



7th Grade Spectra Curriculum

Board Approved: 05/21/2026

Course Information

Middle School Full Year

Course 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.

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.

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, and develop effective communication skills through complex reasoning, creative thinking, and affective processing.

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 perspectives, and respect those of others in both personal and academic settings.

priority standards indicated in **bold*

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| | <ul style="list-style-type: none">• 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 | |

priority standards indicated in **bold*

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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 independently research and analyze information to understand and compare different people's perspectives and opinions on an issue. • I can evaluate evidence that challenges my ideas and assumptions about an issue.
CR.M.2	• I can develop multiple solutions for both straightforward and complex problems. • I can choose a problem-solving strategy on my own, use it to find solutions, and explain how well it worked.
<u>CR.M.3.B</u>	• I can figure out what makes a solution work well, explain my reasons clearly, and use those reasons to pick and support the best choice. • I can gather evidence from different sources to support my ideas and use logical thinking to analyze and evaluate issues.
CR.M.4	• I can select a strategy to solve a problem, try it out, and explain how effective it was.

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CR.M.5	I can design, test, and improve my project by using feedback and success criteria, and explain the reasons for the changes I make.
CR.M.6	- I can consider different points of view on an issue and think about how each might impact my community. - I can consider how my decisions might contribute to solving problems in my community and the world.
CR.M.7	I can find and test the assumptions in a system and think about any unexpected results that could happen.
CR.M.8	I can carefully evaluate information, draw logical conclusions, and explain the reasons behind my thinking.
<u>CR.M.9.A</u>	I can clearly share complex ideas in a way that meets the needs of the people I'm communicating with. - I can give constructive feedback to others, think carefully about the feedback I receive, and use the most helpful ideas to improve my work.

priority standards indicated in **bold*

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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 reflect on teacher and peer feedback to revise original work.
CT.M.2	• I can use independent strategies to interpret others' works and create original products with guidance.
CT.M.3	• I can use a variety of materials and create an original product utilizing teacher and/or peer feedback.
<u>CT.M.4</u>	• I can provide and receive 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:
AP.M.1	• I can understand and adapt to different social contexts and advocate as a gifted learner with guidance from my teacher. • I can reflect on knowledge of strengths and areas of growth to personal decision making. • I can reflect the impact of appropriate and inappropriate emotional expression and behavior on self and others.

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

priority standards indicated in **bold*

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