DEADLINES & UPDATES

GIFTED CHILD COUNT

GIFTED IDENTIFIED SYSTEMS: When working on your Child Count, please remember that gifted children DO count. Rumors started last year that gifted specialists and coordinators did not have to worry about their gifted numbers. That is a myth! We do have a Maintenance of Identity for gifted students. Therefore, any student identified gifted in Grades K-12 will have their status marked as active and will be counted on Child Count. While funding is not 100% dependent on the gifted numbers, these numbers are used to monitor disproportionality. Remember that Child Count data is public data too.

ENRICHMENT IDENTIFIED SYSTEMS: If you have gifted identified students, they must be active in STISETS to count towards Child Count. It is critical to maintain the gifted identify of these students. Enrichment Child Count will be collected via e-mail. Due dates will be sent in the Enrichment Child Count e-mail at the end of September.

GIFTED REFERRAL TRACKING LOG

The Gifted Referral Tracking Log from STISETS is due no later than October 19, 2012. Tracking log dates that must be manually entered are

Start Date: October 2, 2011
End Date: October 1, 2012

Before coordinators submit this report through the State Report Desktop of STISETS, review your report for accuracy. If data is missing, then forms have not been completed accurately.

PROFESSIONAL DEVELOPMENT

SEPTEMBER:

GIFTED REGIONAL TRAININGS

The two-day trainings are back. On the first day of training, we will cover Gifted Referral and Eligibility Processes, including Second Grade Child Find Activities, and Mining the Data in the morning and writing concept-based curriculum in the afternoon. On the second day of training we will cover bullying of and by gifted students in the morning and consultative services through partnerships as part of RtI. Register in STI-PD using the PD # SESGift0002

SEPTEMBER 17-18, 2012: UNA East Campus, Florence, AL

SEPTEMBER 10 – NOVEMBER 12, 2012:

WRITING CONCEPT-BASED CURRICULUM COURSE

It’s still not too late to register for the course! The Moodle course is now in its third term. This course walks you through writing a concept-based curriculum unit in ten weeks. Units may be written individually or with a partner. Guidance and feedback are provided throughout the course. Feedback will be given on the final unit submitted. These units will eventually be uploaded to the ALEX Gifted web page, creating a library of high-quality units for all teachers to access.

To register for the course in STI-PD, search for PD number SESGift0003
To access the course go to http://atim.cc/course/view.php?id=60. Create an account if you do not already have one. The enrollment key is ebcw.
The AAGC conference, “The Many Faces of Gifted,” is scheduled at the McWane Center on September 27-28 with pre-conference hands-on workshops on Wednesday, September 26, 2012. Dr. David Lohman, author of the Cognitive Abilities test (CogAT) is the keynote speaker on Thursday and Dr. Sylvia Rimm is the keynote speaker on Friday. Dr. Bice will speak on Friday morning before the keynote, too. For registration information regarding the pre-conference or conference, please go to the AAGC Website.

GRANT OPPORTUNITIES

SEEA Environmental Education Grants

The Southeast Environmental Education Alliance (SEEA) would like to invite you to submit a proposal for their 2012 grants. These grants are made possible through a regional grant to SEEA provided by EPA.

WHAT: Grants of up to $5,000 for environmental education projects

WHEN: Deadline is November 1, 2012

HOW: Click HERE to visit http://www.eeaa.us and download the Request for Proposals. Click HERE to download the application.

CONTESTS & OTHER REAL-WORLD AUDIENCES

GREEN RIBBON SCHOOLS AWARD

http://alex.state.al.us/grs.html

Many gifted specialists use environmental education curriculum in their pull-out programs. The U.S. Department of Education developed this award in 2012 to recognize schools taking a comprehensive approach to greening their school, which incorporates environmental learning with improving environmental and health impacts. Two Alabama schools, Munford Elementary School and Winterboro High School, were awarded the 2012 Green Ribbon Schools Award in April of 2012. Becoming a U.S. Department of Education Green Ribbon School is a two-step process. The first step is to complete and submit the application form to the ALSDE no later than December 21, 2012. The Alabama Green Ribbon Schools Advisory Committee will review the applications to select up to three public schools and one private school with exemplary green schools practices. The second step of the process requires the ALSDE nomination packets with the selected applications be reviewed by the U.S. Department of Education. Selection will be based on documentation of the applicant's high achievement in the three Pillars:

- Pillar I: Reduce environmental impact and costs.
- Pillar II: Improve the health and wellness of students and staff.
- Pillar III: Provide effective environmental and sustainability education, incorporating STEM, civic skills, and green career pathways.

For more information or an application, click here.

RESOURCES

Inside Jobs

http://www.insidejobs.com/

One component of concept-based curriculum is careers by having students work and think like disciplinarians. Therefore, you have a list of potential careers or disciplines included in your topic or subject area. You would then list the possible skills required to work in those disciplines or careers. This Web site allows students to explore various careers, education required, personality traits needed, and skills through text and a video of someone in that field.

YouTube Politics

http://www.youtube.com/politics?feature=inp-bp-ype-01

Now you can follow the U.S. Presidential Election through videos on YouTube. This channel collects video from various networks and news outlets into one location. This site has a timeline and archives the video. Great to use for discussions, Socratic circles, and debates in your election units.
PenPal News
http://www.penpalnews.com/
Partner with a class in another region within the United States to discuss important election year issues! This free service is for middle and high school classes. The first six-week exchange starts September 24th. Space is limited.

The Living Room Candidate
http://www.livingroomcandidate.org/
Have students apply those critical thinking skills by analyzing various presidential campaign ads from 1952-2008. The site provides a rubric to evaluate ads, but you could have students create their own rubrics, too.

NBC Learn
http://www.nbclearn.com/portal/site/learn/decision2012/curriculum
This Web site is chocked full of lessons that we could embed into concept-based curriculum units. However, one activity that requires critical thinking skills is the 6th grade lesson on “Scoring the Debate.” These lessons help students to analyze candidates during the debate, score them, and determine which one did a better job. This lesson has a link to “How to grade the debate” form for use.

Tracking the Election
Huffington Post:  http://elections.huffingtonpost.com/2012/romney-vs-obama-electoral-map
Swing State Maps and Polls:  http://www.politico.com/2012-election/swing-state/
Twitter Political Index:  https://election.twitter.com/

FIELD EXPERIENCES
The purpose of the field study experience is to enhance and enrich the content and skills from units of study. The trip becomes an embedded activity within the concept-based curriculum unit. This month’s featured trip is Math ALIVE! http://www.spacecamp.com/mathalive. This is a traveling hands-on exhibit that applies math to the real world and shows the unlimited possibilities of math. Forty interactive exhibits provide students opportunities to explore Math in their areas of interests: video games, sports, fashion, music, and robotics. You can set up a one day or an overnight visit. For more information and pricing, visit the Web site. To schedule a group, e-mail museumgroups@spacecamp.com or call 1-800-637-7223.

As with any field trip experience, what are the “before, during, and after” experiences connected to this experience to further the studies of the concept-based curriculum? How does this experience help students answer Essential Questions and/or Scaffolded Questions and discover Essential Understandings?

CONCEPT-BASED CURRICULUM
EUs, EQs, SQs
EU: Constitutional democracy, as a structure of government, developed from the tension between the need for authority and the need to constrain authority.
   EQ: How is a constitutional democracy as a structure of government developed from the tension between the need for authority and the need to constrain authority?
   SQ: What is a democracy?
   SQ: What is a constitutional democracy?
   SQ: What is structure?
   SQ: Do we have structure in our schools, home, and church? Explain your answer.
   SQ: How does structure connect to government?
   SQ: What is the structure of the U.S. government?
   SQ: How is constitutional democracy a structure of government?
   SQ: What is tension?
   SQ: What is the difference between tension and conflict?
   SQ: Do you feel tension or have conflicts in school or home? Explain the situation.
   SQ: How do we resolve tensions or conflicts?
SQ:  What is authority?
SQ:  Who is in authority at school, home, and church?
SQ:  What does constrain mean?
SQ:  Have you ever been in authority? Explain
SQ:  Have you ever been constrained? Explain.
SQ:  How can tension develop between the need of authority and the need to constrain authority?

EU:  Governments are structured to address the basic needs of the people in a society.
EQ:  Why are governments structured to address the basic needs of the people in a society?
SQ:  What is government?
SQ:  What are structures?
SQ:  How can a government be structured?
SQ:  What are basic needs?
SQ:  What are your basic needs?
SQ:  What is the difference between needs and wants?
SQ:  What do you want?
SQ:  What is a society?
SQ:  Can you live in more than one society at a time? Explain.
SQ:  How can a society have basic needs?
SQ:  What are the basic needs of a society?