

Books for Educators and Parents

The following books by Curry and Samara have been developed as guides

Designing Effective Units for Primary, Intermediate, and Middle School Grades is a guide to designing effective units of study for K-8 students with teacher generated sample units in the areas of math, language arts, science, social studies, and integrated and thematic topics.

Designing Effective Units for Intermediate Grades is a guide to designing effective units of study for elementary school students with teacher generated sample units in the areas of math, language arts, science, social studies, and integrated and thematic topics.

Designing Effective Middle School Units is a guide to designing effective units of study for middle school students with teacher generated sample units in the areas of math, language arts, science, social studies, and integrated and thematic topics. This is meant for use in any content area and in any educational environment.

Designing Effective High School Units is a guide to designing effective units of study with teacher generated sample units. It is designed for all educators who serve high school students. Teacher generated units are included in the areas of math, language arts, science, social studies, integrated units, and thematic units.

Designing Integrated Units for Elementary Classrooms is a guide to designing integrated units for elementary school students with teacher generated sample units in language arts, mathematics, science, social studies, academic skills, social skills, and integrated and thematic topics. This is meant for use in any content area and in any educational environment.

Designing Integrated Units for Secondary Classrooms is a guide to designing integrated units of study for secondary students with teacher generated sample units in the areas of fine arts and languages, literature, mathematics, sciences, social studies, cultures and languages, wellness, and integrated and thematic topics. This is meant for use in any content area and in any educational environment.

Questions and Answers for Parents of Young Gifted Children is a 32-page guide for parents of gifted children. It was written by two people who have had a great deal of experience as gifted educators and as parents of gifted children! The guide is divided into two sections; the first

focuses upon parenting young gifted children and the second deals with the education process.

A Guide for Parents: Overseeing Your Gifted Child's Education is a 24-page guide which discusses the responsibilities and reasonable expectations you can have on behalf of your gifted child. It focuses on questions and issues about gifted education to provide a resource as parents work with school staff to design a program of that better meets the child's needs. The Q & A format addresses: How do I know if my child is gifted? What kind of education does my child need? What is a quality gifted program? How can I guide my child at home? Also included is an annotated list of web sites.

JOURNAL 2007 focuses on Underserved Gifted Learners: 1. General Perspectives - authors: Ellen D. Fiedler, Sylvia Rimm and Al Ramirez, Corinne Harmon & Julie Browning. 2. Populations - authors: Joan Affenit, Judy T. Jankowski, Jennie Spallone, Penny Choice, Karen Morse & Elizabeth Meckstroth, Donovan R. Walling, Michelle Cohen, and Dorothy Clare Massalski. 3. Programming - authors: Carol V. Horn & Maurice I. Fisher, Jerry Flack, Cathy Risberg, Lois V. Guderian, and Carol S. Howe. 4. Other Voices from the Field - authors: Berniece Rabe, Virginia M. Macagnoni.

JOURNAL 2006 - Acceleration 1. Acceleration: Principles and Issues - authors: Penny Choice, Janet Bartell and Kathleen Bloomquist. 2. Acceleration: Applications to the Classroom - authors: Sally Y. Walker, Jerry Flack, Yolanda Toni, Dorothy Clare Massalski, Joan Freeman and Gale Freeman, and Linda Wallin. 3. Acceleration Responding to Special Needs - authors: Elizabeth Meckstroth, Carol Horn and Maurice Fisher, Rosemary Ginko, and Sally Calhoun.

JOURNAL 2005 - Differentiated Instruction: Overall Perspectives on Differentiation; Differentiation and Curriculum; Differentiation and Administration; Differentiation and Special Population.

Journal 2004 - Underserved Gifted Students: Attitudes and Policies; Identification: Perspective & Approaches; Curriculum: Strategies & Activities; The Role of Parents.

Journal 2003 - Curriculum: General Perspectives, Strategies, and Issues; Creativity and the Arts; Resources.

Journal 2002 - Creativity with two questions: What exactly does it mean to be creative? How can teachers and parents fulfill the creative needs of gifted students?

Journal 2001 - Significant issues in gifted education and its application to the gifted child and his/her relationship to school, home, and community.

Journal 2000 - Overall Perspectives; Curriculum & Instruction; and Target Populations.

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MISSION STATEMENT

The Illinois Association for Gifted Children is an organization of parents, educators, and others committed to the education and development of children with diverse gifts and talents. We educate, support, and influence those who touch the lives of children and focus our energies to meet the needs of children with gifts and talents in Illinois.

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