

O.U.R. Cooperative Gifted and Talented Scope and Sequence

STRAND ONE: LEARNING AND INNOVATION SKILLS					
STANDARD 1 – Creativity and Innovation					
<i>Students will think creatively and work creatively with others to implement innovations.</i>					
		K-2	3-6	7-9	10-12
1.1.1	Use a wide range of idea creation techniques (such as brainstorming)	I	D	E	E
1.1.2	Create new and worthwhile ideas (both incremental and radical concepts)	I	D	E	E
1.1.3	Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts	I	D	E	E
1.1.4	Develop, implement and communicate new ideas to others effectively	I	D	E	E
1.1.5	Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work	I	D	E	E
1.1.6	Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas	I	D	E	E
1.1.7	View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes	I	D	E	E
1.1.8	Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur	I	D	E	E
STRAND ONE: LEARNING AND INNOVATION SKILLS					
STANDARD 2- Critical Thinking and Problem Solving					
<i>Students will utilize critical thinking to learn problem-solving skills to apply to real-life situations.</i>					
Problem Solving		K-2	3-6	7-9	10-12
1.2.1	Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation	I	D	E	E
1.2.2	Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems	I	D	E	E
1.2.3	Effectively analyze and evaluate evidence, arguments, claims and beliefs	I	D	E	E

1.2.4	Analyze and evaluate major alternative points of view	I	D	E	E
1.2.5	Synthesize and make connections between information and arguments	I	D	E	E
1.2.6	Interpret information and draw conclusions based on the best analysis	I	D	E	E
1.2.7	Reflect critically on learning experiences and processes	I	D	E	E
1.2.8	Solve different kinds of non-familiar problems in both conventional and innovative ways	I	D	E	E
1.2.9	Identify and ask significant questions that clarify various points of view and lead to better solutions	I	D	E	E
STRAND ONE: LEARNING AND INNOVATION SKILLS					
STANDARD 3- Communication and Collaboration					
<i>Students will communicate clearly and collaborate with others.</i>					
1.3.1	Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts	I	D	E	E
1.3.2	Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions	I	D	E	E
1.3.3	Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)	I	D	E	E
1.3.4	Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact	I	D	E	E
1.3.5	Communicate effectively in diverse environments (including multi-lingual)	I	D	E	E
1.3.6	Demonstrate ability to work effectively and respectfully with diverse teams	I	D	E	E
1.3.7	Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal	I	D	E	E
1.3.8	Assume shared responsibility for collaborative work, and value the individual contributions made by each team member	I	D	E	E

STRAND TWO: INFORMATION, MEDIA AND TECHNOLOGY SKILLS					
STANDARD 1 – Information Literacy					
<i>Students will access, evaluate, use and manage information.</i>					
		K-2	3-6	7-9	10-12
2.1.1	Access information efficiently (time) and effectively (sources)	I	D	E	E
2.1.2	Evaluate information critically and competently	I	D	E	E
2.1.3	Use information accurately and creatively for the issue or problem at hand	I	D	E	E
2.1.4	Manage the flow of information from a wide variety of sources	I	D	E	E
2.1.5	Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information	I	D	E	E
STRAND TWO: INFORMATION, MEDIA AND TECHNOLOGY SKILLS					
STANDARD 2 – Media Literacy					
<i>Students will analyze media and create media products.</i>					
		K-2	3-6	7-9	10-12
2.2.1	Recognize the relationship between problem finding and solving	I	D	E	E
2.2.2	Pose speculative questions	I	D	E	E
2.2.3	Question relationships and interpretations	I	D	E	E
2.2.4	Analyze discrepancies in thought or information	I	D	E	E
2.2.5	Generate new and different approaches to a given problem	I	D	E	E
STRAND TWO: INFORMATION, MEDIA AND TECHNOLOGY SKILLS					
STANDARD 3 – Information, Communications and Technology Literacy					
<i>Students will apply technology effectively.</i>					
2.3.1	Use technology as a tool to research, organize, evaluate and communicate	I	D	E	E

	information				
2.3.2	Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriate to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy	I	D	E	E
2.3.3	Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies	I	D	E	E

STRAND THREE: LIFE AND CAREER SKILLS					
STANDARD 1 – Flexibility and Adaptability					
<i>Students will adapt to change and show flexibility</i>					
		K-2	3-6	7-9	10-12
3.1.1	Adapt to varied roles, job responsibilities, schedules and contexts	I	D	E	E
3.1.2	Work effectively in a climate of ambiguity and changing priorities	I	D	E	E
3.1.3	Incorporate feedback effectively	I	D	E	E
3.1.4	Deal positively with praise, setbacks and criticism	I	D	E	E
3.1.5	Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments	I	D	E	E
STRAND THREE: LIFE AND CAREER SKILLS					
STANDARD 2 – Initiative and Self-Direction					
<i>Students will develop skills to manage goals and time, work independently, and be self-directed learners.</i>					
		K-2	3-6	7-9	10-12

3.2.1	Set goals with tangible and intangible success criteria	I	D	E	E
3.2.2	Balance tactical (short-term) and strategic (long-term) goals	I	D	E	E
3.2.3	Utilize time and manage workload efficiently	I	D	E	E
3.2.4	Monitor, define, prioritize and complete tasks without direct oversight	I	D	E	E
3.2.5	Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise	I	D	E	E
3.2.6	Demonstrate initiative to advance skill levels towards a professional level	I	D	E	E
3.2.7	Demonstrate commitment to learning as a lifelong process	I	D	E	E
3.2.8	Reflect critically on past experiences in order to inform future progress	I	D	E	E

STRAND THREE: LIFE AND CAREER SKILLS

STANDARD 3 – Social and Cross-Cultural Skills

Students will interact effectively with others and work effectively in diverse teams.

3.3.1	Know when it is appropriate to listen and when to speak	I	D	E	E
3.3.2	Conduct themselves in a respectable, professional manner	I	D	E	E
3.3.3	Respect cultural differences and work effectively with people from a range of social and cultural backgrounds	I	D	E	E
3.3.4	Respond open-mindedly to different ideas and values	I	D	E	E
3.3.5	Leverage social and cultural differences to create new ideas and increase both innovation and quality of work	I	D	E	E

STRAND THREE: LIFE AND CAREER SKILLS

STANDARD 4 – Productivity and Accountability

Students will manage products to produce results.

3.4.1	Set and meet goals, even in the face of obstacles and competing pressures	I	D	E	E
3.4.2	Prioritize, plan and manage work to achieve the intended result	I	D	E	E
3.4.3	Demonstrate additional attributes associated with producing high quality products including the abilities to: work positively and ethically, manage time and projects effectively, multi-task, participate actively, be reliable and punctual, present oneself professionally with proper etiquette, collaborate and cooperate	I	D	E	E

	effectively with teams, respect and appreciate team diversity, and be accountable for results.				
STRAND THREE: LIFE AND CAREER SKILLS					
STANDARD 5 – Leadership and Responsibility					
<i>Students will be responsible to others and develop skills to guide and lead others.</i>					
3.5.1	Act responsibly with the interests of the larger community in mind	I	D	E	E
3.5.2	Use interpersonal and problem-solving skills to influence and guide others toward a goal	I	D	E	E
3.5.3	Leverage strengths of others to accomplish a common goal	I	D	E	E
3.5.4	Inspire others to reach their very best via example and selflessness	I	D	E	E
3.5.5	Demonstrate integrity and ethical behavior in using influence and power	I	D	E	E

STRAND FOUR: CORE SUBJECTS AND 21ST CENTURY THEMES					
CORE SUBJECT 1 – Literacy (Reading)					
<i>Students will grow in the skills appropriate for the CCSS anchor standards for Reading.</i>					
Key Ideas and Details		K-2	3-6	7-9	10-12
R.1	Read closely to determine what the text says explicitly and to make logical inferences from it: cite specific textual evidence when writing or speaking to support conclusions drawn from the text	I	D	E	E
R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	I	D	E	E
R.3	Analyze how and why individuals, events, and ideas develop and interact over	I	D	E	E

	the course of a text				
Craft and Structure					
R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	I	D	E	E
R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole	I	D	E	E
R.6	Assess how point of view or purpose shapes the content and style of a text	I	D	E	E
Integration of Knowledge and Ideas					
R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	I	D	E	E
R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	I	D	E	E
R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take	I	D	E	E
Range of Reading Level of Text Complexity					
R.10	Read and comprehend complex literacy and informational texts independently and proficiently	I	D	E	E
STRAND FOUR: CORE SUBJECTS AND 21ST CENTURY THEMES					
CORE SUBJECT 2 – Literacy (Writing)					
<i>Students will grow in the skills appropriate for the CCSS anchor standards for Writing.</i>					
Text Type and Purposes					
W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	I	D	E	E
W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content	I	D	E	E
W.3	Write narratives to develop real or imagine experiences or events using effective technique, well-chosen details, and well-structured event sequences	I	D	E	E
Production and Distribution of Writing					
W.4	Produce clear and coherent writing in which the development, organization and	I	D	E	E

	style are appropriate to task, purpose, and audience				
W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	I	D	E	E
W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	I	D	E	E
Research to Build and Present Knowledge					
W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	I	D	E	E
W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism	I	D	E	E
W.9	Draw evidence from literacy or informational texts to support analysis, reflection, and research	I	D	E	E
Range of Writing					
W.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	I	D	E	E
STRAND FOUR: CORE SUBJECTS AND 21ST CENTURY THEMES					
CORE SUBJECT 3 – Literacy (Speaking and Listening)					
<i>Students will grow in the skills appropriate for the CCSS anchor standards for Speaking and Listening.</i>					
Comprehension and Collaboration					
SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	I	D	E	E
SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	I	D	E	E
SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	I	D	E	E
Presentation of Knowledge and Ideas					
SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	I	D	E	E
SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentation	I	D	E	E

SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	I	D	E	E

STRAND FOUR: CORE SUBJECTS AND 21ST CENTURY THEMES

CORE SUBJECT 4 – Literacy (Language)

Students will grow in the skills appropriate for the CCSS anchor standards for Language.

Conventions of Standard English					
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	I	D	E	E
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	I	D	E	E
Knowledge of Language					
L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening	I	D	E	E
Vocabulary Acquisition and Use					
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate	I	D	E	E
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	I	D	E	E
L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression	I	D	E	E

STRAND FOUR: CORE SUBJECTS AND 21ST CENTURY THEMES

CORE SUBJECT 5 - Math

Students will utilize the standards for mathematical practice

		K-2	3-6	7-9	10-12
M.1	Make sense of problems and persevere in solving them	I	D	E	E
M.2	Reason abstractly and quantitatively	I	D	E	E
M.3	Construct viable arguments and critique the reasoning of others	I	D	E	E
M.4	Model with mathematics	I	D	E	E
M.5	Use appropriate tools strategically	I	D	E	E
M.6	Attend to precision	I	D	E	E
M.7	Look for and make use of structure	I	D	E	E
M.8	Look for and express regularity in repeated reasoning	I	D	E	E
STRAND FOUR: CORE SUBJECTS AND 21ST CENTURY THEMES					
THEME 1 – Global Awareness					
<i>Students will use skills from interdisciplinary themes to enhance learning.</i>					
T.1.1	Using 21st century skills to understand and address global issues	I	D	E	E
T.1.2	Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts	I	D	E	E
T.1.3	Understanding other nations and cultures, including the use of non-English languages	I	D	E	E
STRAND FOUR: CORE SUBJECTS AND 21ST CENTURY THEMES					
THEME 2 – Financial, Economic, Business, and Entrepreneurial Literacy					
<i>Students will use skills from interdisciplinary themes to enhance learning.</i>					
T.2.1	Knowing how to make appropriate personal economic choices	I	D	E	E
T.2.2	Understanding the role of the economy in society	I	D	E	E
T.2.3	Using entrepreneurial skills to enhance workplace productivity and career options	I	D	E	E
STRAND FOUR: CORE SUBJECTS AND 21ST CENTURY THEMES					

THEME 3 – Civic Literacy					
<i>Students will use skills from interdisciplinary themes to enhance learning.</i>					
T.3.1	Participating effectively in civic life through knowing how to stay informed and understanding governmental processes	I	D	E	E
T.3.2	Exercising the rights and obligations of citizenship at local, state, national and global levels	I	D	E	E
T.3.3	Understanding the local and global implications of civic decisions	I	D	E	E
STRAND FOUR: CORE SUBJECTS AND 21ST CENTURY THEMES					
THEME 4 – Health Literacy					
<i>Students will use skills from interdisciplinary themes to enhance learning.</i>					
T.4.1	Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing	I	D	E	E
T.4.2	Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction	I	D	E	E
T.4.3	Using available information to make appropriate health-related decisions	I	D	E	E
T.4.4	Establishing and monitoring personal and family health goals	I	D	E	E
T.4.5	Understanding national and international public health and safety issues	I	D	E	E
STRAND FOUR: CORE SUBJECTS AND 21ST CENTURY THEMES					
THEME 5 – Environmental Literacy					
<i>Students will use skills from interdisciplinary themes to enhance learning.</i>					
T.5.1	Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems	I	D	E	E
T.5.2	Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)	I	D	E	E
T.5.3	Investigate and analyze environmental issues, and make accurate conclusions	I	D	E	E

	about effective solutions				
T.5.4	Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)	I	D	E	E