School District of the City of St. Charles

Grades 1-12 Gifted Education Curriculum

Approved by the Board of Education

June 9, 2016

Grades 1-12 Gifted Education Curriculum Committee

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Grades 1-12 Gifted Education Curriculum

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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
  - Lifelong learning from early childhood through adult education
  - Rigorous learning experiences that challenge all students
  - Instruction that meets the needs of a diverse community
  - Respect for all
  - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
  - Developing caring, productive, and responsible citizens
  - Strong engagement of family and community
  - A safe, secure, and nurturing school environment

- Achievement through:
  - Celebration of individual success
  - Collaboration with parents and community stakeholders
  - Exploration, Innovation, and creativity

- High quality staff by:
  - Hiring and retaining highly qualified and invested employees
  - Providing professional development and collaboration focused on increasing student achievement
  - Empowering staff to use innovative resources and practices

- Informed decisions that are:
  - Student-centered
  - Focused on student achievement
  - Data Driven
  - Considerate of all points of view
  - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
   - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
   - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
   - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
   - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
   - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

GIFTED EDUCATION

Gifted learners are children and youth possessing outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others or their age, experience or environment. As a result, they require differentiated educational programs to maximize their development.

BELIEFS ABOUT GIFTED KIDS

- Gifted children need access to differentiated instruction appropriate to their levels of intellectual, physical and social maturity (MSIP).
- It is critical to accommodate individual differences, interests, abilities, learning rates, and learning styles.
- Gifted students need contact with their intellectual peers to promote social-emotional development.
- Gifted children have specific social-emotional needs that must be addressed/are essential to full development.
- Gifted students need attention to the development of practical and social skills in the same way that all students do.
- Gifted students need opportunities to apply their abilities to real world problems. — Van Tassel-Baska
- It is a common preconceived, but not necessarily accurate, notion that gifted students will excel and achieve in all areas.
- It is imperative that the home and the school work together to ensure success for the gifted student.

COMMON PREMISES IN PROGRAM PLANNING

In order to plan a program, regardless of the variable used, there are several premises on which proponents of all viewpoints agree. These premises form the bases for sound programming.

1. The child's strengths are to be encouraged and developed.
2. The learning environment should provide opportunities for expanding one's knowledge and building more effective, cognitive, affective, and creative capabilities.
3. Arrangements must be made to accommodate individual differences, such as interests, abilities, learning rates, and learning styles.
4. Contact with other gifted children promotes social-emotional development.
5. A program should be responsive to the community it serves and involve families of children.
6. The curricula should promote these premises.
7. Evaluation is an indispensable part of effective programming.

Colman, L. and Cross, T. (2001)
Being gifted in school: an introduction to development, guidance, and teaching
Waco, TX: Prufrock Press, p. 307

GIFTED EDUCATION RATIONALE

Gifted learners are best served by a confluent approach that allows for accelerated and advanced learning, and enriched and extended experiences. —VanTassel-Baska, 1988

The School District of the City of St. Charles acknowledges the vital need to address the diverse learning requirements of all students; therefore, providing appropriate programming for gifted learners is an integral part of the educational process. Individual uniqueness of the gifted student is respected and addressed through a differentiated curriculum.

While providing high levels of complexity and challenge appropriate to gifted learners, the district recognizes that students come from diverse socioeconomic and cultural backgrounds and possess unique abilities and needs.

Gifted learners are also at-risk of underachievement and require customized programming to ensure their success.
In order to meet the unique needs of gifted students, the district offers gifted programming that transcends traditional subject areas through curriculum qualitatively different from the regular school curriculum by the degree of complexity of content, process, and products to challenge gifted students to achieve their highest potential.

Curriculum for gifted students is specifically designed to challenge advanced learners and provide experiences that require critical thinking, problem-solving, independent study skills, communication, and persistence in the face of challenges. When engaged in high quality gifted services, students will develop their unique abilities, maintain their passion for learning, and have the opportunity to contribute to the strength and vitality of our schools, district and community.

The St. Charles R-VI Gifted Program does not substitute or replace the excellent classroom instruction and enrichment already provided in the district. Instead, it provides options compatible with the needs, abilities, and interests of gifted learners.

Gifted Themes

Overall theme: Exploration- SOAR to EXPLORE your DREAMS

Elementary- Explore Our World
Intermediate/Middle- Explore Ideas
High-Explore Possibilities

Elementary: Explore Our World

Grade 1- Explore the Natural World (weather, endangered habitats/animals, water, dinosaurs)

Grade 2- Explore Careers (STEM scientists, Chemists, Botanists, Geography)

Grade 3- Explore World Cultures (Third World Countries, Criminal Justice, Archeology, Engineering)

Grade 4- Explore Science through the Ages (Simple Machines, Inventions, Space, Forensics)

Intermediate/Middle-Explore Ideas

Grade 5- Explore the Past (Brain research- memory formation, Storytelling, Characteristics of Civilization, Archaeology, Primary and Secondary Sources)

Grade 6- Explore the Future (How imagination and fiction impact our future, Invention and Innovation, Rocketry, Robotics)

Grade 7- Explore How we Think and Learn (Characteristics of giftedness, self reflection, Strategy vs. Randomized- what we can and can't control, Deductive Reasoning)

Grade 8- Explore Information (Information bias, News reporting and advertising, how information and opinion affects scientific research- alternative energy)

High School-Explore Possibilities

Grade 9 - Explore Self-Advocacy

Grade 10 - Explore Expectations & Personal Characteristics

Grade 11- Explore Dreams, Goals, Personal Interests

Grade 12 - Explore Post-Secondary Options & Means to Achieve and Succeed

Scope and Sequence

Research and Technology

Goal- Utilize information from a variety of sources, use technology to supplement research and presentation.

Objectives- Technology Integration, Research Skills

Research and Technology	K	1	2	3	4	5	6	7	8	9	10	11	12
Objective: Technology Integration Mastery Goal: ● The student will have knowledge of and be able to use appropriate computer skills to facilitate learning and present information. ● The student will be able to safely and efficiently navigate the Internet, finding appropriate and useful websites to enhance their learning. ● The student will be able to use digital media resources. ● The student will integrate appropriate new technology into their learning as it becomes available.		I I I	D D D	D D I D	D M D D	D D D	D D D	D D D	D M D	D D	D D	D D D	D D D
Objective: Research Mastery Goal: ● The student will be able to research for basic information about diverse topics. ● The student will be able to find information from multiple contrasting sources, identify biased and valid sources, and cite sources in standard and non-standard formats.		I 	D 	D I	M D	 D	 D	 D	 D	 D	 D	 M	

Communication

Goal- To develop the ability to plan, create, and present verbal, visual, and written info in order to effectively share thoughts and ideas with others. The ability to effectively work in groups.

Objectives- Presentation, Collaboration

Communication	K	1	2	3	4	5	6	7	8	9	10	11	12
Objective: Presentation Mastery Goal: ● The student will be able to effectively communicate ideas and experiences orally, using components of good public speaking and including visual and auditory aides. ● The student will be able to effectively communicate ideas and experiences in a written format. Students will use appropriate editing skills for clarity and correctness. ● The student will be an actively engaged listener during presentations. Students will be able to respond to a presentation with insightful questions and constructive critique.		I I I	D D D	D D D	D D D	D D D	D D D	D D D	D D D	M D D	 D D	 D M	 M
Objective: Collaboration Mastery Goal: ● The student will be able to work effectively in a partnership or group. The student will be able to fairly assign tasks, delegate, and respectfully and productively take different roles. ● The student will be able to impartially assess group dynamics and effectiveness. ● The student will be able to work independently and interdependently while taking ownership for the quality of product.		I I	D I D	D D D	D D D	D D D	D D D	D D D	D D D	D D D	M D D	 D M	 M

Affective

Goal- Demonstrate self-awareness of the characteristics of giftedness, identify personal strengths and weaknesses, and be able to set personal goals for growth.

Objectives- Characteristics of Giftedness, Self-Advocacy, Goal-Setting and Reflection

Affective Needs	K	1	2	3	4	5	6	7	8	9	10	11	12
Objective: Characteristics of Giftedness Mastery Goal: ● Student will explore current research on giftedness. ● Student will develop effective mechanisms for handling the stresses associated with being gifted.		I	I D	D D	D D	D D	D D	D D	D D	M D	D	D	M
Objective: Self-Advocacy Mastery Goal: ● The student will develop an understanding of their strengths, weaknesses, and needs in order to be an effective self-advocate.		I	D	D	D	D	D	D	D	D	D	M	
Objective: Goal-Setting and Reflection Mastery Goal: ● The student will seek continuous personal growth through self-reflection and goal-setting.		I	D	D	D	D	D	D	D	D	D	M	
Objective: Leadership Mastery Goal: ● The student will use individual skills to initiate, delegate and lead to individual and group success.		I	D	D	D	D	D	D	D	D	D	M	M

Critical Thinking

Goal- To develop critical thinking and reasoning skills that facilitate informed and defensible conclusions.

Objectives- analyzing relationships, judge between choices, apply learned knowledge to new situations, mathematical reasoning/problem solving

Critical Thinking	K	1	2	3	4	5	6	7	8	9	10	11	12
Objective: Analyze relationships and choices Mastery Goal: ● The student will judge, sort, reflect, predict outcomes, and defend conclusions. The student will explore alternatives, correlations, and grasp abstract and complex ideas.		I	D	D	D	D	D	D	D	D	D	M	MT
Objective: Apply knowledge to new skills Mastery Goal: ● The student will understand how skills are related and be able to demonstrate how skills are applicable in multiple situations or disciplines.		I	D	D	D	D	D	D	D	D	D	M	M
Objective: Mathematical/Scientific reasoning Mastery Goal: ● The student will understand and be able to demonstrate the design process, including the use of logic, step by step process, hypothesis, experimentation, and assessing data.		I	D	D	D	D	D	D	D	D	D	M	M
Objective: Problem solving Mastery Goal: ● The student will be able to identify a problem, research previous attempts at a solution, generate multiple approaches to a solution, and judge those approaches on validity and unintended consequences.		I	D	D	D	D	D	D	D	D	D	M	

Creativity and Innovation

Goal- By creating original products and exploring unique possibilities, develop the thought processes necessary to generate and evaluate new ideas.

Objectives- generate original ideas, create unique products, innovative solutions, elaborate, new experiences, take risks

Creativity and Innovation	K	1	2	3	4	5	6	7	8	9	10	11	12
Objective: Elaborate on existing ideas Mastery Goal: ● The student will be able to determine what is already known, identify parts of an idea, look for areas of improvement, and evaluate/compare the impact of potential improvements.		I	D	D	D	D	D	D	D	D	M		
Objective: Generate original ideas and unique products Mastery Goal: ● The student will understand and use various methods of idea generation, both collaborative and individual, i.e. brainstorm, mind map, etc.		I	D	D	D	D	D	D	D	D	D	M	
Objective: Explore new experiences and take risks Mastery Goal: ● The student will be open to new ideas, step outside their comfort zone, stretch abilities and horizons, identify their 'boxes', and surpass personal limitations.		I	D	D	D	D	D	D	D	D	D	M	M

Grade 1 Gifted Education Curriculum

CURRICULUM OVERVIEW	
COURSE/GRADE LEVEL: 1st Grade **CREDIT(S):** **PREREQUISITES:**	**CURRICULUM WRITTEN: Gifted** **BOARD APPROVAL:** **REVISED:**

COURSE DESCRIPTION: Students explore the Natural World (weather, endangered habitats/animals, water, and dinosaurs).	**COMMITTEE MEMBERS:** **Chem Schultz** **Janet Stahlschmidt**

UNITS IN THIS COURSE/GRADE LEVEL	
UNIT TITLE	**UNIT DURATION**
UNIT 1: Weathering the Storm	Semester
UNIT 2: Lions and Tigers Endanger, Oh My!	Semester
UNIT 3: Water is Everywhere!	Semester
UNIT 4: Hidden Secrets Found in the Earth	Semester
UNIT 5:	
UNIT 6:	

BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE	ADDITIONAL INSTRUCTIONAL MATERIALS
	Supplemental resources (print and online) are utilized for instruction for this course.

Grade 1 – Unit 1 – Weathering the Storm	
Content Area: Gifted Course/Grade Level: 1	Unit Title: Weathering the Storm Unit Duration: Semester

· Weather Reporter - The College of William and Mary · Understanding Weather, Science Photo Cards, Creative Teaching Press · Weather Maps · Weather, By Nancy Moore, Milliken Publishing Company · Extraordinary Wild Weather By Scholastic · Weather Activity Book, Edupress, Inc · Weather, By Bob DeWeese and Jo Ellen Moore, Evan-Moor Educational Publisher · Weather book, websites and videos · Guest Speakers: local meteorologists · Field trip to a weather station and/or news station · Meteorologists on nightly weather forecasts	Big Idea: Weather is happening in the air around us and changes constantly. This unit builds upon prior knowledge of weather and the newly acquired understanding of meteorology and encourages students to use inquiry skills to observe, predict, and forecast the weather.
Enduring Understandings: ● The Earth's weather changes continuously ● Several factors influence the weather ● Weather data are collected and recorded using instruments ● Weather data is useful for predicting the weather and determining weather patterns ● Fundamental components of weather forecasting include air pressure, temperature, wind direction, and cloud types	Essential Questions: ● What is weather? ● What does a meteorologist do? ● What makes weather? ● How can weather data be useful? ● What components are needed in order to make a forecast? ● What is a natural disaster and what causes it? ● How can we prepare for extreme weather conditions? ● What part does weather play in our lives?

Objective #1 The Earth's weather changes continuously and meteorologists need to collect and use data to help make forecasts.
Essential Question: What weather components are important in predicting the weather?
Standards: GLE/CLE, Writing 2B, Literacy - Speaking & Listening 4A,ESS2.1.D, ESS3.3.B, PS3.1.A, Strand 5 - Processes and Interactions of the Earth's Systems, Strand 7 - Scientific Inquiry

Academic Vocabulary: meteorologist, weather, components, atmosphere, temperature, precipitation, humidity, air pressure, wind direction and force, clouds, experiment, investigate, hypothesis, manmade, natural, symbols, map, forecast, thermometer, rain gauge		
Lesson Plan		
Supporting Question: What are the most important parts of a meteorologist's job and the components of weather?	Supporting Question: How do different parts of a weather system work together to cause weather to change?	Supporting Question: How do meteorologists use maps and symbols when forecasting the weather?
Formative Performance Task: Students will research characteristics and duties of a meteorologist and complete a “Need to Know Board” and concept map for a meteorologist that also defines weather components.	Formative Performance Task Students will use the scientific method to perform an experiment with black dirt and sand to investigate the change in temperature.	Formative Performance Task: Students will use weather symbols and a map of the United States to predict weather in certain areas and make observations about weather changes that are manmade or natural.

Summative Performance Task: Students will work in groups to set up a weather station from which they will collect weather data for 2 weeks. They will each make a rain gauge and thermometer for their weather station and use it to collect data.
Taking Informed Action: Students will reflect on why it is important to observe the weather over a 14 day period and how weather changes are related to time.

Differentiation	
How will we respond if students have not learned? Interventions: Additional resources such as books and videos will be provided as well as more individual help in understanding key concepts of weather terms.	How will we respond if students have already learned? Extensions/Enrichments: Students can use weather terms to create quizzes and puzzles and participate in online weather activities and games.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Meteorologists		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● The student's research, class work, design process, and final products show exceptional critical thinking and creativity. The data and results show extreme understanding of a meteorologist and weather components.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **Uses correct terminology** ● **Identifies characteristics** ● **Composes a concept map** ● **Provides data from an experiment** ● **Shows understanding of weather elements** ● **Works cooperatively in a group to solve a problem** ● **Implements the design process completely** ● **Reflects on results and looks for improvements** **The student exhibits no major errors or omissions.**	● The student will be able to explain the meaning of weather, its elements, and conditions. ● The student will be able to explain the characteristics and duties of a meteorologist ● The student is able to complete an in depth concept map for weather ● The student is able to reflect on the importance of change in the weather over time. ● The student will demonstrate leadership and responsibility while working with others. ● The student will design and construct weather instruments and be able to explain their purpose.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ meteorologist, weather, components, atmosphere, temperature, precipitation, humidity, air pressure, wind direction and force, clouds, experiment, investigate, hypothesis, manmade, natural, symbols, map, forecast, thermometer, rain gauge ● Performs basic processes, such as: ○ **Research and brainstorm characteristics, observe change, participate in an experiment, collect data, work in a group** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● The student will define a meteorologist ● The student will identify weather components ● The student will plan and conduct experiments. ● The student will use weather symbols on a map ● The student will help design a weather station ● The student will create a weather instrument
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2 Clouds, air pressure, wind, and temperature are all key components in predicting the weather		
Essential Question: How are the components of weather used to make a forecast and what are extreme weather conditions?		
Standards: GLE/CLE, Writing 2B, Literacy - Speaking & Listening 4A,ESS2.1.D, ESS3.3.B, PS3.1.A, Strand 5 - Processes and Interactions of the Earth's Systems, Strand 7 - Scientific Inquiry		
Academic Vocabulary: clouds, cirrus, cumulus, stratus, cumulonimbus, air pressure, barometer, wind, anemometer, weather vane, weather report, tornado, disaster, emergency plan, forecast, data, extreme weather		
Lesson Plan		
Supporting Question: What are the different types of clouds, how are they formed and how do they help predict the weather	Supporting Question: What is the relationship between the weight of air and air pressure and how does air pressure affect weather?	Supporting Question: How is wind measured and what effect does it have on the weather?
Formative Performance Task: Students will identify the different types of clouds and create a chart that explains their characteristics.	Formative Performance Task: Students will make their own barometer and use it to collect data and determine air pressure.	Formative Performance Task: Students will make anemometers and weather vanes to help measure wind speed and direction.

Summative Performance Task: Students will work in groups to plan and present a weather report that explains how change affects weather and how weather data was collected and how it helps predict the weather.
Taking Informed Action: Students will identify characteristics for extreme weather, such as tornadoes, and will articulate an emergency plan for disastrous weather.

Differentiation	
How will we respond if students have not learned? Interventions: Additional resources such as books and videos will be provided as well as more individual help in understanding key concepts of weather terms. Partner help can be used to aid in the construction of instruments.	How will we respond if students have already learned? Extensions/Enrichments: Students can use weather terms to create quizzes and puzzles and participate in online weather activities and games.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Weather Reports		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● The student's research, class work, design process, and final weather report show exceptional critical thinking and creativity. The data and results show extreme understanding of a meteorologist and weather forecast.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **Uses correct terminology** ● **Identifies characteristics** ● **Creates weather instruments** ● **Provides data from an experiment** ● **Shows understanding of weather elements** ● **Works cooperatively in a group to solve a problem** ● **Implements the design process completely** ● **Reflects on results and looks for improvements** **The student exhibits no major errors or omissions.**	● The student accurately explained the different types of clouds and their characteristics ● The student constructed a barometer and explained how it was used to measure air pressure ● The student constructs wind instruments and explained their purpose. ● The student showed a lot of leadership skills when planning and presenting the weather report ● Students will articulate in oral and written form the effects of weather. ● Students will evaluate the importance of extreme weather conditions
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ clouds, cirrus, cumulus, stratus, cumulonimbus, air pressure, barometer, wind, anemometer, weather vane, weather report, tornado, disaster, emergency plan, forecast, data, extreme weather ● Performs basic processes, such as: ○ **Research and brainstorm characteristics, observe change, participate in an experiment, collect data, work in a group, construct instruments** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● The student created weather instruments ● The student was able to use the weather instrument ● The student identified the different weather components ● The student worked in a group to plan a weather report ● The student identified extreme weather
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 1 – Unit 2 – Lions and Tigers Endanger, Oh My!	
Content Area: Gifted Course/Grade Level: 1	Unit Title: Lions and Tigers Endanger, Oh My! Unit Duration: Semester
Materials/Instructional Resources For This Unit: ● **Endangered Species Teacher Created Materials, Inc.** ● **Mammals Internet Quests, Teacher Created Materials** ● **Various books on endangered animals** ● **google.com** ● **googleimage.com** ● **http://www.endangeredspecie.com/** ● **http://www.enchantedlearning.com/coloring/endangered.html** ● **http://www.worldwildlife.org/species/index.html** ● **http://www.kidsplanet.org/factsheets/map.html** ● **Endangered Animal video** ● **Movie Maker** ● **Field trip to zoo, park, or conservation center**	Big Idea: All plants and animals play an essential role in the overall balance of nature. If we fail to preserve them, we risk adverse effects on ourselves and the world we live in. In this unit, we will research animals that are losing their habitats and discuss ways we can help save them and their habitats.
Enduring Understandings: ● Many animals are endangered due to loss of habitat ● Animals need to adapt to change in order to survive ● People can help protect animals and their habitats ● There are different biomes that animals live in ● Creating awareness and passing laws can help endangered animals	Essential Questions: ● What does it mean when an animal becomes threatened, endangered, or extinct? ● Why are animals becoming endangered? ● How can an individual make a difference for an endangered animal? ● How do the different biomes effect living species? ● How do an animal's characteristics help it survive in an ecosystem? ● How do animals adapt to their changing environment?

Objective #1 Research definition of endangered and identify animals that are endangered and explain why.
Essential Question: What animals are endangered and why?
Standards: GLE/CLE, Writing 2B, Literacy - Speaking & Listening 4A, LS1.1.A, LS3.3.C, LS3.3.D, Strand 3 - Characteristics and Interactions of Living Organisms, Strand 4 - Changes in Ecosystems, Strand 7 - Scientific Inquiry
Academic Vocabulary: endangered, threatened, habitat, extinct, adaptations, diet, characteristics, survey, graph, slideshow

Lesson Plan		
Supporting Question: What does it mean when an animal becomes threatened, endangered, or extinct?	Supporting Question: What are some endangered animals and their characteristics?	Supporting Question: Why are animals endangered?
Formative Performance Task: Students will research the definitions of threatened, endangered and extinct, and create a KWL chart and concept map.	Formative Performance Task: Students will research an endangered animal and create a trading card describing its habitat, diet, and what it looks like.	Formative Performance Task: Students will come to conclusions on the main reasons that animals are endangered and discuss ways to help.

Summative Performance Task: Students will create slide shows informing people about an endangered animal and explaining why they are endangered, how many are left in the world, and giving examples of what can be done to help them survive.
Taking Informed Action: Students will conduct a survey about endangered animals and create graphs to demonstrate the results.

Differentiation	
How will we respond if students have not learned? Interventions: Additional books, websites and help with finding information will be provided. More time and parent support at home will also be requested.	How will we respond if students have already learned? Extensions/Enrichments: Additional research and details for fun facts will be encouraged. Additional slides and survey questions will also be encouraged. Animal websites and games can also be presented.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Endangered animals		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● The student's research, class work, computer skills, and final products show exceptional critical thinking and creativity. The data and results show extreme understanding of a survey and graph.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **Uses correct terminology** ● **Identifies characteristics** ● **Creates trading card** ● **Provides information** ● **Shows understanding of endangered** ● **Navigates the internet** ● **Works independently on the computer** ● **Implements new technology skills** ● **Conducted a survey** ● **Analyzed results** **The student exhibits no major errors or omissions.**	● The student will use correct terminology to share and explain information about endangered animals ● The student will identify and share a variety of characteristics for a chosen endangered animal ● The student will create a detailed trading card, slide show and graph demonstrating research and planning ● The student will work independently to identify and show understanding of why animals are endangered and what can be done to help them ● The student will demonstrate leadership skills when conducting and presenting a survey to the class
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ endangered, threatened, habitat, extinct, adaptations, diet, characteristics, survey, graph, slideshow, ● Performs basic processes, such as: ○ **Research and brainstorm characteristics, complete outline, participate in a survey, demonstrate computer skills, create a graph, make a slide show** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● The student created a trading card ● The student defined endangered, threatened, and extinct ● The student identified the different animal characteristics ● The student created a slide show ● The student took part in a survey ● The student created a graph
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2 Research habitats and design a habitat that will support the survival of an endangered animal		
Essential Question: What does loss of habitat have to do with endangered animals and how can habitats be designed to help their survival?		
Standards: GLE/CLE, Writing 2B, Literacy - Speaking & Listening 4A,LS1.1.A, LS3.3.C, LS3.3.D, Strand 3 - Characteristics and Interactions of Living Organisms, Strand 4 - Changes in Ecosystems, Strand 7 - Scientific Inquiry		
Academic Vocabulary: habitat, greenland, desert, rainforest, arctic, ocean, biome, swamp, meadow, forest, deforestation, survival		
Lesson Plan		
Supporting Question: What are the different habitats/biomes and where can they be found?	Supporting Question: How do the animals in different habitats compare?	Supporting Question: How can a habitat be designed to help animals survive?
Formative Performance Task: Students will research the different habitats and complete a map showing where they are found and what animals live there.	Formative Performance Task: Students will create a Venn diagram with a partner to compare and contrast 2 different endangered animals and their habitat.	Formative Performance Task: Students will plan and design a habitat of their choice and show ways animals will be protected and supported there.

Summative Performance Task: Students will work in groups to agree on one type of habitat that they will plan, design and build for at least 3 different endangered animals.A Narrative explaining the habitat and protection will be included.
Taking Informed Action: Students will reflect on what they can do to help protect endangered animals and write a short essay explaining their thoughts and ways to increase awareness

Differentiation	
How will we respond if students have not learned? Interventions: Additional books, websites and help with finding information will be provided. More time and parent support at home will also be requested	How will we respond if students have already learned? Extensions/Enrichments: Additional research and details for fun facts will be encouraged. Additional details can be added to the habitat and a more elaborate essay will be encouraged. Animal websites and games can also be presented.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Endangered habitats		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● The student's research, class work, design process, and final habitat shows exceptional critical thinking and creativity. The essay demonstrates evaluative skills and higher level thought process
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **Uses correct terminology** ● **Identifies characteristics** ● **Creates map** ● **Provides information on a Venn diagram** ● **Shows understanding of habitats** ● **Navigates the internet** ● **Works cooperatively in a group** ● **Implements new technology skills** ● **Designs and constructs a habitat** ● **Reflects on information** **The student exhibits no major errors or omissions.**	● The student will use correct terminology to share and explain information about endangered animals and habitats ● The student will identify and share a variety of habitats on the map ● The student will compare and contrast habitats and animals using a Venn diagram and summarize information ● The student will work independently to design a habitat with detail and thought ● The student will demonstrate leadership skills when working in a group to create a habitat ● The student will put into words a reflection of various reasons to help endangered animals and how
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ habitat, greenland, desert, rainforest, arctic, ocean, biome, swamp, meadow, forest, deforestation, survival ● Performs basic processes, such as: ○ **Research and brainstorm characteristics, compare and contrast, participate in a group , designs a habitat, writes an essay, presents information** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● The student created a map ● The student defined habitat ● The student identified the different habitat characteristics ● The student created a Venn diagram ● The student took part in creating a group habitat ● The student wrote an essay stating a reason to save animals
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 1 – Unit 3 – Water is Everywhere!	
Content Area: Gifted Course/Grade Level: 1st	Unit Title: Water is Everywhere! Unit Duration: 1 semester
Materials/Instructional Resources For This Unit: ● Real world challenge kit ● Water works unit ● Magic School Bus Wet All Over ● Computer with printer and Internet access ● Research materials (books, online access, etc.	Big Idea: Water has positive and negative effects on our Earth.
Enduring Understandings: ● Students will become aware of the damaging effects of water and collaborate ways to prevent future damage. ● Students will learn different ways that water can be used. ● Students will take a stand on preserving water in their community and the world.	Essential Questions: ● Where does our water come from? ● How do humans affect water resources? ● What is the structure and properties of Water? ● What is the origin, evolution, and cycles of water resources? ● What is human interaction with water & availability? ● What damage is caused by water? ● Why is water conservation necessary? ● How can you conserve water? ● How does water pollution occur?

Objective #1		
Essential Question: How can water change a way of life?		
Standards: GLE/CLE, ESS2.2.C, ESS2.2B,ETS1.2.A,ETS1.2.B,SL1.3.A		
Academic Vocabulary: water cycle, Sun, continent (land), oceans , atmosphere, water vapor, water droplets, evaporation, condensation, precipitation, solid, liquid, gas, conservation, pollution, energy, model, organisms, environment, water sources, rivers, reservoirs, wells, runoff, oil, eroding soil, animal waste, identify, explain, analyze, describe.		
Lesson Plan		
Supporting Question: ● How many sources of water are there in the world?	Supporting Question: ● How many ways can water be used?	Supporting Question: ● How is global warming affecting water?

Formative Performance Task: ● Students will work with partners to create a Bingo game using vocabulary words with their definitions.	Formative Performance Task: ● Students will independently create a collage of all the water uses they have collected data on and present to their peers.	Formative Performance Task: ● Students will plan and design a book, slide show, or information card set to discuss how global warming affects the water. They will choose a topic from a provided Global awareness fact sheet.

Summative Performance Task: ● Students will develop a documentary explaining why water is a valuable resource.
Taking Informed Action: ● Students will reflect on their documentary and their peers to contribute to a class discussion about water.

Differentiation	
How will we respond if students have not learned? Interventions: ● Tiering resources by using various resources in accordance to the group's level of instructional level and thinking process ● Adjusting the pace of instruction to the student's capability for the purpose of providing an appropriate level of challenge. ● Tiered Assignments ● Tiered Learning Centers ● Allocation of time ● Graphic Organizer	How will we respond if students have already learned? Extensions/Enrichments: ● Challenge students to go above and beyond what is required on the rubric. ● Give additional research projects. ● Devise additional STEAM activities for exploration. ● Independent Study Interest ● Tiered Learning Centers ● Peer groups Learning Centers

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Created multiple bingo vocabulary game More 15 questions will be designed ● More than 10 pictures on collage
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. ● Develop a model to represent the shapes and kinds of land and bodies of water in an area. ● Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. ● Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem ● **The student exhibits no major errors or omissions.**	● Bingo vocabulary game will have all squares filled. ● create a collage of all the water uses they have collected data on and present to peers. ● Presentation will have 5 facts and 5 pictures ● Create a project that brings awareness to how global warming affects the water.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ water cycle, Sun, continent (land), oceans , atmosphere, water vapor, evaporation, condensation, precipitation, solid, liquid, gas, conservation, ● Performs basic processes, such as: ○ **Writing vocabulary words on Bingo board** ○ **Creating definition cards** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Bingo vocabulary will have blank squares and less than 10 cards ● Less that 10 definition cards. .
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2		
Essential Question: How can water change the shape and of the land?		
Standards: GLE/CLE, PS3.4B, ESS2.2.A, ESS3.4.A, ESS3.3.,,ETS1.2.A, ,ETS1.2.B,SL1.3.A		
Academic Vocabulary: table well (water)surface water, spring-seepage, flood rivers, reservoirs, wells, runoff, oil, eroding soil, inland, erosion, man-made, shoreline, rate, rocks, waves, cause, against, fight, crash, replace,		
Lesson Plan		
Supporting Question: ● How can water erosion effect the land?	Supporting Question: ● How can water create energy?	Supporting Question: ● What causes water to become polluted and how can people clean it up?
Formative Performance Task: ● Students will create a project that demonstrates how water erosion has changed the formation of land.	Formative Performance Task: ● Students will create a project that represents water as a source of energy.	Formative Performance Task: ● Students will create a clean up plan for a polluted water.

Summative Performance Task: Students will create a project that will help their community become aware of the importance of water.
Taking Informed Action: Students will work together to chose awareness projects to promote throughout the schools.

Differentiation	
How will we respond if students have not learned? Interventions: ● Varied level text ● Varied questioning Strategies ● Supplemental Materials ● Tiered Lessons ● Centers ● Homework journal prompts	How will we respond if students have already learned? Extensions/Enrichments: ● Challenge students to go above and beyond what is required on the rubric. ● Give additional research projects. ● Devise additional STEAM activities for exploration. ● Flexible Grouping ● Learning Contracts ● Mentorships

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Complete all components in developing projects and criterion set within the scoring guide.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. ● Provide evidence to construct an explanation of an energy ● Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. ● Make a claim about the merit of an existing design solution ● Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of anew or improved object or tool. ● Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem ● **The student exhibits no major errors or omissions.**	● Create a project that demonstrates how water erosion has changed the formation of land. ● Create project that represents water as a source of energy. ● Create and present a clean up plan for polluted water.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ pollution, energy, model, organisms, environment, water sources, rivers, reservoirs, wells, runoff, oil, eroding soil, animal waste, ● Performs basic processes, such as: ○ **Knowing vocabulary to contribute to activities** ○ **Limited computer Skills** ○ **Creativity is limited** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Demonstrate knowledgeable of a few vocabulary terms from test and activities. ● Students will complete at least 2 of the expectations of scoring guides.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 1 – Unit 4 – Hidden Secrets Found in the Earth!	
Content Area: Gifted Course/Grade Level: 1	Unit Title: Hidden Secrets Found in the Earth! Unit Duration:1 semester
Materials/Instructional Resources For This Unit: ● Dinosaur books ● Geology books ● Kits ● Material for making projects ● Computers ● Googles ● Pre designed digs (sets) ● variety of media and technology resources ● http://www.nationalgeographic.com/dinorama/index.html ● http://www.enchantedlearning.com/subjects/dinosaurs/toc.sh	Big Idea: ● Dinosaurs existence changed the natural world.
Enduring Understandings: ● The relationship between the extinction of dinosaurs to the modern creatures that have become endangered or extinct.	Essential Questions: ● What are dinosaurs? ● How do we know there were once dinosaurs on earth? ● How are different types of dinosaurs similar and different? ● How are dinosaurs similar to and different from animals on earth today?

Objective #1		
Essential Question: How do we know there were once dinosaurs on earth?		
Standards: GLE/CLE, LS3.3.C, ETS1.1A,SL1.3.A		
Academic Vocabulary: Extinct fossil bones footprint herbivore carnivore teeth rocks Stegosaurus Tyrannosaurus Pterosaur Velociraptor Triceratops Tosaurus Diplodocus Brachiosaurus volcano claw egg nest reptile Jurassic Period Triassic Period Mesozoic Period Cretaceous Period long neck beak predator spikes fly horn shunting lizard bird hipped, prehistoric Paleontologist		
Lesson Plan		
Supporting Question: What did dinosaurs look like, live and eat?	Supporting Question: How are dinosaurs alike and different?	Supporting Question: How long did dinosaurs live?

Formative Performance Task: The cooperative groups will create a presentation on a dinosaur of choice, dinosaur habitats, physical characteristics, and life cycles.	Formative Performance Task: Students will work with partners to create a venn diagram comparing different dinosaurs.	Formative Performance Task: Students will create a timeline of a period that dinosaurs lived.

Summative Performance Task: Students will create a habitat for a specific dinosaur using a diorama, clay sculpture, illustration, etc.
Taking Informed Action: Students will explain in a document how they think the dinosaurs became extinct.

Differentiation	
How will we respond if students have not learned? Interventions: ● Tiering resources by using various resources in accordance to the group's level of instructional level and thinking process ● Adjusting the pace of instruction to the student's capability for the purpose of providing an appropriate level of challenge. ● Tiered Assignments ● Tiered Learning Centers ● Allocation of time	How will we respond if students have already learned? Extensions/Enrichments: ● Open-ended activities ● Tiered centers ● Jigsaw activities ● Multiple levels of simulations explorations by interest

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	● presentation on a dinosaur of choice ● dinosaur habitats, physical characteristics, and life cycles.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	The student: ● Construct an argument with evidence that in a particular ecosystem some organisms -- based on structural adaptations or behaviors -- can survive well, some survive less well, and some cannot. ● Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. ● Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem ● The student exhibits no major errors or omissions.	● Uses their creativity to create a habitat of a specific dinosaur. ● Create venn diagram comparing 2 dinosaurs. ● Document finding of research through technology, articles, and books to present to class.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: ● Recognizes or recalls specific terminology, such as: ○ Stegosaurus Tyrannosaurus Pterosaur Velociraptor Triceratops Tosaurus Diplodocus Brachiosaurus volcano claw egg nest reptiles Extinct, carnivore ● Performs basic processes, such as: ○ Includes 5 facts in a venn diagram However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	● Students will participate in various vocabulary activities ● Students will collaborate with partners to share information to create a venn diagram
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

Objective #2		
Essential Question: What can fossils teach about the past?		
Standards: GLE/CLE, LS.3.3.D, ETS1.1A,SL1.3.A		
Academic Vocabulary: Extinct fossil bones footprint herbivore carnivore teeth rocks Stegosaurus Tyrannosaurus Pterosaur Velociraptor Triceratops Tosaurus Diplodocus Brachiosaurus volcano claw egg nest reptile Jurassic Period Triassic Period Mesozoic Period Cretaceous Period long neck beak predator spikes fly horn shunting lizard bird hipped, prehistoric Paleontologist		
Lesson Plan		
Supporting Question: How can students teach others about the dinosaurs?	Supporting Question: How do Paleontologist help explain the existence of dinosaurs?	Supporting Question: How did dinosaurs interact with their environment?
Formative Performance Task: ● Students will create a component of an interactive bulletin board.	Formative Performance Task: ● Students will become amateur paleontologist to dig into the habitats, classifications, life cycle, and possible causes of extinction.	Formative Performance Task: ● Students will make puppets and perform a mini play explaining how the dinosaurs interacted with their environment.

Summative Performance Task: Students will gather all of the information they have learned in the unit to develop their own documentary about dinosaurs with the use of technology.
Taking Informed Action: Students will reflect on their peers documentaries to contribute to class discussion.

Differentiation	
How will we respond if students have not learned? Interventions: ● Tiering resources by using various resources in accordance to the group's level of instructional level and thinking process ● Adjusting the pace of instruction to the student's capability for the purpose of providing an appropriate level of challenge. ● Tiered Assignments ● Tiered Learning Centers ● Allocation of time	How will we respond if students have already learned? Extensions/Enrichments: ● Open-ended activities ● Tiered centers ● Jigsaw activities ● Multiple levels of simulations explorations by interest

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	● Students will add additional information to scoring guide on task.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	The student: ● Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. ● Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. ● Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem ● The student exhibits no major errors or omissions.	Interactive bulliten board ● Participate in an diig and document findings ● Students will make puppets and perform a mini play acting out the dinosaurs bio. ● Research habitats, classifications, life cycle, and possible causes of extinction and develop questions and answers.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: ● Recognizes or recalls specific terminology, such as: ○ Jurassic Period Triassic Period Mesozoic Period Cretaceous Extinct fossil bones footprint ● Performs basic processes, such as: ○ Create a representation of dinosaure ○ Participate in the dig However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	● Very little effort in creating a puppet ● Can not work cooperatively and complete the steps in performing a dig ● Lack of knowledge to be successful in vocabulary activities
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

Grade 2 Gifted Education Curriculum

CURRICULUM OVERVIEW	
COURSE/GRADE LEVEL: 2nd Grade **CREDIT(S):** **PREREQUISITES:**	**CURRICULUM WRITTEN: Gifted** **BOARD APPROVAL:** **REVISED:**

COURSE DESCRIPTION: Students explore Careers (STEM scientists, Chemists, Botanists, Geography).	**COMMITTEE MEMBERS:** **Chem Schultz** **Janet Stahlschmidt**

UNITS IN THIS COURSE/GRADE LEVEL	
UNIT TITLE	**UNIT DURATION**
UNIT 1: STEM Superheroes	Semester
UNIT 2: Kitchen Chemistry	Semester
UNIT 3: United States of America	Semester
UNIT 4: Why are Plants Important	Semester
UNIT 5:	
UNIT 6:	

BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE	ADDITIONAL INSTRUCTIONAL MATERIALS
	Supplemental resources (print and online) are utilized for instruction for this course.

Grade 2 – Unit 1 – STEM Super Heroes	
Content Area: Gifted Course/Grade Level:2	Unit Title: STEM Super Heroes Unit Duration: Semester
Materials/Instructional Resources For This Unit: Now You're Cooking: Designing Solar Ovens Engineering is Elementary Various books on STEM careers Superstars of Science Grids and Games - PLTW 2nd grade module http://www.sciencebuddies.org/science-engineering-careers STEM Trailblazer Bios Engineer Through the Year	Big Idea: Scientists, technicians, engineers, and mathematicians share a lot of the characteristics typically attributed to superheroes: they help people by solving problems ordinary people cannot solve. Students will identify STEM careers that are of individual interest and work cooperatively to apply the Engineering Design process to solve a real-world problem.
Enduring Understandings: ● There are many different STEM careers that fit many different interests. ● There are a variety of solutions to a problem and each solution has its benefits and drawbacks. ● Engineers use an iterative process, in which some steps are repeated before achieving the desired result.	Essential Questions: ● What is STEM, what kinds of jobs are available,and what do people in those careers do? ● How do scientists go about identifying and solving problems? ● How do I determine which solution to a problem is best?

Objective #1: Research characteristics of superheroes, scientists and green engineers and show how they use their "power" to design and create problem solving technology that benefits the environment.		
Essential Question: How can superhero scientists use their powers to solve problems that benefit the environment?		
Standards: GLE/CLE,- Writing 2B, Literacy - Speaking & Listening 4A, Science - Engineering Design ETS1B, ETS1C, Strand 1 - Properties and Principles of Matter and Energy, Strand 7 - Scientific Inquiry		
Academic Vocabulary: superhero, STEM, scientist, technician, technology, engineer, green engineering, environment, thermal insulator, solar oven		
Lesson Plan		
Supporting Question: Who in my life fits the characteristics of a superhero and why is that person important?	Supporting Question: What are technologies, who designs them, and what materials are used to construct them?	Supporting Question: What is green engineering and how do they take environmental factors into consideration when designing technology?

Formative Performance Task: Students will compare/contrast superhero and scientist characteristics. Write an opinion paragraph describing a person who exhibits superhero characteristics.	Formative Performance Task: Students will examine everyday examples of technology, discuss how they were designed to solve problems, and identify the materials objects are made of.	Formative Performance Task: Students will discuss the field of green engineering, examine the life cycle of paper, and conduct a controlled experiment to show how well different materials perform as thermal insulators.

Summative Performance Task: Students will use the engineering design process and what they have learned about the thermal properties of materials to design, plan, create, and test a solar oven.
Taking Informed Action: Students will reflect on why environmental impact is important to the design of their solar oven and how a material has a big or small environmental impact.

Differentiation	
How will we respond if students have not learned? Interventions: Give more background information and examples of technology and solar energy. Provide more time and possible videos for visual learners.	How will we respond if students have already learned? Extensions/Enrichments: Reflect on improvements that can be made to their solar oven and test possible alternative solutions.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Scientists, Technology, and Engineers		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● The student's research, class work, design process, and final products show exceptional critical thinking and creativity. The data and results show extreme understanding of green engineering and the importance of working together.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **Uses correct terminology** ● **Identifies characteristics** ● **Composes a descriptive paper** ● **Provides data from an experiment** ● **Shows understanding of thermal properties** ● **Works cooperatively in a group to solve a problem** ● **Implements the design process completely** ● **Reflects on results and looks for improvements** **The student exhibits no major errors or omissions.**	● The student will use correct terminology to share information about scientists and engineers ● The student will identify and share a variety of characteristics for superheroes and scientists ● The student will compose a descriptive paragraph describing a person who exhibits superhero characteristics. ● The student will work cooperatively to identify and show understanding of thermal properties and environmental materials and impact ● The student will work cooperatively to design and create a solar oven and evaluate the final product ● The student will reflect on the materials used and their environmental impact
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ superhero, STEM, scientist, technician, technology, engineer, green engineering, environment, thermal insulator, solar oven ● Performs basic processes, such as: ○ **Research and brainstorm characteristics, examine technology, participate in an experiment, follow the design process** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● The student will compare and contrast superhero and scientist characteristics ● The student will write an opinion paragraph describing a super hero ● The student will identify technology around us ● The student will implement each step of the design process ● The student will show some knowledge of thermal properties and environmental impact to design a solar oven ● The student will create a solar oven
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Research computer science and math opportunities and use information to make an informed career choice for a super hero.		
Essential Question: What job opportunities are there in computer science and math and what STEM career would I most want to pursue?		
Standards: GLE/CLE, Literacy-Writing 2B, Literacy - Speaking & Listening 4A, Science - Engineering Design ETS1B, ETS1C, Strand 7 - Scientific Inquiry		
Academic Vocabulary: Computer programmer, mathematician, career, coding, programming, STEM, grid, logic, strategies, interactive		
Lesson Plan		
Supporting Question: What do computer programmers do?	Supporting Question: What is a mathematician and what career opportunities are there for this field of interest?	Supporting Question: How, can math and science skills be applied to design and develop an interactive video game?
Formative Performance Task: Students will research and define what a computer programmer does and list the various jobs in this field.	Formative Performance Task: Students will research and define what a mathematician does and identify a variety of careers and activities involving math skills.	Formative Performance Task: Students will apply addition and subtraction strategies to make characters move on a grid and work cooperatively to design and develop a game in which a player interacts with objects on a tablet screen.

Summative Performance Task: Students will review STEM categories and career research in order to create a superhero based on career choice: design a logo and prepare a short oral presentation
Taking Informed Action: STEM Career Day- Guest speakers will be invited to share their careers and job opportunities with the class and students will reflect on future dreams and goals.

Differentiation	
How will we respond if students have not learned? Interventions: Additional research resources will be provided and guided instruction to help find information in books and on websites. Simpler coding tasks will be presented and final project can be scaled down to include only the basic requirements.	How will we respond if students have already learned? Extensions/Enrichments: Students will be asked to do more extensive research, provide assistance to other students, create additional games and give extra attention to detail when completing their super hero.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Computer Science and Super Hero		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● The student's research, class work, design process, and final products show exceptional critical thinking and creativity. The results show extreme understanding of STEM careers and includes personal insight and reflection
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **Uses correct terminology** ● **Identifies job opportunities** ● **Demonstrates math skills** ● **Uses coding skills** ● **Shows understanding of computer programming** ● **Works cooperatively in a group to solve a problem** ● **Demonstrates creativity and critical thinking** ● **Reflects on research and gives insight** **The student exhibits no major errors or omissions.**	● The student will use correct terminology to share information about computer scientists and mathematicians ● The student will identify and share a variety of job opportunities in math and science ● The student will demonstrate math and logic skills when designing a video game ● The student will work cooperatively to identify and show understanding of coding skills ● The student will work independently to design and present a superhero with a logo ● The student will reflect on STEM careers that interest them ● THe student will actively participate in STEM career day
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ Computer programmer, mathematician, career, coding, programming, STEM, grid, logic, strategies, interactive ● Performs basic processes, such as: ○ **Research career opportunities, participate in activities involving math skills, use coding skills, use creativity in the design process, listen to presenters** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● The student will research and define computer scientists and mathematicians. ● The student will explore career opportunities in math and science ● The student will participate in math and science activities ● The student will design a game using coding skills ● The student will create a superhero for a career choice ● The student will apply effective listening skills
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 2 – Unit 2 – Kitchen Chemistry	
Content Area: Gifted Course/Grade Level: 2	Unit Title: Kitchen Chemistry Unit Duration: Semester
Materials/Instructional Resources For This Unit: Improving a Play Dough Process -Engineering is Elementary Candy Experiments- Loralee Leavitt My Little Handbook of Experiments - Auzou 365 Awesome Science Experiments - Hinkler http://stem.wesfryer.com/home/kitchen-chemistry http://kitchenpantryscientist.com/kidscience-app/ http://kitchenpantryscientist.com/carbon-bananas-coal-and-you/ http://kitchenpantryscientist.com/paper-bag-volcano/ http://www.chemicroc.com/index.php?page=1 acids and bases	Big Idea: If you've ever followed a recipe, you know that the amount of each ingredient and the order in which you mix them matters. Chemical engineers use these same principles when designing processes. The activities in this unit reinforce the science concepts "solid" and "liquid" as students explore the properties of different materials—and the properties of mixtures of materials.
Enduring Understandings: ● A process is a series of steps that help you to meet a goal ● Chemical engineers use their knowledge of chemistry and math and their creativity to solve problems ● Product research helps determine what products consumers prefer ● Mixing solids and liquids and adding different amounts can affect the properties of the mixture ● Scientific method is a logical approach to the solution of a problem through experimentation ● Acids and bases react with certain kinds of substances ● Density is a measure of mass divided by volume	Essential Questions: ● How is the order of steps important in a process? ● How do chemical engineers use product research? ● How do materials change when they are mixed together? ● How can we use our knowledge of the properties of materials to improve an existing process? ● How is the scientific method used in experiments? ● How can you test for acidity? ● How can you measure density?

Objective #1: Research chemical engineers and show how they use product surveys and experimentation with process and mixtures to produce a high quality product.
Essential Question: What role do chemical engineers play in the design and production of quality products?
Standards: GLE/CLE, Writing 2B, Literacy - Speaking & Listening 4A, Science - Engineering Design ETS1B, ETS1C, PS1.2.A, Strand 1 - Properties and Principles of Matter, Strand 7 - Scientific Inquiry

Academic Vocabulary: chemical engineer, Down Syndrome, engineer, engineering design process, sculpt, solid, liquid, survey, process, analyze, ingredient, recipe, consumer, data, product, criteria, dissolve, texture, property, knead, solution		
Lesson Plan		
Supporting Question: What is a chemical engineer and how is a process important in their job?	Supporting Question: How are product research survey results used to draw conclusions about consumer preferences?	Supporting Question: How do the properties of different play doughs effect the quality?
Formative Performance Task: Students will identify and explain the role of chemical engineers in designing and improving technologies, especially processes.	Formative Performance Task: Students will identify and explain the role of chemical engineers in conducting product research and communicate survey results.	Formative Performance Task: Students will brainstorm ways to measure the success of a play dough process and conduct experiments on play dough materials.

Summative Performance Task: Students will use the engineering design process to improve a playdough process so it produces high quality play dough, similar to what is sold in a store.
Taking Informed Action: Research other play dough recipes and compare and contrast the ingredients and process. Evaluate findings with the class.

Differentiation	
How will we respond if students have not learned? Interventions: Additional time and individual instruction will be provided to help ensure understanding of concepts.	How will we respond if students have already learned? Extensions/Enrichments: Students could create an advertisement and packaging plan for their play dough.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Chemical Engineer		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● The student's research, class work, design process, and final products show exceptional critical thinking and creativity. The results show extreme understanding of the role of a chemical engineer.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **Uses correct terminology** ● **Identifies job opportunities and roles** ● **Asks questions** ● **Follows a process** ● **Shows understanding of performing product research** ● **Works cooperatively in a group to solve a problem** ● **Demonstrates creativity and critical thinking** ● **Reflects on research and gives insight** **The student exhibits no major errors or omissions.**	● Students will explain what a process is in an engineering context ● Students will identify and explain the role of chemical engineers in the design and improvement of technologies ● Students will define product research and explain its purpose and importance ● Students will collect and analyze data from a survey ● Students will identify ideal properties for play dough ● Students will design tests and measure the efficacy of a play dough process ● Students will imagine and test several different ways to improve their product
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ chemical engineer, Down Syndrome, engineer, engineering design process, sculpt, solid, liquid, survey, process, analyze, ingredient, recipe, consumer, data, product, criteria, dissolve, texture, property, knead, solution ● Performs basic processes, such as: ○ **Research, brainstorm, participate in discussions, survey, experiment, design** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Students will contribute to class discussions ● Students design and implement a product research survey ● Students conduct controlled experiments on play dough materials ● Students use the engineering design process
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Use research and experimentation to understand the scientific method and explore the world of chemistry in everyday life.		
Essential Question: Why is it important to use all the senses and make careful observations to learn about the science of chemistry?		
Standards: GLE/CLE, Writing 2B, Literacy - Speaking & Listening 4A,Science- Matter and Its Interactions - PS1.2.A,PS1.3.B, Strand 1 - Properties and Principles of Matter, Strand 7 - Scientific Inquiry		
Academic Vocabulary: chemical reaction, solution, suspension, density, acids, bases, chemistry, scientific method, concept map, QR codes, diffusion, evaporation, experiment		
Lesson Plan		
Supporting Question: How has the history of chemistry influenced the science we study today?	Supporting Question: What is the difference between acids and bases and how can you test acidity?	Supporting Question: What is density and how can it be measured or tested?
Formative Performance Task: Students will research the history of chemistry, famous chemists, vocabulary and the scientific method and develop a concept map or quiz to explain findings.	Formative Performance Task: Students will perform tests with and without pH paper to determine acidity. Several experiments with candy, cabbage, vinegar and other items found in the kitchen will be used to understand the concept of acids and bases.	Formative Performance Task: Students will perform experiments following the scientific method to learn about density by using candy and other sugary substances.

Summative Performance Task: Students will work in groups and follow QR codes that will lead them through a series of kitchen chemistry experiments where they will use the scientific method and all their senses to make detailed observations and conclusions about chemical reactions.
Taking Informed Action: Students will put their knowledge of density, diffusion, and evaporation to make homemade holiday window stickies.

Differentiation	
How will we respond if students have not learned? Interventions: Additional explanations and hands on projects can be provided to help increase understanding. Additional one-on-one teacher assistance or peer teaching can also be provided.	How will we respond if students have already learned? Extensions/Enrichments: Additional experiments and evaluation practices will be provided and students will be encouraged to research extra projects and activities.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Chemistry Experiments		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● The student's research, class work, scientific method, and final evaluations show exceptional critical thinking and creativity. The results show extreme understanding of chemistry.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **Navigate the internet** ● **Record and present research** ● **Identify and show understanding of chemistry terms** ● **Conduct an experiment** ● **Follow procedures** ● **Work independently and cooperatively in a group** ● **Demonstrates creativity and critical thinking** ● **Reflects on research and gives insight** **The student exhibits no major errors or omissions.**	● Students will collect and analyze research about the history of chemistry and give a detailed presentation ● Students will create a concept map or quiz that shows understanding and definitions of chemical terms ● Students will perform and record detailed results of experiments with acidity, density, and chemical reactions ● Students will work cooperatively in a group and delegate responsibilities to perform QR code experiments ● Students will follow scientific procedures to make window clings
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ **chemical reaction, solution, suspension, density, acids, bases, chemistry, scientific method, concept map, QR codes, diffusion, evaporation, experiment** ● Performs basic processes, such as: ○ **Research, brainstorm, participate in discussions, record data, experiment, observe, analyze results** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Students will contribute to class discussions ● Students research and present findings on the history of chemistry and chemists ● Students conduct controlled experiments ● Students follow the scientific method ● Students use QR codes
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 2 - Unit 3 - United States of America	
Content Area: Gifted Course/Grade Level: 2nd	Unit Title: United States of America Unit Duration: 1st semester
Materials/Instructional Resources For This Unit: ● Maps of the United States ● USA Geography cards ● Puzzles of the USA ● Land Formation Kits ● Books on cultures ● Books on ● http://www.50states.com ● http://www.50states.com/bird ● http://www.50states.com/flag ● http://www.askjeeveskids.com	Big Idea: The United States geography and culture varies from one region to another.
Enduring Understandings: ● Students will understand that the United States is made of a conglomerate of cultures and different landforms.	Essential Questions: ● Why are there borders in the United States? ● What makes places unique and different? ● How does where I live influence how I live? ● Why should we study cultures?

Objective #1		
Essential Question: How useful is it to learn about the country you were born and lived in?		
Standards: GLE/CLE, ETS1.2.B, SL1.2.A, SS.3a.2.A, SS, 3a.5.A, SS5.2.A, SS.5.5.A, SS.5.3.B., SS.6.2.A		
Academic Vocabulary: Migration basin bay canyon cape continent country desert glacier gulf hill island lake mountain ocean peninsula plain plateau poles river sea straight swamp valley, mid west states		
Lesson Plan		
Supporting Question: ● What does a Geographer do?	Supporting Question: ● What states make of the Mid west of the United States of America?	Supporting Question: ● How have immigrants been a part of the makeup of the United States?

Formative Performance Task: ● Students will create and label major landforms in the United States.	Formative Performance Task: ● Students will work together to develop a information Quiz book on facts about state.	Formative Performance Task: ● Students will research immigrants from the Eastern states and create a table of their findings.

Summative Performance Task: Students will create information brochures of a specific state that will include the scoring guide requirements.
Taking Informed Action: Students will lesson to their peers work and select a new state that they will write a paragraph about what made them decide not want to go there.

Differentiation	
How will we respond if students have not learned? Interventions: ● Tier resources by using various resources in accordance to the group's level of instructional level and thinking process ● Adjusting the pace of instruction to the student's capability for the purpose of providing an appropriate level of challenge. ● Tiered Assignments ● Tiered Learning Centers ● Allocation of time	How will we respond if students have already learned? Extensions/Enrichments: ● Challenge students to go above and beyond what is required on the rubric. ● Give additional research projects. ● Devise additional STEAM activities for exploration. ● Independent Study Interest ● Tiered Learning Centers

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Demonstrates knowledge of additional landforms not learned in lessons
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. ● Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. ● Compare the culture and people in our community across multiple time periods. ● Describe the impact of migration on immigrants and the United States c. 1800-2000. ● Read and construct maps with title and key. ● Use geographic sources to acquire information, answer questions and solve problems. ● Name and locate major cities, rivers, regions, and states which border Missouri. ● Compare the cultural characteristics of regions in the state. ● **The student exhibits no major errors or omissions.**	● Labels all midwest states ● Labels all major landforms ● Cooperatively design, research, and develop a quiz books ● Create a chart of the different immigrants in the upper Eastern states.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ Migration, mid west states, desert glacier gulf hill island lake mountain ocean peninsula ● Performs basic processes, such as: Limited knowledge of geography **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Labels less that 5 midwest states ● Labels less that 5 landforms
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and process?es.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2		
Essential Question: How does a location in the United States determine where to vacation?		
Standards: GLE/CLE, ETS1.2.B, SL1.2.A, SS.4.F, SS.5.5.A, SS.5.4.C., SS7.3.E.,SS.7.3.F.		
Academic Vocabulary: Vacation, recreational activities, all states, gulf, lake, island, mountains, beach, dessert		
Lesson Plan		
Supporting Question: ● Where in the United States would you go on vacation and why?	Supporting Question: ● What do all bordering states of ocean have in common?	Supporting Question: ● What vacation would make a perfect state to live in?
Formative Performance Task: ● Students will create a vacation brochure for one state.	Formative Performance Task: ● Students will create a Bingo game that will reinforce the vocabulary and state information,	Formative Performance Task: ● Students will design a state that will include, location, size, flag, bird, and landforms.

Summative Performance Task: Students will travel through the United States Selection a total of 5 states from East to West or North to South to create a slideshow of their travels. *Flat Stanley Project will be documented along the semester.
Taking Informed Action: Students will extend their travel through the United State but will go in the opposite direction as they did in the summative performance task.

Differentiation	
How will we respond if students have not learned? Interventions: ● Tier resources by using various resources in accordance to the group's level of instructional level and thinking process ● Adjust the pace of instruction to the student's capability for the purpose of providing an appropriate level of challenge. ● Tiered Assignments ● Tiered Learning Centers ● Allocation of time	How will we respond if students have already learned? Extensions/Enrichments: ● Challenge students to go above and beyond what is required on the rubric. ● Give additional research projects. ● Devise additional STEAM activities for exploration. ● Independent Study Interest ● Tiered Learning Centers

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Develops state with additional requirements from the scoring guide.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. ● Simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. ● Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. ● Recognize and explain the significance of national symbols associated with historical events and time periods being studied. ● Identify and compare physical characteristics of specific regions within the nation. ● Select and analyze primary and secondary social studies' sources to determine importance with guidance and support. ● Create and use artifacts to share information on social studies' topics. ● Use geographic sources to acquire information, answer questions and solve problems. ● **The student exhibits no major errors or omissions.**	● Design a state that will include, location, size, flag, bird, and landforms. ● Create a Bingo game that will reinforce the vocabulary and state information ● Create a vacation brochure for one state.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ Vacation, recreational activities, all states, gulf, lake, island, mountains, beach, dessert ● Performs basic processes, such as: ○ Computer skills ○ Lack of required elements in designs **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● State design will lack the requirements on scoring guide ● Bingo board will not be filled
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and process?es.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 2 - Unit 4 - Why are Plants Important?	
Content Area: Gifted Course/Grade Level: 2	Unit Title: Why are Plants Important? Unit Duration:First semester
Materials/Instructional Resources For This Unit: ● Budding Botanist Unit ● Microscopes ● Slide glass specimens ● Plant seeds for growing ● Science notebook ● Computer ● Drawing paper ● Construction Paper	Big Idea: Students will understand the structure, nature, needs, usage, and life cycle of plants.

Objective #1				
Essential Question: How Do Plants evolve and continue to thrive?				
Standards: GLE/CLE, ETS1.2.B, SL1.3.A, LS3.3.C, SL1.3.A, DSA.2.3,4,5.				
Academic Vocabulary: ● Compromise ● Divergent thinking ● Embryo ● Food storage ● Evaluative thinking ● Visual thinking	Engineering design process Seed coat Analysis Seed Embryo Food storage	Stage Microscope Hydration Metabolism Digestion Cell division	Dormancy imbibition Nutrient Fertilizer Chlorophyll Photosynthesis	Transplant Roots Stem Leaves Flower Adaptation
Lesson Plan				
Supporting Question: ● What is the structure, function, and life cycle of plants?	Supporting Question: ● How can the use of Engineering Design Process be useful in problem solving the functions of plants?	Supporting Question: ● How can presentations of students research promote thinking strategies, analysis, and creative thinking skills?		

Formative Performance Task: ● Students will design models to demonstrate knowledge of the parts and functions of the plants in the life cycle.	Formative Performance Task: ● Students will use the steps in EDP to analysis and research to formulate different usages of plants.	Formative Performance Task: ● Students will create information presentations to identify different types of plant cells.

Summative Performance Task: ● Students will create a book that demonstrates their knowledge of how plants evolve and continue to thrive?
Taking Informed Action: ● Students will display their projects in the halls, share them through google chrome, and class presentations.

Differentiation	
How will we respond if students have not learned? Interventions: ● Modifying the lesson for each student's learning styles ● Different hands-on activities ● Mini-Lessons will be given for extra support ● Individual conference	How will we respond if students have already learned? Extensions/Enrichments: ● Extend the requirements for project ● Have students create their own extension of a lesson ● Provide additional STEAM resources for discovery

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:7.1.C.c 7.1.D.a		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Student researches and adds additional components to the project.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **The student exhibits no major errors or omissions.** ● Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. ● Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem ● Draw a picture graph or a bar graph to represent a data set with up to four categories. ● Solve problems using information presented in line plots, picture graphs and bar graphs. ● Draw conclusions from line plots, picture graphs and bar graphs. ● **Construct an argument with evidence that in a particular ecosystem some organisms -- based on structural adaptations or behaviors -- can survive well, some survive less well, and some cannot**	● Design models to demonstrate knowledge of the parts and functions of the plants in the life cycle ● Different usages of plants ● Create information presentations to identify different types of plant cells. Ex, graphs, line plots, picture graphs.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ Engineering design process, Embryo, seed coat,Embryo Digestion Photosynthesis, Flower, Food storage, Seed coat ● Performs basic processes, such as: ● Computer skills **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Research information with technology
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2		
Essential Question: How do topography, climate, and natural resources of a region influence the culture, economy, and lifestyle of plants inhabitants?		
Standards: GLE/CLE, SL2.2.A,LS3.3C,LS3.3.D, ETS1.2.B,SL1.3.A, LS3.3.C		
Academic Vocabulary: Grasslands, Temperate forest, Tropical rain forest, Desert, Polar ice, Tidepool, Metabolism, Transplant, roots, stems, leaves, flower, soil, erosion, pollution, disease.		
Lesson Plan		
Supporting Question: ● What features do plants have that help them live in different environments?	Supporting Question: ● What are the different ecosystem and its living components?	Supporting Question: ● What misconceptions are known and how can they be proven incorrect? ● Plants obtain their energy directly from the sun. ● Plants have multiple sources of food. ● Carbon dioxide, water, and minerals are food. ● Plants feed by absorbing food through their roots. ● Sunlight is a food. ● Plants absorb water through their leaves. ● Plants produce oxygen for humans.
Formative Performance Task: ● Students will grow their own seeds in different environments. Science journals will be used to record the growth. Students will be able to rethink and revise their knowledge to ensure their seed successfully grows into a plant.	Formative Performance Task: ● Students will create an informative project that will represent their understanding of the effects of too much or too little of the needs of plants.	Formative Performance Task: ● Students will create an interactive board discussing the common misconceptions of plants.

Summative Performance Task: Students will be given the choice to choose what egosystem they would like to create with specific guidelines set forth by the teacher.
Taking Informed Action: Students will display their projects in the halls, share them through google chrome, and class presentations.

Differentiation	
How will we respond if students have not learned?	How will we respond if students have already learned?

Interventions:	Extensions/Enrichments:
● Visual information will be visible at all times ● Class meetings will reinforce what the objectives of the lesson ● Conference with individual students will be held with running records of their progress ● Reteaching groups will be created to provide additional opportunities for success	● Students will be given STEAM activities to investagate. ● Enrichment centers will be assessable ● Peer helping ● On individual basis, students may be given additional assignments.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Student researches and adds additional components to the project.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Plan and conduct investigations on the growth of plants when growing conditions are altered. ● Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. ● Construct scientific arguments to support claims that some characteristics of organisms are inherited from parents and some are influenced by the environment. ● Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. ● Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem **The student exhibits no major errors or omissions.**	● Grow their own seeds in different environments. ● Create an informative project that will represent their understanding of the effects of too much or too little of the needs of plants. ● Create an interactive board discussing the common misconceptions of plants.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as:Grasslands:Temperate forest Tropical rain forest: Desert, Polar ice, Tidepool, Metabolism, Transplant, roots, stems, leaves, flower, soil, erosion, pollution, disease. ● Performs basic processes, such as: ○ **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Student meets some vocabulary research portion of the rubric. ● Student has partial components of the design completed.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 3 Gifted Education Curriculum

CURRICULUM OVERVIEW	
COURSE/GRADE LEVEL: 3rd Grade	**CURRICULUM WRITTEN: Gifted**
CREDIT(S):	**BOARD APPROVAL:**
PREREQUISITES:	**REVISED:**

COURSE DESCRIPTION: Students explore World Cultures (Third World Countries, Criminal Justice, Archeology, Engineering)	**COMMITTEE MEMBERS:** **Chem Schultz** **Janet Stahlschmidt**

UNITS IN THIS COURSE/GRADE LEVEL	
UNIT TITLE	**UNIT DURATION**
UNIT 1: Aid to Foreign Countries	Semester
UNIT 2: Fairy Trials	Semester
UNIT 3: The Importance of Geology	Semester
UNIT 4: Architects and Engineers Contributed to Our World	Semester
UNIT 5:	
UNIT 6:	

BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE	ADDITIONAL INSTRUCTIONAL MATERIALS
	Supplemental resources (print and online) are utilized for instruction for this course.

Grade 3 - Unit 1 - Aid to Foreign Countries	
Content Area: Gifted Course/Grade Level: 3rd Grade	Unit Title: Aid to Foreign Countries Unit Duration:Semester
Materials/Instructional Resources For This Unit: Books on individual countries Various country websites Atlases Globes Engineering Aid Drop Package- Engineering is Elementary https://www.brainpop.com/socialstudies/geopgrpghy/ www.google.com/maps www.discoveeryeducation.com	Big Idea: Map skills and vocabulary will be used to learn about countries around the world and their location and economy. Students will analyze the problems facing third world countries and engage in problem solving strategies as they create their own country. Students will also design an aid package to be delivered to an isolated region.
Enduring Understandings: ● Maps and globes will be used and constructed for information and interpretation. ● Vocabulary words will be researched to gain information about countries. ● Third world countries face a variety of problems that impact their development. ● There are many ways people in first world countries can provide aid to developing countries. ● People are affected by environmental, physical, and economical problems around the world. ● Aid packages need to be carefully designed in order to be successfully dropped in isolated areas.	Essential Questions: ● How can maps and globes be used to gain information about countries? ● How can vocabulary definitions help increase understanding of countries? ● What problems can be identified as a common cause of poverty in countries? ● In what ways do organizations and individuals provide aid to third world countries? ● How are people in poverty affected by various problems they face in their country? ● What technology and engineering designs need to be used to create a successful aid drop?

Objective #1: Create a country that will reflect the problems developing countries face but implement problem solving strategies that will help it survive and become a first world country.
Essential Question: What problems can be identified as common causes of poverty in third world countries and what can we do to help alleviate the problems?
Standards: Literacy - Writing 3B, Research Process - Writing 3A, Presenting - Speaking/Listening 3A, GLE/CLE, ESS2.4.B, ESS3.4.A, ESS3.5.C, EG.5.A.4, TS.7.B4a, Ts.7.B.4.b C3 - D2. Geo.2.3-5, D2.Geo.3.3-5, Elements of Geographical Study and Analysis, Tools of Social Science Inquiry
Academic Vocabulary: country, continent, map, globe, atlas, economy, natural resources, climate, longitude, latitude, equator, prime meridian, poverty, first world country, third world country, government, lifestyles, population, education, culture, disease, health issues

Lesson Plan		
Supporting Question: How can vocabulary definitions help increase understanding of countries?	Supporting Question: How can maps and globes be used to gain information about countries?	Supporting Question: What problems can be identified as a common cause of poverty in countries?
Formative Performance Task: Students will research country and geography terms and create a matching game that shows their understanding of the definitions as they relate to foreign countries.	Formative Performance Task: Students will use Google My Maps to create a map of a chosen country and provide information and insight to its development.	Formative Performance Task: Students will work with a partner to create a Venn diagram comparing and contrasting two countries and determine possible causes of poverty.

Summative Performance Task: Students will use information and research found about different countries to create their own country that will have the necessary resources, physical characteristics, education, health, and government to survive and become a first world country.
Taking Informed Action: Students will research various organizations that provide aid to third world countries and share this information in a way that will create awareness for others.

Differentiation	
How will we respond if students have not learned? Interventions: Additional resources and explanations will be provided and the depth of the assignment will be altered so the student will still feel successful. Additional time and a decrease in requirements will be provided.	How will we respond if students have already learned? Extensions/Enrichments: Students will be encouraged to provide additional information on their maps, diagrams and country designs. They will also be asked to incorporate more analysis and evaluation for the causes and prevention of poverty.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:Foreign Countries/Problems		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● The student's research class work, and leadership skills were used to produce exceptional products that clearly show their understanding of geography and third world countries and presents realistic ways to solve their problems.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **Uses correct terminology to share information about countries and geography.** ● **Uses Google My Maps to create an informative representation and interactive map** ● **Uses a Venn diagram to compare and contrast and summarize the similarities and differences** ● **Uses brainstorming and creativity to produce an original country design** ● **Provides additional research about organizations helping third world countries** ● **Reflects on ways to create awareness** **The student exhibits no major errors or omissions.**	● The student will create a matching game that shows understanding of y terms presented. ● The student will create a map of a country using Google My Map to show important information and additional websites and connections. ● The student will complete a Venn diagram of two different countries and include a summary that suggest possible causes for poverty. ● The student will create an original country and explain the components and how they will help the country survive. ● The student will provide additional research and reflect on ways it can create awareness that would help developing countries.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ country, continent, map, globe, atlas, economy, natural resources, climate, longitude, latitude, equator, prime meridian, poverty, first world country, third world country, government, lifestyles, population, education, culture, disease, health issues ● Performs basic processes, such as: ○ **Research vocabulary and countries, provide information on a map, compare and contrast two countries, create a country showing most of required elements** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● The student will create a matching game with country and geography vocabulary words. ● The student will create a map of a chosen country using Google My Maps ● The student will complete a Venn diagram with a partner showing similarities and differences between two countries. ● The student will create an original country.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Research and experiment with technology and design to help create a package that will provide supplies to people and find a way to successfully deliver it.		
Essential Question: How can engineers use technology and the design process to plan and construct an aid drop that will provide needed supplies to people in isolated regions in the world?		
Standards: Writing 3B, Research Process - Writing 3A, Presenting - Speaking/Listening 3A; GLE/CLE, ETS1.3.A, ETS1.3.B, DS.3.A, EG.5.A.4, TS.7.B4a, Ts.7.B.4.b C3 - D2. Geo.2.3-5, D2.Geo.3.3-5Elements of Geographical Study and Analysis, Tools of Social Science Inquiry		
Academic Vocabulary: engineer, technology, package, packaging engineer, engineering design process, aid drop, environment, parachute, canopy		
Lesson Plan		
Supporting Question: What is technology and how can engineers design and improve technologies?	Supporting Question: What supplies are important for human survival and how can they be packed and labeled in an aid drop package?	Supporting Question: What materials and designs can be used to help slow down the package as it drops?
Formative Performance Task: Students will model how supplies are delivered to people who are isolated because of flooding or other natural disasters. They will then explore some materials that might help them engineer better aid drop packages.	Formative Performance Task: Students will work together to decide what items they think are most important for human survival and how these items might be packed in an aid package and design a label that communicates what is inside and can be seen clearly when it is in a specific environment.	Formative Performance Task: Students will perform test drops using materials that can be made into parachutes, canopies, or wings.

Summative Performance Task: Students will use what they have learned about package engineering to engineer an aid drop package that protects its supplies, communicates to the user what is inside, and is easily seen in its environment.
Taking Informed Action: Students will hold a showcase during which they will evaluate everyone's package design and make recommendations for Ratana. For groups willing to take the risk, they can choose to add a water balloon to their aid package for the drop.

Differentiation	
How will we respond if students have not learned? Interventions: Provide additional examples of aid packages and various websites that show materials and supplies provided previously. Allow more time and additional collaboration.	How will we respond if students have already learned? Extensions/Enrichments: After pulling out the great ideas from the different packages, make a plan to combine the best of all the designs and have the students create one final package that protects the supplies, communicates what is inside, and displays the package in a way that is easy to see.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Countries/Aid		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● The student's research, class work, group participation, and design of final product shows exceptional creativity and understanding of the design process and the need for proper supplies, packaging and communication.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **Uses correct terminology and examples to share information about technology, packaging engineers and the design process** ● **Identify materials that can be used for packaging** ● **Identify items needed for human survival** ● **Create labeling and effective communication** ● **Participate in test drops** ● **Design a create a package** ● **Evaluate final product** **The student exhibits no major errors or omissions.**	● The student is able to correctly give examples and show understanding of technology, packaging engineer, and the design process. ● The student is able to identify the best materials to use for packaging. ● The student is able to explain the rationale of items needed for human survival. ● The student created an aid package that can successfully be delivered to an isolated area. ● The student is able to identify strengths and weaknesses in various designs.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ engineer, technology, package, packaging engineer, engineering design process, aid drop, environment, parachute, canopy ● Performs basic processes, such as: ○ **Research engineers and technology and helps brainstorm, plan, and design a package while working cooperatively.** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● The student will research technology and engineers. ● The student will brainstorm possible supplies and packaging for aid drop ● The student will help create a package that supplies aid
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 3 - Unit 2 - Fairy Trials	
Content Area: Gifted Course/Grade Level: 3rd Grade	Unit Title: Fairy Trials Unit Duration:Semester
Materials/Instructional Resources For This Unit: ● **Various Fairy Tale books** ● **Fairy Tales on Trial** ● **Another Point of View** ● **Mock trial videos** ● **Mock Fairy Tale Unit** ● **Nonfiction text focusing on court procedures** ● **BrainPop Jr. fairy tales and government** ● **Discovery Education United Streaming Videos** ● **Guest speakers; attorneys, judges, court personnel**	Big Idea: Students will develop persuasive writing skills by providing reasons and identifying supporting evidence for the guilt or innocence of a fairy tale character. Students will practice speaking and listening skills through their participation in a mock trial. Vocabulary will be incorporated to teach the basics of the US trial court system and expose students to a variety of careers related to the legal system.
Enduring Understandings: ● Fairy tales explore elements of good vs. evil ● Crimes may be part of fairy tales and considered criminal in a court of law ● A grand jury agrees on the validity of charges before they go to a trial jury ● Prosecution and defense teams plead their cases before a jury and judge ● Jury members deliberate before coming to a verdict ● What and how something is said or not said can make a difference with the jury's decision ● There are always different view points in a trial ● Court systems differ throughout the world	Essential Questions: ● What fairy tale elements of "good vs. evil" can also be considered crimes? ● What is the correct procedure for bringing a case to trial? ● What roles do the prosecution, defense, jury, and other court positions play in a criminal trial? ● How can persuasion and a character's point of view change an outcome? ● How does strategy and evidence help support the two sides of a legal argument? ● What are the strengths and weaknesses of our court system? ● How does the U.S. court system compare to other country systems?

Objective #1: Research fairy tales and court procedures and agree on a criminal charge from a fairy tale that should be brought to trial.
Essential Question: What criminal actions and possible charges were displayed in a fairy tale and should be tried in court?
Standards: Writing 3B, Research Process - Writing 3A, Presenting - Speaking/Listening 3A; GLE/CLE, RI.6.B.4, TS.7.A.4a, TS.7.A.4.b, TS.7.B.4.a, TS.7.B.4.b, TS.7.D.4, TS.7.E.4.a #C - D2.Civ.1.3-5, D2.Civ.6.3-5, D2.Civ.9.3-5, Principles and Processes of Governance Systems, Tools of Social Science Inquiry
Academic Vocabulary: fairy tale characteristics, court procedure, jury, trial, attorney, prosecution, defense, judge, witness, criminal, charges, bailiff, opening statement, closing arguments, evidence, grand jury, deliberate, verdict, plead, case, misdemeanor, felony, accused, guilty, innocent

Lesson Plan		
Supporting Question: What are the characteristics of a fairy tale and what examples of good vs. evil can be identified?	Supporting Question: What charges do the grand jury think should be brought to trial?	Supporting Question: What attributes and interests do students need in order to perform various court roles?
Formative Performance Task: Students will read a variety of fairy tales and consider what "crimes" were committed and by whom as they read them.	Formative Performance Task: Students will take part in a grand jury decision for what charges should be tried for a chosen fairy tale character.	Formative Performance Task: Students will complete a job application for the role they would like to play in the mock trial.

Summative Performance Task: Students will break into teams for the prosecution and defense and complete a persuasion map graphic organizer for each side. Jury members, judge, and other court personnel will complete a graphic organizer that identifies their job and the history behind it.
Taking Informed Action: Students will reflect on the different roles and duties in a court trial and write a persuasive essay for the role they feel is the most important.

Differentiation	
How will we respond if students have not learned? Interventions: Students will be provided additional resources and help in understanding crimes and charges as displayed in a fairy tale. Additional examples and peer teaching will also be supplied.	How will we respond if students have already learned? Extensions/Enrichments: Students will be asked to do extension projects such as crossword puzzles for new terminology, Kahoot quizzes, and additional persuasive writing.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Fairy Trials		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● The student's research, class work, and persuasive skills were used to show understanding for a role in a courtroom and well as provide work and research outside the classroom in order to create a detailed and extensive graphic organizer.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **Reads a variety of fairy tales and identifies criminal charges** ● **Uses correct terminology when referring to court procedure** ● **Evaluates their own characteristics that will aid in various court positions** ● **Give additional feedback in a trial setting** ● **Use critical and creative thinking skills** ● **Demonstrate strategic planning** ● **Share opinions backed by evidence and research** **The student exhibits no major errors or omissions.**	● The student has a clear understanding of criminal charges and can easily identify them in fairy tales. ● The student will use correct terminology when referring to court procedure and shows an understanding of concepts. ● The student showed a lot of leadership and participation in the grand jury trial. ● The student put much time and effort into completing a detailed job application ● The student completed an in depth graphic organizer that shows understanding of their role and the court system ● The student provided an elaborate persuasive narrative and included insight and evidence.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ fairy tale characteristics, court procedure, jury, trial, attorney, prosecution, defense, judge, witness, criminal, charges, bailiff, opening statement, closing arguments, evidence, grand jury, deliberate, verdict, plead, case, misdemeanor, felony, accused, guilty, innocent ● Performs basic processes, such as: ○ **Read fairy tales and identify crimes, participate in a grand jury decision, complete a job application and graphic organizer, compose a persuasive essay.** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● The student will read various fairy tales and identify crimes committed within them. ● The student will reach a decision for charges to be brought against a character. ● The student will demonstrate a desire to apply for a particular court position. ● The student will complete a graphic organizer for a court position. ● The student will complete a persuasive narrative about an important court position.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Use the information and results from a jury trial to evaluate the court system and compare and contrast is to others.		
Essential Question: How does the U.S. court system compare to other countries and what strengths and weaknesses are identified in each?		
Standards: Writing 3B, Research Process - Writing 3A, Presenting - Speaking/Listening 3A; GLE/CLE, RI.6.B.4, TS.7.A.4a, TS.7.A.4.b, TS.7.B.4.a, TS.7.B.4.b, TS.7.D.4, TS.7.E.4.a #C - D2.Civ.1.3-5, D2.Civ.6.3-5, D2.Civ.9.3-5, Principles and Processes of Governance Systems, Tools of Social Science Inquiry		
Academic Vocabulary: fairy tale characteristics, court procedure, jury, trial, attorney, prosecution, defense, judge, witness, criminal, charges, bailiff, opening statement, closing arguments, evidence, grand jury, deliberate, verdict, plead, case, misdemeanor, felony, accused, guilty, innocent, court system, government, concept map, Glogster		
Lesson Plan		
Supporting Question: How does strategy and evidence help support the two sides of a legal argument and how are they portrayed in a court case?	Supporting Question: What suggestions could be made for the prosecution and defense teams?	Supporting Question: What does the court procedure look like for people in the United States?
Formative Performance Task: Students will participate in a court trial for a fairy tale character and assume a court position.	Formative Performance Task: Students will complete an evaluation for the outcome of the trial giving their opinion and feedback.	Formative Performance Task: Students will research the U.S. court system and identify the main components by completing a concept map.

Summative Performance Task: Students will research the court procedure in a different country and compare and contrast it to the U.S. using a Glogster virtual display to report their findings.
Taking Informed Action: Students will consider the various country court systems that were presented and write an informed narrative on which they feel is most beneficial and the components that contribute to its high regard.

Differentiation	
How will we respond if students have not learned? Interventions: Some of the writing assignments can be condensed and less detail will be expected on concept map and Glog. Additional help and instruction will be provided to assure understanding.	How will we respond if students have already learned? Extensions/Enrichments: Additional Glogs and displays will be encouraged or more in depth writing and creativity will be expected to achieve higher levels of understanding and production.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Fairy Trials		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● The student's research, class work, and leadership skills were used with enthusiasm to portray a part in a court trial followed by detailed and creative displays that show extensive time and effort.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **Uses enthusiasm and leadership** ● **Uses detail when evaluating performances** ● **Navigates the internet** ● **Presents information** ● **Plans and produces informative displays** ● **Uses critical and creative thinking skills** ● **Displays understanding of use of tools on Glogster account** ● **Composes three paragraph persuasive narrative** **The student exhibits no major errors or omissions.**	● The student will show a lot of leadership and enthusiasm in the court trial role. ● The student will use examples and show listening and critical thinking skills when completing the trial evaluation. ● The student will navigate the internet to find useful information about court systems. ● The student will compose a concept map showing understanding and detail of a court system. ● The student will create an informative and creative virtual display on a Glogster account showing components of a different country's court system and compare it to the U.S. ● The student will write a detailed narrative of at least 3 paragraphs giving information about the most important components of a court system.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ fairy tale characteristics, court procedure, jury, trial, attorney, prosecution, defense, judge, witness, criminal, charges, bailiff, opening statement, closing arguments, evidence, grand jury, deliberate, verdict, plead, case, misdemeanor, felony, accused, guilty, innocent, court system, government, concept map, Glogster ● Performs basic processes, such as: ○ **Participation in a trial, research court systems, evaluates strengths and weaknesses, works cooperatively, displays information, writes a complete paragraph** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● The student will participate in a court trial ● The student will complete an evaluation for the outcome of a trial ● The student will conduct research for different court systems including the U.S. ● The student will set up a Glogster account and virtual display ● The student will write a narrative on the most beneficial components of a court system.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 3 - Unit 3 - The Importance of Geology	
Content Area: Gifted Course/Grade Level: 3	Unit Title: The Importance of Geology Unit Duration: 1 semester
Materials/Instructional Resources For This Unit: ● Geo centers ● General fossil kits ● Rock sets ● Collection of books: volcanoes, floods, water sources, earthquakes, tsunamis ● Building materials ● Chromebooks ● Guest speakers ● Mhttp://www.pbs.org/video/2365598165/ ● http://www.pbs.org/wgbh/nova/assets/swf/1/explore-north-america/#/map/home ● http://studyjams.scholastic.com/studyjams/jams/science/index.htm ● https://www.learner.org/interactives/volcanoes/	Big Idea: Geology is important in life and to civilization more than we realize.
Enduring Understandings: ● Geology encompasses Earth processes which may affect overall civilization. ● Understanding how understanding geology can help protect civilization.	Essential Questions: ● Has the Earth always looked like this? ● How can geologic time be used? ● How do rock cycles, rock formations & evidence from rocks weathering & erosion develop the land? ● What can rocks tell us about the past?" ● What are some of the ways that Earth's materials are formed? ● Where do these different materials such as soil, sand, rocks, and oil come from? ● What is the process by which the materials were formed? ● How is Earth's surface changing? ● What careers are available in geology?

Objective #1
Essential Question: How can studying Earth's history help foresee how events and procedures of the past might influence the future?
Standards: GLE/CLE, SL3.3.D, SL4.A.3, ESS1.4.C., ESS1.2.C., ESS2.4.B.
Academic Vocabulary: metamorphic, igneous, sedimentary, deposition, uplifting, downcutting, erosion, basalt compacting, Cementing, conglomerate, marble, weathering, crust , mantle, core, sand, geologist

Lesson Plan		
Supporting Question: ● How can learning the basic classification of rocks create a foundation of learning the past and present of our earth?	Supporting Question: ● How can studying geology maps help predict and solve problems of natural disasters? ● Study variety of geologic maps making connections, predictions, hypothesising.	Supporting Question: • How can natural hazards and disasters like earthquakes, volcanic activity, tsunamis, etc. help Geologists understand the history of our planet?
Formative Performance Task: ● Students will create original samples of the layers of the earth and explain the process of Igneous , metamorphic, sedimentary rocks.	Formative Performance Task: ● Students will study 3 or more geologic maps while making connections, predictions, hypothesising their findings of how their findings are relevant to the geology of our earth. ● Students will use chromebooks to research and create a creative presentation of their research through, slides, graphs, venn diagrams.	Formative Performance Task: ● Students will create a model image of the effects of nature that has changed the land.

Summative Performance Task: Students will chose one of their formative performance task and develop an in depth informational media presentation.
Taking Informed Action: Students will write a narrative about how they feel this research has helped them become better observers of their environment.

Differentiation	
How will we respond if students have not learned? Interventions: ● Varied level text ● Varied questioning Strategies ● Supplemental Materials ● Tiered Lessons ● Centers ● Homework journal prompts ● Adjusting the pace of instruction to the student's capability for the purpose of providing an appropriate level of challenge. ● Tiered Assignments ● Tiered Learning Centers ● Allocation of time ● Graphic Organizer	How will we respond if students have already learned? Extensions/Enrichments: ● Challenge students to go above and beyond what is required on the rubric. ● Give additional research projects. ● Devise additional STEAM activities for exploration. ● Flexible Grouping ● Compacting ● Independent Study Interest ● Tiered Learning Centers ● Peer groups Learning Centers

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Students complete all components in developing projects and criterion set within the scoring guide.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. ● Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. ● The student exhibits no major errors or omissions. ● Use information from several sources to provide evidence that Earth events can occur quickly or slowly. ● Use information from several sources to provide evidence that Earth events can occur quickly or slowly. ● **Analyze and interpret data from maps to describe patterns of Earth's features.**	● Create original samples of the layers of the earth and explain the process of Igneous , metamorphic, sedimentary rocks. ● Creative presentation of their research through, slides, graphs, venn diagrams. ● Create a model image of the effects of nature that has changed the land.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ metamorphic, igneous, sedimentary, deposition, uplifting, downcutting, erosion ● Performs basic processes, such as: ○ Computer skills **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Vocabulary activities ● Students will complete at least 2 of the expectations of scoring guides.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2		
Essential Question: How can studying the geology of the earth help civilization create a better life for themselves?		
Standards: GLE/CLE, ESS1.2.C, ESS2.2.A, ETS1.3.A., ETS1.3.B, SS5.5.G, SS.7.3.E,		
Academic Vocabulary: core crust earthquake erosion fault magma mantel Pangea mountain tsunami /tidal wave volcano energy sources tsunamis, floods, landslides, droughts, meteorology, climatology, oceanography		
Lesson Plan		
Supporting Question: How do tsunamis, floods, landslides, droughts, and volcanic activity have an enormous influence on civilization?	Supporting Question: How can the study of geology help society generate energy and other natural resources now and in the future?	Supporting Question: How is geology overlooked as to one of the more important studies?
Formative Performance Task: ● Students will research a natural disaster ● Students will utilize a scientific design to format their plans to minimize damage in case such events will occur.	Formative Performance Task: ● Students will research several forms of energy and resources generated by our earth. ● Students will use scientific design to create action plan of how resources are discovered and for what uses.	Formative Performance Task: ● Students will studying flood patterns of rivers and develop an action plan for recommend areas to avoid when building new cities,towns, and residential neighborhoods in order to prevent future damage.

Summative Performance Task: Students will chose from one of the formative performance task to create their action plan into an information presentation through their choice of technology. Example: Student could plan how discovery of sand or gravel needs to be found and extracted from the Earth and can be utilized in construction of homes, businesses, schools, etc.
Taking Informed Action: Students will reflect on their projects and create a 3 paragraph informational document explaining what they felt was the most exciting aspect of the project.

Differentiation	
How will we respond if students have not learned? Interventions: ● Varied level text ● Varied questioning Strategies ● Supplemental Materials ● Tiered Lessons ● Centers ● Homework journal prompts	How will we respond if students have already learned? Extensions/Enrichments: ● Challenge students to go above and beyond what is required on the rubric. ● Give additional research projects. ● Devise additional STEAM activities for exploration. ● Flexible Grouping ● Learning Contracts ● Mentorships

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Students complete all components in developing projects and criterion set within the scoring guide.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **Use information from several sources to provide evidence that Earth events can** occur quickly or slowly. ● The student exhibits no major errors or omissions. ● Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. ● Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost ● Generate and compare multiple possible solutions to a ● problem based on how well each is likely to meet the criteria and constraints of the problem. ● Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed. ● Select and analyze primary and secondary social studies' sources to determine importance with guidance and support. ● ● **The student exhibits no major errors or omissions.**	● Design to format their plans to minimize damage in case such events will occur. ● Scientific design to create action plan of how resources are discovered and for what uses. ● Develop an action plan for recommend areas to avoid when building new cities,towns, and residential neighborhoods in order to prevent future damage.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ climatology, oceanography, hydrology, environmental chemistry and ecology (biology). ● Performs basic processes, such as: ● Computer skills **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Vocabulary activities ● Articulating ideas and information
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	

Grade 3 - Unit 4 - Architects and Engineers Contributed to Our World	
Content Area: Gifted Course/Grade Level: 3	Unit Title: Architects And Engineers Contributed to Our World Unit Duration: 1 semester
Materials/Instructional Resources Used in this Unit: ● Collection of Engineering books ● Models of bridges and tunnels ● Models of canals, dams, bridges, tunnels, skyscrapers ● Models of Skyscrapers ● House design ● Building material ● Chromebooks ● Centers ● DOWNLOAD SKETCHUP ● career opportunities ● Rulers ● Guest speakers	Big Idea: How can architects and engineers work together to develop history?
Enduring Understandings: ● Students will understand that building throughout the world were made with the efforts of Engineers and Architects. ● Students will see the importance of teamwork to complete projects.	Essential Questions: ● What makes something stand up or fall down? ● What do architects and engineers do? ● How can so little do so much? ● Why do buildings look the way they do? ● How are suburban rural issues in development similar and different ? ● Do buildings tell a story? ● What makes someone a great architect?

Objective #1
Essential Question: Who will design the architect for the future?
Standards: GLE/CLE, GMB.2.1.,B1,GMC..4.1,GM.D5.2, ETS1.4.A, ETS1.5.B, ETS1.4.C
Academic Vocabulary: architect , engineer, Aqueduct, Column, Gravity, Arch, Compression, Structure, Dome, Tension, Estimate, measure, Aerial photograph, Elevation Map,.Electricity, Heating and Air conditioning, Plumbing, Post, Structure, Blueprints, Aggregate, stone, sand, gravel, Asphalt, Brick. Cement, Ceramic tiles, Concrete marble, granite, sandstone, and limestone. Glass, steel, copper, and aluminum, Mortar, Plaster

Lesson Plan		
Supporting Question: ● How can animals be architects and engineers?	Supporting Question: ● Why do people build certain types of homes?	Supporting Question: ● How do you get to the other side of the river?
Formative Performance Task: ● Students will draw a birdhouse ● Students will engineer the blueprints for the birdhouse.	Formative Performance Task: ● Students will draw a home that is designed for different elements. ● Students will engineer the blueprints for the home.	Formative Performance Task: ● Students will draw different types of bridges. ● Students will be given specific specs to construct paper models of different styles of bridges.

Summative Performance Task: Students will collaborate within groups to develop ideas, blueprints, material list, to construct buildings for a suburban community.
Taking Informed Action: Students will reflect on the suburban project and begin notes on a rural or urban community.

Differentiation	
How will we respond if students have not learned? Interventions: ● Tiered products Varied journal prompts Independent studies ● Varied supplemental materials ● Varying organizers ● Peer	How will we respond if students have already learned? Extensions/Enrichments: ● Compacting independent study interest center**s** ● Many and varied resources ● Students will design and build additional examples of lessons being taught

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Student will add extra details to projects. ● Students will create additional self directed projects
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Know the relative sizes of measurement units within one system of units. ● Solve multi-step problems that require measurement conversions. ● Compare the lengths of two objects indirectly by using a third object ● Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. ● Generate and compare multiple possible solutions to a ● problem based on how well each is likely to meet the criteria and constraints of the problem. ● Plan and carry out fair tests in which variables ● are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. ● **The student exhibits no major errors or omissions.**	● Engineer the blueprints for the birdhouse. ● Engineer the blueprints for a home in a specific climate/location ● Construct paper models of different styles of bridges.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: Blueprints,Aggregate, stone, sand, gravel, Asphalt, Brick. Cement, Ceramic tiles, Concrete marble, granite, sandstone ○ ● Performs basic processes, such as: computer skills ○ **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2		
Essential Question: How has architecture changed over time?		
Standards: GLE/CLE, GMB.2.1.,B1,GMC..4.1,GM.D5.2, ETS1.4.A, ETS1.5.B, ETS1.4.C		
Academic Vocabulary: traffic flow rules, kitchen, laundry, garage, family room, den, dining room, bedroom, line balance unity variety decorative accessories functional accessories rhythm Proportion, emphasis texture		
Lesson Plan		
Supporting Question: What famous interior designers from the past have influenced our designs today?	Supporting Question: Why is it important to have layout of furnishings in a room?	Supporting Question: Can arranging a flower garden be a career?
Formative Performance Task: ● Students will research different famous designers from different time periods. ● Students will create an informational project of their choice to explain why certain styles have continued to be seen in today's time and why others have not.	Formative Performance Task: ● Students will research different types of designed rooms from various resources. ● Students will design one room of their choice and will use specifications as a guide.	Formative Performance Task: ● Student will research different flower gardens in different climates. ● Students will design a flower garden in a climate of their choice.

Summative Performance Task: Students will work with a partner to create their dream playroom. They will design, draw, and calculate the cost of the materials.
Taking Informed Action: Students will continue to create other rooms using the skills used in the lesson.

Differentiation	
How will we respond if students have not learned? Interventions: ● Adjusting the pace of instruction to the student's capability for the purpose of providing an appropriate level of challenge. ● Tiered Assignments ● Tiered Learning Centers ● Allocation of time ● Graphic Organizer	How will we respond if students have already learned? Extensions/Enrichments: ● Compacting ● Independent Study Interest ● Tiered Learning Centers ● Peer groups Learning Centers

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Student will add extra details to projects. ● Students will justify and create additional useful add-ons to their project ● Students will compare their design to another famous designer.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Know the relative sizes of measurement units within one system of units. ● Solve multi-step problems that require measurement conversions. ● Compare the lengths of two objects indirectly by using a third object ● Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. ● Generate and compare multiple possible solutions to a problem, based on how well each is likely to meet the criteria and constraints of the problem. ● Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	● Create an informational project of their choice to explain why certain styles have continued to be seen in today's time and why others have not. ● Design one room of their choice and will use specifications as a guide. ● Design a flower garden in a climate of their choice.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ traffic flow rules, kitchen, laundry, garage, family room, den, dining room, bedroom, line balance ● Performs basic processes, such as: ○ **Computer skills** ○ **Collaboration with peers** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Students will take a vocabulary quiz. ● Students will complete outlines, blueprints, and rough drafts of their project.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 4 Gifted Education Curriculum

CURRICULUM OVERVIEW	
COURSE/GRADE LEVEL: 4th Grade	**CURRICULUM WRITTEN: Gifted**
CREDIT(S):	**BOARD APPROVAL:**
PREREQUISITES:	**REVISED:**

COURSE DESCRIPTION: Students explore Science through the Ages (Simple Machines, Inventions, Space, Forensicx).	**COMMITTEE MEMBERS:** **Chem Schultz** **Janet Stahlschmidt**

UNITS IN THIS COURSE/GRADE LEVEL	
UNIT TITLE	**UNIT DURATION**
UNIT 1: Simple Machines	Semester
UNIT 2: Inventions	Semester
UNIT 3: Space	Semester
UNIT 4: Forensic Science	Semester
UNIT 5:	
UNIT 6:	

BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE	ADDITIONAL INSTRUCTIONAL MATERIALS
	Supplemental resources (print and online) are utilized for instruction for this course.

Grade 4 - Unit 1 - The Force Be With You - Simple Machines	
Content Area: Gifted Course/Grade Level: 4th grade	Unit Title: The Force Be With You - Simple Machines Unit Duration: Semester
Materials/Instructional Resources For This Unit: ● Simple Machines Projects ● Marvelous Machines: Making Work Easier, EiE ● Nonfiction text focusing on simple machines ● Brain Pop ● Invitation to Invent: a physical science unit for high-ability learners in grades 3-4 ● http://www.connectionsacademy.com/blog/posts/2014-04-25/Build-Your-Own-Rube-Goldberg-Machine.aspx ● https://www.rubegoldberg.com/	Big Idea: Simple machines are devices that make everyday life easier. Students will investigate and understand simple machines and their purpose and function. In this unit, we will look at two major forces that machines help us overcome — friction and gravity.
Enduring Understandings: ● Simple machines are tools that make work easier. ● There are six different simple machines. ● Compound machines combine two or more simple machines. ● Friction is a force that opposes motion. ● Moving objects have kinetic energy. ● Assembly lines are subsystems for a series of simple machines.	Essential Questions: ● How does a scientist describe work? ● What is a simple machine? ● How do we use machines in our everyday lives? ● How do machines use force to do work? ● How do simple machines combine to make work easier? ● What are the pros and cons of assembly lines?

Objective #1: Understand that simple machines are tools that make work easier and identify and differentiate the six types of simple machines.		
Essential Question: What are the six different simple machines and how are they used in everyday life to make work easier?		
Standards: GLE/CLE, PS2.4.A, PS2.4.B, PS3.4.A, PS3.4.C, ETS1.4.A, ETS1.4.B, ETS1.4.C,Strand 2 Properties and Principles of Force and Motion,Strand 7 - Scientific Inquiry		
Academic Vocabulary: pushing, pulling, force, work, distance, joule, Newton, lever, screw, inclined plane, wedge, wheel, axle, pulley, fulcrum, compound machine, simple machine, direction, friction, motion, kinetic energy, potential energy, Rube Goldberg		
Lesson Plan		
Supporting Question: How would a scientist define work?	Supporting Question: What are the six simple machines and everyday examples of each?	Supporting Question: How are simple machines used in everyday life?

Formative Performance Task: Students will research the definition of work, Work = force x distance, and create real world examples showing this concept.	Formative Performance Task: Students will draw an abstract silhouette that shows how simple machines can work together to complete a task within the head/brain.	Formative Performance Task: Students will work in groups to investigate and perform experiments with each individual simple machine to identify their nature and purpose.

Summative Performance Task: Students will use their research and experiment results from simple machines to construct a Rube Goldberg machine that will perform a simple environmental task.
Taking Informed Action: Students will reflect on the purpose of Rube Goldberg machines and if they really do make life easier. What improvements or suggestions would they make to Mr. Goldberg on his inventions and why?

Differentiation	
How will we respond if students have not learned? Interventions: Provide additional examples and videos for simple machines and suggest peer teaching.	How will we respond if students have already learned? Extensions/Enrichments: Encourage students to incorporate more details and examples of real world uses and create additional projects.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:Simple Machines/Rube Goldberg		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● The student's research, class work, and final products show in depth planning and exceptional creativity and understanding of simple machines and their use.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **Uses correct terminology to show understanding of work** ● **Creates a real world example demonstrating the concept of work** ● **Identifies and provides examples of 6 different simple machines** ● **Clearly labels simple machines** ● **Records detailed results and data from experiments** ● **Plans and delegates responsibilities within a group** ● **Takes part in constructing a series of simple machines** ● **Presents final project** ● **Reflects on strengths and weaknesses** **The student exhibits no major errors or omissions.**	● The student will show understanding of the definition of work as demonstrated in examples and presentations. ● The student will create a detailed and neat drawing that shows understanding of how simple machines can work together to complete a simple task ● The student will participate in several group experiments and record detailed results and explanations of how simple machines work ● The student will work cooperatively in a group ● The student will build a Rube Goldberg machine that performs an environmental task using 6 simple machines and more than 6 steps. ● The student will be able to present and demonstrate knowledge of purpose and value of simple machines.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ pushing, pulling, force, work, distance, joule, lever, screw, inclined plane, wedge, wheel, axle, pulley, fulcrum, compound machine, simple machine, direction, friction, motion, kinetic energy, potential energy, Rube Goldberg ● Performs basic processes, such as: ○ **Research work and simple machines, participates in experiments and completes drawing and Rube Goldberg machine.** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● The student will research the definition of work and give an example ● The student will complete a silhouette drawing showing the use of simple machines to complete a task ● The student will perform experiments with simple machines and record results ● The student will work within a group to construct a Rube Goldberg machine.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2 Understand that assembly lines combine simple machines and use force to make work easier.		
Essential Question: How do assembly lines use simple machines and force to make work easier?		
Standards: GLE/CLE, PS2.4.A, PS2.4.B, PS3.4.A, PS3.4.C, ETS1.4.A, ETS1.4.B, ETS1.4.C, Strand 2 Properties and Principles of Force and Motion,Strand 7 - Scientific Inquiry		
Academic Vocabulary: industrial engineer, force, assembly line, work, direction, lever, screw, inclined plane, wedge, wheel, axle, pulley, fulcrum, compound machine, simple machine, friction, motion, kinetic energy, potential energy, factory, subsystem, Newton, ergonomics, standard load, Design process		
Lesson Plan		
Supporting Question: What is an industrial engineer and what are some examples of jobs they may be involved with?	Supporting Question: How can an assembly line make a process more time efficient?	Supporting Question: How can each of the simple machines be used in a given situation to make work easier?
Formative Performance Task: Students will research and discuss the work of industrial engineers and trace Aisha's use of the Engineering Design Process through the story.	Formative Performance Task: Students will explain how an assembly line works and give the advantages and disadvantages of them.	Formative Performance Task: Students will analyze the performance of simple machines when moving a standard load and the direction of the applied force.

Summative Performance Task: Students will plan, build, and test a design for using simple machines to improve a factory subsystem.
Taking Informed Action: Students will imagine ways to improve their designs and implement some of these improvement ideas.

Differentiation	
How will we respond if students have not learned? Interventions: Review the story, concepts and design process. Provide more concrete examples and allow student to work with others.	How will we respond if students have already learned? Extensions/Enrichments: Students can create multiple plans and improvement ideas and do further research on industrial engineers and the design process.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Simple Machines/Assembly Lines		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● The student's research, class work, and final ideas show in depth planning and exceptional creativity and understanding of how simple machines are used in assembly lines and the nature of work for an industrial engineer.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **Gives definitions and examples of various terminology as used in real life** ● **Evaluates an assembly line** ● **Records and analyzes data for specific simple machine tasks** ● **Follows all the steps in the design process to create an improved idea** ● **Present information** ● **Show leadership skills** **The student exhibits no major errors or omissions.**	● The student will give clear examples of an industrial engineer and the various jobs related to the career ● The student will give advantages and disadvantages of assembly line ● The student is able to explain how some simple machines are able to move a load better than others depending on the task ● The student shows leadership skills while working in a group ● The student uses the design process to find a creative and original idea to improve a factory subsystem and is able to present the idea clearly.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ industrial engineer, force, assembly line, work, direction, lever, screw, inclined plane, wedge, wheel, axle, pulley, fulcrum, compound machine, simple machine, friction, motion, kinetic energy, potential energy, factory, subsystem, Newton, ergonomics, standard load, design process ● Performs basic processes, such as: ○ **Define industrial engineer, explain assembly line, analyzes simple machines, participate in design process, works cooperatively, identifies improvement ideas** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● The student will research and give a definition for an industrial engineer. ● The student shows understanding of the design process. ● The student take part in an assembly line ● The student analyzes the performance of different simple machines ● The student helped plan, build and test a design for a factory subsystem
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

<table>
<tr><th colspan="2">Grade 4 - Unit 2 - Our Wheels are Turning - Inventions</th></tr>
<tr><td>Content Area: Gifted

Course/Grade Level: 4</td><td>Unit Title: Our Wheels are Turning

Unit Duration: Semester</td></tr>
<tr><td>Materials/Instructional Resources For This Unit:
The Center for Gifted Education, the College of William and Mary, “ Invitation to Invent,” Prufrock Press
Create-A-Chain Reaction, Lakeshore
Inventions, Discoveries, & Highlights, Teacher Created Materials, Inc.
Inventions, Inventors, & You, by Dianne Draze, Dandy Lion Publications.
Inventors and Inventions, by Lorraine Egan, Scholastic, Inc.
The Yellow Paperclip with Bright Purple Spots, by Nikki Dy-Liacco
Inventions that Rocked the World, by Jane B. Mason and Sarah Hines Stephens, Scholastic, Inc.
The Kid who Invented the Popsicle, by Don L. Wulffson, Puffin Books.
Steven Caney’s Inventions Book, Workman Publishing.
Captain Arsenio Inventions and (Mis)Adventures in Flight, by Pablo Bernasconi
So You Want to Be an Inventor? By Judith St. George and David Small.
SCAMPER, by Bob Eberle
Various other inventor and invention books from the library.
Nasco's Market It TearPad, Nasco
Solar-Electrical Building Models , Mindware
http://www.wackyinventions.com/
http://inventors.about.com/od/famousinventions/Famous_Invention_From_A_to_Z_Find_Any_Famous_Invention.htm
http://www.invent.org/
http://www.inventing.com/</td><td>Big Idea:

How can innovations and inventions help make life easier while at the same time improve our environment? This unit will concentrate on inventions that have helped our environment and the need for more environmentally friendly inventions. Students will be involved in the brainstorming, planning, production, and marketing of inventions that will promote a greener world.</td></tr>
<tr><td>Enduring Understandings:
Inventors can be anyone with the characteristics and abilities to create and design new ideas.
Inventions are creative ways of turning ideas into real things.
Inventions have changed over time to meet the needs of an ever changing environment.</td><td>Essential Questions:
What are the characteristics and abilities of inventors?
What is the difference between an invention and a discovery?
How have inventions influenced our lives?
What inventions are most worthwhile?
How have inventors been influenced by society and the state of technology?</td></tr>
</table>

Objective #1: Research inventors and show how their characteristics have helped them to create inventions that contribute to solving problems.		
Essential Question: What are the characteristics and abilities of inventors and how have they been used over time to create inventions and innovations?		
Standards: GLE/CLE, ESS3.5.C, ETS1.4.A, ETS1.4.B, ETS1.4.C, Strand 2 Properties and Principles of Force and Motion,Strand 7 - Scientific Inquiry		
Academic Vocabulary: invention, discovery, innovation, inventor, characteristics, inspiration, brainstorming, data, evolution		
Lesson Plan		
Supporting Question: What characteristics do inventors need in order to be innovative?	Supporting Question: How have inventors and inventions changes over time?	Supporting Question: What inventor can you identify with based on his/her characteristics and contributions?
Formative Performance Task: Students will research inventors through time and develop a list of characteristics and evaluate their own inventive characteristics.	Formative Performance Task: Students will create a biographical timeline to demonstrate the evolution of inventions.	Formative Performance Task: Students will choose an inventor and create a project that depicts their characteristics and contributions.

Summative Performance Task: Students will use the information and research found about inventors and inventions and create an interactive display showing the way an inventor has used his/her ability to solve a problem and create a revolutionary new invention.
Taking Informed Action: Students will reflect on how life would be if certain inventors had not followed through with their innovative ideas.

Differentiation	
How will we respond if students have not learned? Interventions: Give more background information and research materials to students to help them find a connection. Provide more time and resources.	How will we respond if students have already learned? Extensions/Enrichments: Students can create higher level activities using technology such as Kahoot quizzes, QR activities, Glogs, and videos.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Inventions/Inventors		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● The student's research, class work, and final product shows exceptional creativity and understanding of the importance of the inventor and invention and recites personal connections to how the inventor has inspired the student
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Uses correct terminology to share information about an inventor ● Identifies characteristics that help inventors to be successful ● Evaluates their own characteristics that will help them create inventions ● Explores various brainstorming techniques ● Transfer research into own words and project ● Navigate the internet ● Present information ● Plan and produce a creative and original product **The student exhibits no major errors or omissions.**	● The student will navigate the internet to find useful information about an inventor and transfer the information into their own words on an outline showing how the information and inventor has made a difference ● The student will evaluate and compare characteristics needed to be a successful inventor ● The student will create a timeline that is not only informative and original, but creative and neatly displayed ● The student will create a final product that not only gives information but gives insight into the inventor's life and the importance of their invention as well as show creativity and neatness ● The student is able to present the information and projects, showing understanding and appreciation of the inventor and invention
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ **Invention, discovery, innovation, determination, inspiration, inventor, characteristics, brainstorming, data, attributes, biological timeline, evolution, depict, contribution** ● Performs basic processes, such as: ○ **Research inventors, note taking, complete outline, compile list of characteristics and contributions, displays information, works cooperatively, brainstorms** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● The student will research an inventor and complete an outline that gives information about the inventor's life ● The student will create a timeline showing the evolution of inventions ● The student will create a display that gives information about an inventor and their contributions.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Create an invention that solves an environmental problem and present a professional proposal demonstrating the need for the invention		
Essential Question: How have inventions influenced our lives and what ideas for new inventions would help meet these needs and solve an environmental concern?		
Standards: GLE/CLE, ESS3.5.C, ETS1.4.A, ETS1.4.B, ETS1.4.C, Strand 2 Properties and Principles of Force and Motion,Strand 7 - Scientific Inquiry		
Academic Vocabulary: system, boundary, element, input, output, interaction, adapt, patent, environment, simple machine, proposal, plan of action. Needs, concept map		
Lesson Plan		
Supporting Question: What are the basic needs that inventions try to meet and problem solving strategies used to find ways to meet the needs?	Supporting Question: What are some different ways simple machines can be used to solve problems?	Supporting Question: What are some environmental problems and ways to solve them?
Formative Performance Task: Students will brainstorm ways to solve a problem and decide on a plan of action.	Formative Performance Task: Students will find a variety of ways to use a simple machine to solve various problems.	Formative Performance Task: Students will identify an environmental problem and create an invention that will help solve the problem.

Summative Performance Task: The students will present an invention that solves the problem of an environmental issue or concern and identify the simple machines included and how it is a system.
Taking Informed Action: Students will reflect on which invention they feel has changed the world the most and complete a concept map showing their understanding of inventions.

Differentiation	
How will we respond if students have not learned? Interventions: Provide students with additional examples and strategies of ways to brainstorm and create simply and provide more resources and time.	How will we respond if students have already learned? Extensions/Enrichments: Students can create higher level activities using technology such as Kahoot quizzes, QR activities, Glogs, and videos.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Invention		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● The student created an invention worthy of marketing and showing in depth research and time in development
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Compile a list of inventions that meet a need ● Use input, output and boundaries to complete a system that is an invention ● Complete a presentation form ● Evaluate strengths and weaknesses ● Present an invention using research and technology **The student exhibits no major errors or omissions.**	● The student will show understanding of how inventions meet needs ● The student will create an invention that uses simple machines to solve an environmental issue and identify how it is a system ● The student will present the invention showing understanding of its benefits and using technology to create a quality product and proposal ● The student will evaluate the final product and presentation.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ system, boundary, element, input, output, interaction, adapt, patent, environment, simple machine ● Performs basic processes, such as: ○ Brainstorm, research, complete a plan of action, work cooperatively, problem solve**,** identify a system and its parts**,** create an invention **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● The student will brainstorm a list of ways to solve a common problem ● The student will work cooperatively in a group setting ● The student will complete a plan of action to solve a problem ● The student will find various other uses for a simple machine ● The student will identify several environmental problems and inventions ● The student will create an invention that solves the problem on an environmental issue or concern
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 4 - Unit 3 - Space - Blast Off!!	
Content Area: Gifted Course/Grade Level: 4	Unit Title: Blast Off!! Unit Duration: I semester
Materials/Instructional Resources For This Unit: ● Nonfiction books sets ● Planet models ● Magnetic solar system ● Solar games ● Math supplies ● Craft supplies ● Building material ● science notebooks ● Stem resources ● NASA for Teachers and Students Visits to the Kennedy Space Center ● http://dsc.discovery.com/space/ ● http://www.nasa.gov/mission_pages/shuttle/main/index.html ● http://www.space.com/scienceastronomy/070424_hab_exoplanet.html	Big Idea: Students will understand the components that make up our solar system.
Enduring Understandings: ● Humans study and explore the sun, moon, and planets to learn about their past, present, and future.	Essential Questions: ● How has the universe changed and will it continue to change? ● Where are we in the universe? ● What are the advantages or disadvantages of discovering space with other countries around the world versus exploring by ourselves? ● Who should benefit the most from space discovery or exploration, the ones who make the discoveries or all mankind? Who will enforce the rules and laws as we embark on space discovery?

Objective #1
Essential Question: What components make up a galaxy and identify our home galaxy?
Standards: GLE/CLE, C3, NCSS

Academic Vocabulary: Alignment, Asteroid, Axis, Comet , Constellation Eclipse, Galaxy Gravity Lunar Meteorite Orbit, Phases, Planet Rotation, Satellite, gas, dust, stars galaxy, Milky Way, stars. Planets, Earth, Mars, Mercury, Venus, Jupiter, Neptune, Pluto, Saturn, Uranus		
Lesson Plan		
Supporting Question: What objects make up our home galaxy as the Milky Way.	Supporting Question: What changes will occur if existing patterns in our solar system are disrupted?	Supporting Question: Students will explain how stars can be different, identify the sun as a star that emits energy as visible light to Earth.
Formative Performance Task: Students will create books,songs, poems, or other creative resource to demonstrate their understanding of the galaxy formation.	Formative Performance Task: Students will develop different hypotheses and discover ways to correct the problems.	Formative Performance Task Students will create presentations to explain the process of how energy and light are created through technology of their choice.

Summative Performance Task: Students will be given the choice to show their understanding of the makeup of our solar system through models, art, technology, and drama.
Taking Informed Action: Students will display their projects in the halls, share them through google chrome, and class presentations.

Differentiation	
How will we respond if students have not learned? Interventions: ● Tiering resources by using various resources in accordance to the group's level of instructional level and thinking process. ● Tiering processes by student using different mental processes to accomplish the main goal which is a final product based on each group level. ● The Tiered Assignments allows me to adjust the tasks by level of complexity. Tiered Assignments permits students to learn the content of the lessons but to produce differentiated products in accordance to student's individualized processes.	How will we respond if students have already learned? Extensions/Enrichments: ● Challenge students to go above and beyond what is required on the rubric. ● Give additional research projects. ● Devise additional STEAM activities for exploration.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Student research to add to add additional components to the project. ● Students develop their own project that meets the stands set by the teacher.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:The student exhibits no major errors or omissions.**	● Student has put forth the full requirements aligned within the rubric. ● Student contributes several ideas and explanations to help develop the project.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ ● Performs basic processes, such as: ○ **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Student recognizes up to half of the vocabulary and definitions during class activities. ● Student contributes some ideas and some explanation of their portion of the project.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2
Essential Question: What are some challenges in designing a space settlement?
Standards: GLE/CLE, C3, NCSS

Academic Vocabulary: Telescopes Satellite Galileo NASA Space station Probes Observatory Seasons sunrise sunset sun at the center Rotation Revolution Moon phases, colony, energy generation, engineer design process, power, renewable energy		
Lesson Plan		
Supporting Question: What technology would be needed for humans to thrive in a space colony?	Supporting Question: How can Use the engineering design process to determine an appropriate solution for powering a moon colony? ● What is the problem? ● What have others done? ● What are some solutions? ● What are the constraints?	Supporting Question: What are solutions for sources of energy to support a space colony?
Formative Performance Task: Students will develop a draft of the needs and report on its importance and how it can be useful for survival within the colony.	Formative Performance Task: Students will develop an EDP along with blueprints of their space colony community.	Formative Performance Task: Students will research and devise three different sources of energy supply and how it will be carried out in the space colony.

Summative Performance Task: Students will design and construct a space colony.
Taking Informed Action: Students will display their projects in the halls, share them through google chrome, and class presentations.

Differentiation	
How will we respond if students have not learned? Interventions: ● Interventions: Tiering resources by using various resources in accordance to the group's level of instructional level and thinking process. ● Tiering processes by student using different mental processes to accomplish the main goal which is a final product based on each group level. ● The Tiered Assignments allows me to adjust the tasks by level of complexity. Tiered Assignments permits students to learn the content of the lessons but to produce differentiated products in accordance to student's individualized processes.	How will we respond if students have already learned? Extensions/Enrichments: ● Challenge students to go above and beyond what is required on the rubric. ● Give additional research projects. ● Devise additional STEAM activities for exploration.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Student researches and adds additional components to the space colony.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **The student exhibits no major errors or omissions.**	● Student has put forth the full requirements aligned within the rubric.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ ● Performs basic processes, such as: ○ **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Student meets the vocabulary research portion of the rubric. ● Student has partial components of the design completed.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 4 - Unit 4 - Forensic Science for Kids	
Content Area: Gifted Course/Grade Level: 4	Unit Title: Forensic Science for Kids! Unit Duration: 1 semester
Materials/Instructional Resources For This Unit: materials for selected science activities variety of mystery stories ● Mystery picture books (See Recommended Book List) ● Detective's Dictionary Handout ● Ingredients for a Mystery Checklist ● Detective's Case Report ● local police officer ● FBI Kids ● Mystery Net's Kids Mysteries ● Microscopes or hand lenses	Big Idea: The science of forensics is a specific approach to scientific investigation.
Enduring Understandings: ● The foundation of forensic science is scientific inquiry; develop explanations for events, test proposed explanations and provide new insights based on the tests. ● Scientific Inquiry is a thoughtful and coordinated attempt, to search out, describe, explain, and predict.	Essential Questions: ● Why is it important to review all of the facts and to "think outside the box"? ● What does it take to be a great detective? ● How do agencies such as the CIA and the FBI solve mysteries? ● Why is it that some mysteries are never solved? ● Why is it important to have good problem solving skills? ● With what information and format do mystery writers write their stories? ● How does evidence collected from a crime scene help the law enforcement solve crimes? ● How has technology aided the solving of crimes?

Objective #1
Essential Question: How has technology in forensic science evolved in the United States?
Standards: GLE/CLE, SS.7.A.4, DSA.5.2, EST1.B.4, ETS1.C.4,SL4.A.4,SL2.A.4
Academic Vocabulary: detective, forensic, clue, experiment, Victim, Red Herring, Alibi, Evidence ,Witness, Sleuth ,Clue, Mystery scene, fingerprint analysis, loops, arcs, and whorls. Microscope, Physical Evidence, impression evidence chromatography, blood evidence, Impression, Evidence

Lesson Plan		
Supporting Question: ● When was forensic science first practiced and who were important people that contributed to today's forensics?(In the United States)	Supporting Question: ● What types of evidence is examined by forensic specialist?	Supporting Question: ● How has impression evidence or physical evidence helped solve a crime?
Formative Performance Task: ● Students will create a timeline of the history of forensic science.	Formative Performance Task: ● Students will research physical and impression evidence to create a powerpoint to inform others.	Formative Performance Task: ● Students will create a school related crime that will be solved by a form of forensic examined evidence.

Summative Performance Task: Students will works in groups as forensic specialist to analysis the physical and impression evidence from a mock scene to submit to the court.
Taking Informed Action: Students will reflect on the assignments to write an opinion paper about the forensic evidence has helped in the criminal justice system today.

Differentiation	
How will we respond if students have not learned? Interventions: ● Tiering resources by using various resources in accordance to the group's level of instructional level and thinking process ● Adjusting the pace of instruction to the student's capability for the purpose of providing an appropriate level of challenge. ● Tiered Assignments ● Tiered Learning Centers ● Allocation of time	How will we respond if students have already learned? Extensions/Enrichments: ● Challenge students to go above and beyond what is required on the rubric. ● Give additional research projects. ● Devise additional STEAM activities for exploration. ● Independent Study Interest ● Tiered Learning Centers

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Create additional information on timeline ● Create additional slides in power point
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.** ● **Create a line plot to represent a given or generated data set, and analyze the data to answer questions and solve problems, recognizing the outliers and generating the median.** ● **Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.** ● **Generate and compare multiple possible solutions to a** ● **problem based on how well each is likely to meet the criteria and constraints of the problem.** ● **Plan and carry out fair tests in which variables** ● **are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.** ● **Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:** ● **Speak clearly and to the point, using conventions of language when presenting individually or with a group by:** ● **Develop and apply effective listening skills and strategies in formal and informal settings** **The student exhibits no major errors or omissions.**	● Create a timeline of the history of forensic science. ● Create a powerpoint of physical and impression evidence ● Create a school related crime that will be solved by a form of forensic examined evidence.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ detective, forensic, clue, experiment, Victim, Red Herring, Alibi ,Evidence ,Witness, Sleuth ,Clue, Mystery scene, fingerprint analysis, loops, arcs, and whorls. Microscope, Physical Evidence, impression evidence chromatography, blood evidence Impression Evidence ● Performs basic processes, such as: ○ Computer skills **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Vocabulary quiz ● Computer skills
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2		
Essential Question: What does it take to be a good Forensic specialist?		
Standards: GLE/CLE,SS.7.A.4,DSA.5.2, ETS1A.4, ETS1.B.4, ETS1.C.4,SL4.A.4,SL2.A.4		
Academic Vocabulary: Chromatography, Forensic Anthropology Arson Investigation Criminalistics Digital/Multimedia Scientist, Toxicologist, Engineering Scientist, Odontologist, Pathologist, Physical Anthropologist, Behavior Scientist, Document Examiner, forgery, document analysis, document expert		
Lesson Plan		
Supporting Question: ● What are the different careers that require forensic specialist?	Supporting Question: ● What are the distinguishing points of similarity and difference that can be used to identify handwriting samples?	Supporting Question: ● What can we learn from how people respond to question?
Formative Performance Task: ● Students will research a variety of careers and choose one to design a job application for the position.	Formative Performance Task: ● Students will research cases that were solved based on the document expert forensic evidence. (teacher selected) ● Students will choose how their information will be presented into a project used by technology.	Formative Performance Task: ● Students will research and act out the findings of human responses in questioning techniques.

Summative Performance Task: ● Students will be able to transfer their understanding of forensic science so that in groups, they will properly formulate the initial investigation of a crime scene and collect and analyze any evidence in a methodical and procedural manner.
Taking Informed Action: ● Students will be knowledgeable of how the forensic science has become an important part of our world. They will writ an informational paper to share with the class.

Differentiation	
How will we respond if students have not learned? Interventions: ● Tiering resources by using various resources in accordance to the group's level of instructional level and thinking process	How will we respond if students have already learned? Extensions/Enrichments: ● Challenge students to go above and beyond what is required on the rubric. ● Give additional research projects.

● Adjusting the pace of instruction to the student's capability for the purpose of providing an appropriate level of challenge. ● Tiered Assignments ● Tiered Learning Centers ● Allocation of time	● Devise additional STEAM activities for exploration. ● Independent Study Interest ● Tiered Learning Centers

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Design additional applications ● Add additional qualification to the applications
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.** ● **Create a line plot to represent a given or generated data set, and analyze the data to answer questions and solve problems, recognizing the outliers and generating the median.** ● **Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.** ● **Generate and compare multiple possible solutions to a** ● **problem based on how well each is likely to meet the criteria and constraints of the problem.** ● **Plan and carry out fair tests in which variables** ● **are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.** ● **Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:** ● **Speak clearly and to the point, using conventions of language when presenting individually or with a group by:** ● **Develop and apply effective listening skills and strategies in formal and informal settings** **The student exhibits no major errors or omissions.**	● Design a job application for a position in a forensic field. ● Act out human responses in questioning techniques. ● Create a research based project explain a forensic analysis.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ Chromatography Forensic Anthropology Arson Investigation Criminalistics Digital/Multimedia Scientist, Toxicologist,Engineering Scientist,Odontologist,Pathologist, Physical Anthropologist, Behavior Scientist, Document Examiner forgery, document analysis, document expert ● Performs basic processes, such as: ○ Computer skills **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Vocabulary quizzes ● Formating writing
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 5 Gifted Education Curriculum

CURRICULUM OVERVIEW	
COURSE/GRADE LEVEL: 5th Grade	**CURRICULUM WRITTEN: Gifted**
CREDIT(S):	**BOARD APPROVAL:**
PREREQUISITES:	**REVISED:**

COURSE DESCRIPTION: Students explore the Past (Brain research – memory formation, Storytelling, Characteristics of Civilization, Archaeology, Primary and Secondary Sources)	**COMMITTEE MEMBERS:** **Matthew Lenger**

UNITS IN THIS COURSE/GRADE LEVEL	
UNIT TITLE	**UNIT DURATION**
UNIT 1: Down Memory Lane	Semester
UNIT 2: Can You Dig it?	Semester
UNIT 3:	Semester
UNIT 4:	Semester
UNIT 5:	
UNIT 6:	

BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE	ADDITIONAL INSTRUCTIONAL MATERIALS
	Supplemental resources (print and online) are utilized for instruction for this course.

Grade 5 - Unit 1 - Down Memory Lane	
Content Area: Gifted Course/Grade Level: 5th Grade	Unit Title: Down Memory Lane Unit Duration: 1 semester
Materials/Instructional Resources For This Unit: ● Internet ● Computers capable of running video-editing software ● Video-editing software ● Video camera ● Chroma-Key background (green screen) ● Consumables (colored paper, glue, markers, etc.)	Big Idea: Since much of history is made up of people's stories that are written down or shared orally through perceptions and memories, memory is a key component of how we record history. In addition, people change through time, but it happens so slowly, they are often unaware of it. Adolescents change dramatically over a relatively short time-span; tracking that change provides valuable lessons on how humans perceive time and our place in it.
Enduring Understandings: ● We change incrementally through time, both physically and through our experiences. ● Our memories of an event may not match the memories of other witnesses. ● Our memories of an event can change over time. ● Language is designed to transfer a series of pictures and ideas from one brain to another.	Essential Questions: ● How does the brain store memories? ● How do we share those memories with others? ● How does language work? ● How do our other senses relate to memory storage? ● What is the relationship between memory, language, and history? ● How do we learn from the past? The events of our lives? Lessons from history?

Objective #1
Essential Question: How does the human brain store and retrieve information?
Standards: CCCR 3,6,8 CCCW 1,2,4,6 CCCSL 1,3,4,6 CCCL 1,2,6
Academic Vocabulary: Memory, Storage, Retrieval, Encoding, Hippocampus, Long-term Memory, Short-term Memory, Imagery, Mnemonics

Lesson Plan	
Supporting Question: How do people share information through language?	Supporting Question: Why do people who witness the same event often have different stories?
Formative Performance Task: Students will use oral directions to try to get a partner to build a puzzle or draw a picture they cannot see.	Formative Performance Task: Students will all watch a video and write an account of what happened. Students will then compare/contrast their written accounts and hypothesize reasons for discrepancies.

Summative Performance Task: Students will design and test a memory game. The game will either be designed to test memory, improve memory, or both. Students will test the game on at least five people and record results. Students will analyze the results of their five samples and evaluate their game's effectiveness.
Taking Informed Action: Students will talk to an adult in their life about an early memory they have and compare the adults recollection with their own.

Differentiation	
How will we respond if students have not learned? Interventions: Students will be monitored at checkpoints throughout the unit. Those that need additional help will be given extra time with the instructor to explain ideas and concepts or temporarily paired with a student to get feedback and input.	How will we respond if students have already learned? Extensions/Enrichments: Students will be encouraged to do research on memory- how to improve it, how it is researched, how it applies to IQ tests, etc. Students could choose one aspect of memory research and prepare an experiment, do a report, etc.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● The memory test is particularly innovative or unique. The student shows an in-depth understanding of the results of the test and how it might be used evaluate or improve memory.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **The student exhibits no major errors or omissions.**	● The game will clearly either test memory or how to improve memory. Students will be able to explain how this is accomplished. ● At least 5 data points are recorded and the results analyzed. ● Students will be able to evaluate their game's effectiveness.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ **Memory, Storage, Retrieval, Long-term Memory, Short-term Memory** ● Performs basic processes, such as: ○ **Creating a memory test game, recording data** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● The memory test game is a copy of an existing test; shows little attempt at innovation or creativity. The student shows limited understanding of what the game is actually testing or how to interpret the data.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2		
Essential Question: How do we learn from the past?		
Standards: CCCR 3,6 CCCW 1,2,4 CCCSL 3,4,5,6 CCCL 1,2,5,6		
Academic Vocabulary: Change, Adolescence, Human Growth and Development, Chroma Key, Video Editing, Time Capsule		
Lesson Plan		
Supporting Question: How do we define what makes us individuals?	Supporting Question: How would you express your personality in pictures?	Supporting Question: What critical thinking skills are important to learn from experiences and events in our lives?
Formative Performance Task: Students will create a list of important traits that all humans share, similar to the "Characteristics of Civilization" list from the 'Can You Dig It?' unit. Each student will complete the list for themselves.	Formative Performance Task: Students will use the computer to find and save at least ten images that define who they are now. Each student will use the pictures to create a collage in a shape that helps define their personality.	Formative Performance Task: Students will periodically keep a reflective journal in which they practice analyzing a recent event in their lives and how it affected them.

Summative Performance Task: In accordance with the best practice of project-based learning, students will engage in a long-term self-reflection video project. Students will be videoed annually 5th-8th grade. In each video, they will talk about what defines them as an individual, what is important to them, likes and dislikes, major events, etc. at their current age and make predictions about their future. Each student will edit their video, incorporating backgrounds and sounds that support their personality and identity. In each grade, they will use critical thinking to reflect on how they have changed, what they have learned in the last year, and assess the accuracy of their predictions. In 8th grade, they will compile the videos into a final format and prepare a written reflection on how they have changed through the four-year span and what they have learned from the activity.
Taking Informed Action: Students will be encouraged to talk to others (specifically adults who see them every day and some who only see them periodically) about how they change through time.

Differentiation	
How will we respond if students have not learned? Interventions: Students will be monitored at checkpoints throughout the unit. Those that need additional help will be given extra time with the instructor to explain ideas and concepts or temporarily paired with a student to get feedback and input.	How will we respond if students have already learned? Extensions/Enrichments: Students will be encouraged to apply their learning to others by interviewing other about how they have changed over time and what they have learned from specific experiences. Students will explore the distinction between learning from personal experiences and learning from what others have gone through.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Student's description of themselves goes beyond superficial likes and dislikes and shows depth of understanding about their core values and personality traits. Predictions are insightful and measurable.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **The student exhibits no major errors or omissions.**	● Video includes what defines them as an individual, what is important to them, likes and dislikes, major events, etc. at their current age. ● Video make predictions about their future. At later ages, includes reflection on these predictions. ● Video editing incorporates pictures or sounds/songs that clearly support their identity.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ **Change, Adolescence, Chroma Key, Video Editing, Time Capsule** ● Performs basic processes, such as: ○ **Making lists of characteristics, simple video editing** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Student shows limited self-assessment, only including basic likes, dislikes and common events. Student may not be able to explain how pictures or songs they have chosen represent their personality.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 5 - Unit 2 - Explore the Past - Can You Dig It?	
Content Area: Gifted Course/Grade Level: 5th grade	Unit Title: Can You Dig It? Unit Duration: Semester
Materials/Instructional Resources For This Unit: ● Internet access ● Color printer ● Consumables (presentation boards, boxes, felt, glue, etc.)	Big Idea: History does not start with an encyclopedia or ancient archaeological dig. It begins with how humans perceive their world, store those perceptions in memory, share those memories with others and pass them down to subsequent generations. History is full of facts, but also stories, folktales, anecdotes, and interpretation. This unit will explore how archeology works, how history is studied, passed down, and changed when new information is discovered.
Enduring Understandings: ● Our understanding of historical events can change with new information. ● Many ancient civilizations left no records and our understanding of them relies on scant physical evidence. ● There are many versions of some historical events, just as witnesses to an auto accident will give different versions of what happened.	Essential Questions: ● What is archaeology? ● Why is archaeology important? ● What are the characteristics of a civilization? ● How do archaeologists go about their study? ● Why is it important for archaeologists and historians to accurately document all of their findings? ● What kinds of conflicts arise today for archeologists and historians? ● What can present society learn from past civilizations?

Objective #1	
Essential Question: How do you define a civilization?	
Standards: CCCR 1,3,6,7,8,9 CCCW 1,2,4,6,7,8 CCCSL 1,2,3,4,6 CCCL 1,2,5,6 GLE Science 7,8 GLE SS 2,3b,4,5,6,7	
Academic Vocabulary: Civilization, Government, Religion, Food Supply, Language, Alphabet, Social Structure, Technology, Trade, Resources	
Lesson Plan	
Supporting Question: What are the characteristics/ important features of a well-known ancient civilization?	Supporting Question: How do we know about/ research ancient civilizations?

Formative Performance Task: Using a Characteristics of Civilization template, research an ancient civilization. Compare and contrast the findings with other civilizations.	Formative Performance Task: Find and cite common sources of information about an ancient civilization, specifically looking for primary source documents and archeological (physical) evidence.

Summative Performance Task:

- Students will create a fictional ancient civilization from origins to disappearance. Students will include all major characteristics of the civilization, a map, and an alphabet. The civilization will have an internal logic and students will be able to explain how the civilization's characteristics influence each other. *Example: How the belief system impacts the government? Or how local resources affect technology and invention?*
- Student will write a primary source document for the civilization. *Example: a journal or diary, legal document, treaty, trade agreement, etc.*
- Student will write a secondary source document about the civilization from the point of view a visitor from a neighboring civilization or a later historian.

Taking Informed Action:
Students will look for author's personal bias within non-fiction books about a topic in history.

Differentiation	
How will we respond if students have not learned? Interventions: Students will be monitored at checkpoints throughout the unit. Those that need additional help will be given extra time with the instructor to explain ideas and concepts or temporarily paired with a student to get feedback and input.	How will we respond if students have already learned? Extensions/Enrichments: Student will be encouraged to expand primary source document into a short story reflecting the personal journey of someone from their ancient civilization, but also including an exploration of the culture of the civilization and how it impacts the character.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Characteristics of civilization are particularly unique or insightful. ● Primary source document expanded into a short story that follows the story of a member of the civilization. ● Secondary source document shows well-developed 3rd person writing format with especially insightful examples of misinterpreting an ancient civilization through modern bias.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **The student exhibits no major errors or omissions.**	● Project poster covers all major characteristics of the civilization from origins to disappearance, a map, and an alphabet. ● Primary source document shows appropriate sequence and includes a first-hand perspective of several of the civilization's features, beliefs, etc. ● Secondary source document shows several examples of how someone not living in the civilization can misinterpret its customs, beliefs, etc.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ **Civilization, Government, Religion, Alphabet, Technology, Trade, Resources** ● Performs basic processes, such as: ○ **Using Google Slides, Paint, and other computer functions. Finding basic examples of the characteristics of a civilization to include in their project.** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Project poster covers most of the characteristics of the civilization from origins to disappearance. Might be missing or have incomplete map or alphabet. ● Primary source document shows disjointed sequence and/or first-hand perspective of the civilization's features are misrepresented. ● Secondary source document shows a limited understanding of how someone not living in the civilization can misinterpret its customs, beliefs, etc.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2	
Essential Question: What do archeologist find and how do they interpret it?	
Standards: GLE/CLE, C3, NCSS	
Academic Vocabulary: Archaeology Site, Excavation/Dig, Artifact, Chronology, Classification, Grid, Excavation Level	
Lesson Plan	
Supporting Question: What kinds of materials survive being buried in earth for thousands of years?	Supporting Question: How do excavation or dig layers relate to a civilization's timeline or chronology?
Formative Performance Task: Brainstorm a list of common tools and items found in home. Hypothosize which items are most likely to survive and why. Rate the items on a scale of 1-10. Pair and share, and compare results.	Formative Performance Task: Research archeological excavations/digs, including levels (or layers) and grid patterns. Create a sample diagram of an excavation, including side and top views.

Summative Performance Task: Students will create an artifact box, simulating an archaeologist's museum display after excavating the remains of the previously created fictional civilization. The artifact box will include at least six artifacts in various states of decay from at least three different levels of the excavation. At least one artifact should include a writing sample and at least one artifact should imply how the civilization was destroyed. Each artifact will be labeled with the archeologists notes identifying the level it was found in, what material the artifact is made from, and an interpretation of what the artifact is or how it was used. Student will write a secondary source document for the civilization. *Example: Archaeologist's journal, historian's research, a document from another civilization that had contact with the fictional civilization at the time of it's existence, etc.*
Taking Informed Action: Students will research a theory in archeology that is contested. (example: Clovis people being the first in North America)

Differentiation	
How will we respond if students have not learned? Interventions: Students will be monitored at checkpoints throughout the unit. Those that need additional help will be given extra time with the instructor to explain ideas and concepts or temporarily paired with a student to get feedback and input.	How will we respond if students have already learned? Extensions/Enrichments: Student will be encouraged to research real archeological digs and judge the hypothesis made by the researchers, looking for possible bias or insufficiently supported conclusions.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● The artifact box shows particularly deep or insightful understanding of how to interpret ancient artifacts, which materials survive in what types of digs, and how archaeologists use physical evidence to make conclusions.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **The student exhibits no major errors or omissions.**	● The artifact box includes at least six artifacts in various states of decay from at least three different levels of the excavation. ● At least one writing sample and at least one artifact that implies how the civilization was destroyed are included. ● Each artifact is labeled with the archeologists notes identifying the level it was found in, what material the artifact is made from, and an interpretation of what the artifact is or how it was used.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ **Archaeology Site, Excavation/Dig, Artifact** ● Performs basic processes, such as: ○ **Creating artifacts from art supplies, labelling artifacts** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Grid layers and how they represent travel backward through time is misunderstood. Artifacts are not consistent with the civilization they represent. Labels show an imperfect understanding of how physical evidence is used to draw conclusions.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 6 Gifted Education Curriculum

CURRICULUM OVERVIEW	
COURSE/GRADE LEVEL: 6th Grade	**CURRICULUM WRITTEN: Gifted**
CREDIT(S):	**BOARD APPROVAL:**
PREREQUISITES:	**REVISED:**

COURSE DESCRIPTION: Students explore the Future (How imagination and fiction impact our future, Invention and Innovation, Rocketry, Robotics).	**COMMITTEE MEMBERS:** **Matthew Lenger**

UNITS IN THIS COURSE/GRADE LEVEL	
UNIT TITLE	**UNIT DURATION**
UNIT 1: You Can Change the World	Semester
UNIT 2: Rocketry and Robotics	Semester
UNIT 3:	Semester
UNIT 4:	Semester
UNIT 5:	
UNIT 6:	

BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE	ADDITIONAL INSTRUCTIONAL MATERIALS
	Supplemental resources (print and online) are utilized for instruction for this course.

Grade 6 - Unit 1 - Explore the Future - You Can Change the World	
Content Area: Gifted Course/Grade Level: 6th Grade	Unit Title: You Can Change the World Unit Duration: 1 semester
Materials/Instructional Resources For This Unit: • Computers • Consumables (paper, markers, glue, presentation boards) • Video camera and video editing software	Big Idea: • Future technology is often influenced by the writings and imagination of the past, including the work of science fiction authors, cartoonist and futurists. • Innovation is often driven by need, but sometimes it is most impacted by entrepreneurship. Risk-taking, out-of-the-box thinking, and experimentation are often essential in technological innovation.
Enduring Understandings: ● Many inventions of today are seen in past literature or television, suggesting that imagination plays a big part in innovation. ● Some of the most life-changing inventions are made by people with big ideas and humble beginnings. ● It is human nature to try to solve problems, often with technology. ● Most inventions solve a problem or fill a need.	Essential Questions: ● Can we build anything we can imagine? ● How do inventors come up with their ideas? ● What will be the next great advancement in technology? ● What are needs of our society that have not yet been met by technology?

Objective #1	
Essential Question: In terms of technology, how does our past influence our present and our present influence our future?	
Standards: CCCR 1,3,6,7,8,9 CCCW 1,2,4,6,7,8 CCCSL 1,2,3,4,5,6 CCCL 1,2,5,6	
Academic Vocabulary: Futurist, Innovation, Invention, Entrepreneur, Science-Fiction	
Lesson Plan	
Supporting Question: Which inventions in past science fiction exist today and which don't and why?	Supporting Question: What advancements are futurists and/or industry leaders predicting for the near future?
Formative Performance Task: Research a classic science fiction book or TV series that is explicitly written about the future (selected Jules Verne, Star Trek, Space 1999, etc.) Identify which inventions that are predicted in the story exist today and which don't. Hypothesize why we have discovered/invented some things, but not others.	Formative Performance Task: Research a current cutting-edge invention and prepare a presentation, including: what problem it solves or need it fills, who is making it, what industry it is related to, and the history of its development. Predict the impact of the technology should it be perfected and widely used.

Summative Performance Task: Students will brainstorm an invention that they wished existed. They will write, film, and edit a commercial promoting their invention. The commercial should include: the problem or need the invention addresses, details of how the invention works or how it is used, a model or picture or the invention, and appropriate advertising techniques. The video editing should include the use of chroma-key technology, an appropriate beginning and ending (title, disclaimer, credits), and sound effects or music to enhance the presentation.
Taking Informed Action: Students will research how an invention is patented and marketed.

Differentiation	
How will we respond if students have not learned? Interventions: Students will be monitored at checkpoints throughout the unit. Those that need additional help will be given extra time with the instructor to explain ideas and concepts or temporarily paired with a student to get feedback and input.	How will we respond if students have already learned? Extensions/Enrichments: Students will identify the pros and cons of solving some of our problems with technology. Students will research a proposed solution to a problem (like dams, wind turbines, flying cars) and identify the unintended consequences of such inventions.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● The invention is particularly innovative and or solves a problem in a creative and unique way.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **The student exhibits no major errors or omissions.**	● The commercial identifies clearly explains the invention and the problem or need it addresses. ● The commercial uses appropriate advertising techniques which the students can identify. ● The video editing includes the use of chroma-key technology, an appropriate beginning and ending (title, disclaimer, credits), and sound effects or music to enhance the presentation.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ **Futurist, Innovation, Invention** ● Performs basic processes, such as: ○ **Brainstorms an Invention, Films a Commercial** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● The invention is not well-explained and/or does not meet a need, or already exists. ● The video editing does not include the required elements.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 6 - Unit 2 - Explore the Future - Rocketry and Robotics	
Content Area: Gifted Course/Grade Level: 6th Grade	Unit Title: Rocketry and Robotics Unit Duration: 1 semester
Materials/Instructional Resources For This Unit: • 2-liter bottles • Consumables (paper, glue, etc.) • Protractors, calculators • Water-rocket launch platform, bike pump, etc. • Simple robot kits (Vex, Lego or comparable, at least 10 sets) • Computers and appropriate software	Big Idea: • Students with experience in STEM (Science, Technology, Engineering and Math) is in ever-increasing demand in our world, which includes an understanding of the design process, testing hypotheses, analyzing building materials, applications of technology, etc. • Rockets provide an excellent introduction to aeronautics and investigating Newton's Three Laws of Motion as well as understanding design process, prototyping, etc. • Robotics gives students an introduction to the idea that form follows function, how moving parts interact, and simple programming languages.
Enduring Understandings: ● All design process starts with identifying the problem or intended outcome. ● Most design follows a specific plan or pattern (design process). ● A prototype is like an experiment. It provides data so that you can make improvements. ● Machines follow natural laws and react predictably. If they don't, there is something you missed.	Essential Questions: ● What is the design process? ● How do we decide what kind of machine to make? ● What are Newton's 3 Laws of Motion as they apply to Rocketry? ● What is the definition of a robot? How are people's definitions different and how does that impact how we think about robots? ● What implications do rockets and robots have for our future?

Objective #1	
Essential Question: How do we build a rocket will achieve a great height while still protecting the payload upon landing?	
Standards: CCCR 1,7,8,9 CCCW 1,2,4,6,7,8 CCCSL 1,2,6 CCCL 1,2,6 GLE Science 1,2,7,8 CCCM 7G	
Academic Vocabulary: Design Process, Aeronautics, Propellant, Fin, Tangent, Center of Gravity, Center of Pressure, Apogee, Average Thrust	
Lesson Plan	
Supporting Question: How can we tell how high the rocket went (its apogee)?	Supporting Question: How can we determine the best material to protect our payload (an egg)?

Formative Performance Task: Students will use a protractor, string and a weight to measure the angle of a tall object (a tree, the corner of a building) If they know the distance from the base of the object and angle, they can use the tangent function to figure the height.	Formative Performance Task: Students will design and perform an experiment using different materials to cushion the fall of a raw egg. They will collect and analyze data.

Summative Performance Task: Students will design a water-pressure rocket using a 2-liter bottle and various materials for fins, nosecones, parachutes (optional), etc. The objective is to go as high as possible while protecting the payload (an egg) from the impact of landing. Students will predict the outcome of their rockets before launch and measure the results of their rockets during launch. If possible, each rocket will launch twice so the results can be compared. After the launch, students will work in groups to reflect on the data and suggest changes that could make the rockets more successful, identifying design components that worked and those that didn't.
Taking Informed Action: Student will research and report on the pros and cons of spending government money on space exploration and rocketry development.

Differentiation	
How will we respond if students have not learned? Interventions: Students will be monitored at checkpoints throughout the unit. Those that need additional help will be given extra time with the instructor to explain ideas and concepts or temporarily paired with a student to get feedback and input.	How will we respond if students have already learned? Extensions/Enrichments: Students will be encouraged to study more advanced rocketry, either through the space program or model rocketry. Students will identify alternative uses for rocket technology and predict potential advancement in the technology in the future.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● The student shows an in-depth understanding of how the components of their rocket impacts performance and/or the rocket is particularly innovative or successful.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **The student exhibits no major errors or omissions.**	● The student can explain the design process used to create the rocket and explain features of the rocket and how they should impact performance. ● The rocket launches, attains a reasonable height (40 feet) and has a viable design for protecting the payload (an egg). ● The student analyses the data and can make several informed suggestions on how to improve performance.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ **Design Process, Aeronautics, Propellant, Fin** ● Performs basic processes, such as: ○ **Builds a Rocket, Figure Elevation using the Protractor** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Student imperfectly explains the reasoning behind the design and/or materials of their rocket or how they impact performance. ● Rocket does not launch and/or no attempt has been made to protect the payload.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2	
Essential Question: How do we build and program a simple robot to complete a pre-determined obstacle course?	
Standards: CCCR 1,7,8,9 CCCW 1,2,4,6,7,8 CCCSL 1,2,6 CCCL 1,2,6 GLE Science 1,2,7,8	
Academic Vocabulary: Robot, Tool, Controller, Sensor, Motor, Brick Programming Language, Design Process, Anthropomorphic, Industrial Robot	
Lesson Plan	
Supporting Question: What is a robot and how are they used?	Supporting Question: What does the term “form follows function” mean?
Formative Performance Task: Students will research the images associated with the word “robot” and compare and contrast various definitions. Students will understand the complexity of trying to define such a broad term and come to consensus on a definition for their class. Students will research types and uses of robots, exploring how they currently affect our world and predicting how they will impact us in the future.	Formative Performance Task: Students will research design process and find examples of how things are specifically adapted to a task both in science and nature. Students will prepare a short presentation of the importance of the design process, using examples from their research.

Summative Performance Task: Using a robot kit, the student will design and program a simple robot to complete a pre-determined obstacle course. The robot will maneuver to a small object, manipulate it in some way, and proceed to the end of the course. Students will be able to explain their design process and defend the choices they made for the drive-train, manipulating tool, programming, etc. Students will produce a poster with pictures of their robot on the course, data from the course, explanations of the design process and several suggested improvements that could potentially increase performance.
Taking Informed Action: Students will attend a robotics competition or technology showcase of some kind, familiarizing themselves with potential careers in engineering and technology.

Differentiation	
How will we respond if students have not learned? Interventions: Students will be monitored at checkpoints throughout the unit. Those that need additional help will be given extra time with the instructor to explain ideas and concepts or temporarily paired with a student to get feedback and input.	How will we respond if students have already learned? Extensions/Enrichments: Students will be encouraged to join a robot competition team where they can work with more advanced robots and programming language. Students will research robotics and automation and compare/contrast various fields of study.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● The student shows an in-depth understanding of how the components of their robot impacts performance. ● The robot can complete the obstacle course repeatedly.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **The student exhibits no major errors or omissions.**	● The student can explain the design process used to create the robot and explain features of the robot and how they should impact performance. ● The robot programming is well-planned and works. Accurate measurements were used in programming. ● The robot completes the obstacle course at least once. ● The student analyses the data and can make several informed suggestions on how to improve performance.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ **Robot, Tool, Controller, Sensor, Motor, Brick Programming Language** ● Performs basic processes, such as: ○ **Making a Robot, Basic Programming** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Student imperfectly explains the reasoning behind the design of their robot or how they impact performance. ● Robot does not complete the obstacle course.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grades 7 & 8 - Gifted Education Curriculum

Course Description:

A.P.E.X. – Advanced Program for Exploration: **A.P.E.X.** is the third **GATE** in the Gifted & Talented Education Studies (G.A.T.E.S.) program. This program is offered to identified gifted & talented students at the 7th & 8th grade level. The **A.P.E.X.** program builds upon knowledge & skills presented in the elementary & 5-6 grade programs. The **A.P.E.X.** program is designed to promote research skills, problem solving, critical thinking & affective awareness in gifted students. The units for the middle school program are interdisciplinary in nature & offer elements from the four core education areas, along with creative & fine arts elements. The Units are theme based & focus on real world questions & problems. Technology is used extensively, providing students access to computers, digital, still & video cameras & smart board technology. Students have access to computer programs such as Microsoft Word, Power Point, Publisher, Excel & Movie Maker along with a multitude of open source programs offered on the internet. Prerequisite: Must be currently enrolled in the gifted program. Students enrolled in APEX will attend for ½ of a school day during the week.

CURRICULUM OVERVIEW	
COURSE/GRADE LEVEL: Grades 7-8 (A.P.E.X.)	**CURRICULUM WRITTEN: Gifted**
CREDIT(S):	**BOARD APPROVAL:**
PREREQUISITES:	**REVISED:**

COURSE DESCRIPTION: Students explore: **Gr 7: How we Think and Learn (Characteristics of Giftedness, self reflection, Strategy vs. Randomized – what we can and can't control, Deductive Reasoning);** **Gr 8: Information (Gr 8 – Information Bias, News reporting and advertising, how information and opinion affects scientific research – alternative energy)**	**COMMITTEE MEMBERS:** **Matthew Lenger**

UNITS IN THIS COURSE/GRADE LEVEL	
UNIT TITLE	**UNIT DURATION**
Grade 7: How We Think and Learn	
UNIT 1: Images of Greatness	1 quarter
UNIT 2: Luck: Fact or Fiction?	1 quarter
UNIT 3: Elementary, My Dear Watson	1 semester
Grade 8: Information	
UNIT 1: Information Bias: Reporting/Advertising	1 semester
UNIT 2: Alternative Energy: Friend or Foe?	1 semester

BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE	ADDITIONAL INSTRUCTIONAL MATERIALS
	Supplemental resources (print and online) are utilized for instruction for this course.

Grade 7 - Unit 1 - Explore How We Think and Learn - Images of Greatness	
Content Area: Gifted Course/Grade Level: 7th Grade	Unit Title: Images of Greatness Unit Duration: 1 Quarter
Materials/Instructional Resources For This Unit: • Computers • Consumables (paper, markers, glue, presentation boards)	Big Idea: Giftedness presents itself in many ways and is often misunderstood, even by those who have been identified as gifted. This unit introduces the most recent research into giftedness and asks students to self-reflect on their own styles of processing information and learning.
Enduring Understandings: ● Giftedness presents itself in many different ways. ● It is possible to be twice-exceptional, having both giftedness and a learning or developmental disability. ● Self-reflection and studying the research on giftedness is an important step for a gifted individual to understand their own strengths, weaknesses, and growth. ● Not all gifted individuals are successful; it is important to try to understand why.	Essential Questions: ● What is giftedness? ● Is everyone gifted? ● Do you have to be gifted to achieve greatness? ● Does giftedness always affect individuals in a positive way? ● Do gifted individuals have special needs? ● Are all gifted individuals straight A students? ● Are all gifted individuals gifted in the same way?

Objective #1	
Essential Question: How can I think about my own thinking?	
Standards: CCCR 1,3,6 CCCW 1,2,4,7 CCCSL 2,3,4,5 CCCL 1,2,5,6	
Academic Vocabulary: Metacognition, Dabrowski, Howard Gardner, Multiple Intelligences, Self-Reflection, Analogy, Twice-Exceptional	
Lesson Plan	
Supporting Question: What is the most recent research on giftedness and how does it apply to me?	Supporting Question: How am I similar and different than other gifted individuals?
Formative Performance Task: Students will explore at least three areas of gifted research. They will record their findings and offer personal reflections about how the research applies their own gifted traits. Use collaborative techniques (pair/share, Socratic seminar) to process the students' findings.	Formative Performance Task: With teacher guidance, students will brainstorm a list of characteristics common to gifted students. After compiling the list, students will write a reflection on which of the characteristics they have and how it affects their lives and learning. Alternately, students can research famous people from the past who are often thought of as gifted and compare the list to their biographical information.

Summative Performance Task: Students will prepare an extended analogy around the topic, “My Mind is like…” The student will choose and idea, shape, color, or object and make at least seven comparisons to characteristics of the topic and how it relates to their thought processes, personality, habits, etc. Students will clearly explain the connections they are making, using examples and details. This will be made into slideshow or poster, using appropriate images to support the analogy.
Taking Informed Action: Student will interview a gifted and/or highly successful adult regarding their experiences as a student and what they believe are the most important traits that lead to success.

Differentiation	
How will we respond if students have not learned? Interventions: Students will be monitored at checkpoints throughout the unit. Those that need additional help will be given extra time with the instructor to explain ideas and concepts or temporarily paired with a student to get feedback and input.	How will we respond if students have already learned? Extensions/Enrichments: Student will write a reflective journal about several specific experiences in their school career where their giftedness hindered them. Student will reflect on these experiences and suggest how they could have been more successful in the situation and identify behaviors or strategies that will make them more successful in the future.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Connections are especially astute and/or creative. Student shows a depth of understand of their own core personality traits and thought processes.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **The student exhibits no major errors or omissions.**	● Project clearly explains at least seven connections, using examples and details. ● Project uses appropriate images to support the analogy.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ **Self-Reflection, Analogy** ● Performs basic processes, such as: ○ **Making a presentation or poster, Basic Comparisons** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Connections are simple comparisons lacking explanation. ● Images are disjointed and/or don't support the analogy.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 7 - Unit 2 - Explore How We Think and Learn - Luck: Fact or Fiction?	
Content Area: Gifted Course/Grade Level: 7th Grade	Unit Title: Luck: Fact or Fiction? Unit Duration: 1 Quarter
Materials/Instructional Resources For This Unit: • Computers • Consumables (paper, markers, glue, presentation boards) • Dice, Spinners, Cards	Big Idea: • A key component of success in any endeavor is understanding which aspects of the situation we can and can't control. Success comes from maximizing the aspects we can control while minimizing those that are out of our control. This takes forethought and planning. • This unit introduces the ideas of strategy and randomization (or luck) through the lens of the board or card game. The lessons learned from creating a game will be applied to real world examples.
Enduring Understandings: ● Strategy is intentionally planning to be successful in a situation by maximizing our control of the situation. ● Most games have elements of randomization (dice, spinners, cards) and elements of strategy. ● Using strategy to prevent disaster from random events happens in everyday life (buying insurance, not driving in the rain, etc.) ● Planning and effort are much more effective paths to success than relying on luck.	Essential Questions: ● Does luck really exist? ● Why do we play games? ● Do games teach us lessons or skills? ● How do we apply strategy in our everyday lives? ● How do we identify what we can and can't control?

Objective #1	
Essential Question: How do I maximize the aspects of a situation that are within my control?	
Standards: CCCR 1,3,6,7 CCCW 1,2,4,6,7 CCCSL 1,2,3,4,5,6 CCCL 1,2,5,6	
Academic Vocabulary: Strategy, Tactics, Luck, Randomization, Planning, Opponent, Odds	
Lesson Plan	
Supporting Question: Why are children taught certain games?	Supporting Question: Does luck really exist?

Formative Performance Task: Students will identify the base skills used when playing a variety of popular modern games and compare them to the skills needed to survive and be successful in the past. Students will represent this information in a chart or graph and write a reflection on how games were used in ancient times to teach essential skills.	Formative Performance Task: With teacher input, students will design an experiment to test whether luck exists over a fairly large sample size, using dice, cards, or some other random element. Students will record their data from the experiment and reflect on the results. Students will learn how figure the odds of any particular die or card coming up and how it relates to games of chance.

Summative Performance Task: Students will design and build either a board or card game. The game must have elements of both randomization (chance) and strategy (choice) and the students must identify these in the description of the game. Students will create their own cards or build their own boards, using design elements that are appealing and support the theme of the game. Students will write clear and concise directions so others can play the game without further instruction. The games will be played by other students who will fill out reflection sheets focused on identifying elements of strategy and randomization and how they affected play.
Taking Informed Action: Students will play a game with an adult in their life and discuss the strategy of the game. In addition, they will interview the same adult about strategies they use in everyday life to be successful and minimize the negative effects of random or unforeseen events.

Differentiation	
How will we respond if students have not learned? Interventions: Students will be monitored at checkpoints throughout the unit. Those that need additional help will be given extra time with the instructor to explain ideas and concepts or temporarily paired with a student to get feedback and input.	How will we respond if students have already learned? Extensions/Enrichments: Students will investigate current gaming trends, identify the skills that are being developed, and compare and contrast them to the skills that were important in the past. Student will hypothesize what games will look like a hundred years from now, what skills will be developed, and perhaps try to model what a future game might look like.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● The game is especially unique and/or creative and the elements of strategy and randomization are balanced in such a way that makes the game challenging and fun.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **The student exhibits no major errors or omissions.**	● The game includes clearly identified elements of randomization (chance) and strategy (choice). ● The game design is appealing and supports the theme of the game. ● The game has clear and concise directions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ **Strategy, Tactics, Luck, Randomization, Planning, Opponent, Odds** ● Performs basic processes, such as: ○ **Creates a Game, Writes Directions** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Elements of strategy and randomization are unclear, are not well explained or make the game difficult to play. ● The game design is confusing. ● The directions are unclear.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 7 - Unit 3 - Explore How We Think and Learn - Elementary, My Dear Watson	
Content Area: Gifted Course/Grade Level: 7th Grade	Unit Title: Elementary, My Dear Watson Unit Duration: 1 Semester
Materials/Instructional Resources For This Unit: • Computers • Consumables (paper, markers, glue, presentation boards) • Video camera and video editing software • Green Screen	Big Idea: The process detectives use to solve crimes in an excellent example of analytical problem solving and deductive reasoning. Understanding this process helps a student learn to approach problems systematically, using solid reasoning and a process of elimination, and can help students learn to critically judge the relative strengths of potential solutions.
Enduring Understandings: ● In classic literature, some detectives use analytical deductive reasoning while others use intuition (or intuitive leaps). ● Observing is not the same as seeing, nor is listening the same as hearing. One is active with intent to process input and look for connections; the other is passive. ● Problems can be analyzed systematically, leading to more effective solutions. ● When writing a story, particularly a mystery, the author has to know the ending in order to leave clues throughout the story (backward design).	Essential Questions: ● How do we solve problems? ● How do we solve mysteries (or crimes, "who done its")? ● How much of what we see and hear do we really focus on? ● Why do most famous literary detectives have sidekicks?

Objective #1	
Essential Question: What can we learn about problem-solving from detective fiction?	
Standards: CCCR 1,3,6,7,8,9 CCCW 1,2,4,6,7,8 CCCSL 1,2,3,4,5,6 CCCL 1,2,5,6	
Academic Vocabulary: Mystery, Detective, Means, Motive, Opportunity, Deductive Reasoning, Observation, Foreshadowing, Forensics	
Lesson Plan	
Supporting Question: Why do most literary detectives work in pairs or have a sidekick?	Supporting Question: What is the difference being observing and seeing?
Formative Performance Task: Students will research examples of literary detectives who work with partners (at least three examples) and analyze their role in the story. Create a graph or chart comparing/contrasting the roles of partners and how they impact the crime-solving process.	Formative Performance Task: Students will be shown various pictures and asked to describe what they see in writing. Share and discuss the differences in what different students described. Then, students will make deductions from the pictures and be able to explain the reasoning behind the deductions. Pair and share.

Summative Performance Task: Students will collaborative write a detective fiction short movie, focusing on literary techniques common in detective fiction (backward design, foreshadowing, means, motive, and opportunity, etc.) After completing the writing, the students will film and edit the movie. Students will make appropriate promotional materials for the movie (poster, program, etc.)
Taking Informed Action: Students will interview a police officer or someone who works with the police about real-life crime solving techniques and compare/contrast those with what is presented in detective fiction.

Differentiation	
How will we respond if students have not learned? Interventions: Students will be monitored at checkpoints throughout the unit. Those that need additional help will be given extra time with the instructor to explain ideas and concepts or temporarily paired with a student to get feedback and input.	How will we respond if students have already learned? Extensions/Enrichments: Student will expand the idea of writing a short detective fiction movie into writing a short story or novelette. Teacher will provide feedback and support.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● The movie script is particularly innovative and shows a depth of understanding of deductive reasoning and detective fiction- may include additional literary devices (Red Herring, plot twist)
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **The student exhibits no major errors or omissions.**	● The movie script uses literary techniques common in detective fiction (backward design, foreshadowing, means, motive, and opportunity, etc.) ● The film is complete, with appropriate edits (chromakey backgrounds, sound effects) that support the theme of the movie. ● Promotional materials for the movie (poster, program, etc.) are well-designed and convey the theme of the movie.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ **Mystery, Detective, Means, Motive, Opportunity, Deductive Reasoning** ● Performs basic processes, such as: ○ **Participates in the Project, Helps Write a Script** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● The movie script is confusing. Literary elements (like foreshadowing) are ineffective or absent. ● The film editing is choppy and/or incomplete.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 8 - Unit 1 - Explore Information - Information Bias: Reporting/Advertising	
Content Area: Gifted Course/Grade Level: 8th grade	Unit Title: Information Bias: Reporting/Advertising Unit Duration: 1 semester
Materials/Instructional Resources For This Unit: • Computers • Consumables (paper, markers, glue, presentation boards) • Video camera and video editing software • Green Screen	Big Idea: • Information bias is a growing problem in our world. There are enough media outlets that some can now cater to a specific segment of viewers, spinning all information to suit their viewpoint. Social media has the power to sway public opinion without needing to check facts or be truthful. • An informed citizen will need to understand the importance of unbiased information, be able to identify information bias, and have the tools to find unbiased information and fact-check information.
Enduring Understandings: ● Critical Thinking is not thinking about things that are important (critical), but thinking in an analytical way (critique). ● Data is sometimes subject to interpretation, and potentially manipulation. ● Physical evidence, names, dates, etc. are facts that are generally reliable. ● Eyewitness accounts are often taken as fact when in reality, they are viewed through the witnesses' personal biases, and therefore not reliable data.	Essential Questions: ● How do people get their news? ● Should news outlets be allowed to push a political, economic, or social viewpoint? ● How do we separate facts from opinions? ● How do we research something we have seen to find out if it is true? ● What is a reliable source of information?

Objective #1	
Essential Question: How do we find unbiased information about events in our world?	
Standards: CCCR 1,3,6,7,8,9 CCCW 1,2,4,6,7,8 CCCSL 1,2,3,4,5,6 CCCL 1,2,5,6	
Academic Vocabulary: Information Bias, Critical Thinking, Media, Spin, Reliable Source, Biased Source, Ratings, Interview, Open Question, Closed Question, Segment, Anchor, Editorial	
Lesson Plan	
Supporting Question: How do news agencies report information and events?	Supporting Question: How do you find reliable sources of information on the internet?

Formative Performance Task: In pairs, students will research new clips and identify those that they feel are biased and those that are unbiased and be able to defend their conclusion. After reaching consensus, students will turn the clips into a game show in which contestants are asked to identify the brief news clips as either biased or unbiased.	Formative Performance Task: Students will use the Media/Resource Center and the Media/Resource Specialist to practice finding reliable websites. Students will be asked to find at least five websites that are reliable and five that are not and defend their conclusions.

Summative Performance Task: Students will prepare at least one (possibly two) news broadcasts about Hardin middle school. In small groups, students will take on a segment, or topic, of interest or importance to the school. Each group will research their segment, fact-check information, write a script, and conduct interviews if necessary. Students will film and edit their own segments. The anchors will create an intro and credits for the news broadcast, as well as writing and filming all transitions between segments. Students will analyze each other's segments for potential bias or missing information before filming is complete.
Taking Informed Action: Students will contact a local newspaper or media outlet and interview an employee about how a newspaper story or television news segment is researched.

Differentiation	
How will we respond if students have not learned? Interventions: Students will be monitored at checkpoints throughout the unit. Those that need additional help will be given extra time with the instructor to explain ideas and concepts or temporarily paired with a student to get feedback and input.	How will we respond if students have already learned? Extensions/Enrichments: Student will individually research a topic in news reporting or advertising of interest. Student will design a product of their choice (report, news segment, advertisement, infomercial, poster, presentation) to showcase their learning.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Segment is insightful and addresses a (possibly) controversial topic, change or event in an appropriate and professional manner.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **The student exhibits no major errors or omissions.**	● Information in segment is well-researched and fact-checked. ● Script and/or interviews present information in a clear, neutral way. ● Film is edited appropriately with backgrounds and sound that enhance the message.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ **Information Bias, Critical Thinking, Media, Spin, Reliable Source, Biased Source** ● Performs basic processes, such as: ○ **Researching a Topic, Filming a Segment** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● The information in the segment is confusing and/or not cited properly (it is unclear where the information came from or if it is correct). ● Script and/or interviews represent the opinion of the students (unless an editorial or there is a disclaimer). ● Reporters are hard to understand and/or film is not edited properly.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 8 - Unit 2 - Explore Information - Alternative Energy - Friend or Foe?	
Content Area: Gifted Course/Grade Level: 8th grade	Unit Title: Alternative Energy- Friend or Foe? Unit Duration: 1 semester
Materials/Instructional Resources For This Unit: • Computers • Consumables (paper, markers, glue, presentation boards) • Video camera and video editing software • Green Screen • Experiment Kits or Materials (wind turbine, insulation, energy efficiency)	Big Idea: • In order to be a critical thinker, it must be understood that the world is not black and white, right or wrong. For example, any new technology or scientific discovery has opponents, some providing legitimate peer review and others trying to sabotage the discovery for their own gain. • Students will learn to analyze data without preconceived results. Also, students will critically evaluate the pros and cons of new technology. Finally, students will learn to identify the techniques used to distort data and information.
Enduring Understandings: ● Critical Thinking is not thinking about things that are important (critical), but thinking in an analytical way (critique). ● Science does not have an opinion- experiments don't "fail", they provide data. ● Data is sometimes subject to interpretation, and potentially manipulation.	Essential Questions: ● What is "pure" science? ● What is pseudoscience? ● How quickly is new scientific information accepted? ● What is propaganda? ● What real-world forces impact scientific research? ● What is alternative energy and what is its impact?

Objective #1		
Essential Question: How do we assess the benefits or drawbacks of alternative energy sources?		
Standards: GLE Science 1,2,7,8 CCCR 1,3,6,7,8,9 CCCW 1,2,4,6,7,8 CCCSL 1,2,3,4,5,6 CCCL 1,2,5,6		
Academic Vocabulary: Opportunity Cost, Start-Up Cost, Renewable, Sustainable, Engineering Design Process, Data Collection, Information Bias, Scientific Method, Critical Thinking, Peer Review, Propaganda		
Lesson Plan		
Supporting Question: How do we explore the pros and cons of alternative energy?	Supporting Question: How do we record and use reliable data?	Supporting Question: How do we improve what we already have to conserve energy?

Formative Performance Task: Students will choose one form of alternative energy to research, finding at least two neutral sources, one source that opposes, and one source that supports the type of energy. Students will compare/contrast the data used in each resource and draw their own conclusions about the energy. Student will be able to defend their conclusions.	Formative Performance Task: Students will conduct an experiment involving alternative energy (wind turbine). Students will design and build the blades for a wind turbine and collect energy output data from several trials. Students will compare and contrast the data from several blade types, making hypotheses about how the blade affected the outcome. Students will test their hypothesis by modifying their blade at least once.	Formative Performance Task: Students will research housing and insulation, looking for data about the best insulation materials and alternative insulation methods. Students will conduct an experiment in which they will build a "home" to scale with different materials and test their insulation qualities. Using this data, students will propose a new or unique insulation technique.

Summative Performance Task: Using data from the formative performance tasks, students will analyze the pros and cons of one alternative energy type or environmental condition (causes of climate change, desertification, etc.). Students then research propaganda techniques that could be used to manipulate information. Students will write and produce a commercial in which they take a stand for or against an alternative energy type and use propaganda techniques to support their stance. At the end of the commercial, the students will explain the specific propaganda techniques used and how it was used to manipulate the actual data.
Taking Informed Action: Students will contact a local business that manufactures or sells alternative energy materials (solar, wind, alternative housing construction) and interview them about their business and their perspective on the alternative energy market.

Differentiation	
How will we respond if students have not learned? Interventions: Students will be monitored at checkpoints throughout the unit. Those that need additional help will be given extra time with the instructor to explain ideas and concepts or temporarily paired with a student to get feedback and input.	How will we respond if students have already learned? Extensions/Enrichments: Students will brainstorm ideas on a new way to use or capture alternative energy (tides, geothermal, etc.) and prepare a presentation on the idea, addressing the viability, cost, and energy output of the idea.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Commercial shows exceptional depth of understanding about the complexities of using alternative energy, showing the opportunity cost and unintended consequences as well as the benefits.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● **The student exhibits no major errors or omissions.**	● The commercial includes well-researched and reliable data about the alternative energy type. ● The commercial clearly takes a stand for or against the alternative energy type. ● Propaganda techniques are used to support the stance. ● The specific propaganda techniques and how they are used is explained.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ **Data Collection, Information Bias, Scientific Method** ● Performs basic processes, such as: ○ **Researching Alternative Energy, Writing a Commercial** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● The research is not from reliable sources and/or is not well understood or used appropriately in the commercial. ● Propaganda techniques are not understood and/or are not explained well.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 9-10 Gifted English Curriculum

Course Descriptions:

GIFTED ENGLISH 1

(Communication Arts) 1 unit; Grade 9;
Prerequisite: Students must be identified as gifted through the district gifted identification protocol and have permit to enroll

This course will exceed expectations for English 1 while simultaneously meeting the affective needs of the gifted. The course will prepare students for success in Advancement Placement and college level English courses. Gifted English 1 will further the students' reading, writing, language, speaking and listening skills. Reading instruction will utilize literary and informational texts. Writing may include instruction in narrative, informative, or argumentative techniques, and students will use research to construct formal essays. The study of language will encompass vocabulary acquisition and use as well as conventions of standard English. Speaking and listening will include both formal and informal presentations. Students will be required to take an "End of Course" exam provided by the State of Missouri at the completion of English 1.

GIFTED ENGLISH 2

(Communication Arts) 1 unit; Grade 10;
prerequisite: Students must be identified as gifted through the district gifted identification protocol and have permit to enroll

This course will exceed expectations for English 2 while simultaneously meeting the affective needs of the gifted. The course will prepare students for success in Advanced Placement and college level English courses. This course satisfies the graduation requirement and consists of instruction in literature, nonfiction, writing, language study, research, and speaking and listening. Literature will include selections of fiction, nonfiction, poetry, and drama. The emphasis will be on the analysis and evaluation of text. Key writing concepts include various modes of discourse and students will produce analytical, expository, research, and persuasive essays. Students will evaluate various types of media, strengthen vocabulary, and participate in informal and formal speaking and listening activities. Students will be required to take an "End of Course" exam provided by the State of Missouri at the completion of English 2.

CURRICULUM OVERVIEW	
COURSE/GRADE LEVEL: Grade 9 – Gifted English I **CREDIT(S): 1** **PREREQUISITES: Student must be identified as gifted through the district and have permission to enroll**	**CURRICULUM WRITTEN: Gifted** **BOARD APPROVAL:** **REVISED:**
COURSE DESCRIPTION: This course will exceed expectations for English 1 while simultaneously meeting the affective needs of the gifted. The course will prepare students for success in Advancement Placement and college level English courses. Gifted English 1 will further the students' reading, writing, language, speaking and listening skills. Reading instruction will utilize literary and informational texts. Writing may include instruction in narrative, informative, or argumentative techniques, and students will use research to construct formal essays. The study of language will encompass vocabulary acquisition and use as well as conventions of standard English. Speaking and listening will include both formal and informal presentations. Students will be required to take an "End of Course" exam provided by the State of Missouri at the completion of English 1.	**COMMITTEE MEMBERS:** **Gillian Deal** **Donette Goodlett**

UNITS IN THIS COURSE/GRADE LEVEL	
UNIT TITLE	**UNIT DURATION**
UNIT 1: Vocabulary Acquisition and Use	Year-long
UNIT 2: Writing – Theme/Central Idea	Year-long
UNIT 3: Writing – Narrative Teachniques	Year-long
UNIT 4: Writing – Informative & Explanatory plus Textual Evidence and Citations	Year-long
UNIT 5: Speaking & Listening	Year-long
UNIT 6: Grammar & Capitalization Review	3 wk review w/ instruction and practice year-long
UNIT 7: Writing – Organization	Year-long
UNIT 8: Reading – Complex Characters	Ongoing throughout the year
Unit 9: Interdisciplinary Projects	Year-long /w a one-time focus on a student-chosen area
Unit 10: Digital and Print Media	Year-long w/ research integrated into varied rigor of the curriculum

BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE	ADDITIONAL INSTRUCTIONAL MATERIALS
	Supplemental resources (print and online) are utilized for instruction for this course.

Grade 9 - Gifted English I - Unit 1 - Vocabulary Acquisition and Use	
Content Area: Gifted ELA Course/Grade Level: English 1 Gifted 9	Unit Title: Vocabulary Acquisition and Use Unit Duration: Entire School Year
Materials/Instructional Resources For This Unit: ● Consult reference materials (dictionary, thesaurus, glossary), both print and digital ● Etymology guide ● Vocabulary list related to current class reading assignment ● ACT Vocabulary list	Big Idea: ● Learning, as a language based activity, is fundamentally and profoundly dependent on vocabulary knowledge. ● The importance of vocabulary knowledge is related to success in school in general, and reading comprehension in particular.
Enduring Understandings: ● The student will determine or clarify the meaning of unknown and multiple meaning words and phrases. ● The student will learn methods to broaden personal vocabulary and build on what he/she has learned ● **"Human vocabulary is still not capable, and probably never will be, of knowing, recognizing, and communicating everything that can be humanly experienced and felt." - Jose Saramago**	Essential Questions: ● How will upper-level vocabulary improve a person's success in a professional position? ● Why is it vital to have a mature grasp of vocabulary?

Objective #1: The student will determine or clarify the meaning of unknown and multiple meaning words and phrases.
Essential Question: Why is it vital to have a mature grasp of vocabulary?
Standards: GLE/CLE, CCRL 4,5 CCRR 4 CCRW 1,2,3,4,5,10 CCSSI Reading Informational Text 10
Academic Vocabulary: ● Connotative Definition ● Denotative Definition ● Context Clues ● Thesaurus ● Glossary ● Word Patterns ● Prefix, suffix, root word ● Synonym and Antonym ● Homonym ● Etymology

Lesson Plan		
Supporting Question: What is the point for increasing personal vocabulary?	Supporting Question: When is it important to utilize higher-level, more mature vocabulary?	Supporting Question: How will you determine appropriate vocabulary to use in specific situations?
Formative Performance Task: In-class modeling and independent practice utilizing etymology, synonyms and antonyms, prefix, suffix and root words.	Formative Performance Task: In-class modeling and independent practice analyzing print and digital resources to determine definitions	Formative Performance Task: In-class modeling and independent practice to demonstrate command of vocabulary acquisition and usage in real-life situations and events

Summative Performance Task:

- Contextual analysis assessments
- Vocabulary assessments
- Student created vocabulary lesson

Taking Informed Action

- Get the word out regarding vocabulary acquisition.
- Write college essays using sophisticated diction.
- Actively determine the meaning of new vocabulary utilizing prefix, suffix, and root word determination.

Differentiation	

How will we respond if students have not learned?
Interventions:
● Reteach the concepts. Relearn the material. Reassess the strand.
● Students will identify weaknesses and receive direction to strengthen organizational structures
● Instructors will facilitate the use of Correction Exercises:
  ● Matching activities
  ● Fill-in blank from word bank
  ● Pictorial representation
Special Needs:
● Students get extended time for completion.
● Students will break down words to syllables and word families, repetition
● Other strategies will be determined by the individual student's needs.
	How will we respond if students have already learned?
	Extensions/Enrichments:
	● Students will model vocabulary stories
	● Students will peer critique each other's work to revise vocabulary
	● Students will edit peer writings and promote higher-level vocabulary

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Language (L.9-10.4)		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Student-initiated instruction ● Student-created assessments ● Constructed response
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Determine or clarify the meaning of unknown and multiple meaning words and phrases. ● Use context (e.g. the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase ● Use word patterns to determine word meanings ● Know difference between connotative and denotative definitions **The student exhibits no major errors or omissions.**	● Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses) both print and digital to locate pronunciations, definitions and parts of speech ● Identify definitions through context clues ● Identify definitions through word usage in print/digital text ● Identify definitions through word patterns ● Identify connotative and denotative usage
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: using context as a clue to the meaning of a word or phrase in isolation. ● Performs basic processes, such as: using word patterns to determine word meanings in isolation. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Create sentences to include new vocabulary words ● Use context clues to define words in story ● Use visuals to explain or describe words
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: The student will learn methods to broaden personal vocabulary and build on what he/she has learned
Essential Question: How will upper-level vocabulary improve a person's success in a professional position and how will the student build on his/her current vocabulary?
Standards: GLE/CLE, CCRL 4,5 CCRR 1,2,3,4,5,6,8,9,10 CCRW 1,2,3,4,5,10
Academic Vocabulary: ● Connotative Definition ● Denotative Definition ● Context Clues ● Thesaurus ● Glossary ● Word Patterns ● Prefix, suffix, root word ● Synonym and Antonym ● Homonym ● Etymology

Lesson Plan		
Supporting Question: What are context clues and how will the student determine the actual definition of the word being used?	Supporting Question: How do denotative and connotative definitions differ from one another and when are they appropriately used in writing and conversation?	Supporting Question: Where can students locate root meanings of suffixes and prefixes? How can these be used to build on the understanding of words with similar word clues?
Formative Performance Task: In-class modeling and independent practice of appropriate word choice for specific occasions.	Formative Performance Task: In-class modeling and independent practice of appropriate choice of diction in a variety of rhetorical modes.	Formative Performance Task: In-class modeling and independent practice utilizing synonyms and antonyms, prefix, suffix and root words to determine meaning of new vocabulary.

Summative Performance Task: ● Vocabulary assessments ● Integrating appropriate vocabulary within essays and research papers
Taking Informed Action: ● Having the ability to utilize appropriate vocabulary in both conversation and writing. ● Being able to understand the correlation of vocabulary using similar prefixes and suffixes.

Differentiation	

How will we respond if students have not learned?
Interventions:
● Reteach the concepts. Relearn the material. Reassess the strand.
● Students will identify weaknesses and receive direction to strengthen organizational structures
● Instructors will facilitate the use of Correction Exercises:
  ● Matching activities
  ● Fill-in blank from word bank
  ● Pictorial representation
Special Needs:
● Students get extended time for completion.
● Students will break down words to syllables and word families, repetition
● Other strategies will be determined by the individual student's needs.
	How will we respond if students have already learned?
	Extensions/Enrichments:
	● Students will model vocabulary stories
	● Students will peer critique each other's work to revise vocabulary
	● Students will edit peer writings and promote higher-level vocabulary

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Language		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Student-initiated instruction ● Student-created assessments ● Constructed response
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Define or clarify the meaning of root suffixes and prefixes ● Use suffixes and prefixes (e.g. the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase ● Use word patterns to determine word meanings ● Use print and digital materials to locate unknown definitions **The student exhibits no major errors or omissions.**	● Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses) both print and digital to locate root meanings for suffixes and prefixes ● Identify definitions through similar word clues ● Identify definitions through word usage in varied disciplines ● Identify definitions through word patterns
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: using roots to determine the meaning of a word or phrase in isolation. ● Performs basic processes, such as: using word patterns to determine word meanings in isolation. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Recognize words that use the same prefixes and suffixes ● Use word patterns to define words in story ● Use visuals to explain or describe words
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 9 - Gifted English 1 - Unit 2 - Theme/Central Idea	
Content Area: ELA Course/Grade Level: English 1 Gifted 9	Unit Title: Theme/Central Idea Unit Duration: Throughout the school year
Materials/Instructional Resources For This Unit: ● Instructor and student-chosen novels ● Essays ● Short stories ● Poetry, lyrics, films, scripts, plays, speeches	Big Idea: Students will be able to identify workable themes and central ideas of literature that is viewed, observed, read, or written
Enduring Understandings: ● Students will become perceptive and intuitive as they identify the true message behind to what others are referring ● Students will identify the themes/central ideas of literature seen, observed, read, written ● Students will analyze elements leading them to connect to the themes/central ideas ● **"Whether you're keeping a journal or writing as a meditation, it's the same thing. What's important is you're having a relationship with your mind." - Natalie Goldberg**	Essential Questions: ● What is the theme/central idea? ● What elements led the student to this conclusion? ● How does the literature style influence the theme/central idea? ● Where do the characters, sub plots, and other elements fit into the established theme/central idea?

Objective #1: Students will identify the themes/central ideas of literature seen, observed, read, written
Essential Question: ● What is the theme/central idea? ● What elements led the student to this conclusion?
Standards: GLE/CLE CCSSI Reading Literature 9, 10 CCSSI Reading Informational Text 2, 4, 6 CCSSI Writing 2, 5
Academic Vocabulary: ● Man versus man ● Man versus society ● Man versus nature ● Man versus technology ● Man versus himself ● Prose ● Poetry ● Literature

- Playwriting
- Film adaptations
- Theme
- Central idea

Lesson Plan		
Supporting Question: How does the literature style influence the theme/central idea?	Supporting Question: Where do the characters, sub plots, and other elements fit into the established theme/central idea?	Supporting Question: What are the definitions of the pertinent vocabulary?
Formative Performance Task: In-class and outside-class reading various of various genres and identifying the theme/central ideas of the works	Formative Performance Task: Use of graphic organizers and storyboards to identify the literary elements that support the students identification of the theme/central idea	Formative Performance Task: Knowledgeable class and group discussions in which the students show a grasp of the pertinent vocabulary

Summative Performance Task:
Instructor and student-collaborative project for which the student works in a solitary or group dynamic and identifies the theme/central idea of a literary work

Taking Informed Action:
Student learns the common sense process leading to identification of theme/central idea and becomes a well-rounded, knowledgeable global citizen

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach the concepts. ● Relearn the material. ● Reassess the strand. ● Students will identify weaknesses and receive direction to strengthen organizational structures ● Instructors will facilitate the use of guided instruction Special Needs: ● Students get extended time for completion. ● Students will break readings down into smaller, more easily handled segments	How will we respond if students have already learned? Extensions/Enrichments: ● Students will model discussion within genres ● Students will peer critique each other's responses in order to check for logistics, clarity, and organization ● Students will reflect upon and analyze personal responsibility for their strengths and weaknesses within their goals, research, and reflection

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Writing Theme/Central Idea		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Goes above and beyond in brainstorming exercises ● Identifies literary elements and offers examples from literature personal reading ● Facilitates and monitors self-responsibility within personal and classroom parameters
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Identifies elements of major literary genres ● Pinpoints the theme/central idea of instructor and/or student chosen readings ● Supports choices through textual evidence **The student exhibits no major errors or omissions.**	● Connects elements with the theme/central idea ● Predicts the outcome of the literary work ● Locates textual evidence to support responses
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology that must be identified ● Performs basic processes, such as reading smaller, simpler literary styles **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Brainstorms ideas ● Attempts research ● Partakes in the reading process
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Students will analyze elements leading them to connect to the themes/central ideas		
Essential Question: ● How does the literature style influence the theme/central idea? ● Where do the characters, sub plots, and other elements fit into the established theme/central idea?		
Standards: GLE/CLE CCSSI Reading Literature 9, 10 CCSSI Reading Informational Text 2, 4, 6 CCSSI Writing 2, 5		
Academic Vocabulary: ● Genres of literary style ● Literary elements ● Characterization ● Sub plot ● Literary medium		
Lesson Plan		
Supporting Question: How does the literature style influence the theme/central idea?	Supporting Question: Where do the characters, sub plots, and other elements fit into the established theme/central idea?	Supporting Question: How does one find a theme interwoven through nonfictional works and informative texts?
Formative Performance Task: ● Identification of literary styles and genres ● Descriptive support for how the styles influence particular themes/central ideas	Formative Performance Task: ● Analysis of the interwoven elements and their fit with the established theme/central idea ● Definition and identification of the literary elements and their impact upon the theme/central idea	Formative Performance Task: ● Analysis of theme in nonfiction biographies and autobiographies ● Descriptive support for theme within informational text

Summative Performance Task: ● Student will research and write a literary analysis in which he/she uses a teacher or student-chosen literary piece. ● Student will identify the elements and the strategies used to create and support the theme/central idea ● Student will use research and valid sources to offer textual evidence as to the choice of theme/central idea
Taking Informed Action: Students will become more widely read as they identify authors who write within favorite genres and mediums.

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach the concepts. ● Relearn the material. ● Reassess the strand. ● Students will identify weaknesses and receive direction to strengthen organizational structures ● Instructors will facilitate the use of guided identification Special Needs: ● Students get extended time for completion. ● Students will break presentations down into smaller, more easily handled segments	How will we respond if students have already learned? Extensions/Enrichments: ● Students will model vocabulary identification within disciplines ● Students will peer critique each other's responses within group Socratic discussions ● Students will reflect upon and analyze personal responsibility for their strengths and weaknesses within their goals, research, and reflection

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Writing Theme/Central Idea		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Identifies various literary genres ● Identifies literary elements and offers examples from literature personal reading ● Facilitates and monitors self-responsibility within personal and classroom parameters ● Notes examples from personal reading
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Recognizes literary elements and their influence upon the authors' choices of theme/central idea ● Defines and identifies specific literary elements used within various mediums ○ Plays ○ Essays ○ Film ○ Poetry ○ Literary genres **The student exhibits no major errors or omissions.**	● Connects elements with the theme/central idea ● Predicts the outcome of the literary work ● Locates textual evidence to support responses
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology ● Recalls generalized examples that lead to the identification of theme/central idea ● Performs basic processes: ○ Uses guided and/or modeled feedback in order to comprehend the use of literary elements ○ Offers limited textual evidence for his/her choice of theme/central idea **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Brainstorms ideas ● Attempts research ● Partakes in the reading process
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 9 - Gifted English 1 - Unit 3 - Narrative Techniques	
Content Area: ELA Course/Grade Level: English 1 Gifted	Unit Title: Narrative Techniques Unit Duration: Year-long
Materials/Instructional Resources For This Unit: ● Student writing ● Instructor and student-chosen books modeling narrative techniques ● Oral practice of storytelling strategies	Big Idea: Students will be able to use both written and oral strategies to model narrative techniques that provide orderly, understandable storylines.
Enduring Understandings: ● Students will become powerful writers and speakers as they practice narrative techniques and learn to keep their audience/readers involved within their written/spoken presentations. ● **"The problem with writing a book in verse is, to be successful, it has to sound like you knocked it off on a rainy Friday afternoon. It has to sound easy. When you can do it, it helps tremendously because it's a thing that forces kids to read on. You have this unconsummated feeling if you stop." - Dr. Seuss** ● **"Writing is an extreme privilege but it's also a gift. It's a gift to yourself and it's a gift of giving a story to someone." - Amy Tan**	Essential Questions: ● What is a narrative? ● Who is the audience? ● Which type of writing or spoken word is needed? ● How do the narrative techniques impact written/spoken voice? ● In what way do narrative techniques influence understanding of written/spoken word?

Objective #1: Identification of narrative techniques within instructor and student-chosen writings
Essential Question: ● What is a narrative? ● Who is the audience? ● Which type of writing or spoken word is needed?
Standards: GLE/CLE CCSSI Reading 3, 6 CCSSI Writing 3.a, 3.b, 3.c, 3.d, 3.e
Academic Vocabulary: ● Narrative techniques ● Pacing ● Audience ● Modeling ● Dialogue ● Point of view ● Choice of narrator

Lesson Plan		
Supporting Question: What is a narrative?	Supporting Question: Who is the audience?	Supporting Question: Which type of writing or spoken word is needed?
Formative Performance Task: Reading various instructor and student-chosen books in order to comprehend the strategies of narrative techniques	Formative Performance Task: ● Identifying the audience for varied written/spoken mediums. ● Modeling written/spoken mediums that are focused on multiple audiences.	Formative Performance Task: Choosing different situations, students create written/spoken mediums to meet the needs for those specific audiences.

Summative Performance Task:
Students will perform year-long summative tasks for this unit:

1. Present spoken medium for a student-chosen audience; utilize narrative techniques in order to move the presentation and model understanding.
2. Write a story for instructor/student-chosen audiences; utilize narrative techniques in order to move the essay/story and model understanding.

Taking Informed Action:

- Students will learn to have effective spoken/written communication through the use of narrative techniques to make their thoughts move in an understandable, directed order.
- Students will acknowledge their audiences as they create spoken/written mediums.

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach the concepts. ● Relearn the material. ● Reassess the strand. ● Students will identify weaknesses and receive direction to strengthen organizational structure ● Instructors will facilitate the use of guided research Special Needs: ● Students get extended time for completion. ● Students will break mediums down into smaller, more easily handled segments	How will we respond if students have already learned? Extensions/Enrichments: ● Students will model written/spoken word for audiences ● Students will peer critique each other's work in order to check for technique, clarity, and organization ● Students will reflect upon and analyze personal responsibility for their strengths and weaknesses within their goals, research, and reflection

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Writing - Narrative Techniques		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Modeling effective written/spoken medium using narrative techniques
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Writes narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. ● Presents narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. **The student exhibits no major errors or omissions.**	● Using such techniques but not limited to the following: dialogue, pacing, conflict, point of view, characters ● Short and long term writing assignments ● Short and long-term speaking assignments
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology ● Writes narratives, using basic techniques, well-chosen details, and well-structured event sequences. ● Presents narratives, using basic techniques, well-chosen details, and well-structured event sequences **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Short and long-term writing assignments ● Short and long-term speaking assignments
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Student modeling of narrative techniques within written and spoken word		
Essential Question: ● How do the narrative techniques impact written/spoken voice? ● In what way do narrative techniques influence understanding of written/spoken word?		
Standards: GLE/CLE CCSSI Reading 3, 6 CCSSI Writing 3.a, 3.b, 3.c, 3.d, 3.e		
Academic Vocabulary: ● Formatting ● Chronological order ● Spatial order ● Numerical order ● Comparison/contrast ● Unity ● Coherence ● Pacing		
Lesson Plan		
Supporting Question: How do the narrative techniques impact written/spoken voice?	Supporting Question: In what ways do narrative techniques influence understanding of written/spoken word?	Supporting Question: How can narrative techniques be used to captivate the audience?
Formative Performance Task: ● View, read, and write mediums that have been known to impact audiences ● Identify techniques used ● Trace the impact of style and vocabulary used	Formative Performance Task: ● Link understanding with the techniques used within varied mediums ● Connect narrative techniques with their effective strategies that influence understanding	Formative Performance Task: ● Pinpoint effective narrative techniques within well-known speeches and essays ● Locate examples of powerful narrative techniques within different mediums

Summative Performance Task: Students will choose instructor and self-chosen written and spoken assignments in order to model effective narrative techniques
Taking Informed Action: Several steps will be followed within these unit:

- Students will choose a topic about which they are passionate
- Students will research effective techniques with which to use
- Students will choose various types of audiences and focus the medium toward his/her the specific audience
- Students will model narrative techniques appropriate for the specific medium

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach the concepts. ● Relearn the material. ● Reassess the strand. ● Students will identify weaknesses and receive direction to strengthen organizational structure ● Instructors will facilitate the use of guided research Special Needs: ● Students get extended time for completion. ● Students will break mediums down into smaller, more easily handled segments	How will we respond if students have already learned? Extensions/Enrichments: ● Students will model written/spoken word for audiences ● Students will peer critique each other's work in order to check for technique, clarity, and organization ● Students will reflect upon and analyze personal responsibility for their strengths and weaknesses within their goals, research, and reflection

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Writing - Narrative Techniques		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Modeling effective written/spoken medium using narrative techniques that would influence real-world situations
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Writes narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. ● Presents narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. **The student exhibits no major errors or omissions.**	● Using such techniques but not limited to the following: dialogue, pacing, conflict, point of view, characters ● Short and long term writing assignments ● Short and long-term speaking assignments
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Writes narratives, using basic techniques, well-chosen details, and well-structured event sequences. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 9 - Gifted English 1 - Unit 4 - Writing: Informative & Explanatory; Textural Evidence & Citations	
Content Area: ELA Course/Grade Level: Gifted English 1 - Grade 9	Unit Title: Writing - Informative & Explanatory Writing - Textual Evidence & Citations Unit Duration: Year-long
Materials/Instructional Resources For This Unit: ● Purdue OWL: Online Writing Lab ● *Little Seagull* ● MLA formatting guides ● EasyBib ● Peer, Student, Instructor Modeling ● Print and Digital Media ● Turnitin.com & similar plagiarism sites	Big Idea: Students will learn to research valid sources and write clear, concise, coherent informative/explanatory information from what they have learned. Their textual evidence will support what they include into their products and citations will properly reinforce the location of their valid information.
Enduring Understandings: ● Students will learn and hone skills that will help them produce informative, expository work that will be their compilation of personal research; textual evidence will support their products and citations will offer recognition to original primary and secondary sources. ● **"A bookstore is one of the only pieces of evidence we have that people are still thinking." - Jerry Seinfeld**	Essential Questions: ● How does one hone skills? ● What are primary sources? ● What are secondary sources? ● What is MLA formatting? ● Where can examples of formatting be located? ● Under what circumstances should one research? ● How does one formulate a thesis to drive the research?

Objective #1: Writing: Informative & Explanatory
Essential Question: Under what circumstances should one research and how does one go about finding information?
Standards: GLE/CLE CCSSI Reading Informative Text 8 CCSSI Reading Literature 1, 2 CCSSI Writing 1.a, 1.b, 1.c, 1.d, 1.e, 5, 7, 8, 9, 10 CCSSI Language 1.a, 3
Academic Vocabulary: ● 3rd person Point of View ● Turnitin.com ● Primary sources ● Secondary sources ● Digital and print medium ● Valid/invalid sources ● Thesis

- Supporting statements
- Introduction
- Body
- Closure
- Outlining
    - Sentence
    - Words
    - Parallelism
    - Roman numerals
    - Arabic numerals
    - Outline sections

Lesson Plan		
Supporting Question: How does one hone skills?	Supporting Question: ● What are primary sources? ● What are secondary sources?	Supporting Question: How does one formulate a thesis to drive the research?
Formative Performance Task: Practice with peer, student, & teacher modeling	Formative Performance Task: Researching and locating primary & secondary sources	Formative Performance Task: Create a thesis to cover the points of the paper and draw up an outline to complete the order of the paper

Summative Performance Task:
Students will produce a thesis which will drive the research and the paper, research information that will support the thesis, use the outline's organization, and include primary and secondary sources within the clear, concise product.

Taking Informed Action:
Students will use personal research to produce a clear, concise, coherent documented essay over a topic they consider important and vital within a global setting.

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach the concepts. ● Relearn the material. ● Reassess the strand. ● Students will identify weaknesses and receive direction to strengthen organizational structure ● Instructors will facilitate the use of guided research ● Instructor offers one-on-one conferences Special Needs: ● Students get extended time for completion. ● Students will break mediums down into smaller, more easily handled segments	How will we respond if students have already learned? Extensions/Enrichments: ● Students will model written/spoken word for audiences ● Students will peer critique each other's work in order to check for technique, clarity, and organization ● Students will reflect upon and analyze personal responsibility for their strengths and weaknesses within their goals, research, and reflection ● Students will write action research papers with student-driven concepts and topics

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Writing Informative & Explanatory		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Action research over a student-initiated topic ● Using hypothesis to drive research and to correlate thesis with final conclusion
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Analyze the author's point of view or purpose based upon word choice, ideas, and claim development. ● Decipher the reasoning behind the author's use of rhetoric ● Identify differences between primary and secondary sources **The student exhibits no major errors or omissions.**	● Location of primary and secondary sources ● Use of print and digital media to locate sources ● Short-term and long-term research assignments that are peer/self/instructor-generated ● Outlines ● Expository writing format
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology ● Performs basic processes ○ Peer/Instructor-guided research ○ Peer/Instructor-guided outlining **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Textual Evidence & Citations		
Essential Question: What is MLA formatting and where can examples of formatting be located?		
Standards: GLE/CLE CCSSI Reading Informative Text 8 CCSSI Reading Literature 1, 2 CCSSI Writing 1.a, 1.b, 1.c, 1.d, 1.e, 5, 7, 8, 9, 10 CCSSI Language 1.a, 3		
Academic Vocabulary: ● Textual evidence ● Works cited ● In-text citations ● MLA ● Purdue OWL (Online Writing Lab) ● Plagiarism ● Turnitin.com or other plagiarism sites ● Bibliography		
Lesson Plan		
Supporting Question: What is MLA formatting?	Supporting Question: Where can various formats be located?	Supporting Question: Why is it vital to cite sources and give credit to the original sources?
Formative Performance Task: ● MLA bibliography practice for most widely-used sources: books by 1 author, Web, magazines, print/digital news sources ● Library orientation in which students will practice with research and bibliographies for print and digital items	Formative Performance Task: ● Practice use of Purdue OWL (Online Writing Lab) ● Easybib practice ● Library and teacher-generated bibliography sheets for widely-used sources	Formative Performance Task: ● Look into plagiarism cases ● Use of Turnitin.com, Blackboard, Epic, and other plagiarism sites that the students will use in their post-secondary pathways

Summative Performance Task: Students will use in-text citations and a Works Cited page to credit valid sources.
Taking Informed Action: In order to be a globally-informed citizen, students must be aware of what the research process is, how to locate valid sources, and how to give credit “where credit is due”.

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach the concepts. ● Relearn the material. ● Reassess the strand. ● Students will identify weaknesses and receive direction to strengthen organizational structure ● Instructors will facilitate the use of guided research ● Instructor offers one-on-one conferences Special Needs: ● Students get extended time for completion. ● Students will break mediums down into smaller, more easily handled segments	How will we respond if students have already learned? Extensions/Enrichments: ● Students will model written/spoken word for audiences ● Students will peer critique each other's work in order to check for technique, clarity, and organization ● Students will reflect upon and analyze personal responsibility for their strengths and weaknesses within their goals, research, and reflection ● Students will write action research papers with student-driven concepts and topics ● Students will experiment with various types of formatting

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Writing Textual Evidence and Citations		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Student-driven research with formatting other than MLA ● Experiments with formatting used in the students' major choices for their post-secondary studies
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Utilizes Purdue OWL ● Creates a workable Works Cited page ● Submits individual work to the school's online plagiarism site **The student exhibits no major errors or omissions.**	● Works Cited page for short and long-term writings ● In-text citations for researched information ● MLA formatting exercises
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology: ● Performs basic processes, such as: o Peer/Instructor modeled citations o Peer/Instructor modeled Works Cited **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 9 - Gifted English 1 - Unit 5 - Speaking & Listening	
Content Area: ELA Course/Grade Level: Gifted English 1 9	Unit Title: Speaking & Listening Unit Duration: Entire School Year
Materials/Instructional Resources For This Unit: ● Digital and print media ● Appropriate online resources	Big Idea: The student will be able to present information, findings, and supporting evidence clearly, concisely, and logically, such that listeners can follow the line of reasoning.
Enduring Understandings: ● The importance of communicating in a clear manner ● The importance of presenting appropriate and researched information ● The importance of organizing clear, concise, and logical information for presentation to all audiences. ● **"We have two ears and one mouth, so we should listen twice as much as we speak." - Josh Bowman**	Essential Questions: ● What is the value of presenting researched ideas in a clear, concise, and logical manner? ● Why is it important to be able to communicate in an academic and business setting? ● Why is it important to collaborate with peers to ensure successful group presentations?

Objective #1: Organizing clear, concise, and logical information for presentation to all audiences.
Essential Question: Why is it important to be able to communicate in an academic and business setting?
Standards: GLE/CLE CCSSI Speaking and Listening 1.a, 1.d, 1.c, 1.d
Academic Vocabulary: ● Communication ● Feedback ● Organization ● Clarity ● Academic setting ● Business/Professional setting ● Diverse Audiences ● Collaboration

Lesson Plan		
Supporting Question: Why should a person learn to communicate information to diverse audiences?	Supporting Question: Why is it important to collaborate with peers to ensure successful group presentations?	Supporting Question: How will a student's particular learning and presentational style affect his/her organization and logistics in communicating information?
Formative Performance Task: In-class modeling and independent practice	Formative Performance Task: In-class modeling, small group, and independent practice	Formative Performance Task: ● Independent practice ● In-class modeling: group and/or independent practice to demonstrate personal communication style(s)

Summative Performance Task: ● Classroom collaborative discussion (Socratic Seminar) ● Group and independent oral presentation ● Multimedia presentation
Taking Informed Action: ● The ability to collaboratively and respectfully hold a discussion within the classroom, or a real world setting. ● The skills and knowledge to listen to varying opinions while maintaining a mature, respectful presence. ● Contribute to a presentation either collaboratively, or as an individual.

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach the concepts. Relearn the material. Reassess the strand. ● Students will identify weaknesses and receive direction to strengthen organizational structures ● Instructors will facilitate the use of guided research Special Needs: ● Students get extended time for completion. ● Students will break presentations down into smaller, more easily managed speaking units ● Other strategies will be determined by the individual student's needs.	How will we respond if students have already learned? Extensions/Enrichments: ● Students will model presentations to diverse audiences ● Students will peer critique each other's presentations in order to check for logistics, clarity, and organization ● Students will reflect upon and analyze personal responsibility for their strengths and weaknesses within their presentations

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Speaking and Listening		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Use of a variety of multimedia resources to create a digital presentation ● Student-created presentation over an original idea that will engage peers
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. ● Make strategic use of digital media in presentations. ● Adapt speech and language to a variety of contexts. **The student exhibits no major errors or omissions.**	● Presentation of knowledge and ideas ● Organization of speech in a logical format ● Group or independent presentations over classroom assignments ● Make use of digital/print research to validate presentation
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Presents information, findings, and supporting evidence ● Makes use of limited digital media in presentations ● Adapts speech and language to a single context **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Group and/or independent presentations over classroom assignments
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2 The importance of presenting appropriate and researched information		
Essential Question: What is the value of presenting researched ideas in a clear, concise, and logical manner?		
Standards: GLE/CLE CCSSI Speaking and Listening 2, 3, 4, 5, 6		
Academic Vocabulary: ● Guided research ● Valid source material ● Communication ● Feedback ● Organization ● Clarity ● Academic setting ● Business/Professional setting ● Diverse Audiences ● Collaboration		
Lesson Plan		
Supporting Question: Why is it important to use valid source information for presenting and sharing of ideas?	Supporting Question: Why is it important to present material in a clear, concise, and logical manner?	Supporting Question: Why is it important to capture the attention of your audience in order to inspire collegial communication?
Formative Performance Task: In-class modeling and independent practice to validate appropriate research information.	Formative Performance Task: In-class modeling and independent practice of oral and multimedia presentations.	Formative Performance Task: In-class modeling and independent practice of collaborative discussion with the student taking turns as both leader and participant.

Summative Performance Task: ● Oral and multimedia presentation utilizing valid research in order to promote clear, concise, and logical information. ● Collaborative classroom discussion (example: Socratic Seminar)
Taking Informed Action: ● The ability to discuss a variety of issues in a nuanced, educated manner. ● The ability to discern the validity of sources in both print and digital manner.

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach the concepts. Relearn the material. Reassess the strand. ● Students will identify weaknesses and receive direction to strengthen organizational structures ● Instructors will facilitate the use of guided research Special Needs: ● Students get extended time for completion. ● Students will break presentations down into smaller, more easily managed speaking units ● Other strategies will be determined by the individual student's needs.	How will we respond if students have already learned? Extensions/Enrichments: ● Students will model documented presentations to diverse audiences ● Students will peer critique each other's presentations in order to check for validity of sources ● Students will reflect upon and analyze personal responsibility for their strengths and weaknesses within their presentations ● Students will generate speeches that stimulate their interest(s) in a variation of disciplines

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Speaking and Listening		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Determine differences between valid and invalid sources ● Employ a variety of digital/print media to supplement material used within a presentation ● Generates personal ownership of speech, the material, and the research process
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Presents material from informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly. ● Supports with well-chosen, relevant, and sufficient details **The student exhibits no major errors or omissions.**	● Including but not limited to the following: facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Presents an informative/explanatory text, using limited support of well-chosen, relevant, and sufficient details ● Applies limited research to support body of speech **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Individual and group research for speech presentations
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 9 - Gifted English 1 - Unit 6 - Grammar and Capitalization Review	
Content Area: Gifted ELA: English 1 Gifted Course/Grade Level: 9	Unit Title: Grammar and Capitalization Review Unit Duration: 3 week review with instruction and practice continuing throughout the year
Materials/Instructional Resources For This Unit: ● Grammar Handbook, 9 ● Teacher & student-generated examples ● Legal documents ● Student essays	Big Idea: ● Students will navigate and comprehend real world documents. ● Students will use correct grammar required in various life events
Enduring Understandings: ● The student will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● The student will demonstrate command of the conventions of standard English In capitalization, punctuation, and spelling in context when writing. ● The student will be able to produce clear and coherent writing in which the development, organization, and styles, are appropriate to task, purpose, and audience. ● The student will demonstrate basic understanding of clauses, phrases, and sentence structure used in legal documents that will affect their adult lives	Essential Questions: ● Why is it important to know what you are agreeing to when you sign a legal document? ● How do commas save lives? ● How will the use of correct grammar affect the way people view your professionalism? ● In what circumstances might you utilize varied sentence structures within the same document?

Objective #1: The student will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Essential Question: ● How do commas save lives? ● How will the use of correct grammar affect the way people view your professionalism? ● **“Grammar is a piano I play by ear. All I know about grammar is its power.” - Joan Didion**
Standards: GLE/CLE CCSSI Writing 6 CCSSI Language 1.b, 2.a, 2.c
Academic Vocabulary: ● Comma ● Elliptical commas ● Period ● Exclamation point ● Double Quotations marks ● Single Quotation marks ● Colon

- Semicolon
- Hyphen
- Capitalization

Lesson Plan		
Supporting Question: When is it appropriate to use a comma?	Supporting Question: When it appropriate to use double and single quotations marks or italics with titles of novels or books and chapters within those works; songs; CD titles; works of art; film; TV programs and individual episodes; plays and acts within plays; names of ships, planes, trains, and spacecraft; and epic poetry and short poetry titles?	Supporting Question: When is it appropriate to utilize a semicolon?
Formative Performance Task: In-class modeling and individual practice	Formative Performance Task: In-class modeling and individual practice	Formative Performance Task: ● In-class modeling and individual practice of the rules of using a semicolon: two main clauses that are closely related and to add variety to sentence structure. ● Student instruction of grammar rules and examples

Summative Performance Task:
- Assessments
- Error identification and correction
- Student-generated essays throughout the school year

Taking Informed Action:
- Becoming an activist to inform the public of the necessity of proper grammatical usage.
- Have students look at various media publications, locate incorrect grammar that has been publicized for society, and note what needs to be changed.

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach the concepts. Relearn the material. Reassess the strand. Students will participate in a small group discussion that is teacher led. Students will write their responses if they have trouble verbalizing in class. ● Special Needs: Students get extended time for completion. Other strategies will be determined by the individual student's needs.	How will we respond if students have already learned? Extensions/Enrichments: ● Students will instruct various grammatical units and create assessments for their classroom peers ● Students will model more advanced punctuation within their writing. ● Students will peer critique each other's work to revise punctuation.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Language (L.9-10.2)		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Student-initiated instruction ● Student-created assessments ● Constructed response
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Demonstrate command of the conventions of standard English in capitalization and punctuation (comma, period, exclamation point, question mark, colon, semicolon, double and single quotation marks, and hyphen ● Use a semicolon to link two or more closely related independent clauses or in conjunctive adverbial clauses ● Use a colon to introduce a list or quotation ● Spell grade-appropriate words correctly in writing **The student exhibits no major errors or omissions.**	● Use for grammar in essays ● Short and long grammar practice ● EOC/ACT practice type questions
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as comma, elliptical commas, period, exclamation point, double quotations marks, single quotation marks, colon, semicolon, hyphen ● Performs basic processes, such as: identifying the use of semicolon and colon in writing. ● Demonstrates the use of grade-appropriate conventions and spelling in isolation. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Use for grammar in essays ● Short and long grammar practice ● EOC/ACT practice type questions
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Sentence Structure		
Essential Question: ● Why is it important to know what you are agreeing to when you sign a legal document? ● In what circumstances might you utilize varied sentence structures within the same document?		
Standards: GLE/CLE CCSSI Writing 6 CCSSI Language 1.b, 2.a, 2.c		
Academic Vocabulary: ● Phrase ● Clause ● Sentence structure		
Lesson Plan		
Supporting Question: Why is it important to utilize appropriate sentence structure?	Supporting Question: When is it important to utilize appropriate sentence structure?	Supporting Question: How will you utilize appropriate sentence structure?
Formative Performance Task: In-class modeling and independent practice utilizing various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute), clauses (independent, dependent, noun, relative, adverbial), and parallel structure to convey specific meanings	Formative Performance Task: In-class modeling and independent practice analyzing legal documents, literature, and student essays for clarification and understanding.	Formative Performance Task: In-class modeling and independent practice to demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Summative Performance Task: ● Assessments ● Error identification and correction ● Student-generated essays throughout the school year
Taking Informed Action: ● Students look over various legal publications and analyze true meanings of the documents ● Students thoroughly read through written works and locate valid/invalid contracts requiring personal agreement/signatures ● Students will be able to assist others with making corrections in a helpful, albeit non-pretentious manner.

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach the concepts. Relearn the material. Reassess the strand. ● Students will identify weaknesses and receive direction to strengthen organizational structures. Special Needs: ● Students get extended time for completion. ● Other strategies will be determined by the individual student's needs.	How will we respond if students have already learned? Extensions/Enrichments: ● Students will model more advanced transitions and coherence within their writing. ● Students will peer critique each other's work to revise organization structures.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Language (L.9-10.1)		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Student-initiated instruction ● Student-created assessments ● Constructed response
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking ● Use parallel structure ● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings **The student exhibits no major errors or omissions.**	● Use for grammar in essays ● Short and long grammar practice ● EOC/ACT practice type questions
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: identifying various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) ● Performs basic processes, such as: using grade appropriate grammar in isolation **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Use for grammar in essays ● Short and long grammar practice ● EOC/ACT practice type questions
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 9 - Gifted English 1 - Unit 7 - Writing: Organization	
Content Area: ELA Course/Grade Level: Gifted English 1	Unit Title: Writing: Organization Unit Duration: Year-long
Materials/Instructional Resources For This Unit: ● Textbooks ● Fiction and Nonfiction literature ● Instructor and student chosen writings	Big Idea: The student will be able to produce clear and coherent writing in which the development, organization, and styles, are appropriate to task, purpose, and audience.
Enduring Understandings: ● Students will be able to use these strategies to produce clear, effective writing suitable for the circumstances in which they must communicate through writing ● **"Writing is an extreme privilege but it's also a gift. It's a gift to yourself and it's a gift of giving a story to someone." - Amy Tan**	Essential Questions: ● What elements are needed to produce clear, coherent writing? ● What is development? ● What is organization? ● What is the task to be accomplished? ● What is purpose of the writing?

Objective #1: Student will produce organized, coherent, clear writings		
Essential Question: How will students recognize if the writings are organized, clear, and coherent?		
Standards: GLE/CLE CCSSI Reading Literature 4, 5 CCSSI Writing 2.a, 2.b, 2.c, 2.d, 2.e		
Academic Vocabulary: ● Coherence ● Organization ● Clarity		
Lesson Plan		
Supporting Question: ● What elements are needed to produce clear, coherent writing? ● What is development? ● What is organization?	Supporting Question: What are coherence and unity?	Supporting Question: What is purpose of the writing?
Formative Performance Task: Students will identify development and organization in various fiction and nonfiction writings	Formative Performance Task: Students will read various writings and note the organization used within the paragraphs; they will rework the ones needing more coherency and unity	Formative Performance Task: Students will locate the task that must be accomplished within the parameters of the written work

Summative Performance Task: Students will produce long and short-term coherent, organized writings.
Taking Informed Action: Students will understand the techniques needed to create organized written and spoken medium; they will then take that ability into real-world situations where they can make an impact by using valid, organized writings

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach the concepts. ● Relearn the material. ● Reassess the strand. ● Students will identify weaknesses and receive direction to strengthen organizational structure ● Instructors will facilitate the use of guided research Special Needs: ● Students get extended time for completion. ● Students will break mediums down into smaller, more easily handled segments	How will we respond if students have already learned? Extensions/Enrichments: ● Students will model written/spoken word for audiences ● Students will peer critique each other's work in order to check for technique, clarity, and organization ● Students will reflect upon and analyze personal responsibility for their strengths and weaknesses within their goals, research, and reflection

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Model correct formatting of coherent, clear, organized writing
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience **The student exhibits no major errors or omissions.**	● Revision process ● Peer editing ● Outlines
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology ● Produces a piece of writing that may be limited in coherency of the development, organization, and/or style. ● Identifies task, purpose, and/or audience. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Attempts to produce clear, coherent, organized writings
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Student will produce clear, coherent, organized writing for multiple tasks.		
Essential Question: What does the student want to accomplish with this particular writing?		
Standards: GLE/CLE CCSSI Reading Literature 4, 5 CCSSI Writing 2.a, 2.b, 2.c, 2.d, 2.e		
Academic Vocabulary: ● Task ● Purpose		
Lesson Plan		
Supporting Question: What is the task to be accomplished?	Supporting Question: What is purpose of the writing?	Supporting Question:
Formative Performance Task: Students will peruse multiple writings in order to link the writing with the task to be accomplished	Formative Performance Task: Students will read and identify the author's purpose in choice of vocabulary, choice of narrator, and organization	Formative Performance Task:

Summative Performance Task: Students will create multiple writings that constitute organization and clarity for diverse tasks and purposes
Taking Informed Action: Students will identify the organizational patterns used in real-world mediums and determine the authors' clarity and coherence.

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach the concepts. ● Relearn the material. ● Reassess the strand. ● Students will identify weaknesses and receive direction to strengthen organizational structure ● Instructors will facilitate the use of guided research Special Needs: ● Students get extended time for completion. ● Students will break mediums down into smaller, more easily handled segments	How will we respond if students have already learned? Extensions/Enrichments: ● Students will model written/spoken word for audiences ● Students will peer critique each other's work in order to check for technique, clarity, and organization ● Students will reflect upon and analyze personal responsibility for their strengths and weaknesses within their goals, research, and reflection

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Writing		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Model correct formatting of coherent, clear, organized writing for multiple tasks
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience **The student exhibits no major errors or omissions.**	● Revision process for multiple tasks ● Peer editing ● Outlines
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology ● Produces a piece of writing that may be limited in coherency of the development, organization, and/or style. ● Inconsistently identifies task, purpose, and/or audience. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Attempts to produce clear, coherent, organized writings for multiple purposes
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 9 - Gifted English 1 - Unit 8 - Reading: Complex Characters, Analysis, Informational & Technological Texts	
Content Area: ELA Course/Grade Level: Gifted English 1 (9)	Unit Title: Reading: Complex Characters Reading: Analysis Reading: Informational & Technological Texts Unit Duration: on-going throughout the year
Materials/Instructional Resources For This Unit: ● Instructor and student-chosen novels ● Instructor and student-chosen nonfiction books ● Digital and print media ● Peer and instructor modeling ● Cross-curricula discipline sources both fiction and nonfiction ● Resource Specialists (Librarian and District Technology Specialists)	Big Idea: ● Students will implement analyses tools in order to break down fictional characters/non fictional people and comprehend the complex characteristics that work as a whole to create a believable scenario in fictional works and to discern the plausible personalities in non fictional works. ● Students will implement analyses tools in order to determine the following: ○ Validity of informational and technological texts ○ Bias of authors ○ Effects of the information on the readers ○ Ramifications of the information on the world as a whole and on them personally
Enduring Understandings: ● Strategies to analyze fiction/nonfiction writings ● Methods to analyze validity of technological/informative digital and print media ● Techniques to analyze relationship between information and real-world possibilities ● Strategies to analyze and relate information to personal needs and real-world decisions ● **"It works better if your lead character is complex and interesting and not perfect." - Michael Hirst**	Essential Questions: ● What makes a fictional character realistic? ● How does one write a characterization and develop a believable character? ● Which characterizations are similar to real, non fictional people? ● What makes this person "tick"? ● Why must one determine the validity of technological and informative sources? ● When must this be done? ● What strategies are vital to relating the analyses to personal needs and real-world decisions?

Objective #1: Reading: Complex Characters Reading: Analysis
Essential Question: ● What makes a fictional character realistic? ● How does one write a characterization and develop a believable character? ● Which characterizations are similar to real, non fictional people? ● What makes this person "tick"?
Standards: GLE/CLE CCSSI Reading Literature 1, 3, 7, 9

Academic Vocabulary:

- Analysis/analyses
- Characterization
- Fiction
- Non fiction
- Complex characters
- Believable characters

Lesson Plan

Supporting Question: ● What makes a fictional character realistic? ● How does one write a characterization and develop a believable character?	Supporting Question: ● Which characterizations are similar to real, non fictional people? ● What makes this person "tick"?	Supporting Question: Under what circumstances might one meet someone with these particular qualities in real-world situations?
Formative Performance Task: ● Locating realistic characters in print and digital media: movies, novels, TV serials, anime, graphic novels ● Breaking down the characterization of the fictional characters ● Analyzing how these fictional "people" are believable	Formative Performance Task: ● Writing characterizations for both instructor and student-chosen subjects ● Identifying strategies and examples to promote analyses of non-fictional subjects	Formative Performance Task: ● Analyzing public and private figures known to the student ● Discerning the circumstances which make up a person's world ● Researching and analyzing past situations that may have an impact on the ways that a person might be affected in the real-world

Summative Performance Task:

- Instructor and student-chosen analyses of works, such as but not limited to fiction, nonfiction, poetry, drama, film, essays, digital media
- Short and long-term analyses of instructor and student-designated non fictional public and private figures

Taking Informed Action:

- Students will identify the elements used in creating a character and analyze the human qualities utilized within the construction of that fictional persona
- Students will note the qualities of human characterization and analyze the methods by which real public and private people "tick"
- Students will examine their analyses and identify the reality that this person brings to the table

Differentiation

How will we respond if students have not learned? Interventions: ● Reteach the concepts. ● Relearn the material. ● Reassess the strand. ● Students will identify weaknesses and receive direction to strengthen organizational structure	How will we respond if students have already learned? Extensions/Enrichments: ● Students will model written/spoken analyses for audiences ● Students will peer critique each other's work in order to check for technique, clarity, and organization ● Students will reflect upon and analyze personal responsibility for their strengths and weaknesses within their goals, research, and reflection

● Instructors will facilitate the use of guided research ● Instructor offers one-on-one conferences Special Needs: ● Students get extended time for completion. ● Students will break characterization and analyses down into smaller, more easily handled segments	● Students will write intricate analyses of fictional characters and non-fictional people ● Students will express how analyses of human characteristics will support their future decisions

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Models effective strategies of analyses
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Analyzes how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme and support with textual evidence. ● Analyzes characterization of how non-fictional people "tick" and how these people affect the reality of the real-world situations **The student exhibits no major errors or omissions.**	● Short and long term writing assignments ● Analyzes works, such as but not limited to: fiction, nonfiction, poetry, drama, film, essays, digital media
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology ● Performs basic processes: ○ Identifies characters and actions that contribute to the plot development or theme ○ Describes characters and how they change. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2:

Reading: Analysis

Reading: Informational & Technological Texts

Essential Question:

- Why must one determine the validity of technological and informative sources?
- When must this be done?
- What strategies are vital to relating the analyses to personal needs and real-world decisions?

Standards:
GLE/CLE
CCSSI Reading Literature 2, 3, 4, 5, 8

Academic Vocabulary:

- Valid sources
- Invalid sources
- Human characteristics
- Human qualities
- Non-fictional
- Real-world situations
- World-to-life
- Advocacy
- Self-advocacy
- Scrutinize
- Analyze
- Identification
- Real-world issues

Lesson Plan

Supporting Question: Why must one determine the validity of technological and informative sources?	Supporting Question: When must this be done?	Supporting Question: What strategies are vital to relating the analyses to personal needs, real-world decisions, and self-advocacy?
Formative Performance Task: ● Locate and analyze instructor and student-chosen digital and print media sources ● Research and identify the importance of using valid resources ● Relate occurrences when the use of invalid resources has proved to cause a negative outcome	Formative Performance Task: ● Pinpoint situations when one must locate valid sources ● Scrutinize both instructor and student-chosen topics and note the use of valid facts on the effectiveness of the research	Formative Performance Task: ● Locate techniques that will support analyses for personal needs and choices ● Identify vital analyses to promote decision-making strategies in real-world situations ● Inspect valid sources and analyze their impact on self-advocacy and personal choices

Summative Performance Task:

- Students will identify, analyze, and utilize valid print and digital sources for personal student-generated projects
- Students will identify, analyze, and utilize valid print and digital sources for student-generated essays
- Students will identify, analyze, and utilize print and digital sources for situations when they must advocate for themselves

Taking Informed Action: Students will be lifelong learners as they identify, analyze, and utilize valid sources for their personal decision-making throughout their post-secondary lives.

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach the concepts. ● Relearn the material. ● Reassess the strand. ● Students will identify weaknesses and receive direction to strengthen organizational structure ● Instructors will facilitate the use of guided research ● Instructor offers one-on-one conferences Special Needs: ● Students get extended time for completion. ● Students will break characterization and analyses down into smaller, more easily handled segments	How will we respond if students have already learned? Extensions/Enrichments: ● Students will model written/spoken analyses for audiences ● Students will peer critique each other's work in order to check for technique, clarity, and organization ● Students will reflect upon and analyze personal responsibility for their strengths and weaknesses within their goals, research, and reflection ● Students will write intricate analyses of fictional characters and non-fictional people ● Students will express how analyses of human characteristics will support their future decisions

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Models research, analysis, and utilization of valid sources to promote self-advocacy
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student will be able to:** ● Cite strong and thorough textual evidence to support analysis for what the text says explicitly as well as inferences drawn from the grade appropriate informational text. ● Locate and analyze valid print and digital sources for a myriad of reasons	● Analyzes textual elements, such as but not limited to the following devices: tone, mood, author's purpose ● Short and long term writing assignments
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology ● Performs basic processes: o Identifies examples from grade-appropriate text. o Identifies examples from grade-appropriate digital and print sources **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 9 - Gifted English 1 - Unit 9 - Interdisciplinary Cross Curricular: Action Research	
Content Area: ELA Course/Grade Level: Gifted English 1	Unit Title: Interdisciplinary Cross Curricular: Action Research Unit Duration: Entire School Year with a one-time focus on a student-chosen idea
Materials/Instructional Resources For This Unit: ● Digital Media ● Access to research materials via library and databases ● On-site visits when required	Big Idea: Regardless of the discipline or area of study, students will possess the strategies to choose a topic within their areas of interest, research digital and print media, ascertain valid/invalid sources, create a successful action research project, and theorize the soundness of of personal research
Enduring Understandings: ● The importance of exploring new ideas to infinity and beyond. ● The importance of presenting scholastic research to a peer audience. ● The importance of following through with an in-depth project. ● **"Seriously, who really cares how long the Nile river is, or who was the first to discover cheese? How is memorizing that ever going to help anyone? Instead, we need to give kids projects that allow them to exercise their minds and discover things for themselves." - Aaron Swartz**	Essential Questions: ● What is action research? ● How does it differ from the type of research previously utilized? ● What is a hypothesis? ● How does one formulate a hypothesis? ● Where does one research for such a project? ● Under what conditions does the research validate/invalidate the hypothesis? ● What is the correct form for analysis and reflection?

Objective #1: The importance of exploring new ideas to infinity and beyond and the importance of following through with an in-depth project.
Essential Question: ● What is action research? ● How does it differ from the type of research previously utilized? ● What is a hypothesis? ● How does one formulate a hypothesis?
Standards: GLE/CLE CCSSI Reading 2, 8 CCSSI Informational Text 1, 7
Academic Vocabulary: ● Hypothesize ● Theorize ● Specialize ● Realize ● Scrutinize

- Analyze
- Finalize

Lesson Plan		
Supporting Question: What is action research?	Supporting Question: Where does one research for such a project?	Supporting Question: Under what conditions does the research validate/invalidate the hypothesis?
Formative Performance Task: Brainstorm types of research and note differentiations among the types used in academic, workplace, and real-world situations	Formative Performance Task: Evaluate appropriate data bases, as well as materials available in the library.	Formative Performance Task: Review model papers and research materials that juxtapose both valid and invalid hypothesis.

Summative Performance Task:
- Assessments over appropriate steps taken in the research process.
- Present culminating research project to peers.

Taking Informed Action:
- The ability to follow a research process from beginning to end.
- Contribute to a presentation either collaboratively, or as an individual.

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach the concepts. Relearn the material. Reassess the strand. ● Students will identify weaknesses and receive direction to strengthen organizational structures ● Instructors will facilitate the use of guided research Special Needs: ● Students get extended time for completion. ● Students will break presentations down into smaller, more easily handled segments	How will we respond if students have already learned? Extensions/Enrichments: ● Students will model research within disciplines ● Students will peer critique each other's research in order to check for logistics, clarity, and organization ● Students will reflect upon and analyze personal responsibility for their strengths and weaknesses within their goals, research, and reflection

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Goes above and beyond in brainstorming exercises ● Facilitates and monitors self-responsibility within personal and classroom parameters
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Identifies and integrates personal choice in hypothesis for research. ● Provides required information into the text drawing evidence from literary or informational texts. ● Theorizes the importance of a hypothesis in driving the research and include a standard format for citation to maintain the flow of ideas and avoid plagiarism. ● Evaluates and comprehends digital and print media resources. **The student exhibits no major errors or omissions.**	● Hypothesizes a thesis to drive research ● Predicts the outcome of the project ● Locates digital and print media for valid research
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology used within this unit ● Utilizes limited digital and print media **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Brainstorm ideas ● Attempt research ● Partake in the research process
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: The importance of presenting an in-depth research project to a peer audience		
Essential Question: ● What is action research and how does it differ from the type of research previously utilized? ● Where does one research for such a project? ● Under what conditions does the research validate/invalidate the hypothesis? ● What is the correct form for analysis and reflection?		
Standards: GLE/CLE CCSSI Reading 2, 8 CCSSI Informational Text 1, 7		
Academic Vocabulary: ● Valid/Invalid sources ● Action research ● Analysis ● Reflection ● Defense ● Corroborate ● Formatting		
Lesson Plan		
Supporting Question: What is action research and how does it differ from the type of research previously utilized?	Supporting Question: ● Where does one research for such a project? ● What is the correct form for analysis and reflection?	Supporting Question: ● Under what conditions does the research validate/invalidate the hypothesis? ● How does one corroborate and defend the information presented to peers who agree or dispute the findings of personal research?
Formative Performance Task: Identify formatting options for previously used and discipline-specific research	Formative Performance Task: Evaluate appropriate data bases, as well as materials available in the library and digital sites.	Formative Performance Task: Review student papers and research materials that juxtapose both valid and invalid hypothesis. Have students work as a collaborative group to identify and discuss findings of personal research.

Summative Performance Task: Student will present the in-depth action research which will include primary hypothesis and all information leading to the ultimate analysis and reflection. The student will then lead a collaborative group in which he/she defends research and valid/invalid hypothesis.
Taking Informed Action: Students will choose real-world research topics that represent their areas of interest and that are relative to today's global issues.

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach the concepts. Relearn the material. Reassess the strand. ● Students will identify weaknesses and receive direction to strengthen organizational structures ● Instructors will facilitate the use of guided research Special Needs: ● Students get extended time for completion. ● Students will break presentations down into smaller, more easily handled segments	How will we respond if students have already learned? Extensions/Enrichments: ● Students will model research within disciplines ● Students will peer critique each other's research in order to check for logistics, clarity, and organization ● Students will reflect upon and analyze personal responsibility for their strengths and weaknesses within their goals, research, and reflection ● Students will mediate particular collaborative discussion groups responding to peer analysis and reflection

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Students will model research within disciplines ● Students will peer critique each other's research in order to check for logistics, clarity, and organization ● Students will reflect upon and analyze personal responsibility for their strengths and weaknesses within their goals, research, and reflection ● Students will mediate particular collaborative discussion groups responding to peer analysis and reflection
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Will present the in-depth action research which will include primary hypothesis and all information leading to the ultimate analysis and reflection. ● Will lead a collaborative group in which he/she defends research and valid/invalid hypothesis. ● Will identify the correct formatting to use for the various portions of the research **The student exhibits no major errors or omissions.**	● Students will choose real-world research topics that represent their areas of interest and that are relative to today's global issues. ● Students will identify formatting options for previously used and discipline-specific research ● Students will evaluate appropriate data bases, as well as materials available in the library and digital sites.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: o Valid/Invalid sources o Action research o Analysis o Reflection o Defense o Corroborate ● Performs basic processes, such as: o Locates basic digital and print research sources o Identifies limited formatting options **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Students will locate formatting options for an action research essay ● Students will identify vital academic vocabulary ● Students will attempt self-analysis and self-reflection of research findings
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 9 - Gifted English 1 - Unit 10 - Digital and Print Media	
Content Area: ELA Course/Grade Level: English 1 Gifted - Grade 9	Unit Title: Digital and Print Media Unit Duration: Year-long - ongoing as research is integrated into varied rigor of the curriculum
Materials/Instructional Resources For This Unit: ● Hard copies of written material ● Electronic copies of written material ● Computer access through school ● Personal computer access ● Ebooks ● CSCSD personal drives for each student ● Google email for each student ● Google access for documents and internet search ● Valid search engines	Big Idea: In order to be 21st century life-time learners, the students must be able to access, utilize, and analyze the digital and print media that is available to them.
Enduring Understandings: ● Locating media sources ● Identifying validity of sources ● Analyzing genre of media sources ● Tracing the importance and effectiveness of located sources ● **"I don't think there's a... boundary between digital media and print media. Every magazine is doing an online version." - Bill Gates**	Essential Questions: ● Which methods determine the validity of the source? ● How can this source be utilized for a particular project? ● Under what circumstances might the source be used? ● Where can needed digital and printed media be located?

Objective #1 Locating digital and print media sources
Essential Question: Where can needed digital and printed media be located?
Standards: GLE/CLE CCSSI Reading: 2, 8 CCSSI Speaking and Listening 2, 5, 6 CCSSI Writing 2
Academic Vocabulary: ● Valid sources ● Invalid sources ● Analysis ● Proof ● Media ● Digital footprints ● Web ● Domain ● Server

Lesson Plan		
Supporting Question: Which methods determine the validity of the source?	Supporting Question: How can this source be utilized for a particular project?	Supporting Question: Under what circumstances might the source be used?
Formative Performance Task: ● Student searches for both digital and print media over instructor and student-chosen topics ● Student ascertains the background of the media founder ● Student creates a checklist to govern the validity of the media	Formative Performance Task: ● Student identifies the construction of the media source, the subject of the domain, and the author's slant on the information ● Student locates the proper use and correct site for the choice ● Student delves into familiar and unfamiliar sites as he/she strives to locate useful media	Formative Performance Task: ● Student undergoes a deductive process with a checklist to determine the if the digital/print is appropriate for the research ● Student locates appropriate media for teacher and student-generated research

Summative Performance Task:
- Student generates a research question and locates valid print/digital media that appropriately responds with valid information and research
- Student can backtrack to follow digital footprint
- Student uses valid digital/print sources to solidify research

Taking Informed Action:
Student identifies
- Valid digital/print media
- Particular uses for varied types of sources
- Current and new valid digital/print media that can be used for informative and research purposes

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach the concepts. ● Relearn the material. ● Reassess the strand. ● Students will identify weaknesses and receive direction to strengthen organizational structures Instructors will facilitate the use of guided research Special Needs: ● Students get extended time for completion. ● Students will break presentations down into smaller, more easily handled segments	How will we respond if students have already learned? Extensions/Enrichments: ● Students will model research within disciplines ● Students will peer critique each other's research in order to check for logistics, clarity, and organization ● Students will reflect upon and analyze personal responsibility for their strengths and weaknesses within their goals, research, and reflection

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Digital and Print Media		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Goes above and beyond in brainstorming exercises ● Facilitates and monitors self-responsibility within personal and classroom parameters ● Hypothesizes a thesis to drive research ● Predicts the outcome of the project ● Locates digital and print media for valid research
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Identifies valid digital/print media for student-generated research ● Locates valid media for student-initiated questions and responses ● Researches valid, quality search engines and domains pertinent to the student-generated research inquiries **The student exhibits no major errors or omissions.**	● Identifies search engines and domains useful to the research ● Predicts the outcome of the project ● Locates digital/print media for valid research
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology used within the unit ● Performs basic processes, such as fundamental computer skills to research and locate digital/media sources ● Attempts basic search for digital/print media **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Brainstorm ideas ● Attempt research ● Partake in the research process
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

CURRICULUM OVERVIEW	
COURSE/GRADE LEVEL: Grade 10 – Gifted English 2 **CREDIT(S): 1** **PREREQUISITES: Student must be identified as gifted through the district and have permission to enroll**	**CURRICULUM WRITTEN: Gifted** **BOARD APPROVAL:** **REVISED:**
COURSE DESCRIPTION: This course will exceed expectations for English 2 while simultaneously meeting the affective needs of the gifted. The course will prepare students for success in Advanced Placement and college level English courses. This course satisfies the graduation requirement and consists of instruction in literature, nonfiction, writing, language study, research, and speaking and listening. Literature will include selections of fiction, nonfiction, poetry, and drama. The emphasis will be on the analysis and evaluation of text. Key writing concepts include various modes of discourse and students will produce analytical, expository, research, and persuasive essays. Students will evaluate various types of media, strengthen vocabulary, and participate in informal and formal speaking and listening activities. Students will be required to take an "End of Course" exam provided by the State of Missouri at the completion of English 2.	**COMMITTEE MEMBERS:** **Gillian Deal** **Donette Goodlett**

UNITS IN THIS COURSE/GRADE LEVEL	
UNIT TITLE	**UNIT DURATION**
UNIT 1: Writing	Year-long
UNIT 2: Speaking & Listening	Year-long
UNIT 3: Reading Literature and Informational Text	Year-long
UNIT 4: Language	Year-long

BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE	ADDITIONAL INSTRUCTIONAL MATERIALS
Pearson *Literature: Grade 10*	Supplemental resources (print and online) are utilized for instruction for this course.

Grade 10 - Gifted English 2 - Unit 1 - Writing	
Content Area: ELA Course/Grade Level: Gifted English II 10	Unit Title: Writing Unit Duration: Throughout the school year
Materials/Instructional Resources For This Unit: ● Composition textbook ● Model essays ● Purdue OWL: Online Writing Lab ● MLA formatting guides ● EasyBib ● Print and Digital Media ● Turnitin.com and similar plagiarism sites	Big Idea: *"The pen is mightier than the sword."* *Edward Bulwer-Lytton, 1893* Writing is a necessary means of asserting and defending claims, demonstrating knowledge on a topic or subject, and conveying thoughts, experiences, and imagination.
Enduring Understandings: ● Students will evaluate and focus on task, purpose, and audience, as well as thoughtfully choosing words, information, structures and formats. ● Students will write arguments to support claims using valid reasoning, and relevant and sufficient evidence. ● Students will understand that writing is an open-ended process that requires analysis and evaluation for improvement. ● Students will become adept at gathering information, analyze and evaluate sources, cite material accurately, and report researched findings in a clear and cogent manner. ● Students will use technology strategically when creating, refining, and collaborating on writing.	Essential Questions: ● How is writing central to most forms of inquiry? ● What does it mean to have an educated opinion? ● How does audience and purpose drive the writing process? ● Why is the writing process an open-ended process? ● How can technology assist in the writing process? ● Why is it necessary be adept at writing an argument? ● How and why do we evaluate and validate sources included in the writing process?

Objective #1: Text types and purposes
Essential Question: Why is it necessary to evaluate task, purpose, and audience when writing?
Standards: GLE/CLE, CCRW 1,2,3,4,5,6,9,10
Academic Vocabulary: ● Rhetoric ● Syntax ● Diction ● Informative/explanatory ● Expository ● Narrative ● Persuasive/argument ● Point of view ● Theme, mood, tone

- Objective vs subjective
- Denotative vs connotative
- Thesis
- Textual evidence
- Plan, edit, revise
- Plagiarism
- Structure and format
- Prose
- Ethos, logos, pathos,
- Rhetorical terms and literary elements

Lesson Plan		
Supporting Question: What are the four modes of discourse?	Supporting Question: What is the writing process?	Supporting Question: Why is the writing processive recursive?
Formative Performance Task: In-class and independent practice evaluating student sample/anchor papers and reviewing the four modes of discourse: exposition, description, narration, and argumentation.	Formative Performance Task: Teacher modeling, in-class and independent practice over the writing process. Evaluate student sample/anchor paper. Assign writing assignment for practice and review.	Formative Performance Task: Teacher modeling, in-class and independent practice focusing on the adage that a good writer is never finished. Revise and review writing assignment. Prepare and publish for presentation.

Summative Performance Task:
Culminating summative entails an essay assignment that adheres to one of the four modes of discourse (teacher-student selection) with classroom presentation.

Taking Informed Action:
Produce a well-written essay in college, as well as impress your employer with nuanced writing skills.

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach area of concern ● Teacher-student conferencing ● Independent practice	How will we respond if students have already learned? Extensions/Enrichments: ● Student can explore a rhetorical analysis (review and write) ● Assist students who are struggling with assignment

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Writing		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Rhetorical analysis of narrative essay
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Is successful with meeting the requirements on the rubric for proficiency in writing assigned essay. **The student exhibits no major errors or omissions.**	● Narrative essay
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: narrative, anecdote, theme, tone, mood, revise and review ● Performs basic processes, such as: Attempts, but does not succeed with assignment. Provides outline. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Outline of narrative essay
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Research and technology to build and present knowledge
Essential Question: Why is it necessary to draw evidence from literary or informational texts to support analysis, reflection, and research?
Standards: GLE/CLE, CCRW 1,2,4,5,6,7.8,9,10
Academic Vocabulary: ● Argument ● Concession ● Textual evidence ● Literary analysis ● Rhetorical analysis ● Synthesis ● Sources ● Documents ● Validity ● Objective vs subjective ● Connotation vs denotation ● Thesis ● In-text citation ● Works cited ● Bibliography ● Ethos, pathos, logos ● Turnitin.com and other plagiarism websites ● Easybib ● Cogent

Lesson Plan		
Supporting Question: How do we choose and narrow the focus for research?	Supporting Question: How do we gather information from sources and assess their credibility?	Supporting Question: How do we use technology for research and the final product?
Formative Performance Task: Teacher modeling, in-class and independent practice evaluating student anchor papers and the appropriateness of research and analysis.	Formative Performance Task: Teacher modeling, in-class and independent practice evaluating multiple print and digital sources to assess the credibility of each source, and integrate information while avoiding plagiarism.	Formative Performance Task: In-class and independent practice utilizing digital media, documents, writing, and presentation via technology.

Summative Performance Task: Culminating summative consists of either a researched argument on a timely topic, or a researched literary/rhetorical analysis with classroom presentation.

Taking Informed Action: Demonstrate in the academic and real-world the ability to craft an argument and support your opinion with valid, researched sources.

Differentiation	
How will we respond if students have not learned? Interventions: ● Re-teach areas of concern ● Teacher- student counseling ● Independent practice	How will we respond if students have already learned? Extensions/Enrichments: ● Allow student to turn argument into a debateable topic by representing both for and against positions ● Assist students who may be struggling with assignment

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Writing		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Write and construct a synthesis argument
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Produced an argumentative analysis that is proficient per rubric requirements **The student exhibits no major errors or omissions.**	● Write a researched argument on a timely topic
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ethos, pathos, logos, thesis ● Performs basic processes, such as: Attempts but does not succeed with the assignment; develop outline **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Develop an outline for the researched argument
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 10 - Gifted English 2 - Unit 2 - Speaking and Listening	
Content Area: ELA Course/Grade Level: Gifted English 10	Unit Title: Speaking and Listening Unit Duration: Throughout the school year
Materials/Instructional Resources For This Unit: ● Access to technology and digital media ● Socratic Seminar review ● Appropriate texts related to speaking and listening ● Model presentations for students to peruse ● Digital media delineating nuances of presentations	Big Idea: 21st century classrooms and the workplace are settings in which people from divergent cultures and diverse experiences and perspectives must learn and work together.
Enduring Understandings: ● Students will adapt their communication in relation to audience, task, and purpose. ● Students will seek to understand other perspectives and cultures through listening and speaking. ● Students will collaboratively conduct and contribute to conversations that analyze and synthesize a multitude of ideas and perspectives. ● **"It is the province of knowledge to speak, and it is the privilege of wisdom to listen." - Oliver Wendell Holmes, Sr.**	Essential Questions: ● Why must we consider audience and purpose when preparing for and giving a presentation? ● What does it mean to appropriately and actively consider other perspectives and cultures when participating in collaborative conversations? ● When is it necessary to integrate technology in a presentation?

Objective #1: Presentation of knowledge and ideas
Essential Question: What is the importance of presenting knowledge and ideas both individually and collaboratively?
Standards: GLE/CLE, CCRSL 1,2,3,4,5,6
Academic Vocabulary ● Collaboration ● Evaluation ● Evidence ● Rhetoric ● Multimedia and technology ● Analyze ● Synthesize ● Diverse perspectives ● Point of view ● Divergent culture ● Global society ● Ethos, pathos, logos

Lesson Plan		
Supporting Question: What is expected when giving a presentation to a variety of audiences and perspectives?	Supporting Question: Why is it important to utilize researched and documented sources when giving a presentation?	Supporting Question: What type of technology should be considered for a presentation?
Formative Performance Task: Teacher modeling, in-class and independent practice of presentations. Manner of delivery, content, organization and format will be assessed for appropriateness related to task, purpose, and audience.	Formative Performance Task: In-class and independent practice of finding supporting evidence so that the audience can follow the line of reasoning. Sources will be evaluated for appropriateness and validity.	Formative Performance Task: Teacher modeling, in-class and independent practice of utilizing technology, digital media, and visual displays to express information and enhance understanding of presentations.

Summative Performance Task: Culminating summative is a presentation of a researched, persuasive topic that includes visual analysis (example: Pecha Kucha, Prezi, Power Point, multimedia and other technological tools).
Taking Informed Action: The ability to give presentations for academic and real-world situations. Present researched evidence clearly and concisely. Make strategic use of digital media to enhance understanding.

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach lesson ● Additional assistance from teacher ● Allow student to give presentation solely to teacher for additional guidance ● Independent practice	How will we respond if students have already learned? Extensions/Enrichments: ● Offer the opportunity to create a presentation with enhanced visuals and extended presentation time. ● Allow student to assist those who may be struggling with the presentation unit.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Speaking and Listening		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Develop and argumentative analysis presentation
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Presents information, findings, and supporting evidence clearly and concisely and logically so that the audience can follow the line of reasoning. Organization, development, and style are appropriate for purpose and audience. **The student exhibits no major errors or omissions.**	● Persuasive research and presentation over a current issue or timely topic.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: Ethos, pathos, logos ● Performs basic processes, such as: Attempts presentation with limited research and success. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Presentation that meets the minimum requirements according to the rubric.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Comprehension and Collaboration
Essential Question: Why is it important to engage in open-minded, as well as discerning conversations with a partner or class?
Standards: GLE/CLE, CCRSL 1,2,3,4,5,6
Academic Vocabulary: ● Socratic Seminar ● Objective vs subjective ● Connotation and denotation ● Collaboration ● Evidence

- Quantitative data
- Ethos, pathos, logos
- Paradigm
- Rhetoric

Lesson Plan		
Supporting Question: Why is it important to develop a wide range of oral communication and interpersonal skills?	Supporting Question: What needs to be done to prepare for a classroom or collegial discussion?	Supporting Question: Why is it important to respond thoughtfully to diverse perspectives?
Formative Performance Task: Teacher modeling, in-class and independent practice over various modes of rhetoric.	Formative Performance Task: Teacher modeling, in-class and independent practice on explicitly drawing relevant and reliable evidence from texts and media sources.	Formative Performance Task: Teacher modeling, in-class and independent practice reviewing how to respond thoughtfully to diverse perspectives.

Summative Performance Task:
Culminating summative is a researched and prepared whole-class Socratic Seminar over a timely topic or assigned literature.

Taking Informed Action:
The ability to converse and respond collegially and thoughtfully in an academic or real-world setting. Being able to discern various diverse viewpoints in society.

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach lesson ● Independent practice within proximity of instructor for feedback and suggestions. ● Allow additional time for assignment	How will we respond if students have already learned? Extensions/Enrichments: ● Investigate the craft of debate ● Assist peers who may be struggling with assignment

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Speaking and Listening		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Researched debate analysis
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Prepared for discussion by having read and researched material and explicitly integrate textual evidence to support opinion. **The student exhibits no major errors or omissions.**	● Partake in whole-class Socratic Seminar
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: Collegial, paradigm, Socratic Seminar, textual evidence ● Performs basic processes, such as: Attempts, but is not fully prepared to take part in classroom discussion due to major lack of textual evidence. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Produce textual evidence for support in Socratic Seminar
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

<table>
<tr><th colspan="2">Grade 10 - Gifted English 2 - Unit 3 - Reading</th></tr>
<tr><td>Content Area: ELA

Course/Grade Level: Gifted English II 10</td><td>Unit Title: Reading

Unit Duration: Throughout the school year</td></tr>
<tr><td>Materials/Instructional Resources For This Unit:
● Literature:
○ Instructor and student-chosen novels
○ Essays, short stories, poetry, lyrics, films, scripts, and plays
● Informational Text:
○ Instructor and student-chosen nonfiction texts
○ Historical documents
○ Cross-curricular works of nonfiction, print and digital media
○ Documentaries
○ Speeches</td><td>Big Idea:
To gain insight into the human condition, as well as serve as a model for thinking and writing, students must evaluate works of fiction and nonfiction whose range extends across genres, cultures, and centuries.</td></tr>
<tr><td>Enduring Understandings:
Literature:
● Students will evaluate text complexity and evaluate growth of comprehension
● Students will determine central ideas or themes of a text and analyze their development
● Students will analyze the structure of texts, including how specific sentences, paragraphs, and larger portion of the text relate to each other and the whole.
● Students will analyze how two or more texts address similar themes or topics in order to determine the approaches that the author takes
● Students will acquire literary and cultural knowledge
Informational Texts:
● Students will read closely to determine what the text says explicitly, and make logical inferences
● Students will delineate and evaluate the argument and specific claims in a text, including validity and reasoning
● Students will integrate and evaluate content presented in diverse formats and media

“Every man lives in two realms: the internal and the external. The internal is that realm of spiritual ends expressed in art, literature, morals, and religion. The external is that complex of devices, techniques, mechanisms, and instrumentalities by means of which we live.” - Martin Luther King, Jr.</td><td>Essential Questions:

Literature:
● Why is it necessary to explore literature that expands across genres, cultures, and centuries?
● How can we juxtapose and reflect on the human condition through literature?
● What does literature teach us about ourselves?

Informational Texts:
● Why must we evaluate the validity of an argument?
● Why is it necessary to read and comprehend informational texts independently and proficiently?
● Why is it important to analyze and evaluate seminal U.S. documents of historical and literary significance?</td></tr>
</table>

Objective #1: Reading Literature		
Essential Question: Why is it important to actively seek to understand other perspectives and cultures through reading?		
Standards: GLE/CLE, CCRR 1,2,3,5,6,10		
Academic Vocabulary: ● Key ideas and details ● Craft and structure ● Integration of knowledge and ideas ● Range of reading and level of complexity ● Genres in fiction ● Connotative and denotative ● Literary analysis ● Figurative language ● Cultural significance and awareness ● Analyze, synthesize, evaluate		
Lesson Plan		
Supporting Question: How can we interpret words and phrases as they are used in a text, as well as analyze how figurative language, literary elements, and specific word choices shape meaning or tone?	Supporting Question: How can we learn more about ourselves, society, and the world by reading significant works of literature?	Supporting Question: How can reading various genres of literature influence our own thinking and writing?
Formative Performance Task: Instructor modeling, in-class and independent practice of close reading, annotation, and evaluation	Formative Performance Task: Independent reading and class review of literature. Text-to-self, text-to-man, text-to-nature, and text-to-text analysis.	Formative Performance Task: Review of different genres and a writing assignment that emulates the specific author's style and tone.

Summative Performance Task: Culminating summative that produces a final product (presentation, short film, interview, demonstration, portfolio, student-led assessment, etc.,) that analyzes, synthesizes and evaluates a significant work of literature.
Taking Informed Action: Partake in a discussion that juxtaposes and evaluates two novels of cultural significance. Transfer this knowledge by indulging in a new culture.

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach lesson ● Individual assistance from instructor ● Additional formative independent practice	How will we respond if students have already learned? Extensions/Enrichments: ● Graduate to a work of literature of especially complex language and abstract thinking in order to challenge the student. ● Student may assist peer(s) who are having difficulty grasping the assignment.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Reading Literature		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Compose a well-written, comprehensive literary analysis that juxtaposes two novels of literary merit.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Will demonstrate understanding of reading a complex novel of literary significance by writing a literary analysis essay per rubric requirements **The student exhibits no major errors or omissions.**	● Compose a well-written, comprehensive literary analysis essay
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ Literary analysis ○ Close reading ○ Annotation ○ Figurative language ○ Literary devices ● Performs basic processes, such as: ○ Annotates select prose passages from a complex novel of literary significance. ○ Attempts written literary analysis. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Identify examples of figurative language within a prose passage ● Outline a literary analysis essay
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Reading Informational Text		
Essential Question: Why is it important to evaluate speeches, arguments, documents, and other works of nonfiction?		
Standards: GLE/CLE, CCRR 1,3,5,6,10		
Academic Vocabulary: ● Objective vs subjective ● Connotation and denotation ● Ethos, logos, pathos ● Tone, irony, figurative language ● Parallel structure ● Rhetorical analysis ● Supporting details ● Visual analysis ● Quantitative evidence ● Textual evidence ● Syntax ● Diction		
Lesson Plan		
Supporting Question: Why is it important to evaluate the validity of an argument?	Supporting Question: What is the importance of analyzing seminal documents of historical and literary importance?	Supporting Question: How does the writer manipulate the reader through rhetorical devices?
Formative Performance Task: Instructor modeling, in-class and independent practice on how to annotate and evaluate an argumentative document.	Formative Performance Task: Instructor modeling, in-class and independent practice on how to annotate and evaluate a historical document.	Formative Performance Task: Instructor modeling, in-class and independent practice on analyzing and evaluating the purpose and intent of rhetorical devices used for argumentative purposes.

Summative Performance Task: Culminating summative consists of evaluating the rhetorical purpose of various documented sources related to an argumentative topic. An argumentative synthesis essay will be the final process of the summative.
Taking Informed Action: Harness the power of the written word by utilizing ethos, logos, and pathos to win arguments and influence a paradigm shift. The pen is mightier than the sword, indeed.

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach the lesson ● Individual student-teacher conference ● Independent practice	How will we respond if students have already learned? Extensions/Enrichments: ● Increase the complexity and breadth of documented materials for evaluation ● Help student(s) who may need additional assistance

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Reading Informational Text		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Synthesis essay evaluating and integrating seven documents
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Synthesis essay: ○ Evaluate five documents for argumentative merit ○ Construct a cohesive argumentative essay utilizing the same documents for support and concession. **The student exhibits no major errors or omissions.**	● Synthesis essay
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ Synthesis ○ Evaluation ○ Ethos, pathos, logos ● Performs basic processes, such as: ○ Recalls a minimum of rhetorical devices used for argumentative essay structure **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Annotate and outline documented sources to be utilized in an argumentative essay
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 10 - Gifted English 2 - Unit 4 - Language	
Content Area: ELA Course/Grade Level: Gifted English II 10	Unit Title: Language Unit Duration: Throughout the school year
Materials/Instructional Resources For This Unit: ● Grammar and Composition handbook ● Literature textbook ● Access to online grammar exercises ● Access to online vocabulary exercises ● Access to online punctuation exercises ● Variety of print materials (newspapers, magazines, etc.) to investigate and evaluate appropriate conventions of standard English ● SAT Quack Words and dvds ● Dictionary ● Thesaurus	Big Idea: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Enduring Understandings: ● Conventions of standard English: To express oneself appropriately, language should not be seen as only as a construction of words, syntax, and punctuation, but also a craft to achieve effective communication when writing or speaking. ● Vocabulary acquisition and usage: An extensive vocabulary enables one to engage in purposeful writing and conversation. ● **"I have my own vocabulary. I love linguistics. That surprises people." - Matthew McConaughey**	Essential Questions: ● Conventions of Standard English: What are the essential rules of standard written and spoken English? How is language considered a craft? ● Vocabulary acquisition and usage: How can understanding both connotative and denotative meaning of words influence the outcome of written and spoken communication?

Objective #1: The student will demonstrate command of the conventions of standard English grammar and usage when writing or speaking
Essential Question: What are the essential rules of standard written and spoken English?
Standards: GLE/CLE, CCRL 1,2,3,4,6
Academic Vocabulary: ● Syntax ● Diction ● Rhetoric ● Phrases ● Clauses ● Parallel structure

- Conventions
- Semicolon
- Colon
- Parenthetical elements
- Redundancy
- Style and tone
- Shift in verb tense

Lesson Plan		
Supporting Question: How do various types of phrases and clauses convey specific meanings and add variety and interest to writing and presentations?	Supporting Question: ● Why is it important to utilize appropriate capitalization and punctuation when writing? ● How do commas save lives?	Supporting Question: Why is language considered a craft?
Formative Performance Task: Teacher modeling, class and independent practice of the functions and rhetorical effect of various types of phrases and clauses.	Formative Performance Task: Teacher modeling, class and independent practice of rules of punctuation and capitalization.	Formative Performance Task: Teacher modeling, class and independent practice of clarifying meaning and avoiding redundancy.

Summative Performance Task:
The student will take a culminating summative that identifies appropriate usage of standard English grammar and punctuation.

Taking Informed Action:
- The student will be able to communicate effectively for a variety of audiences, through writing and speaking, by having a strong control over the conventions of standard English.
- The student will also learn how commas save lives: “Let’s eat Grandma” will be corrected to read, “Let’s eat, Grandma.” Equally important is the phrase, “Eats, shoots, and leaves,” that takes on a different meaning when eliminating the commas: “Eats shoots and leaves.”

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach the concepts ● Relearn the material ● Reassess the objective ● Students will identify weaknesses and receive direction to strengthen enduring understandings.	How will we respond if students have already learned? Extensions/Enrichments: ● Students will resolve issues of complex or contested usage, consulting references as needed. ● Students will delve into varied syntax for effect within complex texts.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Language		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Solving complex and perplexing errors within syntactical structures.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Correctly uses various types of phrases (adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent). ● Uses a semicolon to link two or more closely related independent clauses ● Uses a colon to introduce a list or quotation ● Chooses language and structure to reduce redundancy **The student exhibits no major errors or omissions.**	● Analyze and identifies various types of phrases and clauses within print and multimedia sources. ● Error identification and correction of sentence structure, capitalization, and punctuation.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ independent and dependent clauses ● Performs basic processes, such as: ○ Identifying independent and dependent clauses **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Completes practice materials and has some success with appropriate usage.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Vocabulary Acquisition and Use
Essential Question: Why is it important to have an extensive knowledge of vocabulary to comprehend complex texts and writing? How can enlarging your vocabulary impress friends and family, and help you get ahead in the workplace?
Standards: GLE/CLE, CCRL 1,2,3,4,5,6
Academic Vocabulary: ● Connotative and denotative

- Context clues
- Prefix, suffix, root words
- Domain-specific words
- Euphemism
- Colloquialism
- Synonym and antonym

Lesson Plan		
Supporting Question: How can one employ prefix, suffix, and root words to discover the meaning of a word?	Supporting Question: Why is it important to analyze context clues to understand the meaning of a word?	Supporting Question: What is the difference between academic and domain-specific vocabulary?
Formative Performance Task: Class instruction and independent practice of formulating prefix, suffix, and root words to comprehend the meaning of a plethora of words.	Formative Performance Task: Class instruction and independent practice using context clues (overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Formative Performance Task: Class instruction and independent practice on how to acquire and use academic and domain-specific words and phrases for reading, writing, speaking, and listening.

Summative Performance Task:
Culminating summative requires the student to analyze and evaluate the meaning of specific vocabulary, and integrate the vocabulary for purposeful writing and conversations.

Taking Informed Action:
The student will gain the ability to use and decipher nuanced vocabulary in both writing and conversation for academic, workplace, and colloquial settings.

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach lesson ● Individualize the lesson for clarification and understanding ● Independent practice	How will we respond if students have already learned? Extensions/Enrichments: ● Integrate elevated vocabulary challenges ● Allow student to develop new vocabulary words and meaning

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Vocabulary Acquisition		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Develop a new vocabulary and word meaning ● Increase complexity of vocabulary
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Understands and applies acquired vocabulary in writing, conversation, and within context. **The student exhibits no major errors or omissions.**	● Context clue activities ● SAT Quack Words assessment ● Correction exercises
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ connotation and denotation ○ prefix, suffix, and root words ● Performs basic processes, such as: ○ matching and identifying vocabulary **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Identify and matching exercises
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grades 9-12 Gifted Exploration & Expansion Curriculum

Course Description:

GIFTED EXPLORATION & EXPANSION

(Elective) 1/2 unit; 9-12; prerequisite: students must be identified as gifted through the district gifted identification protocol and have signature of teacher

This course is an elective designed to provide in-depth exploration of post high school opportunities, research and develop possible solutions to real world challenges, allow expression of their giftedness within and without the school environment, and enter into mentorship programs. Students will explore their strengths/weaknesses, personality styles, and interests in relationship to post high school. In demonstrating their individuality, they will develop a personal portfolio. After researching real world challenges, they will propose and implement possible solutions. Advocacy skills will be developed and academic/scholarship competitions explored by interested students. Mentorship will be based on student passion. Program expectations will advance commensurate with student growth. The curriculum will be individualized based on student need, interest, and other academic course expectations.

Students are encouraged to enroll both semesters to allow for development of long term projects such as putting into action a solution that correlates with a real world challenge. Students must meet the criteria for identification as gifted as established by the state of Missouri. Students may take this course more than once for elective credit.

CURRICULUM OVERVIEW	
COURSE/GRADE LEVEL: Grade 9-12 – Gifted Exploration and Expansion (GEE) **CREDIT(S): 1** **PREREQUISITES: Student must be identified as gifted through the district and have permission to enroll**	**CURRICULUM WRITTEN: Gifted** **BOARD APPROVAL:** **REVISED:**
COURSE DESCRIPTION: This course is an elective designed to provide in-depth exploration of post high school opportunities, research and develop possible solutions to real world challenges, allow expression of their giftedness within and without the school environment, and enter into mentorship programs. Students will explore their strengths/weaknesses, personality styles, and interests in relationship to post high school. In demonstrating their individuality, they will develop a personal portfolio. After researching real world challenges, they will propose and implement possible solutions. Advocacy skills will be developed and academic/scholarship competitions explored by interested students. Mentorship will be based on student passion. Program expectations will advance commensurate with student growth. The curriculum will be individualized based on student need, interest, and other academic course expectations. Students are encouraged to enroll both semesters to allow for development of long term projects such as putting into action a solution that correlates with a real world challenge. Students must meet the criteria for identification as gifted as established by the state of Missouri. Students may take this course more than once for elective credit.	**COMMITTEE MEMBERS:** **Gillian Deal** **Donette Goodlett**

UNITS IN THIS COURSE/GRADE LEVEL	
UNIT TITLE	**UNIT DURATION**
UNIT 1: GEE 9&10: Writing	Semester-long
UNIT 2: GEE 9&10: Self-Advocacy	Thoughout the Year
UNIT 3: GEE 9&10: Reading	Semester-long
UNIT 4: GEE 9&10: Speaking and Listening	Semester-long
UNIT 5: GEE 9&10: Investigation Unlimited	6 weeks to one semester
UNIT 6: GEE 11: Speaking and Listening	Semester-long
UNIT 7: GEE 11: Research	Semester-long
UNIT 8: GEE 11: Writing	Semester-long
UNIT 9: GEE 11: Reading	Semester-long
Unit 10: GEE 12: Writing	Semester-long
UNIT 11: GEE 12: Speaking and Listening	Semester-long
UNIT 12: GEE 12: Research	Semester-long
UNIT 13: GEE 12: Reading	Semester-long
BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE	**ADDITIONAL INSTRUCTIONAL MATERIALS**
	Supplemental resources (print and online) are utilized for instruction for this course.

Grade 9&10 - GEE - Unit 1 - Writing	
Content Area: Gifted Elective Course/Grade Level: Gifted Exploration and Expansion (GEE) 9 & 10	Unit Title: Writing Unit Duration: Semester-long
Materials/Instructional Resources For This Unit: ● Digital and print media ● Instructor and student-chosen novels (fiction & nonfiction) ● Instructor and student-chosen technological & informative resources ● Bulletins ● Pamphlets ● Websites ● Partners in Education (PIE) ● Purdue OWL (Online Writing Lab) ○ APA formatting ○ MLS formatting	Big Idea: Students will become solid writers who can do the following: ● Write in-text citations ● Identify sources ● Write in heterogeneous styles ○ Resumes ○ Bullets ○ Memos ○ APA formatting ○ MLS formatting ○ Fiction/nonfiction essays ○ Technological information ○ Research work ○ Informational ○ Expository ○ College application essays ○ Scholarship application essays
Enduring Understandings: ● Students will evolve into writers who can effectively communicate through the written word with both print and digital media ● Students will use their writing to achieve their desired results for the specific purpose for which they are interfacing ● **"What you get by achieving your goals is not as important as what you become by achieving your goals." - Zig Ziglar**	Essential Questions: ● How does one write in the heterogeneous styles? ● Which formatting should be used for differing disciplines? ● Under what circumstance might one employ the different writing strategies?

Objective #1: Writing in heterogeneous styles
Essential Question: ● How does one write in the heterogeneous styles? ● Under what circumstance might one employ the different writing strategies?
Standards: GLE\CLE, CCRW1,2,3,4,5,6,7,8,9,10
Academic Vocabulary: ● Heterogeneous

- Expository
- Informational
- Essays
- Bulletins
- Memos
- Writing strategies

Lesson Plan		
Supporting Question: How does one write in the heterogeneous styles?	Supporting Question: Under what circumstance might one employ the different writing strategies?	Supporting Question: How does one successfully and effectively communicate through writing?
Formative Performance Task: ● Students will research a myriad of writing styles ● Students will choose and employ several writing styles for an amalgam of reasons	Formative Performance Task: ● Students will read and respond to heterogeneous writing styles ● Students will utilize varied writing strategies ● Students will engage writing strategies for appropriate results	Formative Performance Task: ● Students will submit work to one of the following plagiarism and editing sites: ○ Turnitin.com ○ Blackboard ○ Epic ○ A valid digital resource site ● Students will self-edit and offer up the rough draft along with the final copy ● Students will peer edit one another's work and turn this in along with the final copy ● Students will respond to peers' work by the following disclosures: ○ What they think the student is saying ○ What course of action might the reader take upon reading the communication ○ How effective the writing is

Summative Performance Task: There will be several throughout the semester; all presentations will use digital, print, and oral options

- Students will employ heterogeneous writing styles for both short and long-term writings
- Students will engage in writing a myriad of communications for various results: essays, fiction, expository, persuasive, scholarships, college admittance essays, college resumes, job resumes, internships

Taking Informed Action:
Regardless of the circumstance, discipline, or heterogenous style, students will be able to effectively communicate through their writing.

Differentiation	
How will we respond if students have not learned? Interventions: ● One-on-one conferences with the instructor ● Extra time as stated in IEP's/504's ● Parent/counselor/mentor involvement	How will we respond if students have already learned? Extensions/Enrichments: ● Modeling what student learned during shadowing a mentor ● Shadowing at extra facilities ● Internships through Partners in Education ● College visits ● Students can choose guest speakers for the classroom ● Students can mentor peers and edit one another's writing

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Writing		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Modeling ● Instructing ● Peer editing
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Chooses and models several writing strategies ● Employs heterogeneous writing styles for communication ● Self-edits work ● Peer edits writing for classmates ● Notes the changes that a digital website offers and makes corrections ● Self-corrects **The student exhibits no major errors or omissions.**	● Writes short and long-term communications ● Writes with varied writing strategies ● Offers self and peer corrections ● Submits writing online ● Punctuates writing with different styles ● Identifies and utilizes writing methods needed in cross-curricula disciplines
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology: ● Performs basic processes, such as: ○ Writes in solo or dual modes ○ Chooses writing styles that are significant for a single discipline ○ Reviews peer edits **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Formatting the information

Essential Question: Which formatting should be used for differing disciplines?

Standards: GLE/CLE, CCRR 1,2,3,4,5,6,7,8,9,10

Academic Vocabulary:

- Online Writing Labs
- MLA (Modern Language Association)
- APA (American Psychological Association)
- Chicago Style/Turabian Style
- CBE Style (Council of Biology Editors)
- CGOS (Columbia Guide to Online Style)
- Harvard Style
- Argumentative papers
- Analytical papers
- Definition papers
- Compare and contrast papers
- Cause and effect papers
- Reports
- Interpretive papers
- In-text citations
- Works Cited
- References
- Sources
- Abstract
- Thesis
- Introduction
- Conclusion

Lesson Plan

Supporting Question: What formatting style is used for different disciplines?	Supporting Question: How are the in-text citations different with each style?	Supporting Question: ● With what procedure are the references/sources/works/outlines written? ● How might the varying styles dictate required information within the body of the paper?
Formative Performance Task: ● Students will research formatting styles and which disciplines and writing styles are more effective with those particular strategies ● Students will identify formatting styles used within their individual research	Formative Performance Task: ● Students will utilize various formatting styles to write in-text citations ● Students will identify what material is required within various in-text citations	Formative Performance Task: ● Students will choose different formatting options, read an essay, and identify the various parts of the paper ● Students will choose different formatting styles and write the following within the styles' guidelines: ○ references/sources/works cited ○ Outlines

		○ Abstracts ○ Analysis ○ Result of research ○ Thesis ○ Conclusion

Summative Performance Task: Students will generate a topic, identify the subject area fitting that issue, choose a formatting style, research the subject, and write a non-fictional documented essay
Taking Informed Action: ● Students will identify which type of formatting is needed for subject-specific topics and will be comfortable utilizing online writing labs and digital resources to effectively communicate the guidelines of that specific style. ● Regardless of career choice, the student will be familiar with the techniques of research and the parameters required by the most widely used research formatting styles. ● Students will easily and effectively communicate research through cross-curricular topics and themes.

Differentiation	
How will we respond if students have not learned? Interventions: ● One-on-one conferences with the instructor ● Extra time as stated in IEP's/504's ● Parent/counselor/mentor involvement	How will we respond if students have already learned? Extensions/Enrichments: ● Modeling what student learned during shadowing a mentor ● Shadowing at extra facilities ● Internships through Partners in Education ● College visits ● Students can choose guest speakers for the classroom

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Writing		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Modeling ● Locating guest speakers ● Instructing ● Peer facilitating
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	●
3.0	**The student:** ● Familiarizes himself/herself with disparate research formatting options ● Identifies and writes within the parameters of the most widely used formatting alternatives ● Comprehends and writes in the appropriate formatting style for the discipline he/she chooses as a theme **The student exhibits no major errors or omissions.**	● Short and long-term research writing ● Writing different part of a paper for the diverse research formatting options ● Choosing a specific type of paper and utilizing the formatting option that is discipline-specific for that topic
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology: ● Performs basic processes, such as: ○ Writes within one particular style such as MLA ○ Comprehends basic parts of a paper: thesis, introduction, body, conclusion **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 9&10 - GEE - Unit 2 - Self-Advocacy	
Content Area: Gifted Course/Grade Level: Gifted Exploration and Expansion 9 & 10	Unit Title: Self-Advocacy Unit Duration: Throughout the school year
Materials/Instructional Resources For This Unit: ● Journal ● Print or online assessments to include, but not limited to: learning style, thinking skills, self-advocacy recommendations, organization patterns, personality assessment, leadership style, personal motivation, risk taking, stress management, conflict resolution, etc., ● Notable texts that delineate self-advocacy for high school students ● Visual literacy on topics in self-advocacy	Big Idea: ● Recognizing strengths, talents, abilities, and weaknesses is the first step in self-advocating for rights and responsibilities as a gifted student. ● As a result of analyzing and evaluating these traits, the gifted learner will become self-aware and socially conscious to successfully integrate and navigate the teenage highway and beyond.
Enduring Understandings: ● Students will be self-aware of the strategies and skills needed to understand the complexities of being gifted. ● Students will gain an awareness and insight into interactions between self, peers, and society. ● Students will develop organizational and life skills to self-advocate in the academic and real-world setting. ● **"Research shows that there is only half as much variation in student achievement between schools as there is among classrooms in the same school. If you want your child to get the best education possible, it is actually more important to get him assigned to a great teacher than to a great school." - Bill Gates**	Essential Questions: ● Why am I gifted, and what exactly does that mean? ● What is self-awareness? ● How may I self-advocate respectfully and responsibly? ● How do I create organizational management plans?

Objective #1: Understanding what it means to be a gifted high school student
Essential Question: How may I develop self-awareness in order to navigate the gifted teenage highway?
Standards: GLE/CLE, CCRR 1,3,10; CCRW 3,10
Academic Vocabulary: ● Self-Advocacy, Self-Awareness, Meeting Affective Needs ● Rights and Responsibilities ● Motivation ● Nature of Giftedness ● Leadership Style ● Conflict Resolution ● Twice-Exceptional ● Precocious

- Complexity and Intricacy
- Intrinsic and Extrinsic motivation

Lesson Plan		
Supporting Question: What does it mean to be gifted?	Supporting Question: What are my strengths and weaknesses?	Supporting Question: How do I develop an action plan to strengthen my weaknesses?
Formative Performance Task: In-class and independent reading and analysis of print and digital media related to the mind of a gifted teenager.	Formative Performance Task: In-class print and digital media self-evaluation assessments over personality, risk-taking, organizational, and communication style.	Formative Performance Task: Review best practices for appropriate area(s) that need to be evaluated. Create detailed action plan regarding, but not limited to: organization, planning, scheduling tasks, etc.,

Summative Performance Task:
Culminating Summative will be a detailed journal that includes reflections on being a gifted teenager, with an action plan delineating academic and personal goals.

Taking Informed Action:
Utilizing self-acceptance, as well as an action plan, bodes well for both the academic and real world.

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach ● Teacher-student conferencing ● Independent practice	How will we respond if students have already learned? Extensions/Enrichments: ● Develop an intricate action plan that includes additional goals ● Develop a system that helps other gifted students with journaling and setting goals

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Character & Self-Advocacy		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Develop a journaling system ● Lead classroom discussion ● Contribute Socratic questions
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Meets the proficiency requirements per rubric specifications **The student exhibits no major errors or omissions.**	● Daily journal entry ● Classroom discussion ● Goal Mapping ● Research on the gifted learner
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: goals, extrinsic and intrinsic motivation, goals ● Performs basic processes, such as: Partake in entries, limited journaling **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Minimum requirement for journal entries ● Minimum classroom discussion ● Outline for Goal Mapping
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Self-Advocacy
Essential Question: Why should I self-advocate?
Standards: GLE/CLE, CCRR 1,3,4,5,6,7,10; CCRSL 1,2,3,4; CCRW 3,7,10
Academic Vocabulary: ● Self-Advocacy, Self-Awareness, Meeting Affective Needs ● Rights and Responsibilities ● Motivation ● Nature of Giftedness ● Leadership Style ● Conflict Resolution ● Twice-Exceptional

● Precocious ● Complexity and Intricacy ● Intrinsic and Extrinsic motivation ● Communication skills

Lesson Plan		
Supporting Question: What does it mean to self-advocate?	Supporting Question: What does it mean to be a collegial member of society?	Supporting Question: How do I improve my communication and social interactions?
Formative Performance Task: In-class reading and discussion on what it means to self advocate, and analyze the specific area(s) of concern.	Formative Performance Task: In-class book study and discussion on the role of the gifted teenager at home, school, and in society.	Formative Performance Task: In-class book study and discussion delineating considerations of individual communication style while learning how to successfully navigate the interpersonal highway.

Summative Performance Task: Culminating summative consists of a tailored action plan on personal self-advocacy, as well as interpersonal communication strategies.
Taking Informed Action: Self-advocacy, as well as collegial communication skills, are required for both the academic and real world.

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach ● Teacher-student counseling ● Independent practice	How will we respond if students have already learned? Extensions/Enrichments: ● Develop mock scenarios demonstrating appropriate communication skills.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Character & Self-Advocacy		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Demonstrate mock self-advocacy scenario ● Learn to advocate for others
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Develop a written self-advocacy plan delineating strengths, weaknesses, and appropriate means of self-advocacy. **The student exhibits no major errors or omissions.**	● Written self-advocacy plan ● Classroom discussion ● In-class scenario demonstration
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: self-advocacy, collegial, interpersonal communication ● Performs basic processes, such as: Partial understanding and completion of self-advocacy plan **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Outline self-advocacy plan ● Minimum classroom discussion contribution
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 9&10 - GEE - Unit 3 - Reading	
Content Area: ELA Elective Course/Grade Level: Gifted Exploration and Expansion (GEE) 9 & 10	Unit Title: Reading Unit Duration: Semester-long
Materials/Instructional Resources For This Unit: ● Digital and print media ● Instructor and student-chosen novels (fiction & nonfiction) ● Instructor and student-chosen technological & informative resources ● Bulletins ● Pamphlets ● Websites ● Partners in Education (PIE)	Big Idea: Gifted learners are engaged and open-minded readers who are adept in exploration and escape within the written word.
Enduring Understandings: ● Becoming an active reader ● Looking for answers ● Knowing where to look for information ● Learning to locate valid, unbiased information ● Identifying the acrostic for effective goal-setting techniques ● Locating information to encourage literal and figurative goals and dreams ● **"Successful people maintain a positive focus in life no matter what is going on around them. They stay focused on their past successes rather than their past failures, and on the next action steps they need to take to get them closer to the fulfillment of their goals rather than all the other distractions that life presents to them." - Jack Canfield**	Essential Questions: ● What is an active reader? ● How does one look for information? ● Where does one locate valid, unbiased information? ● How can one determine if the information is unbiased and valid? ● What are long and short-term goals? ● How can one's dream become a reality?

Objective #1: Becoming an active reader
Essential Question: ● What is an active reader? ● How does one begin to look for information and answers to questions?
Standards: GLE/CLE, CCRR 1,2,3,4,5,6,7,8,9,10
Academic Vocabulary: ● Active reader ● Post-secondary options ● Sources ● Information literacy ● Skim

- Literal
- Figurative
- Effective goal-setting techniques

Lesson Plan		
Supporting Question: How does one navigate the web and locate effective goal-setting techniques?	Supporting Question: Why is it important to experience both failure and success?	Supporting Question: What information is vital in exploring one's literal and figurative dreams?
Formative Performance Task: ● Identify the effective goal-setting acrostic and implement the strategies: ○ S - specific ○ M - measurable ○ A - Achievable ○ R - Realistic ○ T - Timely ● Read biographies/autobiographies of people who have generated goals ● Analyze the success of their short and long-term goals	Formative Performance Task: ● Write short non-fictional analyses concerning personal stories that have to do with what the student has learned from both success and failure ● Read Emily Dickinson's poem "Success is counted sweetest", answer the following 2 questions and use examples to explain the truth to those answers: ○ Who is unable to give the definition of victory? ○ Who is more capable of giving a definition of victory?	Formative Performance Task: ● Define the differences between literal and figurative dreams ● Read an instructor/student-chosen novel to analyze the dreams that people have ● Explore methodologies that will encourage the success of one's dreams ● Interview someone and determine how this person made his/her dreams become reality

Summative Performance Task: There will be several throughout the semester; all presentations will use digital and oral options

- Students will present information regarding effective goal-setting techniques and express how these specific techniques played into the formation of their short and long-term goals.
- Students will read either instructor or student-chosen non-fiction novels, analyze the techniques, and present an analysis to class. Each student will choose a different work; therefore, all the students will learn from a myriad of real-life stories.

Taking Informed Action:

- Students will practice effective goal-setting techniques and will utilize them throughout their lifetimes.
- Students will understand the importance of setting both short and long-term goals for various aspects of their personal, educational, and professional lives
- Students will comprehend the differences between literal and figurative dreams, understand which ones are attainable, and define strategies to make these dreams a reality

Differentiation	
How will we respond if students have not learned? Interventions: ● One-on-one conferences with the instructor ● Extra time as stated in IEP's/504's ● Parent/counselor/mentor involvement	How will we respond if students have already learned? Extensions/Enrichments: ● Modeling what student learned during shadowing a mentor ● Shadowing at extra facilities ● Internships through Partners in Education

	● Student-instruction of information gleaned from lives of successful people ● Students can choose guest speakers for the classroom

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Reading		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Modeling ● Instructing class ● Leading reading circles
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Presents findings through digital, print, and oral means ● Skims unbiased, valid sources and shares effective goal-setting strategies ● Reads about an individual goal-setting, interviews a mentor, and divulges findings through digital, print, and oral means ● Locates specialized websites for exploring literal and figurative dreams the students develops **The student exhibits no major errors or omissions.**	● Shadows a mentor through PIE ● Locates pertinent goal-setting strategies through digital and print media ● Shares non-fictional biographies/autobiographies ● Reads to find information ● Offers oral presentations using digital and print media
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology ● Performs basic processes: ○ Locates generalized websites for personalized interests ○ Identifies basic goals ○ Unearths fundamental fictionalized stories of characters who follow their literal and figurative dreams **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Integrating what student learns into effective strategies for success		
Essential Question: Which methods will work for me?		
Standards: GLE/CLE, CCRR 1,3,7,9,10 CCRSL 1,3,4 CCRW 3,4,7,9,10		
Academic Vocabulary: ● Tangible ● Intangible ● Attainable ● Unattainable ● Methodology		
Lesson Plan		
Supporting Question: How do one's personality and life philosophy impact personal techniques that work for the individual?	Supporting Question: What successful/unsuccessful methods have previously been employed?	Supporting Question: How does one realistically know what is truly attainable/unattainable within both tangible and intangible realms of possibility?
Formative Performance Task: ● Identify personal philosophies ● Participate in personal interest inventories	Formative Performance Task: ● Both individually and within groups discuss strategies previously used and analyze the success of these methods	Formative Performance Task: ● Research the likelihood of goals that are attainable/unattainable ● Identify the realms of possibility for these goals ● Recognize the difference between tangible/intangible dreams and determine the realism of attaining these goals

Summative Performance Task: There will be several throughout the semester; all presentations will use digital and oral options ● Students will run Socratic Seminars concerning research that offers effective strategies for attaining goals that envelop both attainable/unattainable goals ● Students will compare/contrast the realms of possibility for their goals and dreams ● Students will o Compare/contrast how individual personal interests and philosophies have helped or hindered their goal-setting o Identify supportive people who have helped them achieve personal success o Recognize attainability of long and short-term goals previously set o Trace the effectiveness of the goal-setting techniques they have personally utilized within their lives
Taking Informed Action: Students will retain the strategies that helped them and operate within successful methodologies for their future educational, personal, and professional lives.

Differentiation	
How will we respond if students have not learned? Interventions: ● One-on-one conferences with the instructor ● Extra time as stated in IEP's/504's ● Parent/counselor/mentor involvement	How will we respond if students have already learned? Extensions/Enrichments: ● Modeling what student learned during shadowing a mentor ● Shadowing at extra facilities ● Internships through Partners in Education ● Student-instruction of information gleaned from lives of successful people ● Students can choose guest speakers for the classroom

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Reading		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Modeling ● Instructing class ● Leading Socratic Seminars
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Presents findings through digital, print, and oral means ● Skims unbiased, valid sources and shares effective goal-setting strategies ● Reads about an individual goal-setting, interviews a mentor, and divulges findings through digital, print, and oral means ● Locates specialized websites for exploring literal and figurative dreams the students develops ● Identifies the successes and failures of ○ Personal goal-setting strategies ○ Attaining tangible and intangible dreams ○ Realistically identifying the realms of possibility for the dreams/goals fruition **The student exhibits no major errors or omissions.**	● Shadows a mentor through PIE ● Locates pertinent goal-setting strategies through digital and print media ● Shares non-fictional biographies/autobiographies ● Reads to find information ● Offers oral presentations using digital and print media
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology ● Performs basic processes: ○ Locates generalized websites for personalized interests ○ Identifies basic goals ○ Unearths fundamental fictionalized stories of characters who follow their literal and figurative dreams **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 9&10 - GEE - Unit 4 - Speaking and Listening	
Content Area: Gifted Elective Course/Grade Level: Gifted Exploration and Expansion (GEE) 9 & 10	Unit Title: Speaking and Listening Unit Duration: Semester-long

Materials/Instructional Resources For This Unit:
● Digital recording devices
● Video equipment
● Green screens
● Editing technology
● Communication instructional pieces
● Personal technology
  ○ Smart phones
  ○ ipads
  ○ Future technology that will be developed by the time this curriculum is instituted
	Big Idea:
	Students will comprehend the communication cycle and feel comfortable regardless of the audience, topic, and type of presentation.

Enduring Understandings:
● Students will learn the methodology behind effective communication and utilize those strategies to become potent speakers
● Students will comprehend the characteristics of an active listener and effectively harness those methods when listening to a speaker
● **"To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others." - Tony Robbins**
	Essential Questions:
	● What is an active listener?
	● What strategies should one employ to glean the most information from listening?
	● How would an active listener respond to a speaker and ask questions?
	● What is the communication process?
	● How does one's audience affect the speaker's presentation?
	  ○ Topic
	  ○ Vocabulary
	  ○ Dress
	  ○ Gestures
	  ○ Examples
	  ○ Introduction
	  ○ Conclusion

Objective #1: Active Listening
Essential Question: What is an active listener?
Standards: GLE/CLE, CCRSL 1,2,3,4,5,6
Academic Vocabulary: ● Hearing ● Listening ● Active listener

- Listening strategies
- Listening to learn
- Reaction
- Response
- Interrogatives
- Stream of Consciousness
- Words per minute:
    - Writing
    - Speaking
    - Thinking

Lesson Plan		
Supporting Question: What is the difference between hearing and listening?	Supporting Question: What strategies should one employ to glean the most information from listening?	Supporting Question: How would an active listener respond to a speaker and ask questions?
Formative Performance Task: ● Students will journal their listening activities during the following: ○ Student presentations ○ Teacher instruction ○ Diverse oral presentations ■ Announcements ■ Movies ■ Plays ■ Sports ■ Television programs ■ Conversations ■ Other personal options ● Students will rate and record their words per minute (wpm) for the following: ○ Writing ○ Speaking ○ Thinking	Formative Performance Task: ● Students will note pertinent information within the presentations ● Students will identify strategies to make the most of information received ● Students will associate information with real-life connections	Formative Performance Task: ● Students will determine what questions to ask and when to ask them ● Students will refrain from offering personal information that would take away from the speaker's presentations ● Students will log their reactions and questions

Summative Performance Task: There will be several throughout the semester; all presentations will use digital, print, and oral options

- Students will actively listen to speakers and respond with thoughtful questions
- Students will actively listen to speakers and react with appropriate grade-level behavior and knowledgeable inquiry
- Students will engage appropriate skills to maintain active listening strategies and chronicle techniques used to stay focused on the speaker and the message

Taking Informed Action:
Regardless of the who the speaker is or what his/her topic choice might be, students will actively listen to the presentation and consider interrogatives that would promote more understanding of a presentation's facets.

Differentiation	
How will we respond if students have not learned? Interventions: ● One-on-one conferences with the instructor ● Extra time as stated in IEP's/504's ● Parent/counselor/mentor involvement	How will we respond if students have already learned? Extensions/Enrichments: ● Modeling what student learned during shadowing a mentor ● Shadowing at extra facilities ● Internships through Partners in Education ● Student-instruction of information gleaned from innumerable presentation styles and topics ● Students can choose guest speakers for the classroom

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Speaking and Listening		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Modeling ● Peer facilitating ● Instructing
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Demonstrates active listening skills ● Asks pertinent questions of the speaker ● Inquires thoughtful responses to the speakers' disquisitions ● Exhibits responsive comments to speakers' perorations **The student exhibits no major errors or omissions.**	● Journals active listening strategies ● Employs strategies to stay on-task during discourses ● Logs reactions to speakers' presentations ● Jots down thought-provoking questions to enhance learning
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology: ● Performs basic processes, such as: ○ Identifies difference between hearing and listening ○ Employs basic methods to stay in track during speeches and presentations **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

<table>
<tr><td colspan="3">Objective #2: Speaking and Presenting Material</td></tr>
<tr><td colspan="3">Essential Question:
● How does one effectively communicate researched information?
● How does one achieve the desired response to the information?</td></tr>
<tr><td colspan="3">Standards: GLE/CLE, CCRSL 1,2,3,4,5,6</td></tr>
<tr><td colspan="3">Academic Vocabulary:
● Audience
● Feedback
● Noise
● Reaction
● Response
● Sender
● Receiver
● Verbal/nonverbal communications
● Gestures
● Message
● Static</td></tr>
<tr><td colspan="3">Lesson Plan</td></tr>
<tr><td>Supporting Question:
What is the communication process?</td><td>Supporting Question:
How does one’s audience affect the speaker’s presentation?
Topic
Vocabulary
Dress
Gestures
Examples
Introduction
Conclusion</td><td>Supporting Question:
● How does one present documented research to an audience?
● How is this cited?
● What does an effective speech entail?</td></tr>
<tr><td>Formative Performance Task:
● Students diagram the communication process
● Groups of students note the various problems within different communication exercises</td><td>Formative Performance Task:
● Students model different audiences for their peer speakers
● Student speakers undertake presenting for myriad age groups and audiences</td><td>Formative Performance Task:
● Students react to published speeches from digital and print media
● Students identify sources through spoken word
● Students react to speeches and log effectiveness of the material and information within the speeches
● Students practice giving short and long speeches over a variety of topics</td></tr>
</table>

Summative Performance Task: There will be several throughout the semester; all presentations will use digital and oral options

- Students will give a variety of speeches for varying topics and reasons
- Students will research post-secondary information and present findings to class
- Students will analyze diverse topics and offer information and personal insights to the class
- Students will engage audience through verbal/non-verbal communication and examples
- Students will offer a multi-faceted speech with an introduction, body, and conclusion

Taking Informed Action:

- Students will effectively communicate orally and through digital means
- Students will promote quality communication skills with a particular audience in mind
- Students will actively research information and offer valid points through spoken and digital media

Differentiation	
How will we respond if students have not learned? Interventions: ● One-on-one conferences with the instructor ● Extra time as stated in IEP's/504's ● Parent/counselor/mentor involvement	How will we respond if students have already learned? Extensions/Enrichments: ● Modeling what student learned during shadowing a mentor ● Shadowing at extra facilities ● Internships through Partners in Education ● Student-instruction of information gleaned from innumerable presentation styles and topics ● Students can choose guest speakers for the classroom

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Speaking and Listening		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Modeling ● Instructing ● Bringing in appropriate speakers ● Identifying and showcasing digital examples of effective speaking
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Presents a variety of speeches for varying topics and reasons ● Researches post-secondary information and present findings to class ● Analyzes diverse topics and offer information and personal insights to the class ● Engages audience through verbal/non-verbal communication and examples ● Offers a multi-faceted speech with an introduction, body, and conclusion **The student exhibits no major errors or omissions.**	● Group and peer speeches ● Research a variety of topics ● Multi-faceted speeches ● Analyses of effective speeches and speakers ● Identification of effective speakers and speeches within historical documentation, digital media, and real-life situations
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology: ● Performs basic processes, such as: ○ Presents single-faceted speeches ○ Identifies the qualities of an effective speaker **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 9&10 - GEE - Unit 5 - Investigation Unlimited	
Content Area: Gifted Course/Grade Level: Gifted Exploration and Expansion (GEE) 9 & 10	Unit Title: Investigation Unlimited Unit Duration: Six weeks to one semester
Materials/Instructional Resources For This Unit: ● Notebook ● Project Based Learning (PBL) ● Access to the internet ● Access to a computer ● Data tables and charts ● Print and digital media ● Visual display materials (print or digital) ● Library access ● Access to off-campus resources such as seminars, interviews, shadowing, etc.,	Big Idea: Investigation is the harbinger to pique the interest and curiosity of the gifted mind, as well as offering the potential to seek answers, offer solutions, and take the student on an odyssey of discovery.
Enduring Understandings: ● Students will be active investigators. ● Students will be adept at the Project Based Learning acumen ● Students will gather and interpret information in order to yield meaning. ● Students will work individually or collegially in respectful, timely, and responsible manner. ● Students will demonstrate multifaceted thinking (critical, creative, analytical, and organizational). ● Students will realize that research is a nonlinear discovery process. ● **"We live in an age of universal investigation, and of exploration of the sources of all movements." - Alfred de Vigny**	Essential Questions: ● What does it mean to be an active investigator in the research process? ● What is Project Based Learning? ● What does non-linear discovery mean? ● How may I demonstrate multifaceted thinking? ● How do I break down the research process into manageable components? ● What does it mean to be a collegial team member?

Objective #1: The Investigative Research Process
Essential Question: How do I successfully implement and navigate the research highway?
Standards: GLE/CLE, CCRR 1,3,7,9,10 CCRSL 4,5,6 CCRW 1,2,4,5,6,7,8,9 10
Academic Vocabulary: ● Project Based Learning ● Hypothesis ● Thesis ● Gather ● Analyze and evaluate ● Interpret data accurately

- Refined and diverse primary and secondary sources
- Multifaceted thinking
- Inquiry
- Investigate
- Abstract and concrete
- Objective and subjective

Lesson Plan		
Supporting Question: How do I initiate the investigative research process?	Supporting Question: How do I manage my time, whether I work with a team, or as an individual?	Supporting Question: What is the best way to integrate technology throughout the research process, as well as presentation of the final product?
Formative Performance Task: ● Instructor modeling, in-class and independent practice reviewing the steps in the research process. ● From a plethora of school-appropriate topics, narrow focus of research and outline the process in a research journal.	Formative Performance Task: ● As an individual investigative researcher, devise a timeline and steps to take to break down the process into manageable steps. ● As a team member, create a document of requirements and expectations from each member of the team. Assign roles and create a timeline and steps to take to break down the process into manageable steps.	Formative Performance Task: ● Instructor modeling, in-class and independent practice of integrating appropriate technology to assist in the research process. ● Outline and take final steps to create a presentation that includes an artifact, visual presentation, and an evaluation form for peers.

Summative Performance Task:
Classroom presentation of final research product with artifact, visual, and peer evaluation form.

Taking Informed Action:
Utilize investigative research skills in both the academic and real world.

Differentiation	
How will we respond if students have not learned? Interventions: ● Reteach areas of concern ● Instructor-student conferencing ● Independent practice	How will we respond if students have already learned? Extensions/Enrichments: ● Expand scope of research ● Mentor students who may struggle with concepts

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Research Techniques		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Expand scope of research ● Mentor struggling student
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Meets proficient per rubric qualifications **The student exhibits no major errors or omissions.**	● Research paper ● Research presentation
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: Research process, hypothesis, thesis, data analysis ○ ● Performs basic processes, such as: outlining research project ○ **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Outline of research
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Investigative Research Reflection
Essential Question: Where do I go from here?
Standards: GLE/CLE, CCRR 3,10 CCRSL 1,2 CCRW 3,9,10
Academic Vocabulary: ● Reflect ● Analyze, synthesize, evaluate ● Objective and subjective ● Extrinsic and Intrinsic ● Altruism ● Non-linear

- Advocacy
- Affective needs

Lesson Plan		
Supporting Question: How do I craft a self-reflection of my investigative research project?	Supporting Question: If I had it all over to do, I would…..?	Supporting Question: Where do I go from here?
Formative Performance Task: Instructor modeling, in-class and independent practice of analyzing your investigative research process. Write a reflection on successes and conundrums. Create graph or reflective statement that demonstrates tracking of progress and goals.	Formative Performance Task: Delineate in writing that if you had to do it all over again, what would you do differently? Any changes or suggestions for the investigative research process?	Formative Performance Task: Choose an action plan to extend your research: Would you like to continue on another similar topic? Is there something else you would like to know? What are your plans for future research?

Summative Performance Task:
Self-reflection essay, class discussion.

Taking Informed Action:
Utilize the self-reflective process in the academic and real world.

Differentiation	
How will we respond if students have not learned? Interventions: ● Teacher-student conferencing	How will we respond if students have already learned? Extensions/Enrichments: ● Explore varying scholarly published viewpoints on the topic that you had researched.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Research Reflection and Analysis		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Investigate published scholarly articles on research
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Meet proficiency as delineated on the rubric. **The student exhibits no major errors or omissions.**	● Write reflective essay ● Class discussion
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: self-reflection, analyze, synthesize, evaluate o ● Performs basic processes, such as: outline reflective essay o **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Outline reflective essay
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 11 - GEE - Unit 1 - Speaking and Listening	
Content Area: ELA Elective Course/Grade Level: Gifted Exploration and Expansion (GEE) 11-12; Grade 11	Unit Title: Speaking and Listening Unit Duration: Semester-long

Materials/Instructional Resources For This Unit:
● Digital recording devices
● Video equipment
● Green screens
● Editing technology
● Communication instructional pieces
● Personal technology
  ○ Smart phones
  ○ ipads
  ○ Future technology that will be developed by the time this curriculum is instituted
	Big Idea:
	Regardless of the audience, topic, and type of presentation, students will comprehend the communication cycle and comfortably give a speech that offers insight into choices and decisions that the individual student has developed as a subject .

Enduring Understandings:
● Students will learn the methodology behind effective communication and utilize those strategies to become potent speakers
● Students will comprehend the characteristics of an active listener and effectively harness those methods when listening to a speaker
● **"There is a difference between listening and waiting for your turn to speak." - Simon Sinek**
	Essential Questions:
	● What is an active listener?
	● What strategies should one employ to glean the most information from listening?
	● How would an active listener respond to a speaker and ask questions?
	● What is the communication process?
	● How does one's audience affect the speaker's presentation?
	  ○ Topic
	  ○ Vocabulary
	  ○ Dress
	  ○ Gestures
	  ○ Examples
	  ○ Introduction
	  ○ Conclusion

Objective #1: Active Listening
Essential Question: What is an active listener?
Standards: GLE/CLE CCSSI: 1.a, 1.b, 2, 3, 4, 5 CCR: 1, 2, 3, 4, 5, 6
Academic Vocabulary: ● Hearing ● Listening ● Active listener

- Listening strategies
- Listening to learn
- Reaction
- Response
- Interrogatives
- Stream of Consciousness
- Words per minute:
    - Writing
    - Speaking
    - Thinking

Lesson Plan

Supporting Question: What is the difference between hearing and listening?	Supporting Question: What strategies should one employ to glean the most information from listening?	Supporting Question: How would an active listener respond to a speaker and ask questions?
Formative Performance Task: ● Students will journal their listening activities during the following: ○ Student presentations ○ Teacher instruction ○ Diverse oral presentations ■ Announcements ■ Movies ■ Plays ■ Sports ■ Television programs ■ Conversations ■ Other personal options ● Students will rate and record their words per minute (wpm) for the following: ○ Writing ○ Speaking ○ Thinking	Formative Performance Task: ● Students will note pertinent information within the presentations ● Students will identify strategies to make the most of information received ● Students will associate information with real-life connections ● Students will journal information that links their personal hopes, interests, short and long-term goals, and literal/figurative dreams	Formative Performance Task: ● Students will determine what questions to ask and when to ask them ● Students will refrain from offering personal information that would take away from the speaker's presentations ● Students will log their reactions and questions ● Students will research digital and print media to locate verbal information that will answer questions connecting the real-world to their personal aspirations

Summative Performance Task: There will be several throughout the semester; all presentations will use digital, print, and oral options

- Students will actively listen to speakers and respond with thoughtful questions
- Students will actively listen to speakers and react with appropriate grade-level behavior and knowledgeable inquiry
- Students will engage appropriate skills to maintain active listening strategies and chronicle techniques used to stay focused on the speaker and the message

Taking Informed Action: Regardless of the who the speaker is or what his/her topic choice might be, students will actively listen to the presentation and consider interrogatives that would promote more understanding of a presentation's facets and personal linkage to the topic

Differentiation	
How will we respond if students have not learned? Interventions: ● One-on-one conferences with the instructor ● Extra time as stated in IEP's/504's ● Parent/counselor/mentor involvement	How will we respond if students have already learned? Extensions/Enrichments: ● Modeling what student learned during shadowing a mentor ● Shadowing at extra facilities ● Internships through Partners in Education ● Student-instruction of information gleaned from innumerable presentation styles and topics ● Students can choose guest speakers for the classroom

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Speaking and Listening		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Modeling ● Peer facilitating ● Instructing
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Demonstrates active listening skills ● Asks pertinent questions of the speaker ● Inquires thoughtful responses to the speakers' disquisitions ● Exhibits responsive comments to speakers' perorations ● Logs apropos information for personal use **The student exhibits no major errors or omissions.**	● Journals active listening strategies ● Employs strategies to stay on-task during discourses ● Logs reactions to speakers' presentations ● Jots down thought-provoking questions to enhance learning
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology: ● Performs basic processes, such as: ○ Identifies difference between hearing and listening ○ Employs basic methods to stay in track during speeches and presentations **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Speaking and Presenting Material		
Essential Question: ● How does one effectively communicate researched information? ● How does one achieve the desired response to the information? ● How does one incorporate personal examples into an oral presentation?		
Standards: GLE/CLE CCSSI: 1.c, 1.d, 3, 4, 5, 6 CCR: 1, 2, 3, 4, 5, 6		
Academic Vocabulary: ● Audience ● Feedback ● Noise ● Reaction ● Response ● Sender ● Receiver ● Verbal/nonverbal communications ● Gestures ● Message ● Static		
Lesson Plan		
Supporting Question: What is the communication process?	Supporting Question: How does one's audience affect the speaker's presentation? Topic Vocabulary Dress Gestures Examples Introduction Conclusion	Supporting Question: ● How does one present documented research to an audience? ● How is this cited? ● What does an effective speech entail? ● When and where might a speaker incorporate personal examples and information? ● Which methods would the speaker deploy to promote factual, personal material?
Formative Performance Task: ● Students diagram the communication process ● Groups of students note the various problems within different communication exercises	Formative Performance Task: ● Students model different audiences for their peer speakers ● Student speakers undertake presenting for myriad age groups and audiences	Formative Performance Task: ● Students react to published speeches from digital and print media ● Students identify sources through spoken word ● Students react to speeches and log effectiveness of the material and information within the speeches ● Students practice giving short and long speeches over a variety of topics

Summative Performance Task: There will be several throughout the semester; all presentations will use digital and oral options

- Students will give a variety of speeches for varying topics and reasons
- Students will research post-secondary information and present findings to class
- Students will assimilate personal information and examples into their oral presentations
    - Strategies used to learn more about personal goal
    - Strategies used to determine effective long and short-term goal setting
    - Strategies used to realistically determine if dreams/goals are attainable or unattainable
    - Strategies used to set goals for tangible/intangible dreams

Taking Informed Action:

- Students will effectively communicate orally and through digital means
- Students will promote quality communication skills with a particular audience in mind
- Students will actively research information and offer valid points through spoken and digital media
- Students will utilize personal information and examples to successfully convey the topics for their oral presentations

Differentiation	
How will we respond if students have not learned? Interventions: ● One-on-one conferences with the instructor ● Extra time as stated in IEP's/504's ● Parent/counselor/mentor involvement	How will we respond if students have already learned? Extensions/Enrichments: ● Modeling what student learned during shadowing a mentor ● Shadowing at extra facilities ● Internships through Partners in Education ● Student-instruction of information gleaned from innumerable presentation styles and topics ● Students can choose guest speakers for the classroom

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Speaking and Listening		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Modeling ● Instructing ● Bringing in appropriate speakers ● Identifying and showcasing digital examples of effective speaking
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Presents a variety of speeches for varying topics and reasons ● Researches personal goal-setting and present findings to class ● Analyzes diverse topics and offers personal information, examples, and insights to the class ● Engages audience through verbal/non-verbal communication and examples ● Offers a multi-faceted speech with an introduction, body, and conclusion **The student exhibits no major errors or omissions.**	● Group and peer speeches ● Research a variety of topics ● Multi-faceted speeches ● Analyses of effective speeches and speakers ● Identification of effective speakers and speeches within historical documentation, digital media, and real-life situations ● Recognition and inclusion of personal examples to enhance audience understanding of the oral presentation
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology: ● Performs basic processes, such as: ○ Presents single-faceted speeches ○ Identifies the qualities of an effective speaker ○ Includes examples and insights from others **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 11 - GEE - Unit 2 - Research	
Content Area: Gifted Elective Course/Grade Level: Gifted Exploration and Expansion (GEE) - Grade 11	Unit Title: Research Unit Duration: Semester-long
Materials/Instructional Resources For This Unit: ● Websites ● Digital and print media ● Partners in Education ● Mentors ● Guest speakers ● Various field trips ● Student-chosen non-fictional novels ● Library resource individual	Big Idea: ● Students will navigate the web and discover the wealth of information and strategies available to them. ● Students will apply for internships that meet their individual interests, goals, and needs ● Students will learn of and access the options available to them through scholarships and grants ● Students will begin a preliminary search for post-secondary choices that fit within their personal interests, long and short-term goals, and tangible/intangible dreams for their lives
Enduring Understandings: ● Students will learn where to look for financial help that will make their dreams of post-secondary opportunities become reality for them ● Students will identify locales that are more to their liking and that offer safer learning environments ● Students will identify career choices that link to their individual interests and goal: ○ Educational requirements ○ Future salary options ○ Long-term satisfaction ○ Chances of promotion ○ Highest level of professional growth ● **"Research is creating new knowledge." - Neil Armstrong**	Essential Questions: ● Where does one look to locate scholarship options? ● How will individual aspirations affect future plans? ● Does one have to sacrifice dreams in order to stay true to personal interests and goals? ● In which life-choices might one be able to simultaneously pursue dreams and attain life goals?

Objective #1: Post-secondary Option Search
Essential Question: ● Where does one look to locate scholarship options? ● Where should one enroll for college?
Standards: GLE/CLE CCSSI: 1, 2, 3, 4, 5, 10 CCR: 2, 3, 5, 7, 9
Academic Vocabulary: ● 2-year college ● A+ programs ● Websites ● Demographics

- American Indian Rolls
- Out-of-state tuition
- Bordering States Waiver
- Neighboring States In-state Tuition
- Fees
    - Healthcare
    - Wifi
    - Food service
    - Parking
    - Athletics
    - Incidental
- Room & Board
- Tuition
- Scholarships

Lesson Plan		
Supporting Question: Where does one look for scholarships?	Supporting Question: What should one do after high school graduation?	Supporting Question: How will post-secondary choices help one stay true to his/her dreams?
Formative Performance Task: ● Students learn strategies to locate a multitude of scholarships opportunities that fit general and specific types of scholarships ● Students will research scholarships that primarily fall within their individual interests ● Students will research general and specific scholarships choices that fit within their individual needs ● Students will apply to several of the smaller scholarships that take 250 words or less:	Formative Performance Task: ● Students will identify their individual top post-secondary options ● Students will research the demographics for each vicinity	Formative Performance Task: ● Students will identify their post-secondary choices ● Students will research the various pathways by which they can achieve their goals ● Students will locate a mentor through Partners in Education and will interview that person as to what pathways will offer the highest rate of success in the career choice

Summative Performance Task: There will be several throughout the semester; all presentations will use digital, print, and oral options
Students will keep both digital and print portfolios in which they store all the information they researched for the semester:

- Individual findings for his/her personal options
- Individual career and college options from digital and print media
- Individual information concerning the demographics of the areas they are interested into moving to for their post-secondary options
- Information gleaned from semester mentors
- Post-secondary options rated by interest level
- Written and oral analysis of portfolio material and process by which each individual student came to decisions

Taking Informed Action:

- Students will gain the knowledge they need to follow their individual post-secondary paths, to logically discuss their choices with adults in their lives, to apply for scholarships both short and detailed, and to continue to utilize the scholarship search to financially help them throughout their college career.
- Students will identify strategies that will encourage success and achievement within their career choices.
- Students will research, read, and comprehend the connection between their respective choices and their personal interests, dreams, and goals: "**This above all: to thine own self be true" - William Shakespeare**

Differentiation	
How will we respond if students have not learned? Interventions: ● One-on-one conferences with the instructor ● Extra time as stated in IEP's/504's ● Parent/counselor/mentor involvement	How will we respond if students have already learned? Extensions/Enrichments: ● Modeling what student learned during shadowing a mentor ● Shadowing at extra facilities ● Internships through Partners in Education ● College visits ● Students can choose guest speakers for the classroom

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Research		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Modeling ● Bringing in guest speakers ● Going on college visits
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Presents findings through digital, print, and oral means ● Shares process by which he/she came to ultimate decision for a post-secondary option ● Reads about an individual post-secondary choice, interviews a mentor, and divulges findings through digital, print, and oral means ● Locates specialized websites for career options that easily assimilate with individual dreams, interests, and goals **The student exhibits no major errors or omissions.**	● Maintains a semester-long digital and print portfolio ● Shadows a mentor through PIE ● Locates pertinent post-secondary material through digital and print media ● Identifies the demographics of particular geological areas the student may want to move ● Identifies potential individual and general scholarship options ● Offers oral presentations using digital and print media
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology: ● Performs basic processes, such as: ○ Locates general scholarship options ○ Identifies post-secondary options ○ Assesses individual options for the future ○ Works within a group to determine success/achievement factors for a generalized career choice **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Active Research

Essential Question:
- How will individual aspirations affect future plans?
- Does one have to sacrifice dreams in order to stay true to personal interests and goals?
- In which life-choices might one be able to simultaneously pursue dreams and attain life goals?

Standards: GLE/CLE CCSSI: 6, 7, 10 CCR: 1, 4, 6, 8, 10

Academic Vocabulary:

- Literary review
- Abstract
- Outline
- Parallelism
- Summary
- Paraphrase
- Introduction
- Conclusion
- Hypothesis
- Analysis
- Defense

Lesson Plan

Supporting Question: How will individual aspirations affect future plans?	Supporting Question: Does one have to sacrifice dreams in order to stay true to personal interests and goals?	Supporting Question: In which life-choices might one be able to simultaneously pursue dreams and attain life goals?
Formative Performance Task: ● Participates in various personal interest surveys ● Identifies the passions that drive individual future choices	Formative Performance Task: ● Identifies personal dreams and their connections to personal interests and goals ● Determines what one must undertake in order to find viable post-secondary options that will offer both success and satisfaction within a career choice	Formative Performance Task: ● Researches connections between tangible goals and individual career choice ● Researches connections between intangible goals and individual career choice

Summative Performance Task: There will be several throughout the semester; all presentations will use digital, print, and oral options

- Student will research, write, orally present, and defend literary analysis over a topic of individual choice:
  - Choose topic/theme
  - Paper includes:
    - Abstract containing hypothesis and thesis
    - Introduction
    - Body
    - Review
    - Analysis
    - Conclusion
    - Sources written within the format for particular discipline
  - Research a minimum of five (5) literary articles from digital and print mediums; all articles must be written within the last five (5) years
  - Write a summary of each article
  - Use in-text citations
  - Incorporate formatting distinct to individual discipline

Taking Informed Action:
Students will understand how to self-advocate and have the knowledge and strategies to navigate both print and digital media as he/she responds to conflict, questions, and challenges in their personal lives and within distinct life-choices

Differentiation	
How will we respond if students have not learned? Interventions: ● One-on-one conferences with the instructor ● Extra time as stated in IEP's/504's ● Parent/counselor/mentor involvement	How will we respond if students have already learned? Extensions/Enrichments: ● Modeling what student learned during shadowing a mentor ● Shadowing at extra facilities ● Internships through Partners in Education ● College visits ● Students can choose guest speakers for the classroom

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Research		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Modeling ● Bringing in guest speakers ● Going on college visits
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Chooses a topic that is unique to individual interests, goals, and dreams ● Researches both digital and print media to gain information ● Writes a literary review over a student-generated subject ● Defends hypothesis, thesis, conclusion, and analysis ● Embraces 5+ literary sources **The student exhibits no major errors or omissions.**	● Shadows a mentor through PIE ● Locates pertinent through digital and print media ● Couples hypothesis and topic to personal choices ● Identifies individual thesis and original hypothesis ● Offers oral defense using digital and print media
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology: ● Performs basic processes, such as: ○ Chooses a generalized topic ○ Utilizes basic research methods ○ Incorporates fewer than five (5) literary sources **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 11 - GEE - Unit 3 - Writing	
Content Area: Gifted Elective Course/Grade Level: Gifted Exploration and Expansion (GEE) - Grade 11	Unit Title: Writing Unit Duration: Semester-long
Materials/Instructional Resources For This Unit: ● Digital and print media ● Instructor and student-chosen novels (fiction & nonfiction) ● Instructor and student-chosen technological & informative resources ● Bulletins ● Pamphlets ● Websites ● Partners in Education (PIE) ● Purdue OWL (Online Writing Lab) ○ APA formatting ○ MLS formatting	Big Idea: Students will become solid writers who can do the following: ● Write in-text citations ● Identify sources ● Write in heterogeneous styles ○ Resumes ○ Bullets ○ Memos ○ APA formatting ○ MLS formatting ○ Fiction/nonfiction essays ○ Technological information ○ Research work ○ Informational ○ Expository ○ College application essays ○ Scholarship application essays
Enduring Understandings: ● Students will evolve into writers who can effectively communicate through the written word with both print and digital media ● Students will use their writing to achieve their desired results within specific purposes for which they are interfacing ● **"Either write something worth reading or do something worth writing." - Benjamin Franklin**	Essential Questions: ● How does one write in heterogeneous styles? ● Which formatting should be used for differing disciplines? ● Under what circumstance might one employ various writing strategies?

Objective #1: Writing in heterogeneous styles
Essential Question: ● How does one write in the heterogeneous styles? ● Under what circumstance might one employ the different writing strategies?
Standards: GLE/CLE CCSSI: 1.a, 1.b, 1.e, 2.a, 2.b, 3.a, 3.b, 3.c, 4, 5, 8, 9.a, 10 CCR: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Academic Vocabulary: ● Heterogeneous

- Expository
- Informational
- Essays
- Bulletins
- Memos
- Writing strategies

Lesson Plan		
Supporting Question: What are the main heterogeneous styles?	Supporting Question: Under what circumstances might one switch writing strategies?	Supporting Question: How does one successfully and effectively communicate factual and personal examples, stories, and information through writing?
Formative Performance Task: ● Students will research writing styles ● Students will choose and employ several writing styles in order to create a blend of styles with which they feel comfortable	Formative Performance Task: ● Students will read and respond to heterogeneous writing styles ● Students will utilize varied writing strategies ● Students will engage writing strategies for appropriate results ● Students will discern which writing styles are best for the inclusion of personal, professional, and career goals, interests, and dreams	Formative Performance Task: ● Students will submit work to one of the following plagiarism and editing sites: ○ Turnitin.com ○ Blackboard ○ Epic ○ A valid digital resource site ● Students will self-edit and offer up the rough draft along with the final copy ● Students will peer edit one another's work and turn this in along with the final copy ● Students will respond to peers' work with the following disclosures: ○ What they think the student is saying ○ What course of action might the reader take upon reading the communication ○ How effective the writing is

Summative Performance Task: There will be several throughout the semester; all presentations will use digital, print, and oral options

- Students will employ heterogeneous writing styles for both short and long-term writings
- Students will engage in writing a myriad of communications for various results: essays, fiction, expository, persuasive, comparison/contrast, technical, personal, professional, educational, internships

Taking Informed Action:
Regardless of the circumstance, discipline, or heterogenous style, students will be able to effectively communicate through their writing.

Differentiation	
How will we respond if students have not learned? Interventions: ● One-on-one conferences with the instructor ● Extra time as stated in IEP's/504's ● Parent/counselor/mentor involvement	How will we respond if students have already learned? Extensions/Enrichments: ● Modeling what student learned during shadowing a mentor ● Shadowing at extra facilities ● Internships through Partners in Education ● College visits ● Students can choose guest speakers for the classroom ● Students can mentor peers and edit one another's writing

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Writing		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Modeling ● Instructing ● Peer editing
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Chooses and models several writing strategies ● Employs heterogeneous writing styles for communication ● Self-edits work ● Peer edits writing for classmates ● Notes the changes that a digital website offers and makes corrections ● Self-corrects ● Includes particulars suitable for the student's purpose **The student exhibits no major errors or omissions.**	● Writes short and long-term communications ● Writes with varied writing strategies ● Offers self and peer corrections ● Submits writing online ● Punctuates writing with different styles ● Identifies and utilizes writing methods needed in cross-curricula disciplines
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology: ● Performs basic processes, such as: ○ Writes in solo or dual modes ○ Chooses writing styles that are significant for a single discipline ○ Reviews peer edits **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Formatting the information		
Essential Question: Which formatting should be used for differing disciplines?		
Standards: GLE/CLE CCSSI: 1.c, 1.d, 1.f, 2.c, 2.d, 2.e, 2.f, 3.d, 3.e, 4, 6, 7, 8, 9.b, 10 CCR: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10		
Academic Vocabulary: ● Online Writing Labs ● MLA (Modern Language Association) ● APA (American Psychological Association) ● Chicago Style/Turabian Style ● CBE Style (Council of Biology Editors) ● CGOS (Columbia Guide to Online Style) ● Harvard Style ● Argumentative papers ● Analytical papers ● Definition papers ● Compare and contrast papers ● Cause and effect papers ● Reports ● Interpretive papers ● In-text citations ● Works Cited ● References ● Sources ● Abstract ● Thesis ● Introduction ● Conclusion		
Lesson Plan		
Supporting Question: What formatting style is used for different disciplines?	Supporting Question: What writing styles are best implemented when writing personal information and examples?	Supporting Question: ● With what procedure are the references/sources/works/outlines written? ● How might the varying styles dictate required information within the body of the paper?
Formative Performance Task: ● Students will research formatting styles and which disciplines and writing styles are more effective with those particular strategies ● Students will identify formatting styles used within their individual research	Formative Performance Task: ● Students will write short creative essays ● Students will provide personal information and examples within short non-fictional essays ● Students will diagnose personal writing style and establish his/her voice as a writer	Formative Performance Task: ● Students will choose different formatting options, read an essay, and identify the various parts of the paper ● Students will choose different formatting styles and write the following within the styles' guidelines:

		○ references/sources/works cited ○ Outlines ○ Abstracts ○ Analysis ○ Result of research ○ Thesis ○ Conclusion

Summative Performance Task:

- Students will generate a topic, identify the subject area fitting that issue, choose a formatting style, research the subject, and write a non-fictional documented essay
- Students will produce a personal narrative which integrates their individual dreams, goals, and interests

Taking Informed Action:

- Students will identify which type of formatting is needed for subject-specific topics and will be comfortable utilizing online writing labs and digital resources to effectively communicate the guidelines of that specific style.
- Regardless of career choice, the student will be familiar with the techniques of research and the parameters required by the most widely used research formatting styles.
- Students will easily and effectively communicate research through cross-curricular topics and themes.
- Students will construct writing products that can be used for pleasure, personal, educational, and professional reasons: love of the written word - **"I love the written word so much, I know it's gonna flow naturally." Alicia Keys**

Differentiation	
How will we respond if students have not learned? Interventions: ● One-on-one conferences with the instructor ● Extra time as stated in IEP's/504's ● Parent/counselor/mentor involvement	How will we respond if students have already learned? Extensions/Enrichments: ● Modeling what student learned during shadowing a mentor ● Shadowing at extra facilities ● Internships through Partners in Education ● College visits ● Students can choose guest speakers for the classroom

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Writing		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Modeling ● Locating guest speakers ● Instructing ● Peer facilitating
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	●
3.0	**The student:** ● Familiarizes himself/herself with disparate research formatting options ● Identifies and writes within the parameters of the most widely used formatting alternatives ● Comprehends and writes in the appropriate formatting style for the discipline he/she chooses as a theme ● Writes in varying styles appropriate to the purpose and style of paper ● Communicates both fictional and nonfictional writing styles suitable for the specific rubric **The student exhibits no major errors or omissions.**	● Short and long-term research writing ● Writing different part of a paper for the diverse research formatting options ● Choosing a specific type of paper and utilizing the formatting option that is discipline-specific for that topic
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology: ● Performs basic processes, such as: ○ Writes within one particular style such as MLA ○ Comprehends basic parts of a paper: thesis, introduction, body, conclusion ○ Writes narratives with examples from other individuals **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 11 - GEE - Unit 4 - Reading	
Content Area: ELA Elective Course/Grade Level: Gifted Exploration and Expansion (GEE) - Gr 11	Unit Title: Reading Unit Duration: Semester-long
Materials/Instructional Resources For This Unit: ● Digital and print media ● Instructor and student-chosen novels (fiction & nonfiction) ● Instructor and student-chosen technological & informative resources ● Bulletins ● Pamphlets ● Websites ● Partners in Education (PIE)	Big Idea: Students will be active readers who look for information and answers to their questions as they read.
Enduring Understandings: ● Becoming an active reader ● Looking for answers ● Knowing where to look for information ● Learning to locate valid, unbiased information ● Identifying the acrostic for effective goal-setting techniques ● Locating information to encourage literal and figurative goals and dreams ● **"We shouldn't teach great books; we should teach a love of reading." - B. F. Skinner**	Essential Questions: ● What is an active reader? ● How does one look for information? ● Where does one locate valid, unbiased information? ● How can one determine if the information is unbiased and valid? ● What are long and short-term goals? ● How can one's dream become a reality?

Objective #1: Becoming an active reader
Essential Question: ● What is an active reader? ● How does one begin to look for information and answers to questions?
Standards: GLE/CLE: CCSSI: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 CCR: 1, 2, 3, 5, 7, 8, 9
Academic Vocabulary: ● Active reader ● Post-secondary options ● Sources ● Information literacy ● Skim ● Literal ● Figurative ● Effective goal-setting techniques

Lesson Plan		
Supporting Question: How does one navigate the web and locate effective goal-setting techniques?	Supporting Question: Why is it important to experience both failure and success?	Supporting Question: What information is vital in exploring one's literal and figurative dreams?
Formative Performance Task: ● Identify the effective goal-setting acrostic and implement the strategies: ○ S - specific ○ M - measurable ○ A - Achievable ○ R - Realistic ○ T - Timely ● Read biographies/autobiographies of people who have generated goals ● Analyze the success of their short and long-term goals	Formative Performance Task: ● Write short non-fictional analyses concerning personal stories that have to do with what the student has learned from both success and failure ● Read Emily Dickinson's poem "Success is counted sweetest", answer the following 2 questions and use examples to explain the truth to those answers: ○ Who is unable to give the definition of victory? ○ Who is more capable of giving a definition of victory?	Formative Performance Task: ● Define the differences between literal and figurative dreams ● Read an instructor/student-chosen novel to analyze the dreams that people have ● Explore methodologies that will encourage the success of one's dreams ● Interview someone and determine how this person made his/her dreams become reality

Summative Performance Task: There will be several throughout the semester; all presentations will use digital and oral options

- Students will present information regarding effective goal-setting techniques and express how these specific techniques played into the formation of their short and long-term goals.
- Students will read either instructor or student-chosen non-fiction novels, analyze the techniques, and present an analysis to class. Each student will choose a different work; therefore, all the students will learn from a myriad of real-life stories.

Taking Informed Action:

- Students will practice effective goal-setting techniques and will utilize them throughout their lifetimes.
- Students will understand the importance of setting both short and long-term goals for various aspects of their personal, educational, and professional lives
- Students will comprehend the differences between literal and figurative dreams, understand which ones are attainable, and define strategies to make these dreams a reality

Differentiation	
How will we respond if students have not learned? Interventions: ● One-on-one conferences with the instructor ● Extra time as stated in IEP's/504's ● Parent/counselor/mentor involvement	How will we respond if students have already learned? Extensions/Enrichments: ● Modeling what student learned during shadowing a mentor ● Shadowing at extra facilities ● Internships through Partners in Education ● Student-instruction of information gleaned from lives of successful people ● Students can choose guest speakers for the classroom

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Reading		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Modeling ● Instructing class ● Leading reading circles
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Presents findings through digital, print, and oral means ● Skims unbiased, valid sources and shares effective goal-setting strategies ● Reads about an individual goal-setting, interviews a mentor, and divulges findings through digital, print, and oral means ● Locates specialized websites for exploring literal and figurative dreams the students develops **The student exhibits no major errors or omissions.**	● Shadows a mentor through PIE ● Locates pertinent goal-setting strategies through digital and print media ● Shares non-fictional biographies/autobiographies ● Reads to find information ● Offers oral presentations using digital and print media
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology ● Performs basic processes: ○ Locates generalized websites for personalized interests ○ Identifies basic goals ○ Unearths fundamental fictionalized stories of characters who follow their literal and figurative dreams **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Integrating what student learns into effective strategies for success
Essential Question: Which methods will work for me?
Standards: GLE/CLE: CCSSI: 2, 3, 4, 5, 6, 7, 8, 9, 10 CCR: 4, 5, 6, 10

Academic Vocabulary:
- Tangible
- Intangible
- Attainable
- Unattainable
- Methodology

Lesson Plan

Supporting Question: How do one's personality and life philosophy impact personal techniques that work for the individual?	Supporting Question: What successful/unsuccessful methods have previously been employed?	Supporting Question: How does one realistically know what is truly attainable/unattainable within both tangible and intangible realms of possibility?
Formative Performance Task: ● Identify personal philosophies ● Participate in personal interest inventories	Formative Performance Task: ● Both individually and within groups discuss strategies previously used and analyze the success of these methods	Formative Performance Task: ● Research the likelihood of goals that are attainable/unattainable ● Identify the realms of possibility for these goals ● Recognize the difference between tangible/intangible dreams and determine the realism of attaining these goals

Summative Performance Task: There will be several throughout the semester; all presentations will use digital and oral options
- Students will run Socratic Seminars concerning research that offers effective strategies for attaining goals that envelop both attainable/unattainable goals
- Students will compare/contrast the realms of possibility for their goals and dreams
- Students will
    - Compare/contrast how individual personal interests and philosophies have helped or hindered their goal-setting
    - Identify supportive people who have helped them achieve personal success
    - Recognize attainability of long and short-term goals previously set
    - Trace the effectiveness of the goal-setting techniques they have personally utilized within their lives

Taking Informed Action:
Students will retain the strategies that helped them and operate within successful methodologies for their future educational, personal, and professional lives.

Differentiation

How will we respond if students have not learned? Interventions: ● One-on-one conferences with the instructor ● Extra time as stated in IEP's/504's ● Parent/counselor/mentor involvement	How will we respond if students have already learned? Extensions/Enrichments: ● Modeling what student learned during shadowing a mentor ● Shadowing at extra facilities ● Internships through Partners in Education

	● Student-instruction of information gleaned from lives of successful people ● Students can choose guest speakers for the classroom

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Reading		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Modeling ● Instructing class ● Leading Socratic Seminars
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Presents findings through digital, print, and oral means ● Skims unbiased, valid sources and shares effective goal-setting strategies ● Reads about an individual goal-setting, interviews a mentor, and divulges findings through digital, print, and oral means ● Locates specialized websites for exploring literal and figurative dreams the students develops ● Identifies the successes and failures of ○ Personal goal-setting strategies ○ Attaining tangible and intangible dreams ○ Realistically identifying the realms of possibility for the dreams/goals fruition **The student exhibits no major errors or omissions.**	● Shadows a mentor through PIE ● Locates pertinent goal-setting strategies through digital and print media ● Shares non-fictional biographies/autobiographies ● Reads to find information ● Offers oral presentations using digital and print media
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology ● Performs basic processes: ○ Locates generalized websites for personalized interests ○ Identifies basic goals ○ Unearths fundamental fictionalized stories of characters who follow their literal and figurative dreams **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 12 - GEE - Unit 1 - Writing	
Content Area: Gifted Elective Course/Grade Level: Gifted Exploration and Expansion (GEE) - Gr 12	Unit Title: Writing Unit Duration: Semester-long
Materials/Instructional Resources For This Unit: ● Digital and print media ● Instructor and student-chosen novels (fiction & nonfiction) ● Instructor and student-chosen technological & informative resources ● Bulletins ● Pamphlets ● Websites ● Partners in Education (PIE) ● Purdue OWL (Online Writing Lab) ○ APA formatting ○ MLS formatting	Big Idea: Students will become solid writers who can do the following: ● Write in-text citations ● Identify sources ● Write in heterogeneous styles ○ Resumes ○ Bullets ○ Memos ○ APA formatting ○ MLS formatting ○ Fiction/nonfiction essays ○ Technological information ○ Research work ○ Informational ○ Expository ○ College application essays ○ Scholarship application essays
Enduring Understandings: ● Students will evolve into writers who can effectively communicate through the written word with both print and digital media ● Students will use their writing to achieve their desired results for the specific purpose for which they are interfacing ● **"There is nothing to writing. All you do is sit down at a typewriter and bleed." - Ernest Hemingway**	Essential Questions: ● How does one write in the heterogeneous styles? ● Which formatting should be used for differing disciplines? ● Under what circumstance might one employ the different writing strategies?

Objective #1: Writing in heterogeneous styles
Essential Question: ● How does one write in the heterogeneous styles? ● Under what circumstance might one employ the different writing strategies?
Standards: GLE/CLE CCSSI: 1.a, 1.b, 1.e, 2.a, 2.b, 3.a, 3.b, 3.c, 4, 5, 8, 9.a, 10 CCR: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Academic Vocabulary: ● Heterogeneous

- Expository
- Informational
- Essays
- Bulletins
- Memos
- Writing strategies

Lesson Plan		
Supporting Question: How does one write in the heterogeneous styles?	Supporting Question: Under what circumstance might one employ the different writing strategies?	Supporting Question: How does one successfully and effectively communicate through writing?
Formative Performance Task: ● Students will research a myriad of writing styles ● Students will choose and employ several writing styles for an amalgam of reasons	Formative Performance Task: ● Students will read and respond to heterogeneous writing styles ● Students will utilize varied writing strategies ● Students will engage writing strategies for appropriate results	Formative Performance Task: ● Students will submit work to one of the following plagiarism and editing sites: ○ Turnitin.com ○ Blackboard ○ Epic ○ A valid digital resource site ● Students will self-edit and offer up the rough draft along with the final copy ● Students will peer edit one another's work and turn this in along with the final copy ● Students will respond to peers' work by the following disclosures: ○ What they think the student is saying ○ What course of action might the reader take upon reading the communication ○ How effective the writing is

Summative Performance Task: There will be several throughout the semester; all presentations will use digital, print, and oral options

- Students will employ heterogeneous writing styles for both short and long-term writings
- Students will engage in writing a myriad of communications for various results: essays, fiction, expository, persuasive, scholarships, college admittance essays, college resumes, job resumes, internships

Taking Informed Action:
Regardless of the circumstance, discipline, or heterogenous style, students will be able to effectively communicate through their writing.

Differentiation	
How will we respond if students have not learned? Interventions: ● One-on-one conferences with the instructor ● Extra time as stated in IEP's/504's ● Parent/counselor/mentor involvement	How will we respond if students have already learned? Extensions/Enrichments: ● Modeling what student learned during shadowing a mentor ● Shadowing at extra facilities ● Internships through Partners in Education ● College visits ● Students can choose guest speakers for the classroom ● Students can mentor peers and edit one another's writing

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Writing		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Modeling ● Instructing ● Peer editing
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Chooses and models several writing strategies ● Employs heterogeneous writing styles for communication ● Self-edits work ● Peer edits writing for classmates ● Notes the changes that a digital website offers and makes corrections ● Self-corrects **The student exhibits no major errors or omissions.**	● Writes short and long-term communications ● Writes with varied writing strategies ● Offers self and peer corrections ● Submits writing online ● Punctuates writing with different styles ● Identifies and utilizes writing methods needed in cross-curricula disciplines
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology: ● Performs basic processes, such as: ○ Writes in solo or dual modes ○ Chooses writing styles that are significant for a single discipline ○ Reviews peer edits **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Formatting the information

Essential Question: Which formatting should be used for differing disciplines?

Standards: GLE/CLE CCSSI: 1.c, 1.d, 1.f, 2.c, 2.d, 2.e, 2.f, 3.d, 3.e, 4, 6, 7, 8, 9.b, 10 CCR: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Academic Vocabulary:

- Online Writing Labs
- MLA (Modern Language Association)
- APA (American Psychological Association)
- Chicago Style/Turabian Style
- CBE Style (Council of Biology Editors)
- CGOS (Columbia Guide to Online Style)
- Harvard Style
- Argumentative papers
- Analytical papers
- Definition papers
- Compare and contrast papers
- Cause and effect papers
- Reports
- Interpretive papers
- In-text citations
- Works Cited
- References
- Sources
- Abstract
- Thesis
- Introduction
- Conclusion

Lesson Plan

Supporting Question: What formatting style is used for different disciplines?	Supporting Question: How are the in-text citations different with each style?	Supporting Question: ● With what procedure are the references/sources/works/outlines written? ● How might the varying styles dictate required information within the body of the paper?
Formative Performance Task: ● Students will research formatting styles and which disciplines and writing styles are more effective with those particular strategies ● Students will identify formatting styles used within their individual research	Formative Performance Task: ● Students will utilize various formatting styles to write in-text citations ● Students will identify what material is required within various in-text citations	Formative Performance Task: ● Students will choose different formatting options, read an essay, and identify the various parts of the paper ● Students will choose different formatting styles and write the following within the styles' guidelines: ○ references/sources/works cited ○ Outlines

		○ Abstracts ○ Analysis ○ Result of research ○ Thesis ○ Conclusion

Summative Performance Task: Students will generate a topic, identify the subject area fitting that issue, choose a formatting style, research the subject, and write a non-fictional documented essay
Taking Informed Action: ● Students will identify which type of formatting is needed for subject-specific topics and will be comfortable utilizing online writing labs and digital resources to effectively communicate the guidelines of that specific style. ● Regardless of career choice, the student will be familiar with the techniques of research and the parameters required by the most widely used research formatting styles. ● Students will easily and effectively communicate research through cross-curricular topics and themes.

Differentiation	
How will we respond if students have not learned? Interventions: ● One-on-one conferences with the instructor ● Extra time as stated in IEP's/504's ● Parent/counselor/mentor involvement	How will we respond if students have already learned? Extensions/Enrichments: ● Modeling what student learned during shadowing a mentor ● Shadowing at extra facilities ● Internships through Partners in Education ● College visits ● Students can choose guest speakers for the classroom

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Writing		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Modeling ● Locating guest speakers ● Instructing ● Peer facilitating
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	●
3.0	**The student:** ● Familiarizes himself/herself with disparate research formatting options ● Identifies and writes within the parameters of the most widely used formatting alternatives ● Comprehends and writes in the appropriate formatting style for the discipline he/she chooses as a theme **The student exhibits no major errors or omissions.**	● Short and long-term research writing ● Writing different part of a paper for the diverse research formatting options ● Choosing a specific type of paper and utilizing the formatting option that is discipline-specific for that topic
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology: ● Performs basic processes, such as: ○ Writes within one particular style such as MLA ○ Comprehends basic parts of a paper: thesis, introduction, body, conclusion **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 12 - GEE - Unit 2 - Speaking and Listening	
Content Area: Gifted Elective Course/Grade Level: Gifted Exploration and Expansion (GEE) - Gr 12	Unit Title: Speaking and Listening Unit Duration: Semester-long

Materials/Instructional Resources For This Unit:
● Digital recording devices
● Video equipment
● Green screens
● Editing technology
● Communication instructional pieces
● Personal technology
  ○ Smart phones
  ○ ipads
  ○ Future technology that will be developed by the time this curriculum is instituted
	Big Idea:
	Students will comprehend the communication cycle and feel comfortable regardless of the audience, topic, and type of presentation.

Enduring Understandings:
● Students will learn the methodology behind effective communication and utilize those strategies to become potent speakers
● Students will comprehend the characteristics of an active listener and effectively harness those methods when listening to a speaker
● **"It is the province of knowledge to speak, and it is the privilege of wisdom to listen." - Oliver Wendell Holmes, Sr.**
	Essential Questions:
	● What is an active listener?
	● What strategies should one employ to glean the most information from listening?
	● How would an active listener respond to a speaker and ask questions?
	● What is the communication process?
	● How does one's audience affect the speaker's presentation?
	  ○ Topic
	  ○ Vocabulary
	  ○ Dress
	  ○ Gestures
	  ○ Examples
	  ○ Introduction
	  ○ Conclusion

Objective #1: Active Listening
Essential Question: What is an active listener?
Standards: GLE/CLE CCSSI: 1.a, 1.b, 2, 3, 4, 5 CCR: 1, 2, 3, 4, 5, 6
Academic Vocabulary: ● Hearing ● Listening ● Active listener

- Listening strategies
- Listening to learn
- Reaction
- Response
- Interrogatives
- Stream of Consciousness
- Words per minute:
    - Writing
    - Speaking
    - Thinking

Lesson Plan		
Supporting Question: What is the difference between hearing and listening?	Supporting Question: What strategies should one employ to glean the most information from listening?	Supporting Question: How would an active listener respond to a speaker and ask questions?
Formative Performance Task: ● Students will journal their listening activities during the following: ○ Student presentations ○ Teacher instruction ○ Diverse oral presentations ■ Announcements ■ Movies ■ Plays ■ Sports ■ Television programs ■ Conversations ■ Other personal options ● Students will rate and record their words per minute (wpm) for the following: ○ Writing ○ Speaking ○ Thinking	Formative Performance Task: ● Students will note pertinent information within the presentations ● Students will identify strategies to make the most of information received ● Students will associate information with real-life connections	Formative Performance Task: ● Students will determine what questions to ask and when to ask them ● Students will refrain from offering personal information that would take away from the speaker's presentations ● Students will log their reactions and questions

Summative Performance Task: There will be several throughout the semester; all presentations will use digital, print, and oral options

- Students will actively listen to speakers and respond with thoughtful questions
- Students will actively listen to speakers and react with appropriate grade-level behavior and knowledgeable inquiry
- Students will engage appropriate skills to maintain active listening strategies and chronicle techniques used to stay focused on the speaker and the message

Taking Informed Action:
Regardless of who the speaker is or what his/her topic choice might be, students will actively listen to the presentation and consider interrogatives that would promote more understanding of a presentation's facets.

Differentiation	
How will we respond if students have not learned? Interventions: ● One-on-one conferences with the instructor ● Extra time as stated in IEP's/504's ● Parent/counselor/mentor involvement	How will we respond if students have already learned? Extensions/Enrichments: ● Modeling what student learned during shadowing a mentor ● Shadowing at extra facilities ● Internships through Partners in Education ● Student-instruction of information gleaned from innumerable presentation styles and topics ● Students can choose guest speakers for the classroom

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Speaking and Listening		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Modeling ● Peer facilitating ● Instructing
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Demonstrates active listening skills ● Asks pertinent questions of the speaker ● Inquires thoughtful responses to the speakers' disquisitions ● Exhibits responsive comments to speakers' perorations **The student exhibits no major errors or omissions.**	● Journals active listening strategies ● Employs strategies to stay on-task during discourses ● Logs reactions to speakers' presentations ● Jots down thought-provoking questions to enhance learning
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology: ● Performs basic processes, such as: ○ Identifies difference between hearing and listening ○ Employs basic methods to stay in track during speeches and presentations **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

<table>
<tr><td colspan="3">Objective #2: Speaking and Presenting Material</td></tr>
<tr><td colspan="3">Essential Question:
● How does one effectively communicate researched information?
● How does one achieve the desired response to the information?</td></tr>
<tr><td colspan="3">Standards: GLE/CLE CCSSI: 1.c, 1.d, 3, 4, 5, 6 CCR: 1, 2, 3, 4, 5, 6</td></tr>
<tr><td colspan="3">Academic Vocabulary:
● Audience
● Feedback
● Noise
● Reaction
● Response
● Sender
● Receiver
● Verbal/nonverbal communications
● Gestures
● Message
● Static</td></tr>
<tr><td colspan="3">Lesson Plan</td></tr>
<tr><td>Supporting Question:
What is the communication process?</td><td>Supporting Question:
How does one’s audience affect the speaker’s presentation?
Topic
Vocabulary
Dress
Gestures
Examples
Introduction
Conclusion</td><td>Supporting Question:
● How does one present documented research to an audience?
● How is this cited?
● What does an effective speech entail?</td></tr>
<tr><td>Formative Performance Task:
● Students diagram the communication process
● Groups of students note the various problems within different communication exercises</td><td>Formative Performance Task:
● Students model different audiences for their peer speakers
● Student speakers undertake presenting for myriad age groups and audiences</td><td>Formative Performance Task:
● Students react to published speeches from digital and print media
● Students identify sources through spoken word
● Students react to speeches and log effectiveness of the material and information within the speeches
● Students practice giving short and long speeches over a variety of topics</td></tr>
</table>

Summative Performance Task: There will be several throughout the semester; all presentations will use digital and oral options

- Students will give a variety of speeches for varying topics and reasons
- Students will research post-secondary information and present findings to class
- Students will analyze diverse topics and offer information and personal insights to the class
- Students will engage audience through verbal/non-verbal communication and examples
- Students will offer a multi-faceted speech with an introduction, body, and conclusion

Taking Informed Action:

- Students will effectively communicate orally and through digital means
- Students will promote quality communication skills with a particular audience in mind
- Students will actively research information and offer valid points through spoken and digital media

Differentiation	
How will we respond if students have not learned? Interventions: ● One-on-one conferences with the instructor ● Extra time as stated in IEP's/504's ● Parent/counselor/mentor involvement	How will we respond if students have already learned? Extensions/Enrichments: ● Modeling what student learned during shadowing a mentor ● Shadowing at extra facilities ● Internships through Partners in Education ● Student-instruction of information gleaned from innumerable presentation styles and topics ● Students can choose guest speakers for the classroom

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Speaking and Listening		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Modeling ● Instructing ● Bringing in appropriate speakers ● Identifying and showcasing digital examples of effective speaking
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Presents a variety of speeches for varying topics and reasons ● Researches post-secondary information and present findings to class ● Analyzes diverse topics and offer information and personal insights to the class ● Engages audience through verbal/non-verbal communication and examples ● Offers a multi-faceted speech with an introduction, body, and conclusion **The student exhibits no major errors or omissions.**	● Group and peer speeches ● Research a variety of topics ● Multi-faceted speeches ● Analyses of effective speeches and speakers ● Identification of effective speakers and speeches within historical documentation, digital media, and real-life situations
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology: ● Performs basic processes, such as: ○ Presents single-faceted speeches ○ Identifies the qualities of an effective speaker **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 12 - GEE - Unit 3 - Research	
Content Area: Gifted Elective Course/Grade Level: Gifted Exploration and Expansion (GEE) - Gr 12	Unit Title: Research Unit Duration: Semester-long
Materials/Instructional Resources For This Unit: ● Websites ● Digital and print media ● Partners in Education ● Mentors ● Guest speakers ● Various field trips ● Post-secondary options ● Kiwanis ● Optimists ● VFW (Veterans of Foreign Wars) ● DAR (Daughters of the American Revolution ● Daughters of the Confederacy ● American Indian Rolls from the 7-nation tribes ● Wacky Scholarships ● Weird and Unusual Scholarships ● Career-specific scholarships ● Individual-interest specific scholarships ● Locale demographics ● Ethnic-specific scholarships ● University-specific scholarships ● Athletic-specific scholarships ● Scholarships available through banking institutions, jobs, unions, denominations, employers, and localities ● usatestprep.com ● *A Beautiful Mind* - John Nash, Nobel Prize Winner in physics for his theory of gaming ● *Escape from Slavery* - Francis Bok ● Student-chosen non-fictional novels	Big Idea: ● Students will navigate the web and discover the wealth of scholarships that are available to them. ● Students will apply for scholarships that meet their individual interests and needs ● Students with financial need will learn of and access the options available to them through scholarships and grants

Enduring Understandings:	Essential Questions:

● Students will learn where to look for financial help that will make their dreams of post-secondary opportunities become reality for them
● Students will identify locales that are more to their liking and that offer safer learning environments
● Students will identify their career choices
  ○ Educational requirements
  ○ Future salary options
  ○ Long-term satisfaction
  ○ Chances of promotion
  ○ Highest level of professional growth
● **"I think young writers should get other degrees first, social sciences, arts degrees or even business degrees. What you learn is research skills, a necessity because a lot of writing is about trying to find information." - Irvine Welsh**
	● Where does one look to locate scholarship options?
	● How do the cities' demographics affect their local universities and community colleges?
	● What will one need to be a success in his/her personal career choice?
	● Where should one enroll for college?
	  ○ Military service
	  ○ Community college
	  ○ 4-year university
	  ○ Local university
	  ○ Another state
	  ○ Work and attend school

Objective #1: College and Scholarship Search

Essential Question:
- Where does one look to locate scholarship options?
- How do the cities' demographics affect their local universities and community colleges?
- Where should one enroll for college?

Standards: GLE/CLE CCSSI: 1, 2, 3, 4, 5, 10 CCR: 2, 3, 5, 7, 9

Academic Vocabulary:
- 2-year college
- A+ programs
- Websites
- Demographics
- American Indian Rolls
- Out-of-state tuition
- Bordering States Waiver
- Neighboring States In-state Tuition
- Fees
  - Healthcare
  - Wifi
  - Food service
  - Parking
  - Athletics
  - Incidental
- Room & Board
- Tuition
- Scholarships

Lesson Plan		
Supporting Question: Where does one look for scholarships?	Supporting Question: How do the cities' demographics affect their local universities and community colleges?	Supporting Question: What should one choose for his/her post-secondary option?
Formative Performance Task: ● Students learn strategies to locate a multitude of scholarships opportunities that fit general and specific types of scholarships ● Students will research general and specific scholarships choices that fit within their individual needs ● Students will apply to several of the smaller scholarships that take 250 words or less: ○ Flavor of the Month ○ Fire Sprinkler Safety ○ Ice Cream ○ Make Me Laugh ○ Super Power ○ Super Hero	Formative Performance Task: ● Students will identify their individual top post-secondary options ● Students will research the demographics for each vicinity	Formative Performance Task: ● Students will identify their post-secondary choices ● Students will research the various pathways by which they can achieve their goals ● Students will locate a mentor through Partners in Education and will interview that person as to what pathways will offer the highest rate of success in the career choice

Summative Performance Task: There will be several throughout the semester; all presentations will use digital, print, and oral options

- Students will present individual findings for his/her personal options
- Students will present individual career and college options from digital and print media
- Students will present individual information concerning the demographics of the areas they are interested into moving to for their post-secondary options
- Students will share information from someone involved in their career choices
- Students will apply to scholarships for which they meet parameters
- Students will narrow down post-secondary options and apply to the institutions to which they are interested

Taking Informed Action:

- Students will gain the knowledge they need to follow their individual post-secondary paths, to logically discuss their choices with adults in their lives, to apply for scholarships both short and detailed, and to continue to utilize the scholarship search to financially help them throughout their college career.
- Students will research, read, and comprehend the details that make up a locale's demographics; students will make personal choices as to which demographics are more fitting to their likes/dislikes.
- Students will identify strategies that will encourage success and achievement within their career choices.

Differentiation	
How will we respond if students have not learned? Interventions: ● One-on-one conferences with the instructor ● Extra time as stated in IEP's/504's ● Parent/counselor/mentor involvement	How will we respond if students have already learned? Extensions/Enrichments: ● Modeling what student learned during shadowing a mentor ● Shadowing at extra facilities ● Internships through Partners in Education ● College visits ● Students can choose guest speakers for the classroom

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Research		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Modeling ● Bringing in guest speakers ● Going on college visits
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Presents findings through digital, print, and oral means ● Shares process by which he/she came to ultimate decision for a post-secondary option ● Reads about an individual post-secondary choice, interviews a mentor, and divulges findings through digital, print, and oral means ● Locates specialized websites for career,post-secondary, scholarship, and demographic options ● Applies for specific scholarships ● Applies to post-secondary career/university options **The student exhibits no major errors or omissions.**	● Shadows a mentor through PIE ● Locates pertinent post-secondary material through digital and print media ● Identifies the demographics of particular geological areas the student may want to move ● Identifies individual and general scholarship options ● Offers oral presentations using digital and print media
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology: ● Performs basic processes, such as: ○ Locates general scholarship options ○ Identifies post-secondary options ○ Assesses individual options for the future ○ Works within a group to determine success/achievement factors for a generalized career choice **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Preparing student to be a success in his/her future		
Essential Question: What will one need to be a success in his/her personal career choice?		
Standards: GLE/CLE CCSSI: 6, 7, 10 CCR: 1, 4, 6, 8, 10		
Academic Vocabulary: ● AP ● PSAT ● ACT ● SAT ● Personal Interest Inventories ● Withholding ● Gross salary ● Net salary ● Masters ● PhD. ● Mentor ● Shadow		
Lesson Plan		
Supporting Question: What does one want to do with his/her life?	Supporting Question: How does one achieve success in a particular field?	Supporting Question: How does self-advocacy affect success and achievement?
Formative Performance Task: ● Students will take personal interest surveys ● Students will take practice and nationally standardized tests ● Students will shadow successful mentors who works within individual career options	Formative Performance Task: ● Students will research and learn about people who have become successful within their individual career choices ● Students will read about non-fictional people who have surpassed personal barriers to become victorious in their life choices ● Students will work through Partners in Education and be paired with mentors who have achieved high regard within their individual fields	Formative Performance Task: ● Students will advocate for themselves as they research the qualities that will ensure success within their individual post-secondary choices ● Students will advocate for themselves as they prepare for the state standardized tests that show their knowledge within particular disciplines ● Students will determine the career pathway they chose and ask for mentors within that field

Summative Performance Task: There will be several throughout the semester; all presentations will use digital, print, and oral options

- Students will present the process by which they determined their individual areas of interest and future career options
- Students will read, analyze, and present stories of real people who survived life hurdles to become successful within their career and life choices
- Students will identify qualities of a successful person and relate their personal qualities/vices/virtues that will either promote or demote their life-long achievement
- Students will shadow a mentor, interview that person, and present credentialed requirements for success within the particular work force
- Students will choose post-secondary educational and career options, advocate for their acceptance into those areas, and apply methods that would offer success within their chosen fields

Taking Informed Action:

- Students will be able to learn more about themselves: interests, talents, abilities, and potential.
- Students will learn and practice self-advocacy as they prepare for their future educational and career choices
- Students will comprehend the qualities and characteristics that successful people exude and will utilize those strategies within their personal lives.

Differentiation	
How will we respond if students have not learned? Interventions: ● One-on-one conferences with the instructor ● Extra time as stated in IEP's/504's ● Parent/counselor/mentor involvement	How will we respond if students have already learned? Extensions/Enrichments: ● Modeling what student learned during shadowing a mentor ● Shadowing at extra facilities ● Internships through Partners in Education ● College visits ● Students can choose guest speakers for the classroom

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Research		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Modeling ● Choosing guest speakers ● Shadowing successful people
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Learns and utilizes self-advocacy strategies ● Presents findings of successful people who have achieved within educational, professional, and personal lives ● Shadows and interviews mentors from various disciplines which interest the student **The student exhibits no major errors or omissions.**	● Participates in self-interest inventories ● Shadows successful mentors chosen by both the student and Partners in Education ● Practices self-advocacy methods ● Analyzes and presents information learned from non-fictional reading ● Analyzes and presents information gleaned from successful mentors
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology: ● Performs basic processes, such as: o Takes self-interest inventories o Presents information learned from nonfiction writing o Defines self-advocacy **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grade 12 - GEE - Unit 4 - Reading	
Content Area: Gifted Elective Course/Grade Level: Gifted Exploration and Expansion (GEE) - Gr 12	Unit Title: Reading Unit Duration: Semester-long
Materials/Instructional Resources For This Unit: ● Digital and print media ● Instructor and student-chosen novels (fiction & nonfiction) ● Instructor and student-chosen technological & informative resources ● Bulletins ● Pamphlets ● Websites ● Partners in Education (PIE)	Big Idea: Students will be active readers who look for information and answers to their questions as they read.
Enduring Understandings: ● Becoming an active reader ● Looking for answers ● Knowing where to look for information ● Learning to locate valid, unbiased information ● **"I'm big on research. I love research, so I tend to do a lot of reading." - Scott Ellis**	Essential Questions: ● What is an active reader? ● How does one look for information? ● Where does one locate valid, unbiased information? ● How can one determine if the information is unbiased and valid?

Objective #1: Becoming an active reader		
Essential Question: ● What is an active reader? ● How does one begin to look for information and answers to questions?		
Standards: GLE/CLE: CCSSI: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 CCR: 1, 2, 3, 5, 7, 8, 9		
Academic Vocabulary: ● Active reader ● Post-secondary options ● Sources ● Information literacy ● Skim ● Demographics		
Lesson Plan		
Supporting Question: How does one navigate the web and locate post-secondary options and requirements?	Supporting Question: How is skimming material used in active reading?	Supporting Question: What information is vital in planning one's post-secondary path?

Formative Performance Task: ● Identify 4-5 post-secondary options that the student might want to pursue ● Navigate the web and locate the requirements for each of these options ● Read and note the demographics of the areas where the student may want to move ● Identify the salary and options for each of the student's post-secondary choices	Formative Performance Task: ● Read through paragraphs and highlight the important information ● Group together and share the essence of particular readings ● Use technology and time the group to determine how quickly students can skim to locate pertinent information	Formative Performance Task: ● Use websites and technology to look into interesting career and college options ● Read up on the demographics of the area and highlight the important information ● Talk to someone involved in the students' career choices ● Locate flyers, bulletins, and pamphlets that offer information on interesting career choices

Summative Performance Task: There will be several throughout the semester; all presentations will use digital, print, and oral options ● Student will present individual findings for his/her personal options ● Student will present individual career and college options from digital and print media ● Students will present individual information concerning the demographics of the areas they are interested into moving to for their post-secondary options ● Students will share information from someone involved in their career choices
Taking Informed Action: ● Students will locate the information and learn to navigate through digital, print, technological pamphlets, and subject-centered bulletins. ● Students will identify their particular post-secondary options and shadow mentors who will direct them through educational choices, salary options, post-grad education, and long-term success.

Differentiation	
How will we respond if students have not learned? Interventions: ● One-on-one conferences with the instructor ● Extra time as stated in IEP's/504's ● Parent/counselor/mentor involvement	How will we respond if students have already learned? Extensions/Enrichments: ● Modeling what student learned during shadowing a mentor ● Shadowing at extra facilities ● Internships through Partners in Education ● College visits ● Students can choose guest speakers for the classroom

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Reading		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Modeling ● Bringing in guest speakers
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Presents findings through digital, print, and oral means ● Skims unbiased, valid sources and shares individually pertinent information ● Reads about an individual post-secondary choice, interviews a mentor, and divulges findings through digital, print, and oral means ● Locates specialized websites for career and post-secondary options **The student exhibits no major errors or omissions.**	● Shadows a mentor through PIE ● Locates pertinent post-secondary material through digital and print media ● Identifies the demographics of particular geological areas the student may want to move ● Reads to find information ● Offers oral presentations using digital and print media
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology ● Performs basic processes: ○ Locates generalized websites for career options ○ Identifies basic post-secondary choices **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Objective #2: Reading digital and print media

Essential Question:
- Where does one locate valid, unbiased information?
- How can one determine if the information is unbiased and valid?

Standards: GLE/CLE: CCSSI: 2, 3, 4, 5, 6, 7, 8, 9, 10 CCR: 4, 5, 6, 10

Academic Vocabulary:
- Websites

- Pamphlets
- Bulletins
- Active research
- Bias
- Validity
- Hypothesis
- Abstract
- Cogency

Lesson Plan		
Supporting Question: What are the forms of biased information and speech?	Supporting Question: Where does one go to learn the cogency of reading material?	Supporting Question: How does one sift through the material in order to make an individual choice?
Formative Performance Task: ● Learn and highlight forms of bias used in digital and print media ● Locate various digital and print information on a specific topic ● Identify how these forms are used to sway reading audiences	Formative Performance Task: ● Look at more than one side of an individual topic choice ● Hypothesize slant of information within each source ● Read through the material to determine if student made an accurate hypothesis	Formative Performance Task: ● Choose an individual topic ● Research various digital and print media ● Skim information to determine validity ● Highlight pertinent information ● Amass several points that support each view

Summative Performance Task: There will be several throughout the semester; all presentations will use digital, print, and oral options
- Present examples of bias
- Identify the types of bias within personal reading and research
- Confer within groups and share validity of groups' hypotheses
- Research a student-generated topic, note the validity of each source, and present findings to the class and instructor
- Communicate with a mentor, generate feedback, and present findings to class and instructor

Taking Informed Action:
- Students will identify types of bias they will come in contact with throughout their lives and they will have the knowledge of where to look to determine validity of sources.
- Students will be able to be active readers and active listeners in order to sift through information and to ascertain truthfulness of what they hear and read.
- Students will become lifelong learners as they discern the means to locate valid material and unbiased answers.

Differentiation	
How will we respond if students have not learned? Interventions: ● One-on-one conferences with the instructor ● Extra time as stated in IEP's/504's	How will we respond if students have already learned? Extensions/Enrichments: ● Modeling what student learned during shadowing a mentor ● Shadowing at extra facilities

● Parent/counselor/mentor involvement	● Internships through Partners in Education ● College visits ● Students can choose guest speakers for the classroom

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Reading		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	● Modeling ● Bringing in guest speakers
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Presents findings through digital, print, and oral means ● Skims both biased and unbiased sources and shares individually pertinent information ● Reads about an individual post-secondary choice, locates/interviews a mentor, and divulges unbiased/biased findings through digital, print, and oral means ● Locates and researches specialized websites for student-generated topic **The student exhibits no major errors or omissions.**	● Shadows a mentor through PIE ● Locates biased/unbiased post-secondary material through digital and print media ● Identifies the types of bias used within digital and print media ● Reads to find unbiased information ● Offers oral presentations of findings using digital and print media
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology: ● Performs basic processes: ○ Locates and researches generalized websites for student-generated topic ○ Reads about individual post-secondary choices and reveals findings through digital, print, and/or oral means **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

Grades 1-12 Gifted Education

Appendix

The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education and the fine arts. This foundation of knowledge and skills should also be incorporated into courses in vocational education and practical arts. Students should acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence should build on the knowledge base that students have previously acquired.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which "knowledge" grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

Science

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of Earth's biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

TURN OVER

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

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The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Note to Readers: What should high school graduates in Missouri know and be able to do? The Missourians who developed these standards wrestled with that question. In the end, they agreed that "knowing" and "doing" are actually two sides of the same coin. To perform well in school or on the job, one must have a good foundation of basic knowledge and skills. Equally important, though, is the ability to use and apply one's knowledge in real-life situations.

These standards (73 in all) are intended to define what students should learn by the time they graduate from high school. On this side are 33 "performance" standards, listed under four broad goals. On the reverse side are 40 "knowledge" standards, listed in six subject areas. Taken together, they are intended to establish higher expectations for students throughout the Show-Me State. These standards do not represent everything a student will or should learn. However, graduates who meet these standards should be well-prepared for further education, work and civic responsibilities.

All Missourians are eager to ensure that graduates of Missouri's public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These standards are the work of that group.

The standards are built around the belief that the success of Missouri's students depends on both a solid foundation of knowledge and skills *and* the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

Authority for the Show-Me Standards: Section 160.514, Revised Statutes of Missouri, and the Code of State Regulations, 5 CSR 50-375.100.

GOAL 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

GOAL 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

GOAL 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one's own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

TURN OVER

GOAL 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

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