

Brandon Valley School District

Gifted Education

Scope and Sequence

Grade: 7

Quarter 1

Timeline (month/days)	Standard(s)
All Year	<p>NAGC.1.5. Students with gifts and talents demonstrate cognitive growth and psychosocial skills that support their talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs.</p> <p>NAGC.3.1. Students with gifts and talents demonstrate academic growth commensurate with their abilities each school year.</p> <p>NAGC.4.1. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk-taking.</p>
ADVENTURE UNIT: INDEPENDENT RESEARCH, POSTER, MULTIMEDIA PROJECT ON CLASSIC + MODERN ADVENTURERS + CULMINATING "I SURVIVED" STORY	
10 days	NAGC.3.5. Students with gifts and talents become independent investigators.
5 days	NAGC.3.6. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.
HAMILTON UNIT: CHARACTERIZATION, HISTORICAL ANALYSIS + CULMINATING CREATIVE EXPRESSION PROJECT	
13 days	NAGC.4.5. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.
15 days	NAGC.3.3. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.

Quarter 2

Timeline (month/days)	Standard(s)
All Year	<p>NAGC.1.5. Students with gifts and talents demonstrate cognitive growth and psychosocial skills that support their talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs.</p> <p>NAGC.3.1. Students with gifts and talents demonstrate academic growth commensurate with their abilities each school year.</p> <p>NAGC.4.1. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity.</p>

	These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk-taking.
All Quarter	NAGC.1.3. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their cognitive and chronological peer groups and others in the general population.
All Quarter	NAGC.4.4. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.
SUSTAINABILITY UNIT: THOREAU & WALDEN, PLANNING A COMMUNITY FOR THE HOMELESS + CULMINATING TINY HOUSE PROJECT	
2 days	NAGC.1.2. Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.
8 days	NAGC.4.2. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.
10 days	NAGC.4.5. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.
SERVICE LEARNING UNIT: DEFINING A COMMUNITY NEED, PLANNING A SERVICE LEARNING PROJECT + CULMINATING PRESENTATION	
15 days	NAGC.3.3. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.
7 days	NAGC.4.3. Students with gifts and talents demonstrate personal and social responsibility.
2 days	NAGC.1.6. Students with gifts and talents identify future career goals that match their interests and strengths. Students determine resources needed to meet those goals (e.g., supplemental educational opportunities, mentors, financial support). NAGC.5.3. Students with gifts and talents create future career-oriented goals and identify talent development pathways to reach those goals.
1 day	NAGC.2.5. Students self-assess their learning progress.

Quarter 3

Timeline (month/days)	Standard(s)
All Year	<p>NAGC.1.5. Students with gifts and talents demonstrate cognitive growth and psychosocial skills that support their talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs.</p> <p>NAGC.3.1. Students with gifts and talents demonstrate academic growth commensurate with their abilities each school year.</p> <p>NAGC.4.1. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk-taking.</p>

AMAZING RACE UNIT: INDEPENDENT RESEARCH + COLLABORATIVE MULTIMEDIA TRAVEL PROJECT	
8 days	NAGC.3.5. Students with gifts and talents become independent investigators.
7 days	NAGC.4.2. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.
NOVEL UNIT: JEREMY FINK & THE MEANING OF LIFE BY WENDY MASS + CREATIVE EXPRESSION PRESENTATION	
10 days	NAGC.4.5. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.
5 days	NAGC.1.2. Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.
FINANCIAL LITERACY UNIT: MANAGING MONEY FROM INHERITANCE TO COLLEGE TO EVERYDAY LIFE + CULMINATING PROJECT	
7 days	NAGC.3.3. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.
3 days	NAGC.1.4. Students identify and access supplemental, outside-of-school resources that support the development of their gifts and talents (e.g., families, mentors, experts, or programs). NAGC.5.4. Students with gifts and talents are able to continuously advance their talent development and achieve their learning goals through regular collaboration among families, community members, advocates, and the school.

Quarter 4

Timeline (month/days)	Standard(s)
All Year	NAGC.1.5. Students with gifts and talents demonstrate cognitive growth and psychosocial skills that support their talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs. NAGC.3.1. Students with gifts and talents demonstrate academic growth commensurate with their abilities each school year. NAGC.4.1. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk-taking.
COMPUTER PROGRAMMING UNIT: CODE.ORG, SCRATCH.MIT.EDU, + RASPBERRY PI PROJECTS	
20 days	NAGC.1.1. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.
2 days	NAGC.1.6. Students with gifts and talents identify future career goals that match their interests and strengths. Students determine resources needed to meet those goals (e.g., supplemental educational opportunities, mentors, financial support). NAGC.5.3. Students with gifts and talents create future career-oriented goals and identify talent development pathways to reach those goals.
STAGEWRITE UNIT: PLAYWRITING PROJECT	

10 days	NAGC.4.5. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.
GENIUS HOUR / PASSION PROJECT UNIT: CULMINATING PRESENTATION OR PROJECT IN STUDENT'S AREA(S) OF INTEREST	
12 days	NAGC.3.4. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest. NAGC.3.2. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.
2 days	NAGC.2.5 Students self-assess their learning progress.

*Pink-priority, Yellow-supporting, Green-supplementary; 45-minute class periods.

**National Association for Gifted Children (NAGC) Pre-K-Grade 12 2019 Gifted Programming Standards

Notes Q1

ADVENTURE UNIT

- ["The Spell of the Yukon" by Robert W. Service](#)
 - Assignment (Research South Dakota's Gold Rush and Klondike, Yukon, Canada Gold Rush + Create Venn Diagram)
- Select Classic Adventurer (Choices - Carl E. Akeley, Ann Bancroft, William Beebe, Eugenie Clark, Sylvia Earle, Robert Flaherty, Matthew Henson & Robert Peary, Finn Ronne): Research, Create Five Ws & One H Poster + Present to Class
- Select Modern-Day Adventurer (Alison Hargreaves, Sarah Outen, Wasfia Nazreen, Benedict Allen, Leo Houlding, Brian Kakuk, Ocean Ramsey): Research, Reinterpret as Superhero Using Art, Technology, Music, or 3D + Present to Class
- "I Survived!" Fictional Tales (see binder in classroom)

HAMILTON UNIT

- Hamilton Lesson Plans (Act I ONLY - see binder in classroom)
- [Lyrics](#)

Notes Q2

SUSTAINABILITY UNIT

- Walden and Thoreau (see binder in classroom)
- Planning a Community for the Homeless: Project-Based Learning (see binder in classroom)
 - NOTE: Grade 7 Gifted Ed students will focus on identifying and I Wonder activities concerning the homeless, as well as complete an independent research assignment, design a tiny house, create an infographic, and complete a culminating opinion writing assignment.

SERVICE LEARNING UNIT

- Be the Change: A Service Learning Research Project for Grades 7-12 (see binder in classroom)

Notes Q3

AMAZING RACE UNIT

- Amazing Race Project (see binder in classroom)

NOVEL UNIT

- Jeremy Fink and the Meaning of Life by Wendy Mass (book copies available in box on curriculum wall in classroom)
- Book Glossary and Chapter Questions (see binder in classroom)

FINANCIAL LITERACY UNIT

- Living on Your Own: Lessons in Financial Responsibility (see binder in classroom)

Notes Q4**COMPUTER PROGRAMMING UNIT**

- [Code.org](https://code.org)
- [Scratch.MIT.edu](https://scratch.mit.edu)
- All other materials (see binder in classroom)

STAGEWRITE UNIT

- All materials (see binder in classroom)

GENIUS HOUR / PASSION PROJECT UNIT

- All materials (see binder in classroom)