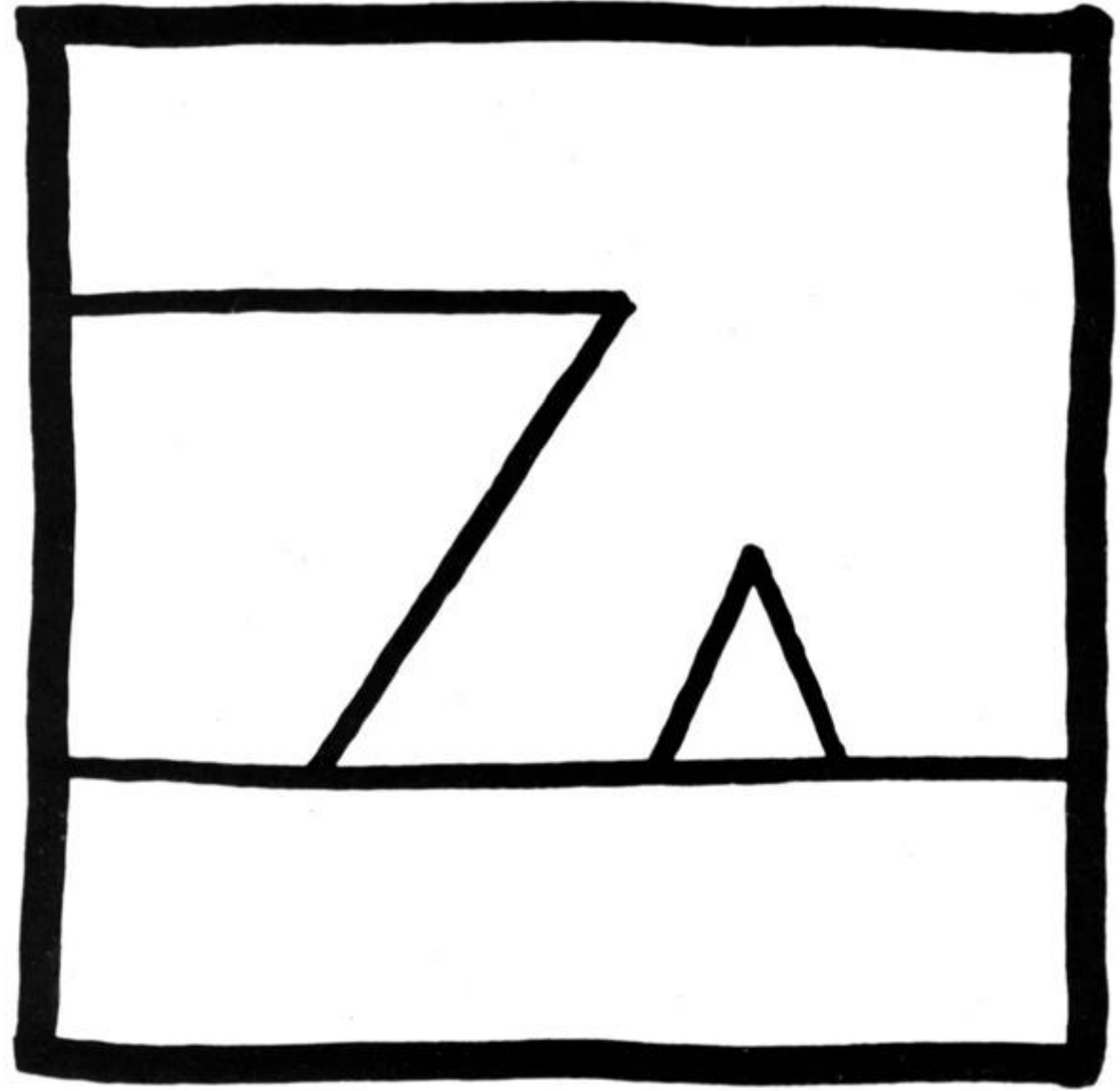# The SEM Middle and Secondary School Breakout Strand
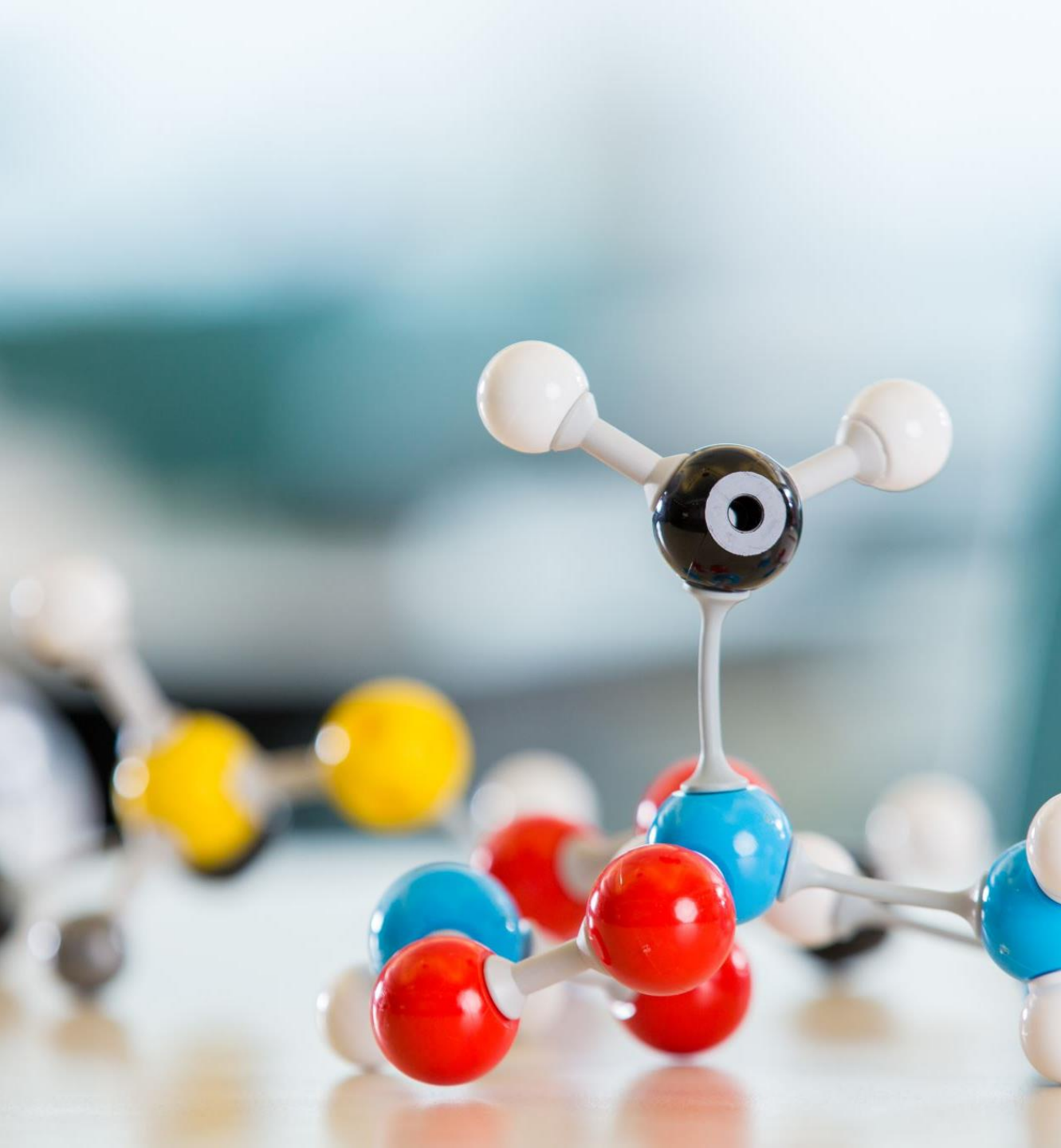
Carla Brigandi, Ph.D.

Associate Professor

West Virginia University

DROODLES by Roger Price

Outline

SEM Resources by Renzulli & Reis

- Curriculum Compacting
- Enrichment Clusters
- Schoolwide Enrichment Model Reading

Curriculum Compacting Steps

- *Step One:* **Select relevant learning objectives in a subject area or grade level.**
- *Step Two:* **Find an appropriate way to pretest the learning objectives.**
- *Step Three:* **Identify students who should take the pretests.**
- *Step Four:* **Pretest students to determine mastery levels.**
- *Step Five:* **Streamline practice or instructional time for students who show mastery of the objectives.**
- *Step Six:* **Provide small group or individualized instruction for students who have not yet mastered all objectives but can do so more quickly than their classmates.**
- *Step Seven:* **Offer academic alternatives for students whose curriculum has been compacted.**
- *Step Eight:* **Keep records of the compacting process and instructional options for compacted students.**

Curriculum Compacting Activity

Materials for Compacting Activity

Identify the skills being assessed for mastery

Create a spreadsheet with skills the identified skills being assessed horizontally across the top and student names vertically down the left-hand side.

Who and in what ways will you modify the content for each student?

Select a spokesperson to share.

Differentiated Projects for Gifted Students

Grades 3–5

✓ Provides differentiated, interdisciplinary activities
✓ Includes easy-to-use tools for enrichment
✓ Encourages research and investigation skills

150 Ready-to-Use Independent Studies

A **Prufrock Press** Book
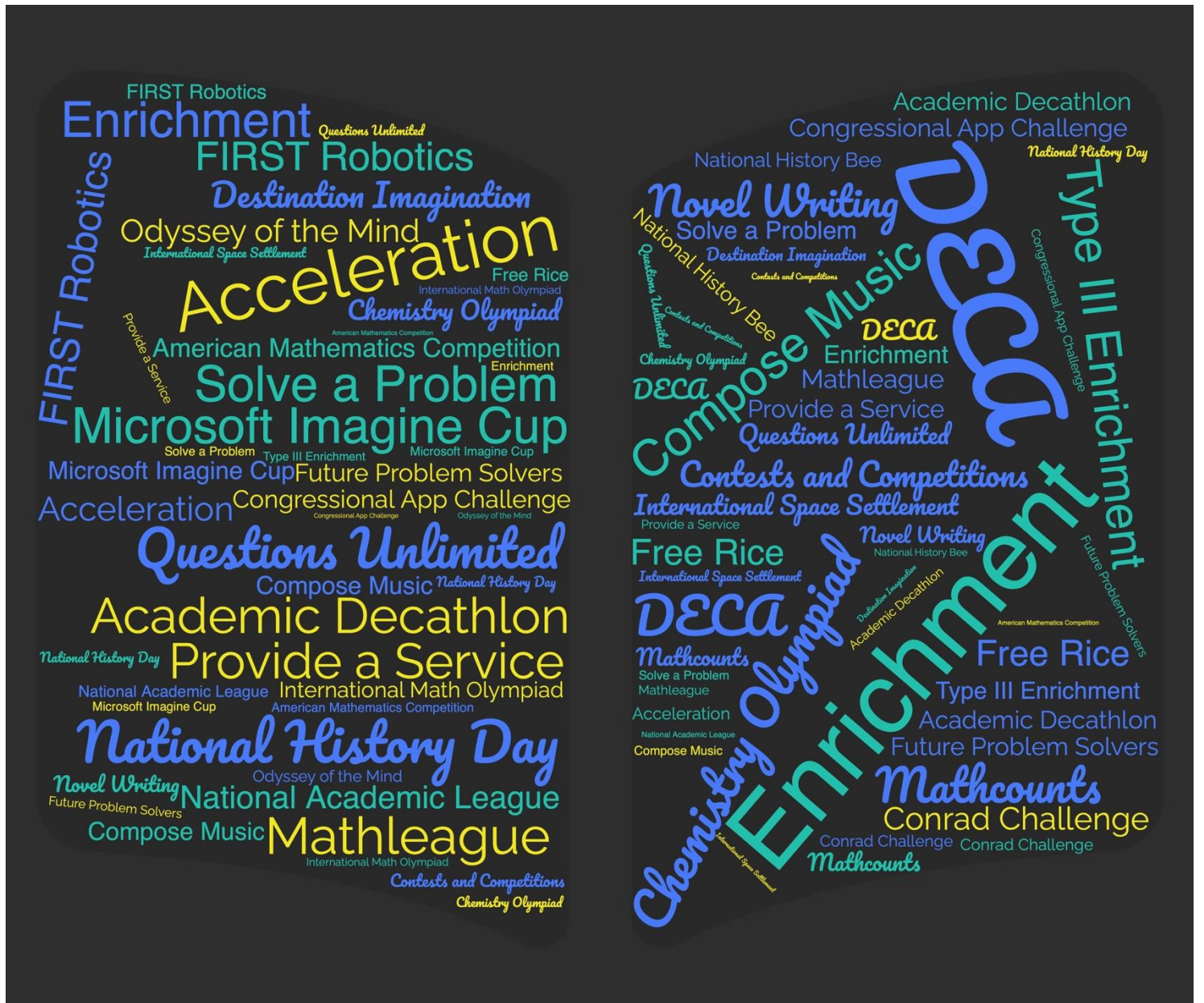
Brenda Holt McGee
& Debbie Triska Keiser

What Can You Do?

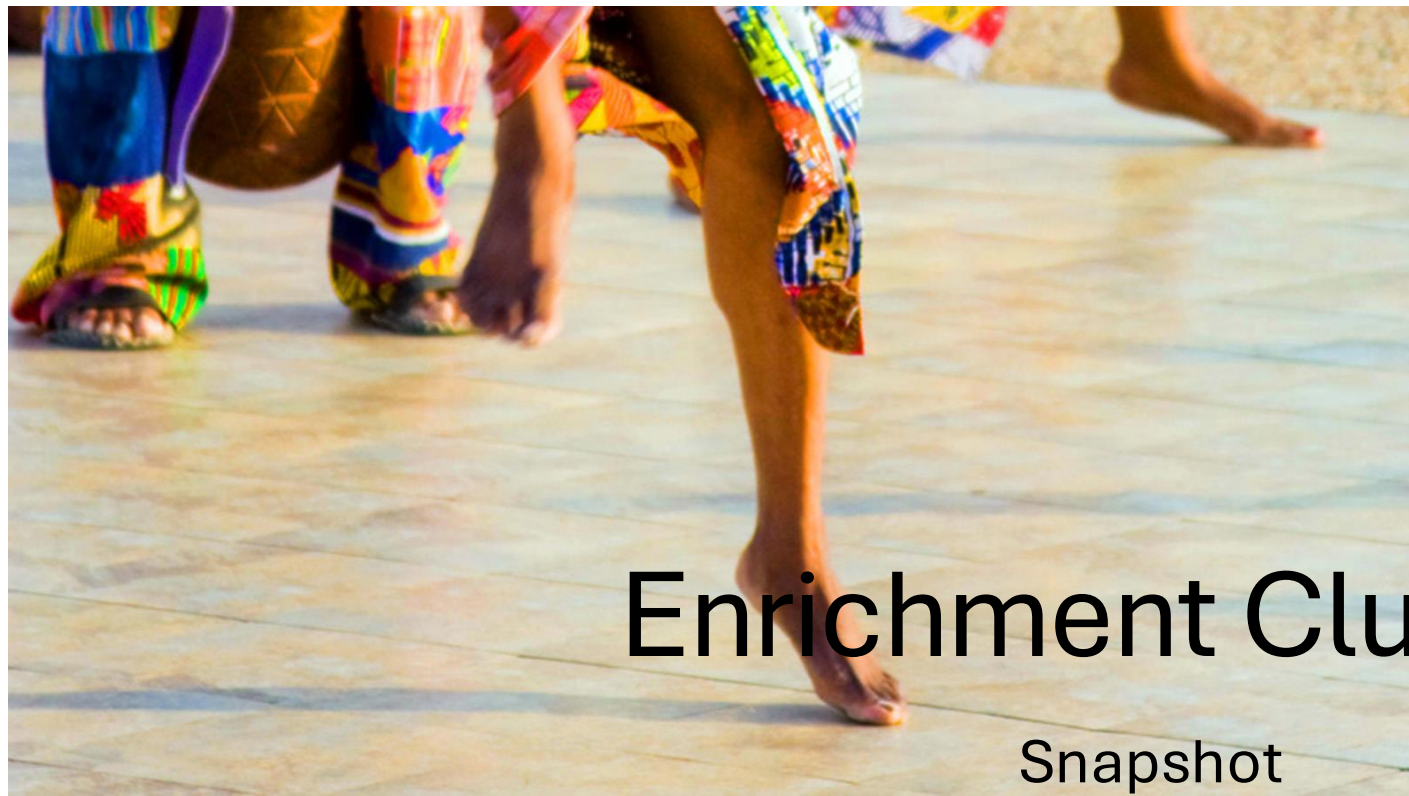- Develop pretests

- Create a menu of extension activities
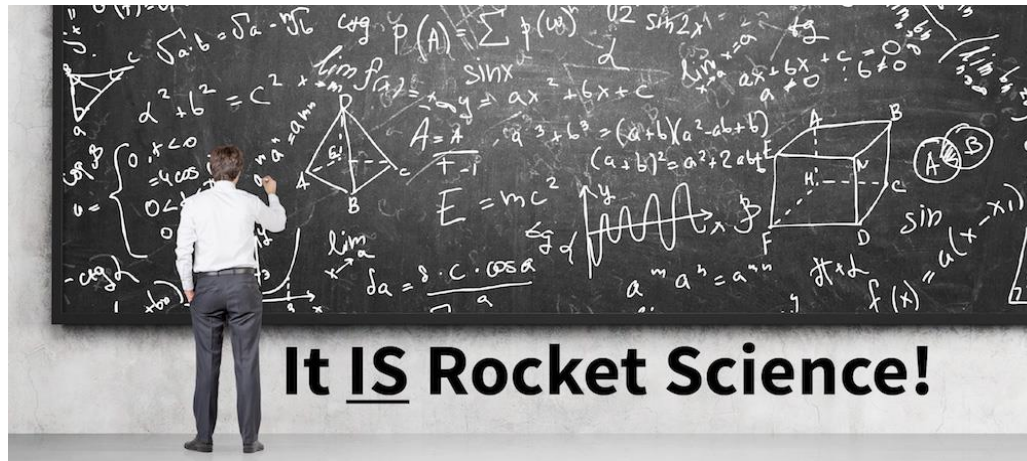
- Compact!

Replacement Activities

Enrichment Clusters

Snapshot
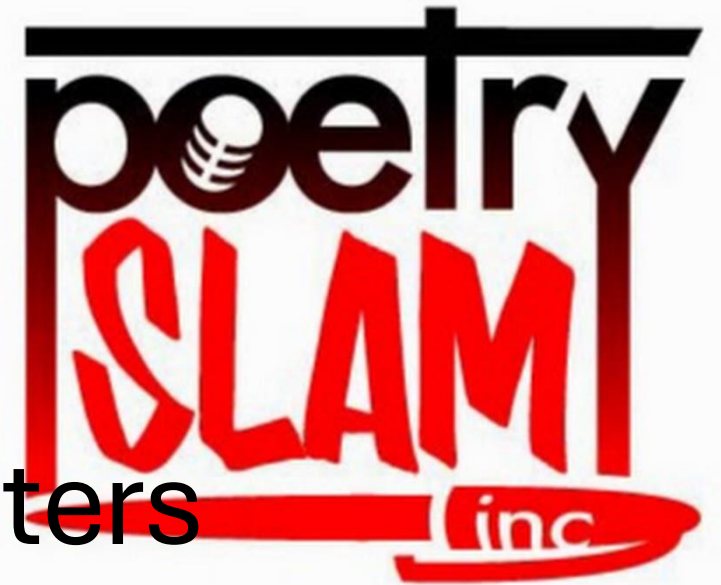
Language Arts, Literature, and the Humanities

The Poets' Workshop

- What is it like to be a poet? Explore the poetry of some of America's greatest poets, including Robert Frost, Langston Hughes, Emily Dickinson and others. Write, illustrate, and perform original poems or interpret others' work. Identify outlets for our work.

American Sign Language

- How do people communicate without using a voice. In this cluster, American Sign Language will be introduced through both words and songs. Decide what to do with your new found language. Who might be your audience?

Examples: Physical and Life Sciences

- ***Invention Convention***

Are you an inventive thinker? Would you like to be? Come to this cluster to brainstorm a problem, try to identify many solutions, and design an invention to solve the problem. Create your invention individually or with a partner under the guidance of Bob Erickson and his colleagues. You may share your final product and the Young Inventor's Fair, a statewide, day-long celebration of creativity.

- ***Flight School***

Pilot your own helicopter! Discover how and why a glider flies and build one to test your ideas. Construct a rubber-powered model airplane and launch your own rocket to understand more about Bernoulli's Principle and Newton's Third Law. Discover the history of flight and the science of simple machines. You will be able to plan and complete your own project and experience one of life's greatest rewards, "taking two steps back to admire your own work." Mr. Schimmel is a former teacher, director of an environmental education center, and currently a school administrator in Mansfield. He obtained his pilot's license in 1981 and continues to enjoy learning about why and how bats, birds, and boomerangs—as well as numerous man-made machines—manage to FLY! Mrs. Latino is a fourth grade teacher at Southeast School who has a variety of interests, including skiing and sailing.

Examples: The Arts

- ***Creative Puppetry***

So, you want to be a puppeteer? Come design and create several different kinds of puppets, such as finger puppets, hand puppets, marionettes, and more. Experiment with and develop your own character. Write, direct, or star in a puppet show by bringing your puppets to life in a performance. The stage and your imagination are the only limits.

- ***Cartooning***

Doodle, draw, and dabble in the life of comic strip artists and cartoonists. This cluster is for both new and experienced illustrators, artists, and cartoonists. Come prepared to turn on your imagination and creativity. Create your own comical characters and produce a comic strip series for syndication in our crazy comic club or submit your work for publication in another outlet. Samantha Dunnack is a well-read fan of the funnies.

- ***The Chimers: A Handbell Choir***

Do you love music? Become a member of the cluster handbell choir, learn the techniques associated with this type of music, and play, compose, and prepare for authentic performances.

Examples: **Social Sciences**

- *Creative Problems, Creative Solutions*

Are you interested in becoming involved in the community? Do you have a desire to help others? Identify various problems in our communities or lives and solve them using creative problem solving. Apply creative problem solving to other situations and create and enact your solutions.

- *Children's Rights' Institute*

"That's not fair!" Have these words ever come out of your mouth? What is the difference between whining and real problems? What are the rights of people under 18 years old? Explore laws that define how you live and how they may be different from the laws that determine how other kids live. Develop a plan for action.

Examples: Math

- ***Survey Said . . .***

    Do you want to find out what people think about things? Survey your friends, your family, or the community about something you've always wanted to know. Organize their responses in a creative way. Decide how to share this information. Develop and conduct a survey and communicate your results in this exciting enrichment cluster.

- ***Numbers, Mathematics, and Games***

    Come create, produce, and play game with mathematics. What makes a good game and how have games been used in education and in cultures? What can be done with new games? Explore these questions and more on your quest to develop the next game that everyone is talking about.

- ***Bold Folds***

    Can paper frogs jump? Explore this and other questions in a cluster about the Chinese art of Origami. Research the history of Origami and find out how it is used today. Connect Origami to geometry. Produce you own 3-dimensional figures out of paper by practicing with existing designs or designing and creating your own! Decide what can be done today with Origami.

Examples: Computers and Technology

- ***Video Production***

Become a movie maker and produce a video for a box office audience. Show your creativity and movie-making panache through the camera lens and on the big screen. Learn tricks and techniques of the trade while developing your film.

- ***Web Site Designers***

Are you interested in web site design? Explore the how, what, and why of web design. Sharpen your skills and determine a product or service and begin creating. Work alone or with a design team.

Examples: Physical Education

- **Cultural Stompers Institute**

In this cluster, you will be able to design an interactive process that will facilitate cultural diversity and rhythmic stomping movements. You can use your skills to design costumes or develop different and unique steps. Create community performances, workshops, and beyond.

- **Spring Training**

Come try activities designed to enhance your total body awareness. Discover how to use your minds to become more skillful, fit, and knowledgeable about your physical abilities. Brainstorm and determine ways to have an impact on ourselves and others who may not have an interest in personal fitness. Personal trainers, physical education teachers, Dr. Michael Gerich and Kelli MacFarlane will guide you through this cluster.

Examples: **Industrial Arts/Home Economics**

- *Culinary Arts Institutes*

Is cooking and eating your thing? How does a chef differ from a cook? What makes good food great? Join Chef Roger in a culinary journey. Develop skills and identify products and services to which to apply your love of cooking and eating. The kitchen is big!

- *Habitat for Humanity*

Are you interested in construction and tools as well as making a difference in the community? If so, this cluster is for you. Join Habitat for Humanity in our town as we work to develop livable residences for elderly and needy residents.

TAXONOMY OF COGNITIVE & AFFECTIVE PROCESSES
(The "Type II Matrix" JSR: 2001)

Type II Enrichment

Cognitive Thinking Skills

- Creative Thinking Skills
- Creative Problem-Solving & Decision Making
- Critical and Logical Thinking

Written, Oral, and Visual Communication Skills

- Written Communication Skills
- Oral Communication Skills
- Visual Communication Skills

Learning How-To Learn Skills

- Listening, Observing, & Perceiving
- Reading, Note-taking, & Outlining
- Interviewing & Surveying
- Analyzing & Organizing Data

Using Advanced Research Skills & Reference Materials

- Preparing for Research & Investigative Projects
- Library & Electronic Reference
- Finding & Using Community Resources

Character Development and Affective Process Skills

- Character Development
- Interpersonal Skills
- Intrapersonal Skills

Meta-Cognitive Technology Skills

- Identify Trustworthy and Useful Information
- Selectively Manage overabundant Information
- Organize, Classify, and Evaluate Information
- Conduct self-assessments of web-based information
- Use relevant information to advance the quality of one's work
- Communicate Information Effectively

Guidelines for Developing and Enrichment Cluster

- Select a Topic

- Examine Key Questions

- Explore Key Questions

- Write Your Enrichment Cluster Description

- Launch Your Enrichment Cluster

- Escalate Content and Process

Select a Topic

1. Make a list of topics that you are interested in.

2. Reflect on Type I activities from yesterday.

3. Discuss ideas with a partner.

4. Prioritize your list.

Examine Key Questions

Enrichment clusters are always developed around the following six key questions:

- 1. What do people with an interest in this topic or area of study do?

- 2. What products do they create and/or what services do they provide?

- 3. What methods do they use to carry out their work?

- 4. What resources and materials are needed to produce high-quality products and services?

- 5. How and with whom do they communicate the results of their work?

- 6. What steps need to be taken to have an impact on intended audiences?

Initial Questions

The initial meetings of the African Dance Club focused on answering the following questions.

- What do people with an interest in African Dance do?

- What products do they create and/or what services do they provide?

- How, and with whom, do they communicate the results of their work?

- What resources and materials are needed to produce high quality African Dance products and services?

- What steps need to be taken to have an impact on intended audiences?
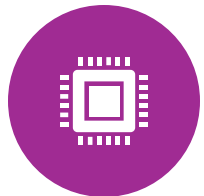
Explore Key Questions
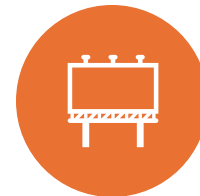
Talk to someone in the field

Read a book

Visit a place

What products could be developed?

Who would be the audience for these products?

How could you get the product to the audience?

Activity: Write Your Enrichment Cluster Description

- 100 words or less

- Don't use the word "learn"!

- Do use verbs: Build, design, market, construct...

- Pose a question:
  - "Do you like to express your feelings by writing poetry or short stories?"
  - "Are you concerned about finding better ways to protect wildlife?"
  - "Would you like to try your hand at designing fashions for teens?"
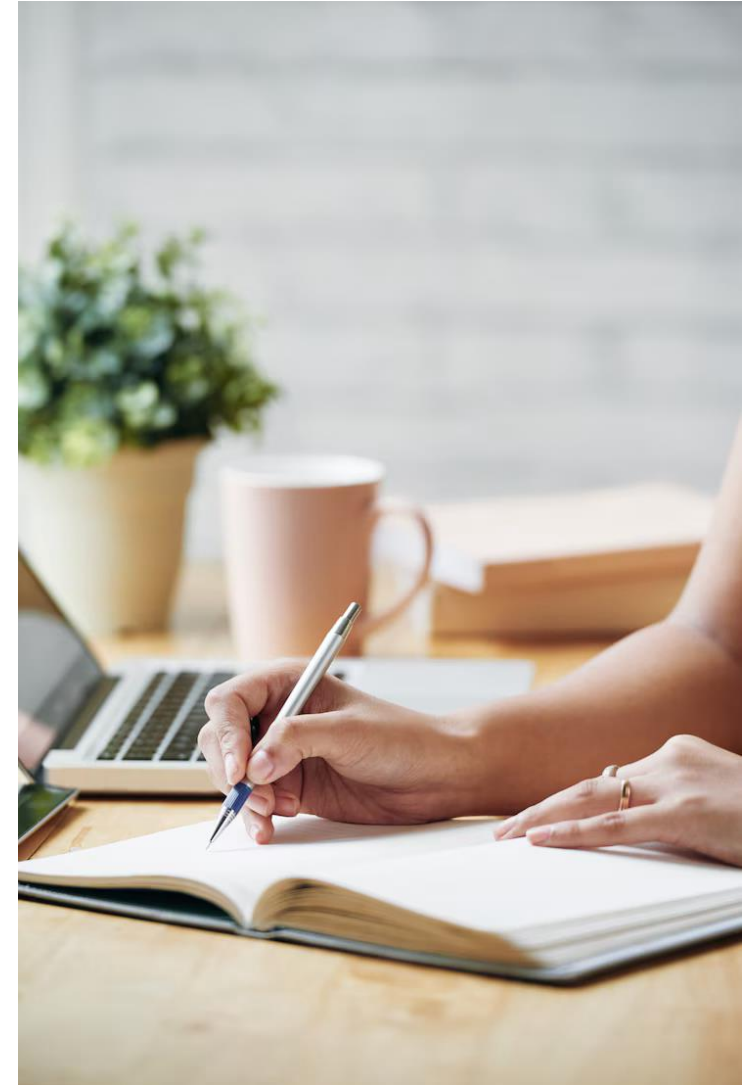
Launch your enrichment cluster

- Learn your student's names!
  - Distribute name tags
  - Do ice breakers that reinforce recall
- Introduce the content in an interactive and engaging way

Escalate the Process

TAXONOMY OF COGNITIVE & AFFECTIVE PROCESSES
(The "Type II Matrix" JSR: 2001)

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- Communicate Information Effectively

Questions?

SEM-R
The Schoolwide Enrichment Model-Reading

SEM-R Resources by Renzulli & Reis

Objective: **Use SEM-R to stimulate students' interest in and enjoyment of reading.**

Resources: https://gifted.uconn.edu/semr-about/

SEM-R Phase 1: Exposure

- Before you read – Take Three!

  - Exposure: Share why or how you chose the book (genre, author, topic, literary device?)

  - Critical Thinking: Choose a reading strategy or question to guide your discussion.

  - Connections: Consider links to other books, websites, art, experiences, activities, or projects.

- Leave them wanting to hear more (e.g., cliffhangers, unanswered questions or moral dilemmas)

- Model the use of reading strategies, advanced vocabulary, and supporting answers with text.

- Be Dramatic! Effective variation of intonation, speed, and volume can draw students in.

SEM-R Phase 2: Support Independent Reading

Students engage in challenging independent reading. Students read self-selected books of interest that are at least 1 to 1.5 reading levels above their current reading level. Reading time increases over time based on student readiness and self-regulation, until students are reading independently about 35-45 minutes per day.

Students use self-regulation strategies to monitor their reading and behavior. They may use bookmarks, sticky notes, signaling strategies, and their reading log.

Teachers conduct individualized conferences to ask students questions and invite discussion; model and teach reading strategies; and assess student fluency, comprehension, and higher level skills.participate in the conferences on a regular basis.

SEM-R Phase 3: Self Choice Activities

- Go beyond the traditional written or oral book report.
  - 🎬 **Create a Book Trailer** – Design a short video preview to capture the story's tone, plot, and themes.
  - 📘 **Design a Facebook Profile for a Character** – Include status updates, photos, friends, and interests that reflect the character's personality and experiences.
  - 🎨 **Illustrate Key Scenes** – Draw or digitally design a series of meaningful moments from the book, complete with captions or quotes.
  - ✍️ **Write Fan Fiction** – Imagine and write an original story involving the book's characters in new or extended situations.
  - 🎭 **Write Additional Scenes in Script Format** – Add new scenes or rewrite key moments as if for a play or movie, using proper script formatting.
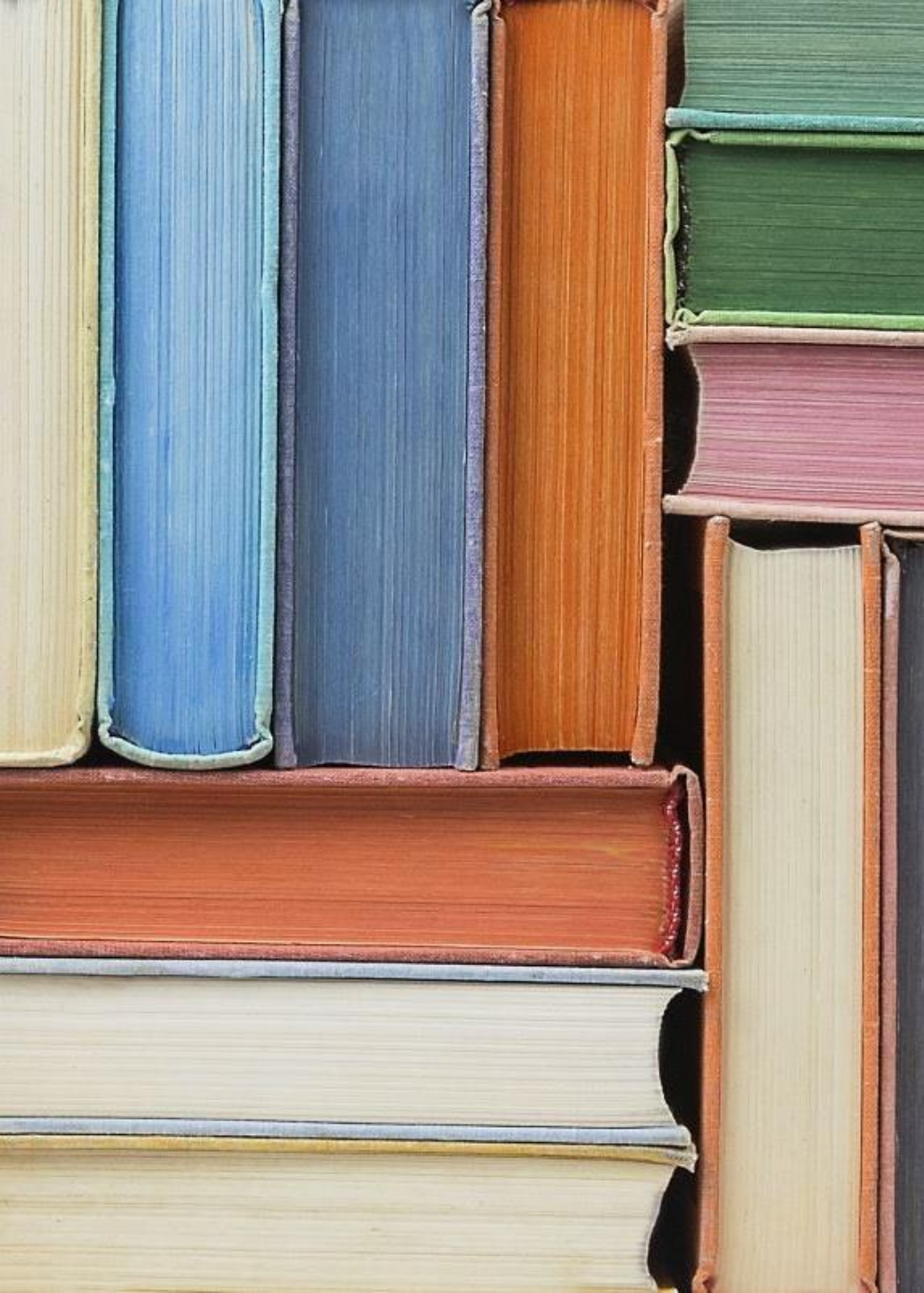
Activity

Create a library for your classroom to support student learning. Your library may be general or tied to a specific unit of instruction.

- **Curate Your Collection:**
  Select 10 books or other media (e.g., graphic novels, picture books, nonfiction texts, poetry, digital resources) that support your learning purpose. Include a diverse range of:
  - **Genres**: fiction, nonfiction, biography, poetry, informational texts, etc.
  - **Perspectives**: voices from different cultures, backgrounds, identities, and lived experiences.
  - **Reading Levels**: texts that accommodate a range of learners, including struggling and advanced readers.
  - **Formats**: print books, audiobooks, digital platforms, etc.

- **Reflect and Share:**
  - What themes or goals guided your selections?
  - How does your library help students see themselves— and others—in the materials?
  - What challenges did you face in curating a diverse, inclusive library?

SEM-R
https://gifted.uconn.edu/semr-about/

Setting

If you were to plan a trip to the setting of this book, what would you pack and why?

Connect the setting of this book to that of another book you have read. What do the settings have in common? How are they different?

Is the setting an appropriate location for the story? Why or why not?

What kind of background information do you think the author needed to collect in creating the setting for this book? What resources could the author have used to gather this information?

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University of Connecticut
www.gifted.uconn.edu
S-2

Plot

Describe any part of the plot that confused you. Do you think this was the author's intent? How did you resolve your confusion?

Describe a scene that you would include in a movie preview for this book. Why would you choose that scene?

What was the turning point or climax of the story? How do you know? How did it affect the main characters?

Is the plot believable? What aspects of the book added to or subtracted from this realism?

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P-8

Character

Who is the antagonist in the story? What clues from the text help you to determine this?

How would you feel if you were one of the characters in the book? Explain.

Describe a gift that you would give to the protagonist, and explain what details from the book influenced your decision.

What is a question that one of the characters seems to be struggling with in the story? How does this character seek answers or advice to resolve the question?

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C-2

- Prior to implementation
  - Assess students' reading level
  - Create "library" of books from a variety of genres
  - Select book hooks (see book hook planning)
- Implementation
  - Bookmarks
  - Writing prompts

What Can You Do?

- Test students' Lexile or other measure of reading

- Create a SEM-R library with above level books from diverse genres

- Provide students with reading time

- Use the SEM-R bookmarks

- Encourage extension activities (not required)
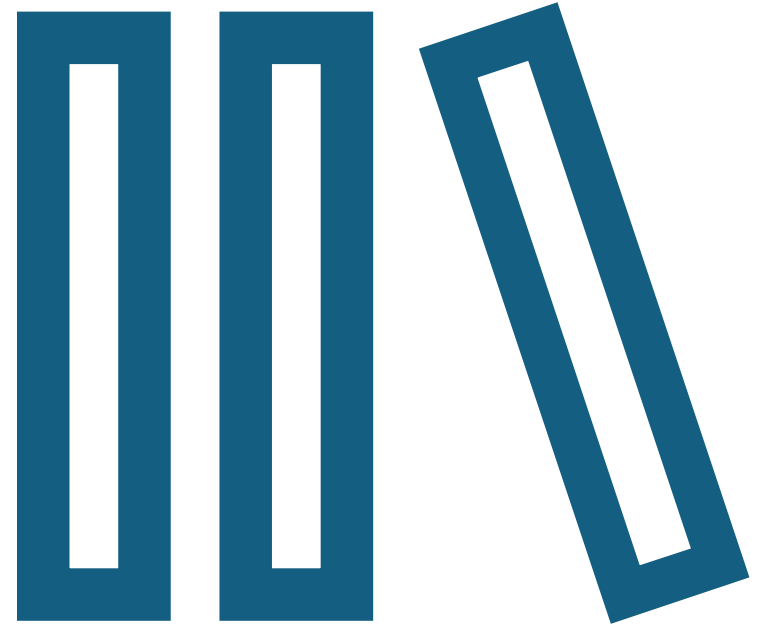
Debrief

- Why do we curriculum compact?
- What is the purpose of SEM-R?

Looking ahead

ENRICHMENT CLUSTERS

RENZULLI'S ENRICHMENT
TRIAD MODEL