

Lotería de los programas de especialidad y programa TRC

Miércoles, 16 de marzo de 2022

Repasaremos:

- Información de contacto del coordinador de TAG
- Proceso de lotería de los Programas de Especialidad de PGCPS
- Programa TAG en el salón de clase regular (TRC) en UPES
- Preguntas





¡Hola!

Alison Hamer

301-985-1898

alison.volski@pgcps.org*

1.

Lotería de los Programas de Especialidad de PGCPS



Aspectos destacados de la lotería TAG

¿Quién? Todos los estudiantes de 1.º a 6.º grado (no es necesario que estén oficialmente identificados todavía*)

*Los estudiantes en 1.º, 2.º y 4.º grado todavía están esperando ser notificados

Dónde: <https://pgcpsmdc.scriborder.com/>

IMPORTANTE: si envió una solicitud el año pasado, deberá actualizar el grado esperado de su hijo en la página de perfil del estudiante antes de enviar una solicitud para el año escolar 2022-2023.

Para enviar una solicitud, tenga en cuenta que DEBE tener el número de identificación de estudiante de su hijo al menos **48 horas** antes del cierre de la solicitud.

Cuándo: ahora hasta el 6 de abril

Aceptación: según el número de solicitantes y la disponibilidad del centro

Programa del Centro TAG



Salones de clases dedicados a TAG

Maestros seleccionados y capacitados, y un coordinador escolar del programa

TAG a tiempo completo



Instrucción de matemáticas enriquecida y acelerada



Oportunidades para que los estudiantes progresen de manera individual



Planteamiento de laboratorio para la enseñanza de las ciencias, incluida la feria

STEM



Planteamiento enriquecido y acelerado de las artes del lenguaje utilizando materiales de lectura avanzados y el plan de estudios de artes del lenguaje de The College of William and Mary para estudiantes altamente capacitados y consulta compartida de grandes libros para jóvenes (Centros TAG de primaria)



Programa del Centro TAG



Planteamiento enriquecido de los estudios sociales que incluye un énfasis multicultural y habilidades avanzadas de investigación y estudio.



Investigación sobre el Día Nacional de la Historia (escuela intermedia)



Énfasis en idiomas del mundo, incluidos los programas de Cultura e Idiomas Internacionales (ICAL) y de Español



Servicios para estudiantes doblemente excepcionales, según sea necesario



Ofertas de clases de la escuela superior en la escuela intermedia: Álgebra 1, Geometría e Idiomas del mundo, años 1 y 2



Programas de enriquecimiento con instrucciones educativas, científicas y artísticas

Programa del Centro TAG



Continuidad automática del Centro TAG de Primaria al Centro TAG de la Escuela Intermedia



Opción de continuidad automática al programa de escuela superior al Programa de Bachillerato Internacional (los estudiantes deben cumplir con las calificaciones para la continuidad)



Las oportunidades más allá del día escolar varían de una escuela a otra según el interés.

2.

Programas TRC en UPES



TAG en UPES

- EGATE Certificado por MSDE
- 21-22 - Proyección universal para 1°, 2° y 4° grado; recién llegados en 3° y 5° grado
- 22-23 - Proyección universal para 1° y 4° grado
- 79 alumnos identificados
- Estudiantes agrupados en salones con maestros capacitados en TAG

Programa TAG en el salón de clase regular (TRC)

El Programa TRC ofrece actividades avanzadas apropiadas utilizando estrategias de instrucción diferenciada dentro del salón de clases regular. Este modelo es apropiado para escuelas con poblaciones TAG más grandes (50+). Los componentes del programa TRC son los siguientes:

- Los estudiantes TAG están agrupados con al menos otros 7 estudiantes TAG
- Estrategias de instrucción diferenciadas en un salón heterogéneo
- Compactación curricular
- Tareas escalonadas
- Agrupación flexible
- Estudio independiente
- Oportunidades de aceleración
- Centros de aprendizaje/interés
- Grupos de enriquecimiento
- Estudio independiente orientado/oportunidades de investigación avanzada
- Programa juvenil de discusión sobre libros excelentes
- Programa Escala de William y Mary Jacob
- Estudios de autor avanzados
- Instrucción y actividades que reflejan múltiples inteligencias y estilos de aprendizaje
- Servicios para estudiantes dotados doblemente excepcionales (lugares seleccionados, según sea necesario)
- Oportunidades de enriquecimiento educativo, científico y artístico en centros externos

TRC en la UPES - Temas Universales

▲ Relationships ▼

- Everything is related in some way.
- Relationships change over time.
- Relationships can be positive or negative.
- Relationships can bring about change.







Universal Theme: **Relationships**








Big Ideas or Generalizations

1. Relationships may bring about change.
2. Relationships may be positive or negative.
3. Relationships are purposeful or Relationships serve a purpose.
4. Relationships can be chosen or imposed.
5. Relationships can cause interdependence.
6. Relationships can cause the exchange of ideas and values.
7. Relationships can change over time.
8. Relationships follow rules.
9. Everything is related in some way.
10. Relationships exist among people, events, and things.
11. Relationships change due to conflict.
12. Relationships reflect values in society.
13. Relationships are influenced by political, social, and economical factors.
14. Relationships may lead to power.
15. Relationships may lead to progress.
16. Relationships may be influenced by time and place.
17. Relationships can be correlations (cause and effect).

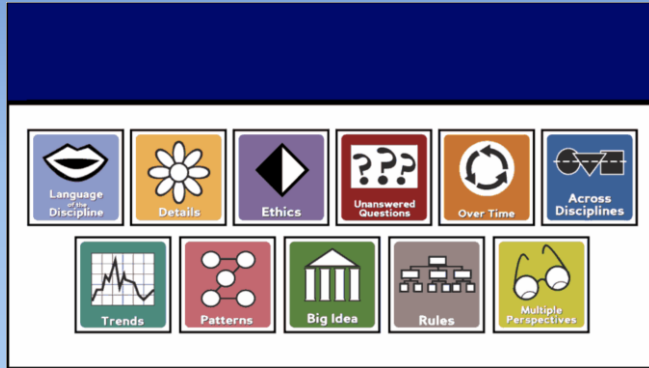
TRC en la UPES - Profundidad y Complejidad

| | Icon | Definition | Example |
|-----------------------------------|---|---|---|
| Language of the Discipline |  | What vocabulary terms are specific to the content or discipline? | Tools Jargon Icons Acronyms Special phrases Terms Slang Abbreviations |
| Details |  | What are the defining features or characteristics? Find examples and evidence to support opinions and ideas. | Parts Factors Attributes Variables Distinguishing Traits |
| Patterns |  | What elements reoccur? What is the sequence or order of events? Make predictions based on past events. | Predictability Repetition |
| Trends |  | Note factors (Social Economic, Political, Geographic) that cause events to occur. Identify patterns of change over time | Influence Forces Direction Course of Action Compare, Contrast and Forecast |
| Rules |  | What structure underlies this subject? What guidelines or regulations affect it? What hierarchy or ordering principle is at work? | Structure Order Reasons Organization Explanation Classification "Because..." |
| Ethics |  | What moral principles are involved in this subject? What controversies exist? What arguments could emerge from a study of this topic? | Values Morals Pro and Con Bias Discrimination Prejudice Judging Differing Opinions Point of View Right and Wrong Wisdom |



| | | | |
|-------------------------------|---|--|---|
| Big Ideas |  | What theory or general statement applies to these ideas? How do these ideas relate to broad concepts such as change, systems, chaos vs. order, etc? What is the main idea? | Draw conclusions based on evidence Make generalizations Summarize Theory Principle Main Idea |
| Unanswered Questions |  | What information is unclear, missing, or unavailable? What evidence do you need? What has not yet been proven? | Missing Parts Incomplete Ideas Discrepancies Unresolved issues Ambiguity |
| Changes over Time |  | How are elements related in terms of the past, present, and future? How and why do things change? What doesn't change? | Connecting points in time Examining a time period Compare and Contrast |
| Across the Disciplines |  | Relate the area of study to other subjects within, between, and across disciplines. | Connect Associate Integrate Link Ideas Cross-Curricular study |
| Multiple Perspectives |  | How would others see the situation differently? | Different roles and knowledge Opposing viewpoints |

TRC en la UPES - Profundidad y Complejidad



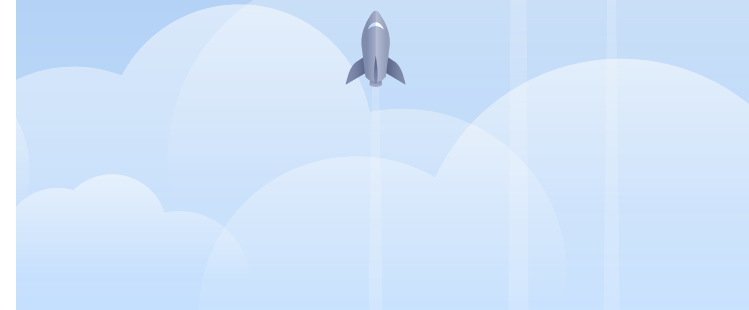
Think about how the brothers feel about the outcome of the legend? Rewrite the legend, Ten Suns from the perspective of the 10 sons.

One nice summer morning, I woke up to a start by the tap of Dad's (Di Jun's) hand on my shoulder. "It's time," he said in a grave voice. I was growing tired from walking across the sky on the path of clouds. Me and Mother (Xi He) rode the dragon carriage to the eastern side of the sky and I walked across the open space. After I came back and the night sky was an eri black, I beckoned my brothers to a meeting. "I would not mind walking the path so much if I had some company," I said. "I feel the same way," Pi Li Xing replied. "Tomorrow, let's try something different. Why don't we all get up early, take the dragon chariot, and walk across the sky together?" The others agreed. It seemed like a splendid idea. Then, in the early morning we put on our brightest clothes, hitched the dragon to Mother's chariot, and rode the star-swept sky to the eastern horizon. After that, we started marching happily together across the sky, arms around each other's shoulders. We told jokes to each other as time passed. We laughed all the way to the middle of the sky where the sun stands at noon. The earth was small below us, but we were too busy to care. I took a quick glance at the ground and saw the small figure of Dad and Mother looking back at us with an awestruck expression on their faces. I giggled. This was so fun. And we were doing our job at the same time. *This is the best day of my life!* I thought to myself. "Come back at once! Go no further!" peeped the small and weak voice of Di Jun and Xi He. But we did not listen and walked on. But as Hu Yi (the archer of heaven) climbed the mountain to talk to us, we were forced to stop. However, when he finished his story we still didn't understand. So, one by one he shot us down from the sky. I was the only one left. But, as Hu Yi exploded the suns, I felt as if I had all their power. I would miss them. Then, I felt a flood of regret flow through me. What was I thinking? If I hadn't decided to walk across the sky all together, would my brothers be alright? I have harmed earth more than I could ever imagine and I just hope that Dad and Mother will someday forgive us. It might not be Hu Yi's fault either. I mean, he just wanted to help our home and stop the crops from withering, mountains from shattering, oceans from boiling, forests from burning, lakes from drying up, and the people on earth from stretching on the ground waiting to die. We have been so reckless to earth that now I am beginning to think we deserved this. But, as I rose once more to bring sunlight to earth, I felt happy. For earth and us. I felt happy for the universe.



Should Di Jun ever forgive his sons? Why or why not? Use evidence from the text to support your answer.

I think that Di Jun should eventually forgive his sons. I think this because at the end of the story The Ten Suns the sons noticed what was happening and how their decision affected the people on earth. They knew that they had done a bad thing. I know this because in the story on page 139, paragraph 28 it says "For they remember that they too were gods and hope for the day when their parents, Di Jun and Xi He will forgive them." But before that on page 133, paragraph 15 it states "They could not see the damage they were causing." This shows that they had not really thought it through. They did not notice the harm they were making. This is why I think that Di Jun should forgive his sons.



TRC en la UPES - Profundidad y Complejidad



Multiple Perspectives

A Letter to Ms. Sullivan

Write a letter to Ms. Sullivan as if you are Hellen Keller. You will be thanking her for everything she has done for you.

Dear Ms Sullivan ♥ ,

★
Thank you Ms Sullivan for helping me
learn sign language. When I could not
★ communicate. I was crazy but now I am
calm. Also you helped me learn how to talk. ♥
I am so thankful for all your help. You
never gave up and you helped me so many
times. You were there every time I needed
★ you! You were the best teacher ever!

Sincerely, Hellen Keller ♥♥

ps. I really miss you. ★ ♥



Multiple Perspectives

A Letter to Ms. Sullivan

Write a letter to Ms. Sullivan as if you are Hellen Keller. You will be thanking her for everything she has done for you.

Dear Ms. Sullivan ,

I am thankful that you taught
me sign language. It helped me
accomplish so much. I had
a good life after you taught me.
I became very famous. I Miss
You.

Sincerely, hellen keller



TRC en la UPES - Clubes de lectura



TRC en la UPES - Clubes de lectura



TRC en la UPES - Excelentes libros para jóvenes



Critical Thinking

Students explore problems of meaning by:

Generating ideas
Giving evidence
Responding to each other

Reading

Students:

- Read aloud fluently
- Annotate a text
- Interpret word meaning
- Recall facts and cite details
- Generate ideas about meaning
- Infer, evaluate, and revise ideas
- Find evidence to support ideas

Writing

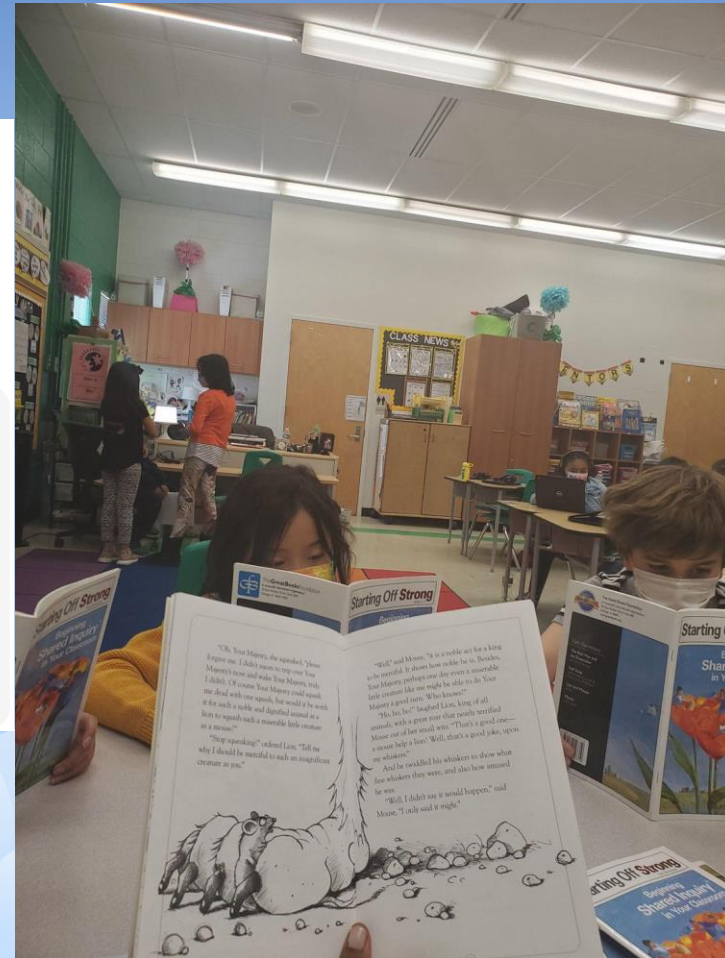
Students:

- Routinely write notes and questions
- Organize, develop, and support ideas
- Edit and revise writing with peer review
- Use different writing forms for different purposes

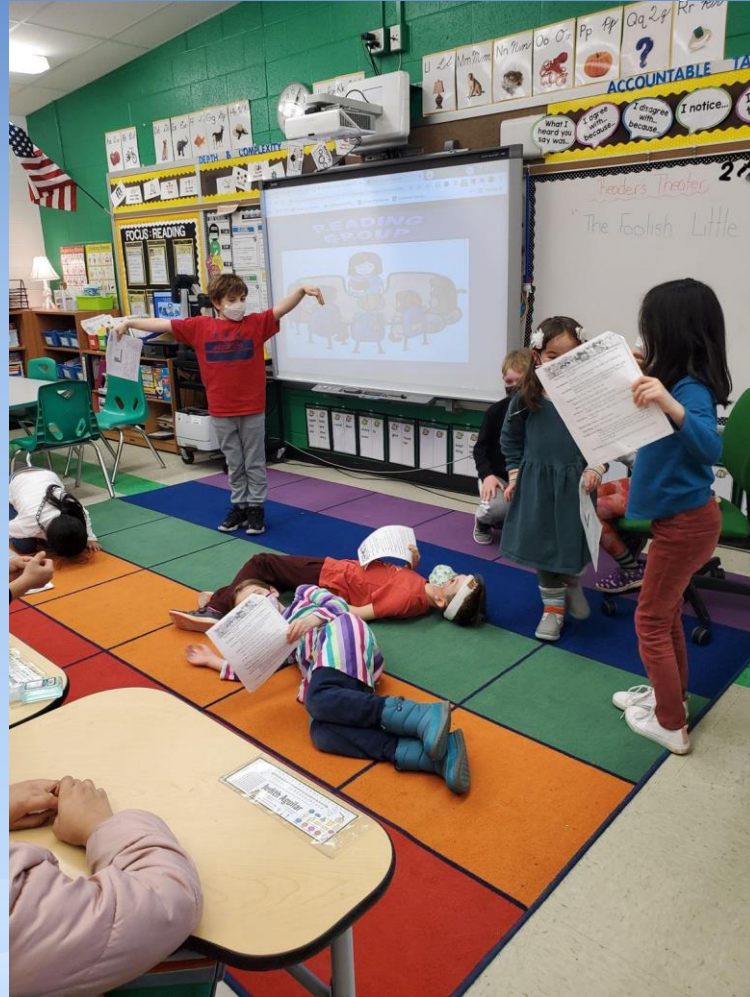
Speaking and Listening

Students:

- Share questions
- Express and clarify ideas
- Explain and support ideas
- Listen and respond to others' opinions
- Recall ideas and evidence heard in discussion



TRC en la UPES - Teatro del lector



TRC en la UPES - Profundidad de enfoque/Estudios novedosos

Book Summary ✓

I think this story is going to be about **consequence**

when you are **lying**.

I also think this story is going to be about telling the **truth**

and having **trust**.

In **school** or out in the world.

It may seem to be an April Fools Day joke, a tenth grader Philip Malloy of Harrison High School got suspended for singing the ^{national anthem} 'star Spangled Banner. His parents indicate ^{that} they raised their son to have pride in his country. It was nothing but natural for Philip to sing the anthem during class, as the song was playing for all to hear.

TRC en la UPES - Profundidad de enfoque/Estudios novedosos

Chapters 1-9 Activity: The Proof in the Text

Directions: Complete the following prompt making sure to include a textual citation as part of your proof (ex. Avi, p. #).

CLAIM: *In the early portions of the story, hints are provided that set the stage for Philip's poor behavior with regards to Miss Narwin.*

EVIDENCE:

TEXTUAL CITATION:

REASON:

CLOSING:

Prompt V&T 7

In the story, hints seem to set the stage for poor behavior on Philip's part towards Ms. Narwin. In the text, Phil says, "Have to figure out a way to run past Narwin." (Avi, p. 4) This shows me that Philip thinks of Ms. Narwin as a challenge he has to get past. Based on this, it looks like Phil doesn't like Ms. Narwin. And, hey, I can understand that!

TRC en la UPES - Profundidad de enfoque/Estudios novedosos

Debate

Was the ending of the book fair?

NO! The ending may have disappointed me a little if I'm being honest. The ending proved nothing. It was the "safe choice" and it provided no thrilling parts to it. Philip and Narwin both weren't happy and so wasn't the school. It ~~is~~ was as if the situation wasn't getting bigger and they only cared about the budget.

What is fair, what is not fair?

I guess Philip switching school is half fair because the ~~new~~ new school does support him. I also ~~guess~~ think Narwin having to take a break when she ~~doesn't~~ doesn't want to is straight up NOT fair. They ~~just want~~ just want care about the budget ~~not the~~ ~~is~~ not about Mrs. Narwin or Philip.

topic...
br...

Debate!! 11

Was the ending of the book fair? What is fair, what is not fair?

Present Your OPINION

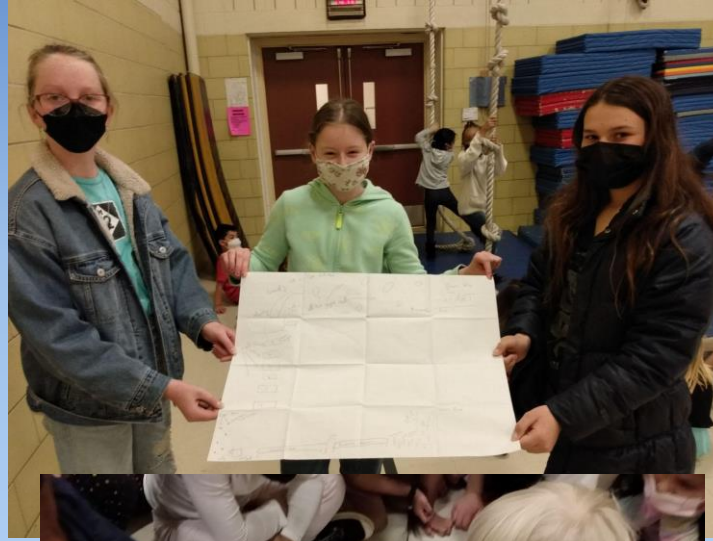
Claim: I think that the ending was mostly fair.

Counterclaim: Some could say that the ending was unfair because Philip had to change schools, and his new school didn't have a track team.

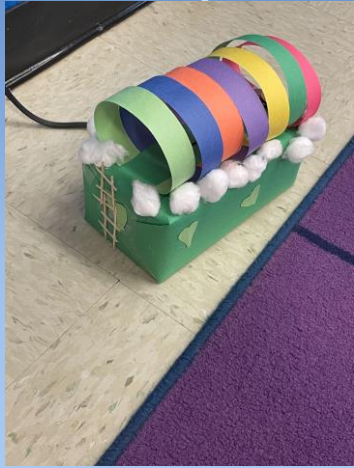
Rebuttal: Others, however, could argue that the ending was fair because though that school didn't have a track team, they offered to make one just for him. Also, Maddie would be a fair teacher :)

EXTRA: * I also thought that the ending was a little too quick, and a tad bit confusing. But it was a good book.

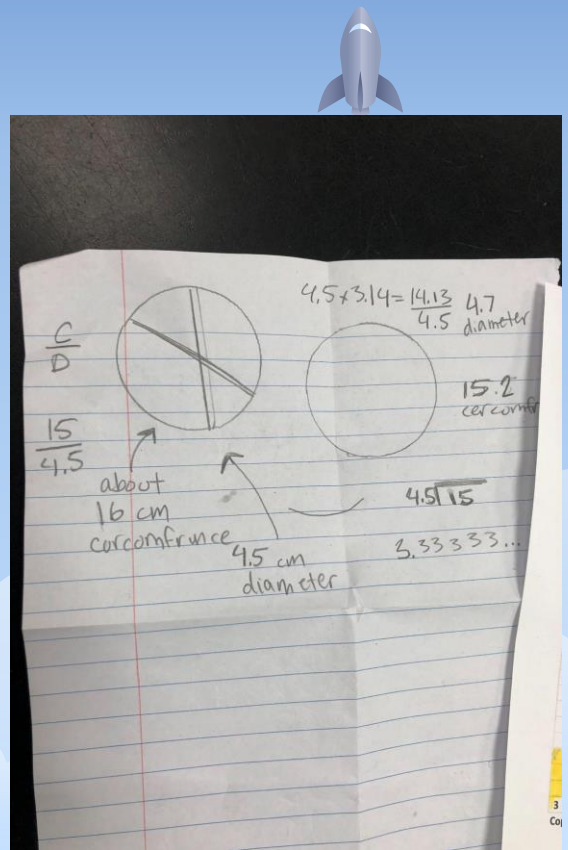
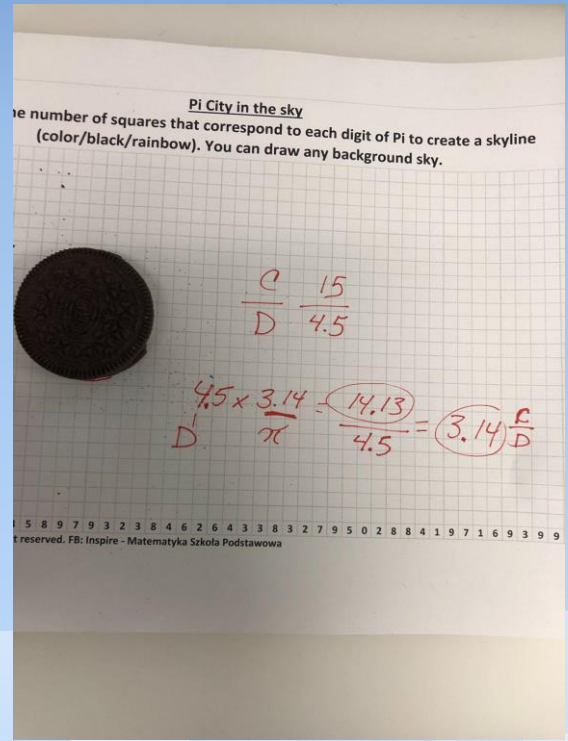
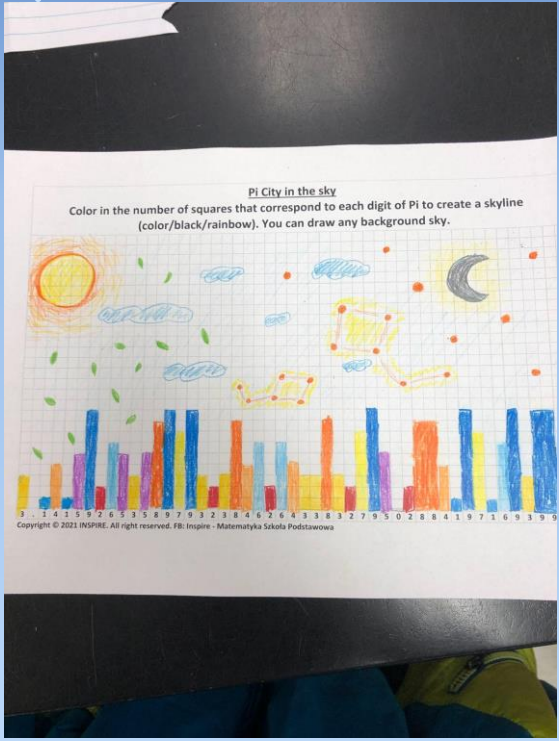
TRC en la UPES - Diseño y pensamiento creativo



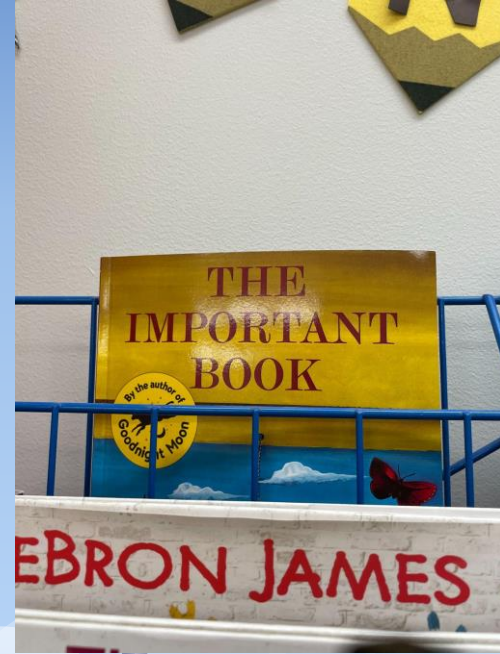
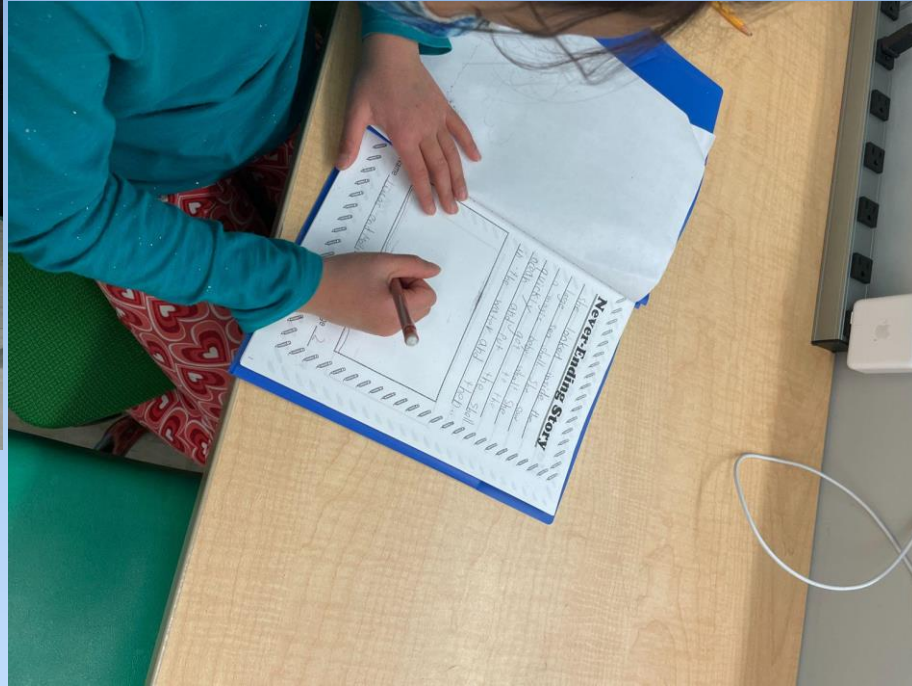
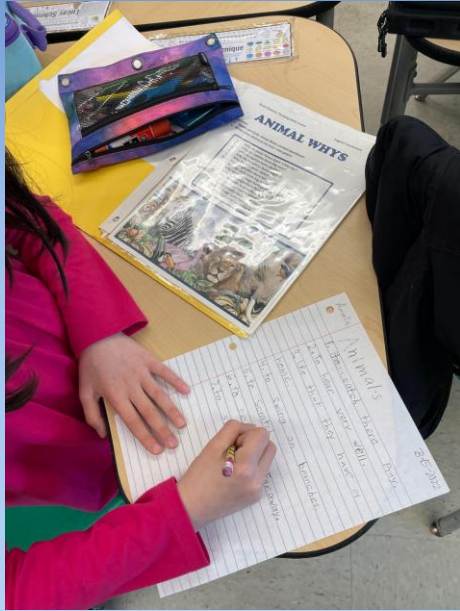
TRC en la UPES - Diseño y pensamiento creativo



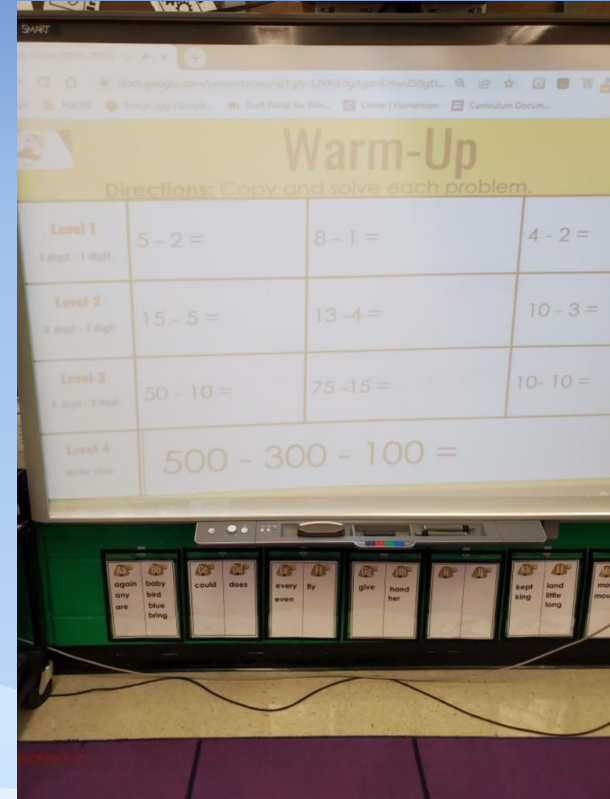
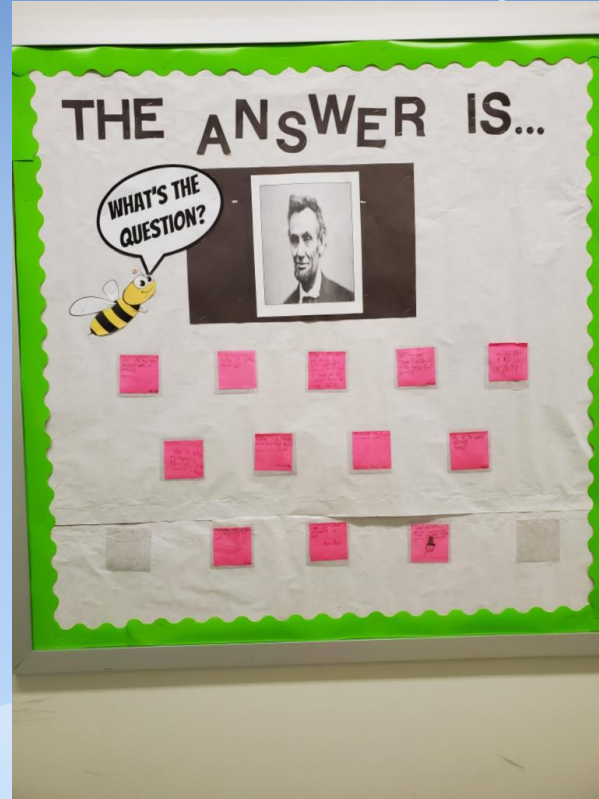
TRC en la UPES - Resolución de problemas/Proyectos matemáticos



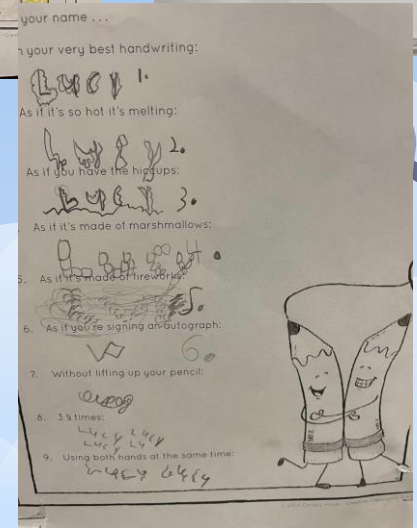
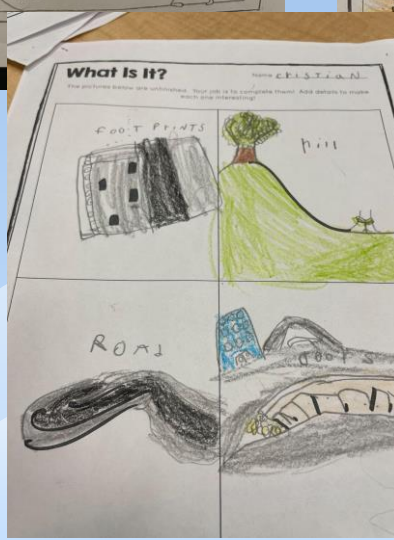
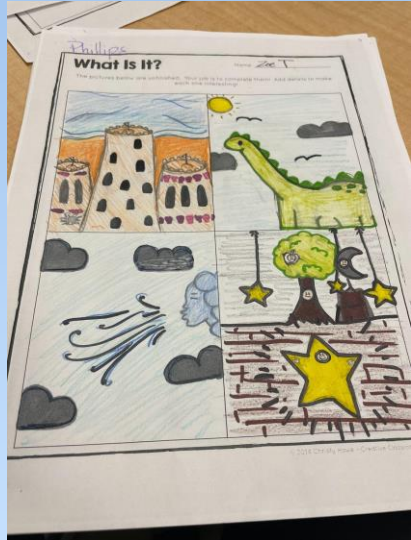
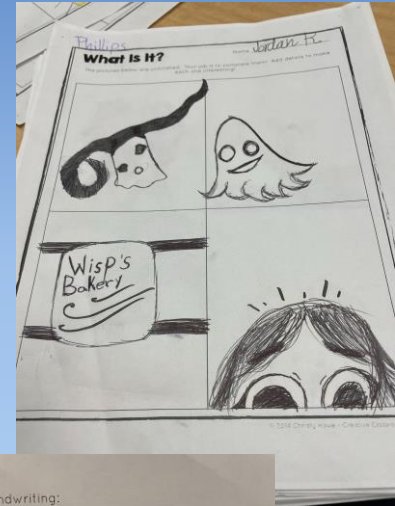
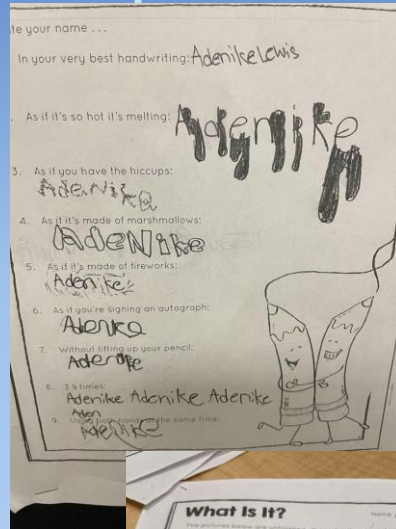
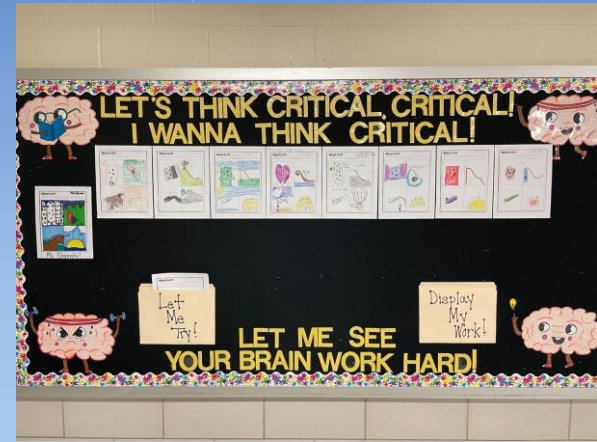
TRC en la UPES - Centros TAG y pensamiento creativo/crítico



TRC en la UPES - Centros TAG y pensamiento creativo/crítico

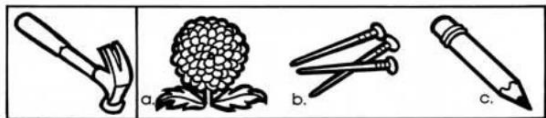
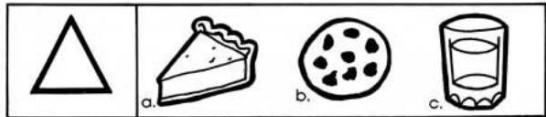
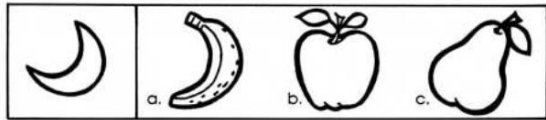


TRC en la UPES - Centros TAG y pensamiento creativo/crítico



TRC en la UPES - Centros TAG y pensamiento creativo/crítico

first picture.



STORIES WITH HOLES

The Dogs

The dogs remained frozen, even though their owners Jane and Bob were so hot they were swimming in the lake.

| YES | NO |
|--|--|
| <ul style="list-style-type: none"> Do they like their dogs? | <ul style="list-style-type: none"> Are they short-haired dogs? Is one part of the lake hot and one part cold? Did the sun go down? Were they in a frozen pool? Did they freeze them so they wouldn't get germs in the lake? Did they put the dogs into the cooler to cool them down after a run or walk? Did the dogs get sick from being cold? Is the freezer magical? Did the dogs want to cool down? Did they hop inside by themselves? Do the dogs have anything to keep them warm? |



| | | | | |
|----|--|--|--|--|
| 5 | | | | |
| 6 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |

Clues

1. Slimy is the youngest of the weird monsters.
2. Chomp has been alive for an odd number of years.
3. Buzz has been alive for the same number of years as he has eyes.
4. Ruff is four years older than Buzz.

3.

Preguntas



¡Muchas gracias por su tiempo!

Háganos saber su opinión!

