Curriculum Map: Gifted and Talented Enrichment

Meadville Area Senior High School

Gifted Support

Course Description: The Gifted and Talented Enrichment Elective (G.A.T.E.) is a student-centered, semester-long elective course in which students capable of doing high-level independent work have a chance to develop a meaningful project in their area of interest. Individually, students will propose, research, carry out, and present a complex enrichment project to parents, teachers, and classmates. As a group, students in the class will develop the 21st Century Learning Skills of critical thinking, communication, collaboration, and creativity through hands-on activities, discussions, puzzles, and games. Students will choose books and articles to read and participate in literature circle discussions. Students may have the opportunity to participate in an academic competition as part of the course. The course may be taken as an independent study, when necessary. The course may be taken multiple times.

Note: As you will see in the unit plans below, this course is focused on skill development, as opposed to content mastery. In addition, keeping the student-centered focused necessitates changing content on an on-going basis. As such, while the competencies and standards covered should remain consistent, the strategies and resources used may vary.

Unit Title: Enrichment Project

Suggested time frame: 16 weeks, 3 days per week

                                   Fall Semester, September-January, Spring Semester February-May

Standards: PA ELA Core Standards: CC.1.4.11–12.V, W, CC.1.5.11–12.D

                                   National Association for Gifted Children's National Gifted Programming Standards: 3.3, 3.4, 4.1

                                   21st Century Learning Outcomes: Critical Thinking, Creative Thinking, Communication

Essential Questions:

What are my strengths and interests?
How can I design a project/study to develop those strengths and interests?
How can I develop strategies to persevere when faced with road blocks in my academic work?
How does the audience and purpose influence the format of a product or presentation?

**Students in the Fall semester will have option of participating in the Erie County Bar Association's Mock Trial Program instead of completing an Independent Enrichment Project. The Competencies will remain the same for this unit, however the strategies and resources will be those provided by the Mock Trial program.

Competency	Vocabulary	Strategy	Resource
• The students will be able to: • Reflect on strengths and interests to determine topic for enrichment project	• Strengths, values, character strengths	• Complete StrengthsFinder, Values in Action Inventory, and/or similar inventory, Brainstorm lists of interests and curiosities	• Viacharacter.org, StrengthsFinder 2.0

• Write an essential question for an independent project	• Essential question, research question	• Analyze exemplary models of essential questions • Peer conference/One-on-one conference with teacher	• Examples of exemplars
• Write, modify and follow a project proposal, including a timeline	• Resources, goal, HOTS and DOK vocabulary (analyze, evaluate, synthesize, critique, formulate, etc.), Critical Thinking, Creative Thinking	• Provide structured proposal and log sheets with instruction	• Proposal and log sheets (teacher-made), Google Drive
• Gather relevant information from multiple authoritative print, digital, and human sources, using advanced searches effectively		• Mini-lessons on effective search terms and techniques (as relevant to student skill level), including use of Google Scholar and databases • Mini-lessons on appropriate inquiry emails to professionals (as applicable)	• Will vary based on project topics
• Assess the strengths and limitations of each source in terms of the task, purpose, and audience	• Credibility, reliability, primary source, secondary source, bias, annotated bibliography	• Mini-lessons on evaluating websites/sources • Instruction on constructing annotated bibliography with examples	• Media center specialist, exemplars of Annotated Bibliographies
• Reflect on quality of work throughout process and make adjustments to plan as necessary	• Revise, edit, reflect, objective	• Monthly checkpoints with written or video reflection and student-teacher conferences • Provide structure format for reflection paper	• Reflection paper assignment (teacher-created)

• Problem-solve through unexpected setbacks	• Growth mindset, flexibility, fluidity, brainstorming	• Videos of problem-solving strategies used by experts/professionals	• Ted Talks, social media
		• Peer/teacher brainstorming sessions	
• Integrate information into a final presentation or product to answer essential question; construct final product in media format appropriate to topic and audience	• Layout, visuals, purpose, audience, informal, formal, outline, concept map, focus	• Provide graphic organizers to aid in synthesis (concept maps, Venn digrams, webs)	• Software for various products (video/audio editing, presentation software, app design, etc.)
		• View and analyze exemplary products, provide range of multimedia products (websites, podcast, trifolds, speech,game, etc.)	
		• Construct rubrics for products as a class	
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Unit Title: Creative Thinking Strategies

Suggested time frame: 6 weeks, 2 days per week

                                  Fall Semester: September-mid-October, Spring Semester, mid-January-end of February

Standards: National Association for Gifted Children's National Gifted Programming Standards: 3.3, 3.4, 4.1

                                  21st Century Learning Outcomes: Creative Thinking, Communication and Collaboration

Essential Questions: What is creative thinking? How can it be developed and applied to solve problems?

Competency	Vocabulary	Strategy	Resource
• The students will be able to: • Differentiate critical and creative thinking	• Compare, contrast, Venn diagram, synthesize, comprehend, analyze, evaluate, judge, flexibility, fluidity, originality, reasoning	• Have students complete short-activity that requires both critical and creative thinking, then guide them through analysis of skills used • Analyze skills used in tasks in various classes using graphic organizer • Sort list of skills into Creative/Critical Thinking Venn Diagram, discuss	• Graphic organizers
• Practice and improve flexibility, fluidity, and originality in thinking		• Play Whole Brain Game • Complete rebus, spatial and lateral thinking puzzles • Participate in and reflect on lateral thinking exercises (brainstorming, Six Hats, SCAMPER) • Complete and reflect on other creative thinking activities depending on interest of the group (creative writing, theater improv, engineering/design, game design, etc.)	• Whole Brain Game, Scrabble Rebus, Squint, various puzzle websites, tryengineering.org, instituteofplay.org, improvencyclopedia.org
• Analyze, evaluate, and discuss the effectiveness and efficiency of their own and classmates' ideas and solutions to problems	• Evaluate, criteria, rubric, quality	• Play Whole Brain Game • Explore pre-made creative thinking rubrics, then design and use evaluation criteria for their own creative thinking activities listed above	• Creative Thinking Rubrics found online

		• Complete written and oral reflections of activities listed above (can use as bellringers and/or exit cards)	

Unit Title: Critical Thinking through Cultural Literacy

Suggested time frame: 12 weeks, 2 days per week

Fall Semester: mid-October-mid-January, Spring Semester: early March-early June

Standards: PA ELA Core Standards: 1.2.11-12, B, D, 1.3.11-12, B, C, D, 1.5.11-12, A

National Association for Gifted Children's National Gifted Programming Standards: 4.5

21st Century Learning Outcomes: Critical Thinking and Problem-Solving, Communication and Collaboration

Essential Questions: How can we use the tools of critical thinking to better communicate diverse viewpoints and solve problems?

**Students in the Fall semester will have option of participating in the Erie County Bar Association's Mock Trial Program. Their work on this program will address most competencies listed below, but they will use the strategies and resources provided by the Mock Trial program.

Competency	Vocabulary	Strategy	Resource
• The students will be able to: • Identify and ask significant questions that clarify various points of view and lead to better solutions	• Analyze, evaluate, interpret, hypothesize	• Model various types of questions, share question stems chart • Require and give feedback on questions in reading response notes and during discussions	• Question stems for critical thinking (found online)

• Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively	• Varies depending on topic of discussions	• Literature-circle and Socratic style discussions with follow-up reflection (with modeling and use of exemplars as necessary)	• Multiple copies of student-selected texts (fiction and/or non-fiction), videos, and podcasts
• Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs	• Evidence, analysis, inference, conclusion, implicit, explicit, assumption, bias	• Give structure for types of reading response notes, with exemplars and on-going feedback on the quality of the notes • Model the competency during discussion • Use of Socratic questioning and "What Makes You Say That?" Routine (Making Thinking Visible) • Give structure for types of reading response notes, with exemplars and on-going feedback on the quality of the notes	• Multiple copies of student-selected texts (fiction and/or non-fiction), videos, and podcasts • Making Thinking Visible, Reading for Understanding, Literature Circle Resource Guide {teacher resources)
• Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.		• Use of 4C's Routine (Making Thinking Visible) • Literature-circle and Socratic style discussions with follow-up reflection	

• Analyze and evaluate major alternative points of view, including how an author's point of view or purpose shapes the content and style of a text	• Content, purpose, point of view, bias, evidence	(with modeling and use of exemplars as necessary) • Provide graphic organizers to keep track of POV and evidence • Use "Circle of Viewpoints", "Step Inside", and "Red Light, Yellow Light" activities (Thinking Made Visible)	• Multiple copies of student-selected texts (fiction and/or non-fiction), videos, and podcasts • Thinking Made Visible
• Effectively analyze and evaluate evidence, arguments, claims and beliefs	• Evidence, arguments, claims, beliefs, fact, opinion, sources	• Structured and informal debates (with modeling and feedback) • Use of "Claim-Support-Question" and "Tug of War activities (Thinking Made Visible)	• Same as above
• Interpret information and draw conclusions based on the best analysis • Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation		• Completing and reflecting on various logic and mathematical puzzles with teacher modeling/scaffolding • Completing and reflecting on various logic and mathematical puzzles with teacher modeling/scaffolding	• Various on-line puzzle sites (Examples include: Brain Food, Quick Logic Puzzles, Expand Your Mind) • Same as above

• Reflect critically on learning experiences and processes		• On-going oral and written reflections (Exit cards, reflection journals, peer and self-assessments, quick writes, think-pair-share, blogs, video blogs, etc.)	• Various on-line resources on Formative Assessment and reflection