

## Primary Students in K-2

## Intermediate Students in 3-5

**ELA**

Students will explore books that tie in with the year's unit of study. They examine the content through the *Six Thinking Hats* and visit one or more of the following literary centers:

- Word Collectors: Vocabulary activity
- Curiosity Lab: Using creativity to transfer knowledge to a new situation
- Authors Corner: Evaluative writing (Goals 1, and 2)

Students will conduct mini research projects (Goal 3), learning the skills that will prepare them for the *ILM Research Process* in the future.

Rotating Units of Study:

*Adventures to the Past: Ancient Egypt*  
*Exploration into the Unknown: Space*  
*Everyday Interactions: Rain Forest*

**Critical and Creative Thinking***Primary Education Thinking Skills (PETS)*

Six fun characters teach students the following thinking skills:

- Dudley the Detective, the deductive thinker
- Isabel the Inventor, the inventive thinker
- Sybil the Scientist, the analytical thinker
- Yolanda the Yarnspinner, the creative thinker
- Max the Magician, the visual/spatial thinker
- Jordan the Judge, the evaluative thinker (Goal 4)

**Leadership**

Students rotate through several mini units in order to explore and understand what it means to be a leader, communicate effectively with others, and set and achieve personal goals. The mini units are as follows:

- Kids Who Change the World (Goal 5)
- Team Challenges (Goal 5)
- Products and Presentations (Goal 7)
- Goal Getter Challenges (Goal 6)

**Math**

Students solve real-world mathematical problems aligned to their grade level skills and standards. (Goal 1 and 4)

**ELA**

Each year, students engage in a unit of study centered around a big idea such as "interactions," "transformations," or "structure." These units contain accelerated content, engaging activities, and differentiated tasks. (Goals 1, 2, and 3)

Rotating Units of Study:

*Transformations in Stories and Arguments*  
*Space, Story, and Structure*  
*Interactions in Ecology and Literature*

**Critical and Creative Thinking**

- Students write, adapt, and evaluate questions in order to obtain information or solve a problem. (Goal 2)
- Students conduct a passion project that ignites innovation and student inquiry. This has several components to it, including many research skills. (Goal 3)
- Students solve a real-world problem by working through *The Creative Problem-Solving Process*. (Goal 4)
- Students learn and apply variety of thinking tools, such as *The Six Thinking Hats*, *CoRT Thinking Tools*, the *Depth and Complexity Framework*, and *SCAMPER*, to multiple areas in the gifted curriculum throughout the year (Goal 4)

**Leadership**

Students rotate through mini units in order to explore and understand what it means to be a leader, communicate effectively with others, and set and achieve personal goals. The mini units are:

- Leadership Book Study & Improv (Goal 5)
- Team Challenges (Goal 5)
- Products and Presentations (Goal 7)
- Goal-Getter Challenges (Goal 6)

**Math**

Students solve real-world mathematical problems aligned to their grade level skills and standards. (Goal 1 and 4)

# PCS K-12 Gifted Goals

Adapted from Florida Frameworks for Gifted Learners

## 1. KNOWLEDGE

***By graduation gifted students will be able to critically examine the complexity of knowledge: the location, definition, and organization of a variety of fields of knowledge.***

Proficiency with knowledge means that you apply a system for understanding that includes locating a variety of reference sources, organizing and illustrating data, identifying patterns and themes, and constructing your own meaning. You are successful in acquiring that understanding from many different disciplines and aspects of the world. Not only do you possess facts, you understand why they relate and how the system you are examining functions. You can investigate new subjects and apply tools to learn new systems. You can use the specific methodological skills and language of a field of study. Successful knowledge is not only limited to your best subject; you should be able to demonstrate that you have lots of knowledge of lots of things.

## 2. QUESTIONS

***By graduation, gifted students will be able to create, adapt, and assess multifaceted questions in a variety of fields/disciplines.***

Proficiency with questioning means that you can generate numerous and varied questions and refine them to drive factual exploration. You think deeply about the information presented and use questioning as a tool to drive learning, frame curiosities, and connect topics. You use the art of questioning to develop deeper and clearer perspectives about your leaders, peers, and yourselves.

## 3. RESEARCH

***By graduation, gifted students will be able to conduct thoughtful research/exploration in multiple fields.***

Proficiency with research means you can conduct meaningful research in a variety of fields and disciplines, especially those that you find personally fascinating. You can pull out relevant information from multiple, reliable sources, use a system for taking notes, and organize it in a meaningful way. You can generate, classify and evaluate ideas, objects and/or events in a unique way. You can detect bias during the research process and apply ethical standards to your research and analysis. You create, defend, and adapt an opinion developed after analysis within a variety of fields.

## 4. CREATIVE AND CRITICAL THINKING

***By graduation, gifted students will be able to think creatively and critically to solve real-world problems.***

Proficiency with critical and creative thinking means that you can investigate a problem and blend ideas and potential solutions from a variety of inputs. You can use and evaluate various problem-solving methods. You can combine ideas that may seem contradictory and fit them together to build consensus rather than compromising. You can apply research, data, and knowledge to come up with new ideas that relate realistically to real-world problems. You apply inter- and intrapersonal skills when faced with challenges and outcomes that are unexpected in order to persist and complete your task.

## 5. LEADERSHIP

***Gifted students will be able to assume leadership and participatory roles in both gifted and heterogeneous group learning situations.***

Proficiency with leadership means that you can be both a leader and team player. You can be flexible and take on any role in the group to make the project successful. As a leader, you build positive relationships between team members who have different personality types and backgrounds. It also means being able to combine different ideas, implement conflict management and resolution techniques, and apply a variety of strategies to reach a solution. You can identify leadership traits and qualities in others and manifest these qualities yourself.

## 6. GOAL SETTING

***By graduation, gifted students will be able to set and achieve personal, academic, and career goals.***

Proficiency with goal setting means that you can set goals that are both realistic and challenging. You take time and thought to self-assess and measure your progress on those goals. You are developing the skills and passions that will lead you to be a lifelong learner. You can realistically identify and accept both your strengths and weaknesses, and work on strategies that help you to continually grow in both areas. You assume responsibility for your learning and demonstrate persistence in returning to tasks and overcoming obstacles. You can adhere to timelines and other benchmarks.

## 7. PRODUCTS AND PERFORMANCES

***By graduation, gifted students will be able to develop and deliver a variety of authentic products / performances that demonstrate understanding of multiple fields/disciplines.***

Proficiency with products and performances means that you can take what you learn, synthesize it and communicate your expertise through something that is meaningful and authentic. Meaningful products incorporate understanding from a variety of perspectives, dig deep, and demonstrate knowledge in new and original ways. Products are tailored to different audiences and reflect your personal style or point of view. You use advanced language and visual supports to successfully communicate with your audience. You can critique or defend your argument or position based on evidence you gathered. Based on evaluation, you can revise and adapt your presentation as needed. A successful authentic product requires mastery in all the other goals.