**O.U.R. Cooperative**

**Gifted and Talented Scope and Sequence**

(I = Introduce D = Develop E = Extend)

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| **STRAND ONE: LEARNING AND INNOVATION SKILLS**STANDARD 1 – Creativity and Innovation*Students will think creatively and work creatively with others to implement innovations.* |
|  | K-2 | 3-6 | 7-9 | 10-12 |
| 1.A.1 | Use a wide range of idea creation techniques (such as brainstorming) | I | D | E | E |
| 1.A.2 | Create new and worthwhile ideas (both incremental and radical concepts) | I | D | E | E |
| 1.A.3 | Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts | I | D | D | E |
| 1.B.1 | Develop, implement and communicate new ideas to others effectively | I | D | D | E |
| 1.B.2 | Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work | I | D | E | E |
| 1.B.3 | Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas | I | D | E | E |
| 1.B.4 | View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes | I | D | D | E |
| 1.C.1 | Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur | I | D | D | E |
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| **STRAND ONE: LEARNING AND INNOVATION SKILLS**STANDARD 2- Critical Thinking and Problem Solving*Students will utilize critical thinking to learn problem-solving skills to apply to real-life situations.* |
|  | K-2 | 3-6 | 7-9 | 10-12 |
| 2.A.1 | Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation | I | D | D | E |
| 2.B.1 | Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems | I | D | E | E |
| 2.C.1 | Effectively analyze and evaluate evidence, arguments, claims and beliefs | I | D | E | E |
| 2.C.2 | Analyze and evaluate major alternative points of view |  | I | D | E |
| 2.C.3 | Synthesize and make connections between information and arguments | I | D | E | E |
| 2.C.4 | Interpret information and draw conclusions based on the best analysis | I | D | E | E |
| 2.C.5 | Reflect critically on learning experiences and processes | I | D | E | E |
| 2.D.1 | Solve different kinds of non-familiar problems in both conventional and innovative ways | I | D | E | E |
| 2.D.2 | Identify and ask significant questions that clarify various points of view and lead to better solutions | I | D | E | E |
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| **STRAND ONE: LEARNING AND INNOVATION SKILLS**STANDARD 3- Communication and Collaboration*Students will communicate clearly and collaborate with others.* |
|  |  | K-2 | 3-6 | 7-9 | 10-12 |
| 3.A.1 | Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts | I | D | D | E |
| 3.A.2 | Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions | I | D | D | E |
| 3.A.3 | Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) | I | D | E | E |
| 3.A.4 | Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact | I | D | E | E |
| 3.A.5 | Communicate effectively in diverse environments (including multi-lingual) |  | I | D | E |
| 3.B.1 | Demonstrate ability to work effectively and respectfully with diverse teams | I | D | E | E |
| 3.B.2 | Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal | I | D | D | E |
| 3.B.3 | Assume shared responsibility for collaborative work, and value the individual contributions made by each team member | I | D | D | E |
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| **STRAND TWO: INFORMATION, MEDIA AND TECHNOLOGY SKILLS**STANDARD 1 – Information Literacy*Students will access, evaluate, use and manage information.* |
|  | K-2 | 3-6 | 7-9 | 10-12 |
| 4.A.1 | Access information efficiently (time) and effectively (sources) | I | I | D | E |
| 4.A.2 | Evaluate information critically and competently | I | D | E | E |
| 4.B.1 | Use information accurately and creatively for the issue or problem at hand | I | D | E | E |
| 4.B.2 | Manage the flow of information from a wide variety of sources | I | D | E | E |
| 4.B.3 | Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information |  | I | D | E |
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| **STRAND TWO: INFORMATION, MEDIA AND TECHNOLOGY SKILLS**STANDARD 2 – Media Literacy*Students will analyze media and create media products.* |
|  | K-2 | 3-6 | 7-9 | 10-12 |
| 5.A.1 | Understand both how and why media messages are constructed, and for what purposes |  | I, D | E | E |
| 5.A.2 | Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors | I | I, D | E | E |
| 5.A.3 | Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media |  | I, D | D, E | E |
| 5.B.1 | Understand and utilize the most appropriate media creation tools, characteristics and conventions |  | I | D | E |
| 5.B.2 | Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multicultural environments | I | I, D | E | E |
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| **STRAND TWO: INFORMATION, MEDIA AND TECHNOLOGY SKILLS**STANDARD 3 – Information, Communications and Technology Literacy*Students will apply technology effectively.* |
|  |  | K-2 | 3-6 | 7-9 | 10-12 |
| 6.A.1 | Use technology as a tool to research, organize, evaluate and communicate information | I | D | E | E |
| 6.A.2 | Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriate to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy | I | D | E | E |
| 6.A.3 | Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies |  | I, D | D, E | E |
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| **STRAND THREE: LIFE AND CAREER SKILLS**STANDARD 1 – Flexibility and Adaptability*Students will adapt to change and show flexibility* |
|  | K-2 | 3-6 | 7-9 | 10-12 |
| 7.A.1 | Adapt to varied roles, job responsibilities, schedules and contexts |  | I | D | E |
| 7.A.2 | Work effectively in a climate of ambiguity and changing priorities |  | I | D | E |
| 7.B.1 | Incorporate feedback effectively | I | I, D | D, E | E |
| 7.B.2 | Deal positively with praise, setbacks and criticism | I, D | D | E | E |
| 7.B.3 | Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments | I | D | E | E |
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| **STRAND THREE: LIFE AND CAREER SKILLS**STANDARD 2 – Initiative and Self-Direction*Students will develop skills to manage goals and time, work independently, and be self-directed learners.* |
|  | K-2 | 3-6 | 7-9 | 10-12 |
| 8.A.1 | Set goals with tangible and intangible success criteria | I | D | D | E |
| 8.A.2 | Balance tactical (short-term) and strategic (long-term) goals | I | D | D, E | E |
| 8.A.3 | Utilize time and manage workload efficiently | I | D | E | E |
| 8.B.1 | Monitor, define, prioritize and complete tasks without direct oversight |  | I | D | E |
| 8.C.1 | Go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise | I | D | D | E |
| 8.C.2 | Demonstrate initiative to advance skill levels towards a professional level |  | I | D | E |
| 8.C.3 | Demonstrate commitment to learning as a lifelong process | I | D | D | E |
| 8.C.4 | Reflect critically on past experiences in order to inform future progress |  | I | D | E |
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| **STRAND THREE: LIFE AND CAREER SKILLS**STANDARD 3 – Social and Cross-Cultural Skills*Students will interact effectively with others and work effectively in diverse teams.* |
|  |  | K-2 | 3-6 | 7-9 | 10-12 |
| 9.A.1 | Know when it is appropriate to listen and when to speak | I | D | D | E |
| 9.A.2 | Conduct themselves in a respectable, professional manner | I | D | D | E |
| 9.B.1 | Respect cultural differences and work effectively with people from a range of social and cultural backgrounds | I | D | E | E |
| 9.B.2 | Respond open-mindedly to different ideas and values | I | D | E | E |
| 9.B.3 | Leverage social and cultural differences to create new ideas and increase both innovation and quality of work | I | D | E | E |
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| **STRAND THREE: LIFE AND CAREER SKILLS**STANDARD 4 – Productivity and Accountability*Students will manage products to produce results.* |
|  |  | K-2 | 3-6 | 7-9 | 10-12 |
| 10.A.1 | Set and meet goals, even in the face of obstacles and competing pressures  | I | D | D | E |
| 10.A.2 | Prioritize, plan and manage work to achieve the intended result | I | D | D | E |
| 10.B.1 | Demonstrate additional attributes associated with producing high quality products including the abilities to: work positively and ethically, manage time and projects effectively, multi-task, participate actively, be reliable and punctual, present oneself professionally with proper etiquette, collaborate and cooperate effectively with teams, respect and appreciate team diversity, and be accountable for results. | I | D | D | E |
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| **STRAND THREE: LIFE AND CAREER SKILLS**STANDARD 5 – Leadership and Responsibility*Students will be responsible to others and develop skills to guide and lead others.* |
|  |  | K-2 | 3-6 | 7-9 | 10-12 |
| 11.A.1 | Use interpersonal and problem-solving skills to influence and guide others toward a goal | I | D | D | E |
| 11.A.2 | Leverage strengths of others to accomplish a common goal | I | D | E | E |
| 11.A.3 | Inspire others to reach their very best via example and selflessness | I | D | D | E |
| 11.A.4 | Demonstrate integrity and ethical behavior in using influence and power | I | D | D | E |
| 11.B.1 | Act responsibly with the interests of the larger community in mind | I | D | D | E |
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| **CHECKLIST FOR CURRICULUM: CORE SUBJECTS AND 21ST CENTURY THEMES**CORE SUBJECT 1 – Literacy (Reading)*Students will grow in the skills appropriate for the CCSS anchor standards for Reading.* |
| **Key Ideas and Details** |  |
| R.1 | Read closely to determine what the text says explicitly and to make logical inferences from it: cite specific textual evidence when writing or speaking to support conclusions drawn from the text |  |
| R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas |  |
| R.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text |  |
| **Craft and Structure** |  |
| R.4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |  |
| R.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole |  |
| R.6 | Assess how point of view or purpose shapes the content and style of a text |  |
| **Integration of Knowledge and Ideas** |  |
| R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words |  |
| R.8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence |  |
| R.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take |  |
| **Range of Reading Level of Text Complexity** |  |
| R.10 | Read and comprehend complex literacy and informational texts independently and proficiently |  |
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| **CHECKLIST FOR CURRICULUM: CORE SUBJECTS AND 21ST CENTURY THEMES**CORE SUBJECT 2 – Literacy (Writing)*Students will grow in the skills appropriate for the CCSS anchor standards for Writing.* |
| **Text Type and Purposes** |  |
| W.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence |  |
| W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content |  |
| W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences |  |
| **Production and Distribution of Writing** |  |
| W.4 | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience |  |
| W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach |  |
| W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others |  |
| **Research to Build and Present Knowledge** |  |
| W.7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation |  |
| W.8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism |  |
| W.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research |  |
| **Range of Writing** |  |
| W.10 | Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.  |  |
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| **CHECKLIST FOR CURRICULUM: CORE SUBJECTS AND 21ST CENTURY THEMES**CORE SUBJECT 3 – Literacy (Speaking and Listening)*Students will grow in the skills appropriate for the CCSS anchor standards for Speaking and Listening.* |
| **Comprehension and Collaboration** |  |
| SL.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. |  |
| SL.2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally |  |
| SL.3 | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric |  |
| **Presentation of Knowledge and Ideas** |  |
| SL.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience |  |
| SL.5 | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentation |  |
| SL.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate |  |
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| **CHECKLIST FOR CURRICULUM: CORE SUBJECTS AND 21ST CENTURY THEMES**CORE SUBJECT 4 – Literacy (Language)*Students will grow in the skills appropriate for the CCSS anchor standards for Language.* |
| **Conventions of Standard English** |  |
| L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking |  |
| L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |  |
| **Knowledge of Language** |  |
| L.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening |  |
| **Vocabulary Acquisition and Use** |  |
| L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate |  |
| L.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings |  |
| L.6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression |  |
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| **CHECKLIST FOR CURRICULUM: CORE SUBJECTS AND 21ST CENTURY THEMES**CORE SUBJECT 5 - Math*Students will utilize the standards for mathematical practice* |
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| M.1 | Make sense of problems and persevere in solving them |  |
| M.2 | Reason abstractly and quantitatively |  |
| M.3 | Construct viable arguments and critique the reasoning of others |  |
| M.4 | Model with mathematics |  |
| M.5 | Use appropriate tools strategically |  |
| M.6 | Attend to precision |  |
| M.7 | Look for and make use of structure |  |
| M.8 | Look for and express regularity in repeated reasoning |  |
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| **CHECKLIST FOR CURRICULUM: CORE SUBJECTS AND 21ST CENTURY THEMES**CORE SUBJECT 6 – Science *Students will utilize the practices of science and engineering* |
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| S.1 | Asking questions and defining problems |  |
| S.2 | Developing and using models |  |
| S.3 | Planning and carrying out investigations |  |
| S.4 | Analyzing and interpreting data |  |
| S.5 | Using mathematics and computational thinking |  |
| S.6 | Constructing explanations and designing solutions |  |
| S.7 | Engaging in argument from evidence |  |
| S.8 | Obtaining, evaluating, and communicating information |  |
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| **CHECKLIST FOR CURRICULUM: CORE SUBJECTS AND 21ST CENTURY THEMES**THEME 1 – Global Awareness*Students will use skills from interdisciplinary themes to enhance learning.* |
| T.1.1 | Using 21st century skills to understand and address global issues |  |
| T.1.2 | Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts |  |
| T.1.3 | Understanding other nations and cultures, including the use of non-English languages |  |
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| **CHECKLIST FOR CURRICULUM: CORE SUBJECTS AND 21ST CENTURY THEMES**THEME 2 – Financial, Economic, Business, and Entrepreneurial Literacy*Students will use skills from interdisciplinary themes to enhance learning.* |
| T.2.1 | Knowing how to make appropriate personal economic choices |  |
| T.2.2 | Understanding the role of the economy in society |  |
| T.2.3 | Using entrepreneurial skills to enhance workplace productivity and career options |  |
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| **CHECKLIST FOR CURRICULUM: CORE SUBJECTS AND 21ST CENTURY THEMES**THEME 3 – Civic Literacy*Students will use skills from interdisciplinary themes to enhance learning.* |
| T.3.1 | Participating effectively in civic life through knowing how to stay informed and understanding governmental processes |  |
| T.3.2 | Exercising the rights and obligations of citizenship at local, state, national and global levels |  |
| T.3.3 | Understanding the local and global implications of civic decisions |  |
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| **CHECKLIST FOR CURRICULUM: CORE SUBJECTS AND 21ST CENTURY THEMES**THEME 4 – Health Literacy*Students will use skills from interdisciplinary themes to enhance learning.* |
| T.4.1 | Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing |  |
| T.4.2 | Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction |  |
| T.4.3 | Using available information to make appropriate health-related decisions |  |
| T.4.4 | Establishing and monitoring personal and family health goals |  |
| T.4.5 | Understanding national and international public health and safety issues |  |
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| **CHECKLIST FOR CURRICULUM: CORE SUBJECTS AND 21ST CENTURY THEMES**THEME 5 – Environmental Literacy*Students will use skills from interdisciplinary themes to enhance learning.* |
| T.5.1 | Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems |  |
| T.5.2 | Demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.) |  |
| T.5.3 | Investigate and analyze environmental issues, and make accurate conclusions about effective solutions |  |
| T.5.4 | Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues) |  |
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