



# Trinity Area School District Curriculum Map

**Course:** Gifted Enrichment  
**Grade:** 6<sup>th</sup>  
**Designers:** Heather Mohr & Janice Kuhn

Please note that the following curriculum map is a guide which may be modified to address the needs of the student(s) as per the discretion of the Gifted Support Teachers and/or Administration.

**Overview of Course:** Per the Trinity Area Board of Directors, the framework for this course shall encompass the expansion of academic attainments and intellectual skills, stimulation of intellectual curiosity, independence, and responsibility, career exploration and awareness, and the development of originality, creativity, positive attitude toward self and others, and desirable social and leadership skills. Specific units of instruction include Junior Great Books, Literature Fest novels, creative writing, building large structures, research, data collection/analysis, Engineering Design Process, nuclear energy, and the stock market. Through these units, gifted students also focus on building organizational skills, practicing leadership traits, becoming a team player, cooperation, perseverance, and task-commitment. Gifted students will also have many opportunities for both individual and team interscholastic and regional competition enrichment activities based on areas of giftedness.

## National Gifted Standards

**Standard 1: Learning and Development**  
 Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

- **1.1 – Self-Understanding** - Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.
- **1.2 – Self-Understanding** - Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.
- **1.3 – Self-Understanding** - Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and to others in the general population.
- **1.4 – Awareness of Needs** - Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.
- **1.5 – Awareness of Needs** - Students’ families and communities understanding similarities and differences with respect to the development and characteristic of advanced and typical learners and support students with gifts and talents’ needs.
- **1.6 – Cognitive and Affective Growth** - Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.
- **1.7 – Cognitive and Affective Growth** - Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.
- **1.8 – Cognitive and Affective Growth** - Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals.

<p><b>Standard 3: Curriculum Planning and Instruction</b> Educators apply the theory and research-based models of curriculum and instruction related to students, with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.</p>	<ul style="list-style-type: none"> <li>• <b>3.1 – Curriculum Planning</b> - Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.</li> <li>• <b>3.2 – Talent Development</b> - Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.</li> <li>• <b>3.3 – Talent Development</b> - Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.</li> <li>• <b>3.4 – Instructional Strategies</b> - Students with gifts and talents become independent investigators.</li> <li>• <b>3.5 – Culturally Relevant Curriculum</b> - Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.</li> <li>• <b>3.6 – Resources</b> - Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.</li> </ul>
<p><b>Standard 4: Learning Environments</b> Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21<sup>st</sup> century to ensure specific student outcomes.</p>	<ul style="list-style-type: none"> <li>• <b>4.1 – Personal Competence</b> - Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</li> <li>• <b>4.2 – Social Competence</b> - Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</li> <li>• <b>4.3 – Leadership</b> - Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</li> <li>• <b>4.4 – Cultural Competence</b> - Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.</li> <li>• <b>4.5 – Communication Competence</b> - Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiteracy, and creative expression. They display fluency with technologies that support effective communication.</li> </ul>
<p><b>Standard 5: Programming</b> Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.</p>	<ul style="list-style-type: none"> <li>• <b>5.1 – Variety of Programming</b> - Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.</li> <li>• <b>5.2 – Coordinated Services</b> - Students with gifts and talents demonstrate progress as a result of the shared commitment and coordinated services of gifted education, general education, special education, and related professional services, such as school counselors, school psychologists, and social workers.</li> <li>• <b>5.3 – Collaboration</b> - Students with gifts and talents' learning is enhanced by regular collaboration among families, community, and the school.</li> <li>• <b>5.4 – Resources</b> - Students with gifts and talents participate in gifted education programming that is adequately funded to meet student needs and program goals.</li> <li>• <b>5.5 – Comprehensiveness</b> - Students with gifts and talents develop their potential through comprehensive, aligned programming and services.</li> <li>• <b>5.6 – Policies and Procedures</b> - Students with gifts and talents participate in regular and gifted education programs that are guided by clear policies and procedures that provide for their advanced learning needs.</li> <li>• <b>5.7 – Career Pathways</b> - Students with gifts and talents identify future career goals and the talent development pathways to reach those goals.</li> </ul>

Standards 2 and 6 relate to the identification of gifted learners and the professional development of gifted educators. Thus, they are not applicable and are therefore not included.

## Overarching Big Ideas, Enduring Understandings, and Essential Questions

Big Idea	National Gifted Standards				Enduring Understandings	Essential Questions
Academic Enrichment	1.6 1.7 1.8	3.1 3.2 3.3 3.5 3.6	4.4 4.5	5.1 5.4 5.5 5.6	<ul style="list-style-type: none"> <li>• Learning is a lifelong process.</li> <li>• Acquiring information in your preferred style of learning is the most efficient.</li> </ul>	<ul style="list-style-type: none"> <li>• How do I develop into a lifelong learner?</li> <li>• What is my learning style?</li> </ul>
Intellectual Curiosity	1.3 1.6	3.2 3.4 3.6	4.1 4.2 4.5	5.1 5.5 5.7	<ul style="list-style-type: none"> <li>• Curiosity allows individuals to investigate areas of potential interest.</li> </ul>	<ul style="list-style-type: none"> <li>• How do I use my curiosity to investigate areas of potential interest?</li> </ul>
Creativity	1.1 1.3 1.6 1.7	3.2 3.3 3.4 3.6	4.1 4.2 4.5	5.1 5.4 5.5	<ul style="list-style-type: none"> <li>• Creativity is used to effectively solve problems.</li> <li>• Creativity brings resourcefulness to challenging situations.</li> </ul>	<ul style="list-style-type: none"> <li>• How is creativity used to solve problems?</li> <li>• How does creativity bring resourcefulness to a situation?</li> </ul>
Self-Awareness	1.1 1.2 1.3 1.4 1.5	3.3 3.4 3.6	4.1 4.2 4.4 4.5	5.1 5.5 5.7	<ul style="list-style-type: none"> <li>• Gifted individuals maintain gifted traits throughout their lifetime.</li> <li>• Combining areas of giftedness with areas of interest produce remarkable outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• What gifted traits do I possess?</li> <li>• How do I combine my areas of giftedness with my areas of interest?</li> </ul>
Leadership	1.1 1.4 1.6 1.8	3.2 3.3 3.5 3.6	4.1 4.2 4.3 4.4 4.5	5.1 5.2 5.5 5.7	<ul style="list-style-type: none"> <li>• Effective leadership skills allow for the organization and management of situations and people.</li> <li>• Communication is a key to success.</li> </ul>	<ul style="list-style-type: none"> <li>• What qualities do effective leaders possess?</li> <li>• How do I communicate effectively in various situations using multiple media?</li> </ul>

Month of Instruction	Title of Unit	Big Ideas	National Gifted Standards	Enduring Understandings	Essential Questions	Assessments	Resources
Year Round	Creative Problem Solving	<ul style="list-style-type: none"> <li>Intellectual Curiosity</li> <li>Creativity</li> <li>Leadership</li> </ul>	<p>1.3 3.2 4.1 5.1 1.6 3.4 4.2 5.5 3.6 4.5 5.7</p> <p>1.1 3.2 4.1 5.1 1.3 3.3 4.2 5.4 1.6 3.4 4.5 5.5 1.7 3.6</p> <p>1.1 3.2 4.1 5.1 1.4 3.3 4.2 5.2 1.6 3.5 4.3 5.5 1.8 3.6 4.4 5.7 4.5</p>	<ul style="list-style-type: none"> <li>Curiosity allows individuals to investigate areas of potential interest.</li> <li>Creativity is used to effectively solve problems.</li> <li>Creativity brings resourcefulness to challenging situations.</li> <li>Effective leadership skills allow for the organization and management of situations and people.</li> <li>Communication is a key to success.</li> </ul>	<ul style="list-style-type: none"> <li>How do I use my curiosity to investigate areas of potential interest?</li> <li>How is creativity used to solve problems?</li> <li>How does creativity bring resourcefulness to a situation?</li> <li>What qualities do effective leaders possess?</li> <li>How do I communicate effectively in various situations using multiple media?</li> </ul>	Scoring guides as per the problems and/or scenarios; teacher observation; comparing and contrasting solutions across groups	Odyssey of the Mind Spontaneous Problem Solving Books

Month of Instruction	Title of Unit	Big Ideas	National Gifted Standards	Enduring Understandings	Essential Questions	Assessments	Resources
Year Round	Literature Festival Novels	<ul style="list-style-type: none"> <li>Academic Enrichment</li> <li>Literature Appreciation</li> <li>Comprehension</li> <li>Vocabulary</li> </ul>	<p>1.6 3.1 4.4 5.1 1.7 3.2 4.5 5.4 1.8 3.3 5.5 3.5 5.6 3.6</p> <p>1.6 3.1 4.3 5.1 1.7 3.2 4.4 5.4 3.5 4.5 5.5 3.6</p> <p>1.6 3.1 4.1 5.1 1.7 3.2 4.4 5.4 1.8 3.4 4.5 5.5 3.6</p> <p>1.6 3.1 4.1 5.1 1.7 3.4 4.5 5.4 1.8 3.6 5.5</p>	<ul style="list-style-type: none"> <li>Learning is a lifelong process.</li> <li>Acquiring information in your preferred style of learning is the most efficient.</li> <li>Reading is an effective way to learn about people, places, and ideas.</li> <li>Using a plethora of strategies while reading increases comprehension.</li> <li>A rich vocabulary enables us to understand and communicate more effectively.</li> <li>Vocabulary is acquired through reading, writing, listening, and speaking.</li> </ul>	<ul style="list-style-type: none"> <li>How do I develop into a lifelong learner?</li> <li>What is my learning style?</li> <li>Why read?</li> <li>What strategies can I use to monitor my comprehension while reading?</li> <li>What reading strategies coincide with my learning style?</li> <li>What strategies do I use when I encounter an unknown word while reading?</li> <li>How am I increasing my vocabulary?</li> </ul>	Projects and tests as appropriate for each novel; literature circles	Literature Festival Novels

Month of Instruction	Title of Unit	Big Ideas	National Gifted Standards	Enduring Understandings	Essential Questions	Assessments	Resources
September October	Literature Unit	<ul style="list-style-type: none"> <li>Academic Enrichment</li> <li>Text Analysis</li> <li>Perspective</li> <li>Communication</li> </ul>	<p>1.6 3.1 4.4 5.1 1.7 3.2 4.5 5.4 1.8 3.3 5.5 3.5 5.6 3.6</p> <p>1.6 3.1 4.1 5.1 1.7 3.4 4.4 5.4 3.5 4.5 5.5</p> <p>1.1 3.1 4.1 5.1 1.6 3.2 4.2 5.4 1.7 3.5 4.4</p> <p>1.1 3.1 4.1 5.1 1.7 3.3 4.3 5.5 1.8 3.5 4.5</p>	<ul style="list-style-type: none"> <li>Learning is a lifelong process.</li> <li>Acquiring information in your preferred style of learning is the most efficient.</li> <li>Good readers internalize, analyze, and appreciate texts, recognizing and understanding an author's purposeful use of literary devices.</li> <li>Perspective changes based on many factors.</li> <li>Communication is a key to success.</li> </ul>	<ul style="list-style-type: none"> <li>How do I develop into a lifelong learner?</li> <li>What is my learning style?</li> <li>How do I internalize, analyze, and appreciate texts?</li> <li>How do I understand an author's purposeful use of literary devices?</li> <li>How and why does perspective change?</li> <li>How do I communicate effectively in various situations using multiple media?</li> </ul>	Literature term project; quizzes/tests; correct usage of terms in literature circles	Great Books, Literary Terms Unit, <u>The Trial</u> (Bryant), Book Project

Month of Instruction	Title of Unit	Big Ideas	National Gifted Standards	Enduring Understandings	Essential Questions	Assessments	Resources
November December	Building Big	<ul style="list-style-type: none"> <li>Leadership</li> <li>Intellectual Curiosity</li> <li>Systems</li> </ul>	<p>1.1 3.2 4.1 5.1 1.4 3.3 4.2 5.2 1.6 3.5 4.3 5.5 1.8 3.6 4.4 5.7 4.5</p> <p>1.3 3.2 4.1 5.1 1.6 3.4 4.2 5.5 3.6 4.5 5.7</p> <p>1.1 3.1 4.1 5.1 1.6 3.2 4.4 5.5 1.7 3.3 4.5 5.7 1.8 3.6</p>	<ul style="list-style-type: none"> <li>Effective leadership skills allow for the organization and management of situations and people.</li> <li>Communication is a key to success.</li> <li>Curiosity allows individuals to investigate areas of potential interest.</li> <li>Parts of a system are interconnected to work together for a common purpose.</li> </ul>	<ul style="list-style-type: none"> <li>What qualities do effective leaders possess?</li> <li>How do I communicate effectively in various situations using multiple media?</li> <li>How do I use my curiosity to investigate areas of potential interest?</li> <li>How do systems work together for a common purpose?</li> </ul>	Vocabulary quiz; structure completion; comparing and contrasting solutions among groups; application to real life situations	Hands-On Vocabulary, Building, Technology Exploration, Real-Life Application via PBS's "Building Big" unit

Month of Instruction	Title of Unit	Big Ideas	National Gifted Standards	Enduring Understandings	Essential Questions	Assessments	Resources
January February	Research	<ul style="list-style-type: none"> <li>Self-Awareness</li> <li>Research</li> <li>Communication</li> </ul>	<p>1.1 3.3 4.1 5.1 1.2 3.4 4.2 5.5 1.3 3.6 4.4 5.7 1.4 4.5 1.5</p> <p>1.7 3.1 4.1 5.1 1.8 3.2 4.5 5.5 3.3 5.7 3.4 3.6</p> <p>1.1 3.1 4.1 5.1 1.7 3.3 4.3 5.5 1.8 3.5 4.5 5.7</p>	<ul style="list-style-type: none"> <li>Gifted individuals maintain gifted traits throughout their lifetime.</li> <li>Combining areas of giftedness with areas of interest produce remarkable outcomes.</li> <li>Knowledge of basic research skills and research methodologies is essential in an ever-changing, information age society.</li> <li>In order to communicate research findings effectively, one must appreciate task and audience.</li> <li>Technology provides an efficient means to communicate information.</li> </ul>	<ul style="list-style-type: none"> <li>What gifted traits do I possess?</li> <li>How do I combine my areas of giftedness with my areas of interest?</li> <li>How do I apply basic research skills and methodologies to retrieve information about a given topic using print and technology resources?</li> <li>How do I communicate my research findings effectively with appreciation of task and audience using technology?</li> </ul>	Rubric used to evaluate final research project; peer review; presentation assessed through a rubric upon project completion	National History Day, National Fruit or Vegetable Campaign (adapted from “More Units of Instruction for Gifted Learners”)



Month of Instruction	Title of Unit	Big Ideas	National Gifted Standards	Enduring Understandings	Essential Questions	Assessments	Resources
March	Nuclear Energy	<ul style="list-style-type: none"> <li>Leadership</li> <li>Systems</li> </ul>	1.1 3.2 4.1 5.1 1.4 3.3 4.2 5.2 1.6 3.5 4.3 5.5 1.8 3.6 4.4 5.7 4.5  1.1 3.1 4.1 5.1 1.6 3.2 4.2 5.5 1.7 3.3 4.5 5.7 1.8 3.6	<ul style="list-style-type: none"> <li>Effective leadership skills allow for the organization and management of situations and people.</li> <li>Parts of a system are interconnected to work together for a common purpose.</li> </ul>	<ul style="list-style-type: none"> <li>What qualities do effective leaders possess?</li> <li>How do systems work together for a common purpose?</li> </ul>	Participation; presentation assessed through a rubric upon project completion.	William and Mary Unit

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April	Stock Market	<ul style="list-style-type: none"> <li>Academic Enrichment</li> <li>Economic Systems</li> </ul>	1.6 3.1 4.4 5.1 1.7 3.2 4.5 5.4 1.8 3.3 5.5 3.5 5.6 3.6  1.1 3.1 4.1 5.1 1.6 3.2 4.4 5.3 1.7 3.3 4.5 5.5 1.8 3.6 5.7	<ul style="list-style-type: none"> <li>Learning is a lifelong process.</li> <li>The stock market is important because it is an integral component of a free market economic system.</li> <li>Fluctuations in the stock market correlate both positively and negatively with worldwide events.</li> <li>There are many factors to consider before buying, selling, or trading stock.</li> </ul>	<ul style="list-style-type: none"> <li>How do I develop into a lifelong learner?</li> <li>Why is the stock market important?</li> <li>How is the stock market impacted by everyday worldwide events?</li> <li>What must I consider before buying, selling, or trading a stock?</li> </ul>	Quiz; completion of all components of the game; competition	Stock Market Simulation Game

Month of Instruction	Title of Unit	Big Ideas	National Gifted Standards	Enduring Understandings	Essential Questions	Assessments	Resources
May June	Steel Can Rover	<ul style="list-style-type: none"> <li>Intellectual Curiosity</li> <li>Engineering Design Process</li> <li>Communication</li> </ul>	<p>1.3 3.2 4.1 5.1 1.6 3.4 4.2 5.5 3.6 4.5 5.7</p> <p>1.6 3.1 4.1 5.1 1.7 3.2 4.2 5.5 1.8 3.3 4.3 5.6 3.4 4.5 3.6</p> <p>1.1 3.1 4.1 5.1 1.7 3.3 4.3 5.5 1.8 3.5 4.5 5.7</p>	<ul style="list-style-type: none"> <li>Curiosity allows individuals to investigate areas of potential interest.</li> <li>The Engineering Design Process is a systematic way of posing a problem, identifying possible solutions, formulating and carrying out various tests, revising, and analyzing results in an effort to solve real-world problems.</li> <li>In order to communicate research findings effectively, one must appreciate task and audience.</li> </ul>	<ul style="list-style-type: none"> <li>How do I use my curiosity to investigate areas of potential interest?</li> <li>How do I use the Engineering Design Process to solve real-world problems in a systematic fashion?</li> <li>How do I communicate my findings effectively with appreciation of task and audience?</li> </ul>	Participation; presentation assessed through a rubric upon project completion	World of Motion Steel Can Rover Unit