

CURRICULUM SCOPE & SEQUENCE

Clark County School District

Gifted and Talented Education Program



ACKNOWLEDGMENTS

This document was created by the Clark County School District GATE Curriculum Committee

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GATE SCOPE & SEQUENCE

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GATE SCOPE & SEQUENCE

The *CCSD GATE Curriculum Scope and Sequence* delineates a progressive development of skills and appropriately sequenced concepts and ideas. It ensures horizontal articulation of learning experiences across grade levels. Indicators are arranged by grade level and guide the development of GATE curriculum. Categories listed were derived from the “Checklist of Student Expectancies” adapted from Kaplan, Meeker, Torrance, Maker and Krathwohl.

AFFECTIVE DOMAIN

Peer/Group Relationships	Grade 3	Grade 4	Grade 5
	<p>explain giftedness using a bell curve</p> <p>examine and become aware of unique and personal characteristics, strengths and weaknesses of self and others</p> <p>compare and contrast personal characteristics of giftedness between self and peers</p> <p>demonstrate an understanding of self-discipline, patience and interdependence</p> <p>become familiar with the dynamics of peer relationships: inclusion, exclusion, and control</p> <p>explore cooperative learning</p> <p>develop a network of appropriate mentor, adult and peer relationships</p>	<p>participate in ongoing <i>supportive guidance</i> including:</p> <ul style="list-style-type: none"> • motivation • discipline • stress management • communication of feelings • perfectionism • peer relationships • educational goals • career goals <p>explore in a variety of cooperative learning situations</p> <p>develop a network of appropriate mentor, adult and peer relationships</p>	<p>participate in ongoing <i>supportive guidance</i> including:</p> <ul style="list-style-type: none"> • preventative behaviors • positive growth • perfectionism • achievement versus acceptance • coping skills • educational goals • career goals <p>demonstrate proficiency in each role of cooperative learning</p> <p>develop a network of appropriate mentor, adult and peer relationships</p>

Leadership Skills	Grade 3	Grade 4	Grade 5
	<p>identify the qualities of a leader</p> <p>examine group dynamics: leading, following, synergism, and how to ask for help</p> <p>understand the nature of rules, laws, government in real world application</p> <p>work cooperatively to develop mutual respect</p>	<p>explore leadership styles</p> <p>examine potential for school service project</p> <p>understand the nature of rules, laws, government in real world application</p> <p>work cooperatively to develop mutual respect, alternating leadership roles</p>	<p>serve in a leadership role</p> <p>make meaningful contributions to society, i.e. participate in a school or community service project</p> <p>understand the nature of rules, laws, government in real world application</p> <p>work cooperatively to develop mutual respect, alternating leadership roles</p>

Empathy	Grade 3	Grade 4	Grade 5
	<p>define, compare and contrast empathy and sympathy</p> <p>identify and label personal feelings</p> <p>demonstrate empathy</p>	<p>develop empathy and understanding of others' perspectives</p> <p>use feelings as tools for growth</p> <p>examine events on a personal level, i.e. man-made and/or natural disasters</p>	<p>explore and discuss moral dilemmas and voice opinions</p> <p>identify feelings as being reactive and/or reflective</p> <p>demonstrate empathy through the study of global issues</p>

Appropriate Assertive Behaviors	Grade 3	Grade 4	Grade 5
	<p>develop self awareness to:</p> <ul style="list-style-type: none"> • ask appropriate questions for assistance in meeting individual needs • recognize strengths • recognize limitations and seek accommodations 	<p>explore self awareness to:</p> <ul style="list-style-type: none"> • ask appropriate questions for assistance in meeting individual needs • identify areas of interest which might be constructively pursued • recognize limitations and seek accommodations 	<p>routinely demonstrate self awareness to:</p> <ul style="list-style-type: none"> • ask appropriate questions for assistance in meeting individual needs • identify areas of interest which might be constructively pursued • recognize limitations and seek accommodations

Active Listening	Grade 3	Grade 4	Grade 5
	listen for tone, mood, and emotion	listen for tone, mood, and emotion	listen for tone, mood, and emotion
	respond appropriately to speakers by asking prompting questions	respond appropriately to speakers by asking prompting questions	respond appropriately to speakers by asking prompting questions
	accurately reflect or mirror other's feelings with understanding	accurately reflect or mirror other's feelings with understanding	accurately reflect or mirror other's feelings with understanding

Independence	Grade 3	Grade 4	Grade 5
	develop independence by setting goals, developing a plan, and completing tasks <i>with</i> teacher assistance	develop independence by setting goals, developing a plan, and completing tasks <i>without</i> teacher assistance	demonstrate independence by setting goals, planning, and completing tasks <i>without</i> teacher assistance

Responsibility	Grade 3	Grade 4	Grade 5
	develop responsibility by being prompt and prepared for class	demonstrate responsibility by being prompt and prepared for class	demonstrate responsibility by being prompt and prepared for class
	develop sense of control over personal behavior	demonstrate appropriate behavior	accept responsibility for personal actions

Decision Making	Grade 3	Grade 4	Grade 5
	practice decision making skills by using problem solving strategies	explore decision making skills by using problem solving strategies	refine decision making
	make appropriate choices based on feedback	discuss and evaluate choices	reflect, discuss and evaluate choices

Initiative	Grade 3	Grade 4	Grade 5
	learn to initiate opportunities	initiate and explore a variety of opportunities	independently initiate a variety of opportunities

Risk Taking	Grade 3	Grade 4	Grade 5
	identify and discuss risk taking through a variety of experiences	experience risk taking through a variety of experiences i.e. group role playing, independent presentations, and moral dilemmas	express self consistently and effectively
	understand that actions have consequences	deal with consequences	evaluate potential outcomes prior to taking risks

Time Management	Grade 3	Grade 4	Grade 5
	develop time management system	implement time management system	assess personal time management system and adjust as needed

Challenge Acceptance	Grade 3	Grade 4	Grade 5
	identify challenges and develop a plan to achieve goals	select challenges and develop a plan to achieve predetermined goals	routinely accept challenges and achieve goals

Task Commitment	Grade 3	Grade 4	Grade 5
	<p>initiate tasks when asked</p> <p>develop a prioritized checklist of necessary strategies to complete assigned tasks <i>with</i> teacher assistance</p> <p>complete tasks/products by utilizing a checklist and teacher supervision</p>	<p>initiate tasks when asked</p> <p>develop a prioritized checklist of necessary strategies to complete assigned tasks <i>without</i> teacher assistance</p> <p>self-monitor tasks, quality of products, and due dates</p>	<p>self-initiate tasks/projects</p> <p>develop a prioritized checklist of necessary strategies to complete assigned tasks</p> <p>utilize checklists or rubrics to complete and evaluate tasks/products in a timely manner</p>

Metacognition	Grade 3	Grade 4	Grade 5
	<p>explore different types of thought processes:</p> <ul style="list-style-type: none"> • goal oriented • multifaceted • random • reflective <p>explore the thinking cycle:</p> <ul style="list-style-type: none"> • develop action plan • maintain/monitor plan • evaluate plan 	<p>develop different types of thought processes:</p> <ul style="list-style-type: none"> • goal oriented • multifaceted • random • reflective <p>refine the thinking cycle:</p> <ul style="list-style-type: none"> • develop action plan • maintain/monitor plan • evaluate plan 	<p>utilize different types of thought processes:</p> <ul style="list-style-type: none"> • goal oriented • multifaceted • random • reflective <p>internalize thinking cycle and adjust as necessary</p>

COGNITIVE DOMAIN

Creative/Divergent Thinking Skills	Grade 3	Grade 4	Grade 5
	<p>demonstrate techniques used in brainstorming, i.e. fluency, flexibility, originality and elaboration, in creation of an original product</p> <p>record ideas generated from brainstorming</p> <p>develop innovative thinking by using:</p> <ul style="list-style-type: none"> • figurative language • imagery • visual thinking • transference <p>utilize innovative thinking to maximize the use of curiosity and complexity</p>	<p>utilize brainstorming techniques to find solutions to real world problems</p> <p>examine ideas generated from brainstorming</p> <p>apply innovative thinking in the creation of an original product</p> <p>utilize innovative thinking to maximize the use of curiosity and complexity</p>	<p>assess the use of divergent thinking skills in the creation of an original product and/or solving real world problems</p> <p>defend ideas generated from brainstorming</p> <p>evaluate the effectiveness of the following strategies:</p> <ul style="list-style-type: none"> • figurative language • imagery • visual thinking • transference <p>defend the use of curiosity and complexity by utilizing innovative thinking</p>

Critical Thinking	Grade 3	Grade 4	Grade 5
Analogies	be aware of analogies and recognize their use	examine and use analogies	formulate and appraise analogies
Data Interpretation			
Compare/Contrast	learn to compare and contrast	engage in compare and contrast activities	justify comparisons
Cause and Effect	recognize and describe cause and effect in a variety of situations	examine cause and effect in a variety of situations	evaluate cause and effect to create generalizations
Fact and Opinion	distinguish between fact and opinion	utilize knowledge of fact and opinion to examine information	prioritize facts in order to support or disprove opinions
Relevance and Irrelevance	recognize the difference between relevant and irrelevant information	assess and utilize relevant information	assess and utilize relevant information
Spatial Perception	utilize spatial perception to manipulate and duplicate figures	create an original product using spatial perception	utilize spatial perceptions to examine multiple dimensions of original products
Reasoning Strategies	<p>explore and identify reasoning strategies:</p> <ul style="list-style-type: none"> • reason logically • develop valid inferences • identify point of view • determine purpose <p>identify the levels of Bloom's Taxonomy</p>	<p>utilize reasoning strategies:</p> <ul style="list-style-type: none"> • reason logically • develop valid inferences • identify point of view • determine purpose <p>apply the cognitive processes (as identified by Bloom) of application analysis, synthesis, and evaluation</p>	<p>defend reasoning strategies:</p> <ul style="list-style-type: none"> • reason logically • develop valid inferences • identify point of view • determine purpose <p>apply the cognitive processes (as identified by Bloom) of application analysis, synthesis, and evaluation</p>

Problem Solving	Grade 3	Grade 4	Grade 5
<p>Creative Problem Solving</p>	<p>use appropriate problem solving strategies to:</p> <ul style="list-style-type: none"> • generate questions that lead to reasonable solutions • compare and contrast two or more possible solutions to determine feasibility <p>select and develop a creative and realistic solution to a problem</p> <p>use the Creative Problem Solving Model (CPS) to:</p> <ul style="list-style-type: none"> • recognize problem • define problem • gather ideas • rank ideas 	<p>identify and use two problem solving strategies to:</p> <ul style="list-style-type: none"> • apply solutions to a problem to evaluate its effectiveness • select the best solution and/or compromise <p>use the Creative Problem Solving Model (CPS) to:</p> <ul style="list-style-type: none"> • test ideas • draw conclusions 	<p>identify a problem, determine its parts, recognize and assess issues related to the problem</p> <p>identify and use multiple problem solving strategies to:</p> <ul style="list-style-type: none"> • collect and organize information to predict patterns and trends • compare solutions arising from conflicting perspectives of a single problem and select the best solution or create a compromise <p>develop two or more possible realistic solutions to a problem:</p> <ul style="list-style-type: none"> • select the best solution and explain reasoning <p>use the Creative Problem Solving Model (CPS) to:</p> <ul style="list-style-type: none"> • evaluate conclusions

Problem Solving	Grade 3	Grade 4	Grade 5
Scientific Problem Solving	<p>follow precise teacher directions to complete a hands-on activity (<i>Structured Inquiry</i>):</p> <ul style="list-style-type: none"> observe a process or event formulate questions based on observations develop a workable hypothesis devise a strategy for testing hypothesis analyze and draw conclusions from collected data communicate findings 	<p>develop a procedure to investigate a teacher-selected question (<i>Guided Inquiry</i>):</p> <ul style="list-style-type: none"> observe a process or event formulate questions based on observations develop a workable hypothesis devise a strategy for testing hypothesis analyze and draw conclusions from collected data communicate findings 	<p>generate questions about a teacher-selected topic and design investigations (<i>Student-Initiated Inquiry</i>):</p> <ul style="list-style-type: none"> observe a process or event formulate questions based on observations develop a workable hypothesis devise a strategy for testing hypothesis analyze and draw conclusions from collected data communicate findings

Communication Skills	Grade 3	Grade 4	Grade 5
Debate	<p>develop research skills</p> <p>identify different points of view</p> <p>differentiate fact and opinion</p> <p>define persuasion</p> <p>participate in an oral presentation</p>	<p>support position with research</p> <p>choose one point of view</p> <p>differentiate fact and opinion</p> <p>develop persuasive writing and speaking skills</p> <p>present a speech based on research</p>	<p>support both sides of argument with research</p> <p>explore both sides of an issue</p> <p>differentiate fact and opinion</p> <p>practice persuasive speaking skills</p> <p>practice the rules of debate</p>
Verbal and Written Directions	<p>repeat and explain verbal and written directions</p>	<p>compose verbal and written directions</p>	<p>compose and evaluate verbal and written directions</p>
Oral Presentations	<p>develop oral presentation, i.e. stance, eye contact and gestures</p>	<p>practice correct stance, eye contact and incorporate body language</p> <p>use diaphragmatic speaking</p> <p>use speaker's notes</p>	<p>practice correct stance, eye contact and incorporate body language</p> <p>enunciate and practice vocal intonation for effect</p> <p>use speaker's notes</p>
Listening Skills	<p>use active listening strategies</p> <p>apply rules for questioning</p>	<p>generate notes or graphic organizer from a speech</p> <p>generate relevant questions</p>	<p>construct a rebuttal from a speech</p> <p>demonstrate polite listening</p>

Research/Inquiry Skills	Grade 3	Grade 4	Grade 5
	develop research questions	develop research questions and establish a focus and purpose for inquiry	develop research questions and establish a focus and purpose for independent inquiry
	identify and use a variety of library, media, and technology sources to find information on a topic	review, evaluate, and analyze multiple resources for valid information	use multiple resources, including an expert source in order to direct research
	organize relevant information to develop research notes	utilize and develop notes from charts, graphs, surveys, questionnaires, maps, etc.	develop notes using summaries, direct quotations, and paraphrasing
	transfer notes onto a graphic organizer	create an outline	create an outline
	cite resources	create a bibliography	create a complete bibliography
	create a research-based presentation	create a research-based presentation	create a research-based presentation

Technology Tools	Grade 3	Grade 4	Grade 5
	use available technology and software applications to enhance learning in directed and independent activities	explore multiple technology and software applications to enhance learning in directed and independent activities	determine appropriate technology and software applications to accomplish tasks independently
Internet Use	become familiar with a variety of search engines and reference sites	utilize a variety of search engines and reference sites	utilize reliable Internet sources to collect and analyze research information
	learn strategies for refining a web search	utilize reliable Internet sources to research information	evaluate Internet sources for usefulness, bias, and accuracy
	scan, and evaluate pertinent websites	compare and verify information from multiple Internet sources	critically evaluate information from multiple Internet sources