

South Carolina Curriculum Goals for Gifted and Talented

Goal I: To support mastery of core areas of learning at a pace, complexity, abstractness, and depth appropriate for gifted learners.

Goal II: To develop understanding of concepts, themes, and issues which are fundamental to the disciplines as well as society and to develop an appreciation for interrelationships among the disciplines.

Objective A: Gifted and talented students will demonstrate comprehension of a discipline as a system of knowledge.

G/T students will:	Grades 3-5
Demonstrate comprehension of a discipline as a system of knowledge.	Describe language arts, mathematics, science, and social studies as systems of acquiring, organizing, and communicating knowledge about the world. Differentiate language arts, mathematics, science, and social studies in terms of their elements (<i>e.g.</i> , what the discipline studies and how it studies).

Objective B: Gifted and talented students will analyze the content of a discipline in terms of major concepts, themes, and issues of that discipline.

G/T students will:	Grades 3-5
Analyze the content of a discipline in terms of major concepts, themes, and issues of that discipline.	Explain what each discipline studies. Given an issue or problem, name the discipline(s) in which practitioners would study it. Identify questions that would be asked by practitioners in each of the disciplines.

Objective C: Gifted and talented students will analyze a concept, theme, problem, or issue within and across disciplines by using the different perspectives of those disciplines.

G/T students will:	Grades 3-5
Analyze a concept, theme, problem, or issue within and across disciplines by using the different perspectives of those disciplines.	<p>Given a concept (<i>e.g.</i>, change, exploration), cite examples from language arts, mathematics, science, and social studies.</p> <p>Develop and illustrate generalizations about key concepts, as they would be understood within selected disciplines.</p> <p>Given an issue or problem, explain the perspectives of different disciplines with respect to that issue or problem.</p>

Objective D: Gifted and talented students will analyze the ethical dimensions of ideas, issues, problems, and themes.

G/T students will:	Grades 3-5
Analyze the ethical dimensions of ideas, issues, problems, and themes.	<p>Explain what ethics is and why ethical considerations are important in the study of ideas, issues, problems, and themes.</p> <p>Distinguish ethical ideas and actions from unethical ideas and actions.</p> <p>Given a concept, theme, problem, or issue, identify ethical dimensions of it.</p>

Objective E: Gifted and talented students will explain the dynamic nature of knowledge and the interaction between culture and knowledge.

G/T students will:	Grades 3-5
Explain the dynamic nature of all knowledge and the interaction between culture and knowledge.	Describe what they “used to think” and explain how their understanding has changed. Cite examples of what people know now that they did not know in past years. Explain how changes in technology have affected the acquisition and dissemination of knowledge.

Goal III: To develop inquiry skills at a level of complexity, abstractness, and depth appropriate for gifted learners.

Objective A: Gifted and talented students will demonstrate inquiry skills.

G/T students will:	Grades 3-5
1. Identify a topic, problem, or issue and formulate questions for research.	<p>Identify a topic for research and formulate significant complex questions for study.</p> <p>Identify an ill-structured situation and formulate a problem for investigation, then analyze the problem to determine areas to be researched.</p>
2. Select and apply a research methodology appropriate for the topic, problem, or issue.	<p>Apply documentary, interview, observation, and survey techniques to research appropriate topics and problems.</p> <p>Construct hypotheses and design simple experiments to test them.</p> <p>Carry out an electronic data search on an appropriate topic or problem.</p>
3. Access information from worldwide primary and secondary sources by using a variety of print, electronic, and other media.	<p>Distinguish between primary and secondary sources on a given topic or problem.</p> <p>Locate relevant worldwide primary and secondary sources.</p> <p>Take accurate notes from sources, using direct quotations, paraphrasing, and summarizing.</p> <p>Record sources of all information noted, including complete bibliographic information.</p> <p>Note the publication dates of sources and identify differences in information.</p> <p>Identify the qualifications of an author or interview subject.</p>

Objective A: Gifted and talented students will demonstrate inquiry skills.

G/T students will:	Grades 3-5
4. Assess the validity, reliability, and relevance of the information collected.	<p>Compare and contrast sources on a topic, issue, or problem with respect to date, aspects covered, information provided, and relevance to the study.</p> <p>Compare and contrast authors, and interview subjects with respect to qualifications.</p> <p>Analyze an experiment to identify factors, which may affect the validity and reliability of the results.</p>
5. Organize and analyze data.	<p>Organize information/data in the following ways:</p> <ul style="list-style-type: none"> --chronological order --sequence of steps --generalization/evidence pattern --comparison/contrast --cause/effect --subtopic --chart --table --graph <p>Construct a multilevel concept map or web for the topic, problem, or issue to integrate information/data from all sources.</p>
6. Synthesize and interpret data.	<p>Based on organized data, make inferences with respect to patterns, trends, future directions, similarities, and differences.</p> <p>Draw conclusions and develop generalizations based on and supported by data gathered in the course of research.</p>
7. Develop conclusions and implications in the light of the problem.	

Objective A: Gifted and talented students will demonstrate inquiry skills.

G/T students will::	Grades 3-5
8. Select an appropriate medium to communicate the results of research.	<p>Demonstrate the ability to communicate research findings in a variety of forms, including the following:</p> <ul style="list-style-type: none"> • documented report/composition • illustrated oral presentation • bar, line, area, and other graphs • timeline constructed to scale • special purpose map • multimedia presentation <p>Explain the function and value of each communication form; distinguish the forms in terms of audience, impact, and type of information/data for which it is best suited.</p>

Objective B: Gifted and talented students will demonstrate management skills.

G/T students will:	Grades 3-5
1. Plan, pace, implement, and evaluate research projects.	<p>Given a research assignment and steps to be completed, develop a plan for completing the assignment on schedule.</p> <p>Implement the plan and evaluate the results.</p> <p>Based upon the evaluation, set goals for the next study.</p>
2. Demonstrate effective allocation of time and resources.	<p>Assess their own style of working and design a teacher-approved work plan.</p> <p>Implement the work plan so that time and resources are used to complete the assignment successfully in the allotted time.</p>

Objective C: Gifted and talented students will apply ethical standards in conducting and reporting research.

G/T students will:	Grades 3-5
Apply ethical standards in conducting and reporting research.	Identify and explain the ethical dimensions of each of the research methodologies used. Carry out each of the research methodologies in an ethically responsible manner. Explain the problem of plagiarism and avoid it by crediting sources and using data/information from them in ethically appropriate ways.

Goal IV: To develop the skills of critical and creative thinking, problem solving, and decision-making at a level of complexity, abstractness, and depth appropriate for gifted learners.

Objective A: Gifted and talented students will demonstrate effective use of critical and creative thinking skills.

G/T students will:	Grades 3-5
<p>1. Apply the cognitive processes of application, analysis, synthesis, and evaluation.</p>	<p>When given a verbal prompt (apply, analyze, compare, contrast, synthesize, evaluate), use the correct mental process to compose a response.</p> <p>Give a simple explanation of each mental process and an example of when it might be used.</p> <p>Generate questions about a topic, concept, issue, or problem, which require each of these processes.</p>
<p>2. Apply basic argument forms (<i>i.e.</i>, induction and deduction).</p>	<p>Demonstrate the ability to develop a defensible generalization or conclusion for a set of details or examples (induction).</p> <p>Apply deductive reasoning to solve simple logic problems, “mysteries,” and mathematical problems.</p> <p>Analyze simple persuasive communications to determine the form of argument used.</p>

Objective A: Gifted and talented students will demonstrate effective use of critical and creative thinking skills.

G/T students will:	Grades 3-5
<p>3. Reason logically (define the central issue, analyze assumptions, select appropriate data or evidence, determine central concepts, distinguish points of view, develop valid inferences, determine purpose, and analyze implications). Paul, 1992.</p>	<p>Determine the central issue or concepts in a story or article.</p> <p>Develop valid inferences from simple sets of data or other information.</p> <p>Distinguish between an inference and supporting details.</p> <p>Given an inference, use appropriate data/information to support or refute it.</p> <p>Use a wheel of reasoning or other graphic organizer to analyze the elements of reasoning in an oral, written, or electronic communication.</p>
<p>4. Apply the divergent thinking processes of fluency, flexibility, elaboration, and originality.</p>	<p>Apply divergent thinking processes to generate responses to an open-ended question or prompt.</p> <p>Identify original responses in a brainstormed list.</p> <p>Elaborate on an idea or response.</p> <p>Use divergent thinking processes in the creation of communications and creative products.</p>

Objective B: Gifted and talented students will demonstrate effective use of problem-solving and decision-making strategies.

G/T students will:	Grades 3-5
1. Apply a variety of models of problem solving (e.g., creative problem solving) and decision making.	<p>Apply multi-step problem-solving and decision-making processes with teacher direction.</p> <p>Use scientific method, creative problem solving, decision-making, or other problem-solving strategies effectively in given situations.</p>
2. Apply ethical standards in problem solving and decision making.	<p>Identify the ethical questions raised by problems, issues, and occasions for decision-making.</p> <p>Incorporate given ethical criteria into the solution-finding and acceptance-finding stages of problem-solving and decision-making.</p>

Objective C: Gifted and talented students will evaluate the quality and appropriateness of arguments, lines of reasoning, and solutions in terms of both ethical and intellectual standards.

G/T students will:	Grades 3-5
Evaluate the quality and appropriateness of arguments, lines of reasoning, and solutions in terms of both ethical and intellectual standards.	<p>Distinguish between valid and invalid inferences.</p> <p>Identify obvious errors in reasoning.</p> <p>Distinguish relevant from irrelevant evidence.</p> <p>Distinguish between valid and invalid uses of evidence and inference.</p> <p>Apply intellectual standards (clarity, specificity, relevance, logic, breadth, significance, fairness, precision, accuracy, consistency, depth, completeness, and adequacy) to assess the quality of given products of thought.</p> <p>Evaluate the appropriateness, quality, and ethics of proposed solutions to problems.</p> <p>Assess the quality of argument in a simple persuasive communication by applying intellectual standards.</p>

Objective D: Gifted and talented students will analyze the content, structure, value, aesthetic qualities, and historical context of products of creative thinking.

G/T students will:	Grades 3-5
Analyze the content, structure, value, aesthetic qualities, and historical context of products of creative thinking.	<p>Use a set of questions to explore the meaning of products in the discipline(s).</p> <p>Apply aesthetic questioning to interpret a product or presentation.</p> <p>Analyze the relationship of a creative product to the time and culture in which it was produced.</p>

Goal V: To develop proficiency in communicating abstract and complex ideas, relationships, and issues.

Objective A: Gifted and talented students will synthesize knowledge and skills to communicate ideas, relationships, and issues effectively through products and presentations.

G/T students will:	Grades 3-5
<p>1. Demonstrate proficiency in multiple communication forms and technologies.</p> <p>2. Select means of communication appropriate to both content and audience.</p> <p>3. Communicate substantive ideas and information effectively.</p>	<p>Oral Communication:</p> <p>Contribute with confidence to a group or class discussion of a concept, topic, theme, issue, or problem.</p> <p>Prepare and present an oral exposition, which has an introduction, a conclusion, and a body consisting of main ideas and supporting details or examples.</p> <p>Present an impromptu speech on a topic, theme, or issue previously studied.</p> <p>Use appropriate public speaking techniques to present a communication to an audience.</p> <p>While speaking to an audience, demonstrate eye contact, effective use of inflection and gestures, and appropriate use of visuals.</p> <p>Respond with confidence to audience questions.</p> <p>Use simple sound equipment properly.</p>

Objective A: Gifted and talented students will synthesize knowledge and skills to communicate ideas, relationships, and issues effectively through products and presentations.

G/T students will:	Grades 3-5
<p>1. Demonstrate proficiency in multiple communication forms and technologies.</p> <p>2. Select means of communication appropriate to both content and audience.</p> <p>3. Communicate substantive ideas and information effectively.</p>	<p>Written Communication:</p> <p>Write effective descriptive, narrative, expository, and persuasive compositions.</p> <p>Given a writing prompt related to a concept, theme, issue, or problem, select and produce the appropriate form of written response.</p> <p>Communicate research findings and conclusions effectively in written form, using their own voice and crediting sources.</p> <p>Use proper citation form to document sources in a bibliography.</p> <p>Develop examples of literary genres (poetry, short stories, various types of folk literature) to express ideas and themes.</p> <p>Apply skills of proofreading and editing to refine written products.</p>

Objective A: Gifted and talented students will synthesize knowledge and skills to communicate ideas, relationships, and issues through expressive products.

G/T students will:	Grades 3-5
<p>1. Demonstrate proficiency in multiple communication forms and technologies.</p> <p>2. Select means of communication appropriate to both content and audience.</p> <p>3. Communicate substantive ideas and information effectively.</p>	<p>Communication through visual, electronic, and multimedia:</p> <p>Create an effective exhibit to communicate the results of research on a topic, issue, problem, or theme.</p> <p>Using authoring software, create an effective electronic or multi-media presentation on a topic, theme, issue, or problem.</p> <p>Apply skills of proofreading and editing to improve and refine electronic and multi-media products.</p> <p>Use proper citation form to document sources in a bibliography.</p>

Objective B: Gifted and talented students will analyze and evaluate the quality, effectiveness, and substantive content of products and presentations.

G/T students will:	Grades 3-5
<p>1. Analyze the content, structure, historical context, value, and aesthetic quality of products and presentations.</p>	<p>Analyze a product or presentation in terms of its content and structure.</p> <p>Relate an expressive product to the time period and culture in which it was produced.</p> <p>Explain the value of a product or presentation in the communication of ideas, relationships, and issues.</p>
	<p>Identify central aesthetic qualities of a variety of products or presentations.</p> <p>Compare and contrast two products or presentations of the same type with respect to key aesthetic qualities.</p> <p>Given products or presentations related to the same topic but from two disciplines, identify similarities and differences.</p>
<p>2. Identify, define, and defend criteria for aesthetic preferences and judgments and apply those criteria to evaluate products and presentations.</p>	<p>Identify expressive products they prefer and explain why they prefer them.</p> <p>Select a preferred expressive product and identify the aesthetic criteria used to make the selection.</p> <p>Identify quality criteria for various types of expressive products and apply them in the development and revision of their own products.</p> <p>Apply established criteria in serving as a peer reviewer.</p> <p>Develop and apply simple sets of criteria to evaluate selected expressive products.</p>

Objective D: Gifted and talented students will apply intellectual standards and aesthetic criteria to assess the quality of their research products and presentations.

G/T students will:	Grades 3-5
1. Apply intellectual standards to assess the quality of their research projects.	Use appropriate intellectual standards (clarity, specificity, relevance, logic, breadth, significance, fairness, precision, accuracy, consistency, depth, completeness, and adequacy) to evaluate their independent study/research projects
2. Compare and contrast expressive products in terms of aesthetic qualities.	Identify and describe the central aesthetic qualities of a variety of product types. Compare and contrast two products of the same type with respect to key aesthetic qualities.
3. Identify, define, and defend criteria for aesthetic preferences and judgments and apply these criteria to evaluate products and presentations.	Based on the aesthetic qualities of the product type, identify and define a set of aesthetic criteria to use in assessing their own products of that type. Evaluate each of his/her own products in terms of the aesthetic qualities inherent in that medium of expression.