



Gifted Resource

Approved by KSD Board of Education: May 19, 2025

Course Description:

With growing independence, students will utilize the executive functioning skills of self-regulation, project management (organization, decision making, planning), and goal-setting. They will develop a sense of self-acceptance and awareness, responsibility for personal growth, and respect for unique beliefs and experiences in themselves and others. Students will effectively communicate information, ideas, feelings, and concepts.

Grade Level: 9th-12th

Course Enduring Understandings:

- 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).
- Respect must be given to unique beliefs and experiences in oneself and others to develop empathy, social awareness, and leadership skills.
- Students who recognize their own learning styles, beliefs, values, and motivations can better navigate challenges, advocate for themselves, and pursue meaningful goals.
- When provided with meaningful, complex tasks, students build cognitive flexibility, resilience, and creative capacity.

Course Essential Questions:

- In what ways are executive function 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 can I use my talents and voice to make meaningful contributions in a diverse and connected world?

Essential Learning Targets

<i>Enduring Understandings</i>	<i>Essential Questions</i>
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<i>Students must know:</i>	<i>Students must be able to:</i>
- Strategies for planning and completing multistep assignments - Age appropriate social skills - Age appropriate communication skills - How beliefs, traditions, and values shape learning and behavior. - The qualities and habits that support personal competence and leadership, such as self-awareness, motivation, and risk-taking.	- Create short-and long-term goals using an action plan that includes necessary resources, specific steps, timeframe, and evaluation of both short and long-term goals - When working in groups, use socially appropriate strategies to express emotions and feelings, analyze different perspectives, and concern for each group member - Actively participate, positively contribute to the team, regulate self and others to set and accomplish team goals. - Independently design and conduct investigations, using appropriate tools and media to communicate findings to authentic audiences.

NAGC Standards

- 1.2. Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.
- 1.3. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.
- 1.5. 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.
- 3.3. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.
- 3.5. Students with gifts and talents become independent investigators.
- 4.1. 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.
- 4.2. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.

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- 4.3. Students with gifts and talents demonstrate personal and social responsibility.
- 4.5. 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.