Gifted Program Curriculum Guide
Grades 1-12

Camdenton R-III School District
P.O. Box 1409
Camdenton, MO 65020

Board Adopted:
Spring, 2012

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PART I:

1. Rationale for Gifted Program Curriculum

Recognition of the special needs of gifted students has a longstanding tradition in Missouri. Over a quarter of a century ago, the General Assembly passed legislation that recognized the needs of gifted students and authorized financial support for gifted programs. The legislation stated, "School districts are expected to provide programs of instruction suitable for the full range of student ability, from handicapped and disadvantaged learners through those who are academically advanced."

More recent acknowledgement of the importance of addressing gifted students' learning needs is found in the Standards of the Missouri School Improvement Program, which states, "Each district identifies gifted and talented students at all levels and provides them differentiated instruction suitable for their levels of intellectual, physical, and social maturity."

Three major factors influence the rationale for the Camdenton School District Capstone Gifted Program: maximizing student potential, the district's commitment to improvement through Professional Learning Communities (PLCs), and adherence to the district philosophy. First, for students who come to school with advanced knowledge and unusual learning capacity, their potential can be compromised without offering curriculum that is differentiated and matched to students' learning characteristics. Those characteristics include the capacity to handle content at an advanced level and pace, the ability to explore areas in significant depth, the tendency to ask and grapple with difficult questions, and the desire to use leadership abilities to make a difference in the world-at-large. Secondly, educators within Camdenton School District's PLCs are charged with the question of "How will we (teachers) respond when they (students) already know it (the expected learned skill)?" As a district committed to PLC, Camdenton is dedicated to continuous improved learning for students while they are a student. Finally, Camdenton R-III School District's philosophy focuses on our children learning daily: "Everyone Learning, Every Day." Learning does not stop once the expected skill is attained. In order to guide the advanced student in developing to his or her individual potential, answer the PLC question regarding students' who have already ascertained specific knowledge, and ensure commitment to the district's philosophy, the Capstone Center provides the following services: weekly Capstone classes, whole-grade acceleration, subject acceleration, cluster grouping, flexible grouping, extension, enrichment, AP classes (high school), and IB classes (high school).

Curriculum for gifted students is specifically designed to challenge academically advanced learners and provide experiences that require critical thinking, problem-solving, communication, research, and creativity. These assignments and activities also attend to the affective needs and growth of gifted students as

unique individuals in society. 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.

2. Goals for Graduates

As a result of offering differentiated curriculum and personalized support, gifted students will have the opportunity to achieve district goals at the level commensurate with their talent. They will also be challenged to apply their knowledge and skills in complex and advanced ways so that they can continue to develop academically. If provided with the challenge and support that is needed, these students will become highly productive citizens who contribute in significant ways to the well-being of the broader community.

Goals to address in performance areas include:

Students will:
1. acquire the knowledge and skills to gather, analyze and apply information and ideas.
2. acquire the knowledge and skills to communicate effectively within and beyond the classroom.
3. acquire the knowledge and skills to recognize and solve problems.
4. acquire the knowledge and skills to make decisions and act as responsible members of society.
5. acquire the knowledge and skills to work as an individual, work as a group member, and work as a leader.
6. acquire the knowledge and skills to develop fluency, flexibility, originality, and elaboration.

Goals to address in the content areas:

Students will:
1. acquire a solid foundation in the disciplines of communication arts, mathematics, science, and social studies.
2. operate at advanced levels within these disciplines.
3. apply knowledge of disciplines to produce work that reflects individuality and creativity and is advanced in relation to other students of similar age and experience.

3. Content and Processes Related to Equity, Technology, Research, and Workplace Readiness Skills

Throughout the gifted curriculum, teachers integrate appropriate content and processes related to gender equity, racial/ethnic equity, application of technology, research strategies, and workplace readiness skills to ensure that

graduates of the school district successfully demonstrate understanding and application of the Show-Me Standards.

Examples of integration of those content and processes are listed below:

Equity: In a unit on Ellis Island, lessons include a focus on minorities and the challenges they encountered in being recognized for their contributions.

Research: Students conduct research on chosen topics, demonstrating knowledge of primary and secondary sources, and applying the information they find to an individual or group project. In all units students use primary and secondary sources to research and develop an original project on their area of study.

Technology: Students use a variety of technology in every assignment. Computer programs along with internet are used on a daily basis for research and preparation of projects. Students use programs such as PowerPoint, Microsoft Word, Excel, etc. to complete specific projects.

Workplace Readiness: In our Think Tank simulation, students create a workplace environment based on the goals of accomplishing tasks, creating a positive "workplace" environment, synergizing within the team, and utilizing brainstorming techniques including SCAMPER, fluency, flexibility, originality, and elaboration. Teams must produce quality products in order to receiving maximum funding. This reward encourages self-motivation while working toward a team goal of gaining the most equity within their business.

4: Curriculum Evaluation and Revision Process

Evaluation of the gifted program and its curriculum is an on-going process. An evaluation committee collects and reviews information to determine program strengths and areas for improvement. Surveys are used to obtain feedback from parents, students, and staff regarding the program's effectiveness. In addition, district data on student achievement is analyzed, student and staff accomplishments are noted, and developments in gifted and general education

are reviewed to help determine recommendations for gifted program enhancements.

Each year, on or before December 1st, feedback about the gifted program curriculum is solicited, summarized in a written report, and filed for future reference. Every year, a formal report is presented to the Board of Education. Copies of program evaluation reports are maintained in the district for review during MSIP team visits.

5: Curriculum Alignment

Curriculum offered to gifted students needs to be developmental, with skills introduced at the appropriate level for each student. At any grade level, the focus of gifted curriculum alignments is on skills that can be applied to all content areas and to success in later life. Examples of such process skills are information gathering and processing, critical and creative thinking, problem-solving, reasoning, decision-making, and the ability to communicate effectively. These performance skills are consistent with the Show-Me Standards. Gifted students can be expected to learn and apply these skills at an earlier age and at a more advanced level than their grade-level peers.

6: Scope and Sequence

A scope and sequence of performance skills has been developed in the key areas targeted by the gifted program's curriculum. These areas are aligned with the Show-Me Performance Standards and can be applied to increasingly challenging work offered to gifted students. The areas include:

- Research
- Critical Thinking
- Problem-Solving
- Communication
- Affective
- Creativity

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CAPSTONE Program

Scope and Sequence of Performance Skills (K-8)

Goal I: Research: To develop the ability to gather, organize, analyze, and apply information

Gifted students will be able to:	By the end of 2nd Grade	By the end of 4th Grade	By the end of 6th Grade	By the end of 8th Grade
Gather Information	*Identify and use data from books and other available sources. *Be aware of protocols for gathering information. GLE: ICTL 3A & B	*Identify and use data from books, internet sites, and other available sources such as charts or surveys. *Follow protocols when gathering information. GLE: ICTL 3 & 4	*Initiate data retrieval through the use of technological sources, charts, surveys or graphs, and other available, reliable resources. *Independently follow appropriate protocols for gathering information. GLE: ICTL 3-5	*Work with others to complete data collection and apply to practical applications. CLE: ICTL 1A & B
Organize Information	*Organize relevant information. GLE: ICTL 5A, 4C	*Organize information from several sources. GLE: ICTL 5A, 4C	*Organize information from several sources into relevant, useful forms. GLE: ICTL 5A, 4C	*Organize and input collected data using technology. CLE: ICTL 1C&D
Analyze Information	*Determine which information is useful. GLE: ICTL 4A-D	*Determine which information is useful to develop an outcome. GLE: ICTL 4A-D	*Provide explanations about the usefulness and validity of information. GLE: ICTL 4A-D	*Evaluate and validate professional level data. CLE: ICTL 2A
Apply Information	*Use data to develop outcomes. GLE: W 2A	*Use the information to develop his/her own idea and/or create a product. GLE: W 2A	*Use multiple sources of information to develop his/her own idea and/or create a product. GLE: W 2A	*Analyze past data and hypothesize future outcomes. CLE: ICTL 5B

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Scope and Sequence of Performance Skills (K-8)

Goal II: Critical Thinking: To develop the ability to use critical/reflective thinking focused on deciding what to do or believe. This includes supporting ideas with facts and/or logic (reason) and explaining relationships.

Gifted students will be able to:	By the end of 2nd Grade	By the end of 4th Grade	By the end of 6th Grade	By the end of 8th Grade
Use Facts	*Distinguish between statements that can be proven and statements that reflect personal beliefs or judgments. GLE: ICTL 4C, 4a	*Use facts to elaborate on and/or support ideas. GLE: ICTL 4B, 6a	*Find appropriate factual ideas and use statistical data to support and defend ideas. GLE: ICTL 4B, 8a & 4C, 8b&c	*Evaluate the appropriateness and validity of factual ideas and statistical data to support and defend ideas. CLE: ICTL 4B & 4C
Reason Logically	*Determine an answer based on a fact and draw a logical conclusion GLE: ICTL 4D, 4a	*Use steps to answer or formulate ideas. *Distinguish relevant from irrelevant information. GLE: ICTL 4B, 6a	*Identify and explain ideas and/or answers using sequential and logical categories. *Choose relevant information to support original ideas. GLE: ICTL 4B, 8a	*Apply logic and practical applications beyond the classroom to world problems. CLE: ICTL 4D
Explain Relationships	*Have the ability to see and extract the most powerful reasons, or results for a given event or action. *Reflect on his/her outcomes. GLE: ICTL 4D, 4a&b	*Use information to explain a cause/effect relationship and/or action/consequence relationship. *Use reflection to support and/or change ideas. GLE: ICTL 4D, 6a&b	*Identify patterns to develop new ideas by determining several possible cause/effect relationships, and/or action/consequence relationships. *Independently reflect on work to improve or change ideas. GLE: ICTL 4D, 8a&b	*Analyze patterns to develop new ideas by determining several possible cause/effect relationships, and/or action/consequence relationships. CLE: ICTL 4D

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Scope and Sequence of Performance Skills (K-8)

Goal III: Problem-solving: To develop the ability to sense a problem exists, define the problem, analyze problem, use problem solving strategies, and determine and assess possible solutions.

Gifted students will be able to:	By the end of 2nd Grade	By the end of 4th Grade	By the end of 6th Grade	By the end of 8th Grade
Recognize a Problem	*Recognize a problem with teacher questioning. GLE: ICTL 1A, 4a	*Identify a problem and define the parts of the problem. GLE: ICTL 1A, 5e	*Identify a problem, determine its parts, and recognize the smaller issues of the problem. GLE: ICTL 2B, 8a	*Analyze a problem, determine its validity, and recognize the impact of the problem. CLE: ICTL 1A
Use Problem Solving Strategies	*Know at least two different ways to solve a problem. GLE: ICTL 5C, 4a	*Use an appropriate problem solving strategy when faced with a new problem. GLE: ICTL 5C, 6a&b	*Use multiple problem solving strategies and know when to use each one. GLE: ICTL 5C, 8a&b	*Deduce the most efficient strategy to solve a problem. CLE: ICTL 3B
Develop a Solution	*Develop a creative solution to a problem. GLE: ICTL 5C	*Develop a creative and realistic solution to a problem. GLE: ICTL 2B, 6c	*Determine one or more possible creative and realistic solutions to a problem. *Know the best solution. GLE: ICTL 2B, 8b	*Evaluate the best solution and defend his/her reasoning. CLE: ICTL 4D
Use Systems Thinking	*Explain how two or more ideas interact. GLE: ICTL 5C, 4c	*Explain the process of systems thinking, and explain why it is important to look at the interactions. GLE: ICTL 5C, 6c	*Determine how an idea or solution interacts with many other systems. GLE: ICTL 5C, 8a	* Clearly assess how an idea or solution interacts and judge their relationship with one another. CLE: ICTL 5B

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Scope and Sequence of Performance Skills (K-8)

Goal IV: Communication: To develop the ability to plan, create, and present verbal, visual, and written information in order to share thoughts and ideas with others.

Gifted students will be able to:	By the end of 2nd Grade	By the end of 4th Grade	By the end of 6th Grade	By the end of 8th Grade
Plan a Message	*Follow a teacher-directed plan. GLE: W 1A, 4a ICTL 1A	*Create, review, and revise a plan to develop an outcome. GLE: W 1A, 6a ICTL 1A	*Initiate the development of a plan for his/her self-selected projects and activities. *Can work from the plan. GLE: W 1A, 8a ICTL 1A &B	*Create graphic organizer for original products independently. CLE: W 1A
Create a Message	*Develop a verbal or visual presentation. GLE: W 1A, 4b-d	*Develop a written, verbal, or visual message/presentation. GLE: W 1A, 6b-d	*Independently determine a format to develop quality written, verbal, and/or visual messages or presentations. *Create a presentation on a topic, theme, or issue using authoring software. GLE: W 1A, 8b-d, W 3A	* Create original products independently. CLE: W2B-E ICTL 5B
Present a Message	*Share ideas verbally using good eye contact, appropriate body language and strong voice. *Develop a visual message that explains the topic. GLE: W 1A, 4e LS 2A	*Share ideas in writing (using organized, complete sentences that are error free), verbally (using eye contact, appropriate body language, good voice), or visually (using appropriate visuals). *Use technology to enhance the presentation. GLE: W 1A, 6e LS 2A	*Develop paragraphs that clearly explain ideas; uses many good verbal presentation skills; and develops quality visuals that clearly explain ideas. *Plan presentation for an audience. *Use technology to impact audience's understanding of topic. GLE: W1A, 8e LS 2A	*Submit original products for outside evaluation and/or perform for a live audience. CLE: ICTL 5C LS 2A

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Scope and Sequence of Performance Skills (K-8)

Goal V: Affective: To develop the ability to work productively and independently as an individual, to be an active, positive and productive group member, and to demonstrate positive leadership skills.

Gifted students will be able to:	By the end of 2nd Grade	By the end of 4th Grade	By the end of 6th Grade	By the end of 8th Grade
Work as an individual	*Remain focused to complete an outcome. *Realize that actions can have consequences. GLE: PS 1A, 4a	*Gather and organize learning materials while remaining focused on developing outcomes. *Deal with consequences. *Develop a sense of control over his/her behavior. GLE: PS 1A, 6a	*Work independently to complete a task. *Ask appropriate questions that help him/her develop quality outcomes. *Accept responsibility for his/her actions. GLE: PS 1A, 8a	*Reflect on the ability to independently complete a task. *Reflect on consequences of his/her actions for self, community and world. GLE: PS 1A, 10a
Work as a Group Member	*Work cooperatively with a group to complete his/her part of the group's work. GLE: PS 2A, 4a	*Listen to others and respect their ideas. *Help the group reach an outcome. GLE: PS 1C, 6a & PS 2C, 6a	*Actively listen to others, acknowledge their ideas, help plan a compromise, and make positive contributions to help the group achieve an outcome. GLE: PS 2A, 8a&b	* Contribute to the creation of a group's original product for outside evaluation and/or perform for a live audience. GLE: PS 2A, 10a
Work as a Leader	*Share his/her ideas in a way that others will listen. GLE: PS 2C, 4a	*Demonstrate some positive leadership skills in a group. GLE: PS 2A,	*Listen to, consider the relevancy of others' ideas, student can recommend an action the group could take. *Share needed action in a positive way and encourages others to successfully accomplish the group goal.	*Validate the relevancy of others' ideas. *Self-evaluate the ability to create a positive environment to help others successfully accomplish the group goal.

		6a & PS 2C, 6a	GLE: PS 2A, 8a & PS 2B, 8a	GLE: PS 2A, 10b&c

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Scope and Sequence of Performance Skills (K-8)

Goal VI: Creativity: To develop the ability to use fluency, flexibility, originality, and elaboration.

Gifted students will be able to:	By the end of 2nd Grade	By the end of 4th Grade	By the end of 6th Grade	By the end of 8th Grade
Develop fluent thinking	*Develop the ability to produce ideas. GLE: ICTL 1A, 1B	*Demonstrate the ability to produce ideas and accept the ideas of others with teacher guidance. GLE: ICTL 1A, 1B	*Actively listen to and accept the ideas of others and build on those ideas. GLE: ICTL 1A, 1B	*Independently produce ideas and accept the ideas of others. CLE: ICTL 1A, 1B
Develop flexible thinking	*Develop the ability to speculate on a situation GLE: ICTL 1A	*Demonstrate the ability to speculate on and/or adapt a situation or idea with teacher guidance. GLE: ICTL 1A	* Actively speculate on and/or adapt a situation or idea GLE: ICTL 4C, 8b & 5B, 8	* Independently speculate on and/or adapt a situation or idea. CLE: ICTL 1A, 5B
Develop original thinking	*Develop the ability to create or invent new ideas. GLE: ICTL 5B	*Demonstrate the ability to envision new ideas with teacher guidance. GLE: ICTL 5B	*Actively envision new ideas GLE: ICTL 5B, 8	*Independently envision new ideas. CLE: ICTL 5B

Develop elaborate thinking	*Develop the ability to embellish existing ideas.	*Demonstrate the ability to embellish existing ideas with teacher guidance.	*Actively refine existing ideas.	*Independently embellish existing ideas.
		GLE: ICTL 1A	GLE: ICTL 1A	CLE: ICTL 1A
	GLE: ICTL 1A			

GLEs and CLEs
Used in CAPSTONE Program

Information and Communications Technology Literacy
Grade Level Expectations

1A: Follow an inquiry process to construct new understandings, draw conclusions, and create new knowledge.

1A, 4a: Follow an inquiry process to identify an information need.

1A, 5e: Select information appropriate to the problem.

1B: Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work.

2B, 6c: Revise or clarify, with minimal assistance, focus questions and/or key words as information is gathered.

2B, 8a: Evaluate, with assistance, prior knowledge to develop questions and identify key words to focus and guide information seeking.

2B, 8b: Revise or clarify focus questions and/or key words as information is gathered.

3:     Access information efficiently and effectively.

3A: Identify types of sources, including oral, print, and digital, appropriate for the information needed. b. Explain whether a primary or secondary source is the

best choice for the information needed. c. Locate information sources using appropriate organizational tools d. Select materials appropriate to student's reading ability.

3B: Select and use the navigational features of print and digital sources using critical thinking skills.

4: Evaluate information critically and competently

4A: Identify and explain, with assistance, media techniques used to convey the message.

4B: Analyze information, with assistance, to determine relevance in relationship to the topic. b. Analyze how timeliness impacts source selection.

4C: a. Analyze the origin of a source to determine its credibility. b. Identify whether the information contradicts or verifies other sources c. Explain bias within a source. d. Evaluate the effect of the copyright date on the value of the information. e. Recognize different ways an author can support ideas.

4C, 8b: Evaluate, with minimal assistance, accuracy of information by determining whether it contradicts or verifies other sources.

4C, 8c: Evaluate for bias, with assistance, by analyzing viewpoint(s) conveyed

4D, 4a: Analyze, with minimal assistance, information gathered for gaps.

4D, 6a: Analyze and evaluate, with assistance, information gathered for gaps and weaknesses.

4D, 8a: Analyze and evaluate, with assistance, information to determine usefulness, including ability to read, comprehend and make meaning of the information.

4D, 4b: Locate additional information as needed.

4D, 6b: Locate additional information as needed.

4D, 8b: Analyze and evaluate information gathered for gaps and weaknesses.

5: Use information effectively and creatively

5A: Record relevant information using a variety of note-taking or organizational strategies.

5B: Construct new knowledge based on information gathered from a variety of sources.

5B, 6: Construct new knowledge based on information gathered from a variety of sources.

5B, 8: Synthesize, with assistance, information to make meaning (draw, conclusions, formulate hypothesis, make inferences, etc.)

5C: Use information effectively and creatively.

5C, 4a: Recognize that there are a variety of ways to share information.

5C, 4c: Effectively share information.

5C, 6a: Recognize that there are a variety of ways to share information.

5C, 6b: Select the format appropriate for the intended audience and purpose.

5C, 6c: Effectively share information.

5C, 8a: Organize information in a logical arrangement appropriate to format, audience, and purpose.

5C, 8b: Use an appropriate format to share information with intended audience for intended purpose.

Writing Grade Level Expectations

1A, 4: Follow a writing process to: a. independently use a simple prewriting strategy b. generate a draft c. reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) d. edit for conventions (refer to W2E) *e. share writing

1A, 6: Follow a writing process to: a. use appropriate pre-writing strategies b. generate a draft c. reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) d. edit for conventions (refer to W2E) *e. share writing

1A, 8: follow a writing process to: a. use appropriate prewriting strategies as needed b. generate a draft c. reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) d. edit for conventions (refer to W2E) *e. share writing

2A: Compose text: a. showing awareness of audience   b. choosing a form and point of view appropriate to purpose and audience

3A: Compose a variety of texts: a. using narrative, descriptive, expository, and/or persuasive features b. in various formats, including workplace communication (e.g., business letter with a correctly addressed envelope, email communications) c. including summary d. including literature response

Listening and Speaking
Grade Level Expectations

2A: Speak clearly, stay on topic and use appropriate volume and pace when sharing ideas; In discussions and presentations, present ideas in a logical sequence, identify and apply appropriate speaking techniques such as volume control, pace and eye contact, give organized presentations that demonstrate a clear viewpoint, select and use appropriate public speaking techniques such as rate, pace and enunciation.

Personal and Social Development
Grade Level Expectations

1A, 4a: Recognize positive self-talk and communicate personal thoughts and feelings.

1A, 6a: Identify individual strengths and areas for personal growth and good citizenship.

1A, 8a: Identify thoughts and feelings and how they relate to self-concept.

1C, 6a: Demonstrate skills needed to participate in team building.

2A, 4a: Demonstrate respect for others' personal opinions and ideas.

2A, 6a: Identify interpersonal skills needed to maintain quality relationships.

2A, 8a: Self-assess interpersonal skills that will help maintain quality relationships.

2A, 8b: Apply strategies that promote acceptance and respect of others within the global community.

2C, 4a: Identify and practice the skills used to compromise in a variety of situations.

2C, 6a: Apply problem-solving and conflict resolution skills to new challenges.

Information and Communications Technology Literacy Course Level Expectations

1A: Follow, monitor, and evaluate inquiry process:

a. Identify an information need
b. Access prior knowledge relevant to the needed information
c. Identify additional information to meet the need
d. Locate relevant sources and select information appropriate to the problem or question
e. Seek feedback from others
f. Exchange knowledge and ideas in appropriate formats
g. Evaluate the results
h. Use critical thinking skills to adapt process, as necessary, to fulfill purpose

1B: Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work

2A: Identify how intended audience and purpose affect information needed

3B: Use the navigational features of sources to locate appropriate information

4B: Analyze information to determine relevance in relationship to the topic and analyze impact of timeliness when selecting sources.

4C: a. Analyze the source to determine its credibility b. Evaluate accuracy of information by determining whether it contradicts or verifies other sources c. Evaluate for bias by analyzing viewpoint(s) conveyed in source d. Evaluate the copyright date of information to best meet the information need.

4D: Analyze and evaluate information to determine usefulness, including ability to read, comprehend and make meaning of the information; Analyze and evaluate gathered information for gaps and weaknesses; Locate additional information as needed

5B: Synthesize, with minimal assistance, information to make meaning (draw conclusions, formulate hypothesis, make inferences, etc.)

5C: a. Share information with intended audience for intended purpose using an appropriate format b. Organize information in a logical arrangement appropriate to format, audience and purpose

Writing Course Level Expectations

1A: Follow a writing process to: a. use appropriate prewriting strategies as needed b. generate a draft *c. revise in response to feedback (peer and/or teacher) *d. edit for conventions (refer to W2E) *e. share writing

2B: Compose text with: a. strong controlling idea b. relevant specific details c. complex ideas d. freshness of thought

2C: Compose text with: a. effective beginning, middle, and end b. a logical order c. effective paragraphing d. cohesive devices e. varied sentence structure f. clarity of expression g. active voice

2D: Compose text using: a. precise and vivid language b. writing techniques, such as imagery, humor, voice, and figurative language

2E: In written text apply: a. conventions of capitalization b. conventions of punctuation c. standard usage

Listening and Speaking
Course Level Expectations

2A: In discussions and presentations: create concise presentations on a variety of topics, incorporate appropriate media or technology, respond to feedback, defend ideas, demonstrate poise and self-control

Personal and Social Development
Course Level Expectations

1A, 10a: Implement skills necessary to exhibit and maintain a positive self-concept.

2A, 10a: Practice interpersonal skills in order to help maintain quality relationships.

2A, 10b: Promote acceptance and respect for cultural differences within the global community.

2A, 10c: Self-access personal problem-solving and conflict resolution skills to enhance relationships with others.

KFOs for Performance Skills
Used in CAPSTONE Program

Goal I: Research

By the end of 2nd Grade I will:
- Find information using books and the internet
- Be able to learn how to use the research process
- Organize the information I find
- Sort good information from non-useful information
- Create a product with my information

By the end of 4th Grade I will:
- Find information using books and the internet, which will include charts and graphs.
- Use the research process
- Organize the information I find
- Sort good information from non-useful information
- Create a product with my information and my own ideas

By the end of 6th Grade I will:
- Find information using books and the internet, which will include charts, graphs, surveys and technology.
- Independently use the research process
- Organize the information I find using graphic organizers
- Sort good information from non-useful information and defend my choices
- Create a product with my information and my own ideas

By the end of 8th Grade I will:
- Find information using books and the internet, which will include charts, graphs, surveys and technology in a team research format
- Organize the information I find using graphic organizers and data collection technology, such as Excel

- Sort good information from non-useful information and defend my choices and disprove poor data
- Determine past trends and predict future trends based on my research

Goal II: Critical Thinking

By the end of 2nd Grade I will:
- Classify information as fact or opinion
- Use facts to come up with conclusions
- Figure out what caused a specific outcome
- Learn how to look back on cause and effect process

By the end of 4th Grade I will:
- Use factual reasons for a statement
- Use multiple facts to come up with a multi-step conclusion
- Decide if all facts are needed in a given situation
- Figure out what caused a specific outcome
- Change work based on new facts

By the end of 6th Grade I will:
- Use factual reasons and statistical data to defend a statement
- Organize multiple facts to come up with a multi-step conclusion
- Decide if all facts are needed in a given situation and choose necessary information
- Discover patterns that cause specific outcomes
- Change work based on new facts without teacher direction

By the end of 8th Grade I will:
- Evaluate factual reasons and statistical data to defend a statement
- Organize multiple facts to come up with a multi-step conclusion for a global topic
- Decide if all facts are needed in a given situation and choose necessary information
- Analyze patterns that cause specific outcomes
- Change work based on new facts without teacher direction

Goal III: Problem-Solving

By the end of 2nd Grade I will:
- Figure out what the problem is
- Know at least two different ways to solve a problem

- Figure out a creative way to solve a problem
- Tell how multiple ideas work together

By the end of 4th Grade I will:
- Figure out what the problem is and name it's parts
- Know many different ways to solve a problem and choose the most appropriate method
- Figure out a creative, realistic way to solve a problem
- Explain the idea of action and reaction and why that relationship is important

By the end of 6th Grade I will:
- Figure out what the problem is, name it's parts, and identify the smaller causes
- Know many different ways to solve a problem and choose the most appropriate method
- Figure out multiple creative, realistic ways to solve a problem and choose the best solution
- Map the actions and reactions and why the relationship is important within a problem

By the end of 8th Grade I will:
- Figure out what the problem is, name it's parts, identify the smaller causes and hypothesize the future effect
- Know many different ways to solve a problem, choose the most appropriate method and hypothesize future solutions
- Figure out multiple creative, realistic ways to solve a problem, choose the best solution and defend your choice
- Assess the importance actions and reactions and why the relationship is important within a problem

Goal IV: Communication

By the end of 2nd Grade I will:
- Use a prewriting strategy when I begin creating a message with teacher help
- Draft and revise a presentation
- Present a message using appropriate skills
- Create a visual product to explain my topic

By the end of 4th Grade I will:

- Use a prewriting strategy when I begin creating a message
- Draft and revise a presentation including written, verbal and visual presentation
- Present a message using appropriate skills including writing conventions, legibility and style choice
- Create a visual product to explain my topic including technology

By the end of 6th Grade I will:
- Design and use a prewriting strategy when I begin creating a message
- Draft and revise a presentation including written, verbal and visual presentation while utilizing technology
- Present a message of extended length using appropriate skills including writing conventions, legibility and style choice
- Create a visual product to explain my topic including technology and present to an audience
- Ensure technology enhances audience understanding

By the end of 8th Grade I will:
- Design and use a prewriting strategy when I begin creating a message
- Draft and revise an original presentation including written, verbal and visual presentation while utilizing technology
- Present a message of extended length using appropriate skills including writing conventions, legibility and style choice
- Create a visual product to explain my topic including technology and present to an audience, perform for an audience or submit work for professional level critique
- Ensure technology enhances audience understanding

Goal V: Affective

By the end of 2nd Grade I will:
- Identify complex feelings related to giftedness with teacher assistance
- Focus on an outcome of my actions
- Identify character traits that contribute to my actions
- Identify consequences for my actions
- Cooperate within a group
- Share my ideas in a way that others will listen

By the end of 4th Grade I will:
- Identify complex feelings related to giftedness
- Identify areas of personal growth and utilize coping skills
- Develop control over behaviors while considering the outcome of my actions
- Identify character traits that contribute to my actions

- Identify and practice skills for dealing with consequences of my actions
- Cooperate within a group
- Develop positive leadership skills

By the end of 6th Grade I will:
- Work independently to complete a task
- Ask questions of classmates and teachers to assist in positive interaction
- Identify complex feelings related to giftedness
- Identify areas of personal growth and utilize coping skills
- Control behaviors of my actions and accept responsibility
- Cooperate within a group utilizing listening skills, acceptance of others and usage of compromise
- Develop positive leadership skills by respecting others' ideas while choosing what is best for the group
- Work in a positive way with member of the group by encouraging others to be successful

By the end of 8th Grade I will:
- Self-evaluate my ability to independently to complete a task
- Control behaviors of my actions and accept responsibility
- Self-evaluate the consequences of my actions on myself, community and the world
- Create a group product to explain topic including technology and present to an audience, perform for an audience or submit work for professional level critique
- Develop positive leadership skills by respecting others' ideas while choosing what is best for the group
- Self-evaluate interaction within a group

Goal VI: Creativity

By the end of 2nd Grade I will:
- Brainstorm many ideas on a given topic with assistance
- Look for connections between ideas with assistance
- Create and invent new ideas with assistance
- Add details to my ideas with assistance

By the end of 4th Grade I will:
- Brainstorm many ideas on a given topic
- Look for connections between ideas
- Create and invent new ideas
- Add details to my ideas

By the end of 6th Grade I will:

- Work with others to brainstorm many ideas on a given topic
- Look for connections between complex ideas
- Create and invent new, original, useful ideas
- Work with others to add details to my ideas as well as my group members

By the end of 8th Grade I will:

- Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work
- Synthesize, with minimal assistance
- Create and invent new, original, useful ideas
- Work with others to add details to my ideas as well as my group members

PART II: Information on Course or Unit Content

Each curriculum unit will include the following components:

Unit Rationale:
- Recognizes the nature and needs of gifted learners
- Indicates importance of topic
- Indicates the level of course content

Measurable learner Objectives:
- Identifies the outcomes of learning
- Specifies the knowledge to be gained
- Specifies the skill(s) to be demonstrated

Correlation of Show-Me Standards and GLEs:
- Links learning objectives to Show-Me Standards
- Links learning objectives to state GLEs

Instructional Strategies:
- Provides alternative approaches to address student abilities, interests and learning styles
- Enables students to apply their learning to real-world issues and challenges
- Promotes decision-making; higher-order thinking, and transfer of knowledge and skills
- Supports objectives and assessments

Assessment(s):
- Focuses on student performance
- Allows for student self-assessment
- Can include pre and post assessment

Resources:
- Indicates key materials to be accessed
- Indicates technology to be used

1. Elementary Curriculum Representative Unit(s) Grades 1-8

Unit Title:
Show-Me Missouri
Grade: 1-6   Duration: 12 Weeks

Unit Rationale:
Many people are avid travelers and can tell much about the people, geography, industry, natural resources, and history of the places that they have visited. Unfortunately, that is not always the case when it comes to where we live. We are strangers in our own state. Even though this is our home, many Missouri natives have not visited our many natural, historical, or tourist attractions. They know little about our state and famous people who have resided here.

This unit will present the students with a better understanding of our great state. We will explore the geography, natural resources, historical importance, industries, and people of Missouri. Students will also have the opportunity to experience firsthand the lives of famous Missourians through research and role play. We will explore our state, through text, the internet, guest speakers, and on field trips, to get a better understanding of Missouri's regions and native plants and animals. Students will then create a brochure for each region of the state emphasizing the important resources, geography, industries, and history of that region to present to their classmates.

Curriculum Areas:
Communication Arts, Fine Arts, Math, Science, Social Studies

Show-Me Standards:

Performance Standards:
1.1, 1.2. 1.4, 1.5, 1.6, 1.7, 1.8, 1.10
2.1, 2.2, 2.3, 2.4, 2.5, 2.7
3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8
4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8

Content Standards:
Communication Arts: 1, 2, 3, 4, 5, 6, 7
Fine Arts: 2, 3, 4, 5
Math: 1, 2, 3, 5, 6
Science: 3, 4, 5, 7, 8
Social Studies: 2, 3, 4, 5, 6, 7

GLEs: **For the gifted curriculum, GLE's covered are at least two years above the student's grade level:**
- Reading: 1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H, 1I, 2A, 2B, 2C, 3A, 3B, 3C, 3D (K-8)
- Writing: 1A, 2A, 2B, 2C, 2D, 2E, 3A (K-8)
- Listening and Speaking: 1A, 1B, 2A, 2B (K-12)
- Information Literacy: 1A, 1B, 1C, 1D, 2A (K-12)
- Numbers and Operations: 1A, 2A, 3D (K-8)
- Algebraic Relationships: 1A, 1B, 1C, 3A, 4A (K-8)
- Measurement: 1A, 2C, 2D, 2E (K-8)
- Data and Probability: 1A, 1C, 2A, 3A, 4A (K-8)
- Changes in Ecosystems & Interactions of Organisms with their Environment: 1A, 1B, 1C, 1D (K-8)
- Processes and Interactions of the Earth's Systems: 1A, 2A, 2C, 2D (K-8)
- Scientific Inquiry: 1A, 1B, 1C, 1D, 1E (K-8)
- Missouri, United States, and World History: 3aB, 3aC, 3aG, 3aI, 3bA (K-8)
- Economic concepts and principles: 4A, 4D, 4F (K-8)
- Elements of Geographical Study and Analysis: 5A, 5B, 5C, 5D, 5E, 5G, 5I (K-8)
- Relationships of Individuals and Groups to Institutions and Traditions: 6A, 6B, 6F, 6G, 6H, 6I (K-8)
- Tools of Social Science Inquiry: 7A, 7B, 7D, 7G (K-8)

Measurable Learner Objectives:
By the end of this unit students will be able to:
- Acquire information and skills from different resources to identify information relevant to specific topics about Missouri.
- Employ effective written, verbal and visual communication skills to convey ideas about famous Missourians, analyze their lives and discuss why they are/were famous.
- Analyze the importance of the major rivers, cities, mountains, and other landforms in Missouri.
- Acquire and analyze data regarding the 4 regions of Missouri and the different natural resources, historical importance, geography, and industries that are important to those regions.
- Acquire the skills to become a responsible group member.

Bloom's Taxonomy Level:
This unit covers all six levels: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation

Depth of Knowledge (DOK):
This unit includes all four *Depth of Knowledge* Levels:
Level 1 – Recall, Level 2 – Skill/Concept, Level 3 – Strategic Thinking, and Level 4 – Extended Thinking

Instructional Strategies:
- Whole Group Instruction
- Cooperative Learning
- Hands-on Activities
- Research or Information-Seeking Strategies
- Technology/Computer-Assisted Learning

Student Activities:
- Students will choose a Famous Missourian to **investigate**. They will then **summarize** the information they **collect** into a Research Report about their Famous Missourian. (DOK 2, 3)
- Students will **collect and display** information about a Famous Missourian on a Presentation Board. Students will display **quote**s from their subject, **label**, **illustrate** and **cite evidence** of their achievements. (DOK 1, 2, 3)
- **Organize** information regarding a Famous Missourian into a Bio poem.
- Students will **connect** all that they have learned about a Famous Missourian by **perform**ing a re-enactment of their subject at Late Night with the Legends. (DOK 4)
- Students will **create** a cookie map of Missouri. The students will be required to **measure** ingredients in the cookie recipe. Dough will be **construct**ed into the shape of the state of Missouri. Once the cookie has hardened, students will **identify**, **illustrate**, and **label** important cities and landforms on their creation. (DOK 1, 2, 4)
- Students will **create** a Region Brochure of Missouri. Students will choose a region of Missouri to **investigate**. They must **collect** information about their region. This information will be organized and **interpret**ed to **design** a brochure promoting their region. (DOK 2, 3, 4)
- Students will **create** a game about Missouri. They must **use** the information that they have learned to **organize** their game. (DOK 1, 2, 4)

Assessment(s):
- Observation
- Academic Prompt
- Performance Task
- Performance Event

Differentiation:
Students will be allowed to choose any activities they wish to do, but they must choose one activity from each of the four levels of the DOK. (This allows for students to choose according to their ability level and their interest level. It also incorporates tiered level activities.)

Resources: Missouri Heritage Project DVDs; various Missouri books and Magazines; www.house.state.mo.us/famous/famous.htm; www.yahooligans.com; www.kn.pacbell.com/wired/fil/pages/scrapfamousmmr.html; www.50states.com/missouri.htm; www.eagles.k12.mo.us/sullivan/elem/sumner/mohistory/red.task.html; www.studentweb.fontbonne.edu/~ddaar565/webquest/;www.studentweb.fontbon

ne.edu/~swil565/webquest/;

DRAFT

Unit Title: SHARK-OLOGY: *A Deeper Look at Sharks*

Grade: First & Second Grade

Duration: Twelve weeks

Unit Rationale:
"SHARK!" Many people are frightened of the possibility of being attacked by a shark but of the over 300 plus different species of sharks in the world, only 30 have ever attacked humans, and most feed on shellfish and small fishes. In this unit students will conduct research to learn more about the many different species of sharks, behavior of sharks, and the anatomy and physiology of sharks.

Measurable Learner Objectives:
By the end of this unit students will be able to:
- List several species of sharks and their characteristics
- Distinguish between fact and fiction concerning sharks' behavior
- Recognize and label anatomy of a shark

Show-Me Standards:
Knowledge
Communication Arts 1, 2, 3, 4, 5
Science 3, 4, 8
Performance
1.1., 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.3, 2.7, 3.5

Grade-Level Expectations:
Strand 7 Scientific Inquiry: 1-A, 1-B, 1-C, 1-D, 1-E

Instructional Strategies:
As a group students will:
- Be introduced to different species of sharks and shark behaviors through text and media
- Draw chalk outlines of sharks
- Construct wall-size coral reef for shark environment
Individually students will:
- Research common known sharks
- Research shark environment (coral reef)
- Display and present research information about sharks
- Construct spreadsheet of shark statistics
- Construct shark shape poem
- Dissect a shark

Assessment(s):
- Performance Task: Shark poem
- Performance Task: Shark dissection
- Performance Event: Shark fact presentation

Resources:
Print:
A Sea of Sharks from A to Z by Ray Troll
All About Sharks (Jim Arnosky's)
Amazing Sharks by Sarah Thomson
The Best Book of Sharks by Claire Llewellyn
How to Draw Sharks and Their Prey (Scholastic)
Sharks! (Time for Kids) by Adrienne Betz
Sharks and Other Sea Creatures (Reader's Digest Pathfinders)
Shark Attack! by Cathy Dubowski
Shark Trouble! by Sam Lloyd
What Do Sharks Eat for Dinner? by Melvin & Gilda Berger
SHARK: Eyewitness Book by Miranda MacQuitty
Internet:
www.coloring.ws/sharks.htm
www.kidzone.ws/sharks
Media:
DVD: Island of the Sharks (IMAX 1999)
The Sharks (National Geographic Video)
Video: Shark (Eyewitness) ~ Capstone Resource
People Resource:
The Science Center, St. Louis, MO

Unit Title: Penguin Parade

Grade: First

Duration: Twelve weeks

Unit Rationale:
What animal waddles around on two legs looking like a funny little person

dressed for a formal affair? A penguin! Since penguins are primarily cold weather animals, many people mistakenly believe that they live around the North Pole. Penguins live in many different locations, but all these locations are south of the equator. During this unit of study, students will explore the world of penguins through research. Students will also sharpen their knowledge of geography with a study of Antarctica, the "Penguin Capital of the World."

Measurable Learner Objectives:

By the end of this unit students will be able to:

- List several species of penguins and their characteristics
- Compare and contrast penguin species
- Locate Antarctica on a world map and globe
- Present facts about penguin's habitat and survival in severe winters of Antarctica

Show-Me Standards:

<u>Knowledge</u>

Communication Arts 2, 3, 5, 6

Science 3, 4, 8

Social Studies 5

<u>Performance</u>

1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 2.1, 2.3, 2.5

District Goals/Objectives:

Communication Arts: Grade 2

Science: Grade 2

Social Studies: Grade 2

Instructional Strategies:

As a group students will:

- Be introduced to different species of penguins and their characteristics through text and media
- Complete K-W-L chart about penguins
- Categorize information about species of penguins
- Construct penguin costume and present reader's theater play about penguins
- Compare and contrast penguins species

Individually students will:

- Research nine common penguin species
- Construct diamante poem about penguins
- Research Antarctica; construct Antarctica fact wheel
- Complete research product about penguins, "Pizza Box Penguins"

Assessment(s):

- Completed research product
- Teacher observation
- Pre-assessment/post-assessment

Resources:

Copycat Magazine, Vol. 8, No. 2, Nov/Dec 1992

Penguins, Teacher Created Materials, Inc., 1991

Primarily Research by Judy Leimbach
www.edhelper.com
Antarctic Antics by Judy Sierra
Discovering Antarctica: Plants and Animals by June Loves
Emperor Penguins by Jill Anderson
The Banded Penguins by Kimberly Joan Williams
The Brush-Tailed Penguins by Kimberly Joan Williams
The Crested Penguins by Kimberly Joan Williams
The Little Penguin by
The Emperor's Kingdom by Dr. Roger Kirkwood
Penguins, Zoobooks
Penguins by Seymour Simon
Penguins and Antarctica by Mary Pope Osborne
DVD:
Antarctica: An Adventure of a Different Nature
Antarctica Life in the Freezer

Unit Title: Espionage: Become a Spy Kid!

Grade: Third – Sixth

Duration: Twelve weeks

Unit Rationale:
Espionage is spying. To historians, it's one of the world's oldest professions. In this unit, students will study the history of spying dating back to 500 B.C. and the contributions of the ancient spy master, Sun Tzu. An investigation of the most common operational skills for espionage work (surveillance and running agents) will provide students with the opportunity to utilize research, communication, and problem solving skills to create "spy language" through the study of the science of cryptology.

"Spy Kids" will become "Cipher Masters!"
Measurable Learner Objectives: By the end of this unit students will be able to: • Develop an understanding of the history of espionage • Expand espionage vocabulary • Create and decode codes, ciphers, and secret writing • Master spy skills and techniques • Build spy tools and devices • Become aware of careers associated with intelligence agencies • Interpret and present research information through independent study of topic related to espionage
Show-Me Standards: Knowledge: Communication Arts 2, 3, 4, 5, 6 Science 8 Social Studies 3, 6 Performance: 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.5, 2.7
District Goals/Objectives: Communication Arts Grade 6, 7, 8 Science Grade 6, 7, 8 Social Studies Grade 6, 7, 8
Instructional Strategies: As a group students will: • Be introduced to and discuss topics pertaining to espionage • Participate in culminating activity involving a simulation of a spy mission Individually students will: • Develop and construct a spy field kit • Read and respond to contents of an espionage novel • Research independent study of topic related to espionage • Produce a Microsoft Photostory multi-media presentation of espionage related topic
Assessment(s): • Completed spy field kit • Completed Micosoft Photostory presentation • Teacher observation • Pre-assessment/post-assessment
Resources: Print

Amazing Tricks of Real Spies by James DeWinter
Codes & Code breaking by Andrew Langley
The Cold War Pigeon Patrols by Danielle Denega
Defending the Nation: the CIA by John Hamilton
Eyewitness Spy by Richard Platt
Famous Spies by Honor Head
How Spies Work by K.C. Kelley
I Spy: The World of Espionage by Karen Schulz
Killer Lipstick: and Other Spy Gadgets by Don Rauf
Spy Basics by Tim O'Shei
Spy Gear by Michael Martin
Spy Science: 40 Secret-Sleuthing, Code-Cracking, Spy Catching Activities for Kids by Jim Wiese
Spy Skills by Michael Martin
Spy Technology by Ron Fridell
Top Secret: A Handbook of Codes, Ciphers, and Secret Writing by Paul B. Janeczko
Ultimate Spy by H. Keith Melton

Media:
CIA: The Secret Files
The History Channel:
    America's Most Secret Agency
    Spies Among Us
    The Rosenbergs

Websites
http://www.investigation.discovery.com
http://www.topspysecrets.com/how-to-become-a-spy.html
http://www.spymuseum.org

Unit Title: Walk Like an Egyptian	**Grade(s):** 3-6
Weeks	**Duration:** 12

Unit Rationale:
Ancient Egypt is a topic that fascinates many. There is something mystical and magical about this area of study. In a quest to create lifelong learners, I consider the *Walk Like an Egyptian* unit and its supplemental assessment pieces contributory to the progressive metamorphoses of gifted thinkers for the following reasons:

- Encouraging divergent, higher-level thinking, the assessment pieces in this unit emphasize the top tiers of Bloom's Taxonomy.
- The assessment pieces throughout this unit emphasize analytical, creative, and practical thinking while solving problems. As a result, students activate multi-faceted modes of thought that include judging, imagining, and conceptualizing.
- Appealing to multiple intelligences, the culminating assessment of this unit aims to provide autonomy and choice for gifted students as well as highlight areas of talent and confidence.
- Promoting creativity of ideas, this unit provides students an opportunity to expand thinking and explore a link between uniqueness and appropriateness of possibilities in problem solving.

- Applying both analytical and holistic scoring guides to assess learning during this unit provides students with a variety of evaluation methods to best measure understanding and achievement. For culminating activity, a holistic scoring guide serves as the evaluative tool, and for the daily lessons/activities, analytical scoring guides gauge students learning.
- In this unit, creating performance criteria that guides instruction as well as clarifies expectations helps to integrate assessment and instruction and grasp the essence of standards-based instruction.
- Generating authentic assessment pieces for this unit is at the fulcrum of evaluation activity creation. Providing students with autonomy and choice in demonstration of their knowledge and achievement multiple weighs heavily in assessment design. Utilizing differentiated authentic assessment provides multiple ways in which students can demonstrate they have met the criteria, allowing multiple points of view and multiple interpretations. In addition, curiosity, creativity, and higher order thinking are stimulated by relevant, authentic learning tasks of optimal difficulty and novelty for each student.

Measurable Learner Objectives:

At the conclusion of *Walk Like an Egyptian*, student will be able to:

- Identify the major historical events and figures in Ancient Egyptian history.
- Explain the importance of major pieces of Ancient Egyptian history.
- Demonstrate complexity of through via written expression.
- Analyze sources of research for reliability and authenticity.
- Formulate a project in a team/individual environment.
- Critique professional writings of opposing scientific, historical theory.
- Create original works based on historical facts and research.

Show-Me Standards:

In the world of standards-based education, please note that the assessment pieces, activities, and lessons in the *Walk Like an Egyptian* unit apply to one or more of the following standards:

- NAGC Standard 2.1E – Teachers should be responsible for developing plans to differentiate the curriculum in every discipline for gifted learners.
- NAGC Standard 5.1E – Differentiated educational program curricula for students Pre-K – 12 should be modified to provide learning experiences matched to students' interests, readiness, and learning styles.
- DESE Social Studies – In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of:
  - Standard 3 – principles and processes of governance systems.
  - Standard 5 – the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment.
  - Standard 6 – relationships of the individual and groups to institutions and cultural traditions.
  - Standard 7 – the use of tools of social science inquiry (such as surveys, statistics, maps, documents).

- DESE Communication Arts – In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in:
  - Standard 1 – speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization).
  - Standard 3 – reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals).
  - Standard 4 – writing formally (such as reports, narratives, essays) and informally (such as outlines, notes).
  - Standard 5 – comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions).
  - Standard 6 – participating in formal and informal presentations and discussions of issues and ideas.
- DESE Science – In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of:
  - Standard 5 – processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere, and hydrosphere.
  - Standard 7 – processes of scientific inquiry (such as formulating and testing hypotheses).

  - Standard 8 – the impact of science, technology, and human activity on resources and the environment.
- DESE Fine Arts – in Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of:
  - Standard 1 – the process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts.

- DESE Mathematics – In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of:
  - Standard 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.
  - Standard 2 – geometric and spatial sense involving measurement (including length, area, and volume), trigonometry, and similarity and transformations of shapes.
  - Standard 3 – of data analysis, probability, and statistics.

Performance Skills: 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.5, 3.6, 4.2, 4.3, 4.4, 4.5, 4.6

District Goals/Objectives:
Grades 5-8: Social Studies; Communication Arts; Science; Fine Art; Math
Gifted Curriculum: Problem Solving, Research, Communication Skills, Thinking Skills, Affective, and Creativity

Instructional Strategies:

Working as a Group, students will:
- Brainstorm and discuss ideas about related topics on Ancient Egypt, the mummification process, etc.
- Play "The Egypt Game" trivia
- Cover overview of various topics on Ancient Egypt

Working as an Individual, students will:
- Research and complete project on topic of their choice on Ancient Egypt
- Complete mummification process on their Cornish Game Hen
- Complete Salt Dough map of Ancient Egypt

Assessments(s):

Pre-Assessment: Students will complete this analytical pre-assessment piece during class to help gauge the readiness levels and knowledge bases of the students. In addition, this assessment provides an opportunity for students to hone their writing skills in the areas of idea development and organization.

Formative Assessments: Throughout the unit there will be various forms of informal assessments (discussion, questioning, etc.) to check for understanding and readiness.

Summative Assessment: Students will complete a final project that appeals to the theory of multiple intelligences and offers students freedom and choice in demonstration of achievement. With a holistic scoring guide, students are able to focus on their interests and talents when demonstrating proficiency of the learning outcomes.

Post Assessment: Students will complete the analytical post-Assessment to gauge the level of growth of each individual student throughout the unit.

Resources:

Maker, June C. & Nielson, Aleen B. (2005). Teaching Models in Education of the Gifted, Third Edition. Austin, Texas: Pro-Ed.

VanTassel-Baska, Joyce (2006). Comprehensive Curriculum for Gifted Learners,
    Third Edition. Boston, Massachusetts: Allyn and Bacon.

Keatley-Snyder, Zilpha. (2009). The Egypt Game. New York, New York: Atheneum
    Books for Young Readers.

Reed, Nat. (2006). A Literature Kit for The Egypt Game. San Diego, California:
    Classroom Complete Press.

Nobleman, Marc T. (2003) History Pockets for Ancient Egypt. Monterey,
    California: Evan-Moor Corp.

PART III:
1. Student Identification Procedures

MISSOURI DEFINITION OF GIFTEDNESS:

The Missouri State Department of Elementary and Secondary Education defines gifted children as "those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum." (Section 162.675)

Procedure for Recommendation and Placement of Capstone Students

Screening

All available data will be considered during the initial screening process including, but not limited to:

>Information contained in the permanent record.

>The total battery score on a nationally-normed, standardized achievement test must be at or above the 95th percentile. The total battery must reflect scores from reading, language and math.

>Observational data from teachers, parents and other personnel.

>Other district developed criteria.

<u>Further Evaluation</u>

Students meeting the initial screening criteria will be further evaluated by a more expansive application of the criteria above. Students must meet the criteria in at least two of the following three areas:

>Academic Ability - including a norm-referenced, standardized achievement test with a total battery score at or above the 95th percentile.   The total battery must reflect scores from reading, language and math.

>Creativity, Reasoning and Problem-Solving Ability - including a score at or above the 90th percentile on the "Screening Assessment for Gifted Elementary Students" (SAGES).
>District-developed criteria - including age-appropriate observational checklist.

<u>Individual Evaluation</u>

The following component is a *requirement* for qualification:

>General Mental Ability - a full-scale IQ score or General Abilitites Index of 130 (percentile rank of 98%) or higher on an individualized intelligence test such as the Stanford Binet V, Wechsler Intelligence Scale (WISC IV) or Wechsler Preschool Primary Scale of Intelligence (WPPSI).

Students meeting the above criteria may be enrolled in the district's gifted program (Capstone).

<u>Testing Timeline</u>

Kindergarten:
-Screening during the spring
-Testing April - May
-Classes for identified students will begin approximately the second week of the following school year and will continue throughout the year.

First through Eighth Grade:
-Screening March and April
-Testing May and June
-Classes for identified students will begin approximately the second week of the following school year and will continue throughout the year.

Transfer Student

Students who transfer into the district may be placed in the gifted program if all of the following conditions are met:

>The student must previously have been placed in a gifted program.

>The areas addressed by the two programs must be similar, i.e. both are general academic programs, or both are specific academic programs.

>The student meets or exceeds the district's selection criteria as established by the board policy.

>The district, student and parents agree to such placement.

Out-of-District Testing

Parents or guardian may choose either in-district or out-of-district cognitive assessment of their child. If the choice has been made to have out-of-district evaluation, the following criteria must be met in order that assessment results are accepted by the Camdenton R-III School District.

>Parent or guardian must submit notification in writing to the director of gifted education prior to testing.

>Parent or guardian must sign a <u>Consent for Release/Mutual Exchange of Information</u> form prior to testing. This will facilitate communication of information between the school district and the examiner.

>A district approved licensed psychometrist, counselor, psychologist or psychiatrist must administer the evaluation.

>The evaluation must be an instrument currently used by the Camdenton R-III School District. Due to retest time restrictions, the director of gifted education must preapprove the assessment instrument.

>All out-of-district evaluations are the financial responsibilities of the parent or guardian unless otherwise designated by the director of gifted programs.

After the evaluation is completed, the examiner will mail the results to the director of gifted education. At this time, the director will determine if the test scores qualify the student to meet district criteria for placement in the gifted program.

2. Description of Gifted Services --(Deleted Kindergarten)
First and Second Grade

Students meet at the Capstone Center Monday mornings for approximately 150 minutes each week in a pull out program designed to meet the needs of gifted students. Students may arrive by car to the center at 8:15 a.m. or ride their regular bus to Dogwood Elementary, Osage Beach Elementary or Hurricane Deck Elementary in the morning. At 10:45 a.m. Dogwood students return to their building for lunch. At 10:50 a.m. Hurricane Deck and Osage Beach students eat at Hawthorn and get on the bus at 11:20 to return to their buildings by 11:50 a.m.

Back in their home building, students are flex-grouped based on needs and interests at various times during each week. Flexible grouping is another instructional practice used by the Camdenton R-III School District to better meet gifted student needs.

Third, Fourth, Fifth and Sixth Grade

Students meet at the Capstone Center one day a week for approximately 390 minutes each week in a pull out program designed to meet the needs of gifted students. Students may arrive by car to the center at 8:15 a.m. or ride their regular bus to Hawthorn Elementary, Oak Ridge Intermediate, Osage Beach Elementary or Hurricane Deck Elementary in the morning and then be bussed over to the center by 8:30 a.m. Students eat lunch at the Capstone Center and will be dismissed from the Capstone Center at 3:15 p.m.
  *Third and Fourth grade meet at the Capstone Center every Tuesday.
  *Fifth grade meet at the Capstone Center every Wednesday.
  *Sixth grade meet at the Capstone Center every Thursday.

When students are not at the Capstone Center, they are grouped (clustered) with peers in the regular classrooms. Flexible grouping is another instructional practice used by the Camdenton R-III School District to better meet gifted student needs.

Seventh and Eighth Grade

Students meet daily for one period each day at the Middle School. This equals 47 minutes each day, for approximately 235 minutes for the week.

Students may also participate in compacted Science, Social Studies, Language Arts or French or Spanish.

 High School
Camdenton High School offers Advanced Placement and International Baccalaureate classes for students.

3. Definition of Terms

Acceleration – the process of moving a student through curriculum and/or grades at a more rapid rate than grade level peers.

Alignment – how curriculum connects across grade levels.

Ascending Levels of Intellectual Demand – the process that escalates one or more facets of the curriculum in order to match a learner's profile and provide appropriate challenge and pacing.
CLE – Course Level Expectations

Compacting – the instructional practice of assessing students' prior knowledge and skills and modifying and/or eliminating curriculum that would be repetitious or could be learned at an accelerated rate. Pre-assessments are an essential component of the compacting process.

Cluster grouping – refers to the top five to eight in a class or grade level being placed with a facilitator best qualified to teach gifted children.

Curriculum – a set of organized experiences appropriate for learners that are written down and adopted for use in a school district (gifted curriculum would include learning experience specifically developed for gifted children).

Curriculum Mapping – a strategy for describing the relationships of major concepts in interdisciplinary unit or between subjects or grade levels.

Differentiated Instruction – a teacher's response to varying learner characteristics, such as students' readiness, interests, preferred styles and learning rate. Most commonly, the focus on differentiation efforts involves adjustments to content, process, products, and the learning environment.

Enrichment – involves offering topics, experiences and resources that go beyond the regular curriculum to provide greater challenge and opportunities for depth of learning.

Formative Assessment – the initial and ongoing process of gathering and analyzing information regarding student learning. Formative assessment helps teachers modify and improve student learning during the time a unit or segment

of curriculum is being taught. Examples include classroom questions, observations, and drafts of papers.

GLE – Grade Level Expectations

Integrated or Interdisciplinary Curriculum – curriculum that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience.

KFO – Kid Friendly Objectives

Measurable Learner Objective – objectives that describes expected learner outcomes in terms of observable learner behavior. It includes a clear statement of the most important content and skills to be learned and the learning level that will be assessed in the course or unit. Objectives should relate directly to the district's goals for graduates, should incorporate ideas from appropriate Missouri Show-Me Standards, and should be cross-referenced or aligned with those standards.

Performance Tasks/Projects/Assessments – assessments that are authentic and mirror issues and problems faced by adults; range in complexity from short-term tasks to long-term, multifaceted projects; generally allows students to personalize the task.

Prompts – open-ended questions or problems that require students to engage in critical thinking and prepare a response or product.

SCAMPER – is an acronym which stands for questions relating to the following: S – substitute, C – combine, A – adapt, M – modify, magnify, or minify, P – put to other purposes, E – eliminate, R – reverse or rearrange.

Scope – refers to the comprehensiveness of a curriculum.

Sequence – refers to the organization and ordering or curriculum experiences to maximize learning.

Summative Assessment – the final evaluation of students successfully achieving learning goals. Examples include such post-assessment tools as project presentations, end-of-unit self-assessments, and teacher-made examinations.