



**Pedro C. Lujan Elementary School**  
**Gifted and Talented Education Program**  
**PROGRAM SYLLABUS**



**Program Objectives:** The GATE Elementary program provides enrichment for identified GATE Academic students through a pull out program. Small groups (not more than 12 students) of gifted students meet 180 minutes per week in the GATE Resource Room. Public law 13-26, passed in 1975, mandates the gifted education program for Guam students.

The GATE Resource Teacher also works closely with classroom teacher to discuss the needs and progress of each student and to assure harmonious transition for the child from classroom to resource room.

Curriculum emphasis for the K-5 program includes activities designed to promote independent learners. In order to accomplish this, students are provided with a variety of learning skills in the areas of problem solving inquiry techniques, creativity, higher levels of thinking and acceleration. Also integrated throughout this program are activities in the affective domain which involve feelings, values, social responsibilities, and self-esteem.

**National Association for Gifted Children (NAGC) Standards:**

<b>Standard 1: Learning &amp; Development</b>	<b>Description</b>
1.1 – 1.8	Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth.
<b>Standard 2: Assessment</b>	<b>Description</b>
2.1 – 2.8	Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.
<b>Standard 3: Curriculum Planning &amp; Instruction</b>	<b>Description</b>
3.1 – 3.6	Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.
<b>Standard 4: Learning Environments</b>	<b>Description</b>
4.1 – 4.5	Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21 <sup>st</sup> century to ensure specific student outcomes.
<b>Standard 5: Programming</b>	<b>Description</b>
5.1 – 5.7	Educators are aware of empirical evidence regarding (a) the cognitive, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.
<b>Standard 6: Professional Development</b>	<b>Description</b>
6.1 – 6.4	All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through assessment of relevant student outcomes.

## GDOE Gifted and Talented Education Program Standards:

<b>Standard 1: Divergent Thinking</b>	<b>Description</b>
1.DT.1	Demonstrate cognitive-intellective behaviors in divergent thinking.
1.DT.2	Demonstrate affective-intellective behaviors in divergent thinking.
1.DT.3	Demonstrate skills in the use of techniques that facilitate divergent thinking behavior.
1.DT.4	Demonstrate skills in the use of techniques that facilitate divergent thinking behavior.
<b>Standard 2: Critical Thinking</b>	<b>Description</b>
2.CT.1	Demonstrate inductive and deductive thinking.
2.CT.2	Demonstrate sequencing and patterning.
2.CT.3	Demonstrate classification.
2.CT.4	Demonstrate making inferences.
2.CT.5	Demonstrate making analogies.
2.CT.6	Demonstrate evaluation.
<b>Standard 3: Affective Learning</b>	<b>Description</b>
3.AL.1	Demonstrate understanding of self.
3.AL.2	Demonstrate understanding of others.
3.AL.3	Demonstrate leadership qualities.
3.AL.4	Demonstrate moral reasoning.
<b>Standard 4: Independent Learning</b>	<b>Description</b>
4.IL.1	Demonstrate independent learning by listening, observing, and perceiving.
4.IL.2	Demonstrate independent learning by interviewing and surveying.
4.IL.3	Demonstrate independent learning by analyzing data.
4.IL.4	Demonstrate independent learning by developing time management skills.
<b>Standard 5: Communication</b>	<b>Description</b>
5.C.1	Demonstrate the ability to use multi-media equipment.
5.C.2-3	Demonstrate effective oral communication skills.
5.C.4-5	Demonstrate effective written communication skills.
<b>Standard 6: Creative Problem Solving</b>	<b>Description</b>
6.CPS.1	Demonstrate effective problem solving skills.

### PCLES G.A.T.E Program Overview:

- **Lessons and activities will encompass the National Association for Gifted Children Programming Standards, GDOE Gifted and Talented Education Program Standards, and the priority standards established by the various grade levels.**
- **All assignments/projects must be completed by the deadline set by the instructor. Failure to do so may result in points being deducted from final grades. Extensions are granted on a case-by-case basis and must be requested at least three days before the set due date.**
- **Program newsletters will provide parents with information regarding activities and projects specific to a month and/or quarter.**
- **Additional supplies may be requested to complete class projects and activities.**
- **Communication will be constant between teacher and parent through the use of Class Dojo.**

Eimee Delgado  
G.A.T.E. Teacher

Approved by:  
Nancy Diaz, Principal