GIFTED/TALENTED EDUCATION
SCOPE AND SEQUENCE

The Scope and Sequence of the Gifted/Talented Program provides a detailed map clearly listing skill development progression. All skills are taught within the context of differentiated learning topics which involve students in actively applying the skills they are learning while extending those in which they are proficient or have obtained mastery. The curriculum utilizes technology as an investigative tool and in the creation of products.

KEY: I=INTRODUCE
D=DEVELOP
M=MAINTAIN
R=REINFORCE

Strands — Grade Level Ranges

	K-2	3	4/5	6	7/9	10/12
CRITICAL THINKING – Strand 1						
Standard 1: Core Processes – students shall demonstrate understanding of core processes fundamental to a differentiated curriculum						
ANALYSIS						
CRIT. 1.1 Analyze a main idea in oral Written, and/or non-verbal form	I	D	M	M	R	R
CRIT 1.2 Examine the relationship among Ideas and data	I	D	M	M	R	R
CRIT 1.3 Provide supporting evidence for a particular idea, principle or generalization	I	D	M	M	R	R
CRIT 1.4 Classify information into logical Categories	I	D	M	M	R	R
CRIT 1.5 Scrutinize information and draw Conclusions based on given or discovered Principles	I	D	M	M	R	R
CRIT 1.6 Apply the concept of the part-to-Whole and the whole-to-part relationships	I	D	M	M	R	R
SYNTHESIS						
CRIT 1.7 Combine concepts, principles, and generalizations to generate a new understanding	I	D	D	M	R	R
CRIT 1.8 Adapt information to be used in a different manner	I	D	D	M	R	R
CRIT 1.9 Formulate compelling predictions based on available information or as a result of an action	I	D	D	M	R	R

EVALUATION						
CRIT 1.10 Establish criteria for judging accuracy, relevance, or quality	I	D	M	R	R	R
CRIT 1.11 Assess, according to the criteria, the organization, content, value, effectiveness and results of actions, decisions, ideas, or data	I	D	M	R	R	R
CRIT 1.12 Defend, according to the criteria, accuracy and relevance of points used to support conclusions/predictions		I	D	M	R	R
CRIT 1.13 Prove or disprove ideas by presenting evidence		I	D	D	M	R
Standard 2: Application –Students shall apply reasoning techniques to demonstrate understanding of the core processes						
LOGICAL REASONING						
CRIT 2.1 Demonstrate use of inductive reasoning by:						
a. Determining cause and effect	I	D	M	M	R	R
b. Analyzing open-ended problems	I	D	M	M	R	R
c. Reasoning by analogy	I	D	M	M	R	R
d. Making inferences		I	D	D	M	R
e. Determining relevant information			I	D	M	R
f. Recognizing relationships	I	D	D	M	R	R
g. Solving insight problems	I	D	D	M	M	R
CRIT 2.2 Demonstrate use of deductive thinking skills by:						
a. Identifying contradictory statements			I	D	M	R
b. Analyzing syllogisms						R
c. Solving spatial problems	I	D	D	M	R	R
CRIT 2.3 Distinguish between logical and illogical arguments			I	D	M	R
INFERENCE						
CRIT 2.4 Interpret the meaning of statements	I	D	D	M	R	R
CRIT 2.5 Identify probable causes and effects	I	D	D	M	R	R
CRIT 2.6 Use generalizations to solve problems or justify decisions	I	D	D	M	R	R

CRIT 2.7 Make predictions	I	D	D	M	R	R
CRIT 2.8 Identify and support personal assumptions and/or those of others			I	D	M	R
CRIT 2.9 Identify and support personal points of view and/or those of others		I	D	M	R	R
PROBLEM SOLVING						
CRIT 2.10 Define/describe the problem	I	D	D	M	M	R
CRIT 2.11 Determine desired outcome	I	D	D	M	M	R
CRIT 2.12 Brainstorm possible solutions	I	D	D	M	M	R
CRIT 2.13 Establish criteria and test selected solutions	I	D	D	M	M	R
CRIT 2.14 Evaluate solutions	I	D	D	M	M	R
CRIT 2.15 Draw conclusions and implement solution(s)	I	D	D	M	M	R
DECISION MAKING						
CRIT 2.16 State desired goal/condition	I	D	D	M	R	R
CRIT 2.17 State obstacles to goal/condition	I	D	D	D	M	R
CRIT 2.18 Identify alternatives	I	D	D	D	M	R
CRIT 2.19 Examine alternatives	I	D	D	D	M	R
CRIT 2.20 Rank alternatives	I	D	D	D	M	R
CRIT 2.21 Choose best alternative	I	D	D	D	M	R
CRIT 2.22 Evaluate actions	I	D	D	M	R	R
INTERPRETATION						
CRIT 2.23 Analyze the motives of an author, speaker, or artist (e.g., to persuade, inform, entertain, elaborate, etc.)			I	D	M	R
CRIT 2.24 Analyze and critique the stylistic forms used by an author, speaker, or artist (e.g., metaphors, symbolism, irony, satire, understatement, exaggeration, personification, etc.)			I	D	M	R
CRIT 2.25 Compare and contrast different interpretations of a single work			I	D	M	R

COMMUNICATION						
CRIT 2.26 Distinguish between relevant and irrelevant points			I	D	M	R
CRIT 2.27 Demonstrate and apply verbal and non-verbal techniques used to influence thinking (e.g., generalities, emotional appeals, biased print and non-print materials, body language, etc.)			I	D	M	R
CRIT 2.28 Use formal and/or informal debate to consider various positions			I	D	M	R
COMPLEXITIY						
CRIT 2.29 Explore an idea or issue, examine the implication, and sift information for clarity		I	D	D	M	R
CRIT 2.30 Expand and/or restructure an original idea (e.g., by adding details and integrating new ideas, etc.)	I	D	D	M	R	R
CRIT 2.31 Evaluate the political, social, and economic implications of current issues			I	D	M	R
CRIT 2.32 Distinguish and understand/acknowledge multiple perspectives			I	D	M	R
CREATIVE THINKING-Strand 2						
Standard 1: Core Processes – Students shall demonstrate understanding of core processes fundamental to a differentiated curriculum						
FLUENCY						
CRET 1.1 Utilize brainstorming techniques	I	D	D	M	R	R
CRET 1.2 Generate many alternatives in problem finding and problem solving	I	D	D	M	R	R
CRET 1.3 Generate many alternatives in both verbal and non-verbal representations of ideas and feelings	I	D	D	M	R	R
FLEXIBILITY						
CRET 1.4 Generalize new and different approaches to problems	I	D	D	M	R	R
CRET 1.5 Examine and change attributes (SCAMPER technique: Substitute, Combine, Adapt, Modify-Minify-Magnify,	I	D	D	M	R	R

Put to another use, Eliminate, Reverse)						
CRET 1.6 Adapt a single idea or material to many different uses	I	D	D	M	R	R
CRET 1.7 Transfer and apply a principle or concept to different areas	I	D	D	M	R	R
ORIGINALITY						
CRET 1.8 Create unique products or ideas by combining materials or ideas	I	D	D	M	R	R
CRET 1.9 Generate unique solutions to problems	I	D	D	M	R	R
CRET 1.10 Generate unique answers to questions	I	D	D	M	R	R
CRET 1.11 Use familiar objects in ways different from their intended purpose	I	D	D	M	R	R
CRET 1.12 Generate unique answers to questions	I	D	D	M	R	R
ELABORATION						
CRET 1.13 Determine need for appropriate detail	I	D	D	M	R	R
CRET 1.14 Recognize gaps and missing elements	I	D	D	M	R	R
CRET 1.15 Embellish objects, concepts, or questions	I	D	D	M	R	R
CURIOSITY						
CRET 1.16 Pose speculative questions	I	D	D	M	R	R
CRET 1.17 Examine unfamiliar concepts	I	D	D	M	R	R
CRET 1.18 Analyze conceptual relationships and interpretations		I	D	D	M	R
CRET 1.19 Question discrepancies in thought or information			I	D	M	R
CRET 1.20 Examine the relationship between problem finding and problem solving	I	D	D	M	M	R
IMAGINATION						
CRET 1.21 Create alternate outcomes/scenarios, endings, etc.	I	D	D	M	R	R

CRET 1.22 Demonstrate an ability to overcome conceptual blocks (e.g., environmental, expressive, cultural, perceptual, etc.)	I	D	D	M	R	R
RISK TAKING						
CRET 1.23 Defend personal beliefs and ideas	I	D	D	M	M	R
CRET 1.24 Challenge discrepancies in thought or information and develop alternative perspectives			I	D	M	R
CRET 1.25 Predict consequences of risk taking	I	D	D	M	M	R
CRET 1.26 Assume responsibility for a course of action	I	D	D	D	M	R
CRET 1.27 Identify societal challenges and propose solutions			I	D	M	R
INDEPENDENT AND GROUP INVESTIGATION –Stand 3						
Standard 1: Core Processes – Students shall demonstrate understanding of core processes fundamental to a differentiated curriculum						
QUESTIONING						
G 1.1 Formulate questions to gather relevant information	I	D	D	M	R	R
G 1.2 Discriminate between fact and opinion		I	D	D	M	R
G 1.3 Discriminate between relevant and irrelevant information		I	D	D	M	R
G 1.4 Discriminate between reliable and unreliable sources of information		I	D	D	M	R
INFORMATION GATHERING						
G 1.5 Use a variety of appropriate sources, including individual/community resources and primary/secondary resources	I	D	D	M	M	R
G 1.6 Formulate a plan for gathering information	I	D	D	M	M	R
G 1.7 Use electronic resources to gather and communicate information	I	D	D	M	M	R

G 1.8 Develop and use appropriate vocabulary and terminology	I	D	D	M	M	R
G 1.9 Use a variety of methods (e.g., note cards, paraphrasing written material, interviews, observation, etc.) to collect data		I	D	M	M	R
ORGANIZING						
G 1.10 Compare and contrast data			I	D	M	R
G 1.11 Group and label according to common attributes		I	D	M	M	R
G 1.12 Categorize and classify groups of concepts or objects according to given criteria or identify the scheme or standard by which they have been ordered (e.g., time, sizes, alphabetical order, etc.)		I	D	M	M	R
G 1.13 Prioritize objects/concepts by degree of personal importance		I	D	M	M	R
PRODUCT DEVELOPMENT						
G 1.14 Design an original product based on information gathered and share the product with an appropriate audience	I	D	D	M	R	R
G 1.15 Establish a realistic process for completing a product	I	D	D	M	R	R
G 1.16 Develop a set of criteria by which the product will be evaluated	I	D	D	M	R	R
G 1.17 Gather evaluative data from appropriate sources			I	D	M	R
G 1.18 Evaluate the product	I	D	D	M	R	R
PERSONAL GROWTH –Strand 4						
Standard 1: Core Processes- Students shall demonstrate understanding of core processes fundamental to a differentiated curriculum						
SELF-CONCEPT						
PG 1.1 Identify own special abilities, limitations, and styles	I	D	D	M	R	R
PG 1.2 Set standards and goals appropriate to ability level		I	D	D	M	R
PG 1.3 Develop and practice an attitude that fosters success	I	D	D	M	R	R

PG 1.4 Embrace the concept of lifelong learning	I	D	D	M	R	R
PG 1.5 Evaluate constructive and destructive criticism and put it into perspective		I	D	D	M	R
PG 1.6 Evaluate the need for independence in thought and action	I	D	D	M	M	R
PG 1.7 Appreciate differences in learning styles and their appropriateness to specific tasks/situations	I	D	D	M	M	R
INTERPERSONAL RELATIONS						
Pg 1.8 Respect the worth and rights of others	I	D	M	M	R	R
PG 1.9 Develop a sensitivity to the feelings of other people	I	D	M	M	R	R
PG 1.10 Discover abilities and limitations of others	I	D	M	M	R	R
PG 1.11 Consider different points of view	I	D	D	M	R	R
PG 1.12 Accept and offer constructive criticism	I	D	D	M	R	R
PG 1.13 Understand that people are interdependent	I	D	D	M	R	R
PG 1.14 Identify one's role as a member of various groups	I	D	M	M	R	R
PG 1.15 Establish priorities necessary to group interaction	I	D	D	M	R	R
COPING WITH FAILURE						
PG 1.16 Accept responsibility for own actions and ideas	I	D	D	M	M	R
PG 1.17 Accept that all individuals experience failure	I	D	D	M	M	R
PG 1.18 Risk a mistake or failure	I	D	M	M	R	R
PG 1.19 Differentiate between achievable and non-achievable goals	I	D	D	M	R	R
PG 1.20 Try difficult tasks	I	D	D	D	M	R

PG 1.21 Analyze the cause of a failure or mistake	I	D	D	D	M	R
PG 1.22 Accept failure as a constructive part of a developmental process	I	D	D	M	M	R
COMMUNICATION						
PG 1.23 Express ideas, opinions, and feelings verbally and nonverbally	I	D	D	M	R	R
PG 1.24 Express information gathered through individual research	I	D	D	M	R	R
PG 1.25 Translate one form of communication into a different form of communication	I	D	D	M	M	R
PG 1.26 Evaluate the effect of body language			I	D	M	R
LEADERSHIP						
PG 1.27 Define and assess characteristics of leadership			I	D	M	R
PG 1.28 Discriminate between positive and negative attributes of a leader			I	D	M	R
PG 1.29 Analyze the motivational aspects of effective leadership			I	D	M	R
PG 1.30 Participate in activities that develop leadership	I	D	D	M	M	R
PERSONAL DECISION MAKING						
PG 1.31 State desired goal/condition	I	D	D	M	M	R
PG 1.32 State obstacles to goal/condition	I	D	D	M	M	R
PG 1.33 Identify alternatives	I	D	D	M	M	R
PG 1.34 Examine alternatives	I	D	D	M	M	R
PG 1.35 Rank alternatives	I	D	D	M	M	R
PG 1.36 Choose best alternative	I	D	D	M	M	R
PG 1.37 Evaluate actions	I	D	D	M	M	R

TECHNOLOGY (adapted from National Technology Standards)						
CREATIVITY & INNOVATION						
T 1.1 Generate idea/products	I	D	D	M	R	R
T 1.2 Use models/simulations	I	D	D	M	R	R
T 1.3 Identify trends/forecast possibilities			I	D	M	R
COMMUNICATION/ COLLABORATION						
T 2.1 Collaborate with peers using digital media	I	D	M	R	R	R
T 2.2 Communicate to multiple audiences using media	I	D	M	R	R	R
RESEARCH & INFORMATION FLUENCY						
T 3.1 Plan strategies to guide inquiry		I	D	D	R	M
T 3.2 Effectively & ethically use information from a variety of sources		I	D	D	R	M
T 3.3 Evaluate information based on effectiveness			I	D	R	M
CRITICAL THINKING, PROBLEM SOLVING						
T 4.1 Define authentic problems and pertinent questions	I	D	D	R	M	M
T 4.2 Analyze data to determine conclusions		I	D	D	R	M
DIGITAL CITIZENSHIP						
T 5.1 Practice responsible use of technology	I	D	D	R	M	M

T 5.2 Exhibit a positive attitude toward use of technology	I	D	R	M	M	M
TECHNOLOGY OPERATIONS						
T 6.1 Understand & use technology systems	I	D	D	D	M	R
T 6.2 Select & use applications effectively	I	D	D	D	M	R
T 6.3 Troubleshoot applications/systems		I	D	D	M	R
T 6.4 Transfer current knowledge to learning new technologies	I	D	D	M	R	R
SERVICE LEARNING						
SL 1.1 Recognize the relevance of the academic subject to the real world	I	D	D	M	R	R
SL 1.2 Students will recognize that they can have an impact in the world; whether this impact is positive or negative is a choice they make	I	I	D	D	M	R
SL 1.3 Students will learn project planning and communication skills						
SL 1.4 Develop an understanding of what it means to provide service and be responsible for others						
SL 1.5 Provide a needed service to one or more individuals and/or an agency or institution						