Spectra Grade 2 CURRICULUM

Board Approved: 05/15/2025

Course Information

Elementary
Full-Year Course

Course Description:
As gifted learners, students will (1) develop the ability to apply problem-solving and critical thinking skills; (2) develop the ability to be open to new topics and thought processes, expand upon the thoughts of others, and recommend inventive solutions to new or unfamiliar concepts; (3) develop self-acceptance and self-awareness while demonstrating responsibility for personal growth, and embrace cultural and personal differences in others; and (4) develop effective communication skills through complex reasoning, creative thinking, and affective processing.

Transfer Goals:

Complex Reasoning

- Work together and individually to identify the elements of issues, recognize the main patterns of information necessary for understanding the topic, and identify success criteria for possible solutions.
- Explain reasoning using facts to support ideas, decisions, and opinions; employ a teacher-selected, problem-solving strategy to develop and test prototypes, and discuss future design improvements.
- Discuss the implications of issues on an impacted community and identify the parts of and connections within a system, with assistance.
- Apply thinking processes, with teacher guidance, to identify relationships between two familiar items or events and to communicate those ideas to a targeted audience while giving and receiving constructive feedback.

Creative Thinking

- Demonstrate, with guidance, adaptability skills when evaluating thoughts or plans of existing products through listening and asking questions while using appropriate verbal and nonverbal communication skills.
- Effectively use teacher-selected strategies, various materials, and tools to experiment and create original products related to personal interests or subject matter.

Affective Processing

	• Examine how learning relates to giftedness, evaluate strengths and areas for improvement to establish a starting point for growth, and recognize and understand emotions in oneself and others. • Truthfully express oneself and one's own perceptions, work effectively both independently and in groups, and communicate while collaborating with peers to successfully accomplish tasks. • With guidance, recognize and manage emotions related to school tasks, improve focus, make appropriate behavioral choices, organize and complete tasks on time, and demonstrate accountability for actions and consequences in various situations. • With guidance, develop the ability to listen to multiple perspectives, persevere through challenges, and maintain an active and positive attitude while working as a team.
Curriculum Standards: Missouri Learning Standards - Gifted Learner Outcomes	
Curriculum Resource(s): None	

Unit 1: Complex Reasoning

Timeframe: Ongoing throughout the year

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

Enduring Understandings:

- Decision-making requires a process of gathering, analyzing, and applying information and ideas.
- The decisions that we make impact others. It is important to consider the implications and consequences of personal actions.
- The development of critical thinking skills is an ongoing process.
- There are different processes and strategies for solving problems. Being able to apply these processes and strategies may increase the probability of developing a successful outcome.
- Through practice, we can grow in our ability to develop solutions to problems.
- Through practice, we can improve our communication skills.

Essential Questions:

- How do I make a reasonable decision?
- How do I use different strategies to effectively generate solutions that solve problems?
- Why is it important to be able to solve problems and explain my reasoning?
- How do my decisions impact myself and others?
- How can I use my knowledge and skills in new situations?
- How do I communicate my ideas to an audience?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
CR.P.1	● I can collaboratively and independently identify elements of issues. ● I can identify the main pattern of information to understand an issue.
CR.P.2	● With guidance, I can identify possible solutions to problems. ● With guidance, I can identify success criteria for problem solutions.
CR.P.3	● With guidance, I can differentiate the quality of possible responses to issues and explain reasoning. ● **I can use facts to support ideas, decisions, and opinions.**
CR.P.4	● With guidance, I can employ a teacher-selected problem-solving strategy.
CR.P.5	● With guidance, I can develop and test prototypes and discuss what items could be improved in future designs.
CR.P.6	● With assistance, I can discuss the implications of issues on the impacted community. ● I can identify my role and the consequences of issues.

**priority standards indicated in bold*

CR.P.7	● I can identify the parts of the system and explain connections within that system.
CR.P.8	● I can apply thinking processes to identify relationships between two familiar items.
CR.P.9	● I can communicate complex ideas to reach a targeted audience. ● With guidance, I can offer constructive feedback and incorporate suggestions for improvement.

Unit 2: Creative Thinking

Timeframe: Ongoing throughout the year

Unit Description: As gifted learners, students will develop the ability to be open to new topics and thought processes, propose multiple detailed and original ideas, expand upon the thoughts of others, and recommend inventive solutions to new or unfamiliar concepts.	
Enduring Understandings: ● Innovative and creative thinking are vital to progress. ● Everyone can grow in their ability to think creatively and develop innovative ideas. ● Being open-minded when new and different ideas are proposed is an important aspect of allowing creative thought and encouraging innovation. ● Through practice, we can improve our communication skills.	**Essential Questions:** ● What are creativity and innovation? ● In what ways is creativity important, and how does creativity play a role in self-expression and culture? ● What conditions, attitudes, and behaviors support creativity and innovative thinking, and what factors discourage creative risk-taking? ● How do I communicate my ideas to an audience?

Unit 2 Standards	
STANDARD CODE	**STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:**
CT.P.1	● I can demonstrate with guidance adaptability skills when evaluating thoughts or plans of existing products through listening and asking questions.
CT.P.2	● I can effectively use teacher-selected strategies to encourage creativity with original products.
CT.P.3	● **I can experiment with various materials and tools to create products related to personal interest or subject matter.**
CT.P.4	● I can demonstrate appropriate verbal and nonverbal communication skills when expressing creative ideas.

Unit 3: Affective Processing

Timeframe: Ongoing throughout the year

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

Enduring Understandings:

- An individual's identity is a product of the dynamic interaction between personal and environmental factors.
- Intrapersonal development is understanding oneself as the foundation for self-management.
- Ongoing self-assessment and reflection are essential to defining and enhancing an individual's growth.
- Respect must be given to unique beliefs and experiences in oneself and others in order to develop empathy, social awareness, and leadership skills.
- Embracing giftedness and appropriately coping with stress is important to healthy, responsive interpersonal interactions and to becoming productive members of classroom communities and society.
- Lifelong learning is important to leading a life of curiosity, continued self-understanding, and global awareness.
- Executive functioning skills are the foundation of all learning and can be learned and directly taught.
- Everyone can develop the ability to manage and regulate choices. (i.e.: planning, self-monitoring, time management, and organization).
- Through practice, we can improve our communication skills.

Essential Questions:

- How does my giftedness impact the interactions in life that make me who I am?
- How does my giftedness impact how others see me and how I see myself?
- How do I respect others' beliefs and experiences that are different from my own?
- In what ways are executive functioning skills important, and how does the development of my skills impact school and home life?
- What conditions, attitudes, and behaviors develop skills, and what hinders my development?
- How do I communicate my ideas effectively to an appropriate audience?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
AP.P.1	• I can explore the relationship between my learning and giftedness. • I can identify and assess strengths and areas of growth as a baseline for growth. • I can identify feelings and emotions in myself and others (including varying degrees of emotional intensity).

AP.P.2	● I can respond in a truthful manner about myself and others. ● I can work independently and in collaborative groups. ● I can collaborate and communicate with group members to complete a task.
AP.P.3	● With guidance, I can identify emotions related to school tasks and monitor behavior choices. ● **I can demonstrate the ability to organize, focus, and complete tasks in a timely manner.** ● I can demonstrate the ability to accept responsibility/take ownership for actions for given tasks and consequences for actions in a variety of situations.
AP.P.4	● I can listen to multiple thoughts and perspectives. ● With guidance, I can stay with a task even if it's challenging. ● With guidance, I can be an active and positive team member.