



6th Grade Spectra Curriculum

Board Approved: 05/21/2026

Course Information

Middle School Full Year

Course Description:

In this unit, students will independently analyze unfamiliar problems, use evidence and logic to make and justify decisions, and communicate complex ideas effectively across a variety of audiences and formats.

Students will generate original ideas, use diverse tools and media to create meaningful products or solutions, and communicate those ideas in ways that match purpose and audience.

Students will apply self-awareness to guide their learning and growth, demonstrate integrity and respect for themselves and others, and manage responsibilities with independence and accountability.

Transfer Goals:

- Independently analyze unfamiliar problems, generate multiple possible solutions, and evaluate which solution is most effective based on the situation.
- Independently gather and evaluate relevant facts and use them to justify their decisions, opinions, or arguments in academic and real-life contexts.
- Express complex thoughts through writing, speaking, or multimedia formats in ways that are appropriate for the intended audience and purpose.
- Select and use a variety of creative thinking tools to develop original products or solutions in academic or real-world situations.
- Experiment with different media, technologies, or resources to create products that reflect their interests, understanding, or learning goals.
- Effectively share their ideas through speech, writing, visuals, movement, or other forms, depending on the audience and purpose of the communication.
- Make meaningful connections between their strengths, challenges, and giftedness, using that understanding to shape their approach to learning and personal growth.
- Respond with integrity, recognize and express their own feelings and

priority standards indicated in **bold*

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	perspectives, and respect those of others in both personal and academic settings. Independently stay organized, prioritize responsibilities, and follow through with commitments in a timely and focused manner.
Curriculum Standards: Missouri Learning Standards - Gifted Learner Outcomes	
Curriculum Resource(s): N/A	

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Unit 1: Complex Reasoning

Timeframe: Ongoing throughout the year

Unit Description: In this unit, 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 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.

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?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
CR.M.1	• I can gather and study information on my own to understand different people's opinions and points of view about an issue. • I can think about new evidence that might prove my ideas wrong and use it to improve my thinking.
CR.M.2	• I can come up with different solutions for problems, whether they are simple or have many parts. • With help from my teacher, I can figure out what makes a solution successful and explain why some solutions might work better than others.
<u>CR.M.3.B</u>	• I can decide what makes a solution to a problem, explain my reasons, and use those reasons to choose the best answer. • I can use facts from different places to back up my ideas and use clear thinking to figure out what makes sense about an issue.
CR.M.4	• I can choose a strategy to solve a problem and figure out how well it worked.

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CR.M.5	I can build, test, and improve my design using feedback and success goals from my teacher, and I can explain why I made changes.
CR.M.6	- I can look at different sides of an issue and think about how each one might affect my community. - I can explain how my choices can help solve problems in my community and around the world.
CR.M.7	I can figure out what I'm assuming in a system, test if it's true, and think about what might happen that I didn't expect.
CR.M.8	I can think carefully about information, use it to make a smart conclusion, and explain why my thinking makes sense.
<u>CR.M.9.A</u>	I can communicate complex ideas clearly in a way that makes sense for the people I'm talking to or writing for. - I can give helpful feedback to others, think about the feedback I get, and use the best ideas to make my work better.

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Unit 2: Creative Thinking

Timeframe: Ongoing throughout the year

Unit Description: In this unit, 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 innovative ideas.
- Being open-minded when new and different ideas are proposed is an important aspect of allowing creative thought and encouraging innovation.

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.M.1	• I can understand teacher and peer feedback to revise original work.
CT.M.2	• I can use strategies to interpret others' works and create original products.
<u>CT.M.3</u>	• I can use a variety of materials and create an original product utilizing teacher feedback.
CT.M.4	• I can receive effective feedback leading to improvement in verbal, nonverbal, and technological communication skills.

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Unit 3: Affective Processing

Timeframe: Ongoing throughout the year

Unit Description: In this unit, 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.
- On-going 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).

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 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 do I communicate my ideas effectively to an appropriate audience?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<u>AP.M.1.B</u>	• I can understand different social contexts and advocate as a gifted learner with the guidance of my teacher. • I can understand my strengths and areas of growth with personal decision making. • I can understand the impact of my appropriate and inappropriate emotional expression and behaviors.

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AP.M.2	• I can respond and act in a truthful manner in peer situations. • I can work in groups and help be an effective member in group decisions with teacher guidance. • I can communicate when there is a difference of opinion, respond appropriately and work collaboratively with teacher guidance.
AP.M.3.B	• I can identify emotions related to school tasks and recognize behavior choices. • I can recognize motivation strategies and organization skills to persevere through difficult situations, tasks, or goals. • I can identify that there are school and community supports that can help me to complete goals.
AP.M.4	• I can listen to and restate multiple thoughts and perspectives, and support my own position. • I can stay with a task, even if it is challenging and meet the required goals with frequent reminders. • I can participate, contribute to the team in a positive manner, and help make team member assignments.

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