



## **Grade 7 Workshop - Gifted/Talented**

**Course Information**

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

	<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: Theme and theme development, symbolism, close reading, analyzing and constructing an argument, craft, and voice, examining injustice through history (non-fiction), elements of mythology, storytelling techniques, addressing U.S. public health issues (economic, political, environmental, social)</p>
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How can we approach complex problems with creativity and innovation?</li> <li>● How can knowledge and skills from multiple subject areas help us address real-world challenges?</li> <li>● Why is self-motivation important in pursuing and completing tasks?</li> </ul>

	<ul style="list-style-type: none"> <li>• How do diverse perspectives and strengths contribute to successful project outcomes?</li> <li>• How can we develop advanced critical thinking skills to analyze information and make informed decisions?</li> <li>• How can we adapt to changes and redefine goals based on new information, feedback, or setbacks?</li> <li>• How can we effectively articulate our ideas and present our findings to diverse audiences?</li> <li>• What ethical considerations should we be aware of in our work, and how can we make responsible choices?</li> <li>• How can we embrace innovation and explore novel approaches to challenges within our work?</li> <li>• What role does self-reflection play in our learning journey?</li> </ul>	
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• Creative problem-solving involves using unconventional thinking and innovative strategies to navigate complex challenges.</li> <li>• Interdisciplinary knowledge provides us with a better understanding of real-world issues.</li> <li>• Self-motivation drives persistence and commitment, enabling us to overcome obstacles and achieve goals.</li> <li>• Embracing diverse viewpoints and strengths improves collaboration.</li> <li>• Advanced critical thinking helps us rigorously evaluate information, enabling informed decision-making considering multiple viewpoints and potential consequences.</li> <li>• Flexibility and adaptability allow us to respond constructively to change and realign goals.</li> <li>• Effective communication involves tailoring messages to different audiences, ensuring clarity and engagement.</li> <li>• Ethical awareness guides decision-making and ensures our actions align with values and societal standards.</li> <li>• A mindset that values innovation encourages the exploration of new ideas and approaches, facilitating the development of unique solutions to complex problems.</li> <li>• Self-reflection allows us to assess experiences, learn from successes and failures, and continuously improve skills and understanding.</li> </ul>	
<b>Duration: Credit:</b>	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> .5 Credit(s) <input type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s)

		<input checked="" type="checkbox"/> N/A
<b>Course Materials/Resources:</b>	Each unit of study includes unique learning experiences and materials that support the Essential Questions and Enduring Understandings.	
<b>FPS Course Academic Expectation(s):</b>	<input checked="" type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input checked="" type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input checked="" type="checkbox"/> Collaborating Strategically (CS) <input checked="" type="checkbox"/> Using Communication Tools (UCT)	
<b>Year at a Glance (Units):</b>	<b>Unit 1:</b> What Do You Mean I'm Intense? (~ 2 weeks) <b>Unit 2:</b> Inspiring Audiences (~ 9 weeks) <b>Unit 3:</b> Unleash Your Curiosity (~ 8 weeks) <b>Unit 4:</b> The Hunt, At the Dawn of Time (~ 9 weeks) <b>Unit 5:</b> Driving Change Together (~ 8 weeks)	

<b>Unit Number and Title:</b>	<b>Unit 1 - What Do You Mean I'm Intense?</b>
<b>Duration:</b>	~ 2 Weeks (ongoing)
<b>Resource(s):</b>	<p><i>Living With Intensity: Understanding the Sensitivity, Excitability, and Emotional Development of Gifted Children, Adolescents, &amp; Adults</i> by Susan Daniel and Michael Piechowski</p> <p><i>When Kids Don't Have All the Answers</i> by Judy Galbraith and Jim Delisle</p> <p><i>The Gifted Kids' Survival Guide. A Teen Handbook</i> by Judy Galbraith and Jim Delisle</p> <p><i>The Smart Teens' Guide to Living with Intensity: How to Get More Out of Life and Learning</i> by Lisa Rivero</p>
<b>Unit Overview:</b>	Based on the readings of Lisa Rivero, Judy Galbraith, and Jim Delisle, students will learn strategies to help them navigate academic and social aspects of their lives, fostering resilience and a sense of empowerment. These strategies will guide them toward self-discovery and personal growth. Through activities and discussions with peers, students will deepen their understanding of and gain valuable insights into their intense nature and the challenges and opportunities often accompanying them. They will learn to manage emotions, deal with perfectionism, and cultivate positive relationships.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>National Standards in Gifted and Talented Education</b></p> <p>1.1. Self-understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.</p> <p>1.2. Self-understanding. Students with gifts and talents demonstrate an understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior</p> <p>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>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.</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>4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What challenges will I face as a gifted learner, and how can I navigate and overcome them?</li> <li>● In what ways can I advocate for my own learning needs?</li> <li>● How do my intensities or overexcitability affect my learning and relationships?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Reflection and the development of coping mechanisms are opportunities for growth and learning.</li> <li>● Communication with my teachers about my learning is an opportunity for challenge and intellectual growth.</li> <li>● My intensities or overexcitability influence my emotional responses, learning preferences, and social interactions, creating unique challenges and opportunities for growth.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● the characteristics of gifted learners.</li> <li>● their unique strengths and challenges.</li> <li>● the common challenges gifted learners encounter, such as perfectionism, social isolation, and asynchronous development.</li> <li>● effective strategies for advocating for their own learning needs, including communication techniques and how to seek support from teachers and peers.</li> <li>● the concept of overexcitability or intensities (emotional, intellectual, psychomotor, sensory, imaginal), and how these traits influence learning styles and relationships.</li> <li>● the importance of self-reflection in understanding their personal learning experiences and growth areas.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● regularly evaluate personal strengths, weaknesses, and areas for improvement.</li> </ul>

- establish achievable personal and academic goals based on reflective insights.
- develop strategies to cope with setbacks and challenges through positive thinking and problem-solving.
- actively seek and incorporate feedback from others to inform personal growth.
- formulate thoughtful questions to seek clarification and deepen understanding of learning materials.
- engage in respectful discussions with teachers about academic challenges and opportunities for growth.
- analyze the five intensities and overexcitabilities to understand their impacts on learning and relationships better.
- recognize and manage heightened emotional responses influenced by personal intensities.
- understand personal learning styles and preferences to optimize study and engagement strategies.
- navigate social interactions with an awareness of how overexcitabilities affect relationships and communication.
- develop techniques to manage stress-related emotional intensities, such as physical activity or creative expression.
- advocate for oneself by communicating specific needs related to emotional and learning challenges.



<b>Unit Number and Title:</b>	<b>Unit 2 - Inspiring Audiences</b>
<b>Duration:</b>	~ 9 weeks
<b>Resource(s):</b>	<p>“A Low-Stakes Public Speaking Exercise” by Jori Krulder  “Honing Students' Speaking Skills” by Heather Wolpert-Gawron  “Improving Public Speaking” by Marjorie North  “The Best Public Speakers Put the Audience First” by Deborah Grayson Riegel  <i>Blind Justice</i> by Michael Hoey  “Mock Trial Cases for Grades 7-8” by the New Jersey State Bar Foundation</p>
<b>Unit Overview:</b>	<p>In this unit, students will explore the audience's role in public speaking. They will learn to use storytelling, interactive techniques, and visual aids to engage and maintain audience interest. Students will also discover how understanding audience diversity -- considering cultural, social, and emotional backgrounds -- helps establish connections through non-verbal communication. Guidelines for respectful communication will guide them in demonstrating sensitivity, respect, and honesty when speaking to diverse audiences. Students will also explore innovative uses of technology to enhance message delivery and encourage interactive engagement with audiences.</p> <p>The culminating activity for this unit will be a simulation, where students will apply their public speaking and critical thinking skills in a courtroom setting. They will prepare and present opening statements, construct arguments supported by evidence, and deliver compelling witness testimonies. This experiential learning opportunity will challenge students to think on their feet, respond to counterarguments, and engage in respectful discourse. Through this activity, students will enhance their understanding of persuasive communication and ethical considerations and gain valuable insights into the judicial process, teamwork, and the importance of clear, effective public speaking.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>National Standards in Gifted and Talented Education</b>  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 as a result of access to high-quality curricular resources.</p> <p>4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity (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>4.3. Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.</p> <p>4.4. Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstances. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.</p> <p>4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What role does "audience" play in public speaking?</li> <li>● What strategies can be used to capture and maintain the audience's attention?</li> <li>● Why is understanding the audience's cultural, social, and emotional backgrounds important?</li> <li>● How can body language and vocal delivery improve audience connections?</li> <li>● What ethical considerations are involved when speaking to diverse audiences?</li> <li>● How can technology be utilized to support the message and engage the audience?</li> <li>● What makes an argument and counterargument persuasive?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● The audience shapes the success of public speaking by influencing content, delivery, and engagement.</li> <li>● Effective strategies like storytelling, interactive elements, visuals, and audience participation are necessary for maintaining audience interest.</li> <li>● Understanding audience diversity fosters empathy and inclusivity, enhancing mutual understanding between the speaker and the audience.</li> </ul>

	<ul style="list-style-type: none"> <li>● Skillful use of body language and vocal techniques strengthens the speaker's connection with the audience.</li> <li>● Speaking ethically to diverse audiences involves sensitivity to cultural norms, avoiding stereotypes, ensuring factual accuracy, and promoting respect and inclusivity.</li> <li>● Technology enhances communication and encourages audience interaction.</li> <li>● A persuasive argument is clear, logical, and well-supported by evidence; a counterargument appeals to emotions and addresses weaknesses in the opposing argument.</li> </ul>
<p><b>Learning Goal(s):</b>  <i>Students will know and will be able to use their learning to:</i>          (Content/ Skills)</p>	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● the significance of audience engagement in shaping the impact of a speech.</li> <li>● effective strategies for engaging and sustaining audience interest during presentations.</li> <li>● the importance of audience diversity in effective communication.</li> <li>● how non-verbal cues and vocal techniques impact audience perception and engagement.</li> <li>● ethical principles and considerations related to communication with diverse audiences.</li> <li>● various technological tools and platforms available for enhancing communication.</li> <li>● what makes an argument persuasive, including clear structure, logical reasoning, supporting evidence, and emotional appeal.</li> <li>● how counterarguments strengthen a claim further.</li> <li>● the roles of attorneys, witnesses, and jurors.</li> <li>● how the legal system works, and the significance of courtroom procedures.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● analyze audience characteristics and experiences to tailor content and delivery accordingly.</li> <li>● gather and interpret audience reactions to adjust delivery and content.</li> <li>● modify speech content and style based on audience engagement and feedback.</li> <li>● use storytelling or relatable examples to create emotional connections with audience.</li> <li>● incorporate questions, polls, or activities to involve the audience actively in the presentation.</li> <li>● use videos, audio, and other media to enhance presentations and maintain audience interest.</li> <li>● encourage audience involvement through discussions, Q&amp;A sessions, or role-playing scenarios.</li> </ul>

- recognize and respect cultural differences to foster empathy and inclusivity.
- utilize gestures, facial expressions, and posture to enhance message delivery and connection.
- adjust tone, pitch, volume, and pace to maintain interest and emphasize key points.
- establish and maintain appropriate eye contact to build audience rapport and engagement.
- ensure content is free from stereotypes and biased language.
- verify information and sources to ensure factual accuracy in arguments and claims.
- encourage respectful dialogue and foster an inclusive environment during discussions.
- organize arguments clearly and logically.
- support claims with credible evidence and examples to strengthen arguments.
- anticipate opposing viewpoints and address them to enhance the credibility of arguments.
- write and present opening and closing statements.
- develop well-supported arguments based on evidence and legal principles.
- practice and perform witness testimonies that are persuasive and credible.
- work together to plan and execute their speaking roles effectively.

<b>Unit Number and Title:</b>	<b>Unit 3 - Unleash Your Curiosity</b>
<b>Duration:</b>	~ 8 weeks
<b>Resource(s):</b>	<p><i>Empower: What Happens When Students Own Their Learning</i> by John Spencer and A.J. Juliani</p> <p><i>Launch: Using Design Thinking to Boost Creativity and Bring Out the Maker in Every Student</i> by John Spencer and A.J. Juliani</p> <p>“The Nature of Human Creativity” by Robert J. Sternberg and James C. Kaufman</p>
<b>Unit Overview:</b>	<p>This unit offers a unique opportunity for students to challenge themselves intellectually, develop a deeper understanding of their capabilities and potential impact in their fields of interest, and unleash their talents and 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>As a culminating activity, students will share their journeys, focusing on the insights they gained throughout their process. The emphasis on their experiences encourages them to reflect on the challenges they encountered and the strategies they used to overcome them, deepening their overall learning. Through discussions and presentations, they will articulate how their interests influenced their inquiries and how incorporating personal experiences enriched their research. Additionally, students will outline their next steps for future learning, whether that means exploring new topics or delving deeper into their existing inquiries. This sharing fosters a sense of community and inspires ongoing exploration and growth in their fields of interest.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>National Standards in Gifted and Talented Education</b></p> <p>1.1. Self-understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.</p> <p>1.2. Self-understanding. Students with gifts and talents demonstrate an understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.</p>

	<p>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> <p>4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>4.3. Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.</p> <p>4.4. Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstances. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.</p> <p>4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.</p> <p>5.1. Comprehensiveness. Students with gifts and talents demonstrate growth commensurate with their abilities in cognitive, social-emotional, and psychosocial areas as a result of comprehensive programming and services.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What additional aspects of my topic do I want to explore?</li> <li>● How can I independently use different sources to gather information and expand my knowledge?</li> <li>● What skills and strategies do I need to research and understand my topic thoroughly?</li> <li>● How do my experiences and interests influence my understanding and exploration of this topic?</li> </ul>

	<ul style="list-style-type: none"> <li>● How can I use creativity to deepen my understanding of my topic?</li> <li>● What unique perspectives or ideas can I explore within my topic?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Exploring a topic beyond initial understanding encourages deeper comprehension and appreciation for its complexities.</li> <li>● Using various sources independently supports independence in research and expands knowledge.</li> <li>● Developing research skills and strategies promotes critical thinking and analytical abilities.</li> <li>● Personal experiences and interests foster a more personalized and meaningful engagement with learning.</li> <li>● Creativity allows for innovative exploration and interpretation of complex concepts.</li> <li>● Exploring unique perspectives and ideas within a topic promotes intellectual curiosity and understanding.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● there are an array of topics they study that warrant further exploration.</li> <li>● the methods to identify, access, and evaluate a variety of sources, including primary, secondary, and digital sources.</li> <li>● essential research skills and strategies, such as note-taking, outlining, and critical analysis.</li> <li>● how personal experiences and interests can shape and deepen their understanding of a topic.</li> <li>● the importance of creativity in learning and methods to apply creative thinking to academic topics.</li> <li>● the value of exploring diverse and unique perspectives within a study topic.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● identify personal interests and passions related to a topic.</li> <li>● formulate questions that reflect their curiosity and drive for deeper understanding.</li> <li>● establish personal learning goals based on interests and experiences.</li> <li>● locate a variety of sources (books, articles, databases) relevant to their topic.</li> <li>● assess the reliability and credibility of each source.</li> </ul>

- break down complex information into manageable parts for better understanding.
- develop a structured approach for conducting research, including timelines.
- create systems for organizing research materials.
- link personal experiences to research topics to enhance relevance and meaning.
- articulate how personal experiences inform their understanding of the topic.
- use various forms of media (visual arts, writing, etc.) to interpret and present ideas creatively.
- apply creative problem-solving strategies to overcome research challenges.
- seek out and consider viewpoints that differ from their own.
- ask questions that challenge assumptions and explore new avenues of thought.
- evaluate personal growth and learning experiences.
- recognize and articulate specific challenges faced during the inquiry process.
- identify strategies used to overcome obstacles.
- present new learning to an audience.
- analyze how interests shape the inquiry process and influence outcomes.
- offer thoughtful, respectful feedback to peers based on their project work.
- identify new areas to explore further based on current learning experiences.
- engage with peers during presentations and discussions to foster a supportive environment.
- understand and value the diverse interests, perspectives, and experiences of peers.
- inspire peers to pursue their interests and inquiries.



<b>Unit Number and Title:</b>	<b>Unit 4 - The Hunt, At the Dawn of Time</b>
<b>Duration:</b>	~ 9 weeks
<b>Resource(s):</b>	<p>“Using Problems with Obstacles to Promote Rigorous Learning” by Michael McDowell</p> <p><i>Lateral Thinking</i> Puzzles by Paul Sloane</p> <p>“How to Build a Treasure Scavenger Hunt: A Step-by-Step Guide” by Constructed Adventures, LLC</p>
<b>Unit Overview:</b>	<p>This unit enhances students' creative thinking, collaboration, and problem-solving skills. Emphasis will be placed on creating a supportive environment that fosters active participation and welcomes diverse perspectives and unique solutions to problems. Students will engage in constructive discussions about differing opinions and learn to adapt to feedback and unexpected challenges, which are all essential for effective teamwork.</p> <p>To deepen their understanding of creativity, collaboration, and critical thinking, students will design a scavenger hunt with mythological themes as a culminating activity. This project will reinforce their previous learning and engagement with mythological content and provide opportunities for research and new learning. Working together to create a cohesive and immersive experience for participants will further develop their ability to collaborate effectively and support one another throughout the process.</p>
<b>Standard(s):</b>	<p><b>National Standards in Gifted and Talented Education</b></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>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How can we think outside the box to come up with innovative concepts?</li> <li>● What techniques can we use to brainstorm unique ideas collaboratively?</li> <li>● How can we create a culture of open dialogue to resolve conflicts effectively?</li> <li>● What criteria will we use to evaluate the effectiveness of our ideas?</li> <li>● What process will we follow to make informed decisions as a team?</li> <li>● What roles and responsibilities will team members take on to ensure a smooth collaboration?</li> <li>● How can we foster a supportive environment that encourages collaboration and input?</li> <li>● What methods can we use to constructively address differing opinions?</li> <li>● How can we remain flexible and responsive to feedback and changing circumstances?</li> <li>● What mechanisms will we implement to gather feedback on our ideas and processes?</li> <li>● What steps do we need to take to organize materials and resources effectively?</li> <li>● How will we manage timelines to ensure that our project stays on track?</li> <li>● How can we analyze feedback to improve future projects or initiatives?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● Thinking outside the box helps spark new ideas and can lead to unique ideas and better solutions.</li> <li>● Effective brainstorming techniques can generate diverse ideas.</li> <li>● Encouraging open communication builds trust and makes it easier to resolve conflicts and work as a team.</li> <li>● Establishing clear criteria for evaluating ideas helps teams make informed decisions.</li> <li>● A clear and structured decision-making process allows teams to consider their options carefully for better outcomes and increased buy-in from members.</li> <li>● Clearly defined roles and responsibilities among team members promote accountability and collaboration.</li> <li>● Creating a supportive environment encourages participation and helps cultivate diverse perspectives.</li> </ul>

	<ul style="list-style-type: none"> <li>● Addressing differing opinions constructively strengthens the team and improves problem-solving.</li> <li>● Being flexible and open to feedback allows teams to respond to unexpected challenges effectively.</li> <li>● Implementing effective feedback methods supports ongoing improvement and helps refine ideas.</li> <li>● Effective organization of materials and resources helps maintain focus on objectives.</li> <li>● Managing timelines ensures that projects stay on track and allows for necessary adjustments.</li> <li>● Reflecting on feedback and past projects encourages a culture of continuous learning and improvement.</li> </ul>
<p><b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● the importance of teamwork in collaborative projects.</li> <li>● ways to promote critical thinking and engagement among participants.</li> <li>● effective strategies for linking clues and activities.</li> <li>● the ways in which the cultural context of myths enriches creative projects and storytelling.</li> <li>● methods to transform elements of mythology into clues and activities for an interactive experience.</li> <li>● the design principles necessary for creating visually appealing and thematically cohesive materials.</li> <li>● how to recognize potential challenges in planning and executing an interactive experience.</li> <li>● the importance of adaptability in project execution.</li> <li>● methods for evaluating the effectiveness of learning in their creative work.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● identify elements (i.e., themes, morals, conflict) from mythological stories.</li> <li>● generate creative concepts for how these elements can be represented as clues or activities.</li> <li>● write clear, engaging clues or activities that represent elements.</li> </ul>

- assign specific roles and responsibilities based on individual student strengths (i.e. researcher, writer, designer).
- engage in group discussions to share ideas.
- provide and receive constructive feedback on each other's contributions.
- determine the appropriate difficulty level for each clue or task to ensure it encourages critical thinking.
- incorporate various formats (i.e., riddles, puzzles, physical challenges) to promote active engagement.
- create a visual map or outline that shows how each clue or activity connects to the next.
- consider the timing of each clue to maintain participant interest.
- design smooth transitions between clues or activities.
- investigate the cultural origins and significance of the myths being used.
- choose appropriate materials that enhance the elements of the scavenger hunt.
- identify potential obstacles in planning and execution, such as time constraints or logistical issues.
- modify plans or approaches based on feedback.
- develop methods for gathering participant feedback.
- reflect on individual contributions and the overall experience, identifying strengths and areas for improvement.
- evaluate whether the activity deepened learning surrounding mythology.

<b>Unit Number and Title:</b>	<b>Unit 5 - Driving Change Together</b>
<b>Duration:</b>	~ 8 weeks
<b>Resource(s):</b>	<p>“Using Community Challenges for Learning” by Cathleen Beachboard</p> <p>“Community Problems and Solutions” by the National Theatre for Children (NTC)</p> <p>Dupont's Homeless Project</p> <p>“How to Empower Students to Take Action for Social Change” by Lauren Fullmer and Laura Bond</p> <p>National Alliance to End Homelessness</p> <p>“7 Real-World Issues Than Can Allow Students to Tackle Big Challenges” by Michael Niehoff</p> <p>Prospect House, Bridgeport, CT</p>
<b>Unit Overview:</b>	<p>In this unit, students will explore global issues, understand shared responsibilities, and identify community needs through discussions and collaborative activities. Students will then engage in critical thinking and problem-solving as they brainstorm and implement community service projects to address local challenges. By working in groups, they will develop their communication, collaboration, and creative thinking skills while actively participating in initiatives that promote positive change.</p> <p>By the end of the unit, students will reflect on their experiences and the impact of their actions, reinforcing the idea that everyone has the potential to contribute to their communities and the world. They will better understand their role as global citizens, feeling inspired to make positive contributions. To share their new learnings, students will design an interactive experience that raises awareness about the issues they explored, showcases their community service projects, and invites others to engage in discussions surrounding positive change.</p> <p>Possible Issues to Explore: homelessness, climate change, healthcare, food insecurity, sustainability, education</p>
<b>Standard(s):</b>	<p><b>National Standards in Gifted and Talented Education</b></p> <p>3.5. Instructional Strategies. Students with gifts and talents become independent investigators.</p>

	<p>3.6. Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.</p> <p>4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity (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>4.3. Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.</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>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How does one develop a sense of global responsibility?</li> <li>● How are we connected through our responsibilities?</li> <li>● How can I contribute to solving problems in my community or the world?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Developing a sense of global responsibility involves building empathy and awareness of diverse perspectives, as well as recognizing that individual actions contribute to the well-being of the global community.</li> <li>● We are connected through shared responsibilities, where our choices and actions affect others, showing that working together is essential for making a positive impact.</li> <li>● Making a difference in solving problems takes active involvement and creative thinking, demonstrating that everyone has the potential to create positive change in their community and beyond.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<b>Content:</b> (Students will know...) <ul style="list-style-type: none"> <li>● what global responsibility means and why it matters.</li> <li>● the importance of empathizing with others and recognizing diverse viewpoints.</li> <li>● how different cultures, traditions, and values shape perspectives.</li> </ul>

- how personal choices (i.e. consumption, waste, advocacy) affect the global community.
- key global issues (i.e., homelessness, climate change, healthcare, food insecurity, sustainability, education).
- the interconnectedness of individuals, communities, and nations.
- how working together can lead to more effective solutions to common problems.
- the ethical obligation to contribute positively to society and the environment.
- the importance of advocating for issues that affect the broader community.
- that everyone can make a difference and that it is important to take initiative.

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

- analyze how individual behaviors contribute to broader societal issues.
- analyze how personal choices affect others and the environment.
- understand the interconnectedness of personal actions and more significant environmental issues.
- recognize both direct and indirect effects of actions on the environment and society.
- understand personal and collective responsibilities in addressing global challenges.
- recognize the importance of the diverse contributions of group members.
- generate ideas and solutions to address community challenges.
- gather and analyze information to inform problem-solving efforts effectively.
- find and utilize available resources creatively to implement solutions.
- engage in community service and/or advocacy efforts, projects, campaigns, or initiatives.
- plan and execute community service projects, including setting goals and timelines.
- adjust strategies based on feedback and changing circumstances.
- commit time and effort to support causes and initiatives that promote positive change.
- promote awareness and understanding of important issues within the community.
- share experiences and lessons learned with others to inspire further action and engagement.
- evaluate the impact of service activities on the community and personal growth.