WGSD Gifted Education Learning Goals Grades 1-3

Goal #1

High Priority Standards:

National Association for Gifted Children (NAGC):
4.5. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced bi-literacy or multi-literacy, and creative expression. They display fluency with technologies that support effective communication.

Common Core College and Career Readiness Anchor Standards:
CCSS.ELA –Literacy.CCRA.W.2, W.4, W.6
CCSS.ELA –Literacy.CCRA.SL.1, SL.4
CCSS.ELA –Literacy.CCRA.L.1, L.2, L.6

TILS:
Strand B-Collaborate to produce a presentation with a variety of tools
Strand B-Create and respond to blog entries
Strand B-Communicate concepts and learning using a variety of media

Learning Goal: Communication	Proficiency Scale:

Students will communicate effectively within and beyond the classroom.
 	
"I can" statement: (Grades 1-3)
 	
"I can communicate in a way that helps others understand me and my message."
	4-Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
	
	3- Student demonstrates mastery with the learning goal as evidenced by:
	
	   · utilizing active and passive listening to synthesize knowledge.
	   · using pragmatic language to effectively interact with others when talking or listening (i.e.: when asking questions or expressing feelings).
	   · justifying thoughts and ideas verbally and in writing.
	   · using public speaking skills, including eye contact and projection. · utilizing a variety of technologies to plan and present a concept or idea.
	
	2- Student demonstrates he/she is nearing proficiency by:
	
	   · performing basic processes such as:
	     · sharing thoughts and ideas verbally and in writing.
	     · interacting with and asking questions of others.
	
	   · recognizing and recalling specific vocabulary, such as *constructive*, *destructive*, and any other words that emerge, as a part of content covered in gifted classes to communicate an idea.
	
	1-Student demonstrates limited knowledge or skill with the learning goal.

Goal #2

High Priority Standards

NAGC :

3.4. Students with gifts and talents become independent investigators.

3.6 Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.

Common Core College and Career Readiness Anchor Standards:

CCSS.ELA –Literacy.CCRA.R.8

CCSS.ELA –Literacy.CCRA. W.7

CCSS.Math.Practice.MP2

TILS:

Strand C-Identify a question/ need/want that can be answered using information sources

Strand C-Access information to answer questions and meet need/want

CREDE:

Challenging Activities- *Teaching Complex Thinking*

Learning Goal: Research	**Proficiency Scale:**
Students will be able to independently and collaboratively investigate.	4-Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
"I can" statement:(Grades 1-3)	3- Student demonstrates mastery with the learning goal as evidenced by:
"I can search, choose and share a variety of information and ideas to create something new."	• discovering and selecting various topics of interest to research. • using the skills of reading and writing in the research process. • accessing multiple sources to independently research a topic (2nd and 3rd). • working with peers to explore a topic or curiosity of shared interest (3rd grade).

	⋅ utilizing electronic tools (ie: Google Docs) and other methods to curate information and ideas with peers, and produce a shared product. (3rd grade) 2- Student demonstrates he/she is nearing proficiency by: ⋅ performing processes such as: ⋅ using a search engine to gather information. ⋅ recognizing and recalling specific vocabulary, such as: ⋅ utilizing vocabulary, such as *hypothesis*, *inquiry, paraphrase, plagiarism, bibliography, search engine, cite, and sources* and any other words that emerge, as a part of content covered in gifted classes. 1-Student demonstrates limited knowledge or skill with the learning goal.

Goal #3

High Priority Standards

NAGC:

3.4.1. Educators use critical-thinking strategies to meet the needs of students with gifts and talents.

3.4.3. Educators use problem-solving model strategies to meet the needs of students with gifts and talents.

Common Core College and Career Readiness Anchor Standards:

CCSS.ELA –Literacy.CCRA.SL.1, SL.4

CCSS.Math.Practice.MP2

TILS:

Strand C-Access information to answer questions and meet need/want

Strand D- Look for solutions to real-world problems with the lens of technology

CREDE:

Challenging Activities- *Teaching Complex Thinking*

Contextualization-*Making Meaning- Connecting School to Students' Lives*

Learning Goal: Thinking Skills/Problem Solving	Proficiency Scale:
Students will be able to recognize problems and persevere in solving them.	4-Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
	3-Student demonstrates mastery with the learning goal as evidenced by:
"I can…" statement: (Grades 1-3)	・thinking flexibly, recognizing differences and similarities, and breaking a whole into parts to identify and solve problems. ・working through various challenges and setbacks, and learning from mistakes.
"I can have a growth mindset as I recognize and solve a variety of problems."	2- Student demonstrates he/she is nearing proficiency.
	・performing processes such as: ・applying a strategy to solve a problem and/or learn through the process.
	・recognizing and recalling specific vocabulary, such as *logic*, *analyze* and any other words that emerge, as a part of content covered in gifted classes in order to communicate an idea.
	1-Student demonstrates limited knowledge or skill with the learning goal.

Goal #4

High Priority Standards

NAGC :

3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.

3.4.2. Educators use creative-thinking strategies to meet the needs of students with gifts and talents.

Common Core College and Career Readiness Anchor Standards:

CCSS.ELA –Literacy.CCRA.SL.1

CCSS.ELA –Literacy.CCRA.SL.5

TILS:

Strand A-Take and edit photos

Strand A-Create and edit video

Strand A-Create presentations using software (like Powerpoint, Prezi, etc.)

CREDE:

Challenging Activities- *Teaching Complex Thinking*

Learning Goal: Creative Thinking	Proficiency Scales:
Students will be able to creatively generate divergent solutions and products. **"I can…" Statement: (Grades 1-3)** "I can be creative when developing original ideas and products."	4-Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal. 3-Student demonstrates mastery with the learning goal as evidenced by: · expressing meaningful connections in order to form ideas and generate products. · using creative and critical thinking skills (i.e. originality, analyze information, imagination, flexible thinking, elaboration, etc.) to achieve understanding and solve problems. 2- Student demonstrates he/she is nearing proficiency by: · recognizing and recalling specific vocabulary, such as *imagination*, *originality*, and any other words that emerge, as a part of content covered in gifted classes. 1-Student demonstrates limited knowledge or skill with the learning goal.

Goal #5

High Priority Standards

NAGC:

1.1. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio emotional development and in intellectual, academic, creative, leadership, and artistic domains.
3.5 Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society. 4.4 Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.

TILS:
Strand F-Knows how to handle cyber bullies
Strand F- Knows what kind of information you should and should not share online

CREDE:
Instructional Conversation- *Teaching Through Conversation*
Contextualization-*Making Meaning- Connecting School to Students' Lives*

Learning Goals: Affective	Proficiency Scale:

Students will be able to make healthy decisions and act as responsible members of society.
 	
"I can…" Statement (Grades 1-3)
 	
"I can make healthy decisions and act as a responsible person, friend, family and community member."
	4-Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
	
	3-Student demonstrates mastery with the learning goal as evidenced by:
	
	  • embracing self- knowledge and self – expression to guide decisions and take risks.
	  • applying a self-directed awareness and respect for others.
	  • acting responsibly.
	  • applying an understanding of the value organization and respect for self and others.
	
	2- Student demonstrates he/she is nearing proficiency by:
	• Performing processes such as:
	  • developing an awareness of respect for others and personal responsibility.
	
	• recognizing and recalling specific vocabulary, such as *passion*, *perseverance* and any other words that emerge, as a part of content covered in gifted classes.
	
	1-Student demonstrates limited knowledge or skill with the learning goal.

WGSD Gifted Education Learning Goals Grades 4-5

Goal #1

High Priority Standards:

National Association for Gifted Children (NAGC):
4.5. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced bi-literacy or multi-literacy, and creative expression. They display fluency with technologies that support effective communication.

Common Core College and Career Readiness Anchor Standards:
CCSS.ELA –Literacy.CCRA.W.2, W.4, W.6
CCSS.ELA –Literacy.CCRA.SL.1, SL.4
CCSS.ELA –Literacy.CCRA.L.1, L.2, L.6

TILS:
Strand B-Collaborate to produce a presentation with a variety of tools
Strand B-Create and respond to blog entries
Strand B-Communicate concepts and learning using a variety of media

Learning Goal: Communication	Proficiency Scale:
Students will communicate effectively within and beyond the classroom.	4-Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. 3- Student demonstrates mastery with the learning goal as evidenced by: • using a variety of vocabulary and communication modes to synthesize knowledge and ideas to communicate with an audience. • using pragmatic language to effectively interact with others when talking or listening. • justifying thoughts and ideas by providing an explanation using descriptive details. • using writing and technology as a mode of expression to plan and present a concept or idea. • using public speaking skills, including eye contact and projection. 2- Student demonstrates he/she is nearing proficiency by: • performing processes such as: • <u>using writing as a mode of expression to plan and present a message.</u> • recognizing and recalling specific vocabulary, such as *constructive*, *active listening*, *passive listening*, and any other words that emerge, as a part of content covered in gifted classes. 1-Student demonstrates limited knowledge or skill with the learning goal.
"I can" statement: (Grades 4-5) "I can communicate in a way that helps others understand me and my message."	

Goal #2

High Priority Standards

NAGC :

3.4. Students with gifts and talents become independent investigators.

    3.6 Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.

Common Core College and Career Readiness Anchor Standards:

CCSS.ELA –Literacy.CCRA.R.8

CCSS.ELA –Literacy.CCRA. W.7

CCSS.Math.Practice.MP2

TILS:

Strand C-Identify a question/ need/want that can be answered using information sources

Strand C-Access information to answer questions and meet need/want

CREDE:

Challenging Activities- *Teaching Complex Thinking*

Learning Goal: Research	Proficiency Scale:
Students will be able to independently and collaboratively investigate.	4-Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
"I can" statement:(Grades 4-5)	3- Student demonstrate mastery with the learning goal as evidenced by:
"I can investigate information and ideas to create something new."	• independently forming a relevant and appropriate research question to inquire about a topic or curiosity. • discriminating related information to synthesize ideas. • utilizing primary and secondary sources to share information and form a product.

	・working as a member of a team with members possessing unique roles but functioning together as one unit. ・utilizing electronic tools (ie: Google Docs) and other methods to curate information and ideas with peers, and produce a shared product. 2- Student demonstrates he/she is nearing proficiency by: ・recognizing and recalling specific vocabulary, such as *hypothesis*, *analyze* primary source and any other words that emerge as a part of content covered in gifted classes. 1-Student demonstrates limited knowledge or skill with the learning goal.

Goal #3

High Priority Standards

NAGC:

3.4.1. Educators use critical-thinking strategies to meet the needs of students with gifts and talents.

3.4.3. Educators use problem-solving model strategies to meet the needs of students with gifts and talents.

Common Core College and Career Readiness Anchor Standards:

CCSS.ELA –Literacy.CCRA.SL.1, SL.4

CCSS.Math.Practice.MP2

TILS:

Strand C-Access information to answer questions and meet need/want

Strand D- Look for solutions to real-world problems with the lens of technology

CREDE:

Challenging Activities- *Teaching Complex Thinking*

Contextualization-*Making Meaning- Connecting School to Students' Lives*

Learning Goal: Thinking Skills/Problem Solving Students will be able to recognize problems and persevere in solving them.	**Proficiency Scale:** 4-Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

"I can…" statement: (Grades 4-5) "I can recognize a variety of problems and persevere when solving them."	3-Student demonstrates mastery with the learning goal as evidenced by: · thinking flexibly, mind mapping, and visualizing to identify and solve problems · using critical thinking skills (i.e. analyze information, identify themes, etc.) to achieve understanding, evaluate view points, and solve problems. · demonstrating tenacity to stay with a problem for multiple attempts. · applying original thinking and perseverance to solve a problem. 2- Student demonstrates he/she is nearing proficiency by: · performing processes such as: · applying a strategy to solve a problem and/or learn through the process. · recognizing and recalling specific vocabulary, such as *eliminate*, *evaluate*, *substantiate, and divergent* and any other words that emerge, as a part of content covered in gifted classes in order to communicate an idea. 1-Student demonstrates limited knowledge or skill with the learning goal.

Goal #4

High Priority Standards

NAGC :

3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.

3.4.2. Educators use creative-thinking strategies to meet the needs of students with gifts and talents.

Common Core College and Career Readiness Anchor Standards:

CCSS.ELA –Literacy.CCRA.SL.1

CCSS.ELA –Literacy.CCRA.SL.5

TILS:

Strand A-Take and edit photos

Strand A-Create and edit video

Strand A-Create presentations using software (like Powerpoint, Prezi, etc.)

CREDE:

Challenging Activities- *Teaching Complex Thinking*

Learning Goal: Creative Thinking	**Proficiency Scales:**
Students will be able to creatively generate divergent solutions and products.	4-Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
"I can…" Statement: (Grades 4-5)	3- Student demonstrates mastery with the learning goal as evidenced by: :
"I can be creative when developing original ideas and products."	· using creative and critical thinking skills (i.e. originality, analyze information, imagination, flexible thinking, elaboration, etc.) to achieve understanding, evaluate view points, and solve problems. · synthesizing creative thinking skills and techniques (e.g. SCAMPER, thought experiments) to originate ideas.
	2- Student demonstrates he/she is nearing proficiency by:
	· recognizing and recalling specific vocabulary, such as *flexibility*, *elaboration*, *fluency, technique and perception* and any other words that emerge, as a part of content covered in gifted classes.
	1-Student demonstrates limited knowledge or skill with the learning goal.

Goal #5

High Priority Standards

NAGC:

1.1. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio emotional development and in intellectual, academic, creative, leadership, and artistic domains.
3.5 Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society. 4.4 Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.

TILS:
Strand F-Knows how to handle cyber bullies
Strand F- Knows what kind of information you should and should not share online

CREDE:
Instructional Conversation- *Teaching Through Conversation*
Contextualization-*Making Meaning- Connecting School to Students' Lives*

Learning Goals: Affective	Proficiency Scale:
Students make decisions and act as responsible members of society.	4-Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
"I can…" Statement (Grades 4-5)	3-Student demonstrates mastery with the learning goal as evidenced by:
Students will be able to make healthy decisions and act as responsible members of society.	・embracing self- knowledge and a value for others to guide decisions and take risks. ・applying an awareness and respect for others in problem solving. ・applying affective domain learning skills including: Receiving, Responding, Organizing, Valuing and Internalization. ・applying respect for others for self and others. ・setting goals and taking steps toward those goals.
	2- Student demonstrates he/she is nearing proficiency by:
	・performing processes such as: ・developing an awareness of self-concept. ・recognizing and recalling specific vocabulary, such as *fixed /growth mindset*, *passion, empathy*, and *resilience* and any other words that emerge, as a part of content covered in gifted classes.
	1-Student demonstrates limited knowledge or skill with the learning goal.

WGSD Gifted Education Learning Goals Grades 6-8

Goal #1

High Priority Standards:

National Association for Gifted Children (NAGC):
4.5. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced bi-literacy or multi-literacy, and creative expression. They display fluency with technologies that support effective communication.

Common Core College and Career Readiness Anchor Standards:
CCSS.ELA –Literacy.CCRA.W.2, W.4, W.6
CCSS.ELA –Literacy.CCRA.SL.1, SL.4
CCSS.ELA –Literacy.CCRA.L.1, L.2, L.6

TILS:
Strand B-Collaborate to produce a presentation with a variety of tools
Strand B-Create and respond to blog entries
Strand B-Communicate concepts and learning using a variety of media

Learning Goal: Communication	Proficiency Scale:
Students will communicate effectively within and beyond the classroom.	4-Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. 3- Student demonstrates mastery with the learning goal as evidenced by: • using a variety of vocabulary and communication modes to synthesize knowledge and ideas to communicate a message. • developing an awareness of a digital footprint. • using pragmatic language to effectively interact with others when talking or listening. • justifying thoughts and ideas by providing analysis that includes descriptive details. • using public speaking skills, including eye contact and projection. • using various an effective modes of writing to communicate a concept or idea. 2- Student demonstrates he/she is nearing proficiency by: • recognizing and recalling specific vocabulary, such as *constructive*, *destructive*, *active listening*, *passive listening* and any other words that emerge, as a part of content covered in gifted classes. 1-Student demonstrates limited knowledge or skill with the learning goal.

Goal #2

High Priority Standards

NAGC :

3.4. Students with gifts and talents become independent investigators.

    3.6 Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.

Common Core College and Career Readiness Anchor Standards:

CCSS.ELA –Literacy.CCRA.R.8

CCSS.ELA –Literacy.CCRA. W.7

CCSS.Math.Practice.MP2

TILS:

Strand C-Identify a question/ need/want that can be answered using information sources

Strand C-Access information to answer questions and meet need/want

CREDE:

Challenging Activities- *Teaching Complex Thinking*

Learning Goal: Research	Proficiency Scale:
Students will be able to independently and collaboratively investigate.	4-Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

	3- Student demonstrates mastery with the learning goal as evidenced by: · independently forming a relevant and appropriate research question to inquire about a topic or curiosity. · searching and gathering relevant information from multiple sources. · contributing to the work of the group by demonstrating a variety of traits including a strong work ethic and positive attitude for self and others. · synthesizing information and ideas to create a research product. · analyzing information inclusive of primary and secondary sources. 2- Student demonstrates he/she is nearing proficiency by: · recognizing and recalling specific vocabulary such as *hypothesis*, *analyze*, *primary source*, *collaboration* and any other words that emerge as a part of content covered in gifted classes. 1-Student demonstrates limited knowledge or skill with the learning goal.

Goal #3

High Priority Standards

NAGC:

3.4.1. Educators use critical-thinking strategies to meet the needs of students with gifts and talents.

3.4.3. Educators use problem-solving model strategies to meet the needs of students with gifts and talents.

Common Core College and Career Readiness Anchor Standards:

CCSS.ELA –Literacy.CCRA.SL.1, SL.4

CCSS.Math.Practice.MP2

TILS:

Strand C-Access information to answer questions and meet need/want

Strand D- Look for solutions to real-world problems with the lens of technology

CREDE:

Challenging Activities- *Teaching Complex Thinking*

Contextualization-*Making Meaning- Connecting School to Students' Lives*

Learning Goal: Thinking Skills/Problem Solving	Proficiency Scale:
Students will be able to recognize problems and persevere in solving them.	4-Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. 3-Student demonstrates mastery with the learning goal as evidenced by: ・recognizing and solving multi-step, complex problems independently and with others. ・applying a variety of strategies and displaying perseverance to solve a complex problem(i.e. open-ended, trouble shooting, etc.) utilizing technology as a resource. ・using critical thinking skills (i.e. analyze information, identify themes, etc.) to achieve understanding, evaluate view points, and solve problems. 2- Student demonstrates he/she is nearing proficiency by: ・Performing processes such as: 　・the ability to independently and collaboratively identify relevant problems. ・recognizing and recalling specific vocabulary, such as *brainstorm, argument, divergent, and substantiate* and any other words that emerge, as a part of content covered in gifted classes. 1-Student demonstrates limited knowledge or skill with the learning goal.

Goal #4

High Priority Standards

NAGC :

3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.

3.4.2. Educators use creative-thinking strategies to meet the needs of students with gifts and talents.

Common Core College and Career Readiness Anchor Standards:

CCSS.ELA –Literacy.CCRA.SL.1

CCSS.ELA –Literacy.CCRA.SL.5

TILS:

Strand A-Take and edit photos

Strand A-Create and edit video

Strand A-Create presentations using software (like Powerpoint, Prezi, etc.)

CREDE:

Challenging Activities- *Teaching Complex Thinking*

Learning Goal: Creative Thinking	Proficiency Scales:
Students will be able to creatively generate divergent solutions and products.	4-Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. 3-Student demonstrates mastery with the learning goal as evidenced by: • using creative and critical thinking skills (i.e. originality, analyze information, imagination, flexible thinking, elaboration, etc.) to achieve understanding, evaluate view points, and solve problems. • synthesizing creative thinking skills and techniques (e.g. SCAMPER, thought experiments) to originate ideas. • making and expressing meaningful connections to their learning. 2- Student demonstrates he/she is nearing proficiency by: • recognizing and recalling specific vocabulary, such as *imagination, flexibility, originality, elaboration, and authentic* and any other words that emerge, as a part of content covered in gifted classes. 1-Student demonstrates limited knowledge or skill with the learning goal.

Goal #5

High Priority Standards

NAGC:

1.1. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio emotional development and in intellectual, academic, creative, leadership, and artistic domains.

3.5 Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society. 4.4 Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.

TILS:

Strand F-Knows how to handle cyber bullies

Strand F- Knows what kind of information you should and should not share online

CREDE:

Instructional Conversation- *Teaching Through Conversation*

Contextualization-*Making Meaning- Connecting School to Students' Lives*

Learning Goals: Affective	Proficiency Scale:

Students will be able to make healthy decisions and act as responsible members of society.	4-Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
	
	3-Student demonstrates mastery through independence, consistency and confidence with the learning goal as evidenced by:
	
	    · embracing self- knowledge and self – expression to guide decisions and take risks.
	    · applying respect for others for self and others.
	    · applying affective domain learning skills including: Receiving, Responding, Organizing, Valuing and Internalization.
	    · setting goals and taking steps toward those goals.
	
	2- Student demonstrates he/she is nearing proficiency by:
	
	    · performing processes such as:
	    · developing an understanding of self-concept ,organization and respect for others.
	    · setting goals and taking steps toward those goals.
	
	    · recognizing and recalling specific vocabulary, such as *fixed /growth mindset*, *passion*, *perseverance*, *resilience, grit, empathy* and any other words that emerge, as a part of content covered in gifted classes.
	
	1-Student demonstrates limited knowledge or skill with the learning goal.