



Spectra Grade 5

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

priority standards indicated in **bold*

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	• 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	

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

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
CR.I.1	• I can collect and analyze data to identify elements of issues. • I can identify the main pattern and minor patterns in the information needed to understand issues.
CR.I.2	• I can develop possible solutions to problems. • I can identify, with guidance, success criteria for problem solutions and evaluate the possible effectiveness of proposed solutions to problems.
CR.I.3	• I can independently determine criteria for evaluating and selecting responses to issues and support selections. • I can support ideas, decisions, and opinion statements with facts tied to text-based evidence.
CR.I.4	• I can employ a teacher-selected problem-solving strategy and investigate novel student-selected strategies for solving problems.
CR.I.5	• I can develop, test, and refine prototypes as part of a cyclical design process with teacher-selected success criteria.

priority standards indicated in **bold*

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CR.I.6	• I can consider the implications of issues and their possible solutions in multiple communities. (local, larger, global). • I can evaluate my personal decisions on issues from a larger perspective.
CR.I.7	• I can see trends in systems and identify cause-and-effect relationships or multiple connections within the system.
CR.I.8	• I can apply thinking processes to analyze and organize sets of limited clues and reach logical conclusions ranging from general to specific.
CR.I.9	• I can effectively communicate complex ideas in a way that meets the needs (s) of the intended audience. • I can offer constructive feedback and incorporate suggestions for improvement.

priority standards indicated in **bold*

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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 appropriate audience?

Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
CT.I.1	• I can demonstrate adaptability skills when evaluating thoughts or plans of original products through listening and asking questions.
CT.I.2	• I can effectively use student-selected strategies to demonstrate creativity with original products.
CT.I.3	• I can use materials, processes, and concepts in original ways to create a solution when given an expected outcome.
CT.I.4	• I can practice self-reflection when evaluating creative processes using advanced verbal, nonverbal, and technological communication skills.

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	• I can describe the benefits and importance of personal qualities, characteristics, and gifted identity. • I can identify an actionable plan with strengths and areas of growth to exhibit confidence. • I can describe and demonstrate ways to express and respond to emotions (i.e.

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	coping strategies) in a constructive manner.
AP.I.2	• I can respond truthfully about myself and others and recognize ways to help peers complete tasks and goals or address needs. • I can flexibly work independently and in collaborative groups. • I can exhibit behaviors that communicate understanding and respect for people who have a different point of view while completing a task.
AP.I.3	• I can identify emotions related to school tasks and self-monitor behavior choices, at an age-appropriate level. • I can demonstrate the ability to prioritize, manage time, and focus on given tasks when given organizational tools. • I can explain how family members, peers, school personnel, and community members can support responsible behavior and school success.
AP.I.4	• I can listen to and restate multiple thoughts and perspectives. • I can stay with a task even if it's challenging, without guidance. • I can actively participate and positively contribute to the team.

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