

Grade 4 Workshop - Gifted/Talented

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Course Information

Grade(s):	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> Other _____
Discipline/Course:	Discipline: Gifted/Talented Course: Grade 4 Gifted/Talented		
Course Title:	Grade 4 Workshop - Gifted/Talented		
Prerequisite(s):	Acceptance into the Workshop - Gifted/Talented Program based on criteria set by the Fairfield Public Schools.		
Course Description: <i>Program of Studies</i>	<p>The Fairfield Public Schools are committed to providing an education of excellence that challenges students to reach their highest potential by meeting their interests, abilities, and needs under a common curriculum framework. A key component of this philosophy is that high-quality, differentiated learning experiences are at the heart of good classroom instruction across all grade levels and subject areas.</p> <p>It is also understood that some students may perform at significantly higher levels than their peers and benefit from instructional services beyond those found in the general educational program. To that end, a program has been developed that supports students who demonstrate above-average ability, creativity, and high levels of task commitment. Our grades 3-8 program includes the following academic and social-emotional components:</p> <ul style="list-style-type: none"> ● A small group setting where social connections are developed and cultivated ● A rigorous curriculum focused on conceptual thinking, higher-level processes, and problem-solving ● Opportunities for students to be themselves and collaborate with like-minded peers ● Social-emotional exploration activities and discussions that help students develop healthy 		

	<p>self-concepts and increase commitment to personal responsibility toward others</p> <p>Our Workshop-Gifted/Talented program invites students to tackle complex, real-world challenges in creative and innovative ways. Students will develop a willingness to explore multiple solutions, fostering a curious mindset. They will learn to combine knowledge and skills from various disciplines, recognizing the nature of interconnected learning. Emphasis will be placed on self-motivation and personal drive, empowering learners to pursue and complete problem-based and project-based tasks with determination and focus. The program will also reinforce content from the grade-level curriculum, allowing students to draw connections between what they are learning in their classes and what they choose to explore within each unit. Students will enhance their understanding and engagement by selecting projects that align with their interests, making learning more relevant and personal.</p> <p>Collaboration and communication are key components of our program, helping students to appreciate diverse perspectives and harness the strengths of their peers. Students will develop critical thinking skills through rigorous information analysis, evidence evaluation, and informed decision-making. They will learn to adapt to changing circumstances, adjusting their goals based on new insights and feedback. Additionally, students will articulate their ideas, share their findings, and engage with various audiences, improving their ability to convey complex concepts clearly and persuasively. Ethical considerations will be integrated throughout the curriculum, guiding students in making responsible choices in their project work.</p> <p>By embracing a mindset of innovation, students will explore new approaches and solutions while learning to reflect on their strengths, weaknesses, and areas for growth. Our program aims to equip students with the skills and strategies to navigate challenges creatively and effectively as they prepare to make a meaningful impact in their future endeavors.</p> <p>Curricular connections: heroes, Malala, mythology, nutrition, and healthy habits, reducing household waste, being a global guardian, museums as a means of communication</p>
Course Essential	<ul style="list-style-type: none"> • How can we approach complex problems with creativity and innovation?

Questions:	<ul style="list-style-type: none"> ● How can knowledge and skills from multiple subject areas help us address real-world challenges? ● Why is self-motivation important in pursuing and completing tasks? ● How do diverse perspectives and strengths contribute to successful project outcomes? ● How can we develop advanced critical thinking skills to analyze information and make informed decisions? ● How can we adapt to changes and redefine goals based on new information, feedback, or setbacks? ● How can we effectively articulate our ideas and present our findings to diverse audiences? ● What ethical considerations should we be aware of in our work, and how can we make responsible choices? ● How can we embrace innovation and explore novel approaches to challenges within our work? ● What role does self-reflection play in our learning journey?
Course Enduring Understandings:	<ul style="list-style-type: none"> ● Creative problem-solving involves using unconventional thinking and innovative strategies to navigate complex challenges. ● Interdisciplinary knowledge provides us with a better understanding of real-world issues. ● Self-motivation drives persistence and commitment, enabling us to overcome obstacles and achieve goals. ● Embracing diverse viewpoints and strengths improves collaboration. ● Advanced critical thinking helps us rigorously evaluate information, enabling informed decision-making considering multiple viewpoints and potential consequences. ● Flexibility and adaptability allow us to respond constructively to change and realign goals. ● Effective communication involves tailoring messages to different audiences, ensuring clarity and engagement. ● Ethical awareness guides decision-making and ensures our actions align with values and societal standards. ● A mindset that values innovation encourages the exploration of new ideas and approaches, facilitating the development of unique solutions to complex problems. ● Self-reflection allows us to assess experiences, learn from successes and failures, and continuously improve skills and understanding.

Duration: Credit:	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> .5 Credit(s) <input type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input checked="" type="checkbox"/> N/A
Course Materials/Resources:	Each unit of study includes unique learning experiences and materials that support the Essential Questions and Enduring Understandings.	
FPS Course Academic Expectation(s):	<input checked="" type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input checked="" type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input checked="" type="checkbox"/> Collaborating Strategically (CS) <input checked="" type="checkbox"/> Using Communication Tools (UCT)	
Year at a Glance (Units):	Unit 1: The Power of One (~ 6-8 weeks) Unit 2: Museum of Change (~ 6-8 weeks) Unit 3: Feed The World (~ 6-8 weeks) Unit 4: Sustainable City Design (~ 6-8 weeks) Unit 5: Take a Stand (And Make it Your Business) Social Superheroes #2 (~ 6-8 weeks)	

Unit Number and Title:	Unit 1 - The Power of One
Duration:	~ 6-8 weeks
Resource(s):	upschool.co: "The Power of One" <i>Discovering Antarctica: The Antarctic Treaty</i> National Geographic
Unit Overview:	<p>This interdisciplinary unit invites students to explore Antarctica's vital role in shaping our planet's climate, ecosystems, and future. Through dynamic lessons and virtual experiences, students will investigate the region's unique biodiversity, the complexities of climate change, and the importance of sustainable practices. They will study Antarctic flora and fauna, understand their roles in the ecosystem, and examine climate change from multiple perspectives, including scientific data and global viewpoints.</p> <p>Students will analyze how human activities impact Antarctica and global climate patterns while reflecting on their lifestyle choices and environmental responsibilities. By exploring various approaches to conservation and sustainability, they will learn how different cultures respond to climate issues. Key activities will include conducting experiments that simulate Antarctic conditions, engaging in role-playing exercises representing diverse stakeholders, and creating personal "environmental impact journals."</p> <p>By the end of the unit, students will gain a comprehensive understanding of Antarctica's significance and the complexities of climate change. They will develop critical thinking skills, consider diverse perspectives, and make informed decisions about their environmental impact, ultimately fostering a sense of global citizenship and encouraging thoughtful action within their local communities.</p>
Learning Goals	
Standard(s):	National Standards in Gifted and Talented Education 1.2. Self-understanding students with gifts and talents demonstrate an understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.

	<p>1.4. Awareness of Needs. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.</p> <p>1.5. Awareness of Needs. Students’ families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents.</p> <p>4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>4.3. Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.</p> <p>4.4. Cultural Competence. Students with gifts and talents value their own and others’ language, heritage, and circumstances. 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.</p> <p>4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● How does the Antarctic climate system influence global weather patterns? ● What roles do key species play in maintaining the balance of the Antarctic food web? ● How can we balance scientific exploration with conservation efforts in polar regions? ● What technological innovations are necessary for conducting research in Antarctica's harsh environment? ● How can individuals adopt sustainable practices to protect our oceans and polar regions?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Antarctica plays a critical role in shaping our planet's climate and ecosystems, with global implications. ● Antarctica's unique biodiversity is fragile and resilient, adapting to extreme conditions.

	<ul style="list-style-type: none"> ● Sustainable practices and conservation efforts are crucial for protecting fragile environments like Antarctica. ● Innovative technologies and research methods are vital for understanding and preserving remote environments like Antarctica. ● Reflecting on and learning from extreme environments can inspire positive changes in our everyday lives and communities.
<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● the role of Antarctica in global climate regulation and its impact on weather patterns. ● the unique flora and fauna of Antarctica and their adaptations to extreme conditions. ● the effects of climate change on Antarctic ecosystems and global climate systems from multiple perspectives. ● how human activities affect Antarctica and contribute to broader environmental issues. ● sustainable practices and conservation efforts. ● how different cultures and countries view and respond to climate change and environmental challenges. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● analyze data, evaluate sources, and draw conclusions about environmental issues. ● conduct research using various resources to gather information on Antarctic ecosystems, climate change, and sustainability. ● reflect on their personal choices and assess their environmental impact through journaling and discussions. ● work collaboratively on projects, engaging in discussions, debates, and group activities to explore diverse viewpoints. ● communicate ideas effectively through presentations, written reports, and creative projects. ● apply problem-solving skills to design sustainable solutions for environmental challenges.

Unit Number and Title:	Unit 2 - Museum of Change
Duration:	~ 6-8 weeks
Resource(s):	<ul style="list-style-type: none"> ● Online databases such as The Smithsonian Learning Lab, NASA’s Universe of Learning ● PBLWorks - “The Art of Persuasion” ● Local museums' websites and virtual tours, such as the Museum of Natural History, The Fairfield Museum and History Center, the Museum of Science Boston, the Connecticut Science Center, the Yale Art Gallery, and The Peabody Museum. ● Video tutorials on creating physical and digital exhibits
Unit Overview:	<p>The "Museum of Change" is an engaging, project-based learning unit that challenges students to explore the concept of change over time by creating their own museum exhibits. In this immersive experience, students select a topic of personal interest, research its historical development, and predict its future evolution.</p> <p>Independently, students will design and build museum exhibits that showcase their findings, bringing the past, present, and future of their chosen subject to life. Through this process, students develop crucial skills in research, critical thinking, creativity, and presentation.</p> <p>This project encourages deep thinking about innovation and the interconnectedness of past, present, and future while allowing for cross-curricular connections in history, science, art, and language arts.</p> <p>By becoming curators of their own exhibits, students gain hands-on experience in storytelling and design while also developing 21st-century skills such as collaboration, digital literacy, and problem-solving.</p> <p>Ultimately, the "Museum of Change" project not only enhances students' knowledge about their chosen topics but also broadens their understanding of how change shapes our world and how we can anticipate and prepare for future developments.</p>

Learning Goals	
Standard(s):	<p>National Standards in Gifted and Talented Education</p> <p>1.1. Self-understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.</p> <p>1.2. Self-understanding. Students with gifts and talents demonstrate an understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior</p> <p>1.4. Awareness of Needs. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.</p> <p>2.5. Learning Progress. Students self-assess their learning progress.</p> <p>3.3. Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.</p> <p>3.4. Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.</p> <p>3.5. Instructional Strategies. Students with gifts and talents become independent investigators.</p> <p>3.6. Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curriculum resources.</p> <p>4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk-taking.</p> <p>4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● What makes [your topic] change? ● How can you anticipate what [your topic] will look like in the future? ● How does [your topic] connect to other things in our world? ● Is change good?

Enduring Understanding(s):	<ul style="list-style-type: none"> ● Many factors can cause a topic to change depending on characteristics, geography, culture, etc. ● To get a glimpse of the future, we can visit museums that offer an array of learning experiences and show how things change. ● There are many different ways to connect one topic to another. ● Change can be perceived as positive and/or negative depending on various factors and opinions.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● the overarching mission of (most) museums and the service they provide to a variety of learners and communities. ● the historical development of a chosen topic over time. ● tools of Depth and Complexity regarding a chosen topic ● key factors that influence change and innovation in a chosen field. ● visual representations (museum exhibits) that effectively communicate the evolution of a topic. ● evidence-based predictions about future developments in their chosen area. ● the process of change and its implications for society. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● gather, evaluate, and synthesize information from various sources to create informative exhibits. ● analyze how subjects have changed over time and consider potential future developments. ● practice conveying complex ideas through visual and written mediums. ● develop skills in exhibit layout, visual presentation, and creative problem-solving. ● plan, organize, and execute a multi-step project within given constraints. ● gain practice in understanding historical context and making connections between past, present, and future. ● Utilize a variety of digital tools for research, design, or interactive elements. ● Consider multiple viewpoints on change.

Unit Number and Title:	Unit 3 - Feed The World
Duration:	~ 6-8 weeks
Resource(s):	<p>upschool.co- Challenge #2 Zero Hunger World Wildlife Foundation– “Be a Food-Waste Warrior” Oxfam International-Hunger Banquet National Agriculture In the Classroom (agclassroom.org) United Nations World Food Programme Local Businesses- Fork Farms/Nourish Bridgeport, Metrocrops, Sprout, etc. <i>Boys Without Water</i> by Kashmira Sheth</p>
Unit Overview:	<p>This engaging unit focuses on global food systems, sustainable agriculture, and innovative solutions to world hunger. This multidisciplinary unit introduces students to the complexities of food production, from farm to table, examining traditional agricultural practices and their impact on the environment.</p> <p>Students then delve into the challenges of feeding a growing global population, investigating issues of food security, sovereignty, and the equitable distribution of resources. The unit progresses to explore cutting-edge agricultural technologies, including vertical farming, hydroponics, and precision agriculture, encouraging students to think critically about the future of food production.</p> <p>Students gain practical insights into sustainable farming methods through hands-on activities, such as designing mini vertical gardens and conducting comparative growth studies. The curriculum also incorporates real-world connections, perhaps visiting local businesses or taking virtual tours of innovative farms, allowing students to see sustainable practices.</p> <p>Throughout the unit, students engage in problem-based learning activities and critical thinking challenges, such as designing circular food systems and debating the pros and cons of various agricultural technologies. The unit culminates in a community showcase where students present innovative solutions to local and global food-related challenges, demonstrating their understanding of complex food systems and their potential to contribute to a more sustainable future.</p> <p>This unit educates students about crucial global issues by integrating science, social studies,</p>

	<p>mathematics, and language arts. It empowers them to become active, informed citizens capable of addressing complex challenges in their communities and beyond.</p>
Learning Goals	
Standard(s):	<p>National Standards in Gifted and Talented Education</p> <p>1.2. Self-understanding. Students with gifts and talents demonstrate an understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.</p> <p>4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>4.3. Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.</p> <p>4.4. Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstances. 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.</p> <p>4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● How do our food choices impact the environment and global food systems? ● How can innovative farming techniques, such as vertical farming and hydroponics, contribute to solving world hunger? ● What role does technology play in creating more efficient and sustainable agricultural practices? ● In what ways can local food systems contribute to global food security and sustainability? ● How might climate change affect future food production?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Our choices regarding food and where it comes from significantly impact world economies, the environment, and human health.

	<ul style="list-style-type: none"> ● New farming techniques are finding success and changing the trajectory of world hunger. ● Technology is a powerful tool that supports the innovations farmers are making in the growing of food. ● Local food systems can ease the stress of importing food and reduce the environmental impact, food security, and sustainability. ● Human changes to the planet have impacted our ability to provide sufficient food to our growing population.
<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● the concept of food systems, from farm to table. ● the challenges of feeding a growing global population. ● the impact of food choices on the environment and global food systems. ● the principles of food sovereignty and food security. ● innovative farming techniques such as vertical farming, hydroponics, and precision agriculture. ● the relationship between climate change and food production. ● the locations of the world's hungriest populations and factors contributing to hunger. ● why hunger persist in a world that currently produces enough food for everyone. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● analyze and compare different agricultural practices and their environmental impacts. ● design sustainable farming solutions using technology and innovative techniques. ● evaluate the pros and cons of various agricultural technologies. ● conduct experiments to compare growth rates and resource use in different farming methods. ● create 3D models or digital designs of futuristic farms. ● develop problem-solving skills to address complex food-related challenges. ● practice critical thinking by debating agricultural and food distribution issues. ● improve research skills by investigating global food security issues. ● enhance communication skills through presentations of innovative solutions. ● apply knowledge to real-world situations through hands-on activities and local business visits.

Unit Number and Title:	Unit 4 - Sustainable City Design
Duration:	~ 6-8 weeks
Resource(s):	<ul style="list-style-type: none"> ● upschool.co - Sustainable Development Goals:#7 -Affordable and Clean Energy, #9 - Industry, Innovation, and Infrastructure, #11 - Sustainable Cities and Communities ● PBLWorks - “Making Space for Change: Tiny House” ● Icivics - Counties Work, People’s Pie, Lawcraft ● National Building Museum Resources ● <i>Journey to City X: Adventures in Engineering For Kids</i>, by Brett Schilke
Unit Overview:	<p>In this engaging unit, students will work collaboratively to envision and design a city of the future that prioritizes economic viability, environmental sustainability, and social well-being. Through understanding the critical role of local government, students will explore its purpose, importance, and various duties, including how different departments utilize tax revenues to fund essential community programs. Weekly city meetings will simulate real-life governance, where students will listen to citizen requests, identify community challenges, and brainstorm innovative solutions to enhance happiness and quality of life. By integrating hands-on activities and discussions, this unit aims to develop students' critical thinking, problem-solving skills, and civic awareness, preparing them to become informed and active community participants.</p>
Learning Goals	
Standard(s):	<p>National Standards in Gifted and Talented Education</p> <p>1.1. Self-understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.</p> <p>1.2. Self-understanding. Students with gifts and talents demonstrate an understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior</p> <p>3.3. Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.</p>

	<p>3.4. Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.</p> <p>3.5. Instructional Strategies. Students with gifts and talents become independent investigators.</p> <p>4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● How do geographical features, economic factors, and quality of life considerations influence the growth and development of cities? ● What are the positive and negative impacts of urban, rural, and suburban development on communities? ● How do city planners balance immediate community needs with long-term visions for urban development? ● What role do citizens play in shaping the future of their communities, and how can we actively contribute to creating better urban environments? ● How can we reconcile the sometimes conflicting economic growth demands, environmental sustainability, and social well-being in urban planning?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Sustainable cities of the future can be designed to balance economic prosperity, environmental conservation/sustainability, and social well-being. ● Development of communities in urban, rural, and suburban areas has had positive and negative impacts on the environment and the culture of those who live there. ● Innovative urban planning requires creative problem-solving to address complex, interconnected community needs. ● Active civic participation, even by young people, is essential for creating positive change and improving the quality of life in a community. ● Addressing community challenges requires collaboration, creative thinking, and considering multiple perspectives.
Learning Goal(s):	Content: (Students will know...)

Students will know and will be able to use their learning to:
(Content/ Skills)

- how geographical features, economic factors, and quality of life considerations influence the growth and development of cities.
- citizens' role in shaping their communities' future and how to propose ways to actively contribute to creating better urban environments.
- how city planners balance immediate community needs with long-term visions for urban development.

Skills: (Students will be able to...)

- collaborate effectively in groups to design and present urban planning solutions that address complex community needs.
- demonstrate improved problem-solving skills by applying creative thinking to address simulated urban challenges.
- participate in simulated city meetings, demonstrating the ability to listen to citizen requests, identify community challenges, and propose innovative solutions.
- develop and present a plan for a future city that balances economic viability, environmental sustainability, and social well-being.

Unit Number and Title:	Unit 5 - Take a Stand (and Make it Your Business) Social Superheroes
Duration:	~ 6-8 weeks
Resource(s):	<p>upschool.co - “Be The Change” (long course), “The World’s Greatest Lesson,” “Be the Change” (short course), Social Scenarios- focus on community issues.</p> <p>PBLWorks - “Not Waiting For the World to Change” and “Starting a Business”</p> <p>BizKids- Business plans</p> <p>Examples of non-profit/for-profit businesses</p> <p><i>What To Do With A Problem</i> by Kobi Yamada</p>
Unit Overview:	<p>The "Take a Stand and Make it Your Business" unit invites gifted 10-year-old students to explore pressing global issues through a multi-disciplinary lens. Students will engage in divergent thinking to identify problems requiring attention, fostering social responsibility and global awareness. This exploration encourages them to consider various perspectives and complexities surrounding each issue.</p> <p>Students will then conduct in-depth research on their chosen problems, honing their critical thinking and analytical skills. They can create a public service announcement (PSA) to raise awareness or develop a business idea that addresses the problem, allowing them to tap into their entrepreneurial spirit. This dual approach not only promotes creativity but also introduces fundamental business concepts.</p> <p>By the end of the unit, students will present their projects, showcasing their findings and solutions. This experience equips them with valuable problem-solving, communication, and project management skills while inspiring them to take action in their communities and beyond.</p>
Learning Goals	
Standard(s):	<p>National Standards in Gifted and Talented Education</p> <p>1.1. Self-understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.</p>

	<p>1.2. Self-understanding. Students with gifts and talents demonstrate an understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.</p> <p>3.3. Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.</p> <p>3.5. Instructional Strategies. Students with gifts and talents become independent investigators.</p> <p>4.3. Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● What are our world's most pressing problems, and why do they matter? ● In what ways can creative thinking lead to innovative solutions for real-world problems? ● How can we use research to inform our understanding of a problem and its potential solutions? ● How does understanding different perspectives help in creating effective solutions? ● What makes an effective public service announcement or business plan when addressing a social issue? ● What ethical considerations should we consider when addressing social problems through business? ● How can collaboration enhance our ability to solve complex problems?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Problems can be viewed as opportunities for positive change and innovation. ● Creativity and entrepreneurship can be powerful forces for addressing social and environmental challenges. ● Research and critical thinking are essential for understanding complex global issues and developing informed solutions. ● Effective solutions often require examining issues from multiple perspectives and considering diverse stakeholder needs. ● Effective communication is crucial for raising awareness about important issues and garnering support for solutions. ● Ethical considerations are vital in addressing global issues and developing responsible business practices.

	<ul style="list-style-type: none"> ● Collaboration and teamwork can enhance problem-solving capabilities and lead to more comprehensive solutions.
<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● various social, environmental, and economic problems facing the world. ● the interconnectedness of global issue. ● effective research techniques and how to evaluate sources. ● the importance of using credible sources. ● different approaches to addressing complex problems. ● fundamental business concepts (for those choosing the entrepreneurial path). ● the components of a basic business plan. ● the elements of effective public service announcements. ● different media formats and their impact. ● the ethical considerations in addressing global issues. ● the importance of sustainable and responsible solutions. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● analyze complex problems from multiple perspectives. ● evaluate the effectiveness and feasibility of potential solutions. ● conduct thorough research using various sources. ● synthesize information from different sources. ● apply divergent thinking to generate innovative ideas. ● develop original solutions to identified problems. ● articulate ideas clearly in written and verbal formats. ● create persuasive presentations or public service announcements. ● identify business opportunities to solve social or environmental issues. ● develop basic business plans or models (optional). ● work effectively in teams. ● respect and incorporate diverse viewpoints.

- plan and execute a multi-week project.
- manage time and resources effectively.
- evaluate personal learning and growth throughout the project.
- identify areas for improvement and future learning.
- use technology effectively for research and presentation.
- create digital content (if applicable to their chosen project).
- develop understanding and concern for global issues.
- consider the perspectives of different stakeholders affected by the chosen problem.

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