Grade 3 Workshop - Gifted/Talented

Course Information

Grade(s):	☐ K ☐ 1 ☐ 2 ☑ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8		☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Gifted/Talented **Course:** Grade 3 Gifted/Talented			
Course Title:	Grade 3 Workshop - Gifted/Talented			
Prerequisite(s):	Acceptance into the Workshop - Gifted/Talented Program based on criteria set by the Fairfield Public Schools.			
Course Description: *Program of Studies*	The Fairfield Public Schools are committed to providing an education of excellence that challenges students to reach their highest potential by meeting their interests, abilities, and needs under a common curriculum framework. A key component of this philosophy is that high-quality, differentiated learning experiences are at the heart of good classroom instruction across all grade levels and subject areas. It is also understood that some students may perform at significantly higher levels than their peers and benefit from instructional services beyond those found in the general educational program. To that end, a program has been developed that supports students who demonstrate above-average ability, creativity, and high levels of task commitment. Our grades 3-8 program includes the following academic and social-emotional components: ● A small group setting where social connections are developed and cultivated. ● A rigorous curriculum focused on conceptual thinking, higher-level processes, and problem-solving. ● Opportunities for students to be themselves and collaborate with like-minded peers. ● Social-emotional exploration activities and discussions that help students develop health			

	self-concepts and increase commitment to personal responsibility toward others. Our Workshop-Gifted/Talented program invites students to tackle complex, real-world challenges in creative and innovative ways. Students will develop a willingness to explore multiple solutions, fostering a curious mindset. They will learn to combine knowledge and skills from various disciplines, recognizing the nature of interconnected learning. Emphasis will be placed on self-motivation and personal drive, empowering learners to pursue and complete problem-based and project-based tasks with determination and focus. The program will also reinforce content from the grade-level curriculum, allowing students to draw connections between what they are learning in their classes and what they choose to explore within each unit. Students will enhance their understanding and engagement by selecting projects that align with their interests, making learning more relevant and personal. Collaboration and communication are key components of our program, helping students to appreciate diverse perspectives and harness the strengths of their peers. Students will develop critical thinking skills through rigorous analysis of information, evaluation of evidence, and informed decision-making. They will learn to adapt to changing circumstances, adjusting their goals based on new insights and feedback. Additionally, students will articulate their ideas, share their findings, and engage with various audiences, improving their ability to convey complex concepts clearly and persuasively. Ethical considerations will be integrated throughout the curriculum, guiding students in making responsible choices in their project work. By embracing a mindset of innovation, students will explore new approaches and solutions while learning to reflect on their strengths, weaknesses, and areas for growth. Our program aims to equip students with the skills and strategies they need to navigate challenges creatively and effectively as they prepare to make a meaningful impact in their future endeavors. Curricular connections: questioning, building communities, the structure and function of government, the impact of Indigenous people on geography, toy design, amazing inventions, and their inventors
Course Essential Questions:	● How can we approach complex problems with creativity and innovation? ● How can knowledge and skills from multiple subject areas help us address real-world challenges? ● Why is self-motivation important in pursuing and completing tasks? ● How do diverse perspectives and strengths contribute to successful project outcomes? ● How can we develop advanced critical thinking skills to analyze information and make informed

	decisions? ● How can we adapt to changes and redefine goals based on new information, feedback, or setbacks? ● How can we effectively articulate our ideas and present our findings to diverse audiences? ● What ethical considerations should we be aware of in our work, and how can we make responsible choices? ● How can we embrace innovation and explore novel approaches to challenges within our work? ● What role does self-reflection play in our learning journey?	
Course Enduring Understandings:	● Creative problem-solving involves using unconventional thinking and innovative strategies to navigate complex challenges. ● Interdisciplinary knowledge provides us with a better understanding of real-world issues. ● Self-motivation drives persistence and commitment, enabling us to overcome obstacles and achieve goals. ● Embracing diverse viewpoints and strengths improves collaboration. ● Advanced critical thinking helps us rigorously evaluate information, enabling informed decision-making considering multiple viewpoints and potential consequences. ● Flexibility and adaptability allow us to respond constructively to change and realign goals. ● Effective communication involves tailoring messages to different audiences, ensuring clarity and engagement. ● Ethical awareness guides decision-making and ensures our actions align with values and societal standards. ● A mindset that values innovation encourages the exploration of new ideas and approaches, facilitating the development of unique solutions to complex problems. ● Self-reflection allows us to assess experiences, learn from successes and failures, and continuously improve skills and understanding.	
Duration: **Credit:**	☐ Semester ☑ Full-Year	☐ .5 Credit(s) ☐ 1.0 Credit(s) ☐ 1.5 Credit(s) ☑ N/A

Course Materials/Resources:	Each unit of study includes unique learning experiences and materials that support the Essential Questions and Enduring Understandings.
FPS Course Academic Expectation(s):	☑ Exploring and Understanding (EU) ☑ Synthesizing and Evaluating (SE) ☑ Creating and Constructing (CC) ☑ Conveying Ideas (CI) ☑ Collaborating Strategically (CS) ☑ Using Communication Tools (UCT)
Year at a Glance (Units beginning in January):	**Unit 1:** The Brainy Bunch: Exploring Our Unique Minds (~ 6-8 weeks) **Unit 2:** Dream School: Designing the Ultimate Learning Environment (~ 6-8 weeks) **Unit 3:** Social Superheroes: Making Tough Choices (~ 6-8 weeks) **Unit 4:** Curiosity Quest (~ 6-8 weeks) **Unit 5:** Cultures Around the World (~ 6-8 weeks)

Unit Number and Title:	**Unit 1 -** The Brainy Bunch: Exploring Our Unique Minds
Duration:	~ 6-8 weeks
Resource(s):	Mensa for Kids "Your Amazing Brain," *National Geographic for Kids: Brain Series* "Left Brain/Right Brain: Myth or Reality?" TED-ED Hexagonal Thinking - a discussion tool for helping students make connections to various ideas, disciplines, and content Visual Thinking Strategies Phenomenon Tasks The neurodiversity paradigm
Unit Overview:	Backed by brain science and fueled by fun, students will build academic camaraderie and a sense of what it means to be a gifted learner in school. Expectations of the learning environment are established while clear guidelines for academic, social, and emotional support are expressed. In this unit, students will engage in developmentally appropriate activities to foster divergent, convergent, and metacognitive thinking while promoting and building cohesiveness and trust within the group(s). Movement and self-expression are encouraged, and various learning approaches are celebrated. Concentrating on the "Seven C's": Collaboration, Communication, Computing, Cross-Cultural Understanding, Cooperative Learning, Creativity, and Critical Thinking will provide a framework for activities used while learning about ourselves as learners and the fascinating anatomy of our brains. This unit sets the stage for future learning and helps to solidify a respectful and cohesive group of like-minded yet unique individuals.
Learning Goals	
Standard(s):	**National Standards in Gifted and Talented Education**

	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 an 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 an understanding of and respect for similarities and differences between themselves and their cognitive and chronological peer groups and others in the general population. 4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions. 4.4. Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstances. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.
Essential Question(s):	● What are my unique qualities and interests, and how can I express and share them with others? ● What is the relationship between brain development and learning? ● How do different brain regions work together to process information and control behavior? ● How can knowledge of brain science be applied to improve engagement in a group of like-minded learners and promote good citizenship in school and beyond? ● What is the relationship between my intelligence and social-emotional make-up, and how does this relationship emanate from others in my community(ies)?

Enduring Understanding(s):	● Giftedness involves exceptional cognitive, creative, and emotional qualities that allow individuals to excel across different areas. ● Brain development plays a key role in learning. ● The different regions of the brain work together as a cohesive system to control behavior and process information. ● Understanding the brain and how it works will help like-minded learners engage with each other more effectively, thus promoting good citizenship in school and beyond. ● My intelligence and social/emotional make-up can sometimes be misunderstood by others in my community, but understanding this is the first step in improving communication and connection.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● brain basics: Anatomy, Functions, Neurons, Synapses, etc. ● that gifted brains differ in various ways: increased synaptic connections, prolonged "sponge" phase for learning, and potential asynchronous development. ● how logic, creative, and critical thinking activities can boost brain function. ● how nutrition, exercise, and environmental conditions can enhance brain function. ● together students can build a collaborative community of like-minded learners in which they can celebrate individualism in a trusted environment. **Skills:** (Students will be able to…) ● recognize and manage personal impulsivities, passions, and perfectionism within a group. ● develop a sense of identity within a team and the world. ● listen and communicate with like-minded, high-ability peers. ● evaluate and challenge peers with understanding, kindness, and empathy. ● analyze and predict multiple perspectives while demonstrating empathy and understanding for people unlike themselves. ● express and articulate ideas clearly and with confidence. ● question assumptions and search for answers that are not immediately apparent. ● establish and foster a safe space for diverse learning experiences.

Unit Number and Title:	**Unit 2 -** Dream School: Designing the Ultimate Learning Environment
Duration:	~ 6-8 weeks
Resource(s):	*Off to Class: Incredible and Unusual Schools Around the World* by Susan Hughes Educators resources from the National Building Museum PBLWorks "The Science of Classroom Design" by Youki Terada and Stephen Merrill *If I Built a School* by Chris Van Dusen *Where Kids Go To School Around The World* by Helena Haraštová and Štěpánka Sekaninová
Unit Overview:	Students will collaborate in small groups in this engaging project-based unit to design their dream classrooms. They will explore key factors such as space utilization, learning environments, technology integration, and sustainability while adapting their designs to real-world challenges. Students will research architectural principles over 4-6 weeks, interview stakeholders, and maintain creative journals to sketch ideas and reflect on their learning. They will create classroom models through physical or 3D digital renderings, incorporating unique artistic elements that showcase their vision. The unit integrates subjects like mathematics for budgeting and scale modeling, science for acoustics and ergonomics, and social studies for historical influences. A budgeting activity will challenge students to balance needs and wants within realistic financial constraints. The project culminates in a simulated school board meeting where students role-play as stakeholders to present and defend their designs. This experience will enhance their communication and collaboration skills. Finally, students will showcase their projects through various creative formats, reflecting on their

	learning journey. This unit fosters self-expression, creativity, and practical skills in design and project management, helping students understand the impact of learning environments on education while preparing them for future collaborative and academic challenges.
Learning Goals	
Standard(s):	**National Standards in Gifted and Talented Education** 3.2. Talent Development. Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning. 3.6. Resources. Students with gifts and talents benefit from gifted education programming that provides a variety of high-quality resources and materials. 4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication. 5.1. Variety of Programming. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas. 5.3. Collaboration. Students with gifts and talents learning is enhanced by regular collaboration among families, community, and the school.
Essential Question(s):	● How does the design of a learning environment impact student success and well-being? ● What factors should be considered when balancing educational needs with financial constraints in school planning? ● How can we create inclusive spaces that accommodate diverse learning styles and abilities? ● In what ways do community values and local culture influence school design and resource allocation? ● How might advances in technology and our understanding of learning change the classroom of the future?

Unit Number and Title:	**Unit 3 -** Social Superheroes: Making Tough Choices
Duration:	~ 6-8 weeks
Resource(s):	Upschool.com - Social Scenario videos and lesson plans Tools of Depth and Complexity *Engaging Creative Thinking: Activities to Integrate Creative Problem Solving* by Bertie Kingore
Unit Overview:	Through this multifaceted, problem-based unit, students will engage in a comprehensive learning experience that bridges theoretical understanding with practical application, preparing them for complex real-world challenges. They will take on the roles of key decision-makers, facing complex challenges that require individual and collaborative efforts. This exercise will highlight the importance of empathy in guiding ethical decision-making processes. As part of their learning experience, students will begin by watching short video presentations that outline various scenarios. Then, they will work together in teams to develop solutions, carefully considering the implications of their decisions for all stakeholders involved. To enhance their analytical skills, students will utilize the Tools of Depth and Complexity to dissect problems, explore curiosities, and entertain multiple solutions. Throughout this process, students will cultivate critical thinking, problem-solving, and teamwork skills. They will practice active listening and respectful communication, ensuring everyone's ideas and opinions are valued as they collaborate on decision-making. A central focus of these exercises will be the development of empathy—the ability to understand and share the feelings of others. This vital life skill is crucial for fostering compassionate and responsible citizenship. By engaging in this multifaceted approach, students will bridge theoretical understanding with practical application, preparing them for the complex challenges they may encounter in the real world.
Learning Goals	

Standard(s):	**National Standards in Gifted and Talented Education** 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 an understanding of and respect for similarities and differences between themselves, their peer group, and others in the general population. 1.4. Awareness of Needs. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts. 1.7. Cognitive and Affective Growth. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire. 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. 4.4. Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstances. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping. 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.
Essential Question(s):	● What is the importance of collaborating to solve problems? ● How can we share a variety of opinions fairly and respectfully? ● How can the recognition of multiple perspectives change the way we communicate? ● What role does nonverbal communication play in group work and presentations? ● How are roles within a group established, and how can we share roles so all voices can be heard?
Enduring	● Effective collaboration influences personal, academic, and professional success.

Understanding(s):	● Clarity, organization, and delivery are essential when sharing ideas. ● Recognizing multiple perspectives will help us develop empathy and more sensitive communication. ● Body language, facial expressions, and gestures play a role in conveying messages effectively. ● Being aware of the impact of our words and actions on ourselves and others will help us work effectively in groups and make sure all voices are heard.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● that real-world problems affect many people and, in turn, create complex social situations. ● that knowledge, empathy, patience, and perspective can help with problem-solving and decision-making. **Skills:** (Students will be able to…) ● collaborate and Problem-Solve: students will develop solutions in teams, considering the far-reaching implications of their decisions on all stakeholders. ● consider multiple perspectives, defending thoughts they align with while respecting others' ideas. ● utilize the tools of depth and complexity to dissect problems, explore curiosities, and consider multiple solutions. ● cultivate critical thinking, problem-solving, and teamwork skills. Students will practice active listening, respectful communication, and collaborative decision-making.

Unit Number and Title:	**Unit 4 -** Curiosity Quest
Duration:	~ 6-8 weeks
Resource(s):	*The Power of Inquiry: Teaching and Learning with Curiosity, Creativity, and Purpose in the Contemporary Classroom* by Kath Murdoch *Raising the Rigor* by Eileen Depka *Make Just One Change: Teach Students to Ask Their Own Questions* by Dan Rothstein
Unit Overview:	Throughout this unit, students will be able to research topics of individual interest. Students will exercise their ability to think critically, creatively, and joyfully while navigating a variety of safe search engines and websites to find and evaluate information. Collecting information and planning for unique ways to share their findings will introduce students to a project-based approach that aligns well with gifted education standards by promoting self-directed learning, in-depth exploration, and communication skills.
Learning Goals	
Standard(s):	**National Standards in Gifted and Talented Education** 1.7. Cognitive and Affective Growth. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire. 3.4. Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest. 3.5. Instructional Strategies. Students with gifts and talents become independent investigators. 4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk-taking. 4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.

	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.
Essential Question(s):	● How do we transform curiosity into knowledge? ● What makes a source trustworthy, and how do we evaluate information critically? ● What strategies can we use to navigate the vast amount of information available to us? ● How can we effectively synthesize information from multiple sources? ● How can we effectively communicate our passion for a topic to others? ● What is the value of sharing our learning with audiences beyond our immediate group?
Enduring Understandings:	● Research is a process of exploring, discovering, and synthesizing information to answer questions and gain knowledge. ● Effective research requires critical thinking skills to evaluate sources and information. ● Curiosity drives learning and will guide strategies to navigate information effectively. ● Sharing knowledge with others enhances learning and aids in synthesizing information from multiple sources. ● Passion for a topic can motivate deeper learning and understanding, but it must be shared respectfully. ● Sharing our learning experiences with other groups allows us to deepen our thoughts and make more connections while also contributing to the learning of others.

Learning Goal(s): ***Students will know and will be able to use their learning to:*** **(Content/ Skills)**	**Content:** (Students will know…) ● the research process includes exploring topics, synthesizing information, and transforming it into personal knowledge. ● information literacy skills, including evaluating source credibility and using trusted resources. ● effective ways to communicate research findings and share enthusiasm for a topic with others. ● the importance of metacognition in the learning process. ● the value of both divergent and convergent thinking in research. **Skills:** (Students will be able to…) ● select and explore a topic. ● formulate research questions. ● gather information gathering and take notes. ● critically evaluate sources. ● synthesize information from multiple sources. ● organize and structure research findings. ● reflect on the research process and engage in metacognition. ● communicate research both orally and in writing. ● give presentations to an audience. ● collaborate with others. ● give and accept peer feedback. ● manage time and project planning.

Unit Number and Title:	**Unit 5 -** Cultures Around The World
Duration:	~ 6-8 weeks
Resource(s):	Upschool PBL Works- Migration Stories Tools of Depth and Complexity
Unit Overview:	Through this unit, students will begin by learning about the remarkable world of the Nepalese community that thrives in the Himalayas. They'll get a firsthand look at the Sherpa way of life and connect with this unique culture that embodies resilience, adaptability, and harmony with nature. Using the Tools of Depth and Complexity, students will examine the many aspects of this culture's way of life (economics, language, celebrations, and natural resources) and compare and contrast their worlds to that of the Nepalese. Eventually, students will choose a different community of people from another part of the world that piques their curiosity. Students will engage in an exploratory quest to uncover various facets of this culture. Creating and sharing their chosen cultures will culminate in a celebration of individualism, community, and diversity.
Learning Goals	
Standard(s):	**National Standards in Gifted and Talented Education** 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. 3.4. Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest. 3.5. Instructional Strategies. Students with gifts and talents become independent investigators. 3.6. Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources Publications

	4.4. Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstances. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.
Essential Question(s):	● How do geographic features influence the development of cultural practices and beliefs? ● What role do traditional occupations play in shaping a community's identity? ● How do different cultures balance preserving traditions with adapting to global changes? ● How do various cultures celebrate their heritage and pass knowledge to younger generations?
Enduring Understanding(s):	● Every culture has unique values, beliefs, and practices that shape its identity and influence the behavior of its members, which are shaped by geography. ● Traditional occupations are central to a community's identity and provide a framework that holds the community together. ● Globalization has increased cultural exchange, allowing for the blending of traditions while presenting challenges in preserving cultural identities. ● Cultural expressions, such as art, music, and cuisine, reflect the history and experiences of a community, providing insight into their way of life.

Learning Goal(s): ***Students will know and will be able to use their learning to:*** **(Content/ Skills)**	**Content:** (Students will know…) ● Nepalese geography, focusing on the Himalayan region. ● Sherpa culture, including traditions, customs, and daily life. ● economic systems of mountain communities. ● language and communication in diverse cultures. ● celebrations and rituals in different societies. ● natural resources and their impact on cultural development. ● adaptations to challenging environments. ● cultural diversity in various parts of the world. ● the interconnectedness of global communities. ● principles of cultural anthropology and ethnography. **Skills:** (Students will be able to…) ● engage in cultural analysis using the Tools of Depth and Complexity. ● use comparative thinking and cross-cultural understanding. ● conduct research and apply information literacy skills. ● employ critical thinking and analytical skills. ● develop and use presentation and communication skills. ● participate in self-directed learning and inquiry. ● collaborate and work as a member of a team. ● demonstrate cultural empathy and take on new perspectives.