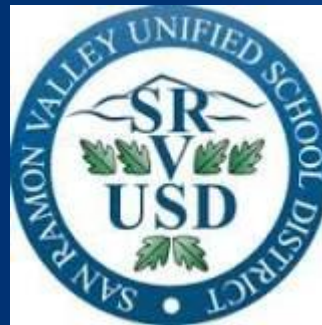


Elementary Academic Talent Program

San Ramon Valley Unified School District
November 27, 2023



Bella Vista Elementary School

Ryan Maloney
Principal



What is ATP?

- An academically gifted class, housed at Bella Vista for qualifying fourth and fifth grade students
 - Gifted students with unique needs
 - Students with similar abilities and interests
- A place for students who thrive in a challenging environment
- A special needs program (similar to special education programs) for students who regularly demonstrate need and desire for a different learning setting

Who is ATP for?

- Student who is internally driven to be academically challenged.
- Student who possesses an interest in rigorous problem-solving, a keen power of abstraction, and developed critical thinking skills.
- Student who may demonstrate a need to be with like-minded students.

What ATP is NOT...

- Not a pathway to selective colleges
- Not a gateway to advanced or Honors/AP classes - academically strong students are in courses regardless of ATP or GATE
- Not a class where additional homework is assigned
- Not skipping a grade
- CoGAT is one multiple measure

Potential Challenges and Lessons Learned, as Told by Former ATP Students and Parents

- Disrupting current social connections and friendships at school could be challenging.
- Returning back to home school (for middle school or high school) could be difficult transition.
- Providing other outlets for creativity, interests, and skill-building may better meet needs.
- Being in high-rigor environment can be very challenging and some students might struggle.
- Parents need to focus on their child's unique needs without comparing with other children.

Potential Advantages and Lessons Learned, as Told by Former ATP Students and Parents

- New social connections and friendships are made with like-minded students.
- Students find peers with similar intellectual pursuits.
- Renewed interest in school due to being challenged academically.
- Shared enthusiasm in learning and pursuing academic rigor.
- Opportunities to pursue academic interests in depth.
- Creative interests explored in depth have often times become a focused area of interest throughout middle school, high school, and beyond.

Selection Criteria

- CogAT Score used only for initial eligibility
- We will only use measures collected during the assessment day
 - Writing sample
 - English Language Arts task
 - Math task
- Gifted Traits Survey

Characteristics of the ATP Classroom

- Grade level California Standards underlie instruction
- Focus on the SRVUSD Strategic Directions
- Differentiated within curriculum

Differentiated Curriculum

- Acceleration
- Depth
- Complexity
- Novelty

Language Arts

- Literature and informational text
- Writing types: narrative, opinion, informative
- Word Work/Grammar- emphasis on expansion and correct usage in writing
- Cross curricular research

Mathematics

- Compacting as needed
- Hands-on equations
- In-depth enrichment
- Problem solving, logic/reasoning

Social Studies

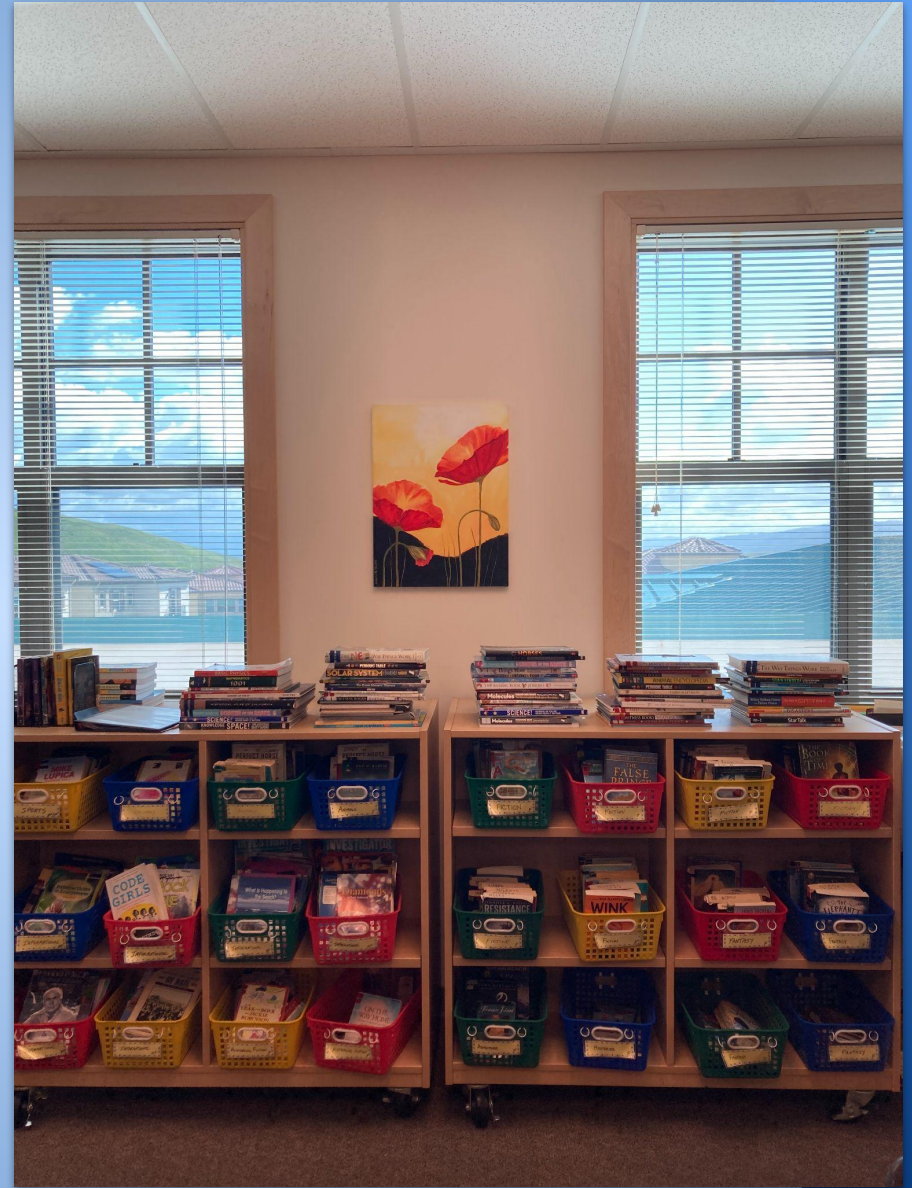
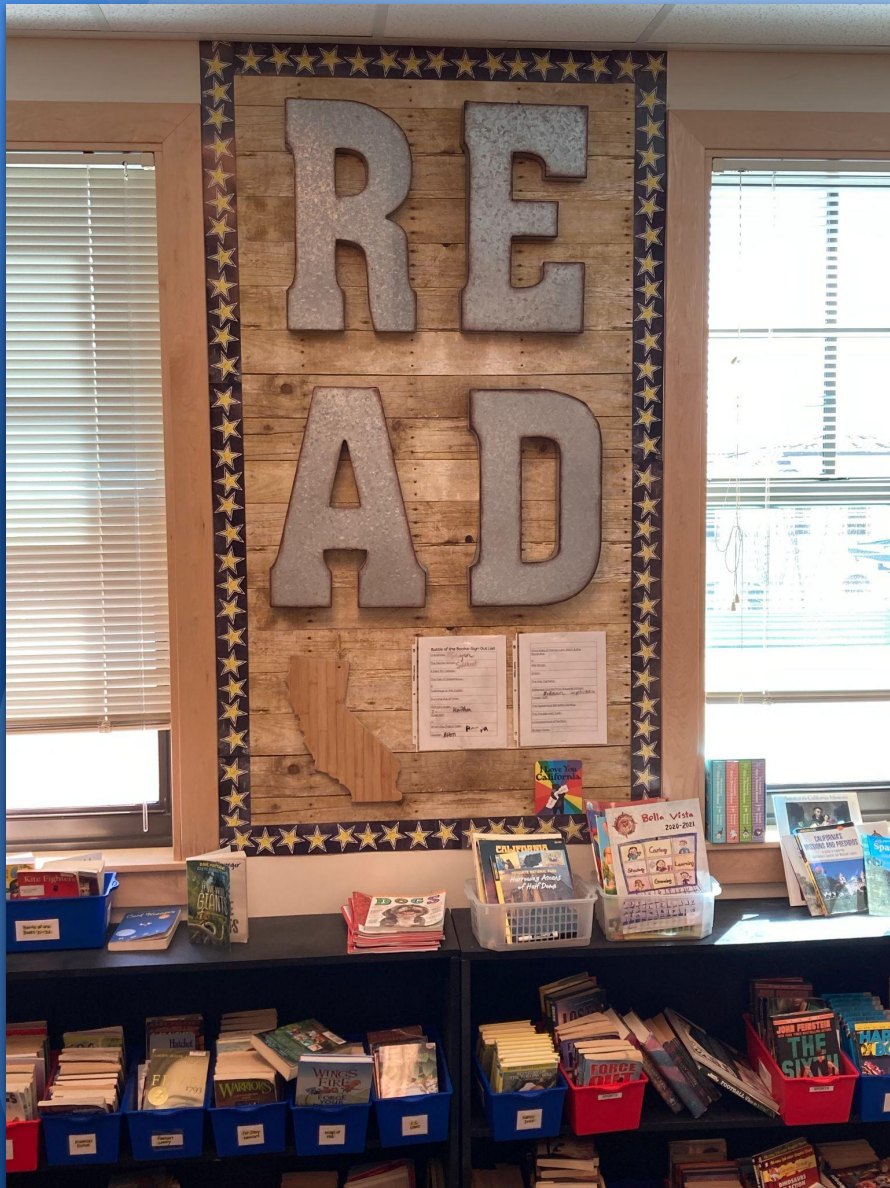
- Curriculum extension
- Greater depth/breadth of study
- Independent investigation of topics
- Concepts developed in a more complex manner

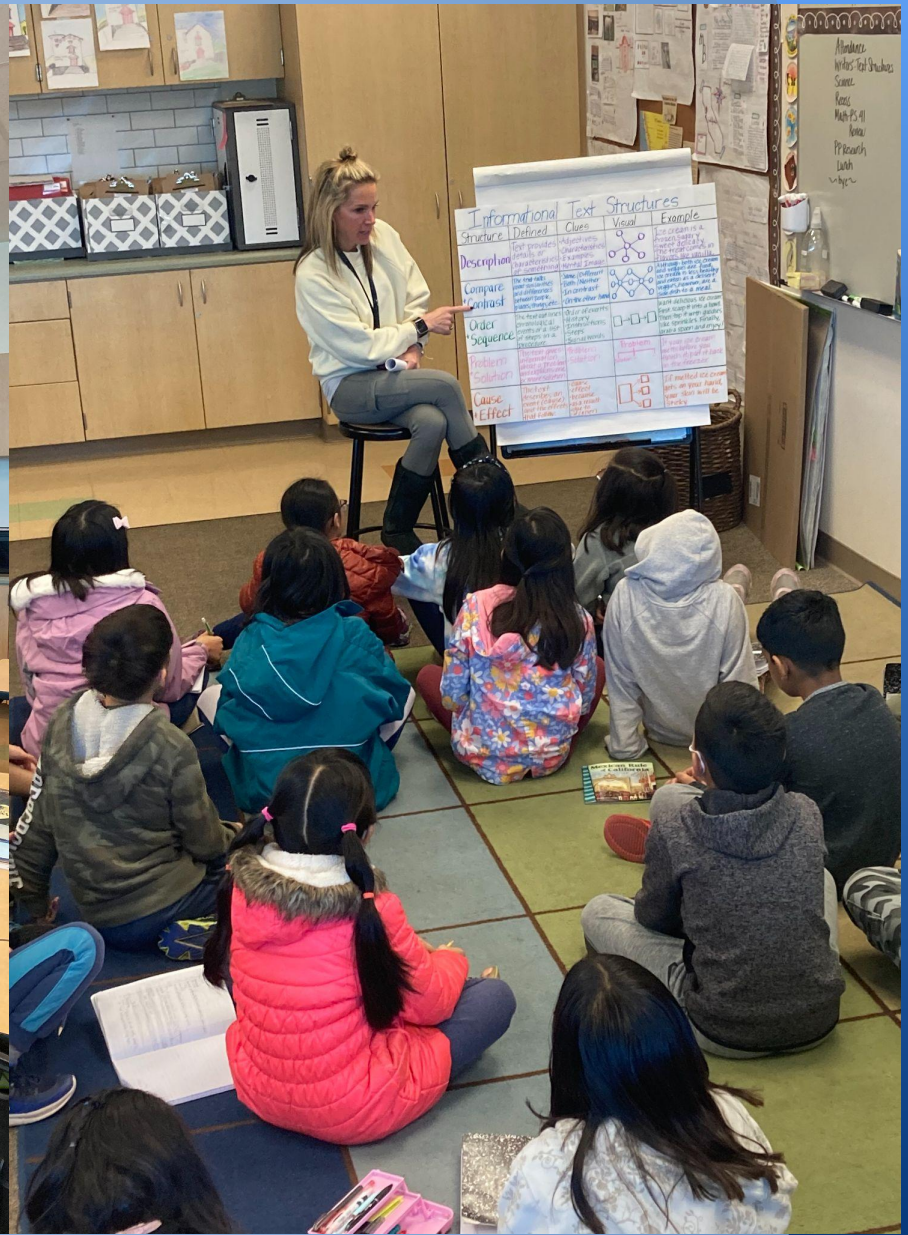
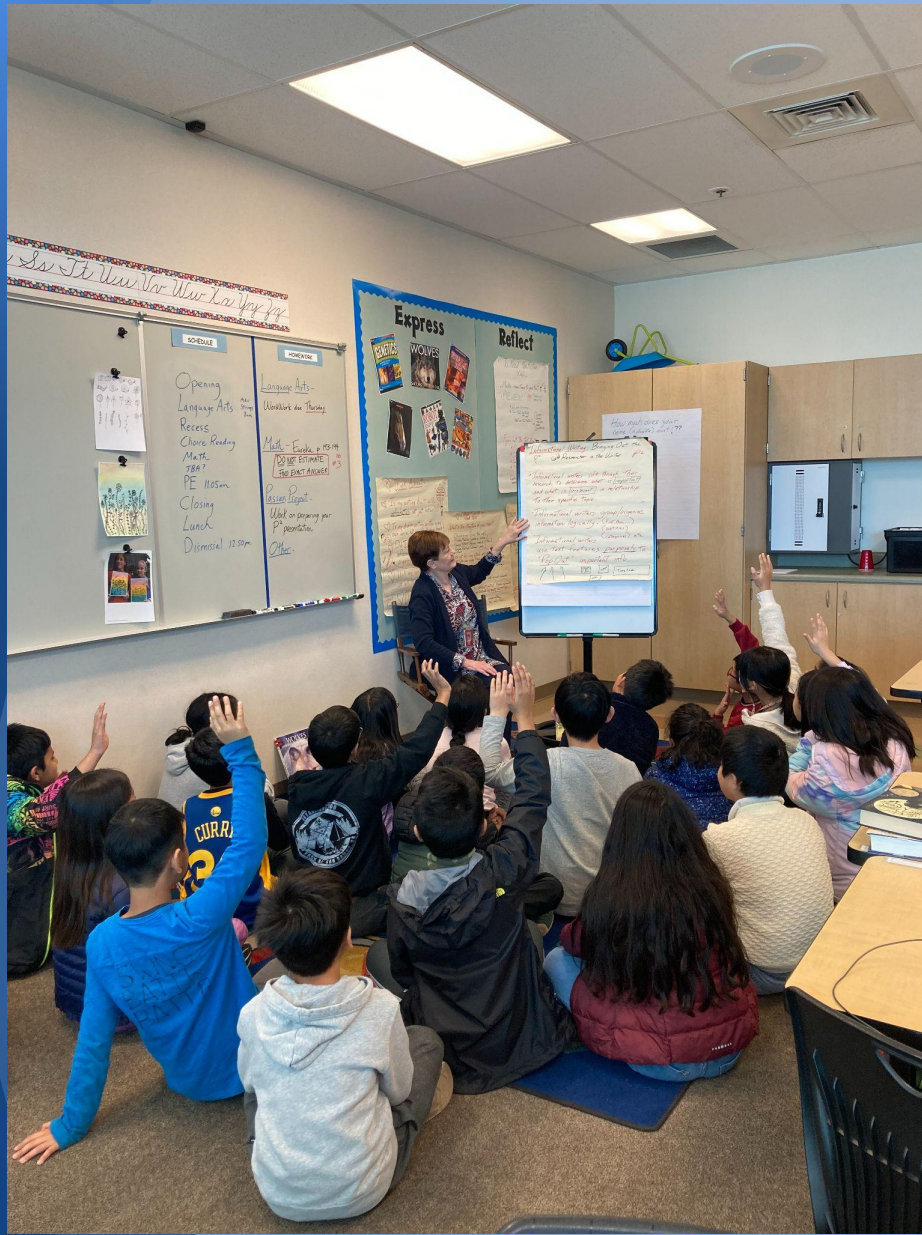


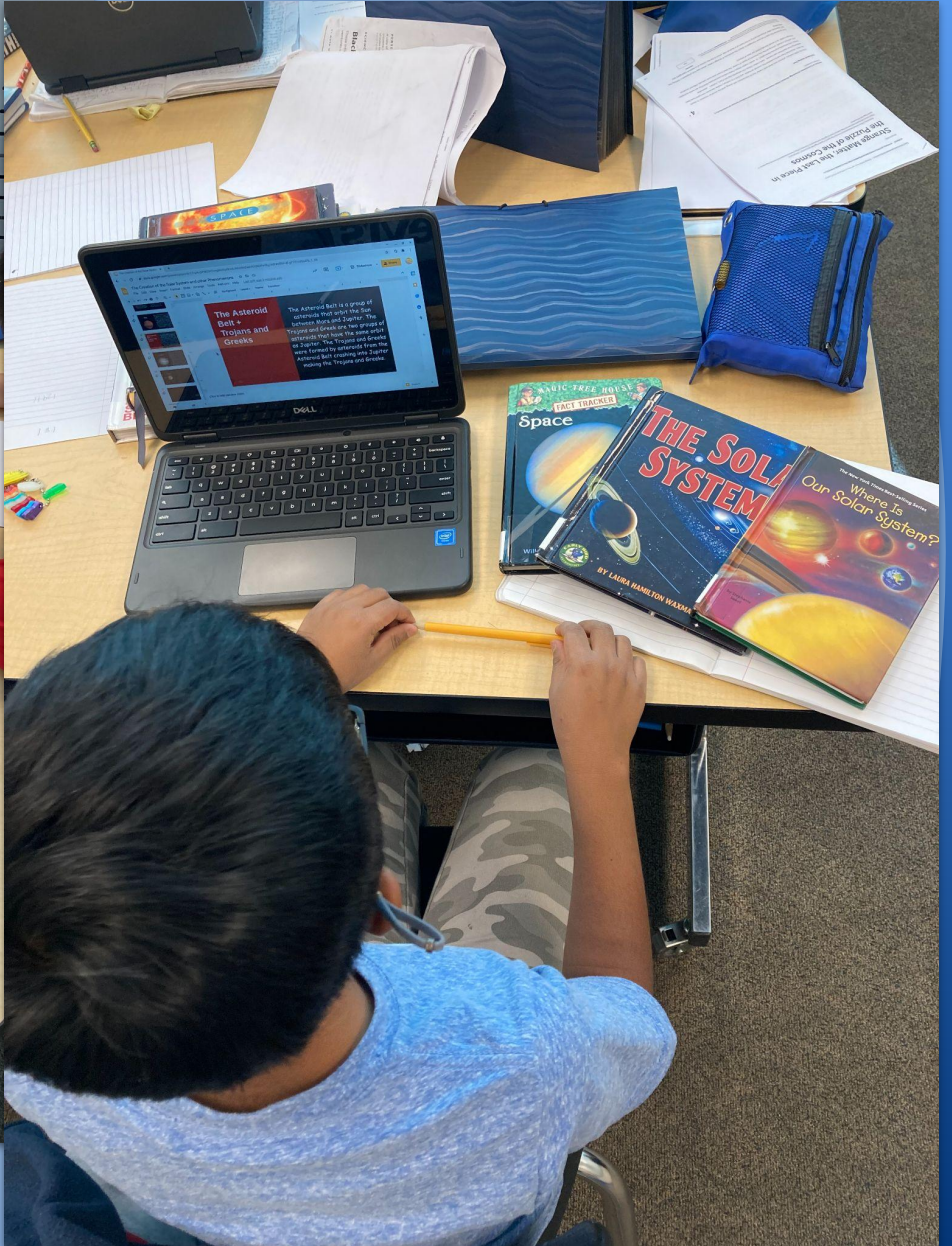
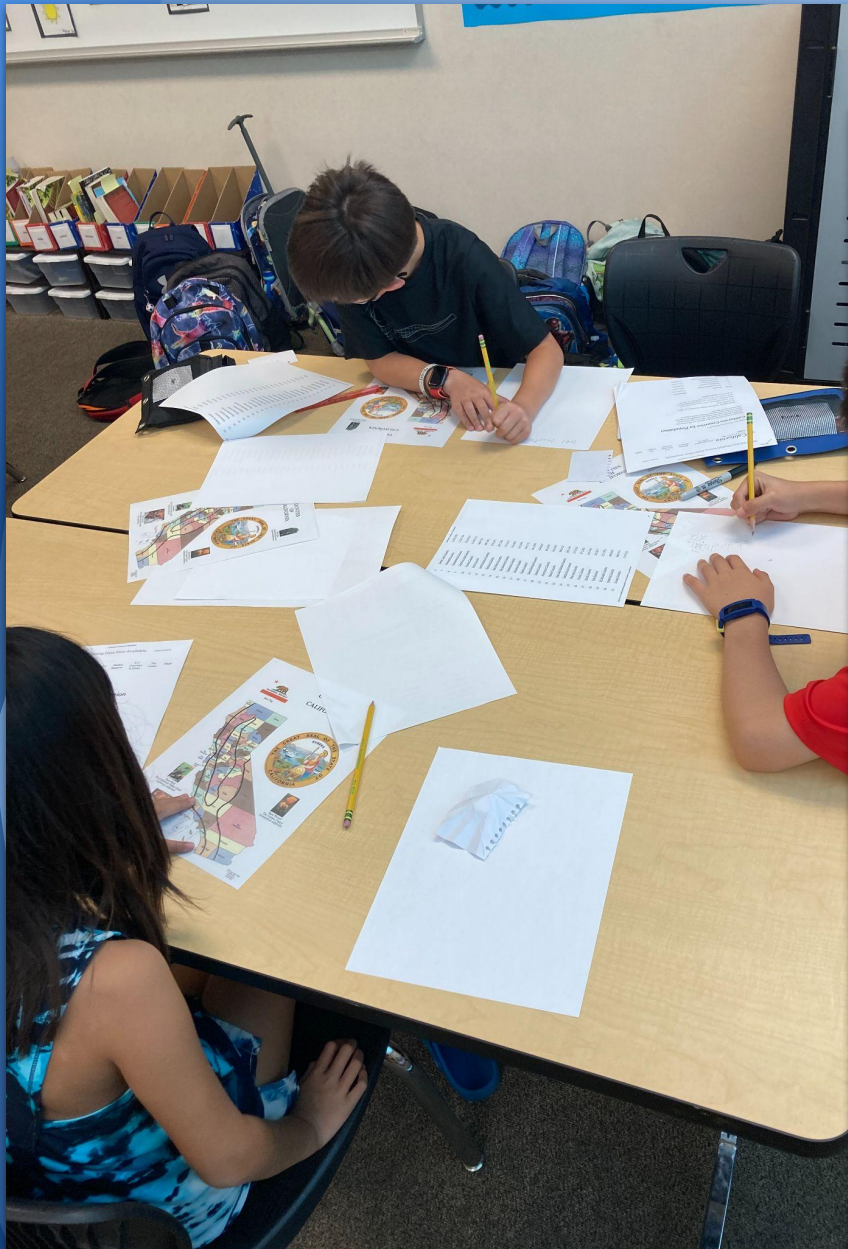




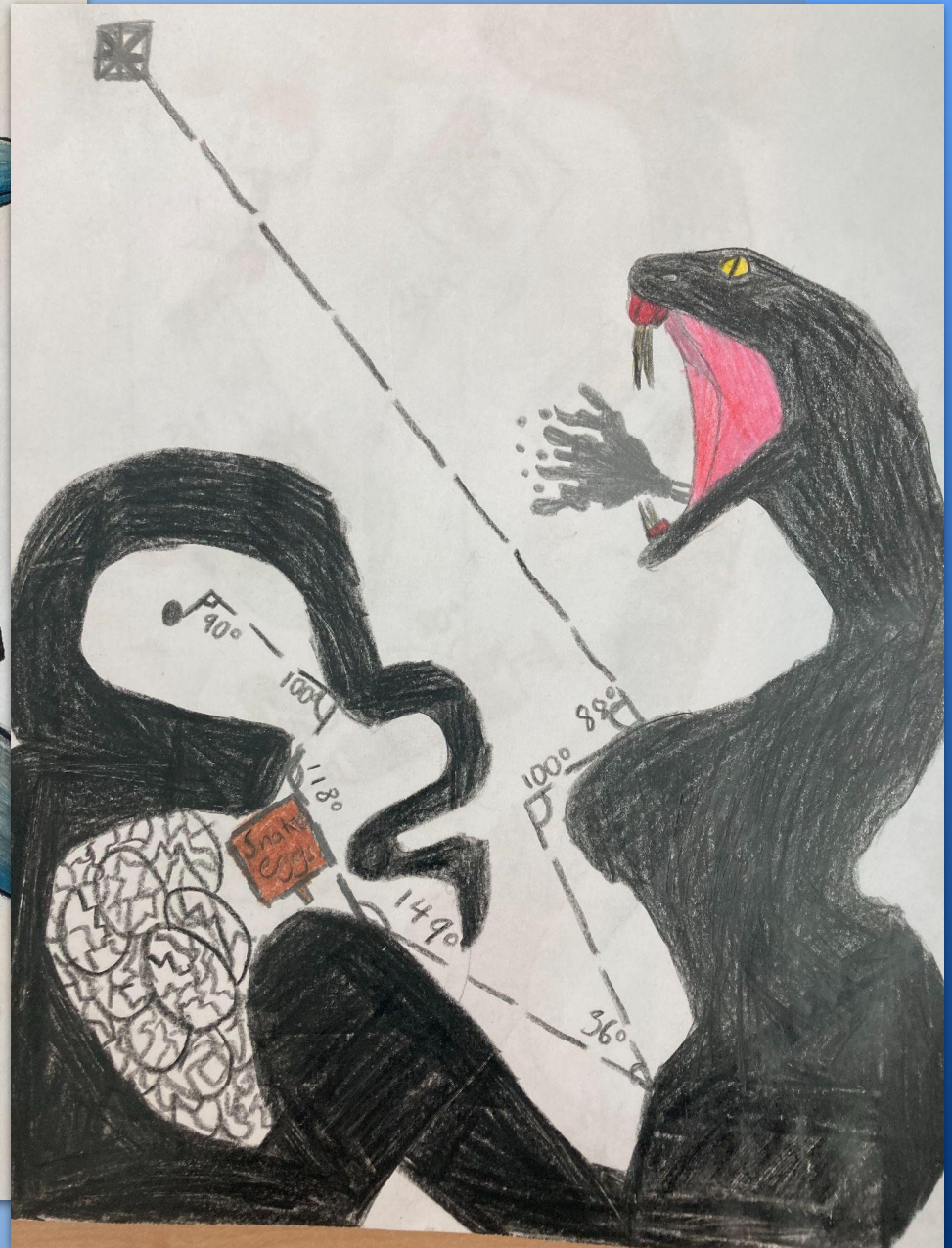
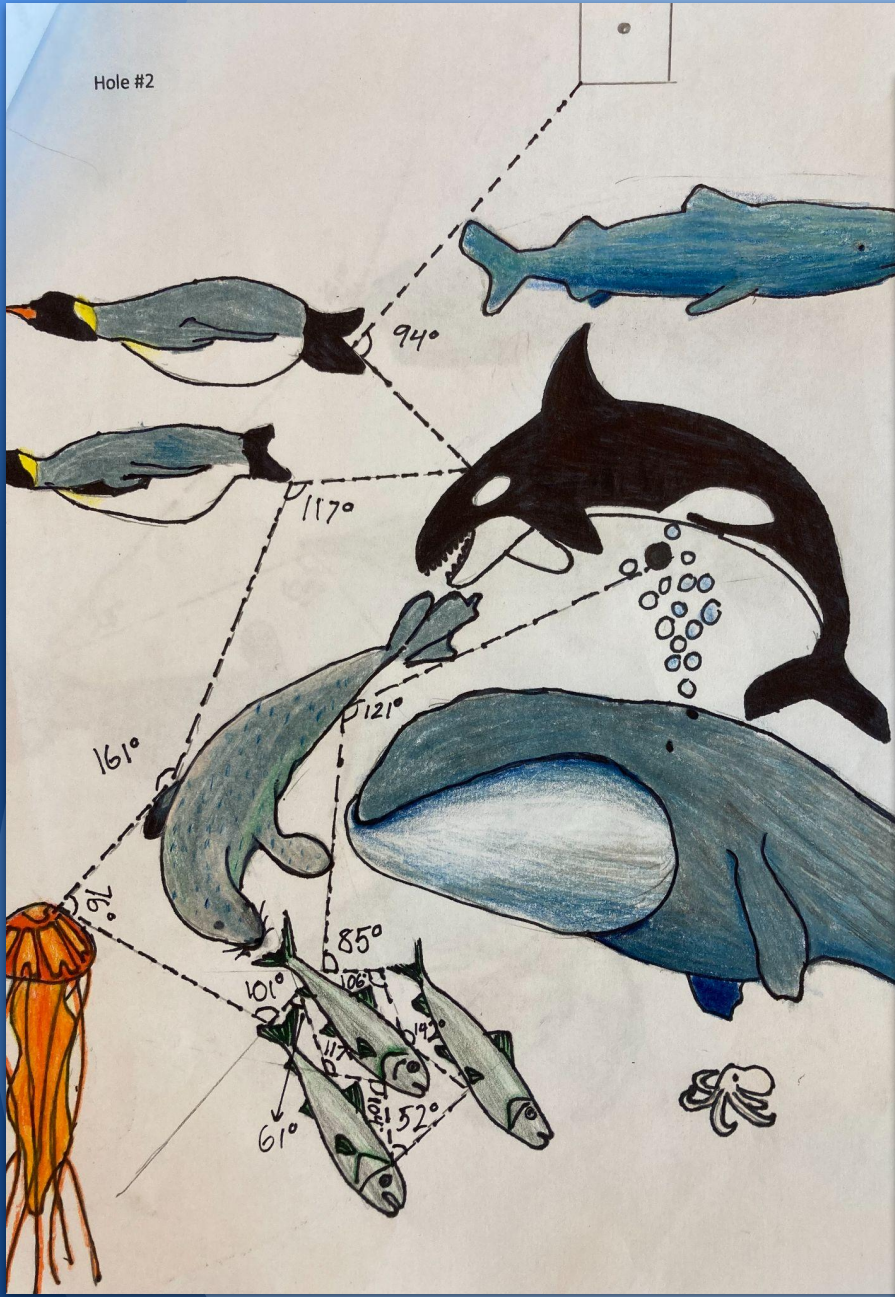








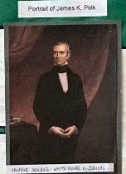
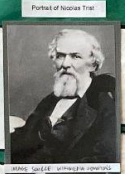
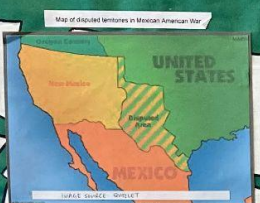
Hole #2



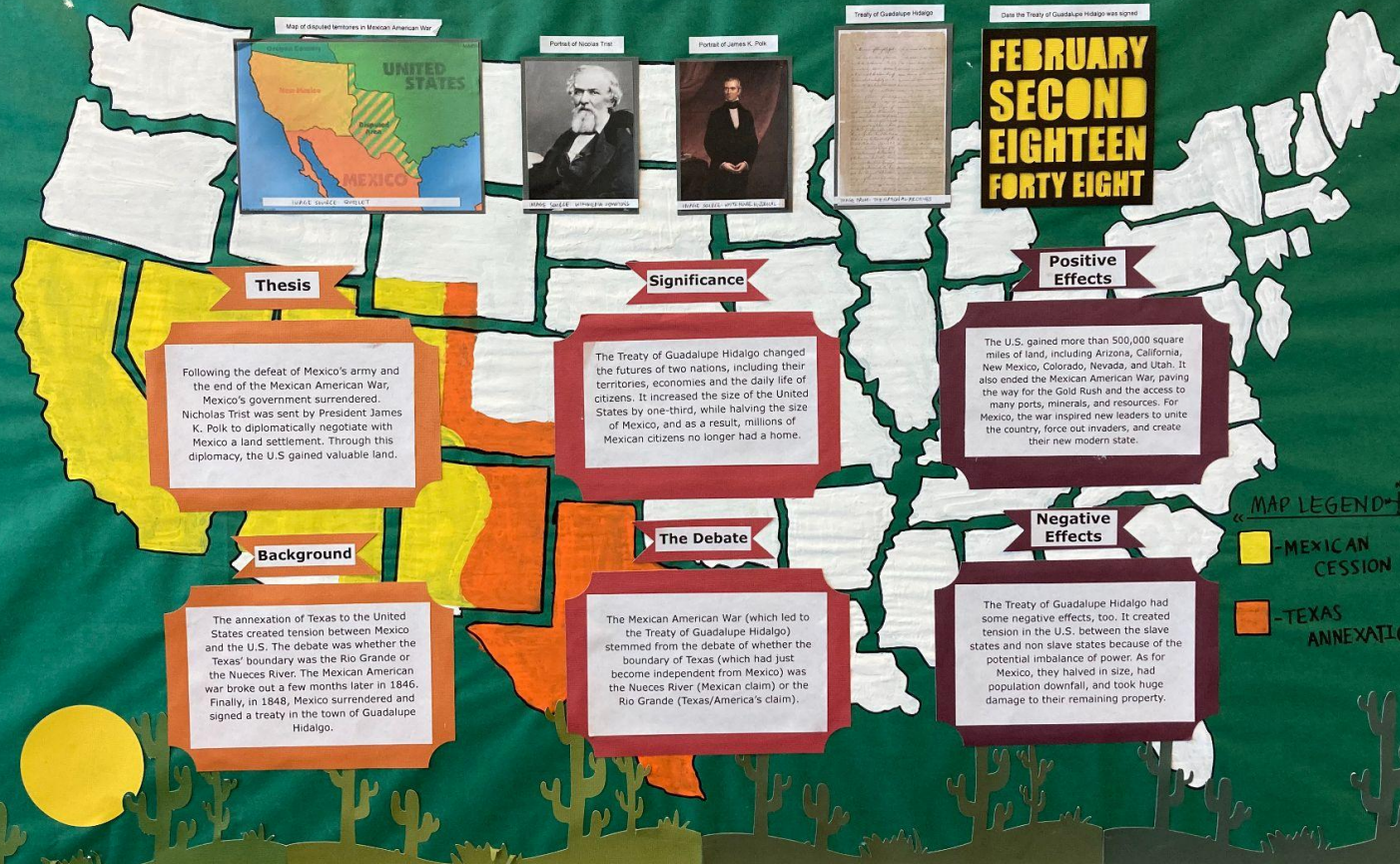


Treaty of Guadalupe Hidalgo

How the United States Expanded Westward



Date the Treaty of Guadalupe Hidalgo was signed
FEBRUARY SECOND EIGHTEEN FORTY EIGHT



Thesis

Following the defeat of Mexico's army and the end of the Mexican American War, Mexico's government surrendered. Nicholas Trist was sent by President James K. Polk to diplomatically negotiate with Mexico a land settlement. Through this diplomacy, the U.S gained valuable land.

Significance

The Treaty of Guadalupe Hidalgo changed the futures of two nations, including their territories, economies and the daily life of citizens. It increased the size of the United States by one-third, while halving the size of Mexico, and as a result, millions of Mexican citizens no longer had a home.

Positive Effects

The U.S. gained more than 500,000 square miles of land, including Arizona, California, New Mexico, Colorado, Nevada, and Utah. It also ended the Mexican American War, paving the way for the Gold Rush and the access to many ports, minerals, and resources. For Mexico, the war inspired new leaders to unite the country, force out invaders, and create their new modern state.

Background

The annexation of Texas to the United States created tension between Mexico and the U.S. The debate was whether the Texas' boundary was the Rio Grande or the Nueces River. The Mexican American war broke out a few months later in 1846. Finally, in 1848, Mexico surrendered and signed a treaty in the town of Guadalupe Hidalgo.

The Debate

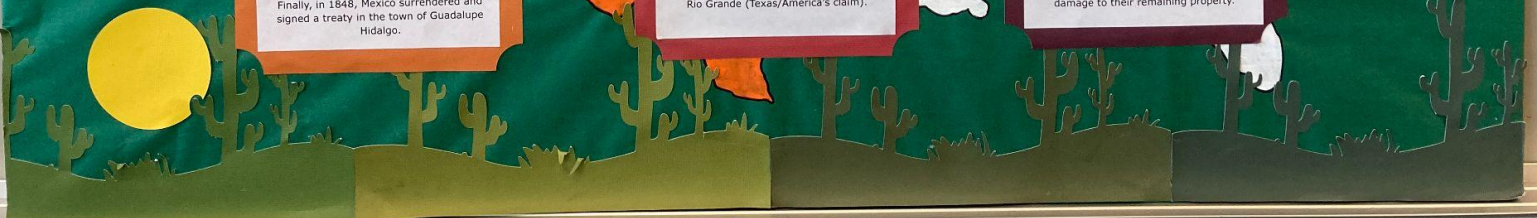
The Mexican American War (which led to the Treaty of Guadalupe Hidalgo) stemmed from the debate of whether the boundary of Texas (which had just become independent from Mexico) was the Nueces River (Mexican claim) or the Rio Grande (Texas/America's claim).

Negative Effects

The Treaty of Guadalupe Hidalgo had some negative effects, too. It created tension in the U.S. between the slave states and non slave states because of the potential imbalance of power. As for Mexico, they halved in size, had population downfall, and took huge damage to their remaining property.

MAP LEGEND

- - MEXICAN CESSION
- - TEXAS ANNEXATION



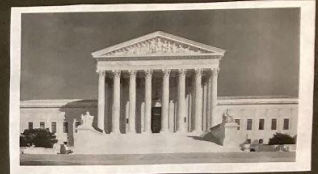


Gideon v Wainwright

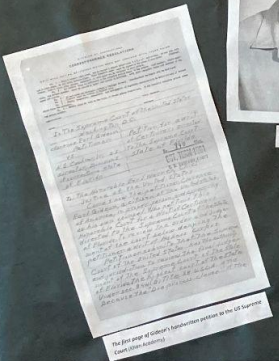
Debate about Right-to-Counsel



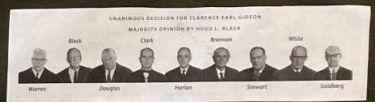
Gideon (Google images)



Supreme Court Building (Google images)



The first page of Gideon's constitution petition before the Supreme Court (from internet)



Supreme Court Justices (2012-2013)

Thesis Statement
 In 1963, after much debating between the United States Supreme Court justices, it was ruled that Clarence Earl Gideon should have retrial with free counsel for his case and any indigent defendant from then on should also have the right to free counsel.

The Debate
 On Jan 15, 1963, U.S. Supreme Court justices in Washington DC were given Gideon's case to debate whether the 6th and 14th amendment grant right to free counsel, and if the court's previous decisions in similar cases should be overruled.

- > For criminal cases, should States make rules, or should the Supreme Court set standards for all States?
- > Will in minor crimes, a trial be fair if both sides do not have counsel?
- > Does someone pleading guilty needs counsel, as opposed to someone wanting trial?
- > Is "due process" clause different for capital vs non-capital cases

Success

- All defendants had the right to counsel in court.
- Lack of counsel could slow down trial procedure.

Failure

- States need money for appointing counsel.
- Low experience of Counsel, can lead to unfair trials.

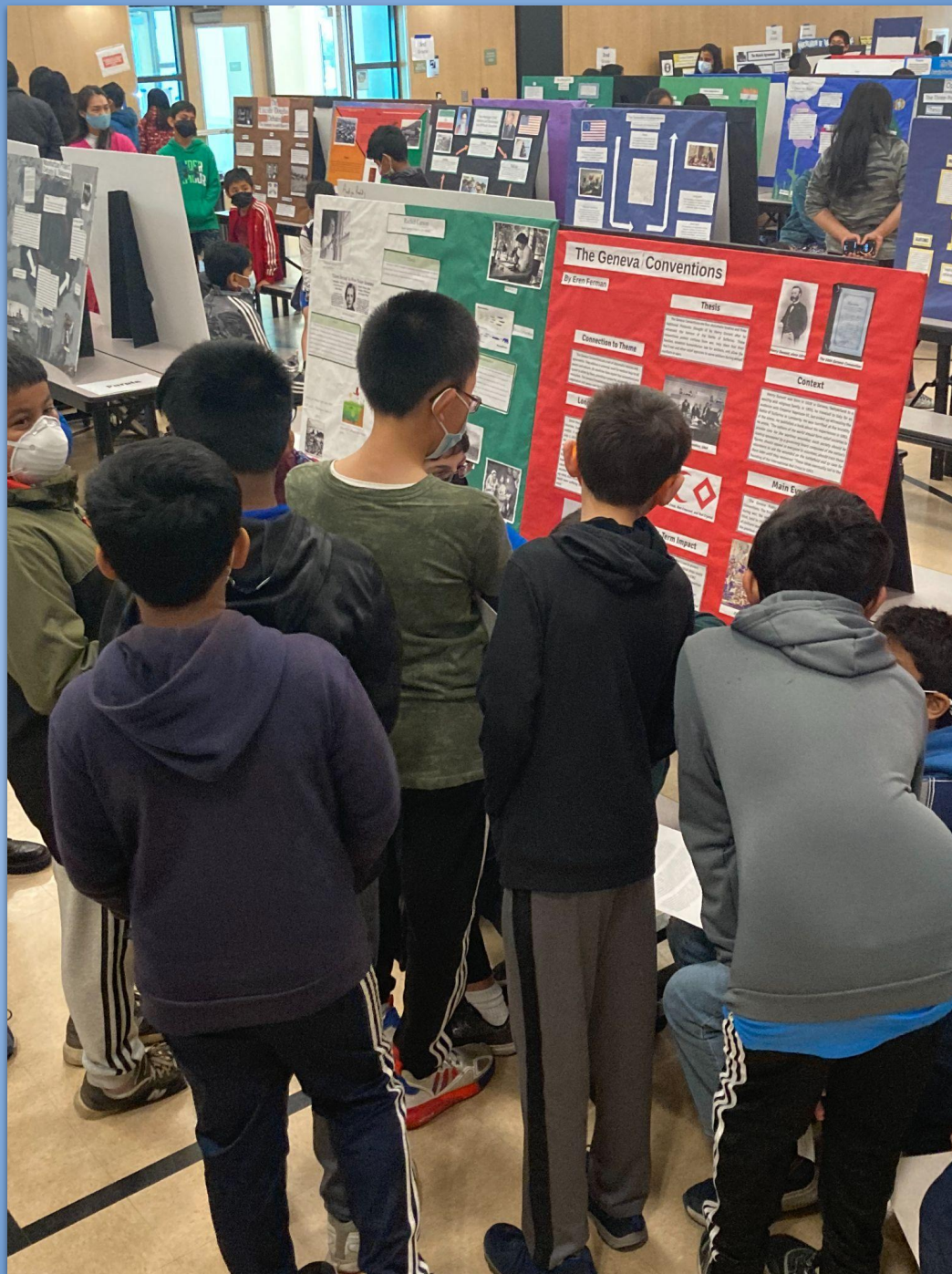
Significance
 Gideon's case decision did help indigent defendants. But it also influenced the way the justice system works. Because of counsel's presence, the courts pay more attention to the due process and rights of defendants.

Historical Context
 The U.S. constitution's 6th amendment states in all criminal cases, the accused shall have assistance of counsel for their defense, and 14th amendment states no person should be deprived of life, liberty or property without fair trial.
 Until this case, states were required to provide free counsel to accused only in capital cases.
 Gideon vs Wainwright was the landmark case that held the right-to-counsel as a "fundamental right".

Timeline

1791	6th Amendment
1868	14th Amendment
1932	Powell vs Alabama Indigent defendants provided counsel for state capital cases.
1961	Gideon sentenced in Florida after failing to defend himself in court.
1962	Gideon petitions to Supreme Court and writ of Habeas Corpus
1963	Gideon vs Wainwright

COURT ANNOUNCED ITS DECISION ON MARCH 18, 1963. THE 6TH AMENDMENT'S RIGHT TO COUNSEL APPLICABLE TO FEDERAL COURTS, NOW WAS APPLICABLE TO STATES COURTS.



Ethics



- What is the conflict about?
- Who believes the behavior or action to be right or wrong and why?

Unanswered Questions



- What words don't you understand?
- What is unclear?
- What information is missing?

Should have Karana made a weapon?

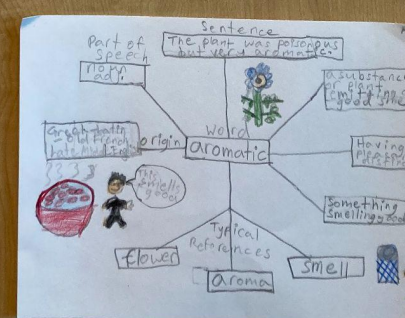
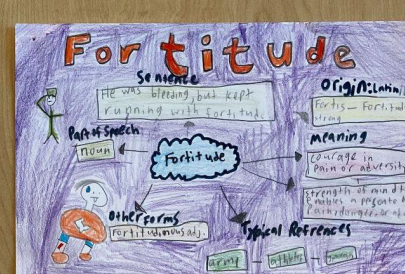
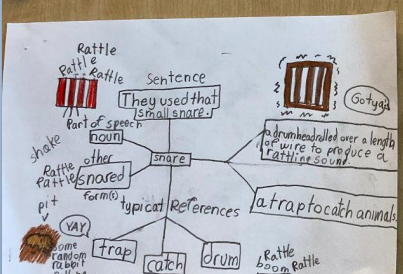
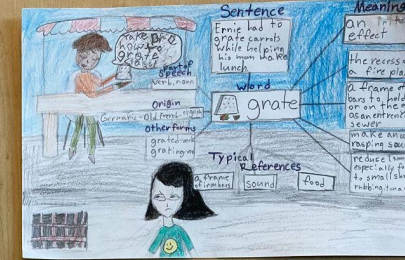
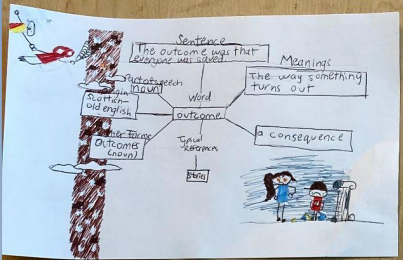
I think that if her father ever found out, Karana would be in big trouble. But I don't think Chief Chowig would have also been proud.

I think she did the right thing to do. She had to think for herself. She had to think for her people. She had to think for her future. She had to think for her survival.

Why didn't Karana kill the leader of the dogs?

A collection of colorful sticky notes and a central circular graphic with three question marks. The notes contain various thoughts and arguments related to the question.

- Yellow notes:** "I think she did the right thing to do. She had to think for herself. She had to think for her people. She had to think for her future. She had to think for her survival." "I think she did the right thing to do. She had to think for herself. She had to think for her people. She had to think for her future. She had to think for her survival." "I think she did the right thing to do. She had to think for herself. She had to think for her people. She had to think for her future. She had to think for her survival."
- Red note:** "I think she did the right thing to do. She had to think for herself. She had to think for her people. She had to think for her future. She had to think for her survival."
- Blue note:** "I think she did the right thing to do. She had to think for herself. She had to think for her people. She had to think for her future. She had to think for her survival."
- Pink note:** "I think she did the right thing to do. She had to think for herself. She had to think for her people. She had to think for her future. She had to think for her survival."
- Green note:** "I think she did the right thing to do. She had to think for herself. She had to think for her people. She had to think for her future. She had to think for her survival."
- Orange note:** "I think she did the right thing to do. She had to think for herself. She had to think for her people. She had to think for her future. She had to think for her survival."
- Light blue note:** "I think she did the right thing to do. She had to think for herself. She had to think for her people. She had to think for her future. She had to think for her survival."
- Light green note:** "I think she did the right thing to do. She had to think for herself. She had to think for her people. She had to think for her future. She had to think for her survival."
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Paul Klee - Cityscapes





Next Steps - November 2023

- Consider carefully if ATP would be a good fit for your child - include your child in the decision-making process.
- If moving forward, complete interest form by
Friday, December 15th.
- Interest form will be emailed to you this evening.

Important Dates

- November 27 - Interest Forms Sent to Parents
- December 15 - Interest Forms Due
- January 20 - Multiple Measures Testing
 - * Charlotte Wood Middle School
 - * 8:00am - 10:00am
- January 30 - Parent Notifications Emailed
- February 6th - Commitments Due