



Newsletter of Gifted Services Urbana City Schools

October 2008

Volume 6, No. 1

Coordinator's Message:

This summer someone asked an Ohio Department of Education consultant, "I'm taking a careful look at "A Nation at Risk" on its 25th anniversary, and was struck by its relevance. What's your perception of progress over the last 25 years?" His response follows:

Here are excerpts from the report that speaks to gifted:

Indicators of the Risk: ... Over half the population of gifted students do not match their tested ability with comparable achievement in school.

....severe shortages of certain kinds of teachers exist: ... among specialists in education for gifted and talented, ...

RECOMMENDATIONS

... The most highly gifted students may need a curriculum enriched and accelerated beyond even the needs of other students of high ability.

... Because no textbook in any subject can be geared to the needs of all students, funds should be made available to support text development in "thin-market" areas, such as those for disadvantaged students, the learning disabled, and the gifted and talented.

... The time available for learning should be expanded through better classroom management and organization of the school day. If necessary, additional time should be found to meet the special needs of slow learners, the gifted, and others who need more instructional diversity than can be accommodated during a conventional school day or school year.

... The Federal Government, in cooperation with states and localities, should help meet the needs of key groups of students such as the gifted and talented, the socioeconomically disadvantaged, minority and language minority students, and the handicapped. In combination these groups include both national resources and the Nation's youth who are most at risk.

America Can Do It: ... More and more schools are also offering advanced placement programs and programs for gifted and talented students, and more and more students are enrolling in them.

A Word To Students:

You forfeit your chance for life at its fullest when you withhold your best effort in learning. When you give only the minimum to learning, you receive only the minimum in return. Even with your parents' best example and your teachers' best efforts, in the end it is your work that determines how much and how well you learn. When you work to your full capacity, you can hope to attain the knowledge and skills that will enable you to create your future and

control your destiny. If you do not, you will have your future thrust upon you by others. Take hold of your life, apply your gifts and talents, work with dedication and self-discipline. Have high expectations for yourself and convert every challenge into an opportunity.

These comments give us something to think about,
B. Vandecreek

Reports from Mrs. Fansler:

Pull-Together Unit Work

Third Grade PT: Throughout their study of Giftedness students will a Web Quest designed for gifted children and a final project that will show what they've learned about themselves and giftedness. They will read sections out of the book *The Gifted Kids Survival Guide*. Students will also work out of the P.E.T.S. (Primary Education Thinking Skills) program for grade 3 that provides activities in six thinking skills categories: deductive thinking, inventive thinking, visual perception, analytical thinking, creative thinking and evaluative thinking. Third graders will also be busy learning Latin and Greek root words and learning how to interpret obfuscations, a common phrase in uncommon language.

4th Grade PT:

Our first unit for the year will be a study of economics from the InterAct Series called *Personal Finance*. This unit is based on the Ohio social studies and mathematics content standards and will give students a good overall understanding of economics and the responsibilities of personal finance.

Personal finance will have students work in teams with specific roles. They will be given a fictitious character where they will make financial decisions for him/her from the first minimum wage job to retirement. They pay bills, manage their credit, buy a car and determine added costs of its insurance, fuel, and maintenance. In phase two, students will help their character apply for a higher paying job, choose a health plan, buy a house and save for retirement. During the last few days of the unit, students will determine their characters net worth and complete several assessments of their learning.

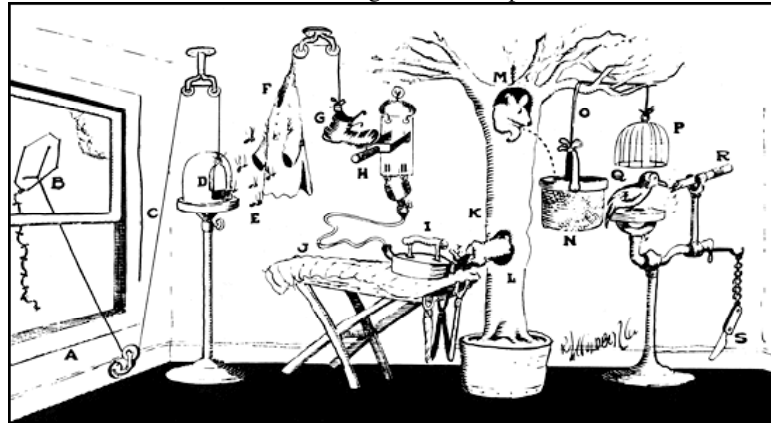


5th Grade PT: The first unit for the 5th grade pull-together students is a unit on Greek, Roman and Egyptian Mythology, which is an extension of the social studies, language arts, science and technology content standards. Students will explore several myths from each culture. They will learn how ancient cultures affect today's cultures, how myths reflect that culture's beliefs, and the similarities and differences between these cultural myths. Students will then discover the constellations and their relationship with mythology through a Web Quest. Students will record their findings and making notes in their unit logs. Students will use their learning to then use an online guide to write their own myth reflecting our own cultural beliefs in modern society and will design a new constellation to reflect their myth.

6th Grade PT: The sixth graders are very excited to be working on their Rube Goldberg Unit. Rube Goldberg was an engineer and cartoonist who was best known for his cartoon sketches of

complicated machines that performed a simple task. Throughout their study, students will have the opportunity to learn such physics concepts as simple machines, energy, energy transfers, momentum, balance, forces and motion. Students will also dissect a small toy or appliance as they discover how simple machines are a part of everyday life. Students will build a working Rube Goldberg machine and sketch another machine as their final products.

Rube Goldberg Pencil Sharpener



Open window (A) and fly kite (B). String (C) lifts small door (D) allowing moths (E) to escape and eat red flannel shirt (F). As weight of shirt becomes less, shoe (G) steps on switch (H) which heats electric iron (I) and burns hole in pants (J). Smoke (K) enters hole in tree (L), smoking out opossum (M) which jumps into basket (N), pulling rope (O) and lifting cage (P), allowing woodpecker (Q) to chew wood from pencil (R), exposing lead. Emergency knife (S) is always handy in case opossum or the woodpecker gets sick and can't work.

Wanted:

The Sixth grade PT class is in need of donations of the following materials for their Rube Goldberg machines:

Small/broken appliances/toys

Magnets, marbles, dominos, small wind up toys, string, yarn, matchbox cars, small wind up toys, tracks from marble building sets/train sets/toy car tracks, tubes, tape, k'nex sets, funnels

If you would like to donate, please send any materials to Mrs. Fansler's room. If you would like any materials back, please clearly label those materials.

We will assume everything that we receive is a donation unless it is labeled with your name.

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Ohio Model United Nations

Dr. McCarty gave the go-ahead for our students to participate in the OMUN program again this year. OMUN is a global education simulation experience that allows students to learn about the complete operations of the United Nations and its role as the world's largest international peacekeeping and humanitarian organization. Through the process of role-playing, students become delegates of a selected nation in order to write, present and debate issues affecting the nations and peoples of the world. The Sr. event is **January 23-25, 2009** in Columbus while the Jr. teams meet **March 8-10, 2009, Sunday-Tuesday in 2009.**



YOUNG AUTHORS & ARTISTS

ORIGINAL WORK: Grades 3-8

Stories...Poems...Plays...Essays

Drawings...Paintings...Designs

Due Tuesday, Feb 3, 2009 See teachers for details.



Rules & Regulations:

1. Work must be **ORIGINAL!** This means that you cannot trace, copy, or use another person's work. No clip art or Internet pictures. The work is to be your own, something that you made, designed, or wrote yourself!
2. You may work on your own or with a partner; one of you writes and the other illustrates. Or, you can do all of it yourself.
3. Your entry may be from a class assignment or from something you do at home.
4. Think about putting your ideas into a drawing, sketch, painting, pen and ink, charcoal, chalk, colored pencils, watercolors, acrylic paints, or oil paints. Creative writing may be a story, poem, essay or maybe a play.

5. Artwork must fit on an 8 1/2 x 11 piece of paper.
6. Writing entries are to be 550 words or less. We reserve the right to edit submissions.
7. The subject of your writing or artwork must be **APPROPRIATE**. Only submit work that you would turn in to your teacher for a grade. Violent and distasteful work will not be published.
8. Students may turn in no more than 2 entries in each category and must attach a cover sheet to each entry.
9. See your teacher for the rubric used for selecting work to be published in the *Young Author's and Arts' Anthology*.
10. ENJOY.



2008 Conference Sunday, October 19 – Tuesday, October 21

Open Parent Division Meeting Advocacy update, affiliate communication, report from attendees at Governor's Education Meetings, Round Table Discussions • What is happening in your area? • Hot topics **Sunday 10.19.08** \$5.00 Admission.

Parent Day Registration The Ohio Association for Gifted Children PO Box 30801
Gahanna, OH 43230 Phone: 614.337.0386 Fax: 614.337.9286
See www.oagc.com for details and registration information.



The Ohio Department of Education is looking for nominations of both educators and parents from the gifted community to serve on the Statewide Ohio Achievement and Ohio Graduation Test process. Nominations will be accepted through Nov 21, 2008.

The form for parents or members of the business community to use which can be found at (this form must be printed out and submitted):

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&topicrelationi=1327&contentid=19379&content=55370> Once people arrive at this site, they need to scroll down to **Get Involved in Developing Statewide Tests** and click on the **Parent, Business, and Community Nomination Form.** On-line nomination form for educators:

<http://webapp1.ode.state.oh.us/ODESurvey/surveys/AssessmentNomEducator.asp>

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Knowledge, Skills, Attitudes and Behaviors Top Ten List

From a ohiogift and the State Board's Education in the Global Economy, July 2008

The State Board's Subcommittee on Education in the Global Economy sought to identify the knowledge, skills, attitudes and behaviors needed by students for them to be successful in higher education and the workforce. The Subcommittee's findings were summarized and compiled in a list of the 10 most frequently cited items. Research included a literature review, interviews of Ohio business and governmental leaders, an online survey and State Board discussions.

1. Critical thinking, problem-solving skills and applied knowledge for practical results
2. Mastery of rigorous academic content, especially in literacy, mathematics and information technologies
3. Innovative and creative thinking, including entrepreneurial skills
4. Communication skills, both oral and written
5. Team learning and work, relationship building and interpersonal social skills
6. Alignment of education with the needs of economic development, including better communications and cooperation between educators and business people
7. Personal responsibility, including good work habits, personal ethics, knowing how to be flexible and continue learning, and financial literacy
8. Global awareness, languages and understanding other cultures (including history, economics and geography)
9. Communications and better interfaces between K-12 public education and post-secondary/higher education to make high school graduates better prepared for the next stages of their education and lives
10. Teacher education, preparation, and professional development to support content mastery and skill development, including applied learning (or problem-based learning across disciplines in a global context.

More information about Urbana City School's identification of students who may be gifted and UCS programs for identified students can be found on the UCS web site. The link for gifted services includes current issues and past newsletters. If you have further questions or would like materials to support you as work with our gifted children, please email me (vandeb@urbana.k12.oh.us) or call 653-1419.

Coming Events:

October 19-21: OAGC Conference, Columbus
November 3-6: Parent Conferences

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