

Sixth – Eighth Grade Comprehensive Gifted Program



Edward N. Hurley

6th Grade Gifted

Mrs. Affolter

Our sixth grade science explorers have been busy studying the Space Exploration Unit. These science experts can provide you with information on the Space Shuttle/ International Space Station, how a multi-stage rocket works, and how satellites in orbit affect our life here on Earth! We will be moving on to The Solar System Unit next.

Our sixth grade historians of Hurley just wrapped up their unit on the First Cultures. Did you know that scientists discovered a preserved man believed to be from 4,000 years ago during an Ice Age? Scientists have named this "Ice Man" Otzi. Our next adventure will begin with The Nile River Valley where we will study Egypt, the pyramids, hieroglyphics and their economy

7th/8th Grade Gifted Language Arts

Ms. Crall

In both reading and writing classes students are seeking knowledge and information that supports their work in responding to the following essential question in 8th grade, "To what extent do issues of power, conflict, and justice influence one's character?" The 7th grade students are looking at another level of that question as well as, "How does an author use characters' actions, feelings, and thoughts to portray a character?"

At the beginning of the unit students were assessed on their multiple intelligences. The data collected was used to create reading focus groups that supported students' intelligence. By the end of the unit students will have a menu of options to present their new knowledge by using that specific intelligence.

Writing instruction during this unit will support students in writing arguments in response to literary text. Students will write a specific claim and support it with textual evidence from their reading. Students will have an opportunity to discuss and argue both sides of a variety of issues, more specifically in response to the novels, *Lord of the Flies* (8th grade) and *The Outsiders* (7th grade).

Goals of the Comprehensive Gifted Program:

1. To provide a learning environment that nurtures academic, social and emotional characteristics found in students demonstrating academic potential and provide structures that ensures the interaction with their intellectual peers.
2. To establish a climate that reflects the value of gifted students while enhancing their intellectual ability, creativity, talent, and decision making.
3. To encourage and provide units of study that develops higher-level thinking and expands these skills in analysis, synthesis, and evaluation along with the provision of using them.

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