School District of the City of St. Charles

Grades 1 -8 Gifted Education Curriculum

Approved by the Board of Education
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Grades 1-8 Gifted Education Curriculum Committee

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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
  - Lifelong learning from early childhood through adult education
  - Rigorous learning experiences that challenge all students
  - Instruction that meets the needs of a diverse community
  - Respect for all
  - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
  - Developing caring, productive, and responsible citizens
  - Strong engagement of family and community
  - A safe, secure, and nurturing school environment

- Achievement through:
  - Celebration of individual success
  - Collaboration with parents and community stakeholders
  - Exploration, Innovation, and creativity

- High quality staff by:
  - Hiring and retaining highly qualified and invested employees
  - Providing professional development and collaboration focused on increasing student achievement
  - Empowering staff to use innovative resources and practices

- Informed decisions that are:
  - Student-centered
  - Focused on student achievement
  - Data Driven
  - Considerate of all points of view
  - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
   - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
   - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
   - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
   - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
   - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

GIFTED EDUCATION

Gifted learners are children and youth possessing outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others or their age, experience or environment. As a result, they require differentiated educational programs to maximize their development.

BELIEFS ABOUT GIFTED KIDS

- Gifted children need access to differentiated instruction appropriate to their levels of intellectual, physical and social maturity (MSIP).
- It is critical to accommodate individual differences, interests, abilities, learning rates, and learning styles.
- Gifted students need contact with their intellectual peers to promote social-emotional development.
- Gifted children have specific social-emotional needs that must be addressed/are essential to full development.
- Gifted students need attention to the development of practical and social skills in the same way that all students do.
- Gifted students need opportunities to apply their abilities to real world problems. — Van Tassel-Baska
- It is a common preconceived, but not necessarily accurate, notion that gifted students will excel and achieve in all areas.
- It is imperative that the home and the school work together to ensure success for the gifted student.

COMMON PREMISES IN PROGRAM PLANNING

In order to plan a program, regardless of the variable used, there are several premises on which proponents of all viewpoints agree. These premises form the bases for sound programming.

1. The child's strengths are to be encouraged and developed.
2. The learning environment should provide opportunities for expanding one's knowledge and building more effective, cognitive, affective, and creative capabilities.
3. Arrangements must be made to accommodate individual differences, such as interests, abilities, learning rates, and learning styles.
4. Contact with other gifted children promotes social-emotional development.
5. A program should be responsive to the community it serves and involve families of children.
6. The curricula should promote these premises.
7. Evaluation is an indispensable part of effective programming.

Colman, L. and Cross, T. (2001)
Being gifted in school: an introduction to development, guidance, and teaching
Waco, TX: Prufrock Press, p. 307

GIFTED EDUCATION RATIONALE

Gifted learners are best served by a confluent approach that allows for accelerated and advanced learning, and enriched and extended experiences. —VanTassel-Baska, 1988

The School District of the City of St. Charles acknowledges the vital need to address the diverse learning requirements of all students; therefore, providing appropriate programming for gifted learners is an integral part of the educational process. Individual uniqueness of the gifted student is respected and addressed through a differentiated curriculum.

While providing high levels of complexity and challenge appropriate to gifted learners, the district recognizes that students come from diverse socioeconomic and cultural backgrounds and possess unique abilities and needs.

Gifted learners are also at-risk of underachievement and require customized programming to ensure their success.
In order to meet the unique needs of gifted students, the district offers gifted programming that transcends traditional subject areas through curriculum qualitatively different from the regular school curriculum by the degree of complexity of content, process, and products to challenge gifted students to achieve their highest potential.

Curriculum for gifted students is specifically designed to challenge advanced learners and provide experiences that require critical thinking, problem-solving, independent study skills, communication, and persistence in the face of challenges. When engaged in high quality gifted services, students will develop their unique abilities, maintain their passion for learning, and have the opportunity to contribute to the strength and vitality of our schools, district and community.

The St. Charles R-VI Gifted Program does not substitute or replace the excellent classroom instruction and enrichment already provided in the district. Instead, it provides options compatible with the needs, abilities, and interests of gifted learners.

FIRST & SECOND GRADE GIFTED CURRICULUM
Course Overview

Course Description

To reinforce gifted learners' critical, creative, learning, and social /emotional skills, it is vital that they are provided appropriately with challenging educational opportunities. The first and second grade SOAR students curriculum is designed to meet the gifted needs in the present setting and for them to use the skills for successful lifelong learning. The program provides multiple opportunities for collaboration through individual, partner, and group work. The program utilizes technology, STEAM projects, and assimilations. The focus will be for students to identify, analyze, and create educational tools based on their learned knowledge.

Big Ideas (units)/Duration

ALL UNITS ARE TAUGHT TO 1st AND 2ND GRADE STUDENTS TOGETHER (2 UNITS PER YEAR, ALTERNATE YEARS)

- **Water is Everywhere (1 Semester, approximately 16 weeks)**
- **Endangered Animals (1 Semester, approximately 16 weeks)**
- **Chemistry (1 Semester, approximately 16 weeks)**
- **Botany (1 Semester, approximately 16 weeks)**

Missouri Gifted Learning Outcomes

- **Creative and Innovative Thinking**
- **Critical Thinking, Systems Thinking, and Decision Making**
- **Problem Solving**
- **Social Emotional Learning**

UNIT 1
WATER IS EVERYWHERE

Standards Addressed	Big Ideas
● Goal 1-Students will acquire the knowledge and skills to gather, analyze, and apply information and ideas. ● Goal 2-Students will acquire the knowledge and skills to communicate effectively within and beyond the classroom. ● Goal 3-Students will acquire the knowledge and skills to recognize and solve problems.	Students will… ● Analyze how the water cycle works all around us each day. ● Expand their knowledge on different extreme weather in our world. ● Learn how to clean and filter water and see how particles within our water even when very small can create problems all around. ● Develop a documentary explaining why water is a valuable resource. ● Reflect on their documentary and their peers to contribute to a class discussion about water.

Unit Duration	Enduring Understandings	Essential Questions
● 1 Semester, Approx. 16 weeks	● Students will become aware of the damaging effects of water and collaborate ways to prevent future damage. ● Students will learn different ways that water can be used. ● Students will take a stand on preserving water in their community and the world.	● Where does our water come from? ● How do humans affect water resources? ● What is the structure and properties of water? ● What is human interaction with water and availability? ● What damage is caused by water? ● Why is water conservation necessary? ● How can you conserve water? ● How does water pollution occur? ● How can erosion affect the land? ● How can water create energy? ● How is global warming affecting water? ● How many ways can water be used?

Assessment Evidence

Rubric/Scoring	Assessment
One evaluation will be sent home each semester	• Students will self- evaluate daily • Students will be assessed on using the Engineering Design Process used in projects • Students will be assessed on Critical thinking skills used in projects • Students will be assessed on creative thinking skills used in projects • Students will be assessed on learning skills used in projects • Students will be assessed on social/emotional skills daily

Learning Plan

Days(s)	Topic	Resources/Texts	Learning Targets	Key Vocabulary	Assessment
Semester(appro x 16 weeks	Water Cycle Natural Disasters Pollution Water Conservation Water Protection States of Matter Erosion Environmental Changes	Clean water science Water cycle puzzle Water cycle book Water cycle magnets Mini observatory Tornado experiments-Condensation 3D Printer Metal Printer Funnel Printer Resin Tank 3D Pens Refill for 3D Pen Mason Jars Plastic Wrap LightBox	Introduce Water Unit Review-What do you know about the water cycle? Create Water cycle in a bottle Talk about the different steps as a group. Have each child create their own diagram of water cycle in Google slides. Is water valuable to us? Do we have enough to last us our entire lives, as well as our children's lives? Show water experiment explaining how much water humans can actually use. What can we do to conserve water? Create posters to hang around school. Magic Schoolbus Wet all over Video What problems are currently being faced involving water? Think about creating a list and discussion piece to make this interactive. What are non-traditional ways water helps our community? (Water Power) Create a Bingo Game using Vocabulary words that are important in our unit(partner activity).	Water Cycle Sun Continent(land) Oceans, atmosphere, water vapor Water droplets Evaporation Condensation Precipitation Solid Liquid Gas Conservation Pollution Energy Model Organisms Environment Water sources Rivers Reservoirs Wells Runoff Oil Eroding Soil Animal waste Identify Explain Analyze	Self Assessments done throughout activities. Daily Self Assessment completed each SOAR day. Evaluation completed per semester.

Additional Suggestions

Careers	Resource
• Hydrologist • Geoscientist • Environmental Engineers • Mining and Geological Engineers • Environmental Science Technicians • Surface Hydrologist • Marine Biologist • Water Treatment Operator	**Field Trips** • **Nature Walks** • **Park** • **Missouri Department of Natural Resources** **Additional Videos** • **Magic Schoolbus-Wet All Over** • **Mystery Science-Water Cycle and Phases of Matter** • **Mystery Science-Can we make it rain?** • **Mystery Science-How much water is in the world(5th Grade)** **Interactive Website** • **Water Cycle Experiment** • **Water Cycle Activities**

UNIT 2
ENDANGERED ANIMALS

Standards Addressed	Big Ideas
● Goal 1-Students will acquire the knowledge and skills to gather, analyze, and apply information and ideas. ● Goal 2-Students will acquire the knowledge and skills to communicate effectively within and beyond the classroom. ● Goal 3-Students will acquire the knowledge and skills to recognize and solve problems.	Students will… ● Understand the structure, nature, needs, usage, and life cycle of plants. ● Explore different plant needs that may differ from the everyday expectations of plants. ● Research uses for plants in our world. ● Create paper or other items to see how important resources from plants directly relate to our everyday activities.

Unit Duration	Enduring Understandings	Essential Questions
● 1 Semester, Approx. 16 weeks	● Many animals are endangered due to loss of habitat. ● Animals need to adapt to change in order to survive. ● People can help protect animals and their habitats. ● There are different biomes that animals live in. ● Creating awareness and passing laws can help endangered animals.	● What animals are endangered? ● What does it mean when an animal becomes threatened, endangered, or extinct? ● Why are animals becoming endangered? ● How can an individual make a difference for an endangered animal? ● How do animal's characteristics help it survive in an ecosystem? ● How do animals adapt to their changing environment?

Assessment Evidence

Rubric/Scoring	Assessment
One evaluation will be sent home each semester	• Students will self- evaluate daily • Students will be assessed on using the Engineering Design Process used in projects • Students will be assessed on Critical thinking skills used in projects • Students will be assessed on creative thinking skills used in projects • Students will be assessed on learning skills used in projects • Students will be assessed on social/emotional skills daily

Learning Plan

Days(s)	Topic	Resources/Texts	Learning Targets	Key Vocabulary	Assessment
Semester(approx 16 Weeks)	Endangered Animals Extinct Animals Threatened Animals Adaptations Camouflage Species Habitats Problems in Environments Deforestation Global Warming How to make a difference Teach others how to help	Extreme Dot to Dot Origami Paper Acrylic Paint Model Magic Model Trees Model Grass/Plants Lightbox Books Metal Printer Funnel Printer Resin Tank 3D Pens Refill for 3D Pen	Intro To Endangered Animal Unit Book Creator-Endangered Animal Dictionary Watch Adaptation Polar Bear Video KHoot-Vocab vocab assessment/Google Classroom-Go Over it Slides/begin partner research on finding what animals we can add to our table, where they are from, if they are endangered/threatened/extinct Google classroom-Add at least 2 animals. Pick one animal that they want to research Further. Butterfly Adaptations video and art project promoting kindness to others. Fill out Endangered animal report Trading cards 5 in total Spend time presenting your card and animal. Trade Cards. Select a Species. Create a research project Folder. Decorate Folder. Intro to research using books and papers.	Endangered Extinct Threatened Habitat Diet Adaptations Characteristics Pollution Deforestation Survival Desert Ocean Greenland Rainforest Swamp Meadow Forest	Self Assessments done throughout activities. Daily Self Assessment completed each SOAR day. Evaluation completed per semester.

			Talk about organizing ideas and planning for each week. Focus on timelines to complete projects. Pick Book Creator/Slides. Start art projects. Origami Animal or Habitat Clay builds. Research more, practice presentation, Add to projects, repeat. Present for class.		

Additional Suggestions

Careers	Resource
• Wildlife Biologist • Conservation Officer • Wildlife Rehabilitator • Wildlife Photographer • Wildlife Veterinarian • Primate Caretaker • Forensic Science Technician • Zookeeper • Conservationist • Researcher • Conservation Law Enforcer • Public Relations Specialist • Wildlife Advocate	**Field Trips** • **Nature Walks** • **Park** • **St. Louis Zoo** • **Wild Bird Sanctuary** **Additional Videos** • **Mystery Science-Why do bears hibernate?** • **Mystery Science(mini)-How can we protect Earth's environments?** • **Mystery Science(mini)-Why do animals become endangered?** • **Mystery Science(mini)-How do we know if an animal species is endangered?** • **Mystery Science-Why are butterflies so colorful?** • **BrainPop-Extinction** • **BrainPop-Climate Change** **Interactive Website** • **Beginning of Unit Slideshow**

UNIT 3
CHEMISTRY

Standards Addressed	Big Ideas	
● Goal 1-Students will acquire the knowledge and skills to gather, analyze, and apply information and ideas. ● Goal 2-Students will acquire the knowledge and skills to communicate effectively within and beyond the classroom. ● Goal 3-Students will acquire the knowledge and skills to recognize and solve problems.	Students will… ● Learn about elements on the periodic table and be able to differentiate what makes things a solid, liquid, or a gas. ● Experiment and test different reactions to understand physical vs. chemical reactions. ● Actively explore acids and bases in our world using PH indicators to express how they know an acid from a base. ● Create experiments using technology to expand on their knowledge.	
Unit Duration	**Enduring Understandings**	**Essential Questions**
● Semester(approx 16 weeks)	● A process is a series of steps that help you to meet a goal. ● Chemical engineers use their knowledge of chemistry and math and their creativity to solve problems. ● Product research helps determine what products consumers prefer. ● Mixing solids and liquids and adding different amounts can affect the properties of the mixture. ● Scientific method is a logical approach to the solution of a problem through experimentation. ● Acids and bases react with certain kinds of substances. ● Density is a measure of mass divided by volume.	● How is the order of steps important in a process? ● How do chemical engineers use product research? ● How do materials change when they are mixed together? ● How can we use our knowledge of the properties of materials to improve an existing process? ● How is the scientific method used in experiments? ● How can you test for acidity?

Assessment Evidence

Rubric/Scoring	Assessment
One evaluation will be sent home each semester	• Students will self- evaluate daily • Students will be assessed on using the Engineering Design Process used in projects • Students will be assessed on Critical thinking skills used in projects • Students will be assessed on creative thinking skills used in projects • Students will be assessed on learning skills used in projects • Students will be assessed on social/emotional skills daily

Learning Plan

Days(s)	Topic	Resources/Texts	Learning Targets	Key Vocabulary	Assessment
Semester (Approx 16 weeks)	Intro to Chemistry Atoms/Molecules Periodic Table of Elements Chemical Reactions Physical Reactions Surface Tension Density States of Matter Acids/Bases	Einstein Science Experiment Dishsoap A+ Science experiment Periodic Table Learning kit Periodic Table Puzzle Acid/Base Kit Chemistry Atoms Creator Set Instant Snow Science Journals Craft Pipe Cleaners Chemistry Coloring Experiments Baby Oil	Vocab organizer Chemistry Word Search Name made of Elements Penny Experiment (What color can we turn a penny?) Penny Experiment (What mixture will clean a penny?) Book Creator (Learn about one element, make the element and add a picture and whether it is a solid, liquid, or gas). States of Matter BrainPop How many of each State of matter on the periodic Table? Physical Characteristics of 6 types of Kinetic Sand/Slime. Balloon experiment What will create more carbon dioxide to fill the balloon? Baking Soda/Vinegar Yeast/Sugar Watch how to turn pennies gold video. States of Matter Brochure	Chemical engineer Engineer Engineering design process Sculpt Solid Liquid Gas Chemical reaction Surface tension Ingredient Recipe Data Product Dissolve Texture Property Knead Solution Mixture Matter Volume Element Mass Acid Base PH Scale Density Physical Reaction	Self Assessments done throughout activities. Daily Self Assessment completed each SOAR day. Evaluation completed per semester.

		Modeling Clay Aluminum Foil Balloons Honey Corn Syrup Yeast Sugar Vinegar Baking Soda Lemon Juice Hydrogen Peroxide	Mystery Doug Chemistry-Fireworks/Chemical Reaction Reactions Experiment Oobleck experiment States of Matter Slideshow 5 photos per page Surface Tension talk and experiment Penny with drops, bubbles on table, cup and pennies Design/Create our own bubble wand-Straws and pipe cleaners Atoms/Elements/Molecules discussion DENSITY Lava Lamp experiment Fireworks in a jar experiment Density Column Table/create own density column in slides learn to label, add pictures, add shapes to create a cup. Foil Boats with pennies Design and build clay boats-test pennies. Physical changes-Walking Rainbow Mystery science Flowers Physical Chemical Change Video Physical Change-Skittle design and test Red Bull and Milk experiment-chemical Change Elephant Toothpaste experiment-Chemical		

			Change Create Slideshow to teach others to make elephant toothpaste Acids/Base Introduction BRAINPOP PH Scale Introduction BRAINPOP Acid and Base Foldable-Vocab Acid Base testing-Create a Doc to record information PH Scale Acid and Base Poster Acid and Base Read/answer questions. KHOOT Acid/Base		

Additional Suggestions

Careers	Resource
• Chemical Engineer • Scientist • Biochemist • Organic Chemist • Forensic Chemist • Dentist • Criminologist • Pediatrician • X-Ray Technician • Pharmacist	**Field Trips** • **Nature Walks** • **Park** **Art Hub-How to draw a beaker-Fun Extra or Morning Work** **Origami Bookmark Bunny-Morning work-Spring Easter** **Additional Videos** • **What is Chemistry? Youtube Video** • **Brain Pop-States of Matter** • **Brain Pop-Chemical/Physical Changes**

	• How to make a Hollow/Naked Penny? • How to make a gold penny. • Surface Tension/Bubbles and more • Physical and Chemical Changes • Skittle Design Examples • **Mystery Science-**What do Fireworks, Rubber and Silly Putty have in common? • **Mystery Science-**Chemistry and Conservation of Matter • **Mystery Science-**Could you transform something worthless into gold? • **Mystery Science-**What makes flowers move**-Acts of Kindness-Physical change** **Interactive Website** • Beginning of unit Slideshow

UNIT 4
BOTANY

Standards Addressed	Big Ideas
● Goal 1-Students will acquire the knowledge and skills to gather, analyze, and apply information and ideas. ● Goal 2-Students will acquire the knowledge and skills to communicate effectively within and beyond the classroom. ● Goal 3-Students will acquire the knowledge and skills to recognize and solve problems.	Students will… ● Understand the structure, nature, needs, usage, and life cycle of plants. ● Explore a variety of plants to research and understand their functions. ● Create models and books that demonstrate their knowledge of how plants evolve and continue to thrive. ● Create information presentations to identify different types of plants and plant cells. ● Grow their own seeds in different environments. ● Record growth and observations in science journals to think through their knowledge of plant growth.

Unit Duration	Enduring Understandings	Essential Questions
● 1 Semester, Approx. 16 weeks	● Ecosystems are where living things grow and interact. ● Growing and caring for plants looks differently in different settings. ● Plant parts have important functions that help them to survive.	● How do plants evolve and continue to thrive? ● What is the structure, function, and life cycles of plants? ● How can the use of the Engineering Design Process be useful in problem solving the functions of plants? ● What features do plants have that help them live in different environments? ● What are the different ecosystems and their living components?

Assessment Evidence

Rubric/Scoring	Assessment
One evaluation will be sent home each semester	• Students will self- evaluate daily • Students will be assessed on using the Engineering Design Process used in projects • Students will be assessed on Critical thinking skills used in projects • Students will be assessed on creative thinking skills used in projects • Students will be assessed on learning skills used in projects • Students will be assessed on social/emotional skills daily

Learning Plan

Days(s)	Topic	Resources/Texts	Learning Targets	Key Vocabulary	Assessment
Semester(approx 16 weeks)	Plant Parts Functions Investigate Parts Photosynthesis Environments Ecosystems Plant Evolution Plant Uses Documentation/ Measurement/ Journaling	Scientists Bulletin Board Chalk Book Creator Subscription Scientist Bulletin Board Mason Jars Tacky glue SEAFOAM-Camera for Science journal Bulk Instant Film Peat Pellet Seed starter tray Mini greenhouse Gardeners puzzle Botany activity book Hanging vases	Intro to Plants What do they need using Book Creator Dissect Flowers Glue and label Parts Photosynthesis-What is it? What other kinds of plants do you think there are? Do any plants need different things to live? Can any plant live without the typical soil, water, sunlight? Work and design your grass doll. What is going to make yours stand out? Research an a-typical plant Create a slideshow about why it is so interesting! Present Plant Seeds, create tables in docs for measuring plants each week(4 weeks). Understanding Greenhouses-Build one How to water the plants in a new way. Brainstorm ideas for water strategies and pick a way to help our plants survive.	Embryo Engineering design process Seed coat Seed Food Storage Microscope Hydration Metabolism Digestion Dell Division Nutrient Fertilizer Chlorophyll Photosynthesis Transplant Roots Stem Leaves Flower Adaptation	Self Assessments done throughout activities. Daily Self Assessme nt completed each SOAR day. Evaluation completed per semester.

		Succulents Terrarium Rocks Grass dolls	Measure and draw/photograph your plant each week. Create a design idea to help make watering plants an easier task. What are other uses for plants? Partner work. Work together to find other uses for plants. Work as a classroom to create a completed step for our garden. Design/Paint a stepping stone. Plant in an outdoor classroom or Harris Garden.		

Additional Suggestions

Careers	Resource
• Greenhouse Worker • Florist • Landscaper • Agricultural Specialist • Agronomist • Arborist • Plant Biologist • Plant Pathologist • Plant geneticist • Plant Videographer • Ethnobotanist • Ecologist • Permacultural Designer • Pomologist • Soil Scientist	**Field Trips** • **Nature Walks** • **Park** • **Botanical Gardens-Shaw Nature Reserve-Plant Connections** • **Discovery Center School Programs-Seeds to Trees** **Additional Videos** • **Seedless Plants** Brainpop • **Plant Growth** Brainpop • **Photosynthesis** Brainpop • **Mystery Science-What will a baby plant look like when it grows up?** • **Mystery Science-Why don't trees blow down in the wind?** • **Mystery Science-How do they turn wood into paper?** • **Mystery Science-How do bees make honey?** **Interactive Website**

THIRD & FOURTH GRADE GIFTED CURRICULUM
Course Overview

Course Description

To reinforce gifted learners' critical, creative, learning, and social /emotional skills, it is vital that they are provided appropriately with challenging educational opportunities. The third and fourth grade SOAR students curriculum is designed to meet the gifted needs in the present setting and for them to use the skills for successful lifelong learning. The program provides multiple opportunities for collaboration through individual, partner, and group work. The program utilizes technology, STEAM projects, and assimilations. The focus will be for students to identify, analyze, and create educational tools based on their learned knowledge.

Big Ideas (units)/Duration

ALL UNITS ARE TAUGHT TO 3RD & 4TH GRADE STUDENTS TOGETHER (2 UNITS PER YEAR, ALTERNATE YEARS)

- **Unit: Space (1 semester, Approx. 18 weeks)**
- **Unit: Geology (1 semester, Approx. 18 weeks)**
- **Unit: Forensics (1 semester, Approx. 18 weeks)**
- **Unit: Engineering & Architecture (1 semester, Approx. 18 weeks)**

Missouri Gifted Learner Outcomes

- **Creative and Innovative Thinking**
- **Critical Thinking, Systems Thinking, and Decision Making**
- **Problem Solving**
- **Social Emotional Learning**

UNIT 1
SPACE

Standards Addressed	Big Ideas
● **Goal 1**: Students in MO public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas. ● **Goal 2**: Students in MO public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. ● **Goal 3:** Students in Mo public schools will acquire the knowledge and skills to recognize and solve problems.	Students will… ● Learn the names and order of all the planets from the sun and how their placement affects the planet ● The importance of asteroids and comments impacts our world ● How space education is important for all life in the future

Unit Duration	Enduring Understandings	Essential Questions
(1 semester, Approx. 16 weeks)	● All people are capable of analyzing and solving challenging problems by creating ;new and purposeful solutions. ● The decisions that we make impact others. It is important to consider the implications and consequences of personal actions. ● Everyone can grow in their ability to think creatively and develop innovative ideas.	● How do I communicate my ideas effectively to an appropriate audience? ● How can I evaluate the effectiveness of my decision? ● How can I transfer my knowledge to a new situation? ● How can I transfer my knowledge and skills to a new situation?

Learning Targets
● Locate information from internet ● Design and create products to teach others ● Employ a teacher-selected problem-solving strategy and investigate novel student-selected strategies for solving problems ● See trends in systems and identify cause and effect relationships or multiple connections within the system ● Offer constructive feedback and incorporate suggestions for improvement ● Convey information clearly and concisely

Assessment Evidence

Evaluation	Assessment
One evaluation will be sent home each semester	● Students will self- evaluate daily ● Students will be assessed on using the Engineering Design Process used in projects ● Students will be assessed on Critical thinking skills used in projects ● Students will be assessed on creative thinking skills used in projects ● Students will be assessed on learning skills used in projects ● Students will be assessed on social/emotional skills daily

Learning Plan

Days(s)	Topic	Resources/Texts	Learning Targets	Key Vocabulary
One semester 18 days	• Names and order of planets • Learn names and locations of major constellations • Moon phases • Asteroids • Commits • Lunar eclips • Astronauts life • Rockets • Apollo project • Space station	• NASA sights • Google drawing • Google • Brainpop: Internal Space Station • Brainpop: Solar System • Brainpop: Comets • Brainpop: Asteroids • Brainpop: Constellation • Posters • Space puzzles • Planet posters • Planet sets • Constellation posters • Astroid & comet posters • Books on planets, constellations, comets, sun, asteroids, astronauts	• Collect and analyze data ito independently identify elements of issues • Apply abstract and analytical thinking skills modeled by others to define problems • Elaborate on given ideas, thoughts, products, or plans to create new possibilities	• Astronaut • Asteroid • Axis • Comet • Constellations • Eclipse • Galaxy • Gravity • Lunar • Meteorite • Orbit • Phases satellite • Galaxy • Milk way • Names of 8 planets

Additional Suggestions

Careers	Resource
• Space lawyer • Educator astronaut • Space medicine • Astronomers • Atmospheric and space scientists • Physicists • Aerospace and Occupational Safety • Aerospace Engineering • Astronomy • Astronomy and Astrophysics • Engineering Physics • Interdisciplinary Studies	• Astronaut board game • Circuit Explorer Rocket • Science Alliance Earth Science Set • Giant Magnetic Solar System • Crayola STEAM Space Science Kit • #13838885 • #13964919 • #13836035 • #13774804

UNIT 2
GEOLOGY

Standards Addressed	Big Ideas
● **Goal 1**: Students in MO public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas. ● **Goal 2**: Students in MO public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. ● **Goal 3:** Students in Mo public schools will acquire the knowledge and skills to recognize and solve problems. ● **Goal 4:** Students in Mo public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Students will… ● Understand that Geology is an inquiry based unit of study. ● Identify and name samples of rocks from metamorphic, igneous, sedimentary rocks ● Understanding complex system of interacting of rocks

Unit Duration	Enduring Understandings	Essential Questions
One semester	● Everyone can grow in their ability to think creatively and develop innovative ideas. ● The development of critical thinking skills and dispositions is a life-long endeavor. ● Personal and cultural diversity is shown by recognizing forms of bias and stereotypes and respect must be given to unique beliefs and experiences.	● How does collaborating expand the creative process? ● How do I determine steps to make a decision? ● How can I make changes happen?

Learning Targets
● Locate information from internet ● Design and create products to teach others ● Employ a teacher-selected problem-solving strategy and investigate novel student-selected strategies for solving problems ● See trends in systems and identify cause and effect relationships or multiple connections within the system ● Offer constructive feedback and incorporate suggestions for improvement ● Convey information clearly and concisely

Assessment Evidence

Evaluation	Assessment
One evaluation will be sent home each semester	● Students will self- evaluate daily ● Students will be assessed on using the Engineering Design Process used in projects ● Students will be assessed on Critical thinking skills used in projects ● Students will be assessed on creative thinking skills used in projects ● Students will be assessed on learning skills used in projects ● Students will be assessed on social/emotional skills daily

Learning Plan

Days(s)	Topic	Resources/Texts	Learning Targets	Key Vocabulary
One semester	• Layers of Earth • Sedimentary, igneous, and metamorphic rocks • Recognition, description, and uses of sedimentary, igneous and metamorphic rocks • Geodes formation • Crystal formation • Fossil formation	• Geode Amazon • rock Tumbler Amazon • Crystal Growing Amazon • rock Bingo Amazon • Rock collection Amazon • Science Alliance Earth Science Set Teacher Direct • #14242283 Oriental **Trading** • #13969179 Oriental **Trading** • #13940313 **Oriental Trading** • #14222578 **Oriental Trading** • #13940908 **Mindware** • **(1) 3 Types of Rocks and the Rock Cycle: Igneous, Sedimentary, Metamorphic - FreeSchool - YouTube** • **https://www.youtube.com/watch?v=keC59pye3cs** • **https://www.learner.org/series/interactive-rock-cycle/ Game**	• Use materials, processes, and concepts in original ways to create a model • Locate information in text, draw conclusions about research, teach others about research • Empowered learner, show learning through various projects • Convey information clearly, learn new things and share information, plan presentations for different audiences • Use online resources to learn new things and record and share information	• Crust, mantle, inner core, outer core, metamorphic, igneous, sedimentary, Africa, Australia, Europe, N. America, S. America, Asia, Europe, Antarctica,Audience, positive feedback,Geodes, crystals, fossiles,pyrite, calcite, agate, kaolinite, sphalerite, barite, dolomite, celestite, limonite, opal, ionic, metallic, covalent network, molecular.

		• **Immortal Rocks Video. How Crystals Are Formed Video. History of Crystals. - YouTube** • **What are GEODES? - YouTube** • **All About Geodes and How They Are Formed - YouTube** • **https://www.teachengineering.org/curricularunits/view/cub_natdis_curricularunit** • **Missouri Geology Field Trip to St. Francois Mtns. 2011 - YouTube** • **United States Geography: Rivers** • **10 of the Best Fossil Sites in the World - Earthly Universe** • Brainpop: Rock cycle • Brainpop: Types of Rocks • Brainpop: Crystals		

Additional Suggestions

Careers	Resource
• Astrogeologist or planetary geologist • Engineering geologist. • Environmental consultant • Environmental geologist	• Geode Amazon • rock Tumbler Amazon • Crystal Growing Amazon • rock Bingo Amazon • Rock collection Amazon • Science Alliance Earth Science Set Teacher Direct

• Geochemist • Geological surveyor • Geology professor • Geomorphologist	• #14242283 Oriental **Trading** • #13969179 Oriental **Trading** • #13940313 **Oriental Trading** • #14222578 **Oriental Trading** • #13940908 **Mindware** • **(1) 3 Types of Rocks and the Rock Cycle: Igneous, Sedimentary, Metamorphic - FreeSchool - YouTube** • **https://www.youtube.com/watch?v=keC59pye3cs** • **https://www.learner.org/series/interactive-rock-cycle/ Game** • **Immortal Rocks Video. How Crystals Are Formed Video. History of Crystals. - YouTube** • **What are GEODES? - YouTube** • **All About Geodes and How They Are Formed - YouTube** • **https://www.teachengineering.org/curricularunits/view/cub_natdis_curricularunit** • **Missouri Geology Field Trip to St. Francois Mtns. 2011 - YouTube** • **United States Geography: Rivers** • **10 of the Best Fossil Sites in the World - Earthly Universe**

Assessment Evidence

Evaluation	Assessment
One evaluation will be sent home each semester	• Students will self- evaluate daily • Students will be assessed on using the Engineering Design Process used in projects • Students will be assessed on Critical thinking skills used in projects • Students will be assessed on creative thinking skills used in projects • Students will be assessed on learning skills used in projects • Students will be assessed on social/emotional skills daily

UNIT 3
FORENSICS

Standards Addressed	Big Ideas
● **Goal 1**: Students in MO public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas. ● **Goal 2**: Students in MO public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. ● **Goal 3:** Students in Mo public schools will acquire the knowledge and skills to recognize and solve problems.	Students will… ● That forensics is a specific approach to scientific investigation ● Different methods of collecting evidence and using it to solve all problems ● Learn how to use the ability to assess things rationally by applying logic based on new or existing information when making a decision or solving a problem

Unit Duration	Enduring Understandings	Essential Questions
One Semester	● Decision making requires a process of gathering, analyzing and applying information and ideas ● There are different processes and strategies for solving problems. Being able to apply these processes and strategies may increase the probability of developing a successful outcome.	● How do I communicate my ideas effectively to an appropriate audience? ● How do I respect others' beliefs and experiences that are different from my own? ● How can I transfer my knowledge and skills to a new situation?

	• Being open-minded when new and different ideas are proposed is an important aspect of allowing creative thought and encouraging innovation.	

Learning Plan

Days(s)	Topic	Resources/Texts	Learning Targets	Key Vocabulary
1 semester	• Examining different samples under microscope • Learn the major names and location of bones • Names and identify the 3 different types of fingerprints • Learn different types of evidence: tire, foot prints, teeth marks • Names of famous forensic people • Solve multiple case using strategies	• Microscopes • fingerprints • Brainpop:Finger prints Brainpop: Bones • Bone samples • Cases to solve • Cases to solve • Riddles • Codes • Evidence • Bone game • Handwriting • Detective games • Google docs • Google slides • Problem solving activities • Sample slides for	• Develop possible solutions to problems within criminal lessons • Independently determine criteria for evaluating and selecting responses to issues and support selections • Support ideas, decisions and opinion statements with facts tied to tet-based evidence • Offer constructive feedback and incorporate suggestions for improvement • Effectively use student selected strategies to demonstrate creativity with original products	• Detective • Forensic • clue • experiment • Victim • Red Herring • Alibi • Evidence • Witness • Sleuth • Clue • Mystery scene • fingerprint • Analysis • Loops • Archs • whorls • Microscope, • Physical Evidence • impression evidence • chromatography

		observation • Forensic books • Spy School book • Bone manipties • Detective's Case Report • FBI Kids • Mystery Net's Kids Mysteries		

Additional Suggestions

Careers	Resource
• Arson Investigator • Computer Forensics Examiner • Crime Scene Investigator • Criminalist • DNA Analyst • Forensic Accountant	• Crack the Code • Unsolved Cases • Playz Detective • Cat Crimes • Simply Suspects • Clue master • spy School • Spy School • #14231785 • #13820684 • #13831830 • #13774804 • #13835749 • #14234027 • #42027

UNIT 4
ENGINEERING & ARCHITECTURE

Standards Addressed	Big Ideas
● **Goal 1**: Students in MO public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas. ● **Goal 2**: Students in MO public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. ● **Goal 3:** Students in Mo public schools will acquire the knowledge and skills to recognize and solve problems.	Students will… ● Foster the next generation of technology innovators ● Apply the latest scientific knowledge and technologies to the design of structures ● Expertise in strength of materials, structural analysis, and in predicting structural load such as from weight of the building

Unit Duration	Enduring Understandings	Essential Questions
One Semester	● Everyone can grow in their ability to think creatively and develop innovative ideas. ● The development of critical thinking skills and dispositions is a life-long endeavor. ● Personal and cultural diversity is shown by recognizing forms of bias and stereotypes and respect must be given to unique beliefs and experiences.	● How does collaborating expand the creative process? ● How do I determine steps to make a decision? ● How can I make changes happen?

Learning Targets

- Participate in class discussions
- Use online resources to learn
- Share thoughts in writing and by creating products
- Create detailed 2 dimensional plans
- Turn 2 dimensional plans into 3- dimensional products

Assessment Evidence

Evaluations	Assessment
One evaluation will be sent home each semester	• Students will self- evaluate daily • Students will be assessed on using the Engineering Design Process used in projects • Students will be assessed on Critical thinking skills used in projects • Students will be assessed on creative thinking skills used in projects • Students will be assessed on learning skills used in projects • Students will be assessed on social/emotional skills daily

Learning Plan

Days(s)	Topic	Resources/Texts	Learning Targets	Key Vocabulary
One semester	• Design blueprints of birdhouse, bird feeder, bridges, skyscrapers, tunnels, house, playground • Construct: birdhouse, bird feeder, bridges, skyscrapers, tunnels, house, playground	• Manipulatives for building • Google drawing • Google docs • Posters of different architects • Graph paper • Blueprint samples • Brainpop: Building Basics • Brainpop:Skyscrapers • Brainpop:Architecture • Brainpop:Bridges • Youtube • Kahoot • Books on structures • Building material • Paint, tape, glue	• Use materials, processes, and concepts in original ways to create structures • Elaborate on given ideas, thoughts, and create plans • Empowered learner, show learning through various projects • Collect and analyze data to independently identify elements of issues • Use online resources to learn new things and record and share information • Demonstrate the ability to persevere and successfully complete goals in a timely manner using a growth mindset	architect ,engineer, column, arch, compression, tension, estimate, measure, aerial elevation blueprints, blueprints, aggregate, stone, sand, gravel, asphalt, brick, concrete marble, granite,steel, mortar, plaster, tension bridge,arch bridge, beam bridge, cantilever bridge,suspension bridge, cable-Stayed bridge, skyscrapers, tunnels

Additional Suggestions

Careers	Resource
• Architectural Engineer. • Civil Engineer. • Façade Engineer. • Structural Engineer. • Mechanical Engineer. • Energy Modeler. • Electrical Engineer. • Lighting Designer. • Project Manager • Construction Management Project Manager	• Logic book • How to build a house • 3Duc Design • Artec for Kids • Straws and Connectors Building Kit • Gears! Gears! Gears!® Mega Builds Set

FIFTH GRADE GIFTED CURRICULUM
Course Overview

Course Description

To reinforce gifted learners' critical, creative, learning, and social /emotional skills, it is vital that they are provided appropriately with challenging educational opportunities. The fifth grade Quest students' curriculum is designed to meet the gifted needs in the present setting and for them to use the skills for successful lifelong learning. The program provides multiple opportunities for collaboration through individual, partner, and group work. The program utilizes technology, STEAM projects, and assimilations. The focus will be for students to identify, analyze, and create educational tools based on their learned knowledge.

Big Ideas (units)/Duration

- **Time Capsule**
- **Ancient Civilizations**

Missouri Gifted Learner Outcomes

- **Creative and Innovative Thinking**
- **Critical Thinking, Systems Thinking, and Decision Making**
- **Problem Solving**
- **Social Emotional Learning**

UNIT 1
TIME CAPSULE

Standards Addressed	Big Ideas
• **Goal 1 -** Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas. • **Goal 2 -**Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. • **Goal 3 -** Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. • **Goal 4 -** Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Students will… • Learn how the brain stores and retrieves information • Develop a game to improve working memory • Examine multiple perspectives in history • Create a time capsule

Unit Duration	Enduring Understandings	Essential Questions
• 1 semester	• The development of critical thinking skills and dispositions is a life-long endeavor. • All people are capable of analyzing and solving challenging problems by creating new and purposeful solutions. • An individual's identity is a product of the dynamic interaction between personal and environmental factors.	• How do people grow as problem solvers? • How can I use thinking tools to help me analyze and synthesize information? • What makes me who I am?

Learning Targets

- Consider the implications of issues and their possible solutions on multiple communities (local, larger, global)
- See trends in systems and identify cause and effect relationships
- Apply abstract and analytical thinking skills modeled by others to define problems

- When working in groups, effectively work with group members to identify ethical implications of group processes and decisions and take a stand for personal convictions and demonstrate respect/ tolerance for other points of view
- Elaborate on given ideas, thoughts, products, or plans to create new possibilities

Assessment Evidence

Rubric/Scoring	Assessment
Hyperlink Proficiency Scale/Rubric Time Capsule Rubric	Ongoing teacher feedback Project rubric Self Assessment semester evaluations

Learning Plan

Days(s)	Topic	Resources	Learning Targets	Key Vocabulary	Assessment
One Semester	• How does the brain work • Working memory • Primary and Secondary sources • Multiple perspectives in history • The importance of historical documents and artifacts • Create your own time capsule	• Brainpop • Byrdseed tv online • Google docs, slides, drawings • Color printer • Examples of primary and secondary sources • Variety of art supplies (model magic, paint, markers, construction paper, poster board)	• Students will learn how the brain stores and retrieves memories. • Students will determine the difference between short term and long term memory storage • Students will develop a game to strengthen their working memory • Students will differentiate between primary and secondary sources • Students will examine several historical events from multiple perspectives • Students will create their own time capsule that	• Working memory • Hemispheres • Cerebellum • Cerebrum • Amygdala • Frontal lobe • Parietal lobe • Thalamus • Hippocampus • Brain stem • Temporal lobe • Occipital lobe • Primary source • Secondary source • Artifacts • Perspective • Time capsule • Historian	

			includes personal information, current events, and relevant artifacts		

UNIT 2
ANCIENT CIVILIZATIONS

Standards Addressed	Big Ideas
● **Goal 1 -** Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas. ● **Goal 2 -**Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. ● **Goal 3 -** Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. ● **Goal 4 -** Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Students will… ● Examine multiple ancient civilizations using the G.R.A.P.E.S acronym ● Create their own civilization from origin through disappearance including all major characteristics such as a map, alphabet and relevant artifacts.

Unit Duration	Enduring Understandings	Essential Questions
● 1 semester	● Decision making requires a process of gathering, analyzing and applying information and ideas.	● In which ways does creativity play a role in self-expression and culture? ● What factors prevent or encourage people to take creative risks?

	• Innovative thinking and creative thinking are vital to our progress as a society. • All people are capable of analyzing and solving challenging problems by creating new and purposeful solutions.	• How can I use thinking tools to help me analyze and synthesize information? • How can I transfer my knowledge to a new situation? • How do people grow as problem solvers?

Learning Targets

- Identify the main pattern & minor patterns in information needed to understand issues
- Support ideas, decisions, and opinion statements with facts tied to text-based evidence
- Consider the implications of issues and their possible solutions on multiple communities (local, larger, global)
- See trends in systems and identify cause and effect relationships

Assessment Evidence

Rubric/Scoring	Assessment
Hyperlink Proficiency Scale/Rubric Civilization Rubric	Ongoing teacher feedback Project rubric Self Assessment semester evaluations

Learning Plan

Days(s)	Topic	Resources/Texts	Learning Targets	Key Vocabulary	Assessment
1 semester	• Ancient Greece • Ancient Rome • Ancient China • Mesoamerica • Participate in a "Tournament of ancient inventions" • Create a civilization with all important components	• Brainpop • Byrdseed tv online • Google docs, slides, drawings • Color printer • Examples of primary and secondary sources • Variety of art supplies (model magic, paint, markers, construction paper, poster board) •	• Students will examine Ancient Romes, Greece, China and Mesoamerica using the G.R.A.P.E.S. acronym (Geography, Religion, Achievements, Politics, Economy, Social Structure). • Students will complete a tournament bracket for ancient inventions. • Students will create their own civilization from origin to disappearance that includes all necessary	• Civilization • Government • Religion • Architecture • Language • Politics • Geography • Economy • Social Structure • Trade • Resources • Culture • Archaeology • Archaeologist • Historian • Society	

			components. ● Students will create a model of their civilization or an artifact dig site for others to examine. ● Students will examine others' civilizations and note similarities, differences and		

Additional Suggestions

Activity	Resource
Field Trip *Student Led Reading* *Interactive Read Alouds* *Additional Videos* *Projects*	Model Magic 3D Pens Tournament of Ancient Inventions Brainpop - ancient civilizations Mr. Nicky civilization songs

SIXTH GRADE GIFTED CURRICULUM
Course Overview

Course Description

To reinforce gifted learners' critical, creative, learning, and social /emotional skills, it is vital that they are provided appropriately with challenging educational opportunities. The sixth grade Quest students curriculum is designed to meet the gifted needs in the present setting and for them to use the skills for successful lifelong learning. The program provides multiple opportunities for collaboration through individual, partner, and group work. The program utilizes technology, STEAM projects, and assimilations. The focus will be for students to identify, analyze, and create educational tools based on their learned knowledge.

Big Ideas (units)/Duration

- **Inventions**
- **Rockets**
- **Robots**

Missouri Gifted Learner Outcomes

- **Creative and Innovative Thinking**
- **Critical Thinking, Systems Thinking, and Decision Making**
- **Problem Solving**
- **Social Emotional Learning**

UNIT 1
Inventions

Standards Addressed	Big Ideas
• **Goal 1 -** Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas. • **Goal 2 -**Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. • **Goal 3 -** Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. • **Goal 4 -** Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Students will… • Create an original invention that solves a problem or fulfills a need in society • Create a Rube Goldberg Machine using a variety of simple machines

Unit Duration	Enduring Understandings	Essential Questions
• 1 semester	• EU 2.1 Decision making requires a process of gathering, analyzing, and applying information and ideas. • EU 3.2 All people are capable of analyzing and solving challenging problems by creating new and purposeful solutions. • EU 1.1 Innovative thinking and creative thinking are vital to our progress as a society.	• EQ 1.3 What conditions, attitudes, and behaviors support creativity and innovative thinking and what factors discourage creative risk taking? • EQ 1. 4 How does collaboration impact the creative process? • EQ 2.4 How can I transfer my knowledge and skills to new situations? • EQ 3.2 Why is it important to be able to solve problems and explain my reasoning?

Learning Targets

- Develop multiple possible solutions to singular and multi-faceted problems
- Assess how your decisions can add to a potential solution within a community and global framework

- Apply originality in creating ideas or alternative solutions to solve problems in an enlightened manner
- Imagine, predict, and explore opportunities, situations, and ideas that do not yet exist in meaningful ways

Assessment Evidence

Rubric/Scoring	Assessment
Hyperlink Proficiency Scale/Rubric Shark Tank Rubric	Ongoing teacher feedback Project rubric Self Assessment Students will receive semester evaluations

Learning Plan

Days(s)	Topic	Resources/Texts	Learning Targets	Key Vocabulary	Assessment
1 semester	• How do inventors come up with their ideas? • Child inventors • Famous inventors • Create an invention that solves a problem or fulfills a need • Present inventions “Shark Tank” style • Rube Goldberg • Simple Machines • Create a Rube Goldberg machine using a variety of materials to construct simple machines into a chain reaction	• Brainpop • Byrdseed Tv online • Rubegoldberg.com • Google docs, slides, sites, drawings • Variety of art/STEM supplies such as construction paper, model magic, pipe cleaners, craft sticks, paint, markers, • Color printer • Variety of building supplies such as Legos, K’Nex, dominoes, Keva Planks, marble and car tracks • Video camera	• Students will discover how inventors come up with their ideas • Students will research child inventors and famous inventors • Students will create an original invention that solves a problem or fulfills a need • Students will design a presentation for their invention • Students will present their inventions “Shark Tank” style • Students will learn about Rube Goldberg and his machines • Students will learn	• Inventor • Innovator • Inventions • Innovations • Creativity • Curiosity • Rube Goldberg • Simple Machines • Lever • Wedge • Screw • Wheel and Axel • Inclined Plane • Pulley • Chain reaction	

			about simple machines and chain reactions ● Students will create a Rube GOldberg Machine using a variety of building materials with an emphasis on simple machines and chain reactions		

Additional Suggestions

Activity	Resource
Field Trip *Student Led Reading* *Interactive Read Alouds* *Additional Videos* *Projects*	Keva Planks Bulk Dominoes 3D Pens Model Magic Rubegoldberg.com Just Like **Rube Goldberg**: The Incredible True Story by Sarah Aronson and Robert Neubecker

UNIT 2
ROCKETS

Standards Addressed	Big Ideas
• **Goal 1 -** Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas. • **Goal 2 -**Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. • **Goal 3 -** Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. • **Goal 4 -** Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Students will… • Investigate aeronautics and how Newton's Three Laws of Motion apply to rockets • Use the design process to create a rocket that will protect an egg

Unit Duration	Enduring Understandings	Essential Questions
• One quarter	• EU 1.1 Innovative thinking and creative thinking are vital to our progress as a society. • EU 2.1 Decision making requires a process of gathering, analyzing and applying information and ideas. • EU 3.2 All people are capable of analyzing and solving challenging problems by creating new and purposeful solutions.	• EQ 1.1 What are creativity and innovation? • EQ 2.2 How does information and logic impact decision-making? • How can I evaluate the effectiveness of my decision? • EQ 3.2 Why is it important to be able to solve problems and explain your reasoning?

Learning Targets

- Apply originality in creating ideas or alternative solutions to solve problems in an enlightened manner
- Demonstrate a depth of thought in deductive reasoning by evaluating and justifying data that supports logical conclusions drawn

- Develop, test, and refine prototypes as part of a cyclical design process, evaluate the effectiveness based on teacher-identified success criteria, and explain the reasoning behind changes made in the iteration process

Assessment Evidence

Rubric/Scoring	Assessment
Hyperlink Proficiency Scale/Rubric Rockets Rubric	Ongoing teacher feedback Project rubric Self Assessment Students will receive semester evaluations

Learning Plan

Days(s)	Topic	Resources/Texts	Learning Targets	Key Vocabulary	Assessment
	• **History of Rocketry** • **Rocket Systems** • **Manned Space Missions** • **Objects in Space** • **Astronaut Training** • **Newton's Laws of Motion** • **Water Rocket Building** • **Rocket Launch**	• Brainpop • Byrseed Tv online • Habitable Objects in Space Tournament • Lunar Survival Skills • Google docs, slides, sites, drawings • Variety of art/STEM supplies such as construction paper, model magic, pipe cleaners, craft sticks, paint, markers, • Color printer • Soda Bottles • Rocket Launcher • eggs	• **Students will learn about the history of rocketry and notable people responsible for these findings** • **Students will learn the basics of rocket systems and functions** • **Students will learn about Newton's Laws of Motion and how they relate to space travel** • **Students will investigate various space missions** • **Students will explore objects in space including planets, moons and stars**	• **NASA** • **Atmosphere** • **Altitude** • **Gravity** • **Orbit** • **Isaac Newton** • **William Congreve** • **William Hale** • **Robert Goddard** • **Herman Oberth** • **Airframe System** • **Propulsion System** • **Guidance System** • **Control System** • **Mercury** • **Gemini** • **Apollo** • **Soyuz** • **Pioneer** • **Buzz Aldrin** • **Yuri Garagan** • **Neil Armstrong** • **Newton's Laws of Motion**	

			• **Students will determine which objects in space would be the most habitable** • **Students will learn about astronaut training and survival skills needed in space** • **Students will construct a water powered rocket that will travel a far distance and protect cargo (an egg)** • **Students will predict the outcome of their rocket prior to launch** • **Students will launch their rocket and assess the success and/or failure of various aspects of their rocket** • **Students will analyze the outcome of the**		

			rocket launch and identify design components that worked and those that did not • **If time allows, students can redesign their rockets and perform a second launch**		

Additional Suggestions

Activity	Resource
Field Trip *Student Led Reading* *Interactive Read Alouds* *Additional Videos* *Projects*	Rocket Launcher NASA for Kids Brainpop Habitable Objects in Space Lunar Survival Skills 8 wonders of the solar system Youtube videos - astronauts on the ISS

UNIT 3
ROBOTICS

Standards Addressed	Big Ideas	
• **Goal 1 -** Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas. • **Goal 2 -**Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. • **Goal 3 -** Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. • **Goal 4 -** Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Students will… • Understand that robots impact our everyday lives • Explore STEM careers related to robotics • Build and program a robot to complete simple tasks	
Unit Duration	**Enduring Understandings**	**Essential Questions**
• 1 quarter	• EU 1.3 Being open-minded when new and different ideas are proposed is an important aspect of allowing creative thought and encouraging innovation. • EU 2.3 The development of critical thinking skills and dispositions is a life-long endeavor. • EU 3.3 Through practice, we can grow in our ability to develop effective solutions to problems. •	• EQ 1. 4 How does collaboration impact the creative process? • EQ 2.4 How can I transfer my knowledge and skills to new situations? • EQ 3.1 How do I use different strategies to effectively solve problems? • EQ 3.2 Why is it important to be able to solve problems and explain my reasoning?
Learning Targets		

- Apply originality in creating ideas or alternative solutions to solve problems in an enlightened manner
- Independently apply abstract and analytical thinking skills to define problems
- Develop, test, and refine prototypes as part of a cyclical design process, evaluate the effectiveness based on teacher-identified success criteria, and explain the reasoning behind changes made in the iteration process

Assessment Evidence

Rubric/Scoring	Assessment
Hyperlink Proficiency Scale/Rubric Robotics Rubric	Ongoing teacher feedback Project rubric Self Assessment Students will receive semester evaluations

Learning Plan

Days(s)	Topic	Resources/Texts	Learning Targets	Key Vocabulary	Assessment
	● Types of Robots ● Robots impact our lives ● STEM careers with robots ● Design process ● Vex Robotics ● Simple Coding ●	● VEX robotics kits ● Google docs, slides, sites, drawings ● Variety of art/STEM supplies such as construction paper, model magic, pipe cleaners, craft sticks, paint, markers ● Color printer ● VEX coding software	● Students will research types and uses of robots. ● Students will explore how robots affect everyday life and how they will impact the future ● Students will explore various STEM careers related to robotics ● Students will use the design process to build a robot ● Students will use simple coding to program their robot to perform simple tasks ● Students will code their robot to complete a class designed obstacle	● Robot ● Sensor ● Controller ● Motor ● Block Programming Language ● Design Process ● STEM Careers	

			course ● Students will analyze the success and failures of their robots and make improvements as necessary		

Additional Suggestions

Activity	Resource
Field Trip *Student Led Reading* *Interactive Read Alouds* *Additional Videos* *Projects*	VEX Robot Kits Vex IQ coding website NASA Robotics resources

SEVENTH GRADE GIFTED CURRICULUM
Course Overview

Course Description

To reinforce gifted learners' critical, creative, learning, and social /emotional skills, it is vital that they are provided appropriately with challenging educational opportunities. The seventh grade Quest students' curriculum is designed to meet the gifted needs in the present setting and for them to use the skills for successful lifelong learning. The program provides multiple opportunities for collaboration through individual, partner, and group work. The program utilizes technology, STEAM projects, and assimilations. The focus will be for students to identify, analyze, and create educational tools based on their learned knowledge.

Big Ideas (units)/Duration

- **Board Games**
- **Forensics**
- **Survival**

Missouri Gifted Learner Outcomes

- **Creative and Innovative Thinking**
- **Critical Thinking, Systems Thinking, and Decision Making**
- **Problem Solving**
- **Social Emotional Learning**

UNIT 1
BOARD GAMES

Standards Addressed	Big Ideas
• **Goal 1 -** Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas. • **Goal 2 -**Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. • **Goal 3 -** Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. • **Goal 4 -** Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Students will… ● Examine how luck and strategy impact our daily lives ● Analyze a variety of games, paying attention to elements of luck and strategy ● Create an original board game for middle schoolers that includes elements of luck and strategy

Unit Duration	Enduring Understandings	Essential Questions
● 1 semester	● There are different processes and strategies for solving problems. Being able to apply these processes and strategies may increase the probability of developing a successful outcome. ● Innovative thinking and creative thinking are vital to our progress as a society. ● Decision making requires a process of gathering, analyzing and applying information and ideas.	● How can I evaluate the effectiveness of my decision? ● How does collaboration expand the creative process? ● Why are there different strategies for solving problems?

Learning Targets

- Develop, test, and refine prototypes as part of a cyclical design process, evaluate the effectiveness based on teacher-identified success criteria, and explain the reasoning behind changes made in the iteration process

- Identify and test assumptions and determine where unintended consequences might arise
- Imagine, predict, and explore opportunities, situations, and ideas that do not yet exist in meaningful ways

Assessment Evidence

Rubric/Scoring	Assessment
Hyperlink Proficiency Scale/Rubric Board Game Rubric	• Ongoing teacher feedback • Project rubric • Self Assessment • semester evaluations

Learning Plan

Days(s)	Topic	Resources/Texts	Learning Targets	Key Vocabulary
	• Luck vs strategy • Game Analysis • Game themes • Game mechanics • Game rules • Prototypes • Playtesting • Game building • Game play	• Variety of board and card games to analyze • Google docs, slides, sites, drawings • Variety of art/STEM supplies such as construction paper, model magic, pipe cleaners, craft sticks, paint, markers, poster board • Color printer • 3D printer • 3D pens • Poster Printer • TinkerCAD	• Students will identify how luck and strategy affect everyday life • Students will analyze a variety of board games and card games looking for elements of luck and strategy • Students will analyze a variety of games with a focus on rules, game mechanics and playability • Students will determine an overarching theme for their board game • Students will incorporate several different game mechanics	• Theme • Game Mechanics • Prototype • Playtesting • Luck • Strategy • Odds • Randomization • Tactics • Opponent

			into their game ● Students will write rules for their game including contents, set up, game play, winning the games, tie breakers, special spaces and game variations ● Students will create a prototype of their game for playtesting ● Students will adjust their rules and game play based on student feedback ● Students will create a game board ● Students will 3D print at least one element of their game (such as playing pieces or dice) ● Students will create all necessary pieces for their game	

			(such as cards, spinners, dice, playing pieces, tokens, etc) ● Students will play other student created games and provide constructive feedback	

Additional Suggestions

Activity	Resource
Field Trip *Student Led Reading* *Interactive Read Alouds* *Additional Videos* *Projects*	Strategy Game Unit Plan

UNIT 2
FORENSICS

Standards Addressed	Big Ideas
• **Goal 1 -** Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas. • **Goal 2 -**Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. • **Goal 3 -** Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. • **Goal 4 -** Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society. •	Students will… • Understand that forensics is a scientific process used to analyze evidence to solve a crime • Learn that forensic scientists use many processes to gather and analyze evidence • Acquire background knowledge about various forms of physical evidence • Create a forensics escape room

Unit Duration	Enduring Understandings	Essential Questions
• 1 quarter	• EU 1.1 Innovative thinking and creative thinking are vital to our progress as a society. • EU 2.1 Decision making requires a process of gathering, analyzing, and applying information and ideas. • EU 3.1 There are different processes and strategies for solving problems. Being able to apply these processes and strategies may increase the probability of developing a successful outcome.	• EQ 1.3 What conditions, attitudes, and behaviors support creativity and innovative thinking and what factors discourage creative risk taking? • EQ 2.2 How does information and logic impact decision-making? • EQ 3.1 How do I use different strategies to effectively solve problems?

Learning Targets
● Imagine, predict, and explore opportunities, situations, and ideas that do not yet exist in meaningful ways ● Consider evidence that disconfirms ideas and assumptions about issues ● Develop multiple possible solutions to singular and multi-faceted problems

Assessment Evidence

Rubric/Scoring	Assessment
Hyperlink Proficiency Scale/Rubric CSI Escape Room Rubric	Ongoing teacher feedback Project rubric Self Assessment semester evaluations

Learning Plan

Days(s)	Topic	Resources/Texts	Learning Targets	Key Vocabulary
	• **CSI basics escape room** • **Testimonials** • **Fingerprints** • **Physical Evidence** • **Impression Evidence** • **Chromatography** • **Create a crime scene escape room**	• **Escape Room** • **Breakout Boxes** • Google docs, slides, sites, drawings • Variety of art/STEM supplies such as construction paper, model magic, pipe cleaners, craft sticks, paint, markers, • Color printer • Brainpop	• **Students will complete a CSI basics escape room** • **Students will learn about various types of witnesses, testimonials and suspect sketches** • **Students will examine their own fingerprints and determine key characteristics** • **Students will learn about various types of physical evidence** • **Students will learn about various types of impression evidence (footprints, bite marks, tool imprints, tire tracks)** • **Students will conduct experiments related to chromatography** • **Students will create their own escape room that incorporates multiple suspect profiles and various types of evidence** • **Students will solve other's escape rooms and provide feedback**	• **Evidence** • **Investigation** • **Analysis** • **Graphology** • **Latent Print** • **Patent Print** • **Visible Print** • **Whorl** • **Loop** • **Arch** • **Chromatography** • **Character Witness** • **Eye Witness** • **Expert Witness** • **Forensics** • **Crime Scene** • **Suspect** • **Alibi** • **Testimonial** • **Physical Evidence** • **Circumstantial Evidence** • **Victim**

Additional Suggestions

Activity	Resource
Field Trip *Student Led Reading* *Interactive Read Alouds* *Additional Videos* *Projects*	Unsolved Case Files games Forensics Kit - Carolina Science Forensics Reference Guide Evidence and Investigation Activities Brainpop Forensics The Science Spot Forensics CSI Web Adventures Police officer/detective guest speaker (school SRO)

UNIT 3
SURVIVAL

Standards Addressed	Big Ideas
• **Goal 1 -** Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas. • **Goal 2 -**Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. • **Goal 3 -** Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. • **Goal 4 -** Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Students will… ● Analyze true stories of children who survived extraordinary circumstances ● Determine if survival is dependent on luck, strategy or a combination in various scenarios ● Create a “Choose Your Own Adventure” presentation using a location or scenario of their choice that requires survival skills

Unit Duration	Enduring Understandings	Essential Questions
● 1 quarter	● The decisions that we make impact others. It is important to consider the implications and consequences of personal actions. ● Innovative thinking and creative thinking are vital to our progress as a society. ● All people are capable of analyzing and solving challenging problems by creating new and purposeful solutions. ● Through practice, we can grow in our ability to develop effective solutions to problems.	● How do you solve problems? ● Why are there different strategies for solving problems? ● How can I determine the importance of different facts in decision-making? ● How does new information impact decision-making? ● How can I evaluate the effectiveness of my decision? ● What conditions, attitudes, and behaviors support creativity and innovative thinking?

Learning Targets
• Apply originality in creating ideas or alternative solutions to solve problems in an enlightened manner • Consider evidence that disconfirms ideas and assumptions about issues • Develop multiple possible solutions to singular and multi-faceted problems • Demonstrate the ability to adapt to change in a climate of changing expectations and priorities

Assessment Evidence

Rubric/Scoring	Assessment
Hyperlink Proficiency Scale/Rubric Survival Rubric	Ongoing teacher feedback Project rubric Self Assessment semester evaluations

Learning Plan

Days(s)	Topic	Resources/Texts	Learning Targets	Key Vocabulary
	• Read true stories of survival • Research scenarios requiring survival skills • Survival Packs • Shelter • "Choose your own Adventure" slide show	• When the Worst Happens, True Stories of Survival • Google docs, slides, sites, drawings • Variety of art/STEM supplies such as construction paper, model magic, pipe cleaners, craft sticks, paint, markers, • Color printer • Brainpop	• Students will analyze true stories of survival looking specifically for elements of luck and strategy • Students will research various situation which would require survival skills (i.e. natural disasters, remote locations, etc.) • Students will choose a survival situation to research in depth and use for the remainder of the unit's tasks • Students will pack a "survival pack" for their situation with up to 8 items that would help them survive. They will then be asked to remove at least 3 of those items, determining what is most crucial to keep. • Students will design a shelter for their survival	• Survival • Necessities • Obstacles • Challenges • Resources • Resilience • Makeshift • Resourceful • Shelter • Essential • Survival Skills • Natural Disasters • Sustainable

			situation using various supplies and STEM materials ● Students will create a "Choose your own Adventure" slideshow with at least 10 tasks to complete. ● Students will complete other groups' adventure slides and provide feedback	

Additional Suggestions

Activity	Resource
Field Trip *Student Led Reading* *Interactive Read Alouds* *Additional Videos* *Projects*	● When the Worst Happens, True Stories of Survival ● Brainpop Natural Disasters ● I Survived Book Series ●

EIGHTH GRADE GIFTED CURRICULUM
Course Overview

Course Description

To reinforce gifted learners' critical, creative, learning, and social /emotional skills, it is vital that they are provided appropriately with challenging educational opportunities. The eighth grade Quest students' curriculum is designed to meet the gifted needs in the present setting and for them to use the skills for successful lifelong learning. The program provides multiple opportunities for collaboration through individual, partner, and group work. The program utilizes technology, STEAM projects, and assimilations. The focus will be for students to identify, analyze, and create educational tools based on their learned knowledge.

Big Ideas (units)/Duration

- **Passion Projects**
- **Media Literacy**

Missouri Gifted Learner Outcomes

- **Creative and Innovative Thinking**
- **Critical Thinking, Systems Thinking, and Decision Making**
- **Problem Solving**
- **Social Emotional Learning**

UNIT 1
PASSION PROJECTS

Standards Addressed	Big Ideas
• **Goal 1 -** Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas. • **Goal 2 -**Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. • **Goal 3 -** Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. • **Goal 4 -** Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Students will… ● Select a topic of their choice for an in depth, independent study project. ● Present their findings to the class

Unit Duration	Enduring Understandings	Essential Questions
● 1 quarter	● EU 1.2 Everyone can grow in their ability to think creatively and develop innovative ideas. ● EU 2.3 The development of critical thinking skills and dispositions is a life-long endeavor. ● EU 3.2 All people are capable of analyzing and solving challenging problems by creating new and purposeful solutions. ● EU 4.2 Understanding oneself is the foundation for self-management and on-going self-assessment and reflection are essential to defining and enhancing an individual's growth.	● EQ 1.3 What conditions, attitudes, and behaviors support creativity and innovative thinking and what factors discourage creative risk taking? ● EQ 2.1 How do I make and defend a well thought out and reasonable decision? ● EQ 3.1 How do I use different strategies to effectively solve problems? ● EQ 4.6 What is success? What tools do I need to be successful?

Learning Targets

- Imagine, predict, and explore opportunities, situations, and ideas that do not yet exist in meaningful ways
- Identify and test assumptions and determine where unintended consequences might arise
- Identify and justify success criteria for problem solutions and evaluate the possible effectiveness of proposed solutions to problems
- Individually use information gained through self-evaluation
- and growth mindset to establish attainable goals and set priorities to persevere through challenges and setbacks in a timely manner

Assessment Evidence

Rubric/Scoring	Assessment
Passion Project Rubric	• Ongoing teacher feedback • Project rubric • Self Assessment • semester evaluations

Learning Plan

Days(s)	Topic	Resources/Texts	Learning Targets	Key Vocabulary	Assessment
	• Passion Projects	• Google docs, slides, sites, drawings • Variety of art/STEM supplies such as construction paper, model magic, pipe cleaners, craft sticks, paint, markers, • Color printer • 3D printer • Video camera • Microphones • SD cards • Video editing software • Supplies needed for individual projects •	• Students will select a topic of their choice to research • Students will create a proposal for their final project • Students will develop a timeline to complete their project in the appropriate time frame • Students will document their weekly progress through reflection journals or a form of their choice • Students will create a final presentation		

Additional Suggestions

Activity	Resource
Field Trip *Student Led Reading* *Interactive Read Alouds* *Additional Videos* *Projects*	The Gifted Guide Genius Hour Resources Passion Project Ideas Legacy Projects Genius Hour Resources

UNIT 2
MEDIA LITERACY

Standards Addressed	Big Ideas
• **Goal 1 -** Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas. • **Goal 2 -**Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. • **Goal 3 -** Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. • **Goal 4 -** Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Students will… • Understand information bias and analyze media sources to determine if they are reliable or biased • Produce an unbiased newscast on a current event • Create a podcast on a topic of their choice • Produce a documentary related to a current global issue

Unit Duration	Enduring Understandings	Essential Questions
• 3 quarters	• EU 1.3 Being open-minded when new and different ideas are proposed is an important aspect of allowing creative thought and encouraging innovation. • EU 2.2 The decisions that we make impact others. It is important to consider the implications and consequences of personal actions. • EU 3.2 All people are capable of analyzing and solving challenging problems by creating new and purposeful solutions. • EU 4.3 Personal and cultural diversity is shown by recognizing forms of bias and stereotypes and respect must be given to unique beliefs and experiences in themselves and others in	• EQ 1.3 What conditions, attitudes, and behaviors support creativity and innovative thinking and what factors discourage creative risk taking? • EQ 2.3 How do my decisions impact the world? • EQ 3.2 Why is it important to be able to solve problems and explain my reasoning? • EQ 4.5 How can I make change happen?

	order to develop empathy and social awareness.	

Learning Targets
● Recognize and assess various forms of bias in self and others and demonstrate strategies for addressing bias in social situations ● Develop and demonstrate a healthy response toward peer pressure and expectations of others by responding/acting in an honorable and truthful manner even under adverse circumstances ● Independently apply abstract and analytical thinking skills to define problem and, with guidance, identify the most important components of problems ● Demonstrate a depth of thought in deductive reasoning by evaluating and justifying data that supports logical conclusions ● Create and interpret creative works to build an appreciation that creativity exists within many domains and all avenues of human efforts

Assessment Evidence

Rubric/Scoring	**Assessment**
Newscast Rubric Documentary Rubric	● Ongoing teacher feedback ● Project rubric ● Self Assessment ● semester evaluations

Learning Plan

Days(s)	Topic	Resources/Texts	Learning Targets	Key Vocabulary	Assessment
	• **Bias in the news** • **Identifying bias** • **Creating unbiased content** • **Using A/V equipment** • **Editing content** • **Producing a newscast**	• Google docs, slides, sites, drawings • Variety of art/STEM supplies such as construction paper, model magic, pipe cleaners, craft sticks, paint, markers, • Color printer • Video Camera • Microphones • SD cards • Video editing software such as PowerDirector • **Green room** • **Podcast Kit**	• **Students will examine a variety news articles to identify bias** • **Students will create a "Bias in the news" Jeopardy game** • **Students will research a current event of their choice and produce an unbiased newscast of the event** • **Students will become familiar with the audio visual equipment available to us such as video cameras, microphones, SD cards, green room** • **Students will become familiar**	• **Information bias** • **Credible sources** • **perspective** • **Video camera** • **Microphone** • **SD card** • **Video editing** • **Documentary** • **Podcast** • **Audience** • **Green Room**	

			with the video editing software - PowerDirector ● **Students will edit their newscast to include captions, title slides, music and more** ● **Students will listen to a variety of podcasts to determine key components** ● **Students will choose a topic and create at least 2 episodes of a student friendly podcast** ● **Students will edit their podcast to include sounds and music as appropriate** ● **Students will create a mini documentary following the World of 8 Billion contest rules or choosing a topic related to the UN Sustainable**		

			Development Goals ● **The documentary should address a problem, provide factual research and suggest a sustainable solution to the problem** ● **Students will edit their documentary using video editing software.**		

Additional Suggestions

Activity	Resource
Field Trip	World of 8 Billion Mini Documentary Contest
Student Led Reading	NPR Student Podcast contest
Interactive Read Alouds	UN Sustainable Development Goals
Additional Videos	Current Events Choice Board
Projects	Student Cam Video Contest

	Byrdseed TV: What if you bought stock instead? Byrdseed TV: Anxiety Reduction for Students Byrdseed TV: Social Emotional Learning

MISSOURI GIFTED LEARNER OUTCOMES

Introduction

Gifted students need challenging curriculum, meaningful enrichment, accelerated learning opportunities, and appropriate social and emotional supports in order to make continuous progress in school. Gifted education programs provide opportunities for students to have enriched learning experiences across multiple curricular areas, addressing Missouri Learning Standards in core content areas, computer science, and fine arts. The unique academic, social, and emotional needs of gifted learners are addressed through the Missouri Gifted Learner Outcomes (MO-GLOs). The MO-GLOs can also guide gifted education specialists as they develop learner outcomes for their gifted programs.

Domains

The Portrait of a Gifted Learner directs the MO-GLOs. The Portrait of a Gifted Learner includes six domains: Complex Reasoning, Creative Thinking, Affective Processing, Executive Functioning, Global Mindedness, and Communicating Effectively. To deepen understanding, these six domains are further broken down into three or four strands. The MO-GLOs are divided into four grade bands (K-2, 3-5, 6-8, and 9-12) and focus specifically on three of the six domains: Complex Reasoning, Creative Thinking, and Affective Processing. Global Mindedness, Communicating Effectively, and Executive Functioning are embedded within those three domains. Icons are utilized to help identify the embedded domains.

Complex Reasoning: As gifted learners, students will develop the ability to apply problem-solving and critical thinking skills to create and test purposeful solutions, make decisions, support decisions with facts and logic, and understand how decisions and proposed solutions impact local and global communities.

Creative Thinking: As gifted learners, students will develop the ability to be open to new topics and thought processes, propose multiple detailed and original ideas, expand upon the thoughts of others, and recommend inventive solutions to new or unfamiliar concepts.

Affective Processing: As gifted learners, students will develop self-acceptance and self-awareness while demonstrating responsibility for their personal growth and engagement in their communities while embracing cultural and personal differences.

Missouri Show-Me Standards

The Missouri Gifted Learner Outcomes are aligned to the Missouri Show-Me Performance Standards:

Goal 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas.

Goal 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Goal 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Goal 4: Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

1. Complex Reasoning

Big Idea	As gifted learners, students will develop the ability to apply problem-solving and critical thinking skills to create and test purposeful solutions, make decisions, support decisions with facts and logic, and understand how decisions and proposed solutions impact local and global communities.			
Enduring Understandings	✯ EU 1.1 Decision making requires a process of gathering, analyzing, and applying information and ideas. ✯ EU 1.2 The decisions that we make impact others. It is important to consider the implications and consequences of personal actions. ✯ EU 1.3 The development of critical thinking skills and dispositions is a life-long endeavor. ✯ EU 1.4 There are different processes and strategies for solving problems. Being able to apply these processes and strategies may increase the probability of developing a successful outcome. ✯ EU 1.5 Through practice, we can grow in our ability to develop effective solutions to problems.			
Essential Questions	EQ 1.1 How do I make and defend a well thought out and reasonable decision? EQ 1.2 How do I use different strategies to effectively generate solutions that solve problems? EQ 1.3 Why is it important to be able to solve problems and explain my reasoning? EQ 1.4 How do my decisions impact the world? EQ 1.5 How can I transfer my knowledge and skills to new situations? EQ 1.6 How do I communicate my ideas effectively to an appropriate audience?			
Grade Span Outcomes	**K-2 Learner Outcomes**	**3-5 Learner Outcomes**	**6-8 Learner Outcomes**	**9-12 Learner Outcomes**
Analyze Problem Situations and Identify Key Elements 	Collaboratively and independently identify elements of issues	Collect and analyze data to independently identify elements of issues	Independently collect and analyze data to identify multiple perspectives and views on issues	Using independently collected data, analyze issues using different perspectives
	Identify the main pattern of information needed to understand an issue	Identify the main pattern and minor patterns in information needed to understand issues	Consider evidence that disconfirms ideas and assumptions about issues	Investigate the characteristics of resources that may indicate bias such as loaded language, errors in reasoning, and the author's affiliation
Identify Possible	With guidance, identify possible solutions to problems	Develop possible solutions to problems	Develop multiple possible solutions to singular and multi-faceted problems	Develop complex possible solutions to multi-faceted problems

1. Complex Reasoning

Solutions and Success Criteria 	With guidance, identify success criteria for problem solutions	With guidance, identify success criteria for problem solutions and evaluate the possible effectiveness of proposed solutions to problems	Identify and justify success criteria for problem solutions and evaluate the possible effectiveness of proposed solutions to problems	Identify, rank, and justify success criteria for problem solutions and evaluate the possible effectiveness of proposed solutions to problems using defined success criteria
Evaluate Options and Explain Reasoning	With guidance, differentiate the quality of possible responses to issues and explain reasoning	Independently determine criteria for evaluating and selecting responses to issues and support selections	Determine and justify criteria for evaluating and selecting responses to issues; apply criteria and defend selections	Use analogical reasoning to identify, explain, and give examples of analogies to support thoughts and ideas
	Use facts to support ideas, decisions, and opinions	Support ideas, decisions, and opinion statements with facts tied to text-based evidence	Support one's own ideas, decisions, and opinions with evidence from multiple sources; reason with logic to evaluate issues	Support one's own ideas, decisions, and opinions and counter others' statements with evidence from multiple sources
Use Deliberate Processes for Solving Problems	With guidance, employ a teacher-selected problem-solving strategy	Employ a teacher-selected problem-solving strategy and investigate novel student-selected strategies for solving problems	Employ a student-selected problem-solving strategy and assess the effectiveness of the strategy	Employ a student-selected problem-solving strategy, analyze effectiveness, and defend reasoning for the selected strategy

Includes but not limited to: design thinking, engineering design process, creative problem solving, launch cycle

1. Complex Reasoning				
Test, Analyze, and Iterate 	With guidance, develop and test prototypes and discuss what items could be improved in future designs	Develop, test, and refine prototypes as part of a cyclical design process with teacher-selected success criteria	Develop, test, and refine prototypes as part of a cyclical design process, evaluate the effectiveness based on teacher-selected success criteria, and explain the reasoning behind changes made in the iteration process	Develop multiple possible iterations, create structures for analyzing the success of prototypes, utilize self-determined success criteria to assess the effectiveness of their solutions, and defend their thinking with evidence-based research
Reflect on the Impact of Solutions 	With assistance, discuss the implications of issues on the impacted community	Consider the implications of issues and their possible solutions on multiple communities (local, larger, global)	Examine issues from multiple viewpoints while considering the implications on the community	Appraise global implications and consequences of historic and current world events
	Identify your role and the consequences within issues	Evaluate your personal decisions on issues in the larger perspective	Assess how your decisions can add to a potential solution within a community and global framework	Determine how your personal viewpoint may interconnect with those from historic and current world events
Systems Thinking 	Identify the parts of the system and explain connections within that system	See trends in systems and identify cause and effect relationships or multiple connections within the system	Identify and test assumptions within a system and determine where unintended consequences might arise	Make change in local/larger/global communities using systems thinking and utilize a variety of tools to understand systems thinking concepts and apply them to new problems

1. Complex Reasoning				
Logical Reasoning	Apply thinking processes to identify relationships between two familiar items or events	Apply thinking processes to analyze and organize sets of limited clues and reach logical conclusions ranging from general to specific	Demonstrate use of thinking processes that allow for a depth of thought by evaluating and justifying data that supports logical conclusions	Apply thinking processes to new situations when appropriate
	Includes but not limited to: pattern recognition, decomposition, abstraction, data analysis, critical thinking, systems thinking, algorithmic thinking, analogous thinking, deductive reasoning, inductive reasoning, abductive reasoning, convergent thinking, divergent thinking			
Communicate Ideas, Thoughts, and Messages  	Communicate complex ideas to reach a targeted audience	Effectively communicate complex ideas in a way that meets the need(s) of the intended audience	Effectively communicate complex ideas in a way that purposefully meets the need(s) of the intended audience	Effectively communicate complex ideas in a way that purposefully meets the need(s) of the intended audience
	With guidance, offer constructive feedback and incorporate suggestions for improvement	Offer constructive feedback and incorporate suggestions for improvement	Offer constructive feedback, analyze feedback received for effectiveness, and incorporate selected feedback	Adapt future communication using prior feedback

1. Complex Reasoning	
Connected NAGC Standards	**1.2. Self-Understanding.** Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior. **1.3. Self-Understanding.** Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population. **1.5. Cognitive, Psychosocial, and Affective Growth.** Students with gifts and talents demonstrate cognitive growth and psychosocial skills that support their talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs. **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. **3.5. Instructional Strategies.** Students with gifts and talents become independent investigators. **4.3. Responsibility and Leadership.** Students with gifts and talents demonstrate personal and social responsibility. **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.

2. Creative Thinking

Big Idea	As gifted learners, students will develop the ability to be open to new topics and thought processes, propose multiple detailed and original ideas, expand upon the thoughts of others, and recommend inventive solutions to new or unfamiliar concepts.			
Enduring Understandings	✯ EU 2.1 Innovative thinking and creative thinking are vital to our progress as a society. ✯ EU 2.2 Everyone can grow in their ability to think creatively and develop innovative ideas. ✯ EU 2.3 Being open-minded when new and different ideas are proposed is an important aspect of allowing creative thought and encouraging innovation.			
Essential Questions	✎ EQ 2.1 What are creativity and innovation? ✎ EQ 2.2 In what ways is creativity important and how does creativity play a role in self-expression and culture? ✎ EQ 2.3 What conditions, attitudes, and behaviors support creativity and innovative thinking and what factors discourage creative risk taking? ✎ EQ 2.4 How do I communicate my ideas effectively to an appropriate audience?			
Grade Span Outcomes	**K-2 Learner Outcomes**	**3-5 Learner Outcomes**	**6-8 Learner Outcomes**	**9-12 Learner Outcomes**
Risk-Taking and Open-Mindedness   	Demonstrate with guidance adaptability skills when evaluating thoughts or plans of existing products through listening and asking questions	Demonstrate adaptability skills when evaluating thoughts or plans of original products through listening and asking questions	Appropriately discern teacher and peer feedback to revise original work	Demonstrate observable adaptability skills relating to individual creative pursuits including self-awareness, acceptance, and self-correction
Divergent Thinking	Effectively use teacher-selected strategies to encourage creativity with original products	Effectively use student-selected strategies to demonstrate creativity with original products	Use independent strategies to interpret others' works and create original products	Build products in performances, insight, techniques, and/or trial and error based on divergent thinking

Includes but not limited to: Brainstorming, F20E, SCAMPER, Forced Connections, Mind Mapping

2. Creative Thinking				
Innovation Skills	Experiment with various materials and tools to create products related to personal interest or subject matter	Use materials, processes, and concepts in original ways to create a solution when given an expected outcome	Using a variety of materials, create an original product utilizing collaborative feedback	Explore the creative thinking process in various situations while developing a plan of action, maintaining creative flow, and adjusting the creative process based on feedback to create innovative products
Self-Expression  	Demonstrate appropriate verbal and nonverbal communication skills when expressing creative ideas	Practices self-reflection when evaluating creative processes using advanced verbal, nonverbal, and technological communication skills	Provides and receives effective feedback leading to improvement in verbal, nonverbal, and technological communication skills	Demonstrate advanced communication skills to influence differing viewpoints using a variety of resources, either independently or collaboratively

2. Creative Thinking	
Connected NAGC Standards	**1.1. Self-Understanding.** Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas. **1.2. Self-Understanding.** Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior. **1.3. Self-Understanding.** Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their cognitive and chronological peer groups and others in the general population. **1.5. Cognitive, Psychosocial, and Affective Growth.** Students with gifts and talents demonstrate cognitive growth and psychosocial skills that support their talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs. **1.6. Cognitive Growth and Career Development.** Students with gifts and talents identify future career goals that match their interests and strengths. Students determine resources needed to meet those goals (e.g., supplemental educational opportunities, mentors, financial support). **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. **3.5. Instructional Strategies.** Students with gifts and talents become independent investigators. **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.

3. Affective Processing

Big Idea	As gifted learners, students will develop self-acceptance and self-awareness while demonstrating responsibility for their personal growth and engagement in their communities while embracing cultural and personal differences.			
Enduring Understandings	✯ EU 3.1 An individual's identity is a product of the dynamic interaction between personal and environmental factors. ✯ EU 3.2 Intrapersonal development is understanding oneself as the foundation for self-management. ✯ EU 3.3 On-going self-assessment and reflection are essential to defining and enhancing an individual's growth. ✯ EU 3.4 Respect must be given to unique beliefs and experiences in oneself and others in order to develop empathy, social awareness, and leadership skills. ✯ EU 3.5 Embracing giftedness and appropriately coping with stress is important to healthy, responsive interpersonal interactions and to becoming productive members of classroom communities and society. ✯ E.U. 3.6 Lifelong learning is important to leading a life of curiosity, continued self-understanding, and global awareness. ✯ EU 3.7 Executive functioning skills are the foundation of all learning and can be learned and directly taught. ✯ EU 3.8 Everyone can develop the ability to manage and regulate choices (i.e.: planning, self-monitoring, time management, and organization).			
Essential Questions	✎ EQ 3.1 How does my giftedness impact the interactions in life that make me who I am? ✎ EQ 3.2 How does my giftedness impact how others see me and how I see myself? ✎ EQ 3.3 How do I respect others' beliefs and experiences that are different from my own? ✎ EQ 3.4 In what ways are executive function skills important and how does the development of my skills impact school and home life? ✎ EQ 3.5 What conditions, attitudes, and behaviors develop skills and what hinders my development? ✎ EQ 3.6 How do I communicate my ideas effectively to an appropriate audience?			
Grade Span Outcomes	**K-2 Learner Outcomes**	**3-5 Learner Outcomes**	**6-8 Learner Outcomes**	**9-12 Learner Outcomes**
Intrapersonal Development 	Explore the relationship between their learning and giftedness	Describe benefits and importance of personal qualities, characteristics, and gifted identity	Be flexible and adapt to different social contexts and appropriately advocate as the gifted learner	Create and implement an actionable plan with strengths and areas of growth to have confidence in one's identity based on gifted characteristics, talents, interests, and strengths

3. Affective Processing				
	Identify and assess strengths and areas of growth as a baseline for growth	Identify an actionable plan with strengths and areas of growth to exhibit confidence	Apply knowledge of strengths and areas of growth to personal decision-making	Use knowledge of strengths and areas of growth to make decisions about their future
	Identify feelings and emotions in self and others (including varying degrees of emotional intensity)	Describe and demonstrate ways to express and respond to emotions (i.e., coping strategies) in a constructive manner	Evaluate the impact of appropriate and inappropriate emotional expression and behavior on self and others	Analyze and evaluate how emotions affect responsible decision making
Interpersonal Interactions and Leadership   	Respond in a truthful manner about self and others	Respond in a truthful manner about self and others and recognize ways to help peers complete tasks, goals, or address needs	Respond and act in a truthful manner even under adverse circumstances/peer pressure	Develop healthy relationships based on shared values, interests, goals, or reciprocity of support
	Work independently and in collaborative groups	Flexibly work independently and in collaborative groups	When working in groups, ensure and defend effective and ethical group decisions	When working in groups use socially appropriate strategies to express emotions and feelings, analyze different perspectives, and concern for each group member
	Collaborate and communicate with group members to complete a task	Exhibit behaviors that communicate understanding and respect for people who have a different point of view while completing a task	Communicate when there is a difference of opinion and respond appropriately; detect moods, temperaments, motivations, and intentions of others; and work collaboratively	Demonstrate empathy for each group member while engaging in communication when there is a difference of opinion

3. Affective Processing				
Self-Regulation and Project Management  	With guidance, identify emotions related to school tasks and monitor behavior choices	At an age-appropriate level, identify emotions related to school tasks and self-monitor behavior choices	At an age-appropriate level, identify emotions related to school tasks and self-monitor behavior choices	At an age-appropriate level, identify emotions related to school tasks and self-monitor behavior choices
	Demonstrate the ability to organize, focus, and complete tasks in a timely manner	Demonstrate the ability to prioritize, time-manage, and focus on given tasks when given organizational tools	Analyze and apply motivation strategies and organization skills to persevere through difficult situations, tasks, or goals	Create short- and long-term goals using an action plan that includes necessary resources, specific steps, timeframe, and evaluation of both short- and long-term goals
	Demonstrate the ability to accept responsibility/take ownership for actions for given tasks and consequences for actions in a variety of situations	Explain how family members, peers, school personnel, and community members can support responsible behavior and school success	Analyze how making use of school and community supports can help one to complete goals and contribute to achievement in school and in life	Analyze how personal responsibility affects individual and group relationships and demonstrate the ability to take personal responsibility for one's behavior
Adaptability   	Be able to listen to multiple thoughts and perspectives	Be able to listen to and restate multiple thoughts and perspectives	Be able to listen to and restate multiple thoughts and perspectives, and rethink one's own position	Be able to listen to and restate multiple thoughts and perspectives, rethink one's own position, and discuss an issue from both sides regardless of one's personal opinion
	With guidance, stay with a task even if it's challenging	Without guidance, stay with a task even if it's challenging	Stay with a task even if it's challenging and meet the required goals/due dates	Stay with a task even if it's challenging and meet the self-imposed goals/due dates

3. Affective Processing				
	With guidance, be an active and positive team member	Actively participate and contribute to the team in a positive manner	Actively participate, contribute to the team in a positive manner, help make team member assignments, and set team goals	Actively participate, contribute to the team in a positive manner, regulate self and others to set and accomplish team goals

3. Affective Processing	
Connected NAGC Standards	**1.1. Self-Understanding.** Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas. **1.2. Self-Understanding.** Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior. **1.3. Self-Understanding.** Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their cognitive and chronological peer groups and others in the general population. **1.5. Cognitive, Psychosocial, and Affective Growth.** Students with gifts and talents demonstrate cognitive growth and psychosocial skills that support their talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs. **1.6. Cognitive Growth and Career Development.** Students with gifts and talents identify future career goals that match their interests and strengths. Students determine resources needed to meet those goals (e.g., supplemental educational opportunities, mentors, financial support). **3.2. Talent Development**. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest. **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. **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. **4.2. Social Competence.** Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions. **4.3. Responsibility and Leadership.** Students with gifts and talents demonstrate personal and social responsibility. **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.

Portrait of a Gifted Learner

COMPLEX REASONING

Critical Thinking
Problem Solving
Systems Thinking

GLOBAL MINDEDNESS

Awareness & Appreciation
Justice & Service-Oriented
Life-Long Learner

CREATIVE THINKING

Open-Mindedness
Risk Taking
Innovation Skills
Divergent Thinking

COMMUNICATING EFFECTIVELY

Self-Expression
Active Listening
Shared Understanding
Self-Advocacy

AFFECTIVE PROCESSING

Interpersonal Interactions
Intrapersonal Development
Leadership Skills

EXECUTIVE FUNCTIONING

Project Management
Self-Regulation
Adaptability
Conflict Resolution

Missouri Gifted Social Emotional Learning Strands and Subtopics

Self Awareness	Mindsets	Social Capacity	Life Success Skills	Emotional Well-being
• traits of a gifted learner • recognition of gifts (by self, peers, adults) • personality styles (introvert/extrovert, 5 factors, etc.) • learning styles • self-advocacy • self-evaluation • self-efficacy • self-esteem (critical self-talk) • asynchrony	• fixed and growth mindsets • fear of failure and risk-taking • perfectionism (functional and dysfunctional) • autonomy and self-resiliency (perseverance) • goal setting (setting realistic goals, succeeding, SMART goals) • openness and acceptance (of learning environments, of differences, including marginalized gifted populations such as LGBTQ, people of color, twice exceptional, etc.)	• relationships, friendship, and peer pressure • communication • conflict resolution skills • debate (building and defending arguments) • mentorship (older students, adults, professionals) • collaboration • justice (including marginalized gifted populations such as LGBTQ, people of color, twice exceptional, etc.) • equity	• time management and organization • focus (techniques and practice) • resources (evaluating, utilizing, citing) • note-taking and researching (summarizing, mapping, outlining, etc.) • interviewing • thesis development • data gathering (surveys, testing, charts, graphs) • media literacy • information processing • leadership skills	• anxiety, worry, and stress (relaxation, meditation, mindfulness) • boredom and under achievement • intensity (overexcitabilities – psychomotor, sensual, intellectual, imaginational, emotional; sense of right and wrong) • coping strategies (trauma, grief, loss, burnout, self-compassion) • the value of quiet (developing thoughtfulness and creativity)