|  |
| --- |
| NEWPORT SCHOOL DISTRICTGIFTED AND TALENTED EDUCATION FRAMEWORKS |

**The following categories will guide the documents’ format:**

**STRAND: A major area of study that may be broken down into other specialized areas.**

1. **Creative Thinking**
2. **Critical Thinking**
3. **Research/Independent Learning**
4. **Communication**
5. **Affective Development**

**FOCUS: An area of study connected to a strand that specifies a focus or specific direction for the strand.**

**CONTENT STANDARD: A statement about what student learners should be capable of doing if they meet the expectation or standard of the Focus area.**

**STUDENT LEARNING EXPECTATION: A specific statement of what a learner should be capable of doing within the Content Standard.**

**SCOPE/BENCHMARK: When and how a student learner should accomplish the Student Learning Expectation. There are four grade levels established: K-4, 5-7, 8-9, and 10-12. There are also four levels of benchmarks: Introduce, Develop, Master, and Extend.**

**INTRODUCE: The Student Learning Expectation will be introduced to the student at the grade level established.**

**DEVELOP: The Student Learning Expectation will be developed by the use of further activities or lessons.**

**MASTER: The Student Learning Expectation should be mastered by the student learner to such a level as to be considered proficient by the facilitator of gifted/talented students.**

**EXTEND: The facilitator of gifted/talented students will develop lessons/activities to assist the student learner to extend their ability to utilize the Student Learning Expectation beyond the proficient level.**

**BLOOM’S: The level of Bloom’s Taxonomy of the Cognitive Domain at which the particular Student Learning Expectation should be taught or experienced.**

**KRATHWOHL’S: The level of Krathwohl’s Taxonomy of the Affective Domain at which the particular Student Learning Expectation should be taught or experienced.**

**ASSESSMENT OPTIONS: The way in which the facilitator may choose to assess or find out how or if a student has met the Student Learning Expectation. They may include variations of the following: Checklist (C), Demonstration (D), Exhibition (E), Journal or Log (JL), Observation, (O), Performance (PE), Portfolio (PF), Project (PR), Writing (W), Statewide testing (S), Teacher made tests (T).**

**FOR REFERENCE:**

**BLOOM’S TAXONOMY OF THE COGNITIVE DOMAIN \*:**

* + - 1. **KNOWLEDGE—The learner recalls data or previously learned material. Key Words might include: names, matches, identifies, lists, arranges or defines.**
			2. **COMPREHENSION---The learner understands the meanings or translations of informational materials. Key Words might include: describes, discusses, explains, give examples, summarizes or classifies.**
			3. **APPLICATION: The learner uses what was learned in a new situation. Key Words might include: determines, implements, compares, relates, or contrasts.**
			4. **SYNTHESIS:** **The learner puts parts together to form a whole with a new meaning or structure. Key Words might include: combines, reconstructs, modifies, creates or rewrites.**
			5. **EVALUATION:** **The learner looks at materials or ideas and makes judgments. Key Words might include: criticizes, defends, justifies, supports or concludes.**

**FOR REFERENCE:**

**KRATHWOHL’S TAXONOMY OF THE AFFECTIVE DOMAIN \*:**

 **RECEIVING: Being sensitive to or aware of the existence of certain phenomena, ideas or materials. Examples: to listen to others with respect or to accept.**

 **RESPONDING: Committing in measure (even if small) to the phenomena, ideas, or materials by responding in some way to them. Examples: to participate in class discussions or to question new concepts in order to understand them.**

 **VALUING: Having a willingness to be perceived by others as valuing certain phenomena, ideas, or materials. Examples: to be sensitive toward differences or to show the ability to solve problems.**

 **ORGANIZATION: Organizing valuing by prioritizing and resolving conflicts. Examples: to compare, relate and synthesize or to formulate.**

 **CHARACTERIZATION BY VALUE SET: Internalizing values and acting in accordance. Examples: to revise, to resolve, to avoid or to manage.**

**\*References:**

 **Krathwohl, D. R., Bloom, B. S., and Masia, B. B. (1964). *Taxonomy of Educational Objectives: Handbook I: Cognitive Domain.* New York: David McKay Co.**

**Krathwohl, D. R., Bloom, B. S. and Masia, B. B. (1964). *Taxonomy of Educational Objectives: Handbook II: Affective Domain.*  New York: David McKay Co.**

**GIFTED AND TALENTED EDUCATION FRAMEWORKS**

**STRAND 1--CREATIVE THINKING**

|  |
| --- |
| **FOCUS: FLUENCY** **CONTENT STANDARD 1:** **Students will increase their ability to generate original and varied ideas and solutions to problems through the use of fluency**.  |
| # | **STUDENT LEARNING****EXPECTATION** | **SCOPE/BENCHMARK** | **BLOOM’S** | **ASSESSMENT OPTIONS** |
| **K-2** | **3-6** | **7-8** | **9-12** |
| **1.1.1** | **The learner will generate many alternatives in problem finding and problem solving.** | **I** | **D** | **M** | **E** | **Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **1.1.2** | **The learner will utilize brainstorming techniques.** | **I** | **D** | **M** | **E** | **Application** | **C, D, E, JL, O, PE, PF, PR, W** |
| **1.1.3** | **The learner will generate a list of pros and cons.** | **I** | **D** | **M** | **E** | **Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **1.1.4** | **The learner will generate a list of attributes.** | **I-D** | **M** | **E** | **E** | **Analysis/Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |

**STRAND 1--CREATIVE THINKING**

|  |
| --- |
| **FOCUS: FLEXIBILITY** **CONTENT STANDARD 2:** **Students will increase their ability to generate original and varied ideas and solutions to problems through the use of flexibility**.  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | **STUDENT LEARNING****EXPECTATION** | **SCOPE/BENCHMARK** | **BLOOM’S** | **ASSESSMENT OPTIONS** |
| **K-2** | **3-6** | **7-8** | **9-12** |
| **1.2.1** | **The learner will utilize new and different approaches to problems.** | **I** | **D** | **M** | **E** | **Application** | **C, D, E, JL, O, PE, PF, PR, W** |
| **1.2.2** | **The learner will minify, magnify and/or modify ideas or concepts.** | **I** | **D-M** | **E** | **E** | **Analysis/Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **1.2.3** | **The learner will adapt a single idea or material to many different uses.** | **I-D** | **M** | **E** | **E** | **Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **1.2.4** | **The learner will explore unexplained or unknown concepts.** | **I** | **D-M** | **E** | **E** | **Analysis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **1.2.5** | **The learner will apply a principle or concept to different areas.** | **I-D** | **M** | **E** | **E** | **Application** | **C, D, E, JL, O, PE, PF, PR, W** |

**STRAND 1--CREATIVE THINKING**

|  |
| --- |
| **FOCUS: ORIGINALITY** **CONTENT STANDARD 3**: **Students will increase their ability to generate original and varied ideas and solutions to problems through the use of originality**.  |
| # | **STUDENT LEARNING****EXPECTATION** | **SCOPE/BENCHMARK** | **BLOOM’S** | **ASSESSMENT OPTIONS** |
| **K-2** | **3-6** | **7-8** | **9-12** |
| **1.3.1** | **The learner will create unique products or ideas by combining, rearranging, redesigning, reversing or substituting unusual concepts or materials.** | **I** | **D-M** | **E** | **E** | **Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **1.3.2** | **The learner will generate unusual solutions to problems.** | **I-D** | **M** | **E** | **E** | **Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **1.3.3** | **The learner will generate unusual answers to questions.** | **I-D** | **M** | **E** | **E** | **Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **1.3.4** | **The learner will develop new ideas or concepts by synthesizing seemingly unconnected information.** | **I** | **D** | **M** | **E** | **Analysis/Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **1.3.5** | **The learner will reorganize a body of information and make original additions to it.** | **I** | **D-M** | **E** | **E** | **Synthesis/Evaluation** | **C, D, E, JL, O, PE, PF, PR, W** |

 **STRAND 1--CREATIVE THINKING**

|  |
| --- |
| **FOCUS: ELABORATION** **CONTENT STANDARD 4: Students will increase their ability to generate original and varied ideas and solutions to problems through the use of elaboration**.  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | **STUDENT LEARNING****EXPECTATION** | **SCOPE/BENCHMARK** | **BLOOM’S** | **ASSESSMENT OPTIONS** |
| **K-2** | **3-6** | **7-8** | **9-12** |
| **1.4.1** | **The learner will recognize the need for detail.** | **I** | **D-M** | **E** | **E** | **Comprehension** | **C, D, E, JL, O, PE, PF, PR, W** |
| **1.4.2** | **The learner will use detail to embellish or enhance objects, concepts or questions.** | **I-D** | **M** | **E** | **E** | **Application** | **C, D, E, JL, O, PE, PF, PR, W** |
| **1.4.3** | **The learner will use familiar objects in ways different from their intended purpose.** | **I-D** | **M** | **E** | **E** | **Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **1.4.4** | **The learner will distinguish between detail and the necessary components of concepts or products.** | **I** | **D-M** | **E** | **E** | **Evaluation** | **C, D, E, JL, O, PE, PF, PR, W** |

**STRAND 1--CREATIVE THINKING**

|  |
| --- |
| **FOCUS: CURIOSITY** **CONTENT STANDARD 5:** **Students will increase their ability to generate original and varied ideas and solutions to problems through the use of curiosity**.  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | **STUDENT LEARNING****EXPECTATION** | **SCOPE/BENCHMARK** | **BLOOM’S** | **ASSESSMENT OPTIONS** |
| **K-2** | **3-6** | **7-8** | **9-12** |
| **1.5.1** | **The learner will pose questions.** | **I-D** | **M** | **E** | **E** | **Application/Analysis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **1.5.2** | **The learner will recognize the relationship between problem-finding and problem-solving.** | **I** | **D-M** | **E** | **E** | **Comprehension/Analysis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **1.5.3** | **The learner will question relationships and interpretation.** | **I** | **D** | **M** | **E** | **Synthesis/Evaluation** | **C, D, E, JL, O, PE, PF, PR, W** |

**STRAND 1--CREATIVE THINKING**

|  |
| --- |
| **FOCUS: IMAGINATION** **CONTENT STANDARD 6: Students will increase their ability to generate original and varied ideas and solutions to problems through the use of imagination**.  |
| # | **STUDENT LEARNING****EXPECTATION** | **SCOPE/BENCHMARK** | **BLOOM’S** | **ASSESSMENT OPTIONS** |
| **K-2** | **3-6** | **7-8** | **9-12** | **KRATHWOHL’S** |
| **1.6.1** | **The learner will create alternate outcomes for reality through imagination.** | **I-D** | **M** | **E** | **E** | **Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Responding** |
| **1.6.2** | **The learner will give human traits to inanimate objects.** | **I-D** | **M** | **E** | **E** | **Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **1.6.3** | **The learner will demonstrate an ability to overcome the constraints of time, environment, logic and responsibility.** | **I** | **D** | **M** | **E** | **Application/Analysis/Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Valuing** |
|  |  |  |  |  |  |  |  |

**STRAND 2: CRITICAL THINKING**

|  |
| --- |
| **FOCUS: ANALYSIS****CONTENT STANDARD 1: Students will develop the higher order thinking skill of analysis to reason and show evidence of their thought processes.** |
| **#** | **STUDENT LEARNING****EXPECTATION** | **SCOPE/BENCHMARK** | **BLOOM’S** | **ASSESSMENT OPTIONS** |
| **K-2** | **3-6** | **7-8** | **9-12** |
| **2.1.1** | **The learner will identify a main idea in oral, written or non-verbal form.** | **I-D-M** | **E** | **E** | **E** | **Comprehension** | **C, O, D, E, JL, O, PE, PF, PR, W, S, T** |
| **2.1.2** | **The learner will recognize relationships among ideas and data.** | **I-D-M** | **E** | **E** | **E** | **Analysis** | **C, O, D, E, JL, O, PE, PF, PR, W, S, T** |
| **2.1.3** | **The learner will provide supportive evidence for a particular idea, principle or generalization.** | **I-D-M** | **E** | **E** | **E** | **Evaluation** | **C, O, D, E, JL, O, PE, PF, PR, W, S, T** |
| **2.1.4** | **The learner will classify information into logical categories.** | **I-D-M** | **E** | **E** | **E** | **Comprehension/Application** | **C, O, D, E, JL, O, PE, PF, PR, W, S, T** |
| **2.1.5** | **The learner will deduce information and draw conclusions.** | **I-D-M** | **E** | **E** | **E** | **Analysis/Evaluation** | **C, O, D, E, JL, O, PE, PF, PR, W, S, T** |
| **2.1.6** | **The learner will compare attributes of varying ideas.** | **I-D** | **M** | **E** | **E** | **Analysis** | **C, O, D, E, JL, O, PE, PF, PR, W, S, T** |
| **2.1.7** | **The learner will sequence information to make a point or verify a solution.** | **I-D** | **M** |  **E** | **E** | **Analysis** | **C, O, D, E, JL, O, PE, PF, PR, W, S, T** |

**STRAND 2: CRITICAL THINKING**

|  |
| --- |
| **FOCUS: SYNTHESIS** **CONTENT STANDARD 2: Students will develop the higher order thinking skill of synthesis to reason and show evidence of their thought processes**. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | **STUDENT LEARNING****EXPECTATION** | **SCOPE/BENCHMARK** | **BLOOM’S** | **ASSESSMENT OPTIONS** |
| **K-2** | **3-6** | **7-8** | **9-12** |
| **2.2.1** | **The learner will combine concepts, principles and generalizations to generate a new relationship/understanding.** | **I-D** | **M** | **E** | **E** | **Synthesis** | **C, O, D, E, JL, O, PE, PF, PR, W** |
| **2.2.2** | **The learner will modify and adapt information, materials and ideas to be used in a different manner.** | **I-D-M** | **E** | **E** | **E** | **Synthesis** | **C, O, D, E, JL, O, PE, PF, PR, W, S, T** |
| **2.2.3** | **The learner will make valid predictions based on available information or as a result of an action.** | **I-D-M** | **E** | **E** | **E** | **Synthesis/Evaluation** | **C, O, D, E, JL, O, PE, PF, PR, W, S, T** |
| **2.2.4** | **The learner will formulate alternatives to a problem or issue.** | **I-D** | **M** | **E** | **E** | **Synthesis** | **C, O, D, E, JL, O, PE, PF, PR, W** |

**STRAND 2: CRITICAL THINKING**

|  |
| --- |
| **FOCUS: EVALUATION** **CONTENT STANDARD 3**: **Students will develop the higher order thinking skill of evaluation to reason and show evidence of their thought processes**.  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | **STUDENT LEARNING****EXPECTATION** | **SCOPE/BENCHMARK** | **BLOOM’S** | **ASSESSMENT OPTIONS** |
| **K-2** | **3-6** | **7-8** | **9-12** |
| **2.3.1** | **The learner will develop evaluation/assessment criteria.** | **I-D** | **M** | **E** |  **E** | **Analysis/Synthesis** | **C, O, D, E, JL, O, PE, PF, PR, W** |
| **2.3.2** | **The learner will utilize criteria to assess the organization, content, value and effectiveness of a product or process.** | **I-D** | **M** | **E** | **E** | **Evaluation** | **C, O, D, E, JL, O, PE, PF, PR, W, S, T** |
| **2.3.3** | **The learner will assess the accuracy and relevance of points used to support an argument.** | **I-D** | **M** | **E** | **E** | **Evaluation** | **C, O, D, E, JL, O, PE, PF, PR, W, S, T** |
| **2.3.4** | **The learner will prove or disprove ideas by presenting evidence.** | **I-D-M** | **E** | **E** | **E** | **Evaluation** | **C, O, D, E, JL, O, PE, PF, PR, W, S, T** |
| **2.3.5** | **The learner will differentiate between constructive and destructive criticism.** | **I** | **D-M** | **E** | **E** | **Evaluation** | **C, O, D, E, JL, O, PE, PF, PR, W** |

**STRAND 2: CRITICAL THINKING**

|  |
| --- |
| **FOCUS: PROBLEM SOLVING** **CONTENT STANDARD 4:** **Students will utilize problem solving skills and develop strategies that can be applied to real-life situations.** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | **STUDENT LEARNING****EXPECTATION** | **SCOPE/BENCHMARK** | **BLOOM’S** | **ASSESSMENT OPTIONS** |
| **K-2** | **3-6** | **7-8** | **9-12** |
| **2.4.1** | **The learner will recognize a problem (understand a given situation).** | **I-D-M** | **E** | **E** | **E** | **Comprehension** | **C, O, D, E, JL, O, PE, PF, PR, W, S, T** |
| **2.4.2** | **The learner will define the problem.** | **I-D** | **M** | **E** | **E** | **Application** | **C, O, D, E, JL, O, PE, PF, PR, W, S, T** |
| **2.4.3** | **The learner will gather ideas and data related to the problem.** | **I-D-M** | **E** | **E** | **E** | **Comprehension** | **C, O, D, E, JL, O, PE, PF, PR, W, S, T** |
| **2.4.4** | **The learner will brainstorm varying aspects of the problem** | **I-D-M** | **E** | **E** | **E** | **Analysis** | **C, O, D, E, JL, O, PE, PF, PR, W** |
| **2.4.5** | **The learner will identify underlying problems and sub-problems.** | **I** | **D-M** | **E** | **E** | **Synthesis/Evaluation** | **C, O, D, E, JL, O, PE, PF, PR, W** |

**STRAND 3: RESEARCH/INDEPENDENT LEARNING**

|  |
| --- |
| **FOCUS: SELECT/DEVELOP TOPIC** **CONTENT STANDARD 1:** **Students will acquire research/independent learning skills by selecting and developing a topic.**  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | **STUDENT LEARNING****EXPECTATION** | **SCOPE/BENCHMARK** | **BLOOM’S** | **ASSESSMENT OPTIONS** |
| **K-2** | **3-6** | **7-8** | **9-12** |
| **3.1.1** | **The learner will brainstorm for a topic.** | **I-D-M** | **E** | **E** | **E** | **Knowledge** | **C, D, E, JL, O, PE, PF, PR, W** |
| **3.1.2** | **The learner will formulate questions to guide research.** | **I-D-M** | **E** | **E** | **E** | **Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **3.1.3** | **The learner will develop a hypothesis.** | **I-D** | **M** | **E** | **E** | **Synthesis** | **C, D, E, JL, O, PE, PF, PR, W, S, T** |
| **3.1.4** | **The learner will determine materials and technical resources needed.** | **I-D** | **M** | **E** | **E** | **Application/Analysis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **3.1.5** | **The learner will develop a plan and time line for gathering information.** | **I** | **D-M** | **E** | **E** | **Analysis/Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **3.1.6** | **The learner will develop criteria to evaluate a product.** | **I-D** | **M** | **E** | **E** | **Analysis/Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |

**STRAND 3: RESEARCH/INDEPENDENT LEARNING**

|  |
| --- |
| **FOCUS: DATA COLLECTION** **CONTENT STANDARD 2:** **Students will utilize data collection to acquire research/independent learning skills.** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | **STUDENT LEARNING****EXPECTATION** | **SCOPE/BENCHMARK** | **BLOOM’S** | **ASSESSMENT OPTIONS** |
| **K-2** | **3-6** | **7-8** | **9-12** |
| **3.2.1** | **The learner will develop a research outline.** | **I-D** | **M** | **E** | **E** | **Analysis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **3.2.2** | **The learner will acquire information from various resources.** | **I-D** | **M** | **E** | **E** | **Knowledge** | **C, D, E, JL, O, PE, PF, PR, W** |
| **3.2.3** | **The learner will use various media sources (such as computers, videos and other electronic devices, etc.).** | **I-D** | **M** | **E** | **E** | **Application** | **C, D, E, JL, O, PE, PF, PR, W** |
| **3.2.4** | **The learner will utilize individuals and community resources.** | **I-D** | **M** | **E** | **E** | **Application** | **C, D, E, JL, O, PE, PF, PR, W** |
| **3.2.5** | **The learner will use appropriate research methods (such as case studies, historical studies, interviews, surveys and polls).** | **I** | **D-M** | **E** | **E** | **Application** | **C, D, E, JL, O, PE, PF, PR, W** |
| **3.2.6** | **The learner will use various skills (such as note taking, outlining, photography, graphs, tables, etc.) to collect data.** | **I-D** | **M** | **E** | **E** | **Application** | **C, D, E, JL, O, PE, PF, PR, W, S, T** |
| **3.2.7** | **The learner will read/interpret and validate data.** | **I-D** | **M** | **E** | **E** | **Analysis/Evaluation** | **C, D, E, JL, O, PE, PF, PR, W, S, T** |

**STRAND 3: RESEARCH/INDEPENDENT LEARNING**

|  |
| --- |
| **FOCUS: ORGANIZING/ANALYZING DATA** **CONTENT STANDARD 3: Students will acquire research/independent learning skills by organizing and analyzing data.**  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | **STUDENT LEARNING****EXPECTATION** | **SCOPE/BENCHMARK** | **BLOOM’S** | **ASSESSMENT OPTIONS** |
| **K-2** | **3-6** | **7-8** | **9-12** |
| **3.3.1** | **The learner will organize and interpret data.** | **I-D-M** | **E** | **E** | **E** | **Analysis** | **C, D, E, JL, O, PE, PF, PR, W, S, T** |
| **3.3.2** | **The learner will modify hypothesis if needed.** | **I-D** | **M** | **E** | **E** | **Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **3.3.3** | **The learner will document the authenticity of sources.** | **I** | **D** | **E** | **E** | **Application** | **C, D, E, JL, O, PE, PF, PR, W** |
| **3.3.4** | **The learner will develop data into an illustrative form for appropriate media.** | **I-D** | **M** | **E** | **E** | **Analysis/Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
|  |  |  |  |  |  |  |  |

**STRAND 3: RESEARCH/INDEPENDENT LEARNING**

|  |
| --- |
| **FOCUS: PRESENTATION AND EVALUATION OF PRODUCT** **CONTENT STANDARD 4:** **Students will develop research/independent learning skills by the presentation and evaluation of a research product.** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | **STUDENT LEARNING****EXPECTATION** | **SCOPE/BENCHMARK** | **BLOOM’S** | **ASSESSMENT OPTIONS** |
| **K-2** | **3-6** | **7-8** | **9-12** |
| **3.4.1** | **The learner will synthesize the data.** | **I-D** | **D-M** | **E** | **E** | **Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **3.4.2** | **The learner will establish procedures for developing and improving a final presentation.** | **I-D** | **D-M** | **E** | **E** | **Analysis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **3.4.3** | **The learner will develop an original product to accompany the presentation of the selected topic.** | **I-D** | **M** | **E** | **E** | **Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **3.4.4** | **The learner will apply evaluative criteria to the product.** | **I-D** | **M** | **E** | **E** | **Evaluation** | **C, D, E, JL, O, PE, PF, PR, W** |
| **3.4.5** | **The learner will present information on the selected topic to an appropriate audience.** | **I-D** | **M** | **E** | **E** | **Application** | **C, D, E, JL, O, PE, PF, PR, W** |
|  |  |  |  |  |  |  |  |

**STRAND 4: COMMUNICATION**

|  |
| --- |
| **FOCUS: VERBAL** **CONTENT STANDARD 1:** **Students will develop their verbal communication skills.**  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | **STUDENT LEARNING****EXPECTATION** | **SCOPE/BENCHMARK** | **BLOOM’S** | **ASSESSMENT OPTIONS** |
| **K-2** | **3-6** | **7-8** | **9-12** | **KRATHWOHL** |
| **4.1.1** | **The learner will verbally express ideas, opinions and feelings.** | **I** | **D** | **M** | **E** | **Application** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Responding** |
| **4.1.2** | **The learner will organize material for an oral presentation.** | **I** | **D** | **M** | **E** | **Analysis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **4.1.3** | **The learner will vary content and style according to purpose and audience.** | **I** | **D-M** | **E** | **E** | **Synthesis/Evaluation** | **C, D, E, JL, O, PE, PF, PR, W** |
| **4.1.4** | **The learner will present material to an appropriate audience.** | **I-D** | **M** | **E** | **E** | **Application** | **C, D, E, JL, O, PE, PF, PR, W** |
|  |  |  |  |  |  |  |  |

**STRAND 4: COMMUNICATION**

|  |
| --- |
| **FOCUS: NON-VERBAL** **CONTENT STANDARD 2:** **Students will develop their non-verbal communication skills.**  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | **STUDENT LEARNING****EXPECTATION** | **SCOPE/BENCHMARK** | **BLOOM’S** | **ASSESSMENT OPTIONS** |
| **K-2** | **3-6** | **7-8** | **9-12** | **KRATHWOHL** |
| **4.2.1** | **The learner will nonverbally express ideas, opinions and feelings.** | **I** | **D** | **M** | **E** | **Application** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Responding** |
| **4.2.2** | **The learner will translate verbal communication into another medium.** | **I** | **D** | **M** | **E** | **Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **4.2.3** | **The learner will recognize non-verbal methods that influence thinking.** | **I** | **D-M** | **E** | **E** | **Analysis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **4.2.4** | **The learner will vary content and style according to purpose and audience.** | **I** | **D-M** | **E** | **E** | **Synthesis/Evaluation** | **C, D, E, JL, O, PE, PF, PR, W** |
| **4.2.5** | **The learner will enhance a presentation by using non-verbal forms of expression.** | **I** | **D** | **M** | **E** | **Application** | **C, D, E, JL, O, PE, PF, PR, W** |

**STRAND 4: COMMUNICATION**

|  |
| --- |
| **FOCUS: WRITTEN** **CONTENT STANDARD 3:** **Students will develop their written communication skills.**  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | **STUDENT LEARNING****EXPECTATION** | **SCOPE/BENCHMARK** | **BLOOM’S** | **ASSESSMENT OPTIONS** |
| **K-2** | **3-6** | **7-8** | **9-12** |
| **4.3.1** | **The learner will recognize and use various types of written communication.** | **I-D** | **M** | **E** | **E** | **Application** | **C, D, E, JL, O, PE, PF, PR, W, S, T** |
| **4.3.2** | **The learner will develop appropriate techniques related to a specific writing project.** | **I-D-M** | **E** | **E** | **E** | **Synthesis** | **C, D, E, JL, O, PE, PF, PR, W, S, T** |
| **4.3.3** | **The learner will plan a written document.** | **I-D-M** | **E** | **E** | **E** | **Synthesis** | **C, D, E, JL, O, PE, PF, PR, W, S, T** |
| **4.3.4** | **The learner will vary content and style according to purpose and audience.** | **I-D-M** | **E** | **E** | **E** | **Synthesis/Evaluation** | **C, D, E, JL, O, PE, PF, PR, W, S, T** |
| **4.3.5** | **The learner will present material to an appropriate audience.** | **I-D** | **M** | **E** | **E** | **Application** | **C, D, E, JL, O, PE, PF, PR, W, S, T** |

**STRAND 4: COMMUNICATION**

|  |
| --- |
| **FOCUS: LISTENING** **CONTENT STANDARD 4:** **Students will develop their listening skills.**  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | **STUDENT LEARNING****EXPECTATION** | **SCOPE/BENCHMARK** | **BLOOM’S** | **ASSESSMENT OPTIONS** |
| **K-2** | **3-6** | **7-8** | **9-12** |
| **4.4.1** | **The learner will identify and demonstrate various skills of listening (such as eye-contact, observation, attentiveness, etc.).** | **I-D** | **M** | **E** | **E** | **Comprehension/Application** | **C, D, E, JL, O, PE, PF, PR, W** |
| **4.4.2** | **The learner will demonstrate effective body language while listening.** | **I-D** | **M** | **E** | **E** | **Application** | **C, D, E, JL, O, PE, PF, PR, W** |
| **4.4.3** | **The learner will evaluate the benefits of effective listening skills.** | **I-D** | **M** | **E** | **E** | **Evaluation** | **C, D, E, JL, O, PE, PF, PR, W** |
|  |  |  |  |  |  |  |  |

# STRAND 5: AFFECTIVE DEVELOPMENT

|  |
| --- |
| **FOCUS: SELF CONCEPT****CONTENT STANDARD 1:** **Students will develop an awareness of self through activities/experiences designed to foster their ability to enhance self concept.**  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | **STUDENT LEARNING****EXPECTATION** | **SCOPE/BENCHMARK** | **BLOOM’S** | **ASSESSMENT OPTIONS** |
| **K-2** | **3-6** | **7-8** | **9-12** | **KRATHWOHL** |
| **5.1.1** | **The learner will recognize and understand one’s own special abilities and limitations.** | **I** | **D** | **M** | **E** | **Comprehension** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Receiving** |
| **5.1.2** | **The learner will set standards and goals appropriate to ability level.** | **I-D** | **M** | **E** | **E** | **Analysis/Evaluation** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Responding** |
| **5.1.3** | **The learner will develop a belief in the ability to succeed.** | **I-D** | **M** | **E** | **E** | **Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Valuing** |
| **5.1.4** | **The learner will identify and demonstrate an awareness of various emotions and values.** | **I** | **D** | **M** | **E** | **Application** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Organization** |
| **5.1.5** | **The learner put positive and negative feedback into perspective.** | **I** | **D** | **M** | **E** | **Analysis/Evaluation** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Organization** |
|  |  |  |  |  |  |  |  |

## STRAND 5: AFFECTIVE DEVELOPMENT

|  |
| --- |
| **FOCUS: INTERPERSONAL RELATIONS** **CONTENT STANDARD 2: Students will develop the ability to enhance interpersonal relations.**  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | **STUDENT LEARNING****EXPECTATION** | **SCOPE/BENCHMARK** | **BLOOM’S** | **ASSESSMENT OPTIONS** |
| **K-2** | **3-6** | **7-8** | **9-12** | **KRATHWOHL** |
| **5.2.1** | **The learner will discover and respect the uniqueness of others.** | **I-D** | **M** | **E** | **E** | **Comprehension/Application** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Receiving** |
| **5.2.2** | **The learner will recognize one’s own role in various groups.** | **I** | **D** | **M** | **E** | **Comprehension** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Responding** |
| **5.2.3** | **The learner will offer and accept constructive feedback.** | **I-D** | **M** | **E** | **E** | **Analysis/Synthesis/Evaluation** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Responding** |
| **5.2.4** | **The learner will anticipate interpersonal conflicts and accept responsibility for consequences of actions.** | **I-D** | **D-M** | **E** | **E** | **Analysis/Synthesis/Evaluation** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Valuing** |
| **5.2.5** | **The learner will develop awareness that cooperation and competition are aspects of interpersonal relations.** | **I-D** | **D-M** | **E** | **E** | **Analysis/Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Valuing** |
| **5.2.6** | **The learner will recognize and evaluate the expectations of adults and peers.** | **I** | **D** | **M** | **E** | **Evaluation** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Valuing** |

## STRAND 5: AFFECTIVE DEVELOPMENT

|  |
| --- |
| **FOCUS: PERSONAL DECISION MAKING** **CONTENT STANDARD 3:** **Students will develop personal decision making skills.**  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | **STUDENT LEARNING****EXPECTATION** | **SCOPE/BENCHMARK** | **BLOOM’S** | **ASSESSMENT OPTIONS** |
| **K-2** | **3-6** | **7-8** | **9-12** | **KRATHWOHL** |
| **5.3.1** | **The learner will establish priorities and set realistic goals.** | **I-D** | **M** | **E** | **E** | **Analysis/Evaluation** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Responding/Valuing** |
| **5.3.2** | **The learner will review all positive alternatives.** | **I-D** | **M** | **E** | **E** | **Analysis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Receiving** |
| **5.3.3** | **The learner will weigh pros and cons of each alternative.** | **I-D-M** | **E** | **E** | **E** | **Evaluation** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Receiving** |
| **5.3.4** | **The learner will choose the best alternative.** | **I-D** | **M** | **E** | **E** | **Evaluation** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Responding** |
| **5.3.5** | **The learner will evaluate the alternative and support the decision.** | **I-D** | **M** | **E** | **E** | **Evaluation** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Valuing** |
| **5.3.6** | **The learner will develop skills necessary for self learning.** | **I-D** | **M** | **E** | **E** | **Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Organization** |
| **5.3.7** | **The learner will investigate varied career options.** | **I** | **D** | **M** | **E** | **Analysis** | **C, D, E, JL, O, PE, PF, PR, W** |

## STRAND 5: AFFECTIVE DEVELOPMENT

|  |
| --- |
| **FOCUS: RISK TAKING****CONTENT STANDARD 4**: **Students will learn to cope with success and failure by developing risk taking skills.** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | **STUDENT LEARNING****EXPECTATION** | **SCOPE/BENCHMARK** | **BLOOM’S** | **ASSESSMENT OPTIONS** |
| **K-2** | **3-6** | **7-8** | **9-12** | **KRATHWOHL** |
| **5.4.1** | **The learner will risk a mistake or failure.** | **I** | **D-M** | **E** | **E** | **Application** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Responding** |
| **5.4.2** | **The learner will explore new experiences and attempt difficult tasks.** | **I-D** | **M** | **E** | **E** | **Application** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Receiving/Responding** |
| **5.4.3** | **The learner will analyze discrepancies in thought or information and develop alternative perspectives.** | **I** | **D** | **M** | **E** | **Analysis/Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Receiving** |
| **5.4.4** | **The learner will risk criticism in support of own beliefs and ideas.** | **I** | **D** | **M** | **E** | **Application/Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Valuing** |
| **5.4.5** | **The learner will predict consequences of risk taking and assume responsibility for a course of action.** | **I** | **D-M** | **E** | **E** | **Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Valuing** |

## STRAND 5: AFFECTIVE DEVELOPMENT

|  |
| --- |
| **FOCUS: LEADERSHIP** **CONTENT STANDARD 5: Students will develop effective leadership skills.** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | **STUDENT LEARNING****EXPECTATION** | **SCOPE/BENCHMARK** | **BLOOM’S** | **ASSESSMENT OPTIONS** |
| **K-4** | **5-7** | **8-9** | **10-12** | **KRATHWOHL** |
| **5.5.1** | **The learner will define and assess characteristics of leadership.** | **I** | **D** | **M** | **E** | **Evaluation** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Receiving** |
| **5.5.2** | **The learner will discriminate between positive and negative attributes of a leader.** | **I** | **D-M** | **E** | **E** | **Evaluation** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Receiving** |
| **5.5.3** | **The learner will assess the motivational aspects of effective leadership.** | **I** | **D** | **M** | **E** | **Evaluation** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Receiving** |
| **5.5.4** | **The learner will participate in activities that develop effective leadership roles.** | **I** | **D** | **M** | **E** | **Application/Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Responding** |
|  |  |  |  |  |  |  |  |

## STRAND 5: AFFECTIVE DEVELOPMENT

|  |
| --- |
| **FOCUS: SURVIVAL SKILLS****CONTENT STANDARD 6**: **Students will develop survival skills necessary to thrive as a gifted learner.**  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | **STUDENT LEARNING****EXPECTATION** | **SCOPE/BENCHMARK** | **BLOOM’S** | **ASSESSMENT OPTIONS** |
| **K-4** | **5-7** | **8-9** | **10-12** | **KRATHWOHL** |
| **5.6.1** | **The learner will explore coping strategies in such areas as perfectionism, gifted characteristics, gifted females, gifted males, gifted underachievement and twice exceptional students.** | **I** | **D** | **M** | **E** | **Analysis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Receiving** |
| **5.6.2** | **The learner will accept opportunities to attempt new challenges leading to task commitment or possible lifelong passions in learning.** | **I** | **D** | **M** | **E** | **Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Responding** |
| **5.6.3** | **The learner will demonstrate effective use of time.** | **I-D** | **M** | **E** | **E** | **Application** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Responding** |
| **5.6.4** | **The learner will assess/reassess obligations in individual and group endeavors to fulfill guidelines established by the learner and/or the teacher/facilitator.** | **I** | **D-M** | **E** | **E** | **Evaluation** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Responding** |
| **5.6.5** | **The learner will accept responsibility for own actions and ideas.** | **I-D** | **M** | **E** | **E** | **Application/Synthesis** | **C, D, E, JL, O, PE, PF, PR, W** |
| **Valuing** |