



Grade 6 Workshop - Gifted/Talented

Course Information

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

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

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

Duration: Credit:	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> .5 Credit(s) <input type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input checked="" type="checkbox"/> N/A
Course Materials/Resources:	Each unit of study includes unique learning experiences and materials that support the Essential Questions and Enduring Understandings.	
FPS Course Academic Expectation(s):	<input checked="" type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input checked="" type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input checked="" type="checkbox"/> Collaborating Strategically (CS) <input checked="" type="checkbox"/> Using Communication Tools (UCT)	
Year at a Glance (Units):	Unit 1: Gifted Unplugged: Self-identity and Discovery (~ 2-3 weeks) Unit 2: That’s Debatable (~ 6-7 weeks) Unit 3: Twenty-Percent Time (~ 8 weeks) Unit 4: Once Upon a Game (~ 8 weeks) Unit 5: Act Local, Think Global (~ 9 weeks)	

Unit Number and Title:	Unit 1- Gifted Unplugged: Self-Identity and Discovery
Duration:	~ 2-3 weeks (ongoing)
Resource(s):	<p>“So I’m gifted... Now what?” by Dr. Gail Post</p> <p>“Defining <i>Gifted</i>” by the Institution for Educational Advancement</p> <p>“Myths About Gifted Students” by the National Association for Gifted Children</p> <p>“Gifted Children: About That Stereotype” by Celi Trépanier</p>
Unit Overview:	<p>Students will explore the concept of giftedness by examining the unique cognitive, creative, and emotional qualities that define gifted individuals. They will identify specific characteristics of giftedness and analyze common misconceptions and stereotypes that shape societal perceptions and expectations. Students will also investigate how being gifted impacts academic progress and social interactions, considering both the advantages and challenges. Through discussions, activities, and personal reflections, they will deepen their understanding of their giftedness while developing empathy and advocacy skills to support themselves and their peers.</p> <p>The unit encourages students to explore their talents and unique qualities outside traditional frameworks, helping them connect with their authentic selves. By moving away from distractions and societal expectations, they will nurture self-reflection and self-discovery throughout their learning journey.</p>
Learning Goals	
Standard(s):	<p>National Standards in Gifted and Talented Education</p> <p>1.1. Self-understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.</p> <p>1.2. Self-understanding. Students with gifts and talents demonstrate an understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior</p>

	<p>1.3. 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.</p> <p>4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● What does it mean to be gifted? ● What characteristics define a gifted learner? ● What misconceptions or stereotypes exist about gifted learners? ● How do these myths influence perceptions and expectations of gifted individuals? ● In what ways might being a gifted learner impact academic and social experiences?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Giftedness involves exceptional cognitive, creative, and emotional qualities that allow individuals to excel across different areas. ● Gifted learners demonstrate advanced cognitive abilities, creativity, intrinsic motivation, and a deep capacity to explore and understand specific interests. ● Misconceptions and stereotypes oversimplify giftedness, creating biased assumptions about abilities, behaviors, and educational needs. ● Myths and stereotypes about giftedness shape societal attitudes, influencing how people perceive, support, and encourage gifted individuals in schools and communities. ● Gifted learners often experience accelerated academic progress, face higher expectations, navigate social-emotional challenges, and require tailored support to develop their potential fully.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	Content: (Students will know...) <ul style="list-style-type: none"> ● that giftedness involves a combination of high intellectual abilities, creative thinking, and intense passion for learning. ● the specific characteristics defining gifted learners include intellectual curiosity, rapid learning, persistence in problem-solving, and divergent thinking. ● common myths and stereotypes about giftedness include the belief that all gifted individuals excel in every subject or that giftedness guarantees success without effort.

- how myths and stereotypes impact perceptions of gifted individuals, influencing expectations related to achievement, behavior, and social interactions.
- the potential impacts of giftedness on academic achievement, social relationships, emotional well-being, and personal development.

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

- recognize their personal strengths, weaknesses, gifts, and talents.
- reflect on their learning processes and adjust strategies accordingly.
- cultivate a passion for learning driven by personal interest rather than external rewards.
- establish ambitious yet attainable goals related to personal interests and talents.
- engage deeply with content, seek connections, and explore topics comprehensively.
- recognize and challenge stereotypes and assumptions about giftedness.
- promote accurate representations of gifted individuals to counteract misconceptions.
- recognize and manage one's emotions and understand the emotions of others.
- develop the ability to cope with setbacks, high expectations, and social pressures.
- build effective interpersonal relationships with other gifted peers.
- express needs and seek appropriate support in educational settings.
- utilize techniques to remain present and balanced amidst stress and high expectations.
- develop personalized educational strategies that align with specific strengths and interests.
- connect with other gifted individuals to share experiences and strategies for success.
- effectively manage time to balance academic, extracurricular, and personal interests.
- engage in self-directed learning that is inspired by personal interests and curiosity.
- seek and apply constructive feedback to enhance academic performance.

Unit Number and Title:	Unit 2 - That's Debatable
Duration:	~ 6-7 Weeks
Resource(s):	<p>“Public Speaking: How To Speak Effectively Without Fear” by Derek Borthwick</p> <p>“A Low-Stakes Public Speaking Exercise” by Jori Krulder</p> <p>“Honing Students' Speaking Skills” by Heather Wolpert-Gawron</p> <p>“Improving Public Speaking” by Marjorie North</p> <p>“Public Speaking Exercises” by Kelly Allison</p> <p>“62 Middle School Debate Topics” by Melissa Kelly</p> <p>“It’s Up For Debate: Using Fairy Tales to Debate Ethics” by Education World</p>
Unit Overview:	<p>By examining the key components of effective public speaking, students will develop their ability to communicate confidently and persuasively. The unit will also delve into the role of nonverbal communication, highlighting how body language and facial expressions can enhance or detract from a speaker's message. Additionally, students will learn methods to overcome public speaking anxiety. Throughout the unit, the importance of personal and social responsibility in public speaking will be emphasized, encouraging students to consider the impact of their words on their audience.</p>
Learning Goals	
Standard(s):	<p>National Standards in Gifted and Talented Education</p> <p>3.5. Instructional Strategies. Students with gifts and talents become independent investigators.</p> <p>3.6. Resources. Students with gifts and talents can demonstrate growth commensurate with their abilities due to access to high-quality curricular resources.</p> <p>4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>4.3. Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.</p> <p>4.4. Cultural Competence. Students with gifts and talents value their own and others’ language, heritage, and circumstances. They possess skills in communicating, teaming, and collaborating with diverse</p>

	<p>individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.</p> <p>4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● What is the importance of public speaking in various aspects of life? ● What are the key components of effective public speaking? ● What role does nonverbal communication play in public speaking? ● How can one overcome public speaking anxiety? ● What role do personal and social responsibility play in public speaking? ● How do debates help us understand different perspectives? ● What strategies can be used to present arguments convincingly? ● How do we address and counter opposing arguments effectively? ● How can we ensure our debates are fair, respectful, and inclusive?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Effective communication influences personal, academic, and professional success. ● Clarity, organization, and delivery are essential elements for successful public speaking. ● Body language, facial expressions, and gestures play a role in conveying messages effectively. ● There are strategies and techniques to manage nervousness and build confidence in public speaking. ● When speaking publicly, one must be mindful of one's words and actions, considering the impact on the audience. ● Debates are valuable tools for exploring and understanding diverse perspectives. ● Effective debate strategies include thorough research, persuasive language, and critical thinking. ● Addressing and countering opposing arguments requires respect, active listening, and evidence-based responses. ● Fair, respectful, and inclusive debates provide a positive and enriching learning experience.

<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● the role of effective communication in our lives. ● the importance of body language, facial expressions, and gestures in communication. ● techniques to manage nervousness and build confidence in public speaking. ● the impact of words and body language on oneself and the audience. ● the value of debates in exploring diverse perspectives. ● the importance of considering multiple viewpoints in debates. ● effective debate strategies, including persuasive language, voice inflection, and movement. ● strategies for addressing and countering opposing arguments respectfully. ● the importance of active listening and respecting all participants in a debate. ● the benefits of a positive and enriching debate environment. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● articulate ideas clearly and concisely. ● tailor communication style to suit different audiences and contexts. ● choose words that consider the audience's perspective. ● formulate questions that provoke thought and engagement. ● organize thoughts logically for presentations and discussions. ● develop a strong central idea that guides the speech. ● using clear transitions to guide the audience through the presentation. ● adjust pitch, tone, and volume for emphasis and engagement. ● control the speed of delivery to enhance understanding and retention. ● effectively integrate slides, charts, or props to support the message. ● maintain an open and confident stance to convey authority. ● use appropriate expressions to match the message and engage the audience. ● employ hand movements and gestures to emphasize points and illustrate ideas. ● establish a connection with the audience through direct eye contact. ● use the stage or presentation space to engage the audience. ● practice thoroughly to build familiarity and reduce anxiety.
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- rehearse in front of peers to gain constructive feedback and reduce anxiety.
- choose words that respect diversity and promote inclusivity.
- be conscious of tone and its impact on message perception.
- recognize and respect cultural differences in communication styles.
- actively seek and respond to audience feedback during discussions.
- conduct thorough research to support arguments with credible evidence.
- develop precise, logical, and persuasive arguments.
- understand and articulate opposing viewpoints.
- analyze information and arguments critically to form sound conclusions.
- summarize key points to clarify and reinforce arguments.
- maintain a respectful tone and approach when countering arguments.
- listen actively to opposing viewpoints and respond respectfully.
- provide factual and logical counterarguments supported by evidence.
- use persuasive techniques (ethos, pathos, logos) to strengthen responses.

Unit Number and Title:	Unit 3 - Twenty-Percent Time
Duration:	~ 8 weeks
Resource(s):	<p><i>Empower: What Happens When Students Own Their Learning</i> by A.J. Juliani and John Spencer</p> <p><i>Launch: Using Design Thinking to Boost Creativity and Bring Out the Maker in Every Student</i> by A.J. Juliani and John Spencer</p> <p><i>The Nature of Human Creativity</i> by Robert J. Sternberg and James C. Kaufman</p>
Unit Overview:	<p>The *Twenty Percent Time unit offers a unique opportunity for students to challenge themselves intellectually, gain a deeper understanding of their capabilities and potential in an area of interest, and unleash their creativity. Whether tackling a challenging scientific inquiry, designing a community initiative, exploring new technology, or delving into a new art form, students are encouraged to expand their understanding, push boundaries, and think innovatively.</p> <p>Students will also have the opportunity to share their interest-based projects, allowing them to reflect on their journey, the challenges they faced, and the insights they gained. By presenting their work and discussing the steps taken to develop their ideas, students will practice their communication skills and receive valuable feedback from their audience. This sharing will also allow them to outline the next steps for their projects, whether that involves refining them, seeking collaboration, or planning for future work. This experience fosters a sense of pride in their efforts and encourages continued exploration and growth in their areas of interest.</p> <p><i>*Twenty percent time</i> originated at companies like Google and 3M (15% time), where employees were encouraged to dedicate one-fifth, or 20%, of their working hours to pursue creative ideas, innovations, or projects that might not directly relate to their primary job responsibilities. The idea behind twenty percent time is to foster creativity, encourage innovation, and empower individuals to explore new ideas that could benefit the company in unexpected ways. It serves as a way to tap into employees' diverse talents and interests.</p>
Learning Goals	

Standard(s):	<p>National Standards in Gifted and Talented Education</p> <p>1.1. Self-understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.</p> <p>2.5. Learning Progress. Students self-assess their learning progress.</p> <p>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.</p> <p>3.4. Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.</p> <p>3.5. Instructional Strategies. Students with gifts and talents become independent investigators.</p> <p>4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk-taking.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● How can exploring a personal interest help us better understand our strengths and capabilities? ● In what ways can tackling a challenging project encourage us to think creatively and push boundaries? ● How does having the freedom to choose projects that interest us affect our motivation and engagement in learning? ● How can collaborating enhance our creative processes and lead to innovative solutions? ● What risks are involved in pursuing projects outside our comfort zone, and how can they lead to personal growth? ● How might the skills and knowledge we gain from this unit influence our future academic and career choices?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Exploring personal interests helps students recognize their strengths and capabilities. ● Engaging with challenging projects promotes creative thinking and encourages students to push beyond their perceived limits. ● The freedom to choose projects that resonate with personal interests enhances motivation and engagement in the learning process. ● Collaboration with others enriches the creative process, leading to innovative solutions and diverse perspectives.

	<ul style="list-style-type: none"> • Taking risks by pursuing projects outside one’s comfort zone can lead to significant personal growth and resilience. • The skills and knowledge acquired during this unit can impact future academic and career paths
<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> • the importance of personal interests in identifying individual strengths and potential. • strategies for creative problem-solving and innovative thinking. • how choice enhances motivation and engagement in learning. • effective collaboration techniques and the value of diverse perspectives in group settings. • the importance of risk-taking in personal development and building resilience. • the steps involved in developing an interest-based project. • gain insights into their learning journey, including the challenges faced and lessons learned. • the importance of constructive feedback and how to apply it to improve their work. • how to outline next steps for project refinement, collaboration opportunities, and future goals. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> • identify personal strengths, weaknesses, interests, and passions. • write a proposal for a project idea that aligns with personal interests. • establish short-term and long-term personal and academic goals. • analyze past experiences to understand what inspires and motivates them. • create a visual representation of interests and how they connect to potential projects. • seek and incorporate feedback from peers and teachers about strengths and areas for growth. • develop strategies to tackle complex challenges in projects. • generate diverse ideas and solutions through techniques like mind mapping or free writing. • learn to persevere through difficulties and setbacks. • find and utilize various resources (people, materials, information) to improve project outcomes. • prioritize tasks and manage time effectively to meet deadlines. • make independent choices about project topics, methodologies, and approaches. • cultivate a personal drive to engage deeply in project work.

- develop a sense of ownership and accountability for project outcomes.
- conduct self-directed research on topics of interest to enhance project depth and quality.
- be flexible in project direction based on evolving interests or findings.
- articulate ideas clearly, and listen to others.
- build relationships with peers and teachers to exchange ideas and resources.
- embrace new ideas, techniques, or subjects that challenge existing skills.
- recognize that mistakes are opportunities for learning and growth.
- come to the realization that abilities can be developed through dedication and hard work.
- understand and manage one's emotions in response to risk-taking and new challenges.
- analyze experiences post-project to assess growth, challenges, and areas for improvement.
- identify and apply skills learned in projects to future academic and professional contexts.
- reflect on their journey, identifying strengths and areas for growth in their projects.
- actively listen to audience feedback.
- develop a clear plan for moving forward with their projects.
- use appropriate language and presentation techniques to engage and inform their audience.

Unit Number and Title:	Unit 4 - Once Upon a Game
Duration:	~ 8 weeks
Resource(s):	<p><i>The Full History of Board Games</i> by Peter Attia</p> <p>“It’s All a Game: The History of Board Games from Monopoly to Settlers of Catan” by Tristan Donovan</p> <p>“We’re in a Golden Age of Board Games. It Might Be Here to Stay” by <i>The Washington Post</i></p> <p>“The Lion, the Hedgehog, and the Donkey” Moroccan Folktale</p> <p>“The Well of Truth” Egyptian Folktale</p> <p>“Fairy-tale Logic” poem by A.E. Stallings</p> <p>“Snow White” folktale by The Brothers Grimm</p>
Unit Overview:	<p>Gamology explores the study, analysis, and appreciation of board games as a cultural and recreational phenomenon. In this unit, students will investigate various aspects of board games, including mechanics, themes, design principles, player experiences, and cultural impact. They will explore how games are crafted, how they evolve over time, and their influence on social interactions and learning.</p> <p>Building on their understanding of fairy tales, students will create a board game inspired by these stories. This project will encourage them to integrate narrative elements, character dynamics, and moral lessons from fairy tales into their designs. They will learn principles of game design, such as rules development, theme integration, and gameplay balancing, while creatively incorporating fairy tale characteristics. This process will challenge students to apply critical thinking and problem-solving skills to refine their game concepts, ensuring clarity, fairness, and engagement in their final creations.</p>
Learning Goals	
Standard(s):	<p>National Standards in Gifted and Talented Education</p> <p>3.4. Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.</p> <p>3.5. Instructional Strategies. Students with gifts and talents become independent investigators.</p>

	<p>4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk-taking.</p> <p>4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● How have board game designs evolved, and what trends influence these changes? ● What impact do board games have on players' social interactions and learning outcomes? ● How do rules shape player interactions and strategic decision-making? ● How can designers integrate themes into board game elements to create immersive board game experiences? ● How can game designers appeal to diverse audiences? ● What factors drive player interest, motivation, and engagement?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Board game designs have evolved in response to cultural shifts and technological advancements. ● Board games foster communication skills and enhance cognitive abilities such as critical thinking and strategic planning. ● Rules in board games establish frameworks for strategic decision-making, fairness, and the overall gaming experience. ● Integrating themes into board game elements creates cohesive narratives and engages players in meaningful gameplay experiences. ● Successful game designers incorporate inclusive themes, accessible mechanics, and engaging gameplay dynamics that appeal to a wide range of players. ● Player interest and engagement in board games are driven by thematic appeal, innovative mechanics, social dynamics, and the game's ability to provide enjoyable and challenging experiences.

<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● the historical evolution of board game designs and key trends have influenced their development. ● the social impact of board games on interactions among players and their implications for learning outcomes. ● the role of rules in board games and their impact on player interactions and strategic decision-making. ● methods for integrating themes into board game design to create immersive player experiences. ● strategies for designing board games that appeal to diverse audiences, considering cultural, demographic, and accessibility factors. ● factors contributing to player interest, motivation, and engagement in board games. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● investigate the history of board games and their cultural significance. ● identify and analyze trends in game design that reflect cultural shifts and technological advancements. ● recognize and respect cultural elements that can be integrated into game design. ● listen and respond to others' strategies and suggestions. ● develop skills to analyze game scenarios and make informed decisions. ● craft clear and concise game rules that are easy to understand. ● create structured gameplay mechanics that promote fairness and balance. ● understand how rules influence strategic choices and player interactions. ● conduct playtests to assess the effectiveness of rules and identify necessary adjustments. ● create compelling stories or themes. ● use visuals and design elements to enhance thematic expression. ● design experiences that draw players into the narrative and encourage emotional investment. ● incorporate diverse perspectives and characters in game themes and narratives. ● develop gameplay dynamics that keep players interested and motivated. ● ensure diverse player groups test the game to provide varied insights and experiences.
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| | <ul style="list-style-type: none">● foster a sense of community among players through inclusive gameplay experiences.● recognize how social interactions influence gameplay and player enjoyment.● strike the right balance between challenge and maintaining player interest.● ensure a smooth progression of gameplay that maintains player engagement.● design systems that allow players to see the impact of their decisions, improving satisfaction and engagement. |
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Unit Number and Title:	Unit 5 - Act Local, Think Global
Duration:	~ 9 weeks
Resource(s):	<p>“Using Community Challenges for Learning” by Cathleen Beachboard “Community Problems and Solutions” by the National Theatre for Children (NTC) Dupont's Homeless Project Energize Connecticut The National Alliance to End Homelessness</p>
Unit Overview:	<p>In this unit, students will explore key challenges within their community -- ranging from poverty, environmental concerns, and healthcare access to homelessness, depression, and cyberbullying. They will examine the socioeconomic, cultural, and historical factors that contribute to these issues and recognize the importance of collaboration among various stakeholders. Through research and group work, students will analyze local problems, develop actionable plans, and understand their personal, familial, local, national, and global responsibilities.</p> <p>By the end of the unit, students will gain insight into the complexities of community challenges and empower themselves to make informed decisions that positively impact their surroundings and contribute to broader solutions. They will showcase their new learnings by creating an interactive experience that spreads awareness, provokes thought, elicits empathy and compassion, and proposes viable solutions.</p>
Learning Goals	
Standard(s):	<p>National Standards in Gifted and Talented Education 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,</p>

	<p>self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk-taking.</p> <p>4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● What problems challenge our community? ● What is our responsibility to ourselves, our family, school, community, nation, and the world?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Identifying and understanding the challenges facing our community helps us recognize the complexities of local issues and the importance of working together to find solutions. ● Our responsibilities span multiple levels—personal, familial, local, and global—highlighting how our actions are interconnected and emphasizing the need to contribute positively in each area.
<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● there are key problems that challenge their community, such as poverty, education disparities, environmental concerns, and healthcare access. ● the factors contributing to these challenges include socioeconomic, cultural, and historical contexts. ● the importance of collaboration and various stakeholders' roles in addressing community issues. ● the responsibilities for these challenges fall at personal, familial, local, national, and global levels. ● how their actions and decisions impact their immediate surroundings, broader communities, and global issues. <p>Skills: (Students will be able to...)</p>

- brainstorm local issues that affect their communities.
- evaluate the complexity of community problems by considering various perspectives and factors.
- understand the experiences and feelings of community members affected by local challenges.
- notice signs of distress or issues in the community that may not be immediately obvious.
- conduct research to gather information about community challenges and potential solutions.
- identify key stakeholders affected by community challenges and understand their interests.
- collaborate with peers to brainstorm solutions.
- articulate ideas clearly and listen actively to others' input during discussions.
- actively seek and integrate feedback from peers and community members to improve solutions.
- consider how their actions can contribute to the well-being of their community and beyond.
- involve family members in discussions about community issues.
- recognize how local issues connect to global challenges and vice versa.
- work effectively in groups to develop action plans that address community problems, emphasizing teamwork and shared responsibility.
- engage in community service or advocacy projects, demonstrating a commitment to positive change.
- promote awareness and support for community issues through presentations, campaigns, or social media.
- build relationships with community organizations, leaders, and other stakeholders to strengthen efforts and resources.
- present their understanding of community issues and responsibilities through presentations, discussions, and written reflections.