

## Gifted Curriculum

Program: Gifted 9-12						
Subject Area: Communication Arts						
<a href="#">Show-Me Knowledge Standards/Content Standards</a>						
<a href="#">Show-Me Performance Goals/Process Standards</a>						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>A</b>	<i>The students will:</i>					
<b>Discussion and Presentation</b>	1. provide written proposal for study. 2. in presentation, create concise presentations on a variety of topics incorporate appropriate media or technology. respond to feedback defend ideas. demonstrate poise and self-control.	CA 1, 6 2.1, 2.3		Extended Thinking	Power Point, Research, Create a CD for an album	Rubric, scoring guide for projects, write an analytical paper
<b>B</b>						
<b>Writing Process/ Forms/Types/ Modes of Writing</b>	1. develop effective thesis statements and use them in writing the following essays: informative. analytical. descriptive. evaluative. persuasive.	CA 4 1.8, 2.1, 2.6, 4.8		Extended Thinking	Students produce informative essay (explaining); analytical essays (analyzing); literary elements in fiction, evaluation; and persuasion which follow and develop effective thesis statements.	Scoring guide for essays

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<b>B</b>	<i>The students will:</i>					
<b>Writing Process</b>	1. revise to increase the effectiveness of writing, using the concepts of adding, subtracting, substituting, and transposing.	CA 1, 4 1.8, 2.1, 2.2		Extended Thinking	Using peer feedback, students identify parts of essays where additional detail/material is needed, where material should be removed, where words, phrases, or other parts should be moved or replaced.	Students revised essays are compared to original versions using scoring guide.
	2. utilize the writing process in creating appropriate graphic organizers to plan writing projects.	CA 1, 4 1.8, 2.1, 2.2		Skill/Concept	Students will make brainstorming lists, clusters, hierarchy trees, Venn diagrams, and T-graphs to plan essays.	Students will use the pre-writing plan to guide their essay.
	3. choose the most useful organizational pattern to express ideas in writing.	CA 1, 4 1.8, 2.1, 2.2		Strategic Thinking	Students compare the effectiveness of comparison/contrast, classification, and cause and effect in explaining an idea.	Students choose the most effective organization and produce an essay.

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	<i>The students will:</i>					
<b>Ideas and Content</b>	1. choose appropriate details, examples, facts, reasons to support ideas in writing essays.	CA 4 2.1		Extended Thinking	Students choose specific, relevant details and examples in writing expository and descriptive essays.  In writing persuasively, they support their point of view with relevant, convincing reasons, facts, and statistics.	Scoring guide for essays produced by students
<b>Conventions</b>	apply rules of grammar, mechanics, and spelling in identifying and correcting errors in own writings.	CA 1 2.2		Skill/Concept	With teacher instruction, students learn to identify and correct mechanical errors in the writing of others and themselves.	Scoring guide for essays
<b>Acquire Information</b>	locate and use multiple primary and secondary sources to:  a. select relevant credible information b. evaluate reliability of information c. evaluate reliability of sources.	CA 2, 3 1.2, 1.4, 1.7	RI	Extended Thinking	Students will judge sources used for bias, relevance and accuracy	Students will write a justification for their choice of sources

## Gifted Curriculum

<b>Program: Gifted 9-12</b>						
<b>Subject Area: Mathematics</b>						
<a href="#">Show-Me Knowledge Standards/Content Standards</a>						
<a href="#">Show-Me Performance Goals/Process Standards</a>						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>A</b>	<i>The students will:</i>					
	organize data, information and ideas into useful forms: charts, graphs, outlines.	MA 3, 4 1.8	RI	Skill/Concept	Using research, present information through graphs, charts or outlines.	Graded for accuracy

## Gifted Curriculum

<b>Program: Gifted 9-12</b>						
<b>Subject Area: Science</b>						
<a href="#">Show-Me Knowledge Standards/Content Standards</a>						
<a href="#">Show-Me Performance Goals/Process Standards</a>						
	<b>Measurable Learner Objective</b>	<b>Show Me Standards</b>	<b>Integrated Skills</b>	<b>DOK</b>	<b>Instructional Strategies Student Activities/Resources</b>	<b>Assessment</b>
<b>A</b>	<i>The students will:</i>					
	1. design and build models to scale.	1.4, 2.1, 2.5	T	Extended Thinking	Architecture software, CTC software, CAD	Accuracy

## Gifted Curriculum

<b>Program: Gifted 9-12</b>						
<b>Subject Area: Affective Development</b>						
<a href="#">Show-Me Knowledge Standards/Content Standards</a>						
<a href="#">Show-Me Performance Goals/Process Standards</a>						
	<b>Measurable Learner Objective</b>	<b>Show Me Standards</b>	<b>Integrated Skills</b>	<b>DOK</b>	<b>Instructional Strategies Student Activities/Resources</b>	<b>Assessment</b>
<b>A</b>	<i>The students will:</i>					
<b>Interacting with others in ways that respect individual and group differences</b>	practice interpersonal skills in order to help maintain quality relationships.	3.3, 3.6	RE,G,D	Skill/Concept	Class discussions regarding appropriate communication skills with people of all abilities.  Peer editing during writing exercises; helping other students with difficult tasks	Teacher observation

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Program: Gifted 9-12						
Subject Area: Affective Development						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>B</b>	<i>The students will:</i>					
<b>Work Habits</b>	develop efficient, productive work habits and set personal standards of excellence by which they evaluate their own progress.	1.10, 4.4		Skill/Concept	Students will participate in individual conferences with the teacher regarding writing and research assignments. Individual conferences will be held with students as needed regarding overall success in school.	Teacher conference
<b>C</b>						
<b>Planning for the future</b>	plan realistically for their future.	1.10, 4.4, 4.8		Skill/Concept	Individual discussions between student and teacher regarding planning for high school, college, and/or career.	PSAT PLAN Teacher conference
<b>D</b>						
<b>Independent Learning</b>	develop independence, self-direction, and discipline in learning.	4.4, 4.5		Skill/Concept		Observations

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Subject Area: Affective Development						
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<b>E</b>	<i>The students will:</i>					
<b>Leadership</b>	develop and use leadership skills.	4.6		Extended Thinking	Discussion	
<b>F</b>						
<b>Self-Concept</b>	identify, recognize, and demonstrate positive characteristics and areas for personal growth.	3.1, 4.7		Skill/Concept	Discussion	Teacher/student conference

## Gifted Curriculum

Program: Gifted 9-12						
Subject Area: Independent study						
<a href="#">Show-Me Knowledge Standards/Content Standards</a>						
<a href="#">Show-Me Performance Goals/Process Standards</a>						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>A</b>	<i>The students will:</i>					
<b>Foreign Language</b>	<p>1. engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>2. show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</p> <p>3. students will converse comprehensibly and demonstrate understanding at an appropriate level.</p> <p>4. students will participate in oral performance assessments.</p> <p>5. students will be introduced to information and distinctive viewpoints only available through the foreign language and its cultures.</p>	<p>CA 1, 2, 3 ,4, 5, 6, 7 SS 2, 6 MA1 FA 2 Goal 1, 2</p>	<p>RI, T</p>	<p>Extended Thinking</p>	<p>Students will carry on a short conversation on a variety of topics using appropriate vocabulary and structure for common daily settings.</p> <p>Students will use appropriate target vocabulary such as greetings and farewells, basic objects, family, days of the week, and time of day.</p> <p>Students will ask and answer simple questions, including biographical information, likes, dislikes, conditions, and feelings.</p> <p>Students will read materials and/or use media from the target language for enjoyment.</p> <p>Students will plan real or imaginary travel projects using power points, journals, maps, library, internet.</p>	<p>1.Student/teacher generated scoring guides</p> <p>2.Rosetta Stone worksheets, tests.</p> <p>3. Student/teacher conferences</p>

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Subject Area: Independent study						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>B</b>	<i>The students will:</i>					
<b>Fine arts</b>	1.create original artworks and musical compositions.	FA 1, 2 Goal 1,2		Extended Thinking	Students will create an original picture, model using art supplies, Photoshop, pressure pad, etc	Teacher/student generated scoring guides
<b>C</b>						
<b>Research</b>	1.develop research plan to guide investigation and research of focus questions.  2.locate and use multiple primary and secondary sources to: a. select relevant credible information b. evaluate reliability of information c. evaluate reliability of sources.	Goal 1,2,3,4	RI, T	Extended Thinking	1.Students will design their own course of study with teacher input.  2. Students will present their research findings through a final project.	Scoring guides and teacher conferences
<b>D</b>						
<b>Career Education</b>	1. investigate career opportunities.  2. investigate educational opportunities.	CA 4		Extended Thinking	Shadowing, interviewing  College, university application process	Student, teacher, and possibly mentor conferences