

Grades 2-5 – Scope and Sequence Gifted/Resource

The gifted teacher creates lessons that have been designed for the second, third, fourth and fifth grade students that have been identified as gifted.

The eligibility requirements for these services begin with a teacher nomination form, followed by a series of steps involving conversations with classroom teachers and parents, data collection, work samples, and ultimately testing. Also an evaluation of a Gifted Characteristics Checklist is completed by the classroom teacher or a recent teacher who knows the child best to assist the department in determining eligibility.

Once identified and tested for eligibility, these students are offered academic acceleration through the implementation of an education plan. The instruction is a pull out program in which the teacher is the facilitator of the Diocese of Venice curriculum which is extended and student centered. Lessons are designed to support classroom content areas, process, and product. The activities that are included are centered on higher order thinking skills, and problem solving strategies using Science, Technology, Religion, Engineering, Art, and Math (STREAM). Research papers and projects are developed at least twice a year. The Christ centered philosophy of St. Ann School strives to capitalize on students' intellectual strengths while recognizing the importance of being humble and kind.

Resource – Third, Fourth, and Fifth Grade

The resource teacher designs lessons and activities for the third, fourth, and fifth grade students that have been identified as needing support in content areas of the classroom. The Resource Department of St. Ann School is designed to provide support for students experiencing difficulty mastering the identified benchmarks of the Diocese of Venice curriculum. In conjunction with the classroom teachers, areas needing growth are identified, and accommodations are designed to meet each individual's academic needs. Support is provided by a certified resource teacher on a regular basis until the student demonstrates appropriate achievement. A learning support plan is written with the parent/classroom teacher to identify and implement an intervention process that provides accommodations. The resource department supports the educational program of students through a collaboration of teacher, parent, and student interaction. In certain cases, students may be placed in learning strategy classes in place of certain related art classes.

The third, fourth, and fifth grade identified students are taught or re-taught skills that have been identified as areas of need in Reading, Writing, and/or Math. As students are identified, they are pulled out of the classroom during related arts for a total of 150 minutes per week. Direct instruction, leveled guided reading, and differentiated instruction/centers are provided in mini-

lessons that meet their needs. In addition, learning styles are identified and used to enhance learning. Along with learning styles, the lessons are student centered with the teacher as the facilitator. Lessons are designed to support classroom content areas. The Christ centered philosophy of St. Ann School strives to capitalize on students' intellectual strengths and minimize areas of concern while recognizing the importance of being humble and kind.

Advanced Math for Third, Fourth and Fifth Grade

These students are identified using the beginning of the year Math test for each grade level. Along with that information, the students are tested using the Star Math test. These results along with teacher observation and class participation are all considered along with the ITBS Math scores from the previous testing period when placing students in the Advanced Math groups. The teacher uses a "pre-test" for each chapter in order to compact the curriculum and to teach what the students do not already have mastered. The lessons are based on these results and move along at an accelerated speed. Tests are administered at the end of each chapter to monitor progress.