

2-8 Gifted Curriculum

Course Description:

The Kirkwood School District recognizes that Gifted students have individual learning and social/emotional needs that differ significantly from their peers, to such an extent that they require specialized, intentional, and targeted support not ordinarily provided by the classroom.

KSD defines giftedness as exceptionally advanced creative thinking, problem solving, critical thinking skills, and/or cognitive ability in comparison to their chronological peers. Giftedness can be found in all socioeconomic, cultural, and ethnic backgrounds.

The Kirkwood Gifted Program, known as REACH (Responsive Educational Advocacy for Children of High Potential), has identified development of the *“Four C’s of 21st Century Skills”* as its goal for Gifted students. These skills are:

- Critical Thinking
- Creativity
- Collaboration
- Communication (intrapersonal and interpersonal)

This will be achieved by ensuring that identified Gifted students receive diverse and ongoing learning experiences focused on design thinking, building creative confidence, and social-emotional learning.

In order to support these students in achieving their personal goals and academic success for which they are capable, the KSD will do the following:

- appropriately identify and evaluate Gifted learners
- determine the appropriate instructional needs and environments
- monitor the progress of students receiving Gifted instruction in order to determine the appropriate Level of Services
- establish professional standards for Gifted staff members and provide development opportunities for staff members who work with Gifted students

2-8 Scope and Sequence:

Unit 1: Critical Thinking

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.

Unit 2: Creativity

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.

Unit 3: Collaboration and Communication (Interpersonal/Intrapersonal)

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.

Unit 4: Competency

As gifted learners, students will utilize the executive functioning skills of self regulation, project management (organization, decision making, planning), and goal-setting.

2nd Grade

With guided teacher support students will identify a problem and propose a solution. They will recognize relationships and patterns and construct questions to deepen understanding. Students will inventory, compare, and contrast attributes of varying objects and ideas while developing a variety of reasoning skills. Students will analyze a product or artifact to reach deeper meaning.

Priority Standards	• Students recognize relationships and patterns. • Students will construct questions to deepen understanding. • Students will generate multiple ideas in drawings and words around a given topic. • Students will establish and maintain positive relationships with a variety of peers by effectively navigating social settings using skills such as empathy, respect, active listening, and conflict resolution.
Essential Questions (from the MO-GLOs)	• How do I use different strategies to effectively generate solutions that solve problems? • How do my decisions impact others? • How do I communicate my ideas effectively to an appropriate audience? • What are creativity and innovation? • How does my giftedness impact the interactions in life that make me who I am? • How do I respect others' beliefs and experiences that are different from my own?
Enduring Understandings (from the MO-GLOs)	• The decisions that we make impact others. It is important to consider the implications and consequences of personal actions. • Through practice, we can grow in our ability to develop effective solutions to problems. • Everyone can grow in their ability to think creatively and develop innovative ideas while keeping an open-mind when new and different ideas are proposed. • An individual's identity is a product of the dynamic interaction between personal and environmental factors. • 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.
MO-GLOs	• Goal 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas. • Goal 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. • Goal 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. • Goal 4: Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.
NAGC Standards	• Self-Understanding. 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. • Self-Understanding. 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. • 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. • Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.

	• Instructional Strategies. Students with gifts and talents become independent investigators. • Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility. • 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.
--	--

3rd Grade

With guided teacher support students will identify a problem and propose a solution. They will recognize relationships and patterns and construct questions to deepen understanding. Students will inventory, compare, and contrast attributes of varying objects and ideas while developing a variety of reasoning skills. Students will analyze a product or artifact to reach deeper meaning.

Priority Standards	• Identify a problem and propose a solution, upon information gathered through research. • Defer judgment and take risks while engaging in creative thinking. • Become self aware of their own needs as a gifted learner and learn how to advocate for those needs in healthy ways (including recognizing their own strengths and limitations). • Practice self regulation - effectively manage strong emotions and impulses, adapt to unforeseen circumstances and change, and manage stress.
Essential Questions	• How do I make and defend a well thought out and 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 the world? • How can I transfer my knowledge and skills to new situations? • How do I communicate my ideas effectively to an appropriate audience? • How does my giftedness impact the interactions in life that make me who I am? How does my giftedness impact the interactions in life that make me who I am?
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 and dispositions is a life-long endeavor. • 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 effective solutions to problems. • On-going self-assessment and reflection are essential to defining and enhancing an individual's growth.
MO-GLOs	• Goal 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas. • Goal 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. • Goal 3: Students in Missouri public schools will acquire the knowledge and skills

	to recognize and solve problems. • Goal 4: Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.
NAGC Standards	• Self-Understanding. 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. • Self-Understanding. 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. • 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. • Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society. • Instructional Strategies. Students with gifts and talents become independent investigators. • Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility. • 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.

4th Grade	
Priority Standards	• Analyze a product or artifact to reach deeper meaning • Utilize the creative process to develop a realistic product. • Establish and maintain positive relationships with a variety of peers by effectively navigating social settings using skills such as empathy, respect, active listening, and conflict resolution. • Recognize contributions and achievements of various cultures
Essential Questions	• How do I make and defend a well thought out and 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 the world? • How can I transfer my knowledge and skills to new situations? • How do I communicate my ideas effectively to an appropriate audience? • How does my giftedness impact how others see me and how I see myself?
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 and dispositions is a life-long endeavor. • 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 effective solutions to problems.
MO-GLOs	- Goal 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas. - Goal 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. - Goal 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. - Goal 4: Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.
NAGC Standards	- Self-Understanding. 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. - Self-Understanding. 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. - 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. - Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society. - Instructional Strategies. Students with gifts and talents become independent investigators. - Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility. - 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.

5th Grade	
Priority Standards	- Employ various strategies to locate, interpret, and evaluate accurate and reliable information, from student-selected resources. - Synthesize by combining selected ideas, thoughts, products, plans, or solutions in unusual ways. - Work effectively towards a goal as a contributing member of a group, including in scenarios that require self management. - Become self aware of their own needs as a gifted learner and advocate for those needs in healthy ways. (including recognizing their own strengths and limitations)
Essential Questions	- How do I make and defend a well thought out and 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 the world? - How can I transfer my knowledge and skills to new situations? - How do I communicate my ideas effectively to an appropriate audience? - How does my giftedness impact how others see me and how I see myself?

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 and dispositions is a life-long endeavor. • 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 effective solutions to problems.
MO-GLOs	• Goal 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas. • Goal 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. • Goal 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. • Goal 4: Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.
NAGC Standards	• Self-Understanding. 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. • Self-Understanding. 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. • 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. • Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society. • Instructional Strategies. Students with gifts and talents become independent investigators. • Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility. • 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.

6th Grade	
Priority Standards	• Identify a problem and propose a solution, weighing the pros and cons • Present ideas informally to small groups • Using a variety of materials, create an original product utilizing collaborative feedback • Become self aware of their own needs as a gifted learner and advocate for those needs in healthy ways

Essential Questions	• How do I use different strategies to effectively generate solutions that solve problems? • In what ways is creativity important and how does creativity play a role in self-expression and culture? • How do I communicate my ideas effectively to an appropriate audience?
Enduring Understandings	• 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. • Everyone can grow in their ability to think creatively and develop innovative ideas. • Lifelong learning is important to leading a life of curiosity, continued self-understanding, and global awareness.
MO-GLOs	• Goal 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas. • Goal 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. • Goal 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. • Goal 4: Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.
NAGC Standards	• Self-Understanding. 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. • Self-Understanding. 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. • 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. • Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society. • Instructional Strategies. Students with gifts and talents become independent investigators. • Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility. • 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.

7th Grade	
Priority Standards	• Identify a problem and propose multiple solutions, weighing the pros and cons of each. • Present ideas to classmates formally and informally, inviting feedback

	• Using a variety of materials, create an original product utilizing collaborative feedback • Become self aware of their own needs as a gifted learner and advocate for those needs in healthy ways
Essential Questions	• How do I use different strategies to effectively generate solutions that solve problems? • In what ways is creativity important and how does creativity play a role in self-expression and culture? • How do I communicate my ideas effectively to an appropriate audience?
Enduring Understandings	• 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. • Everyone can grow in their ability to think creatively and develop innovative ideas. • Lifelong learning is important to leading a life of curiosity, continued self-understanding, and global awareness.
MO-GLOs	• Goal 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas. • Goal 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. • Goal 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. • Goal 4: Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.
NAGC Standards	• Self-Understanding. 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. • Self-Understanding. 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. • 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. • Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society. • Instructional Strategies. Students with gifts and talents become independent investigators. • Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility. • 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.

8th Grade	
Priority Standards	• Identify a problem and propose multiple solutions, weighing the pros and cons of each. • Present ideas to audiences formally and informally • Using a variety of materials, create an original product utilizing collaborative feedback • Become self aware of their own needs as a gifted learner and advocate for those needs .and those of the larger gifted community
Essential Questions	• How do I use different strategies to effectively generate solutions that solve problems? • In what ways is creativity important and how does creativity play a role in self-expression and culture? • How do I communicate my ideas effectively to an appropriate audience?
Enduring Understandings	• 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. • Everyone can grow in their ability to think creatively and develop innovative ideas. • Lifelong learning is important to leading a life of curiosity, continued self-understanding, and global awareness.
MO-GLOs	• Goal 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas. • Goal 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. • Goal 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. • Goal 4: Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.
NAGC Standards	• Self-Understanding. 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. • Self-Understanding. 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. • 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. • Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society. • Instructional Strategies. Students with gifts and talents become independent investigators. • Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility. • 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.

