Gifted and Talented Program Scope and Sequence

Grade	Thinking Skills (Taught to all students)		
	Creative thinking (original patterns of thinking)	**Analytical/Critical Thinking** (assess reasonableness of products or ideas)	**Problem Solving/Decision Making** (use strategies to solve problems/make decisions)
K-1-2	**Sort, classify, recognize patterns, observe, compare** (in Math and Science curriculums)		
3	• Use brainstorming to generate ideas - Many ideas - Original (wild) - Variety (flexibility) - Piggyback - Do not evaluate while generating • Differentiate a common from an unusual product • Apply strategies to be creative - Look outside categories - Combine - Put to new uses - Modify • Develop attitudes that support creativity - Openness to ideas	• Analyze feasibility of ideas using a matrix (criteria given)	• Solve problems that are clear as a class - Identify problem - Gather information - Generate solutions - Evaluate solutions - Develop a plan
4	• Apply strategies to be creative - Elaborate - Create and change mental pictures • Develop attitudes that support creativity - Openness to ideas - Tolerance of ambiguity	• Use a rubric to analyze the degree of creativity of a product or idea • Evaluate the effectiveness of criteria used for evaluation	• Identify and solve ambiguous problems as a class - Identify the problem from a complex situation - Gather information - Generate solutions - Evaluate solutions - Develop a plan
5	• Apply strategies to be creative - Change point of view - Exaggerate • Develop attitudes that support creativity - Openness to ideas - Tolerance of ambiguity - Persistence	• Generate and use criteria to evaluate products and ideas • Create and use a matrix to analyze data	• Identify and solve ambiguous problems in a small group - Identify the problem from a complex situation - Gather information - Generate solutions - Evaluate solutions - Develop a plan
6	• Hold on to one idea and transfer it as a way to think about something else • Use imagery to mentally manipulate alternatives	• Develop personal criteria for evaluation and examine it for bias	• Identify and solve ambiguous problems in a small group - Identify the problem from a complex situation - Gather information - Generate solutions - Compare and contrast courses of action for risks and opportunities - Develop a plan
7	• Argue the merits of non-conventional ideas	• Draw inferences from complex situations involving meaningful, consistent, but incomplete data	• Analyze decisions for faulty thinking
8	• Use a failure to generate a new (plausible) idea	• Assess reasonableness of products or ideas	• Identify and solve problems individually

	Self-Awareness and Self-Management (Enables students to be productive)	Group Interaction (Supports gifted students becoming leaders)	Exploration and Presentation (Frees gifted students to pursue interests in an organized way)
	Note: These strands are taught in the Gifted/Talented Pull-out Program		
K-1-2	In Language Arts and Social Studies Curriculums	In Social Studies Curriculum	In Language Arts, Library/Media Technology, and Social Studies Curriculums

3	• Identify strengths, weaknesses and interests
	• Set a personal goal
	  - Work toward goal
	  - Aware of meeting goal
		• Use discussion strategies
		  - Roles members may take
		  - Guidelines for working in a group
			• Develop topics to investigate
			• Investigate a variety of appropriate ways to present new learning

4	• Analyze personal strengths and weaknesses to see growth over time
	• Set short-term goals and see if they were met
		• Recognize and respect the ideas of others
		• Develop a process for working together
		• Reflect on effectiveness of group process
			• Expand and/or narrow thinking about a topic
			• Investigate a variety of ways to present a topic
			  - Analyze for advantages and disadvantages
			  - Analyze for personal strengths

5	• Use personal strengths, weaknesses, and interests to set a short-term goal
	  - Set criteria
	  - Set form of measurement
	  - Reflect on growth
	• Apply understanding of the brain to new learning situations
	  - Different kinds of memory
	  - Cognitive dissonance
		• Use effective discussion skills
		  - Contribute relevant ideas
		  - Piggyback on others' ideas
		  - Support with observation or data
		  - No off-task, put-downs or interruptions
		
		• Assess group effectiveness
			• Develop questions about a topic
			  - Compare to Bloom's taxonomy
			• Use a primary resource (for example: survey, interview, questionnaire)
			• Decide how to present a topic
			  - Audience
			  - Purpose
			  - Criteria for presentation
			• Evaluate presentation by criteria

	Self-Awareness and Self-Management (Enables students to be productive)	Group Interaction (Supports gifted students becoming leaders)	Exploration and Presentation (Frees gifted students to pursue interests in an organized way)
6	- Analyze personal - Strengths and weaknesses - Growth or change over time - Diversity of interests - Self-imposed stressors - Set personal goals - Challenging, yet attainable - Short and long-term - Set criteria and form of measurement - Analyze outcome - Revise as needed - Reflect	Practice effective discussion skills - Reach consensus - Awareness of body language - Assess effectiveness - Set goal for next group discussion	- Discover new interest areas - Decide how to present a topic - Rationale (audience, purpose) - Criteria for presentation - Peer critique
7	- Develop a personal profile - Kinds of intelligence - Strengths, weaknesses, and interests - Set personal goals (affective and project) - Short and long-term - Criteria and form of measurement - Analyze effectiveness - Revise - Reflect - Manage stress	Use effective discussion skills - Argue opposing ideas - Respond without visual or verbal put-downs - Support with data - Role and responsibility of leader - Role and responsibility of participant	- Analyze interests in the context of a broader base of knowledge - Decide how to present a topic - Rationale - Criteria - Practical application to school
8	- Analyze personal profile - Formal interest inventories - Strengths and weaknesses - Change over time - Diversity - Adaptability - Develop a personal plan - Short and long-term goals - Criteria and form of measurement - Analyze and revise - reflect	Initiate and lead discussions	- Connect with experts in area of interest - Decide how to present - Rationale - Criteria - Practical application to the broader community