



Trinity Area School District Curriculum Map

Course: Gifted Enrichment

Grade: 8th

Designers: Janice Kuhn & Heather Mohr

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, desirable social and leadership skills. Specific units of instruction include Junior Great Books, Literature Fest novels, creative writing, historical research, data collection/analysis, Engineering Design Process, architecture, creative problem solving 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.

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| <p>Standard 3: Curriculum Planning and Instruction 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"> • 3.1 – Curriculum Planning - Students with gifts and talents demonstrate growth commensurate with aptitude during the school year. • 3.2 – Talent Development - Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning. • 3.3 – Talent Development - Students with gifts and talents develop their abilities in their domain of talent and/or area of interest. • 3.4 – Instructional Strategies - Students with gifts and talents become independent investigators. • 3.5 – Culturally Relevant Curriculum - Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society. • 3.6 – Resources - Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials. |
| <p>Standard 4: Learning Environments Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.</p> | <ul style="list-style-type: none"> • 4.1 – Personal Competence - 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. • 4.2 – Social Competence - Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions. • 4.3 – Leadership - Students with gifts and talents demonstrate personal and social responsibility and leadership skills. • 4.4 – Cultural Competence - 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. • 4.5 – Communication Competence - 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. |
| <p>Standard 5: Programming 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"> • 5.1 – Variety of Programming - Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas. • 5.2 – Coordinated Services - 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. • 5.3 – Collaboration - Students with gifts and talents’ learning is enhanced by regular collaboration among families, community, and the school. • 5.4 – Resources - Students with gifts and talents participate in gifted education programming that is adequately funded to meet student needs and program goals. • 5.5 – Comprehensiveness - Students with gifts and talents develop their potential through comprehensive, aligned programming and services. • 5.6 – Policies and Procedures - 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. • 5.7 – Career Pathways - Students with gifts and talents identify future career goals and the talent development pathways to reach those goals. |

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"> • Learning is a lifelong process. • Acquiring information in your preferred style of learning is the most efficient. | <ul style="list-style-type: none"> • How do I develop into a lifelong learner? • What is my learning style? |
| 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"> • Curiosity allows individuals to investigate areas of potential interest. | <ul style="list-style-type: none"> • How do I use my curiosity to investigate areas of potential interest? |
| 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"> • Creativity is used to effectively solve problems. • Creativity brings resourcefulness to challenging situations. | <ul style="list-style-type: none"> • How is creativity used to solve problems? • How does creativity bring resourcefulness to a situation? |
| 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"> • Gifted individuals maintain gifted traits throughout their lifetime. • Combining areas of giftedness with areas of interest produces remarkable outcomes. | <ul style="list-style-type: none"> • What gifted traits do I possess? • How do I combine my areas of giftedness with my areas of interest? |
| 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"> • Effective leadership skills allow for the organization and management of situations and people. • Communication is a key to success. | <ul style="list-style-type: none"> • What qualities do effective leaders possess? • How do I communicate effectively in various situations using multiple media? |

| 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"> Intellectual Curiosity Creativity Leadership | <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"> Curiosity allows individuals to investigate areas of potential interest. Creativity is used to effectively solve problems. Creativity brings resourcefulness to challenging situations. Effective leadership skills allow for the organization and management of situations and people. Communication is a key to success. | <ul style="list-style-type: none"> How do I use my curiosity to investigate areas of potential interest? How is creativity used to solve problems? How does creativity bring resourcefulness to a situation? What qualities do effective leaders possess? How do I communicate effectively in various situations using multiple media? | 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 |
|----------------------|-----------------|--|---|--|---|--|---|
| September October | Literature Unit | <ul style="list-style-type: none"> Academic Enrichment Text Analysis Individual Rights Communication | <p>1.6 3.1 4.4 5.1 1.7 3.2 4.5 5.4 1.8 3.4 5.5 3.6 5.6</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 1.3 3.5 4.4 5.4</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"> Learning is a lifelong process. Acquiring information in your preferred style of learning is the most efficient. Good readers internalize, analyze, and appreciate texts, recognizing and understanding an author's purposeful use of literary devices. Individual rights must be balanced with the safety of the entire community. In order to communicate one's opinions effectively, one must appreciate task and audience. | <ul style="list-style-type: none"> How do I develop into a lifelong learner? What is my learning style? How do I internalize, analyze, and appreciate texts? How do I understand an author's purposeful use of literary devices? What are the limits to individual rights? How do I communicate my findings effectively with appreciation of task and audience? | Shared Inquiry discussions; essays; oral presentations | Great Books: <i>Individual Rights: The Blessings of Liberty</i> |

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|--------------------------|---------------------|--|---|--|--|--|---|
| October through February | Historical Research | <ul style="list-style-type: none"> Academic Enrichment Intellectual Curiosity Research Communication | <p>1.6 3.1 4.4 5.1 1.7 3.2 4.5 5.4 1.8 3.4 5.5 3.6 5.6</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>1.7 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"> Learning is a lifelong process. Acquiring information in your preferred style of learning is the most efficient. Curiosity allows individuals to investigate areas of potential interest. Knowledge of basic research skills and research methodologies is essential in an ever-changing, information age society. In order to communicate research findings effectively, one must appreciate task and audience. Technology provides an efficient means to communicate information. | <ul style="list-style-type: none"> How do I develop into a lifelong learner? What is my learning style? How do I use my curiosity to investigate areas of potential interest? How do I apply basic research skills and methodologies to retrieve information about a given topic using print and technology resources? How do I communicate my research findings effectively with appreciation of task and audience using technology? | <p>Research updates; Final projects: documentary, performance historical paper, website, exhibit; present research at a regional competition</p> | <p>National History Day curriculum materials</p> <p>Various websites</p> <p>Historical sites</p> <p>Documentaries, books, and journals from various libraries</p> |

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|----------------------|---------------|---|---|---|--|---|---|
| November December | Glider | <ul style="list-style-type: none"> Intellectual Curiosity Creativity Engineering Design Process Communication | <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>1.6 3.1 4.1 5.1 1.7 3.2 4.3 5.5 1.8 3.3 4.3 5.6 3.4 4.5 3.6</p> <p>1.1 3.1 5.1 1.7 3.3 5.5 1.8 3.5 5.7</p> | <ul style="list-style-type: none"> Curiosity allows individuals to investigate areas of potential interest. Creativity is used to effectively solve problems Creativity brings resourcefulness to challenging situations. 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. In order to communicate research findings effectively, one must appreciate task and audience. | <ul style="list-style-type: none"> How do I use my curiosity to investigate areas of potential interest? How is creativity used to solve problems? How does creativity bring resourcefulness to a situation? How do I use the Engineering Design Process to solve real-world problems in a systematic fashion? How do I communicate my findings effectively with appreciation of task and audience? | Participation; presentation assessed through a rubric upon project completion | World of Motion: Challenge Unit III- -Glider |

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|----------------------|----------------------|---|--|--|--|---|--|
| January | Beginning Philosophy | <ul style="list-style-type: none"> Self-Awareness Philosophical Thinking Communication | <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"> Gifted individuals maintain gifted traits throughout their lifetime. Combining areas of giftedness with areas of interest produces remarkable outcomes. Philosophy is the academic discipline which explores the fundamental nature of knowledge, reality, and existence. Philosophers must possess curiosity, the willingness to listen to others, the ability to think deeply, and good communication skills. Communication in a philosophical discussion requires careful listening and speaking. | <ul style="list-style-type: none"> What gifted traits do I possess? How do I combine my areas of giftedness with my areas of interest? What is philosophy? What qualities must a philosopher possess? How do I communicate well when I participate in a philosophical discussion? | Writing assignments; active participation in discussion | <i>The Examined Life: Advanced Philosophy for Kids</i> |

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|----------------------|-----------------|--|--|--|---|---|-------------------------------------|
| February | Architecture II | <ul style="list-style-type: none"> Academic Enrichment Systems Engineering Design Process | <p>1.6 3.1 4.4 5.1 1.7 3.2 4.5 5.4 1.8 3.4 5.5 3.6 5.6</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> <p>1.6 3.1 4.1 5.1 1.7 3.2 4.3 5.5 1.8 3.3 4.3 5.6 3.4 4.5 3.6</p> | <ul style="list-style-type: none"> Learning is a lifelong process. Acquiring information in your preferred style of learning is the most efficient. Parts of a system are interconnected to work together for a common purpose. The field of architecture relies on physical, aesthetic, and environmental elements in order to create structures which meet the needs of the inhabitants. 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. | <ul style="list-style-type: none"> How do I develop into a lifelong learner? What is my learning style? How do systems work together for a common purpose? What role do systems play in the field of architecture? How do I use the Engineering Design Process to solve real-world problems in a systematic fashion? | Solutions to creative problems; final design projects | <i>Architecture and Engineering</i> |

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|----------------------|----------------------------|---|---|--|--|--|----------------------------|
| March April | Literature Festival Novels | <ul style="list-style-type: none"> Academic Enrichment Literature Appreciation Comprehension Vocabulary | <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"> Learning is a lifelong process. Acquiring information in your preferred style of learning is the most efficient. Reading is an effective way to learn about people, places, and ideas. Using a plethora of strategies while reading increases comprehension. A rich vocabulary enables us to understand and communicate more effectively. Vocabulary is acquired through reading, writing, listening, and speaking. | <ul style="list-style-type: none"> How do I develop into a lifelong learner? What is my learning style? Why read? What strategies can I use to monitor my comprehension while reading? What reading strategies coincide with my learning style? What strategies do I use when I encounter an unknown word while reading? How am I increasing my vocabulary? | Projects and tests/quizzes as appropriate for each novel; literature circles | Literature Festival Novels |

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|----------------------|---------------|---|---|---|---|---|--|
| April May | Stock Market | <ul style="list-style-type: none"> Academic Enrichment Economic Systems | 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"> Learning is a lifelong process. The stock market is important because it is in an integral component of a free market economic system. Fluctuations in the stock market correlate both positively and negatively with worldwide events. There are many factors to consider before buying, selling, or trading a stock. | <ul style="list-style-type: none"> How do I develop into a lifelong learner? Why is the stock market important? How is the stock market impacted by everyday worldwide events? What must I consider before buying, selling, or trading a stock? | Quizzes; completion of all components of the game | Stock Market Simulation Game Curriculum materials from www.smg.org |

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|----------------------|---------------------------|--|---|--|--|--|--|
| April May | Transition to High School | <ul style="list-style-type: none"> Self-Awareness Change | 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 1.1 3.1 4.1 5.1 1.2 3.2 4.2 5.5 1.3 1.4 1.5 1.8 | <ul style="list-style-type: none"> Gifted individuals maintain gifted traits throughout their lifetime. Combining areas of giftedness with areas of interest produces remarkable outcomes. A smooth transition to high school requires an accurate knowledge of self. Students who make an excellent transition to high school have strong communication, study, and time management skills. | <ul style="list-style-type: none"> What gifted traits do I possess? How do I combine my areas of giftedness with my areas of interest? What qualities must a student possess in order to make a smooth transition to the high school? | Surveys; reflective essays; participation in classroom discussions | Various teacher-created materials <i>College Planning for Gifted Students</i> |