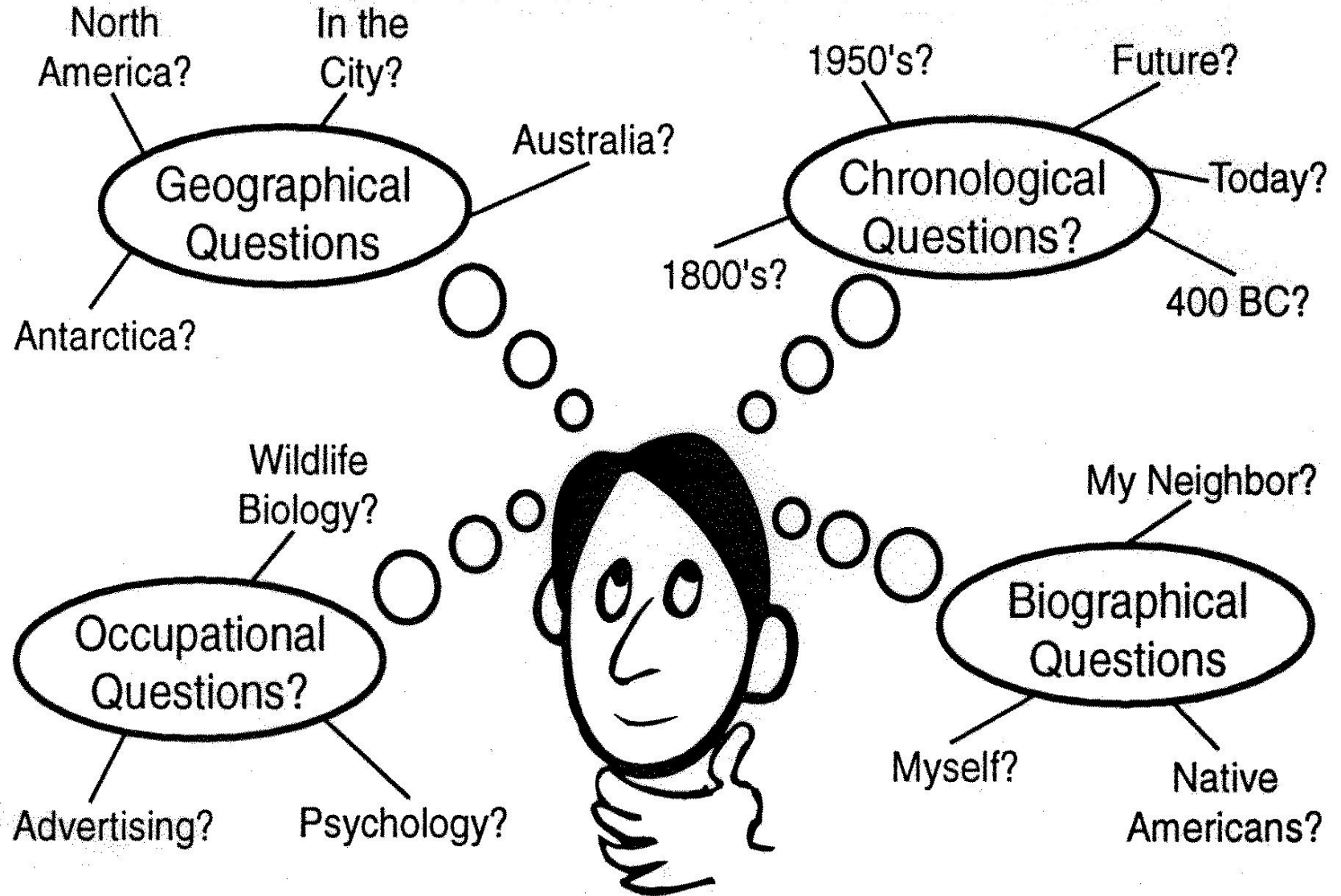
- 1. What do people with an interest in this area do?**
- 2. What products do they create and/or what services do they provide?**
- 3. What methods do they use to carry out their work?**
- 4. What resources and materials need to produce high quality products and services?**
- 5. How, and with whom, do they communicate the results of their work?**
- 6. What steps need to be taken to have an impact on intended audiences?**

Examples of a Web to Identify Products And Outlets within a Content Area



General Areas of Interest

Questions Raised by Historians



*“... and you may **not** use the word ‘learn’ when writing your description!”*

Action Verbs				
Build	Stack	Balance	Elevate	Sketch
Erect	Transform	Construct	Manufacture	Draft
Make	Create	Assemble	Form	Model
Shape	Design	Visualize	Draw	Originate
Compose	Pattern	Arrange	Organize	Correspond
Dispose	Write	Compile	Mark	Edit
Describe	Engrave	Carve	Record	Outline
Paint	Cover	Spread	Photograph	Lay out
Display	Present	Demonstrate	Illustrate	Diagram
Choreograph	Dance	Produce	Sing	Play
Perform	Act Out	Move	Listen	Direct
Measure	Gauge	Calculate	Compute	Evaluate
Determine	Count	Assess	Quantify	Weigh
Plan	Generate	Start	Imagine	Implement
Devine	Produce	Develop	Apply	Organize
Nurture	Oversee	Engage	Encourage	Interview
Persuade	Bargain	Suggest	Communicate	Discuss
Synthesize	Experiment	Strategize	Practice	Analyze
Predict	Categorize	Estimate	Teach	Observe
Critique	Review	Examine	Acquire	Support
Defend	Incorporate	Immerse	Embellish	Derive
Elaborate	Explore	Gather	Condense	Problem-solve
Expand	Compare	Contrast	Verify	Problem-find

Language Arts, Literature, and the Humanities

➤ *The Poets' Workshop*

What is it like to be a poet? Explore the poetry of some of America's greatest poets, including Robert Frost, Langston Hughes, Emily Dickinson and others. Write, illustrate, and perform original poems or interpret others' work. Identify outlets for our work.

➤ *American Sign Language*

How do people communicate without using a voice. In this cluster, American Sign Language will be introduced through both words and songs. Decide what to do with your new found language. Who might be your audience?

Physical and Life Sciences

➤ *Invention Convention*

Are you an inventive thinker? Would you like to be? Come to this cluster to brainstorm a problem, try to identify many solutions, and design an invention to solve the problem. Create your invention individually or with a partner under the guidance of Bob Erickson and his colleagues. You may share your final product and the Young Inventor's Fair, a statewide, day-long celebration of creativity.

➤ *Flight School*

Pilot your own helicopter! Discover how and why a glider flies and build one to test your ideas. Construct a rubber-powered model airplane and launch your own rocket to understand more about Bernoulli's Principle and Newton's Third Law. Discover the history of flight and the science of simple machines. You will be able to plan and complete your own project and experience one of life's greatest rewards, "taking two steps back to admire your own work." Mr. Schimmel is a former teacher, director of an environmental education center, and currently a school administrator in Mansfield. He obtained his pilot's license in 1981 and continues to enjoy learning about why and how bats, birds, and boomerangs—as well as numerous man-made machines—manage to FLY! Mrs. Latino is a fourth grade teacher at Southeast School who has a variety of interests, including skiing and sailing.

The Arts

➤ *Creative Puppetry*

So you want to be a puppeteer? Come design and create several different kinds of puppets, such as finger puppets, hand puppets, marionettes, and more. Experiment with and develop your own character. Write, direct, or star in a puppet show by bringing your puppets to life in a performance. The stage and your imagination are the only limits.

➤ *Cartooning*

Doodle, draw, and dabble in the life of comic strip artists and cartoonists. This cluster is for both new and experienced illustrators, artists, and cartoonists. Come prepared to turn on your imagination and creativity. Create your own comical characters and produce a comic strip series for syndication in our crazy comic club or submit your work for publication in another outlet. **Samantha Dunnack** is a well-read fan of the funnies.

➤ *The Chimers: A Handbell Choir*

Do you love music? Become a member of the cluster handbell choir, learn the techniques associated with this type of music, and play, compose, and prepare for authentic performances.

Social Sciences

➤ *Creative Problems, Creative Solutions*

Are you interested in becoming involved in the community? Do you have a desire to help others? Identify various problems in our communities or lives and solve them using creative problem solving. Apply creative problem solving to other situations and create and enact your solutions.

➤ *Children's Rights' Institute*

“That’s not fair!” Have these words ever come out of your mouth? What is the difference between whining and real problems? What are the rights of people under 18 years old? Explore laws that define how you live and how they may be different from the laws that determine how other kids live. Develop a plan for action.

Mathematics

➤ *Survey Said . . .*

Do you want to find out what people think about things? Survey your friends, your family, or the community about something you've always wanted to know. Organize their responses in a creative way. Decide how to share this information. Develop and conduct a survey and communicate your results in this exciting enrichment cluster.

➤ *Numbers, Mathematics, and Games*

Come create, produce, and play game with mathematics. What makes a good game and how have games been used in education and in cultures? What can be done with new games? Explore these questions and more on your quest to develop the next game that everyone is talking about.

➤ *Bold Folds*

Can paper frogs jump? Explore this and other questions in a cluster about the Chinese art of Origami. Research the history of Origami and find out how it is used today. Connect Origami to geometry. Produce your own 3-dimensional figures out of paper by practicing with existing designs or designing and creating your own! Decide what can be done today with Origami.

Computers and Technology

➤ *Video Production*

Become a movie maker and produce a video for a box office audience. Show your creativity and movie-making panache through the camera lens and on the big screen. Learn tricks and techniques of the trade while developing your film.

➤ *Web Site Designers*

Are you interested in web site design. Explore the how, what, and why of web design. Sharpen your skills and determine a product or service and begin creating. Work alone or with a design team.

Physical Education

➤ *Cultural Stompers Institute*

In this cluster, you will be able to design an interactive process that will facilitate cultural diversity and rhythmic stomping movements. You can use your skills to design costumes or develop different and unique steps. Create community performances, workshops, and beyond.

➤ *Spring Training*

Come try activities designed to enhance your total body awareness. Discover how to use your minds to become more skillful, fit, and knowledgeable about your physical abilities. Brainstorm and determine ways to have an impact on ourselves and others who may not have an interest in personal fitness. Personal trainers, physical education teachers, **Dr. Michael Gerich** and **Kelli MacFarlane** will guide you through this cluster.

Industrial Arts/Home Economics

➤ *Culinary Arts Institutes*

Is cooking and eating your thing? How does a chef differ from a cook? What makes good food great? Join Chef Roger in a culinary journey. Develop skills and identify products and services to which to apply your love of cooking and eating. The kitchen is big!

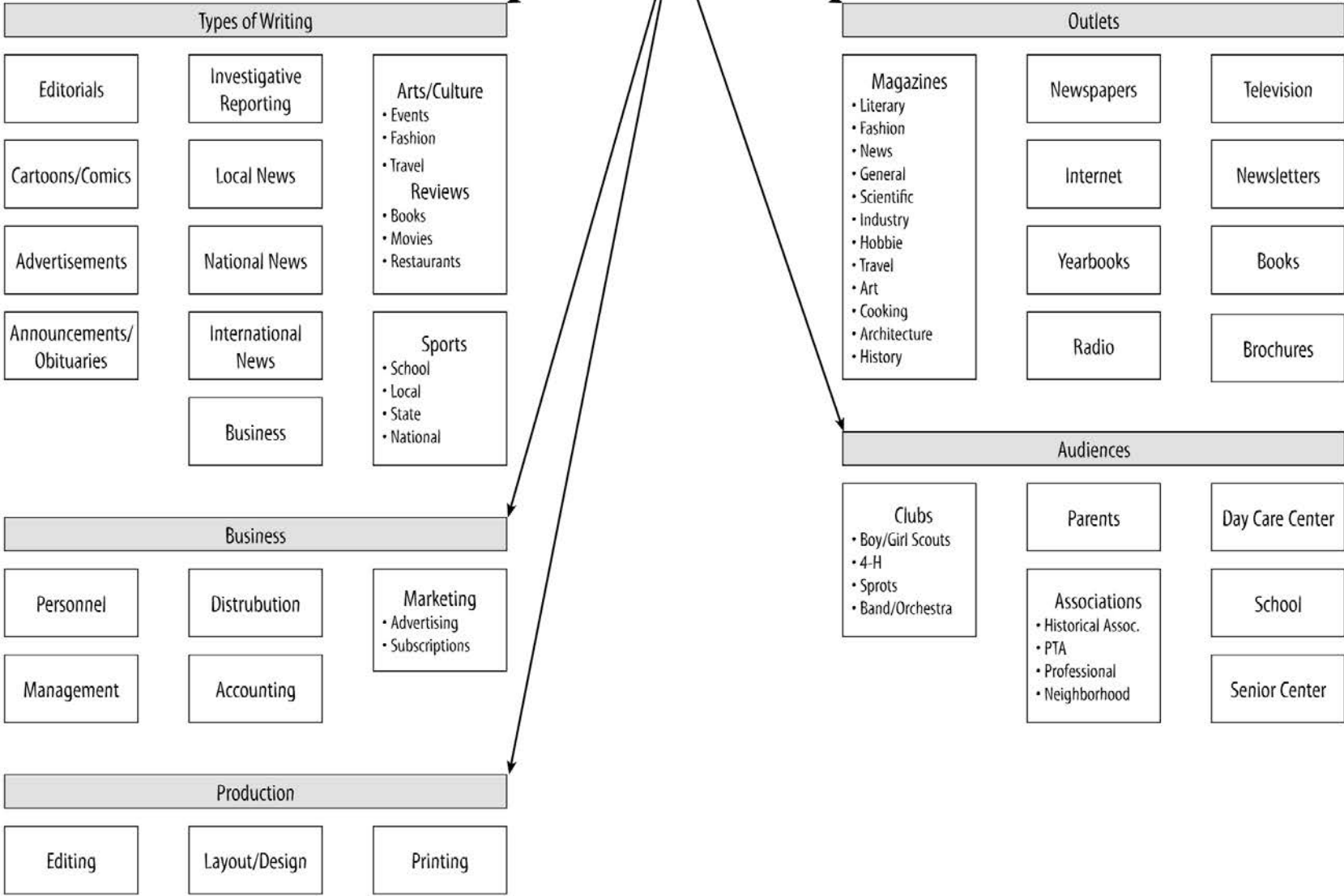
➤ *Habitat for Humanity*

Are you interested in construction and tools as well as making a difference in the community. If so, this cluster is for you. Join Habitat for Humanity in our town as we work to develop livable residences for elderly and needy residents.

Journalism

What are all the different types of writing and other kinds of work that you can find in newspaper and magazine production?

Where can you find the work of writers, cartoonists, advertisers, etc.?



The Period Exchange Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1 Etc.	Enrichment Clusters Math Language Arts Social Studies Etc.	Reading Enrichment Clusters Language Arts Social Studies Etc.	Reading Math Enrichment Clusters Social Studies Etc.	Reading Math Language Arts Enrichment Clusters Etc.	Reading Math Language Arts Social Studies Enrichment Clusters

The Half Day Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.	Enrichment Clusters Reading Etc.	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.
Week 2	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.	Enrichment Clusters Reading Etc.	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.
Week 3	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.	Enrichment Clusters Reading Etc.	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.
Week 4 Etc.	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.	Enrichment Clusters Reading Etc.	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.

The Double Period Rotating Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	Enrichment Clusters Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.
Week 2	Reading Math Enrichment Clusters Etc.	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.
Week 3	Reading Math Language Arts Social Studies Etc.	Enrichment Clusters Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.
Week 4	Reading Math Language Arts Social Studies Etc.	Reading Math Enrichment Clusters Etc.	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.
Week 5	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.	Enrichment Clusters Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.
Week 6	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.	Enrichment Clusters Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.
Week 7	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.	Enrichment Clusters Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.
Week 8 Etc.	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.	Enrichment Clusters Language Arts Social Studies Etc.	Reading Math Language Arts Social Studies Etc.

The Middle & High School Model

Academies of Inquiry and Talent Development

Fundamental Concepts

- Students from across grade levels participate in a self-selected academy of inquiry and talent development.
- Time for the AITD is “borrowed” from the regular schedule and advisement periods.

Structure

- Students from across grade levels participate in a self-selected academy of inquiry and talent development.
- Time for the AITD is “borrowed” from the regular schedule and advisement periods.

Middle and High School Organizational Model

The Academy of Literature,
Languages, and the
Humanities

The Academy of
Applied
Mathematics

The Academy of
Computer Science and
Technology

**Academies of
Inquiry and Talent
Development
(AITD)**

The Academy of
Social Sciences

The Academy of
Sports and Leisure
Studies

The Academy of
Fine and Performing
Arts

The Academy of
Physics and Life
Sciences

Academies of Inquiry and Talent Development

Students

6th 7th 8th

Faculty

6th 7th 8th

Special Subject
Teachers*

Community
Resource Persons

**The Academy of
Applied Mathematics**

Students

6th 7th 8th

Faculty

6th 7th 8th

Special Subject
Teachers*

Community
Resource Persons

**The Academy of Fine
and Performing Arts**

**E
t
c**

*Music, Technology, Art, Guidance, etc.

The Academy of Literature, Languages and the Humanities

<i>Potential Areas of Study</i>	<i>Type I Enrichment General Exploratory Experiences</i>	<i>Type II Enrichment Group Training Activities</i>	<i>Type III Enrichment Individual and Small-Group Investigations of real Problems (Enrichment Clusters)</i>	<i>•Outlets/Products/ Audiences for Type III Enrichment</i>
<ul style="list-style-type: none"> •Personal Writing <i>Journals, diaries, autobiography, monologue, writer's notebook</i> •Imaginative Writing <i>Fiction, fantasy, adventure, science, poetry, short story, songs, dialogues, plays</i> •Drama/Oral English Storytelling, <i>debate, mime, discussion, choral readings, interviews, conversation</i> •Popular Forms <i>Posters, propaganda, reviews, criticism, ads, satire</i> •Media Composition <i>TV scripts, radio programming, tapings, recordings, commercials, storyboard, bulletin boards</i> 	<ul style="list-style-type: none"> •Presentations by persons in each discipline •Writer-in-residence •Speakers whose careers depend on language •Communication with authors through letters, videos, guest presentations •Writers' symposium •Internet communication with various regions/ dialects •Exploring ideas •Stories told/read by school personnel, community leaders, parents •Listening to excellent recordings of poetry/prose •Discussing books that all have read 	<ul style="list-style-type: none"> •Interviewing techniques •Observation •Data collection •Primary research skills •Analysis •Listening skills •How to get published •Writing skills •Speaking Skills •Keeping a writer's notebook •Brainstorming strategies •How to make recordings •Guidelines on how to invite guest speakers/presenters •How to make a speech •Decision making •Defining purpose and audience 	<ul style="list-style-type: none"> •The future language inventors •The worldwide language guild •The "other worlds" •Communication research team •The "teen talk" investigators •The professional terminology collectors •The ancient writings •Discoveries •The script/play writers group •The journalists team •The reference preference •Searchers (collecting quotable quotes expressly for kids, selected by kids) •The rewriters society •The diary detectives •The story recorders •The movie critics •The consumer and school resource guide compilers •The advertising team •Portmanteau word inventors •The speech writers society •The songwriters guild •The "great Books" club for kids •The language game creators •The folklore collectors 	<ul style="list-style-type: none"> •Family folklore festival •Anthology of student writing •School/community newspaper •Literary magazine •Writing contests for kids •Poster campaigns •Poetry reading events •Storytelling troupe (cross-age) •Lexicon of "teen-talk" •The language of professionals handbook •Feature articles in local newspaper •Word origins quiz bowl •Cable TV news broadcast •Public address communique •Literary fair •"Talking books" production •Play production •Bulletin board display •Book of quotations for kids •A guide to local emporia •Adopt a senior citizen pen pal •Story calendars •Portman Olympics •Pop-up books

Science/Environmental Education

Social Sciences

Style & Fitness

Visual Arts

How to problem solve, & protect the environment...



JOBS:

*Marine Biologist
Environmentalist
Horticulturist*

Methods/Resources:

*Ecology
Chemistry
Life Sciences
Problem Solving*

Products:

*Inventions/Discovery
Agriculture
Research*

Intended Audience:

*Public Awareness
Medical Community
Other Scientists*

How to promote historical and cultural understanding, , .



JOBS:

*Archaeologist
Anthropologist
Lawyer
Social Worker*

Methods/Resources

*Legal Knowledge
History/culture
Investigative Skills
People Person*

Products:

*Archaeological Digs
Discoveries
Trials
Historical Journals*

Intended Audience:

*Courtroom/Judge
Other Historians
Public Awareness*

How to develop self-esteem and promote a healthy lifestyle...



JOBS:

*Personal Trainer
Psychologist
Cosmetologists
Sports Medicine*

Methods/Resources:

*Fitness Training
Sports Medicine
Human Research
People Person*

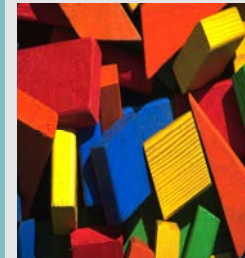
Products:

*Fashion Design
Modeling
Fitness Programs
Publications*

Intended Audience:

*Sports Enthusiasts
Health Awareness
Sports Fans*

How to express images and ideas through the visual arts



JOBS:

*Painter
Photographer
Graphic Artist
Sculpture*

Methods/Resources

*Technical Skills
Talent
Craft
Creativity*

Products:

*Paintings
Exhibitions
Animation*

Intended Audience:

*Museum visitors
Television*

<i>Business Management</i>	<i>Communications</i>	<i>Engineering, Logic & Physics</i>	<i>Performing Arts</i>
<i>How to design and administer a business...</i>	<i>How to effectively narrate, convey or persuade...</i>	<i>How to problem solve, construct, or make discoveries...</i>	<i>How to entertain, entice, enliven, and...</i>
			
<i>JOBS:</i>	<i>JOBS:</i>	<i>JOBS:</i>	<i>JOBS:</i>
<i>CEO (Bill Gates) Chef/Caterer Web Designer Child Care Stockbroker</i>	<i>Journalist Publisher Storyteller Broadcaster Writer Speechmaker</i>	<i>Engineer Physicist Chess Master Mathematician Architect</i>	<i>Actor Dancer Musician Jazz Band</i>
<i>Methods/Resources:</i>	<i>Methods/Resources:</i>	<i>Methods/Resources:</i>	<i>Methods/Resources:</i>
<i>Technology Money Management Human Resources Leadership Skills Creativity</i>	<i>Publications Media Speech Debate Technology</i>	<i>Problem Solving Scientific Method Technology Design Mathematics</i>	<i>Talent Craft Technology Music Drama</i>
<i>Products:</i>	<i>Products:</i>	<i>Products;</i>	<i>Products:</i>
<i>Web Pages Menus, Food Services Successful Businesses Inventions</i>	<i>Newspapers Performances Broadcasts Television/Radio</i>	<i>Architecture Chess Tournaments Blueprints, Plans Math Competitions</i>	<i>Dance Performances Plays/Musicals Band Performances Competitions</i>
<i>Intended Audience:</i>	<i>Intended Audience:</i>	<i>Intended Audience:</i>	<i>Intended Audience;</i>

Practical Hint # 1: Learn all you can about and obtain copies of How-To Books

“...thinking,
feeling,
and doing like
the practicing
Professional...”

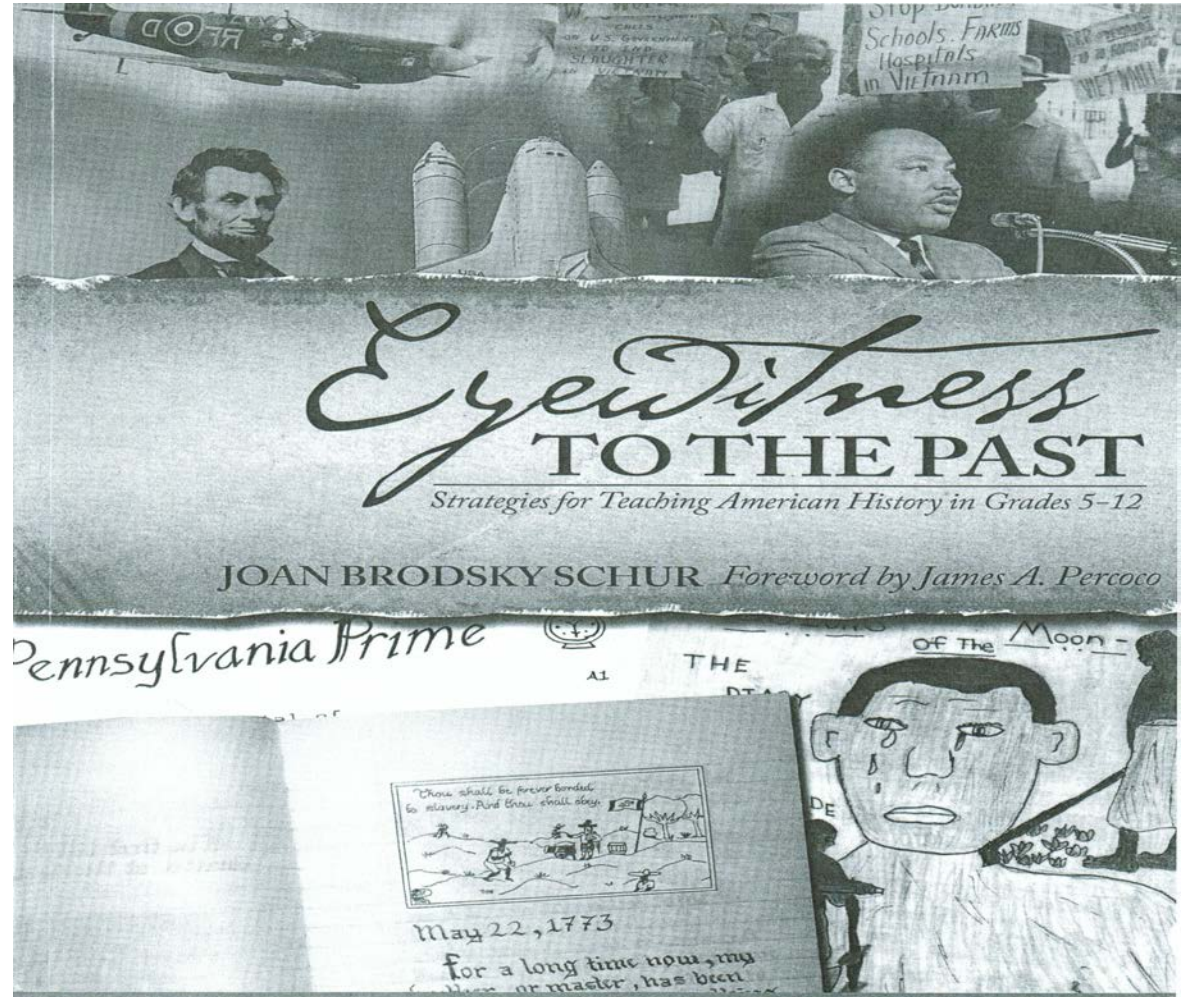


Photo Analysis Worksheet

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. <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>																											
B.	Use the chart below to list people, objects, and activities in the photograph. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%; padding: 5px;">People</th> <th style="width: 33%; padding: 5px;">Objects</th> <th style="width: 33%; padding: 5px;">Activities</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td><td> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td><td> </td></tr> </tbody> </table>	People	Objects	Activities																								
People	Objects	Activities																										
Step 2. Inference																												
	Based on what you have observed above, list three things you might infer from this photograph. <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>																											
Step 3. Questions																												
A.	What questions does this photograph raise in your mind? <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>																											
B.	Where could you find answers to them? <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>																											

**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>

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8601 Adelphi Road, College Park, MD 20740-6001 • Telephone: 1-86-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? _____ _____
B.	Who created the advertisement? _____ _____
C.	What is the purpose of the advertisement? _____ _____
D.	Who is the intended audience for the advertisement? _____ _____
E.	If a product is being sold, what strategies does the ad use to convince the target audience that they should want this product? _____ _____
F.	How common or unique was this product for its era? _____ _____
G.	What does the advertisement tell us about material life in America at this time? _____ _____
H.	What does the advertisement tell us about social relationships in America at this time? _____ _____

Fig 5.3 Advertisement Analysis Worksheet

Cartoon Analysis Worksheet

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

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

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Fig 6.1 Cartoon Analysis Worksheet

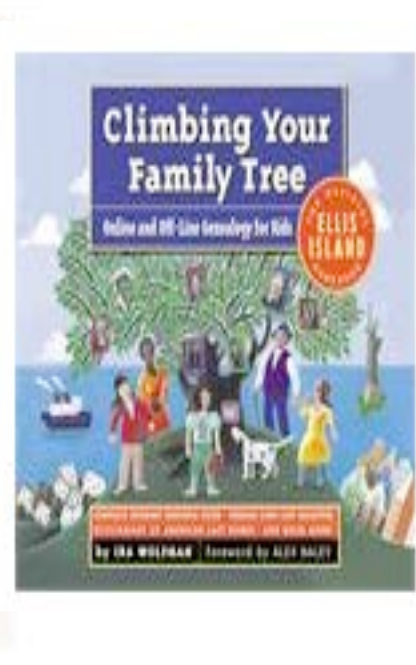
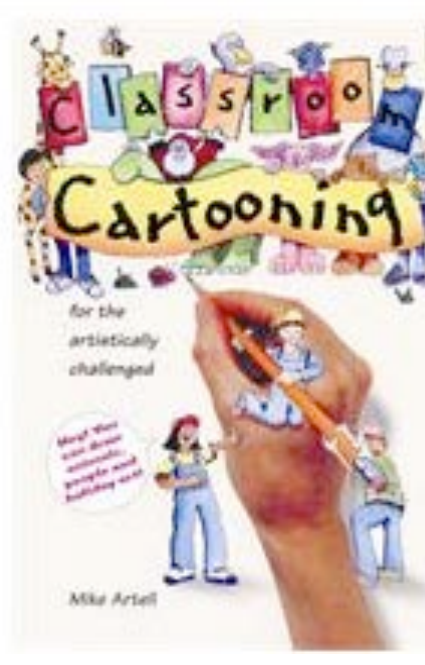
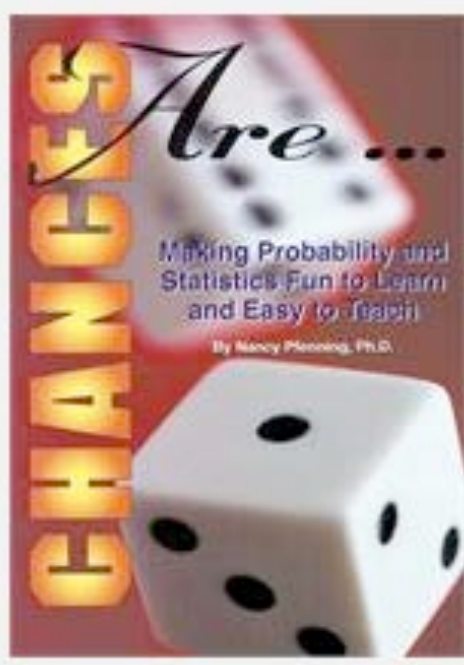
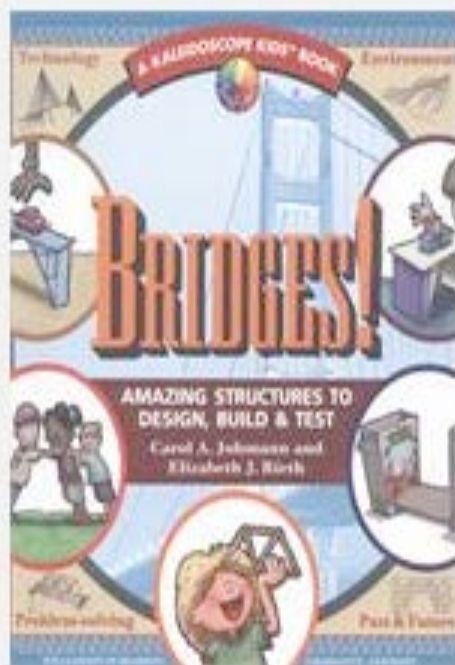
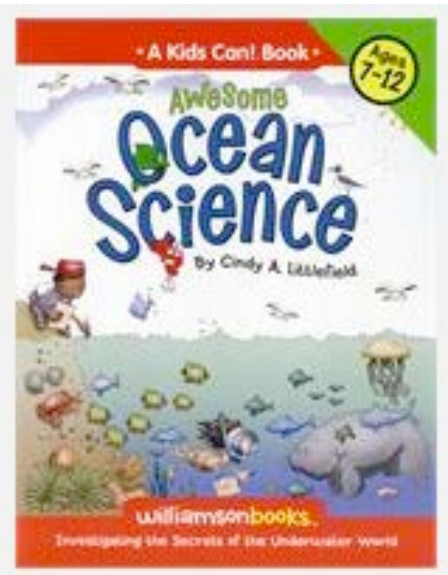
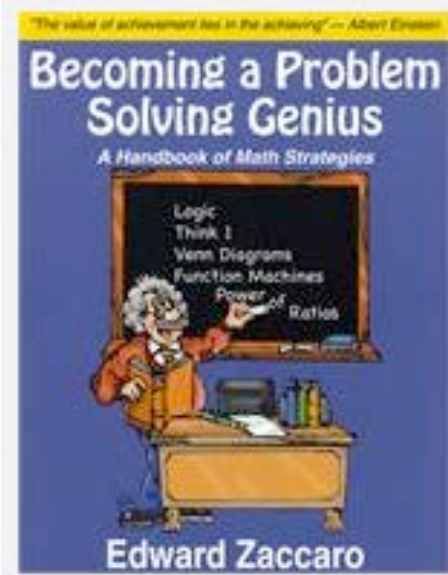
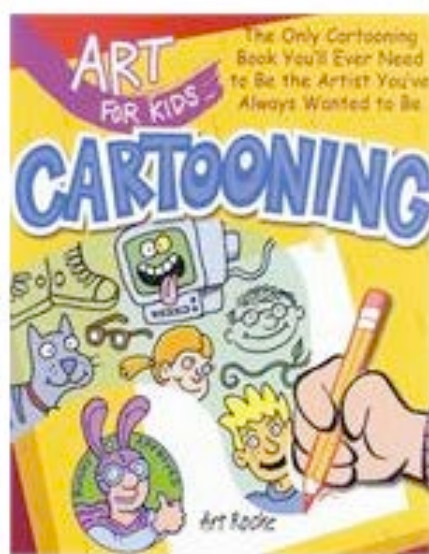
Debate Score Sheet

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



COMPETITIONS for Talented Kids

Featuring more than 140 competitions in:
○ Academics
○ Fine and Performing Arts
○ Leadership
○ Service Learning



Win
Scholarships,
Big Prize
Money,
and
Recognition



Frances A. Karnes & Tracy L. Riley

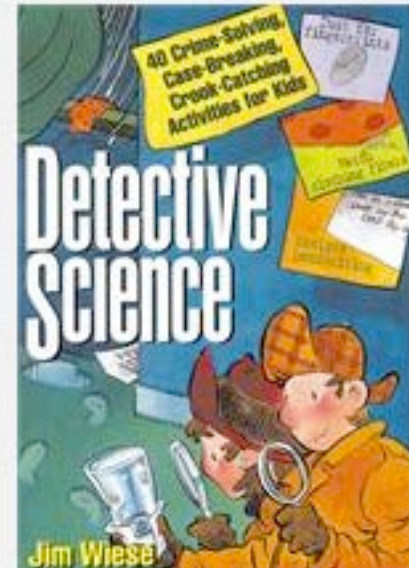
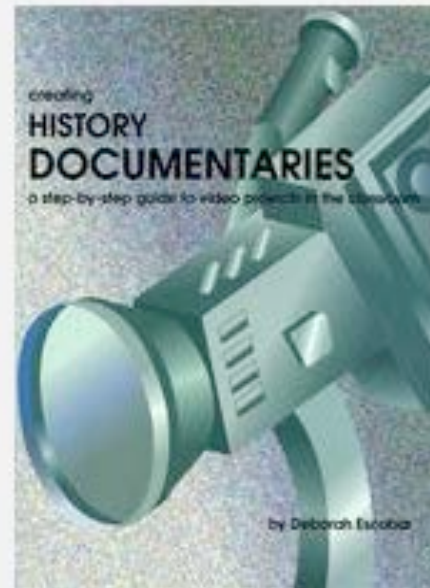
THE COMPLETE HANDBOOK FOR TEACHERS, PARENTS, AND STUDENTS

Creating Award- Winning History Fair Projects



- 100 IDEAS FOR AWARDS-WINNING HISTORY PROJECTS
- PRACTICAL TIPS FOR DEVELOPING TEACHERS, PARENTS, AND STUDENTS
- STRATEGIES FOR RESEARCHING AND WRITING
- GUIDES TO THE FARMER AND HISTORY SUBJECTS

HELEN BASS



CRIME SCENE INVESTIGATIONS



REAL-LIFE SCIENCE ACTIVITIES
FOR THE ELEMENTARY GRADES

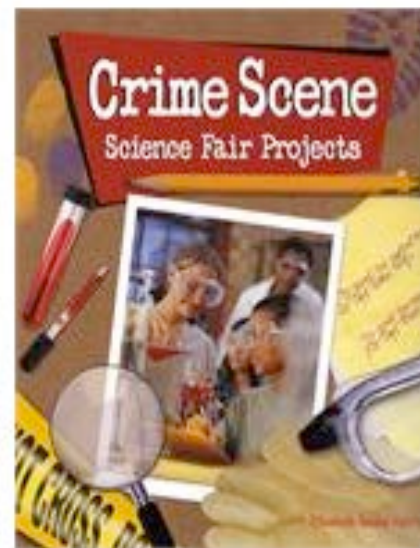
Pam Walker • Elaine Wood

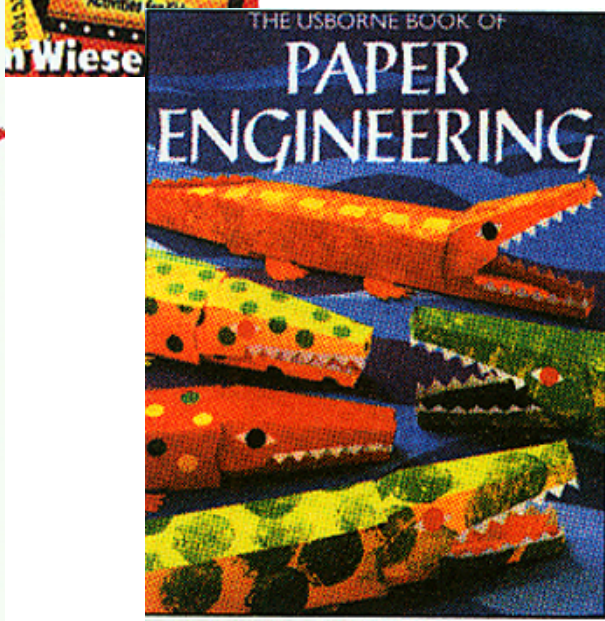
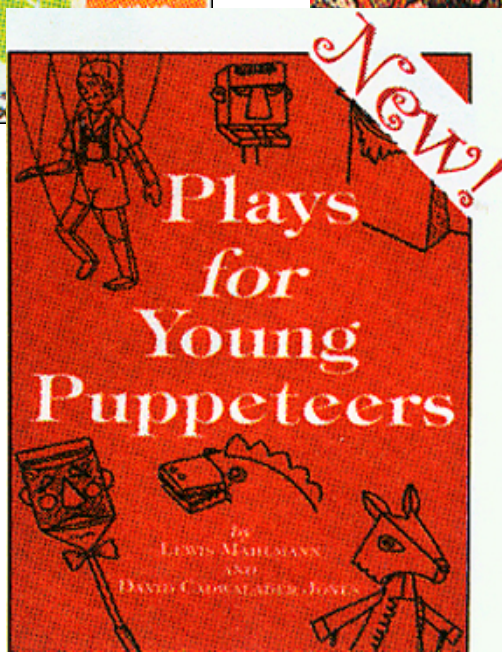
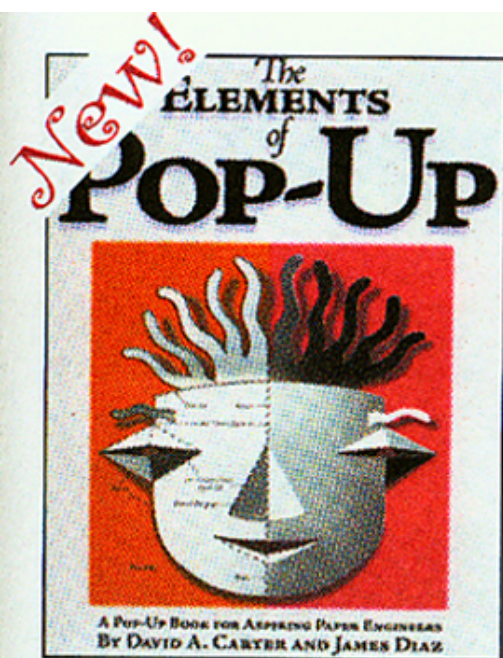
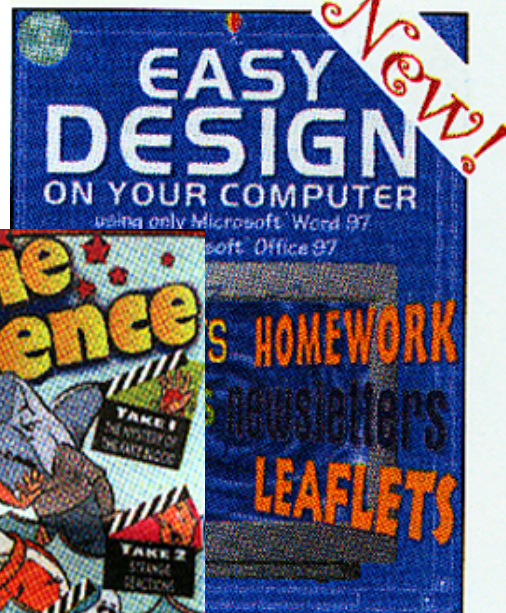
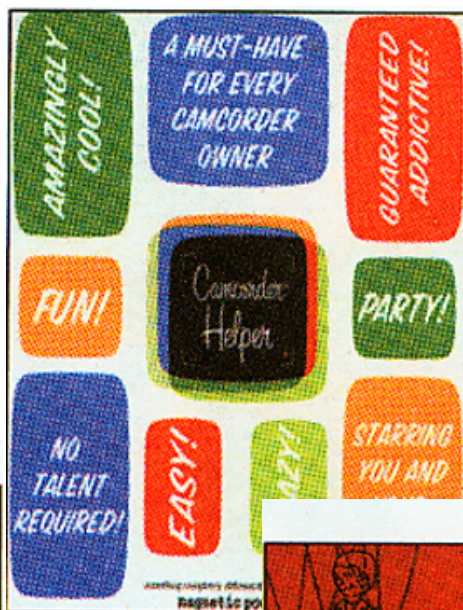
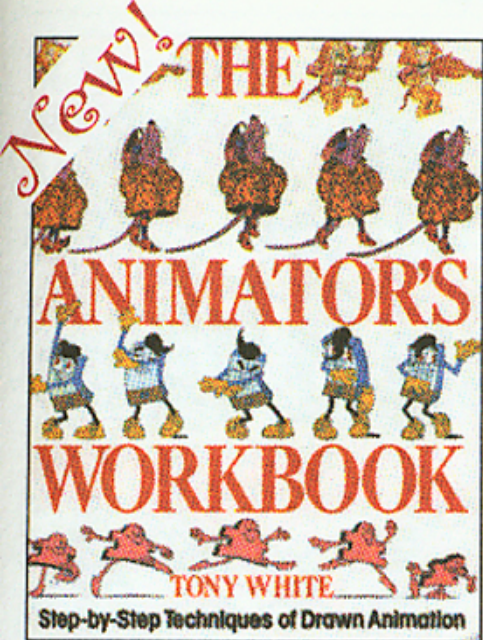
CRIME SCENE INVESTIGATIONS

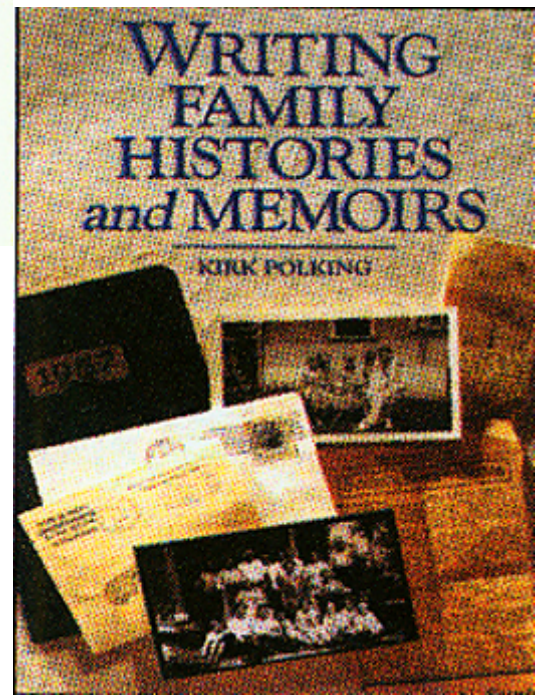
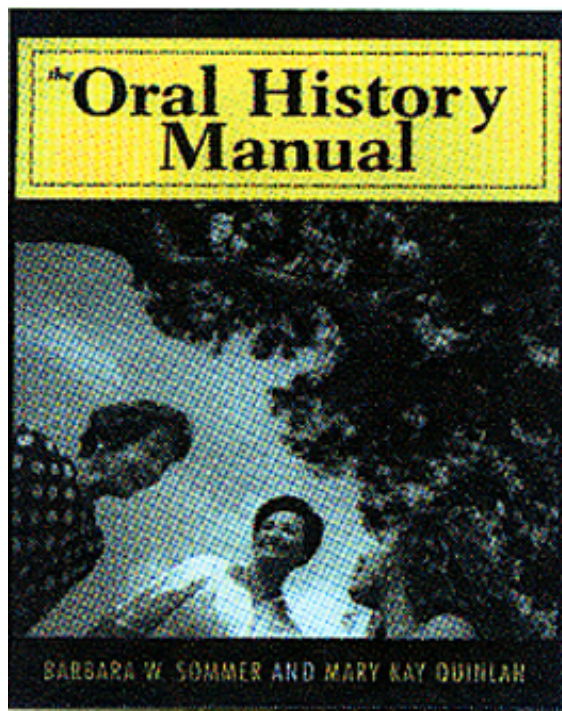
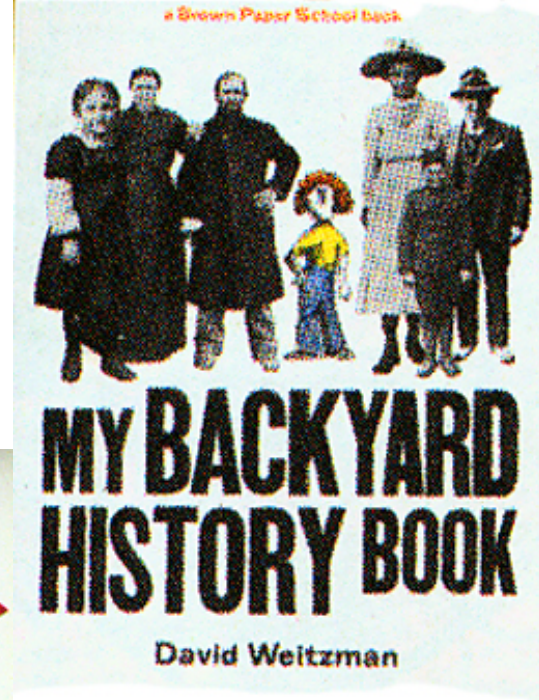
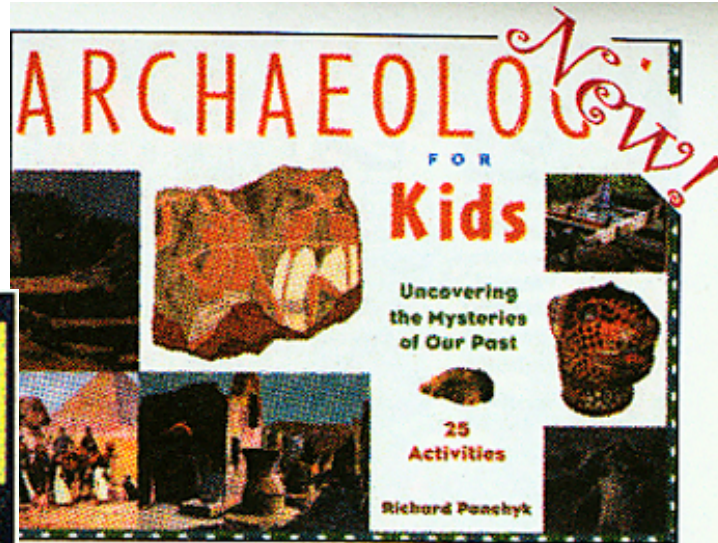
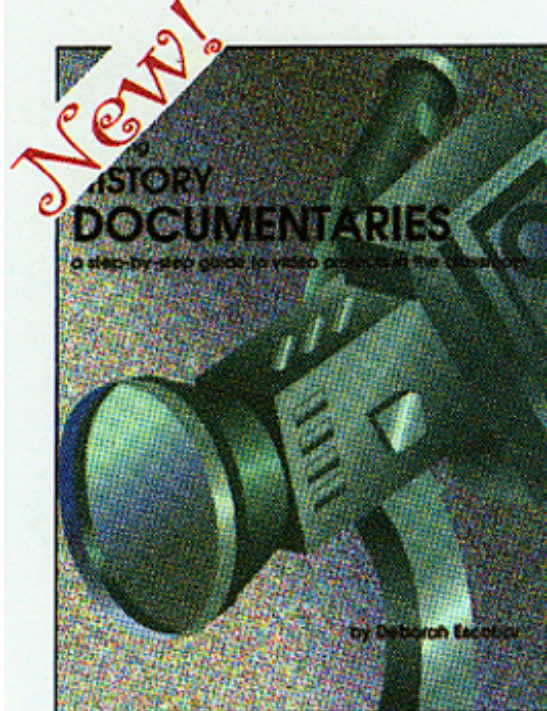


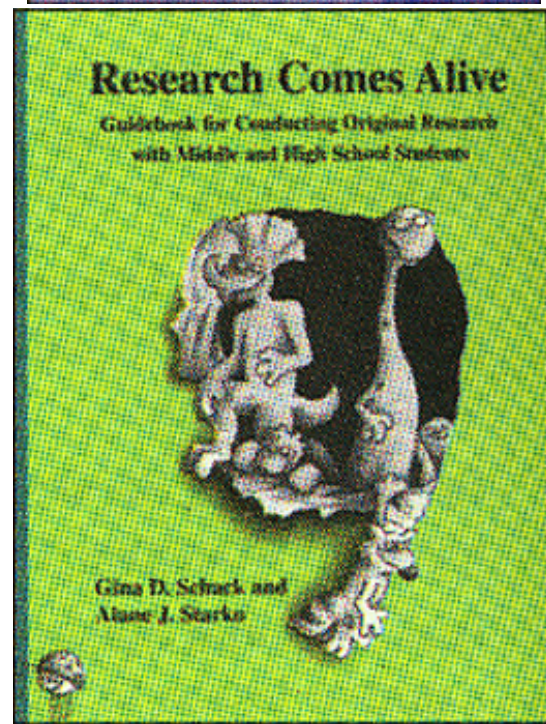
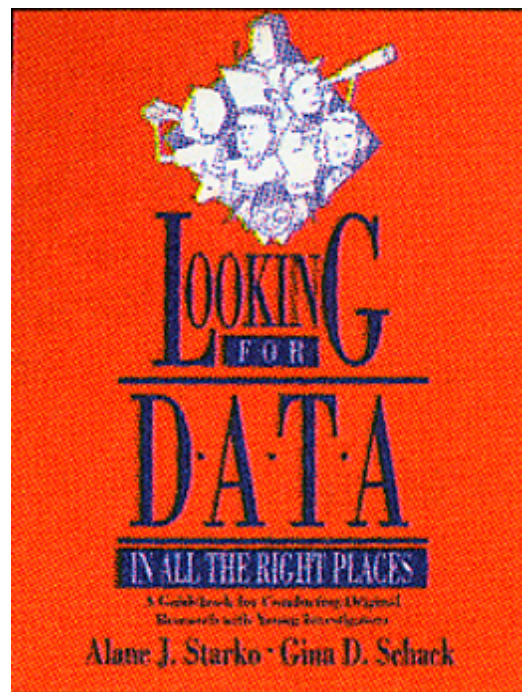
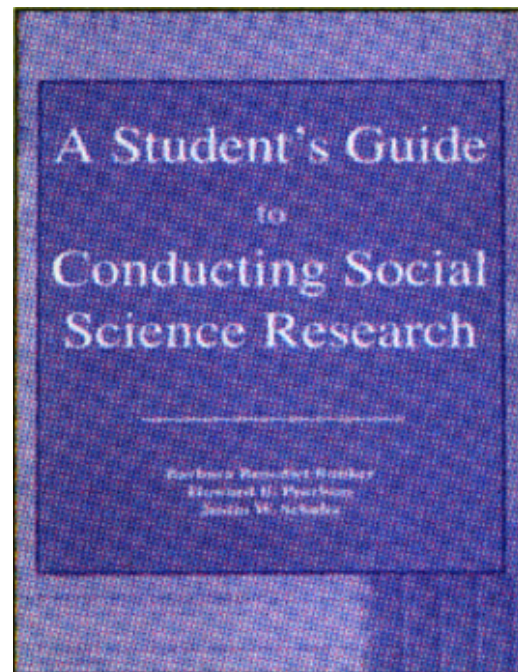
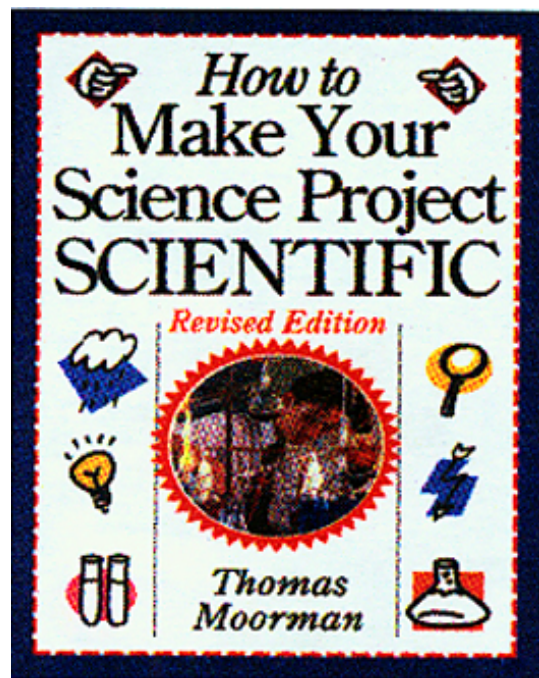
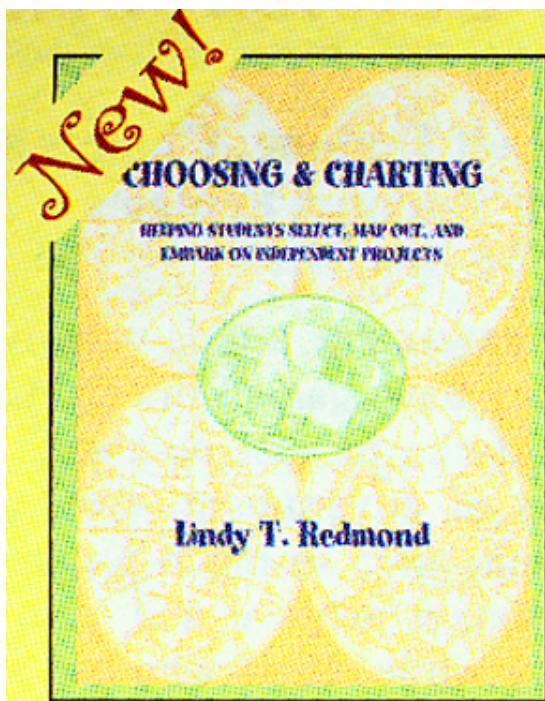
REAL-LIFE SCIENCE LABS
for Grades 6-12

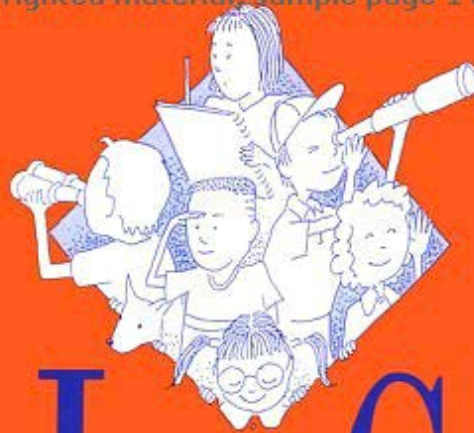
Pam Walker • Elaine Wood











LOOKING FOR

D·A·T·A

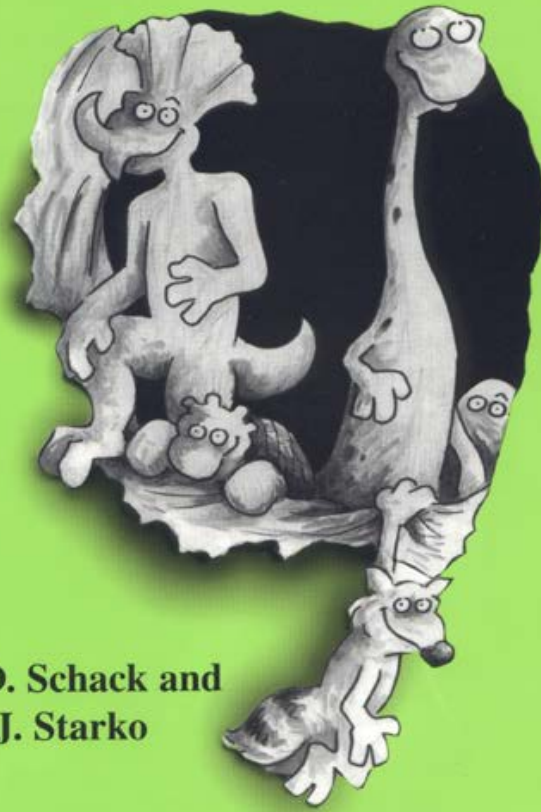
IN ALL THE RIGHT PLACES

A Guidebook for Conducting Original
Research with Young Investigators

Alane J. Starko · Gina D. Schack

Research Comes Alive

Guidebook for Conducting Original Research
with Middle and High School Students



Gina D. Schack and
Alane J. Starko



A Student's Guide to Conducting Social Science Research

**Barbara Benedict Bunker
Howard B. Pearlson
Justin W. Schultz**

6. What are your specific post-high school plans?

7. How much responsibility should students have for making up test questions?

how to
write
a how to
write
book

Brian Pidcock



ENRICHMENT CLUSTERS

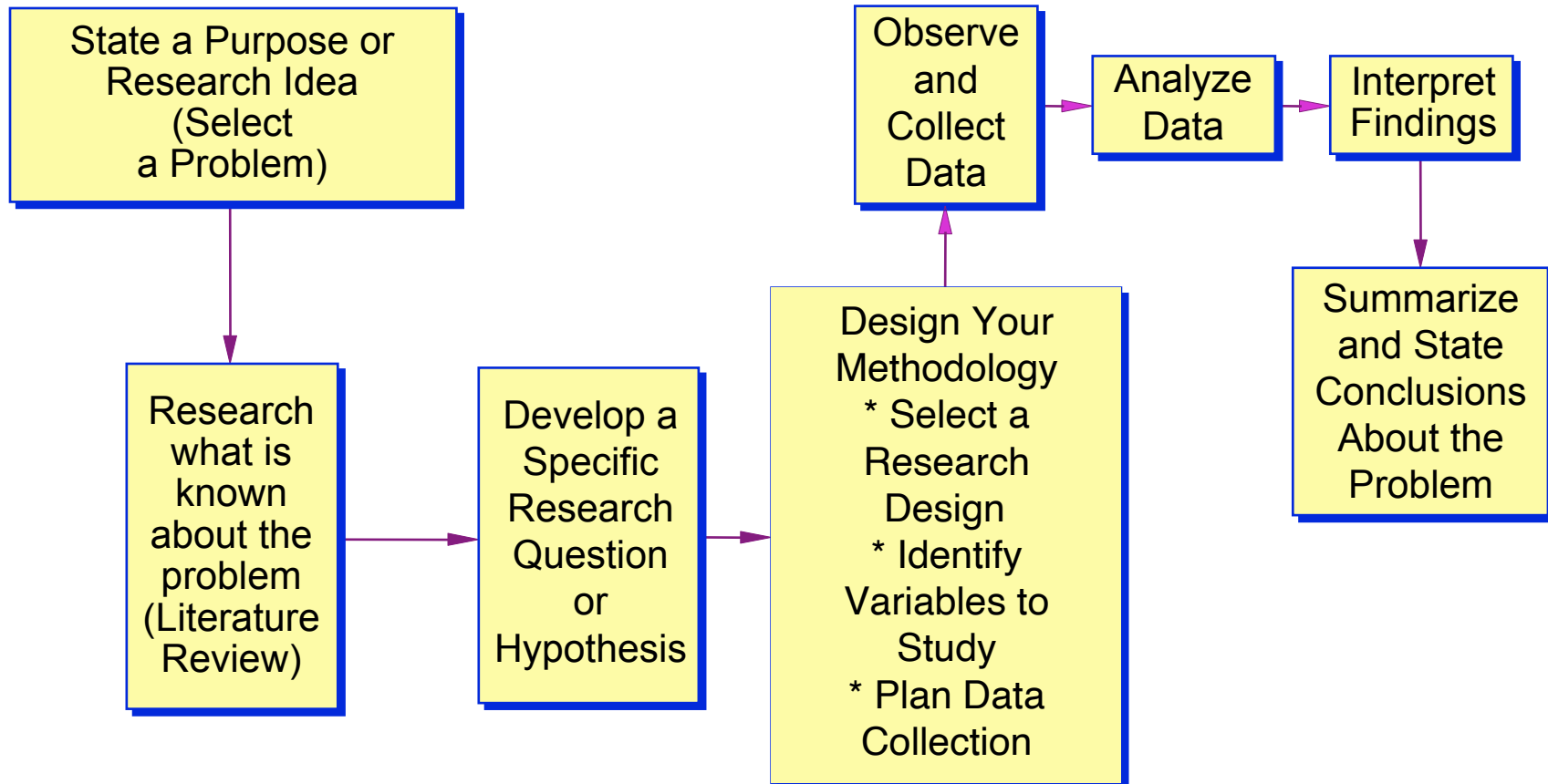
A PRACTICAL PLAN FOR
REAL-WORLD,
STUDENT-DRIVEN
LEARNING

JOSEPH S. RENZULLI
MARCIA GENTRY
SALLY M. REIS



Practical Hint # 2: Think Data/Think Instruments

The Research Process



The Main Features of Problem Finding and Focusing In Investigative Learning

Students Engage in Exploratory Rather than “Right Answer” Oriented Questions

Students Give Priority To Finding Evidence When Discussing Questions

Students Formulate Explanations From Evidence

Students Connect Explanations to Pre-existing Knowledge

Students Communicate and Justify Their Explanations

Independent Variables

...a variable that affects the outcome of a study

Dependent Variables

...the variable measured at the end of the study to see if the groups have significantly different values.



Confounding Variables

...a variable other than those the researcher is investigating that could account for the outcome of a study.

The Real Dirt on Antibacterial Soaps

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-

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-

jects during the day. Why don't antibac-

terials do a better job? "They probably require 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 UNDERWOOD

PHOTOGRAPHS BY SHAWN SCHWARTZ FOR NEWSWEEK

NOVEMBER 4, 2002 NEWSWEEK





Glo-Germ Light









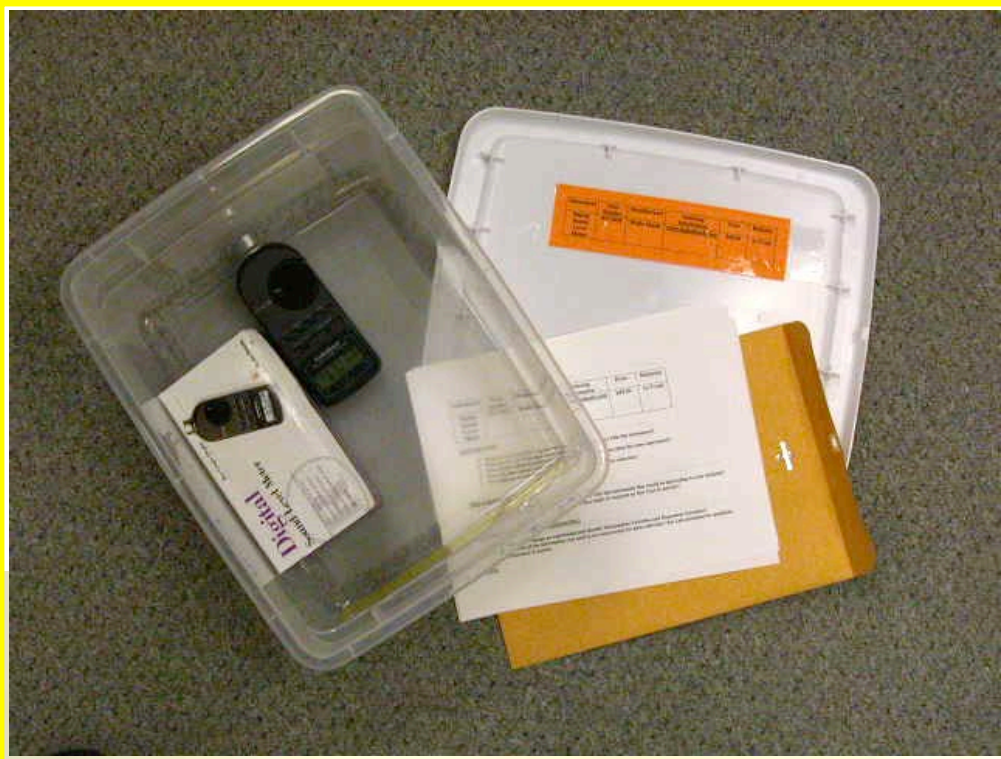
Pedometer





Sound Level Meter







For product information
visit our website at
www.walk4life.com
Or call us toll free at
888-422-1306

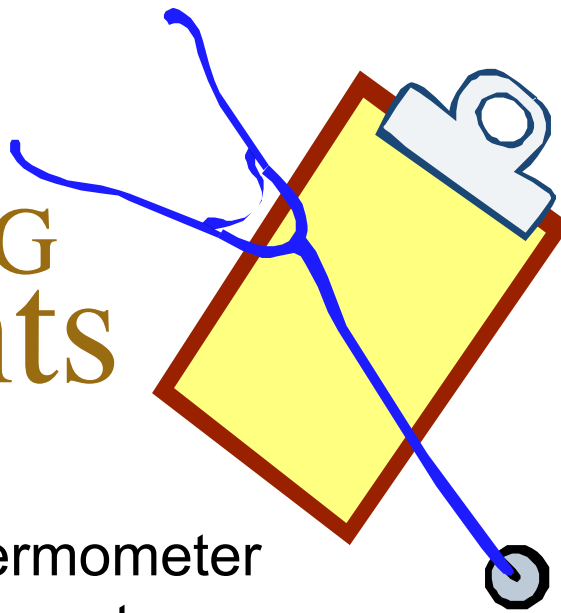


DATA

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

THINK DATA



GETTING KIDS INVOLVED
IN HANDS-ON INVESTIGATIONS
WITH DATA-GATHERING
INSTRUMENTS

Joseph S. Renzulli
Nancy N. Heilbronner
Del Siegle

Digital Sound Level Meter

Manufacturer: Radio Shack
Price: \$24.99 and up



Key Concepts

Sound occurs when energy moves through a medium such as air, water, or solid materials. This energy creates a "pulse" of molecules through the medium. Sound waves are longitudinal waves: the pulse moves back and forth like a Slinky, rather than up and down. Like a Slinky, the wave has compressed areas and areas that are more spread out. These areas are called compressions and rarefactions, respectively. When the distance between the compressions and rarefactions is greater, the sound is said to have more amplitude, and it will be louder. When the distance is smaller, the sound is softer. Volume is measured in decibels on the sound level meter.

National Science Education Standards:

- | | | |
|-----|---|---|
| 6.1 | Science as inquiry | |
| | Abilities necessary to do science inquiry | |
| 6.2 | Physical Science | |
| | Levels K-4 | Properties of objects and materials
Position and motion of objects |
| | Levels 5-8 | Properties of matter
Motions and forces
Transfer of energy |

Inquiring Minds Want to Know

Investigations at School

- Does the seat in an auditorium affect sound levels during a band performance?
- Does carpeting affect sound levels?
- Do wall coverings affect sound levels?
- Are some grades noisier than other grades? Does grade level affect sound at your school?
- Does a school subject affect sound levels (e.g., language arts vs. science)?
- Does time of day affect sound levels (morning, after lunch, after gym, or before dismissal)?
- Does playing soft music in a room before measuring affect sound level of students?
- Does an echo have the same decibel level as the original sound?
- Does lung capacity affect how loud a person's voice can be or how loudly they can play a wind instrument?
- Does distance affect sound level?
- How does the movement of an object (toward or away) affect sound levels?
- Do barriers affect sound level? Are some barriers more efficient at reducing sound levels?

Practical Hint # 3: Use Infusion to tame the turkey!

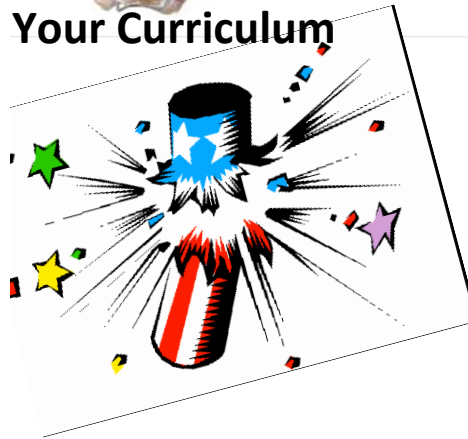
The SEM is an **infusion and enhancement-based enrichment model** [not replacement-based model] that uses technology to diagnose student strengths, to match resources to identified strengths, and to push into any and all standards-based curricular approaches activities and experiences that make learning more enjoyable and engaging.

We cannot direct the wind but we can adjust our sails.

The Main Course



Your Curriculum





**The Standards
(Outcomes)
Driven Curriculum**

**Today's Theme
Words**

**Selection
Injection
Extension**



**Your Magic Enrichment
Injection Device**

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

**Benjamin Franklin
American statesman and
inventor**

**New Jersey
resembles an
Indian head.**

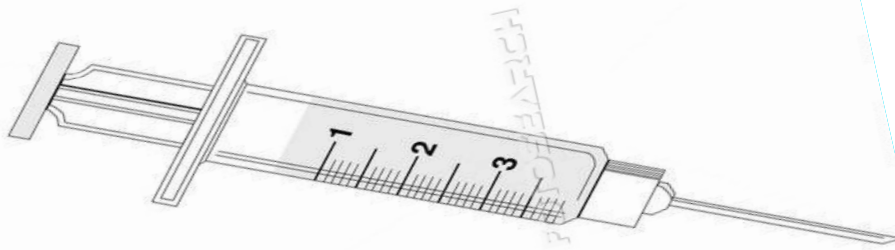
**Minnesota
looks like a
chef's hat.**

**Louisiana is
shaped like
rain boots.**

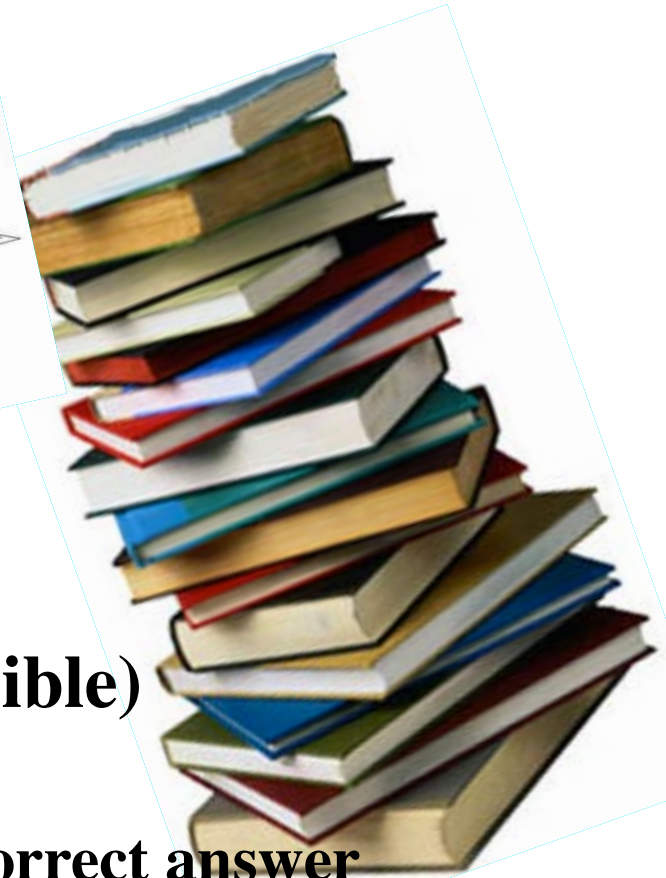
**Iowa looks
like a face.**

Today's Practice Activity





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

- **A Rap State Song**
- **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)**

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.

The “take away” message of infusion is:

No matter what you do, or how routine your job is...

...you should always try to do every thing possible to make it interesting!

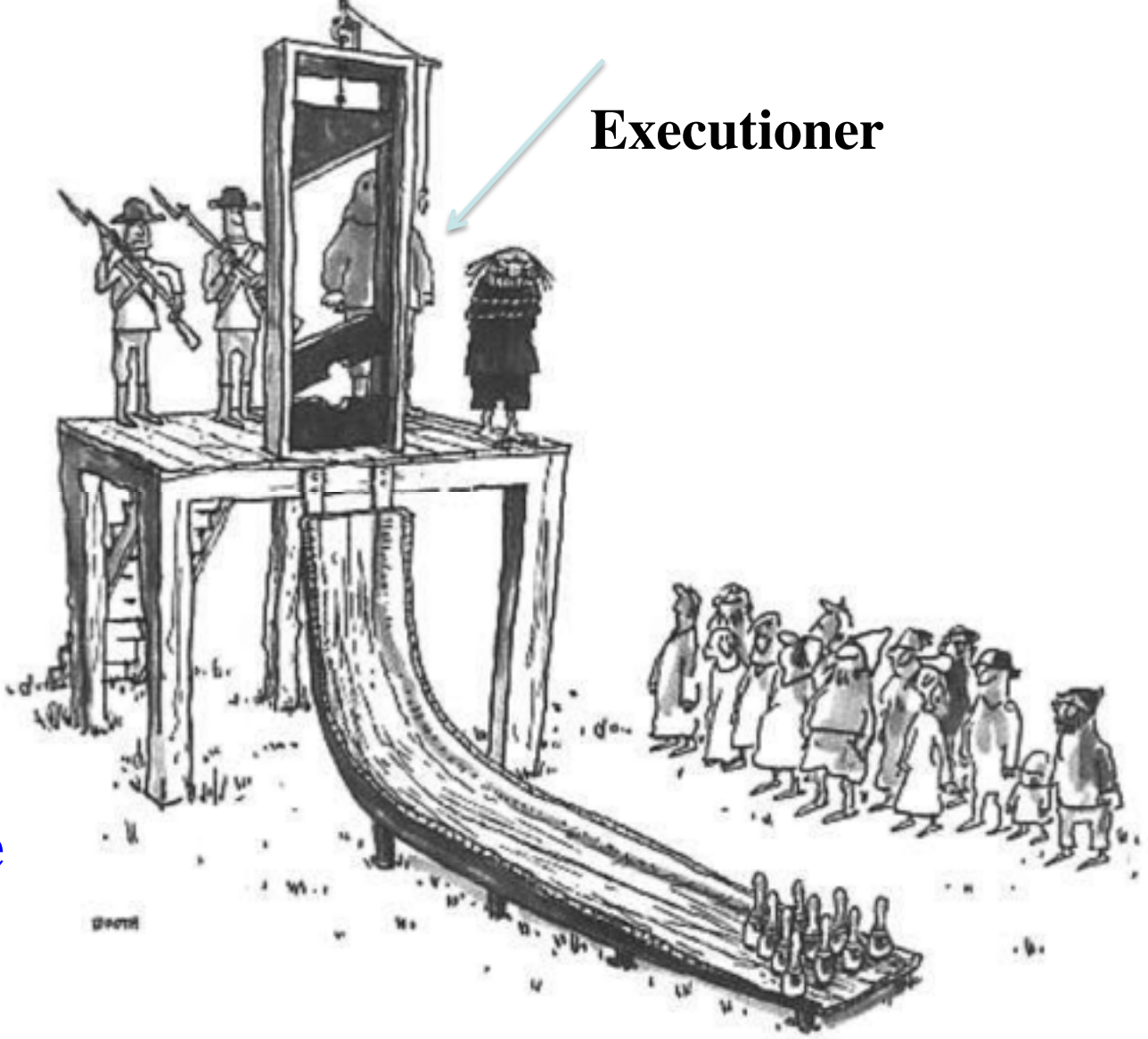


Figure 1. Renzulli Learning System

System Overview At-A-Glance

Individualized Strength

Total Talent Portfolio

All Activity Placed In Electronic Portfolio

Search Engine Matches Multiply Categorized Resources From 50k Item Data Bases With Individual Student Profiles

Application of Resources to Class Work And Projects

- Reproducible Activities
- Teacher Monitoring Tools
- Lesson Plans & Learning Maps
- Grouping By Interest Areas, etc.
- Built In Personal Success Plan
- Teacher Favorites Portfolio
- Curricular Related “Push-Ins”
- Built-In Assessment Tools
- Parent Review Access
- 24/7/365 Usage
- Staff Development Tutorials
- Built In Accountability and Staff Development for Teachers

Last Practical Hint: Get Renzulli Learning



ASSIGNMENT TEMPLATE
Subject Areas: Language Arts,
Social Studies, Art, Music
Topic: War of 1812 Grade Level: 6-9

Description:

Two hundred years ago, the United States fought a second war against Great Britain—a war that also involved Canadians and Native Americans. Today this war has largely been forgotten, even though it helped to shape each of these groups of people. The War of 1812 also gave Americans a national anthem and two symbols of energy and endurance, Uncle Sam and the *USS Constitution*. Learn why neighbors took up arms, and how the war changed their images of themselves.

Enrichment Activities:

[Price of Freedom: Americans at War](#)
[The Second War of American Independence](#)
[Madison's Memorable Wife: Dolley Madison](#)
[The War of 1812: Issues and Stories](#)
[National Anthems of the World](#)
[NMAH: The Star-Spangled Banner](#)
[The Theater Book](#)
[American Experience: Dolley Madison](#)
[George Washington Mystery](#)
[We Shall Remain](#)
[The Life and Legacy of Francis Scott Key](#)
[PBS: The War of 1812](#)
[The War of 1812: A Canadian Perspective](#)

Instructions:

For this assignment, you will view the resources in the Introduction section and then pick the War of 1812 assignment option that best matches your preferred interest area(s), learning style(s), and expression style(s). You only need to pick one assignment to complete, but you can do more than one if time permits.

Introduction

Open the enrichment activity "Price of Freedom: Americans at War." Click *Enter the Exhibition*, and then select *War of 1812*. Click *Begin* and then *Play Movie*. Watch the video clip a couple of times (and read the transcript if you wish). Then study the following questions, and consider how you would answer each one:

1. Why did the United States declare war on Great Britain?
2. List some victories achieved by the British army.
3. List some victories achieved by the United States.
4. Click *Enter Exhibit* and examine the artifacts and slideshows. What inspiring heroes, stories, and symbols did America gain from this war?

Strength-based Differentiation Engine™

Matching Resources to Individual Learning Profiles

MY ENRICHMENT ACTIVITIES:



50,000 Total Resources
40,000 Online / 10,000 Offline

Correlated to Profiler attributes & K-12 Units of Study

Each child receives approximately 3,000 recommended resources. For example, there are over 1,200 Research Sites – this child received 54 recommendations based on

Advanced Search

Select a Grade and Ability Level:

[Check All](#) - [Clear All](#)

- | | | | |
|-------------------------------------|--|--|---------------------------------------|
| <input type="checkbox"/> 1-2 Low | <input checked="" type="checkbox"/> 3-5 Low | <input checked="" type="checkbox"/> 6-9 Low | <input type="checkbox"/> 10-12 Low |
| <input type="checkbox"/> 1-2 Medium | <input checked="" type="checkbox"/> 3-5 Medium | <input checked="" type="checkbox"/> 6-9 Medium | <input type="checkbox"/> 10-12 Medium |
| <input type="checkbox"/> 1-2 High | <input checked="" type="checkbox"/> 3-5 High | <input type="checkbox"/> 6-9 High | <input type="checkbox"/> 10-12 High |

Please type in a keyword to search the enrichment activities:

Egypt

daily life, mythology and ceremonial
museum object, click to learn more
[View Activity](#)

On-Line Activities

Fun With Mummies

This amazing interactive website will
mummy for burial and learn all that
theartwork of ancient Egypt, or to see
[View Activity](#)

Museum of Science Virtual Exhibit

Brave the perils of Antarctica, prepa
these interactive exhibits from Bosto
[View Activity](#)

mummy - Microsoft Internet Explorer

Internet Security | Norton AntiVirus | SnagIt

my.html | Go

the brain. Take the metal hook from the table
Seneb's nose a number of times to break his
es. Then pull the pieces out through his nose.

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

Done | Internet

Over 100,000 Hours of Curriculum R&D

50,000 Resources, Activities, & Projects Catalogued & Differentiation-ready*

Interest Area

All
Mathematics
Athletics
Social Action

Learning Style

All
Discussion
Group Work
Technology

Expression Style

All
Written
Commercial
Musical

Grade Level & Ability

1-2 Low 3-5 Low 6-9 Low 10-12 Low
 1-2 Medium 3-5 Medium 6-9 Medium 10-12 Medium
 1-2 High 3-5 High 6-9 High 10-12 High

Select Subject : Science

Select a Topic: The World Around Yo

Sub-Topic: Space

Sub-Sub-Topic:: Gravity

*Correlated to state content standards

Resource Match-making

Differentiation Engine®

Intro

New

Current

help

 Video Tutorial

1

Choose Subject

2

Create Assessment

3

Send to Students

Name your Curriculum Connection so you can find it later:

Select Grade Level:

4

Select Subject :

Science

Select a Topic:

Research Skills

Sub-Topic:

Science Problem Solving

Submit

View By
Enrichment Types

ALL RESOURCES (243)

CREATIVITY TRAINING (2)

CRITICAL THINKING (27)

ONLINE ACTIVITIES (50)

PROJECTS & INDEPENDENT STUDY (104)

RESEARCH SITES (37)

SUMMER PROGRAMS (6)

VIRTUAL FIELD TRIPS (1)

WEBSITES (16)



NFTE

Teaching Youth to Build Businesses

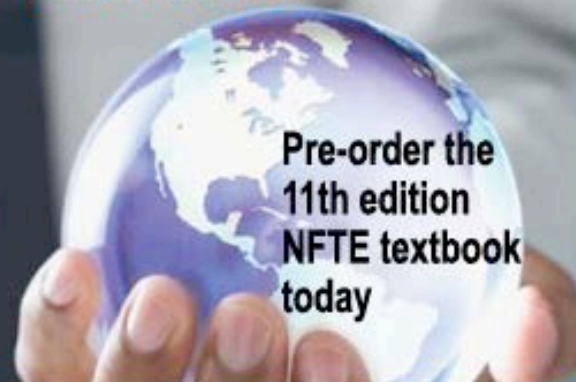
NETWORK FOR TEACHING ENTREPRENEURSHIP

Since 1987...

Entrepreneurship

Owning Your
FUTURE

Eleventh Edition



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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.

SUPPORT US

Help NFTE
Empower young people to change their lives.

You can help!

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NFTE School Profile:
The Cultural Academy for the Arts and Sciences



[View NFTE Videos](#)

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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



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[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](#)

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

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.



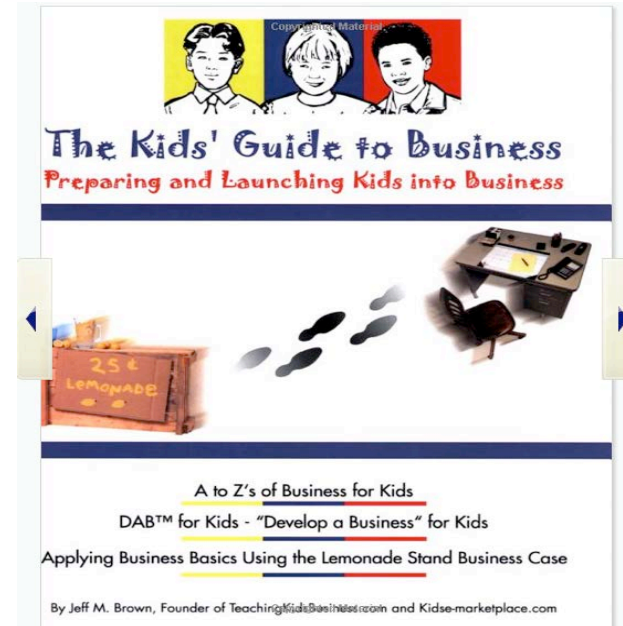
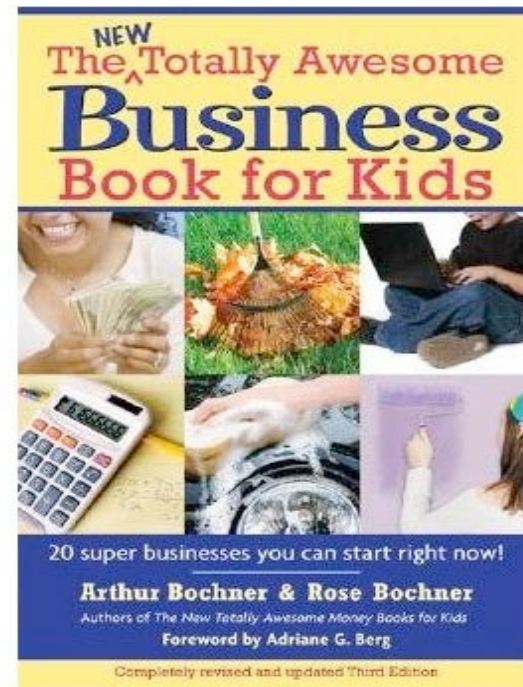
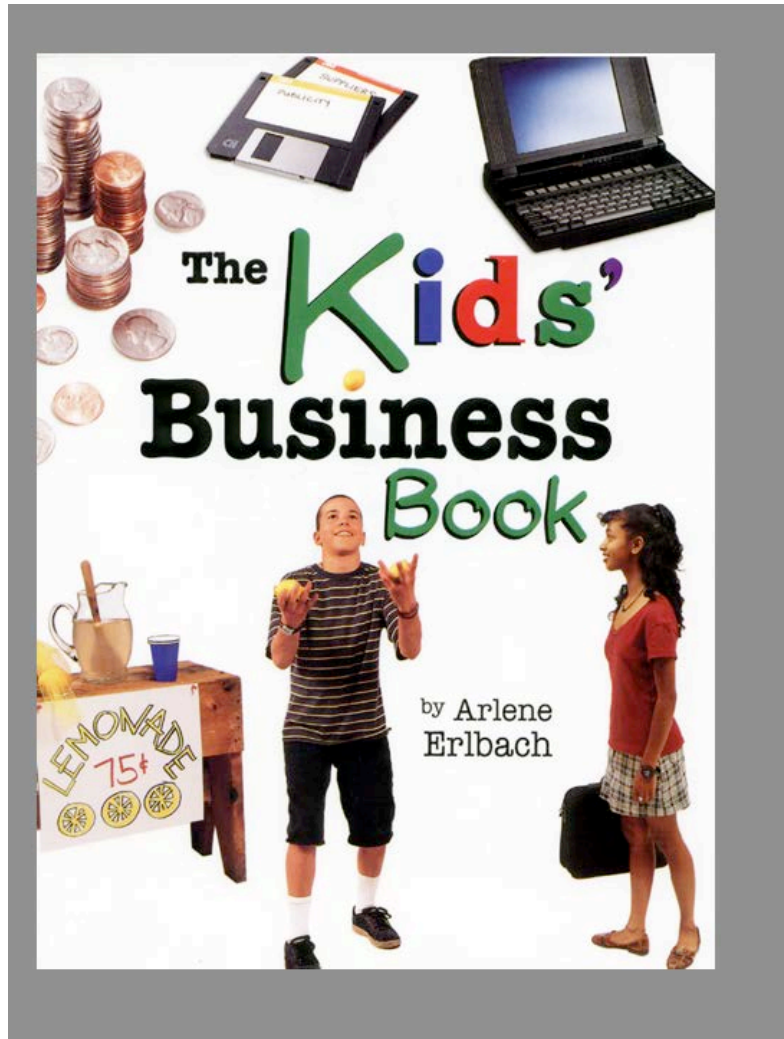
on-line activities
& classes

♥ Add to My Favorites

♥ Share with Students/Teachers

♥ Attach to Assignment/Project

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





Create a connection between your students and the curriculum.



Differentiation Tools and Services Design and Deliver Results

Renzulli Learning's strengths-based differentiation more than 30 years and millions of dollars of educational research conducted in partnership with the University of Connecticut.

This research led to the development of Renzulli Learning's unique tools and services designed to engage any child in a meaningful learning.

Renzulli Learning Tools and Services include

Renzulli Profiler

The Renzulli Profiler uses strengths-based assessment to identify a student's top three interests, learning styles and expression styles — usually in under an hour.

Grouping and Reporting Tools

Renzulli Learning makes it easy for teachers to group and report on their profiled students by their shared strengths, interests, learning and expression styles.

Differentiation Engine

The differentiation engine helps teachers engage high-achieving students by providing differentiated assignments in the classroom. This tool helps students achieve higher academic results.

Personal Success Plan

Designed specifically to help middle and high school students develop critical thinking skills, the Renzulli Personal Success Plan shows students how to create tangible academic and career goals and develop plans for achieving those goals.

Most useful tool for teachers to infuse high-engagement resources into any and all curricular topics.

A great tool for addressing the dropout problem

Just the topic and subtopics you want to teach, and direct them to any or all students.

Curriculum Connections

Curriculum Selection:

Select Grade Level:

5

Starting Date:

Tuesday, February 09, 2010



Ending Date:

Friday, March 26, 2010



Select Subject :

Social Studies

Select a Topic:

<--Select One-->

Language Arts

Math

Science

Social Studies

Sub-Topic:

Sub-Sub-Topic::

SEARCH »

Assigned Student List

Stef Eleck
Nolan McGurn
Curt Schilling
Liam McLaughlin
Sam Rector
Ann Teak

State Projects
Where people live
World War

Directions

Review the resources Renzu was our country's first constitution called? 3) Describe the proceedings of the Constitutional Convention? 4) How many delegates attended the Constitutional Convention? 5) What did the Framers hope to maintain a free society if the

Required Activities To Review:

Enrichment Activity Title

[Constitutional Knowledge](#)

[Celebrate the Constitution -](#)

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

Activities Matched To Your Profile:

Enrichment Activity Title

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

[A History of US: Revolution](#)

[Our America](#)

[Constitution of the United States](#)

[Benjamin Franklin: An Extra](#)

[Creating the United States](#)

[The Scales of Justice](#)

[This Nation](#)

Directions

Review the resources Renzu was our country's first constitution called? 3) Describe the proceedings of the Constitutional Convention? 4) How many delegates attended the Constitutional Convention? 5) What did the Framers hope to maintain a free society if the

Required Activities To Review:

Enrichment Activity Title

[Constitutional Knowledge](#)

[Celebrate the Constitution -](#)

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

Activities Matched To Your Profile:

Enrichment Activity Title

[Celebrate the Constitution -](#)

[Stand Up for Your Rights](#)

[Are You Smarter Than a Fifth Grader?](#)

[The Patriot Papers Activities](#)

[Our America](#)

[Restore the Bill of Rights](#)

[Flashcard Exchange](#)

Directions

Review the resources Renzu was our country's first constitution called? 3) Describe the proceedings of the Constitutional Convention? 4) How many delegates attended the Constitutional Convention? 5) What did the Framers hope to maintain a free society if the

Required Activities To Review:

Enrichment Activity Title

[Constitutional Knowledge](#)

[Celebrate the Constitution](#)

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

Activities Matched To Your Profile:

Enrichment Activity Title

[America's Story](#)

[Our America](#)

[Smithsonian American Art](#)

[The Benjamin Franklin Te](#)

[The Scales of Justice](#)

[State WebQuest](#)

Directions

Review the resources Renzulli has selected for you, and answer the following questions: 1) What was our country's first constitution called? 2) What are the powers of the Executive branch of the Government? 3) Describe the Fifth Amendment. 4) How many delegates attended the Constitutional Convention? 5) What did the Framers hope to maintain a free society if the people hoped to maintain a free society if the

Required Activities To Review:

Enrichment Activity Title

[Constitutional Knowledge](#)

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

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

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](#)



What makes the Schoolwide Enrichment Model work?



**Strong & Informed
Leadership**

**A Strength--
Based Learning
Model**

**Teachers Dedicated
To Implementation
Of the Model**

**Personalized Use
Of Technology**

**Ongoing
Professional
Development**

Collective Trust

Thank You Dear Friends and I Wish You...



總幸福

Happiness Always

Questions?

