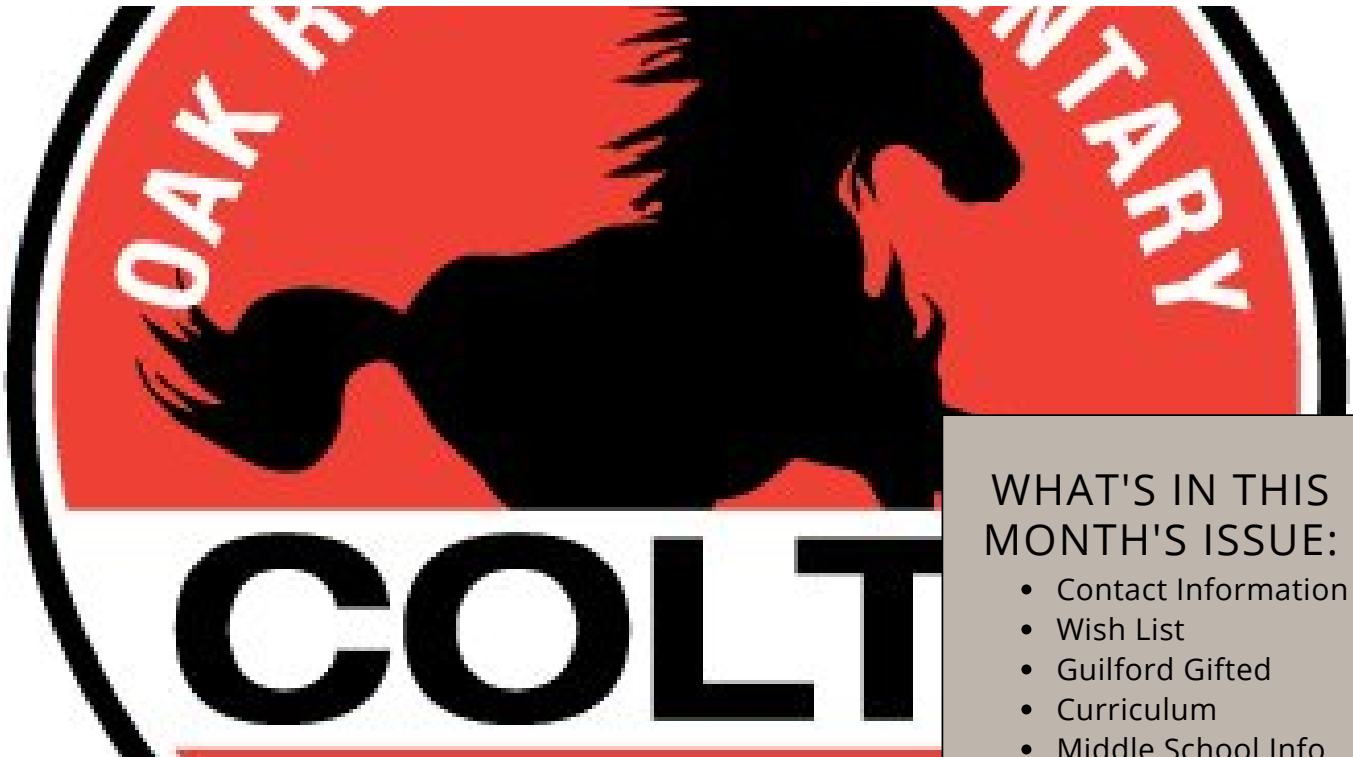


# AG QUARTERLY

Quarter 4

MRS. DOSS & MRS. TUGGLE

Oak Ridge Elementary



## WHAT'S IN THIS MONTH'S ISSUE:

- Contact Information
- Wish List
- Guilford Gifted
- Curriculum
- Middle School Info
- NCAGT Podcast

## CONTACT US:

Mrs. Doss: [dossa@gcsnc.com](mailto:dossa@gcsnc.com)

Mrs. Tuggle: [tuggleh@gcsnc.com](mailto:tuggleh@gcsnc.com)

## WISH LIST:



Guilford Gifted, formerly known as Guilford County PAGE, supports our community's brightest young minds with strong advocacy for the advancement of gifted education.

## Get Involved!

volunteer, represent, socialize and more

## Join Today

We offer free membership, access to other AG families, and educational events for students and parents.

## Connect with us:

- [www.guilfordgifted.org](http://www.guilfordgifted.org)
- [facebook.com/GuilfordCoPAGE](https://facebook.com/GuilfordCoPAGE)
- [guilfordgifted@gmail.com](mailto:guilfordgifted@gmail.com)

GUILFORD GIFTED NEWSLETTER:



# Curriculum

## AG ENGLISH LANGUAGE ARTS

GRADE	SEMESTER 1		SEMESTER 2	
3 <sup>rd</sup>	Won't You Be My Neighbor	Explaining the Unexplainable	STEAM/Sci-Fi	Caesar's English/Byrdseed
4 <sup>th</sup>	The Hero Within		The Power of Literate People	
	Caesar's English			
5 <sup>th</sup>	Poetry	The Arts	I have a Voice	Let Freedom Ring
	Caesar's English			

## AG MATH

GRADE	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
3 <sup>rd</sup>	Math Quest	Algebra Into the Unknown	House Design	Math Mindset Visual Fractions
4 <sup>th</sup>	Math Quest	Picture This	Geometry Challenge	Ratios, Rates & Proportions
5 <sup>th</sup>	Beyond Base 10	Stock Market	Piece by Piece	Math Quest

# Announcements

AG REPORT CARDS WILL GO HOME WITH CLASSROOM REPORT CARDS

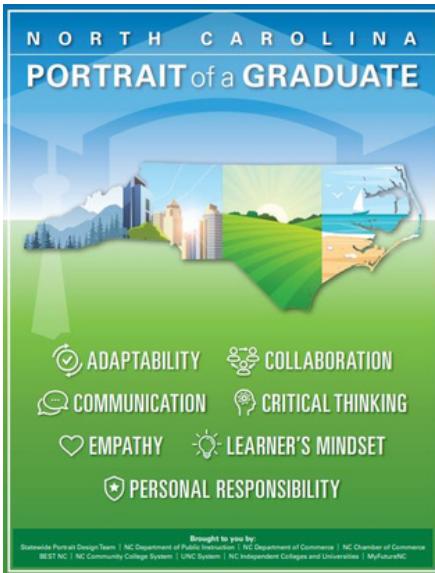
### 5th Grade AG Families

Please look for you student to bring home an SER during the beginning of the quarter. These SERs will need to be signed and returned to Mrs. Tuggle or Mrs. Doss.

**What does it mean to be gifted? To be neurodivergent? What can be done to help reduce inequities for gifted learners, especially those of color and those in poverty?**

Click [HERE](#) to Join hosts Hannah Park and Katharine Caldwell for thought-provoking conversations about giftedness as they interview entrepreneurs, community leaders, and stakeholders to uncover the truth about what it truly means to be gifted in a world where there is no universal definition.

VISIT OUR SCHOOL WEBSITE: <https://www.gcsnc.com/domain/4491>



## How Adults Can Listen and Respond to Student Voices

*This article has been adapted from an article, by the same title, written by Dr. Michele Kane that appeared in the June 2020 issue of Parenting for High Potential published by the National Association of Gifted Children (NAGC).*

This newsletter is our last newsletter of the year and our final installment into our introduction of the NC Portrait of a Graduate, the state’s effort to highlight the durable skills North Carolina students will need for post-secondary development. In our Quarter 3 newsletter, we began our deeper five into how the needs expressed by gifted learners are linked to the NC Portrait of a Graduate competencies. The chart below continues with the same focus. To learn more about the needs expressed by academically and/or intellectually gifted students, [click here](#). To learn more about the NC Portrait of a Graduate, [click here](#). If you have any issues with accessing the hyperlinks, the URLs have been provided at the bottom

What Gifted Learners Had to Say:	What It Looks Like: Linking to NC Portrait of a Graduate	How Adults Can Respond Supportively:
<p>When not overdone, sports/athletics and other extracurricular activities can be a great stabilizer.</p>	<p><b>Learner’s Mindset and Personal Responsibility:</b> The student can explain why it is important to explore a topic of personal interest. Using time management skills, the student can develop a plan to complete a task – this would include time for practice and/or performances. The student understands the connection between practice and performance. The student can persist in completing goals.</p>	<p>Find extracurricular activities, such as sports, that encourage, cultivate, and support friendships along with talent development.</p> <p>Help your child develop a balanced lifestyle that includes time for academics, extracurricular, family/friends, and self-care. Do not overly schedule your child. This means it may be best to focus on one or two areas of interest. It is better for a student to have one to two strongly developed extracurricular activities versus mediocre skills in several activities.</p>
<p>Many academically and/or intellectually gifted students have keen social justice awareness and desires to make a difference.</p>	<p><b>Adaptability, Collaboration, Critical Thinking, and Empathy:</b> Using relevant facts and details the student can support their opinion. The student allows others to share their ideas. In a collaborative setting, the student works with others to make decisions that value the expressed interest of all in the group. Additionally, the student can choose appropriate responses when faced with situations that may require change.</p>	<p>Help your child create a Student Leader 4-Step Plan: (1) Research the issue; (2) Find and build a team; (3) Build a base of awareness; and (4) Implement practical ideas.</p> <p>Have family discussions regarding current events and their impact.</p> <p>Consider having your child participate in Boy Scouts, Girl Scouts, or other groups that allow students to develop leadership skills for community impact.</p>