

Brandon Valley School District

Gifted Education

Scope and Sequence

Grade: 8

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>
All Quarter	<p>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.</p>
GREEK MYTHOLOGY UNIT	
25 days	<p>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.</p>
12 days	<p>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.</p>
7 days	<p>NAGC.4.2. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p>
6 days	<p>NAGC.3.3. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.</p>
GENERATIONS UNIT	
5 days	<p>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.</p>
3 days	<p>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.</p>
MONEY REALITY CHECK UNIT	
8 days	<p>NAGC.4.4. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and</p>

	collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.
2 days	<p>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).</p> <p>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.</p>

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. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk-taking.</p>
All Quarter	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.
HAMILTON UNIT: MUSICAL THEORY, PRIMARY & SECONDARY SOURCES + CULMINATING MULTIMEDIA PROJECT	
23 days	NAGC.3.3 Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.
NOVEL UNIT	
20 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.
2 days	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.</p>

	These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk-taking.
All Quarter	NAGC.3.5. Students with gifts and talents become independent investigators.
URBAN PLANNING UNIT	
15 days	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. NAGC.4.3. Students with gifts and talents demonstrate personal and social responsibility.
MYSTERY DISEASE + OUTBREAK SURVIVAL UNITS	
25 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. 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.
10 days	NAGC.4.2. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.
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 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.
All Quarter	NAGC.3.3. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.
COMPUTER PROGRAMMING - PYTHON UNIT	
18 days	NAGC.3.5. Students with gifts and talents become independent investigators.
FOOD TRUCK BUSINESS UNIT	
7 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. 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).
GENIUS HOUR/PASSION PROJECT UNIT	
15 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.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.
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

GREEK MYTHOLOGY UNIT

- Full-text myths: "Uranus," "Kronos and Zeus," "Prometheus," "Pandora," "Demeter," "Psyche and Eros," "Daedalus," "Narcissus and Echo," "Orpheus," "Midas," "Theseus," and "Perseus"
- All materials (see binder in classroom)

GENERATIONS UNIT

- [Curriculum Documents](#) (in progress)

MONEY REALITY CHECK UNIT

- All materials (see binder in classroom)

Notes Q2

HAMILTON UNIT

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

NOVEL UNIT

- Matched by Ally Condie (book copies available in box on curriculum wall in classroom)
- Novel Instruction Guide (see binder in classroom)

Notes Q3

URBAN PLANNING UNIT

- Planning a Community for the Homeless: Project-Based Learning (see binder in classroom)
 - NOTE: Grade 8 Gifted Ed students will focus on creating various community-wide services for the homeless, including an entertainment center, a creative arts center, and

a garden and farm area. Students will also design a mobile home and complete a culminating descriptive narrative writing assignment.

MYSTERY DISEASE UNIT

- All materials (see binder in classroom)

OUTBREAK SURVIVAL UNIT

- Unit Instruction Guides (available in classroom)

Notes Q4

COMPUTER PROGRAMMING: PYTHON UNIT

- All materials TBD (still in progress)

FOOD TRUCK BUSINESS PLAN UNIT

- All materials (see binder in classroom)

GENIUS HOUR/PASSION PROJECT UNIT

- All materials (see binder in classroom)