



# Spectra Grade 3 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 interest or subject matter.

##### Affective Processing

*\*priority standards indicated in **bold***

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|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                             | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> |
| Curriculum Standards: <a href="#">Missouri Learning Standards - Gifted Learner Outcomes</a> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Curriculum Resource(s): None                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

*\*priority standards indicated in **bold***

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# 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 effectively to an audience?

## **Unit 1 Standards**

| <b>STANDARD CODE</b> | <b>STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:</b>                                                                                                                                                                                                   |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CR.I.1               | <ul style="list-style-type: none"><li>• I can collect and analyze data with assistance to identify elements of issues.</li><li>• I can identify the main pattern in information needed to understand issues.</li></ul>                                   |
| CR.I.2               | <ul style="list-style-type: none"><li>• I can recognize possible solutions to problems.</li><li>• I can identify, with guidance, success criteria for problem solutions.</li></ul>                                                                       |
| CR.I.3               | <ul style="list-style-type: none"><li>• I can determine criteria for evaluating and selecting responses to issues, with assistance.</li><li>• I can recognize ideas, decisions, and opinion statements with facts tied to text-based evidence.</li></ul> |
| CR.I.4               | <ul style="list-style-type: none"><li>• I can employ a teacher-selected problem-solving strategy.</li></ul>                                                                                                                                              |
| <b>CR.I.5</b>        | <ul style="list-style-type: none"><li>• <b>I can develop, test, and refine prototypes as part of a cyclical design process with teacher-selected success criteria, with assistance.</b></li></ul>                                                        |
| CR.1.6               | <ul style="list-style-type: none"><li>• I can consider the implications of issues and their possible solutions, with assistance.</li></ul>                                                                                                               |

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|               |                                                                                                                                                                                                                               |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | <ul style="list-style-type: none"> <li>• I can recognize my personal decision on issues.</li> </ul>                                                                                                                           |
| CR.I.7        | <ul style="list-style-type: none"> <li>• I can see trends in systems and identify cause and effect relationships.</li> </ul>                                                                                                  |
| CR.I.8        | <ul style="list-style-type: none"> <li>• I can apply thinking processes to organize sets of limited clues and reach logical conclusions.</li> </ul>                                                                           |
| <b>CR.I.9</b> | <ul style="list-style-type: none"> <li>• <b>I can effectively communicate ideas in a way that meets the need(s) of the audience.</b></li> <li>• I can offer constructive feedback and suggestions for improvement.</li> </ul> |

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# 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 thinking and creative thinking are vital to our progress as a society.
- Everyone can grow in their ability to think creatively and develop new 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 effectively to an audience?

## Unit 2 Standards

| STANDARD CODE | STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:                                                                                                                                |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CT.I.1        | <ul style="list-style-type: none"><li>• I can demonstrate adaptability skills through listening and asking questions.</li></ul>                                                |
| <b>CT.I.2</b> | <ul style="list-style-type: none"><li>• <b>I can use student-selected strategies to demonstrate creativity with original products.</b></li></ul>                               |
| CT.I.3        | <ul style="list-style-type: none"><li>• I can use materials, processes, and concepts in different ways to create a solution.</li></ul>                                         |
| CT.I.4        | <ul style="list-style-type: none"><li>• I can practice self-reflection when using creative processes using verbal, nonverbal, or technological communication skills.</li></ul> |

*\*priority standards indicated in **bold***

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# 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.I.1        | <ul style="list-style-type: none"> <li>• I can identify the benefits and importance of personal qualities, characteristics, and gifted identity.</li> <li>• I can recognize strengths and areas of growth to exhibit confidence.</li> <li>• I can develop ways to express and respond to emotions (i.e. coping strategies) in a constructive manner.</li> </ul> |

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|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AP.I.2        | <ul style="list-style-type: none"> <li>• I can respond in a truthful manner about myself and others and recognize ways to help peers.</li> <li>• I can work independently and in collaborative groups.</li> <li>• I can respect others who have a different point of view while completing a task.</li> </ul>                                                                                                                    |
| <b>AP.I.3</b> | <ul style="list-style-type: none"> <li>• I can identify emotions related to school tasks and self-monitor behavior choices, at an age-appropriate level.</li> <li>• <b>I can develop, with guidance, the ability to prioritize, time-manage, and focus on given tasks when given organizational tools.</b></li> <li>• I can explain how family members and peers can support responsible behavior and school success.</li> </ul> |
| AP.I.4        | <ul style="list-style-type: none"> <li>• I can listen to and restate thoughts and perspectives.</li> <li>• I can stay with a task even if it's challenging, with guidance.</li> <li>• I can actively participate and contribute to the team in a positive manner, with guidance.</li> </ul>                                                                                                                                      |

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