

**Grade 5 Workshop - Gifted/Talented**

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**Course Information**

<b>Grade(s):</b>	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" 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 _____
<b>Discipline/Course:</b>	<b>Discipline:</b> Gifted/Talented <b>Course:</b> Grade 5 Gifted/Talented		
<b>Course Title:</b>	Grade 5 Workshop - Gifted/Talented		
<b>Prerequisite(s):</b>	Acceptance into the Workshop - Gifted/Talented Program based on criteria set by the Fairfield Public Schools.		
<b>Course Description:</b> <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 that supports students who demonstrate above-average ability, creativity, and high levels of task commitment has been developed. Our grades 3-8 program includes the following academic and social-emotional components:</p> <ul style="list-style-type: none"> <li>● A small group setting where social connections are developed and cultivated</li> <li>● A rigorous curriculum focused on conceptual thinking, higher-level processes, and problem-solving</li> </ul>		

- Opportunities for students to be themselves and collaborate with like-minded peers
- Social-emotional exploration activities and discussions that help students develop healthy self-concepts and increase commitment to personal responsibility toward others

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.

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 analysis of information, evaluation of evidence, 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 a variety of 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.

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 they need to navigate challenges creatively and effectively as they prepare to make a meaningful impact in their future endeavors.

Curricular connections: Inventions, inventors, and innovation; exploration and early settlements; Earth systems and the cosmos; explorers and heroes; the concept of home and what it means to be a refugee

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

<b>Duration: Credit:</b>	<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
<b>Course Materials/Resources:</b>	Each unit of study includes unique learning experiences and materials that support the Essential Questions and Enduring Understandings.	
<b>FPS Course Academic Expectation(s):</b>	<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)	
<b>Year at a Glance (Units):</b>	<b>Unit 1:</b> Renaissance Thinkers (~ 6-8 weeks) <b>Unit 2:</b> Cosmic Horizons: Mission Beyond (~ 6-8 weeks) <b>Unit 3:</b> Freedom, Rights, and Justice: Building Blocks of Peace (~ 6-8 weeks) <b>Unit 4:</b> Social Superheroes (~ 6-8 weeks) <b>Unit 5:</b> Create a Country/Create a World (~ 6-8 weeks)	

<b>Unit Number and Title:</b>	<b>Unit 1 - Renaissance Thinkers</b>
<b>Duration:</b>	~ 6-8 weeks
<b>Resource(s):</b>	<i>How to Think Like Leonardo da Vinci</i> by Michael J. Gelb <i>The Renaissance Thinkers: With History Projects for Kids</i> by Diane C. Taylor <i>A City Through Time</i> (DK) <i>A Street Through Time</i> (DK)
<b>Unit Overview:</b>	The "Renaissance Thinkers" unit invites students to explore the life and contributions of Leonardo da Vinci, a quintessential Renaissance man while engaging with the broader context of the Renaissance period. Over six weeks, students will investigate key themes such as curiosity, creativity, and interconnectedness through Michael J. Gelb's seven principles of creative thinking. The unit incorporates interdisciplinary learning across art, science, history, and language arts, featuring hands-on projects, reflective writing assignments, and collaborative discussions. A highlight of the unit is the imaginative "70th Birthday Autobiography," where students envision their future selves and articulate their aspirations. By the end of this unit, students will gain a deeper understanding of da Vinci's genius and develop their potential as modern-day Renaissance thinkers.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<b>National Standards in Gifted and Talented Education</b> 1.1. Self-understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas. 3.5. Instructional Strategies. Students with gifts and talents become independent investigators. 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. 4.3. Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What defines a "Renaissance thinker," and how can we embody these qualities today?</li> <li>• How did Leonardo da Vinci's curiosity and diverse interests contribute to his genius?</li> <li>• In what ways can art and science intersect to solve modern problems?</li> <li>• How can we cultivate our curiosity and creativity in our learning processes?</li> <li>• What role does embracing ambiguity play in the creative process?</li> <li>• How can recognizing interconnectedness enhance our understanding of different disciplines?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Renaissance thinkers embodied qualities of curiosity, creativity, and interdisciplinary thinking that remain valuable in addressing modern challenges.</li> <li>• Leonardo da Vinci's diverse interests and insatiable curiosity were key to his groundbreaking contributions across multiple fields.</li> <li>• The intersection of art and science can lead to innovative solutions and deeper understanding of complex problems.</li> <li>• Cultivating curiosity and creativity enhances learning and problem-solving abilities across disciplines.</li> <li>• Embracing ambiguity and uncertainty is essential to the creative process and can lead to new discoveries and insights.</li> <li>• Recognizing the interconnectedness of different fields of study allows for a more comprehensive understanding of the world and promotes innovative thinking.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>• the key characteristics and historical context of the Renaissance period.</li> <li>• the life and significant works of Leonardo da Vinci.</li> <li>• the definition and importance of being a "Renaissance thinker."</li> <li>• the interconnectedness of art and science in Renaissance thinking.</li> <li>• the significance of curiosity and observation in learning and innovation.</li> <li>• the structure and purpose of da Vinci's notebooks.</li> <li>• the relevance of Renaissance thinking in solving modern problems.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p>

- Recognize and articulate connections between different disciplines (art, science, history, etc.).
- Apply the seven da Vincian principles to their own learning and creative processes.
- Create and maintain a "Question Journal" to cultivate curiosity.
- Design and sketch an invention that combines artistic and scientific principles.
- Develop a mind map connecting various aspects of Renaissance thinking.
- Write creatively and reflectively in the style of da Vinci's notebooks.
- Reflect on their learning and articulate how Renaissance thinking applies to modern life.

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<b>Unit Number and Title:</b>	<b>Unit 2 - Cosmic Horizons: Mission Beyond</b>
<b>Duration:</b>	~ 6-8 weeks
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● UpSchool.co - “The Solar System and Beyond”</li> <li>● PBLWorks - “Journey to the Red Planet”</li> <li>● NASA Stem Engagement</li> <li>● SpaceEngine.org</li> <li>● Current scientific journals and space news publications</li> <li>● ByrdseedTV - Tools of Depth and Complexity</li> </ul>
<b>Unit Overview:</b>	"Cosmic Horizons: Mission Beyond" is an advanced space exploration unit for gifted 5th-grade students. This unit extends beyond typical solar system studies to explore the challenges and possibilities of deep space exploration. Through a problem/solution-based project called "Mission Beyond," students will apply their knowledge of our solar system and current space travel capabilities to address real-world challenges in interstellar exploration.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>National Standards in Gifted and Talented Education</b></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>3.4. 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 can demonstrate growth commensurate with their abilities due to access to high-quality curricular 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,</p>

	<p>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>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What are the significant challenges in exploring space beyond our solar system?</li> <li>● How can we apply our knowledge of the solar system to solve problems in deep space exploration?</li> <li>● What current and emerging technologies are crucial for interstellar travel?</li> <li>● How might space exploration beyond our solar system impact humanity's future?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Space exploration beyond our solar system presents unique challenges that require innovative solutions and advanced technologies.</li> <li>● Our understanding of the universe evolves as we develop new methods of observation and exploration; however, the vastness of space creates boundaries, known as cosmic horizons, that limit our observable universe.</li> <li>● Interstellar travel drives innovation across scientific disciplines and raises important ethical questions about humanity's role in the cosmos.</li> <li>● Current space travel capabilities are limited when addressing the vast distances and challenges of interstellar exploration; however, exploring beyond our solar system enhances our understanding of the universe's origins and nature.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<b>Content:</b> (Students will know...) <ul style="list-style-type: none"> <li>● the challenges and limitations of exploring space beyond our solar system.</li> <li>● basic principles of interstellar travel and exoplanet exploration.</li> <li>● the concept of cosmic horizons and their significance in space science.</li> <li>● the interdisciplinary connections among physics, biology, and engineering in space exploration.</li> </ul>

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

- analyze problems in deep space exploration and propose solutions.
- design a mission plan addressing a specific challenge in space exploration.
- present and defend their mission using scientific reasoning.
- critically evaluate peer projects and provide constructive feedback.
- discuss the ethical implications of deep space exploration.

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<b>Unit Number and Title:</b>	<b>Unit 3 - Freedom, Rights, and Justice: Building Blocks of Peace</b>
<b>Duration:</b>	~ 6-8 weeks
<b>Resource(s):</b>	upschool.co Icivics Education
<b>Unit Overview:</b>	This comprehensive unit is designed to challenge and inspire gifted learners, fostering a deep understanding of freedom, fairness, peace, and justice in a global context. Students will develop critical thinking skills, empathy, and a sense of global citizenship by exploring universal human rights, examining constitutional foundations, and studying how individuals and groups have overcome oppression. The unit emphasizes the interconnectedness of peace and justice with human rights, preparing students to be informed and active participants in building a more just and peaceful world.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>National Standards in Gifted and Talented Education</b></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>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What are the fundamental principles of freedom, fairness, peace, and justice?</li> <li>● How have individuals and groups risen above oppression to advance human rights throughout history?</li> <li>● What is the relationship between freedom, justice, and peace in society?</li> <li>● What challenges to freedom and justice exist today, and how can they be addressed?</li> <li>● What responsibilities do citizens have in upholding and protecting human rights?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● The Universal Declaration of Human Rights establishes fundamental principles for the dignity and rights of all people.</li> <li>● Throughout history, individuals and groups have overcome oppression to advance human rights and set precedents for freedom.</li> <li>● Freedom, fairness, justice, and peace are interconnected and foundational to human rights and peaceful societies.</li> <li>● Recognizing and respecting diversity, including different ethnicities, cultures, and religions, is essential for building lasting peace.</li> <li>● Citizens are responsible for upholding, protecting, and advocating for human rights and justice in their communities and globally.</li> </ul>

<p><b>Learning Goal(s):</b>  <i>Students will know and will be able to use their learning to:</i>          (Content/ Skills)</p>	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● the fundamental principles of freedom, fairness, peace, and justice.</li> <li>● key elements of the Universal Declaration of Human Rights.</li> <li>● historical examples of individuals and groups who overcame oppression.</li> <li>● the interconnection between freedom, justice, and peace in society.</li> <li>● current challenges to freedom and human rights globally.</li> <li>● the role of citizens in upholding and protecting human rights.</li> <li>● the purpose and key components of a constitution.</li> <li>● how constitutions protect rights and freedoms.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● define and explain the concepts of freedom, fairness, peace, and justice.</li> <li>● analyze historical documents related to human rights.</li> <li>● evaluate how peace and justice contribute to free societies.</li> <li>● identify strategies used by individuals and groups to overcome oppression.</li> <li>● apply critical thinking skills to complex issues of human rights.</li> <li>● articulate personal responsibilities in upholding human rights.</li> <li>● analyze existing constitutions and their impact on rights and freedoms.</li> <li>● collaborate to create a society constitution reflecting freedom, fairness, peace, and justice principles.</li> </ul>
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<b>Unit Number and Title:</b>	<b>Unit 4 - 5th Grade Social Superheroes</b>
<b>Duration:</b>	~ 6-8 weeks
<b>Resource(s):</b>	Upschool.com - Social Scenario videos and lesson plans Tools of Depth and Complexity <i>Engaging Creative Thinking: Activities to Integrate Creative Problem Solving</i> by Bertie Kingore
<b>Unit Overview:</b>	<p>Through this multifaceted, problem-based unit, students will engage in a comprehensive learning experience that bridges theoretical understanding with practical application, preparing them for complex real-world challenges. They will take on the roles of key decision-makers, facing complex challenges that require individual and collaborative efforts. This exercise will highlight the importance of empathy in guiding ethical decision-making processes.</p> <p>As part of their learning experience, students will begin by watching short video presentations that outline various scenarios. Then, they will work together in teams to develop solutions, carefully considering the implications of their decisions for all stakeholders involved. To enhance their analytical skills, students will utilize the Tools of Depth and Complexity to dissect problems, explore curiosities, and entertain multiple solutions.</p> <p>Throughout this process, students will cultivate critical thinking, problem-solving, and teamwork skills. They will practice active listening and respectful communication, ensuring everyone's ideas and opinions are valued as they collaborate on decision-making.</p> <p>A central focus of these exercises will be the development of empathy—the ability to understand and share the feelings of others. This vital life skill is crucial for fostering compassionate and responsible citizenship. By engaging in this multifaceted approach, students will bridge theoretical understanding with practical application, preparing them for the complex challenges they may encounter in the real world.</p>
<b>Learning Goals</b>	

<b>Standard(s):</b>	<p><b>National Standards in Gifted and Talented Education</b></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>4.3. 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>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What is the importance of collaborating to solve problems?</li> <li>● How can we share a variety of opinions fairly and respectfully?</li> <li>● How can the recognition of multiple perspectives change the way we communicate?</li> <li>● What role does nonverbal communication play in group work and presentations?</li> <li>● How are roles within a group established, and how can we share roles so all voices can be heard?</li> </ul>



<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Effective collaboration influences personal, academic, and professional success.</li> <li>● Clarity, organization, and delivery are essential when sharing ideas fairly and respectfully.</li> <li>● Recognizing and respecting multiple perspectives allows us to communicate in a way that expresses empathy for others beyond yourself</li> <li>● Body language, facial expressions, and gestures play a role in conveying messages effectively.</li> <li>● Roles in a group must be established to ensure respectful dialogue that ensures all voices are heard and to utilize all the talents within that group effectively.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● that real-world problems affect many people and create complex social situations.</li> <li>● that knowledge, empathy, patience, and perspective can help solve problems and make decisions.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● collaborate and Problem-Solve: Working in teams, students will develop solutions, considering the far-reaching implications of their decisions on all stakeholders.</li> <li>● consider multiple perspectives, defending thoughts they align with while respecting others' ideas.</li> <li>● utilize the Tools of Depth and Complexity to dissect problems, explore curiosities, and consider multiple solutions.</li> <li>● cultivate critical thinking, problem-solving, and teamwork skills. Students will practice active listening, respectful communication, and collaborative decision-making.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 5 - Create a Country Cosmic Nations: Create Your Own World</b>
<b>Duration:</b>	~ 6-8 weeks
<b>Resource(s):</b>	Byrdseedtv.com - Create a Civilization Upschool - “A Perfect Society, Learning from the Past” Icivics
<b>Unit Overview:</b>	In this interdisciplinary unit, students will embark on an imaginative journey to create their nation or cosmic colony on Earth or another celestial body. This project-based learning experience challenges students to develop all aspects of their society, from meeting basic needs to crafting complex cultural elements. Students will engage in critical thinking, problem-solving, and decision-making as they navigate the unique challenges presented by their chosen location, be it a remote Earth locale or an extraterrestrial environment.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>National Standards in Gifted and Talented Education</b></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>4.1. 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>4.3. Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How do geography and environment (terrestrial or extraterrestrial) shape a society's</li> </ul>

	<p>development?</p> <ul style="list-style-type: none"> <li>• What are the fundamental needs of a community, and how do they change in different environments?</li> <li>• In what ways does the physical setting influence culture and national identity?</li> <li>• What ethical considerations arise in establishing a new society?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>• The physical environment (whether terrestrial or extraterrestrial) profoundly shapes a society's development, challenges, and opportunities.</li> <li>• Meeting the basic needs of a population requires creative problem-solving, especially in challenging or unfamiliar environments.</li> <li>• Culture and national identity evolve in response to a society's physical setting and shared experiences; the various systems within a society (political, economic, cultural, technological) are deeply interconnected and influence each other.</li> <li>• Establishing a new society involves complex ethical considerations and decision-making processes that rely on integrating knowledge from multiple disciplines, including social sciences, natural sciences, and humanities.</li> </ul>
<p><b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>• the key geographical and environmental factors that influence societal development.</li> <li>• the basic needs of a population and how they vary in different environments.</li> <li>• various types of governmental structures and their suitability for different contexts.</li> <li>• the components that make up a society's cultural identity.</li> <li>• the ethical considerations involved in establishing a new society.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• analyze a chosen location's geographical and environmental constraints and adapt their nation's design accordingly.</li> <li>• design systems to meet the basic needs of a population in diverse and challenging settings.</li> <li>• develop and articulate a governmental structure suitable for their nation's unique context.</li> </ul>

- create an economic system and resource management plan appropriate for their nation's environment and resources.
- synthesize cultural elements to form a unique national identity that reflects the society's environment and challenges.
- communicate complex ideas about their nation through multimodal presentations (e.g., maps, written descriptions, visual aids).
- justify their design choices based on their chosen location's specific challenges and opportunities.
- collaborate with peers to problem-solve and provide constructive feedback on nation designs.

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