

Next Generation Sunshine State  
Standards – Gifted Education,  
2014

**NGSSS: Gifted Standards (draft)**

**Providing Next Generation Sunshine State Standards, which support a challenging and rigorous curriculum, in order to meet the needs of gifted students in our schools.**

**Sponsored by the  
Florida Department of Education Working on Gifted Issues Challenge Grant Project  
Florida Association for the Gifted**

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This is Florida's Frameworks for K-12 Gifted Learners available through the Bureau of Curriculum and Instruction, Florida Department of Education, designed to assist school districts and state agencies, which support education programs in the provision of special programs for exceptional students. For additional information on this publication contact the Bureau of Curriculum and Instruction, K-12 Public Schools, Florida Department of Education, Room 432 Turlington Building, Tallahassee, Florida 32399-0400.

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## **PREFACE**

This document, Florida's Frameworks for K-12 Gifted Learners, is the product of the Working on Gifted Issues (WOGI) grant, funded by the State of Florida, Department of Education 2005-2007 and revised in January 2013. It provides Next Generation Sunshine State Standards for developing and designing differentiated learning experiences for gifted students. The resulting document combines the current research and practices related to educating gifted children and the expertise of a task force consisting of gifted educators, parents, and representatives from the Florida Department of Education.

The task force members discussed the work of two previous documents published by the Florida Department of Education - GAGE: Greater Accountability in Gifted Education (1994) and Blueprint: Organizing for Results (1995) - and the impact these documents had on the accountability of meeting students' needs in the state of Florida. The task force members determined the need to update those reports in the form of a curricular framework for gifted learners. Additional guidelines were provided by Aiming for Excellence: Gifted Program Standards published by the National Association for Gifted Children (NAGC).

## RATIONALE/MISSION STATEMENT

Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs. This can be accomplished by offering opportunities for students to:

- Pursue topics of study in greater depth or to a greater level of cognitive challenge
- Tackle a wider range of authentic and complex academic tasks that require doing real world work
- Advance through activities at a faster pace
- Develop a sense of self and the possibilities that the world has to offer

These experiences may be addressed in a differentiated curriculum that may involve the modification of content, process, product, and/or the learning environment (Tomlinson, 1999).

In *Curriculum for Gifted and Talented Students* (2004), Joyce Van Tassel-Baska states:

The trend for curriculum designed for the gifted in the future must embrace paradox. It must provide students with a rigorous, high-quality experience that readies them to successfully traverse the next level of educational challenge in a selective university as well as ground them in self-learning and social learning of the moment. It must help them find true self in the midst of growing toward a professional career. It must inculcate a healthy sense of respect for civilizations' past accomplishments as well as the desire to shape a new and better world in the future. Such a curriculum must first be envisioned, then developed, and then implemented. The real challenge for the future of curriculum in this field is the preparation of educators committed to the vision of curriculum as the core of what makes gifted education a worthwhile enterprise (p. xxxii).

The goal of the Florida's Frameworks for K–12 Gifted Learners is to provide Next Generation Sunshine State Standards, which support a challenging and rigorous curriculum in order to meet the needs of gifted students in our schools. The following rigor and challenge of the Next Generation Sunshine State Standards interrelate and reinforce curriculum,

instruction, and assessment to help define academic excellence in programs for gifted learners. William Daggett (2005) suggests that when these three components of instructional planning are viewed together, relevant learning becomes the focus.

- **Curriculum** is advanced, sophisticated, and consistently building upon and extending beyond the general curriculum. Rigorous and challenging curriculum is enhanced through the study of universal concepts, complex levels of generalizations, and essential questions. Students are consistently engaged in multiple, complex, thought provoking and ambiguous texts/materials that challenge what they think and feel. Application is made to real-world unpredictable situations.
- **Instructional delivery** employs a variety of research-based strategies and methods from various curricular models that emphasize skills such as inquiry, investigation, and experimentation. Students are regularly provided with opportunities for understanding the “whys” through scholarly dialogue/discussions and they reflect on concepts, generalizations, and essential questions encountered with rigorous texts/materials. The teacher constantly probes students to deepen meaning and to provide rationale(s) for positions.
- **Multiple assessments** are used to consistently monitor students’ growth and understanding of increasing complexity of materials, ideas, issues, and problems. The teacher provides opportunities for students to reflect on understanding and growth. Assessments match the level of rigor and relevance identified in the learning objectives.

(adapted from the North Carolina’s Public School’s Rigor Rubric for Education Programs,  
[http://www.ncpublicschools.org/ec/development/gifted/nonnegotiables/and Daggett’s Rigor/Relevance Framework, 2005](http://www.ncpublicschools.org/ec/development/gifted/nonnegotiables/and_Daggett’s_Rigor/Relevance_Framework,2005) )



## SUGGESTED USE OF FLORIDA'S FRAMEWORKS FOR K–12 GIFTED LEARNERS

Florida's Frameworks for K–12 Gifted Learners has been created for many different stakeholders within gifted education. The document provides Next Generation Sunshine State Standards for the various courses cited as Gifted in Florida's Course Code Directory serving district coordinators and teachers of gifted learners. It may also assist superintendents, ESE specialists, regular education classroom teachers, parents, and students in understanding how gifted education can be more effective, engaging, and enriching.

Each group just mentioned will have different reasons to use the Frameworks. However, all groups will benefit from a few points of reference prior to delving into its content.

- Think of the Program Goals as a woven tapestry rather than a list. While the goals are arranged by content (1 & 2), process (3 & 4), affect (5 & 6), and product (7), they do not stand alone. Each goal reflects components of and can be linked with all other goals. There is no hierarchy or recommended order for addressing the goals in curricular design. This is true of the objectives and traits within each goal.
- The Program Goals include both an expository explanation and a set of standards to assist in comprehension. Some readers will go immediately to the standards to glean their pertinent information from the document, while others will dwell upon the exposition. Using both strategies is suggested, and reading all the Program Goal expositions prior to delving into the standards is recommended. This will 'create a space' in your mind for the specificity the rubrics will deliver.
- The standards present a four-tiered scale for measuring student outcomes within the particular trait for each objective. This scale: Know, Understand, Perform, and Accomplish, qualitatively describes the behaviors and attitudes to discern in students to move them along. Picture these measures as being workable throughout the student's tenure during Gifted Education services. In other words, it is possible that a second grade gifted learner could work at an Accomplish level in a particular trait/objective/goal, though later, in sixth grade, be working at an Understand level in the same trait/objective/goal. The scale should not be seen as a ladder to climb through the years, but rather a descriptor of the student's Zone of Proximal Development at any particular point in time during his/her education.

- A graphic organizer helps to show the integrated nature of the program goals.
- A set of support materials helps to explain several concepts found within the program goals/objectives/standards.
- A glossary also clarifies some of the terminology used within the program goals/objectives/standards.
- A bibliography which identifies resources used in the development of the Frameworks.

As previously stated, teachers of gifted learners and district coordinators can use the Frameworks in many ways. The Frameworks are instrumental to help design and revise gifted education services statewide. The standards provide the content that will be contained in courses cited as Gifted in the Course Code Directory. It is a tool for enhancing curricular design, assisting teachers and coordinators in their quest to create rigorous and challenging learning experiences. It can be used in the creation of Individual Student Education Plans, as it describes many areas (66 traits within 22 objectives within seven program goals) of focused study. Equally, it can be a tool of assessment, helping districts hone and organize their programs around central issues.

Superintendents and ESE specialists can use the Frameworks in this latter area, availing themselves a way to look at the special world of gifted education. Some administrators may not have a sufficient background or training in gifted education; these Frameworks will help to perceive and approach the quality control needed in gifted education.

General education classroom teachers can also benefit by considering the nature of challenge and rigor that these Frameworks suggest. While gifted learners cannot meet high expectations for success without high challenges in their learning environments, all students will benefit from high challenges. In addition, as most general education teachers will work with gifted learners on a regular basis, this document will help these teachers to better understand how that work might be developed in the differentiated classroom.

Finally, parents and students can use this document to evaluate the education they are receiving. Gifted education is an important component in the lives of many students and this document provides gifted students and families with better ways to understand how that education should be conducted.

## STANDARDS CODING SCHEME

The standards are defined by the framework goals, objectives, traits, and markers. There are seven goals that describe what gifted students should know and be able to do by graduation and four markers to describe successful meeting of each trait associated with the objectives.

### G.K12.1.2.1a

G	K12	1	2	1a
Gifted	Grade Band	Goal	Objective	Trait/Marker

## STUDENT OUTCOMES – FRAMEWORK GOALS AND OBJECTIVES

1. By graduation, the student identified as gifted will be able to critically examine the complexity of knowledge: the location, definition, and organization of a variety of fields of knowledge.
  - 1) Locate, define, and organize a field of study as it relates to the broad spectrum of knowledge.
  - 2) Identify and illustrate basic principles and the foundational concepts that are central to understanding the essence of a field of study.
  - 3) Identify and apply investigative methodologies that are followed in a selected field of knowledge.
  
2. By graduation, the student identified as gifted will be able to create, adapt, and assess multifaceted questions in a variety of fields/disciplines.
  - 1) Identify significant questions within and across disciplines.
  - 2) Generate significant questions within and across disciplines.
  - 3) Evaluate and refine significant questions within and across disciplines.
  
3. By graduation, the student identified as gifted will be able to conduct thoughtful research/exploration in multiple fields.
  - 1) Use a variety of research tools and methodologies.
  - 2) Use and manipulate information sources.
  - 3) Detect bias and reliability in the process of research.
  - 4) Apply ethical standards to research and analyses.
  
4. By graduation, the student identified as gifted will be able to think creatively and critically to identify and solve real-world problems.
  - 1) Identify and investigate a problem and generate supportive arguments from multiple perspectives of a complex issue.
  - 2) Analyze the relevance, reliability, and usefulness of data to draw conclusions and forecast effective problem solutions.

- 3) Use and evaluate various problem-solving methods to determine effectiveness in solving real-world problems.
5. By graduation, the student identified as gifted will be able to assume leadership and participatory roles in both gifted and heterogeneous group learning situations.
    - 1) Accept divergent views to positively effect change.
    - 2) Identify leadership traits and qualities as they appear in different individuals and situations.
    - 3) Manifest significant leadership skills and organize group(s) to achieve project goals.
  6. By graduation, the student identified as gifted will be able to set and achieve personal, academic, and career goals.
    - 1) Identify personal strengths and weaknesses and accept challenges in both areas to maximize learning.
    - 2) Assume primary responsibility for learning, including identifying needs and setting reasonable goals.
    - 3) Design plans of action to address benefits and obstacles in achieving goals of personal interest.
  7. By graduation, the student identified as gifted will be able to develop and deliver a variety of authentic products/performances that demonstrate understanding in multiple fields/disciplines.
    - 1) Develop products that communicate expertise in multiple fields and disciplines to a variety of authentic audiences.
    - 2) Create products that synthesize information from diverse sources illustrating divergent solutions or perspectives.

## INTERPRETING THE STANDARDS

The Standards will use four markers to describe successful meeting of a particular trait. These markers are defined here:

**Know**—the ability to recall and locate information. One who knows can cite facts, concepts, and ideas. One who knows deals with knowledge in singular fashion; not recognizing, and poorly able to function with the interconnectedness between knowledge fields.

Learners who know see the individual snapshot.

**Understand**—the ability to recall, interpret, and connect information. One who understands can use information from multiple sources, though not always simultaneously. One who understands can be flexible and creative with knowledge. Combining knowledge fields occurs here, though not necessarily with ease or on one's own.

Learners who understand see the collage of snapshots.

**Perform**—the ability to analyze and synthesize information from multiple sources simultaneously. One who performs can use knowledge inventively, in novel situations. One who performs links knowledge fields in creative ways so that boundaries blur.

Learners who perform see the snapshots in motion.

**Accomplish**—the ability to evaluate and use information from multiple sources critically and effectively to accomplish a significant purpose. One who accomplishes has internalized the processes addressed in the first three levels and has the ability to call on those processes automatically. One who accomplishes has ownership of knowledge, yet will share it willingly.

Learners who accomplish see the snapshots moving in 3D.

## **Student Outcomes Program Goal 1**

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

This program goal speaks to the recognition of knowledge as a human system of understanding. It recognizes that knowledge is a human construct, and that all knowledge is affected by setting (time and place), terms, and structures. Knowledge changes people, and people change knowledge. Knowledge is a complex process including experiences, interactions, and interpretations. Knowledge is much more than what we know. It is also how we know, why we know, where we know, and when we know.

For gifted learners these ideas are both approachable and appropriate. Gifted learners should be guided toward the development of a personal epistemology (theory of knowledge) while moving through gifted programs. Their intellectual talents must be challenged to find ways to explore the nature of knowing so that they begin to see how knowledge developed and used in different disciplines is made up of characteristics inherent to those disciplines. Gifted students' abilities to comprehend complex issues and to evaluate knowledge systems of divergent fields must be nurtured.

### **Student Objectives:**

The gifted student will:

- 1) Locate, define, and organize a field of study as it relates to the broad spectrum of knowledge
- 2) Identify and illustrate basic principles and the foundational concepts that are central to understanding the essence of a field of study
- 3) Identify and apply investigative methodologies that are followed in a selected field of knowledge





## NGSSS: Gifted Standards

### GRADE: K12

**Goal: STUDENT OUTCOMES PROGRAM GOAL 1: BY GRADUATION, THE STUDENT IDENTIFIED AS GIFTED WILL BE ABLE TO CRITICALLY EXAMINE THE COMPLEXITY OF KNOWLEDGE: THE LOCATION, DEFINITION, AND ORGANIZATION OF A VARIETY OF FIELDS OF KNOWLEDGE.**

Objective 1: The student will locate, define, and organize a field of study as it relates to the broad spectrum of knowledge.

TRAIT/MARKER CODE	TRAIT/MARKER
G.K12.1.1.1a	<b>Nature of Knowledge - Know:</b> Locate and list the general divisions of knowledge, i.e., art, science, humanities, etc., and recognize integrated fields and disciplines.
G.K12.1.1.1b	<b>Nature of Knowledge - Understand:</b> Identify and define a field of interest and analyze how the field is organized by explaining what criteria define the discipline and how those criteria are organized and divided.
G.K12.1.1.1c	<b>Nature of Knowledge - Perform:</b> Differentiate fact, concept, theory, and principle and employ each in developing meaning and knowledge.
G.K12.1.1.1d	<b>Nature of Knowledge - Accomplish:</b> Construct own meaning within a chosen field and offer new contributions to this respective field of study.
G.K12.1.1.2a	<b>Basic Research - Know:</b> Identify and locate basic reference sources that support general research in several disciplines.
G.K12.1.1.2b	<b>Basic Research - Understand:</b> Analyze the relevance and usefulness of primary and secondary references while identifying how fields are organized and subdivided.
G.K12.1.1.2c	<b>Basic Research - Perform:</b> Use multiple primary and secondary sources to analyze, synthesize, and evaluate relevant persons, places, events, or beliefs that are dominant in a field.
G.K12.1.1.2d	<b>Basic Research - Accomplish:</b> Use a variety of professional journals, professional databases, and college textbooks to make connections between and/or among fields of discipline.
G.K12.1.1.3a	<b>Manipulation of Data - Know:</b> Manipulate data in order to determine contributions of the discipline to the community and world.
G.K12.1.1.3b	<b>Manipulation of Data - Understand:</b> Seek and identify connections between fields to make sense of patterns and trends.
G.K12.1.1.3c	<b>Manipulation of Data - Perform:</b> Construct research questions that help interpret the effects of major trends and issues over time.
G.K12.1.1.3d	<b>Manipulation of Data - Accomplish:</b> Develop themes and connections across historical events, periods, and fields.
G.K12.1.1.4a	<b>Organization of Data - Know:</b> Create or select an existing system for organizing data in a sequence.
G.K12.1.1.4b	<b>Organization of Data - Understand:</b> Construct an organizational system (i.e., knowledge tree, graphic organizer, or diagram) that represents and illustrates the organization in a field of study and the subdivisions within that field.
G.K12.1.1.4c	<b>Organization of Data - Perform:</b> Identify and illustrate themes, patterns, and structures that define an area of study.
G.K12.1.1.4d	<b>Organization of Data - Accomplish:</b> Challenge (and defend or justify the challenge) accepted bodies of knowledge and organizational methodologies.

Objective 2: The student will identify and illustrate basic principles and the foundational concepts that are central to understanding the essence of a field of study.

TRAIT/MARKER CODE	TRAIT/MARKER
G.K12.1.2.1a	<b>Conceptual Frameworks - Know:</b> Formulate questions to determine the relevance of the skills and knowledge required of a discipline.
G.K12.1.2.1b	<b>Conceptual Frameworks - Understand:</b> Demonstrate understanding of conceptual themes and their organizational opportunities within a body of knowledge.
G.K12.1.2.1c	<b>Conceptual Frameworks - Perform:</b> Create graphic organizers that organize the logical sequences of key conceptual themes in a field of study.
G.K12.1.2.1d	<b>Conceptual Frameworks - Accomplish:</b> Analyze data and research methods used and developed by scholars within a field; internalize conceptual themes of that (those) discipline(s).
G.K12.1.2.1e	<b>Conceptual Frameworks - Know:</b> Identify established rules or laws (principles) of nature which impact daily life and draw conclusions regarding their role in the world of work.
G.K12.1.2.1f	<b>Conceptual Frameworks - Understand:</b> Differentiate similarities and differences between functional concepts and principles within a field.
G.K12.1.2.1g	<b>Conceptual Frameworks - Perform:</b> Assimilate the often conflicting nature of knowledge generated within integrated disciplines.
G.K12.1.2.1h	<b>Conceptual Frameworks - Accomplish:</b> Critique accepted conventions and rules and identify ambiguity.
G.K12.1.2.2a	<b>Components and Methodologies - Know:</b> Identify and use terminology authentic to a chosen discipline of knowledge.
G.K12.1.2.2b	<b>Components and Methodologies - Understand:</b> Create a list of the methodological skills and processes (general and specific) used by practicing professionals in a field.
G.K12.1.2.2c	<b>Components and Methodologies - Perform:</b> Demonstrate an understanding of and delineate the diversity of language, tools, and methodologies between and among disciplines.
G.K12.1.2.2d	<b>Components and Methodologies - Accomplish:</b> Experiment with a variety of methods to analyze data to develop greater understanding.
G.K12.1.2.3a	<b>Conceptual Connections - Know:</b> Identify essential principles that govern and drive a series of key concepts in a chosen field.
G.K12.1.2.3b	<b>Conceptual Connections - Understand:</b> Demonstrate foundational knowledge of various fields and disciplines.
G.K12.1.2.3c	<b>Conceptual Connections - Perform:</b> Analyze and synthesize concepts and principles within a discipline in order to isolate essential concepts and identify macroconcepts.
G.K12.1.2.3d	<b>Conceptual Connections - Accomplish:</b> Apply and transfer understanding to other disciplines.

Objective 3: The student will identify and apply investigative methodologies that are followed in a selected field of knowledge.

TRAIT/MARKER CODE	TRAIT/MARKER
G.K12.1.3.1a	<b>Skill Development - Know:</b> Locate relevant information about varied professionals and identify personal strengths that may contribute to the field.
G.K12.1.3.1b	<b>Skill Development - Understand:</b> Compare and contrast job descriptions, methods of working, and challenges faced by various practicing professionals to determine relevance to personal needs and goals.
G.K12.1.3.1c	<b>Skill Development - Perform:</b> Use and refine the skills and methods of a professional in a discipline.
G.K12.1.3.1d	<b>Skill Development - Accomplish:</b> Seek an understanding of the ethical issues and standards that frame a discipline.
G.K12.1.3.2a	<b>Management of Data for Research - Know:</b> Identify a list of methods manuals, "How

	To" books, and other resources to research methodologies used by practitioners.
G.K12.1.3.2b	<b>Management of Data for Research - Understand:</b> Compare and contrast general and specific methods of research used by practitioners to seek answers to viable professional questions.
G.K12.1.3.2c	<b>Management of Data for Research - Perform:</b> Use appropriate data gathering instruments needed for a research study.
G.K12.1.3.2d	<b>Management of Data for Research - Accomplish:</b> Apply the scientific method naturally, i.e., identify routine problem areas, focus the problem, state hypotheses, locate resources, classify and organize data, draw conclusions, and report findings.
G.K12.1.3.3a	<b>Investigative Methodologies - Know:</b> Identify content area specialists to establish a sense of cause and effect within a field.
G.K12.1.3.3b	<b>Investigative Methodologies - Understand:</b> Understand, identify, and analyze relationships among variables, constants, and controls in research.
G.K12.1.3.3c	<b>Investigative Methodologies - Perform:</b> Apply the indicators that reflect quality in a field and understand how the field measures success.
G.K12.1.3.3d	<b>Investigative Methodologies - Accomplish:</b> Challenge existing theories, principles, and rules through research and experimentation.
G.K12.1.3.4a	<b>Support Structures - Know:</b> Recognize and identify the need for support structures found within a designated field of study and establish the nature of specific supports.
G.K12.1.3.4b	<b>Support Structures - Understand:</b> Recognize the values and perspectives of those who hold opposing views within the discipline.
G.K12.1.3.4c	<b>Support Structures - Perform:</b> Interview content area specialists to verify the application of methodologies incorporated in a study.
G.K12.1.3.4d	<b>Support Structures - Accomplish:</b> Collaborate with professionals, experts, and others in the field to advance research, development, and understanding in the field.

**Goal: STUDENT OUTCOMES PROGRAM GOAL 2: BY GRADUATION, THE STUDENT IDENTIFIED AS GIFTED WILL BE ABLE TO CREATE, ADAPT, AND ASSESS MULTIFACETED QUESTIONS IN A VARIETY OF FIELDS/DISCIPLINES.**

Objective 1: The student will identify significant questions within and across disciplines.

TRAIT/MARKER CODE	TRAIT/MARKER
G.K12.2.1.1a	<b>The Nature of Questions - Know:</b> Identify questions as seeking basic information and facts in singular disciplines.
G.K12.2.1.1b	<b>The Nature of Questions - Understand:</b> See potential for questions to explore broader aspects of knowledge, moving toward speculative and evaluative aspects.
G.K12.2.1.1c	<b>The Nature of Questions - Perform:</b> Recognize that questions connect disciplines and build better frameworks for thinking.
G.K12.2.1.1d	<b>The Nature of Questions - Accomplish:</b> Seek and use questions that connect divergent disciplines in order to expand understanding.
G.K12.2.1.2a	<b>The Importance of Questions - Know:</b> Identify and situate questions within a singular discipline's method of inquiry.
G.K12.2.1.2b	<b>The Importance of Questions - Understand:</b> Analyze and synthesize questions that connect methods of inquiry in different disciplines.
G.K12.2.1.2c	<b>The Importance of Questions - Perform:</b> Order/categorize questions that link divergent disciplines and frame different inquiry methods.
G.K12.2.1.2d	<b>The Importance of Questions - Accomplish:</b> Use questions that frame inquiry within divergent disciplines in order to understand the links between and/or among the disciplines.
G.K12.2.1.3a	<b>The Power of Questions - Know:</b> Explain the function of questions within singular disciplines.
G.K12.2.1.3b	<b>The Power of Questions - Understand:</b> Understand the function of questions to connect multiple disciplines.

G.K12.2.1.3c	<b>The Power of Questions - Perform:</b> Demonstrate an initial use of questions to drive critical thought within a discipline.
G.K12.2.1.3d	<b>The Power of Questions - Accomplish:</b> Manifest an understanding of the integrative nature and function of questions that drive inquiry in multiple disciplines.

Objective 2: The student will generate significant questions within and across disciplines.

TRAIT/MARKER CODE	TRAIT/MARKER
G.K12.2.2.1a	<b>Question Creation - Know:</b> Create questions that drive factual exploration within singular disciplines.
G.K12.2.2.1b	<b>Question Creation - Understand:</b> Unite questions that drive broader exploration within disciplines.
G.K12.2.2.1c	<b>Question Creation - Perform:</b> Manipulate ideas to create and organize questions that drive inquiry and connect divergent disciplines.
G.K12.2.2.1d	<b>Question Creation - Accomplish:</b> Use questions that link divergent disciplines to develop personal understandings of experiences.
G.K12.2.2.2a	<b>Questions and Inquiry - Know:</b> Explain the kind of information questions seek.
G.K12.2.2.2b	<b>Questions and Inquiry - Understand:</b> Explain how the questions limit and/or expand the nature of the exploration.
G.K12.2.2.2c	<b>Questions and Inquiry - Perform:</b> Use questions to refocus the nature of the inquiry.
G.K12.2.2.2d	<b>Questions and Inquiry - Accomplish:</b> Use questions to situate personal interest and background within the inquiry.

Objective 3: The student will evaluate and refine significant questions within and across disciplines.

TRAIT/MARKER CODE	TRAIT/MARKER
G.K12.2.3.1a	<b>Questions Scrutinized - Know:</b> Recognize the quality of questions (both identified and created) that frame singular disciplinary inquiry.
G.K12.2.3.1b	<b>Questions Scrutinized - Understand:</b> Explain the quality of questions (both identified and created) that work to expand inquiry into integrated disciplines.
G.K12.2.3.1c	<b>Questions Scrutinized - Perform:</b> Evaluate questions (both identified and created) as a regular component of personal research and exploration.
G.K12.2.3.1d	<b>Questions Scrutinized - Accomplish:</b> Explore the nature of questioning, always aware that better questions deliver the potential for more complete information.
G.K12.2.3.2a	<b>Questions Revised - Know:</b> Refine questions as directed so they explore a clearer line of inquiry within a single discipline.
G.K12.2.3.2b	<b>Questions Revised - Understand:</b> Synthesize questions as directed so they explore a clearer line of inquiry and integrate disciplines.
G.K12.2.3.2c	<b>Questions Revised - Perform:</b> Develop questions spontaneously and independently while conducting personal research and exploration.
G.K12.2.3.2d	<b>Questions Revised - Accomplish:</b> Refine questions as a general practice or characteristic of intellectual pursuit.

**Goal: STUDENT OUTCOMES PROGRAM GOAL 3: BY GRADUATION, THE STUDENT IDENTIFIED AS GIFTED WILL BE ABLE TO CONDUCT THOUGHTFUL RESEARCH/EXPLORATION IN MULTIPLE FIELDS.**

Objective 1: The student will use a variety of research tools and methodologies.

TRAIT/MARKER CODE	TRAIT/MARKER
G.K12.3.1.1a	<b>Cooperative Research - Know:</b> Participate in a cooperative group to solve problems and/or complete a research project.
G.K12.3.1.1b	<b>Cooperative Research - Understand:</b> Demonstrate ethical leadership and/or teamwork within a research workgroup.
G.K12.3.1.1c	<b>Cooperative Research - Perform:</b> Work cooperatively with peers from a variety of perspectives and abilities while obtaining valid research and/or products from research.
G.K12.3.1.1d	<b>Cooperative Research - Accomplish:</b> Integrate a variety of appropriate components uncovered from cooperative research within a field of study.
G.K12.3.1.2a	<b>Scientific Method - Know:</b> Demonstrate the ability to gather and document data relevant to scientific investigations using the scientific method.
G.K12.3.1.2b	<b>Scientific Method - Understand:</b> Analyze the impact or effect of chosen alternatives (variables) within the scientific method.
G.K12.3.1.2c	<b>Scientific Method - Perform:</b> Construct scientific research using proper protocol for scientific study.
G.K12.3.1.2d	<b>Scientific Method - Accomplish:</b> Use scientific method to produce products or solutions to problems in a research setting and in a non-research setting.
G.K12.3.1.3a	<b>Research Tools - Know:</b> Recognize organizational tools used for research in a variety of fields.
G.K12.3.1.3b	<b>Research Tools - Understand:</b> Use organizational strategies to generate ideas for research and/or creative products.
G.K12.3.1.3c	<b>Research Tools - Perform:</b> Communicate results of research using the established organizational tools within a field of study.
G.K12.3.1.3d	<b>Research Tools - Accomplish:</b> Create unique tools that incorporate a variety of methods of communication/ organization for the clarification of others about a field of study.

Objective 2: The student will use and manipulate information sources.

TRAIT/MARKER CODE	TRAIT/MARKER
G.K12.3.2.1a	<b>Information in Multiple Contexts - Know:</b> Identify and locate information available in a multitude of places, including newspapers, magazines, catalogues, Internet directories, time schedules, and media, all of which include local, state, national, and/or international sources.
G.K12.3.2.1b	<b>Information in Multiple Contexts - Understand:</b> Analyze the relevance and usefulness of information for the completion of a specific task.
G.K12.3.2.1c	<b>Information in Multiple Contexts - Perform:</b> Generate, classify, and evaluate ideas, objects, and/or events in a unique way to construct original projects that illustrate solutions to real-world problems and concerns.
G.K12.3.2.1d	<b>Information in Multiple Contexts - Accomplish:</b> Assemble ideas, objects, and/or events from a variety of sources (primary and secondary) to conduct research in a field of study.
G.K12.3.2.1e	<b>Information in Multiple Contexts - Know:</b> Use a systematic approach to locate information from a variety of reference materials, including the use of parts of a book, (e.g., table of contents, index, appendices, glossary, index, title page).
G.K12.3.2.1f	<b>Information in Multiple Contexts - Understand:</b> Use appropriate accurate information for research and experimentation to create an original work.
G.K12.3.2.1g	<b>Information in Multiple Contexts - Perform:</b> Use multiple secondary and primary sources to analyze, synthesize, and evaluate relevant details and facts to examine relationships, infer meanings, define relationships, and predict outcomes.
G.K12.3.2.1h	<b>Information in Multiple Contexts - Accomplish:</b> Analyze and synthesize information

	and concepts contained in multiple sources and communicates results in a unique way, i.e., designing a better model or creating a simulation.
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Objective 3: The student will detect bias in the process of research.

TRAIT/MARKER CODE	TRAIT/MARKER
G.K12.3.3.1a	<b>Deductive and Inductive Reasoning - Know:</b> Demonstrate the ability to retrieve information from a reliable data base.
G.K12.3.3.1b	<b>Deductive and Inductive Reasoning - Understand:</b> Describe the nature of an argument, the degree of ambiguity, and the source (deductive/inductive) of the argument's authority.
G.K12.3.3.1c	<b>Deductive and Inductive Reasoning - Perform:</b> Critique and defend statements of deductive and inductive reasoning.
G.K12.3.3.1d	<b>Deductive and Inductive Reasoning - Accomplish:</b> Implement deductive and/or inductive reasoning within discussion and/or product development in a field of study.
G.K12.3.3.1e	<b>Deductive and Inductive Reasoning - Know:</b> Define deductive and inductive reasoning and distinguish the different thought processes each uses.
G.K12.3.3.1f	<b>Deductive and Inductive Reasoning - Understand:</b> Explain whether an argument depends on ambiguity, a shift in the line of reasoning, or whether the alleged authority is reliable.
G.K12.3.3.1g	<b>Deductive and Inductive Reasoning - Perform:</b> Evaluate judgments made within the context of an argument.
G.K12.3.3.1h	<b>Deductive and Inductive Reasoning - Accomplish:</b> Bring consistent use of different reasoning types to active study and research in a field.
G.K12.3.3.2a	<b>Fact versus Opinion - Know:</b> Identify fact and opinion and recognizes the important implications for each.
G.K12.3.3.2b	<b>Fact versus Opinion - Understand:</b> Juxtapose opinions and facts from multiple sources to support or validate conclusions.
G.K12.3.3.2c	<b>Fact versus Opinion - Perform:</b> Analyze opinions and facts of experts within a research field.
G.K12.3.3.2d	<b>Fact versus Opinion - Accomplish:</b> Create, defend, and adapt opinions developed after the analysis of data within a variety of fields.

Objective 4: The student will apply ethical standards to research and analyses.

TRAIT/MARKER CODE	TRAIT/MARKER
G.K12.3.4.1a	<b>Ethics - Know:</b> Identify ethical concerns related to the use of knowledge (copyright, security, integrity, piracy, privacy, etc.).
G.K12.3.4.1b	<b>Ethics - Understand:</b> Explain ethical standards in regard to intellectual effects on research outcomes.
G.K12.3.4.1c	<b>Ethics - Perform:</b> Clarify and develop a personal ethic regarding critical research.
G.K12.3.4.1d	<b>Ethics - Accomplish:</b> Analyze the use of ethical protocol as it pertains to real- world problems and concerns.

**Goal: STUDENT OUTCOMES PROGRAM GOAL 4: BY GRADUATION, THE STUDENT IDENTIFIED AS GIFTED WILL BE ABLE TO THINK CREATIVELY AND CRITICALLY TO IDENTIFY AND SOLVE REAL-WORLD PROBLEMS.**

Objective 1: The student will identify and investigate a problem and generate supportive

arguments from multiple perspectives of a complex issue.

TRAIT/MARKER CODE	TRAIT/MARKER
G.K12.4.1.1a	<b>Problem Investigation - Know:</b> Recognize multiple problems within a complex issue; poses research questions.
G.K12.4.1.1b	<b>Problem Investigation - Understand:</b> Categorize and prioritize identified problems within a complex issue; generate hypotheses.
G.K12.4.1.1c	<b>Problem Investigation - Perform:</b> Use established criteria to focus the problem statement and generate solutions.
G.K12.4.1.1d	<b>Problem Investigation - Accomplish:</b> Propose new avenues for research of existing and future related problems.
G.K12.4.1.2a	<b>Multiple Perspectives - Know:</b> Acknowledge diverse viewpoints of a problem.
G.K12.4.1.2b	<b>Multiple Perspectives - Understand:</b> Compare and contrast multiple perspectives of a problem.
G.K12.4.1.2c	<b>Multiple Perspectives - Perform:</b> Integrate multiple points of view into a problem statement.
G.K12.4.1.2d	<b>Multiple Perspectives - Accomplish:</b> Restructure the problem statement to reflect new perspectives.
G.K12.4.1.3a	<b>Supportive Constructs - Know:</b> Generate an effective argument on each side of a problem.
G.K12.4.1.3b	<b>Supportive Constructs - Understand:</b> Develop multiple supporting statements from different perspectives.
G.K12.4.1.3c	<b>Supportive Constructs - Perform:</b> Communicate supportive evidence convincingly in multiple formats.
G.K12.4.1.3d	<b>Supportive Constructs - Accomplish:</b> Defend, challenge, and articulate points of view using available resources; develop effective rebuttals.
G.K12.4.1.4a	<b>Solution Finding - Know:</b> Propose multiple solutions to a problem within varied categories (i.e., social, technological, educational, environmental, political).
G.K12.4.1.4b	<b>Solution Finding - Understand:</b> Establish and apply criteria for evaluation of solutions.
G.K12.4.1.4c	<b>Solution Finding - Perform:</b> Create original solutions and products based on evaluated criteria; analyze possible consequences and impacts; test conclusions to improve ideas.
G.K12.4.1.4d	<b>Solution Finding - Accomplish:</b> Extend solutions to aid in solving future problems; seek alternative innovative outcomes or solutions.
G.K12.4.1.5a	<b>Creative Thinking - Know:</b> Generate numerous and varied ideas to solve a real- world problem (fluency and flexibility).
G.K12.4.1.5b	<b>Creative Thinking - Understand:</b> Synthesize unique alternatives to solve a problem (originality).
G.K12.4.1.5c	<b>Creative Thinking - Perform:</b> Elaborate ideas through collaborative processes with colleagues.
G.K12.4.1.5d	<b>Creative Thinking - Accomplish:</b> Evaluate and modify ideas and products to improve usefulness.

Objective 2: The student will analyze the relevance, reliability, and usefulness of data to draw conclusions and forecast effective solutions.

TRAIT/MARKER CODE	TRAIT/MARKER
G.K12.4.2.1a	<b>Data Analysis - Know:</b> Locate information and data sources relative to a complex, real-world problem.
G.K12.4.2.1b	<b>Data Analysis - Understand:</b> Make decisions about the usefulness of data to filter out extraneous information.

G.K12.4.2.1c	<b>Data Analysis - Perform:</b> Use a variety of tools and techniques to organize data to draw conclusive statements.
G.K12.4.2.1d	<b>Data Analysis - Accomplish:</b> Perform data analysis using tools of practicing professionals for a specific intent.
G.K12.4.2.2a	<b>Forecasting Solutions - Know:</b> Identify patterns within related facts and information.
G.K12.4.2.2b	<b>Forecasting Solutions - Understand:</b> Organize facts and information using various methods to predict potential outcomes.
G.K12.4.2.2c	<b>Forecasting Solutions - Perform:</b> Use forecasting tools to evaluate possible solutions.
G.K12.4.2.2d	<b>Forecasting Solutions - Accomplish:</b> Anticipate and plan for possible, probable, and preferable future outcomes.
G.K12.4.2.3a	<b>Critical Thinking - Know:</b> Distinguish between fact and opinion in a variety of sources.
G.K12.4.2.3b	<b>Critical Thinking - Understand:</b> Recognize bias and value statements in a variety of media.
G.K12.4.2.3c	<b>Critical Thinking - Perform:</b> Use inductive and deductive thinking processes to draw conclusions.
G.K12.4.2.3d	<b>Critical Thinking - Accomplish:</b> Analyze, interpret, and synthesize details and facts to examine relationships, infer meanings, and predict outcomes.
G.K12.4.2.4a	<b>Ethics - Know:</b> Recognize the role of values in the development of attitudes about a complex problem.
G.K12.4.2.4b	<b>Ethics - Understand:</b> Use knowledge of recognized ethical standards of various stakeholders to formulate problem statements and solutions.
G.K12.4.2.4c	<b>Ethics - Perform:</b> Use the value system most common to a field of study to evaluate solutions and products.
G.K12.4.2.4d	<b>Ethics - Accomplish:</b> Promote humane and respectful solutions to complex problems.

Objective 3: The student will use and evaluate various problem-solving methods to determine effectiveness in solving real-world problems.

TRAIT/MARKER CODE	TRAIT/MARKER
G.K12.4.3.1a	<b>Evaluation - Know:</b> Recognize existing knowledge and attitudes about a complex problem.
G.K12.4.3.1b	<b>Evaluation - Understand:</b> Analyze the impacts of existing knowledge and attitudes; identify personal assumptions and blind spots in approaching the problem.
G.K12.4.3.1c	<b>Evaluation - Perform:</b> Identify knowledge gaps and inconsistencies to challenge existing attitudes and beliefs.
G.K12.4.3.1d	<b>Evaluation - Accomplish:</b> Use multiple sources to affect change in generally accepted knowledge and attitudes.
G.K12.4.3.2a	<b>Creative Methodology - Know:</b> Recognize contributions of inventors and innovators in multiple fields of accomplishment.
G.K12.4.3.2b	<b>Creative Methodology - Understand:</b> Analyze and/or replicate methods used by creators and problem solvers in multiple fields.
G.K12.4.3.2c	<b>Creative Methodology - Perform:</b> Create original products using various inventive strategies.
G.K12.4.3.2d	<b>Creative Methodology - Accomplish:</b> Design original problem solving models for use in specific situations.
G.K12.4.3.2e	<b>Creative Methodology - Know:</b> Identify a variety of problem solving methods.
G.K12.4.3.2f	<b>Creative Methodology - Understand:</b> Differentiate the effectiveness of problem solving methods in a variety of settings.
G.K12.4.3.2g	<b>Creative Methodology - Perform:</b> Apply appropriate methodologies for problem solving based on their usefulness.
G.K12.4.3.2h	<b>Creative Methodology - Accomplish:</b> Reflect on adequacy of inventive processes and problem solving in various disciplines.
G.K12.4.3.3a	<b>Communication - Know:</b> Identify stakeholders within a complex problem.



G.K12.4.3.3b	<b>Communication - Understand:</b> Use multiple tools and techniques to target identified audiences; use precise language to explain positions.
G.K12.4.3.3c	<b>Communication - Perform:</b> Use information about the stakeholders to develop convincing arguments to support solutions.
G.K12.4.3.3d	<b>Communication - Accomplish:</b> Advocate convincingly to diverse audiences using sophisticated techniques (oral, written, technological) appropriate to the field and audience.

**Goal: STUDENT OUTCOMES PROGRAM GOAL 5: BY GRADUATION, THE STUDENT IDENTIFIED AS GIFTED WILL BE ABLE TO ASSUME LEADERSHIP AND PARTICIPATORY ROLES IN BOTH GIFTED AND HETEROGENEOUS GROUP LEARNING SITUATIONS.**

Objective 1: The student will accept divergent views to positively effect change.

TRAIT/MARKER CODE	TRAIT/MARKER
G.K12.5.1.1a	<b>Consensus Building - Know:</b> Recognize the essential need to respect the ideas, feelings, and abilities of others.
G.K12.5.1.1b	<b>Consensus Building - Understand:</b> Demonstrate a greater awareness of others through participation in programs and projects that emphasize service to others.
G.K12.5.1.1c	<b>Consensus Building - Perform:</b> Use diverse individual beliefs and values of the group to design plans of action that address issues or problems.
G.K12.5.1.1d	<b>Consensus Building - Accomplish:</b> Defend the results and gain support for a plan of action to address issues or problems within a diverse population.
G.K12.5.1.2a	<b>Personal Qualities - Know:</b> Identify personal strengths and weaknesses that influence positive group dynamics.
G.K12.5.1.2b	<b>Personal Qualities - Understand:</b> Recognize leadership patterns and behaviors that positively affect change in a group.
G.K12.5.1.2c	<b>Personal Qualities - Perform:</b> Improve group performances through individual strengths and collaborative rules of courtesy and order.
G.K12.5.1.2d	<b>Personal Qualities - Accomplish:</b> Analyze positive and negative aspects of leadership that drive the beliefs and values of a diverse group.
G.K12.5.1.2e	<b>Personal Qualities - Know:</b> Identify personal abilities, talents, strengths and weaknesses for certain tasks, recognizing the power to influence one's own destiny.
G.K12.5.1.2f	<b>Personal Qualities - Understand:</b> Compare and contrast the personal and academic goals of self and others in order to build cohesion.
G.K12.5.1.2g	<b>Personal Qualities - Perform:</b> Demonstrate the ability to state personal preferences and support a personal point of view when contrary to the accepted view of others.
G.K12.5.1.2h	<b>Personal Qualities - Accomplish:</b> Design, plan, and evaluate a plan of action to address an issue or problem of personal interest.
G.K12.5.1.3a	<b>Conflict Resolution - Know:</b> Verbalize an awareness of the cause/effect relationship of his/her behavior within a group setting.
G.K12.5.1.3b	<b>Conflict Resolution - Understand:</b> Generate a list of solutions to a group conflict, predicting possible concomitant results that might impact the group.
G.K12.5.1.3c	<b>Conflict Resolution - Perform:</b> Implement conflict management and resolution techniques to bring about positive change.
G.K12.5.1.3d	<b>Conflict Resolution - Accomplish:</b> Reflect upon the effectiveness of conflict management and resolution techniques used to develop strategies for future group problem solving.

Objective 2: The student will identify leadership traits and qualities as they appear in different individuals and situations.

TRAIT/MARKER CODE	TRAIT/MARKER
G.K12.5.2.1a	<b>Problem Solving - Know:</b> Identify characteristics that empower an individual to be a proficient, creative problem solver.
G.K12.5.2.1b	<b>Problem Solving - Understand:</b> Recognize and emulate effective implementation of creative problem solving skills.
G.K12.5.2.1c	<b>Problem Solving - Perform:</b> Simulate a creative problem solving encounter with a diverse group of individuals.
G.K12.5.2.1d	<b>Problem Solving - Accomplish:</b> Analyze the productivity of the group's response to the problem following the conclusion of a creative problem solving experience.
G.K12.5.2.2a	<b>Diversity - Know:</b> Identify in individuals the qualities of empathy and sensitivity to the ideas of others.
G.K12.5.2.2b	<b>Diversity - Understand:</b> Promote diversity in talents and intellectual abilities of each member of the group.
G.K12.5.2.2c	<b>Diversity - Perform:</b> Display flexibility when incorporating individual beliefs and values toward goal attainment.
G.K12.5.2.2d	<b>Diversity - Accomplish:</b> Analyze diverse leadership styles of outstanding leaders and evaluate the impact to one's own personal leadership skills.
G.K12.5.2.3a	<b>Self-awareness - Know:</b> Identify personal attributes as areas of strength or weakness.
G.K12.5.2.3b	<b>Self-awareness - Understand:</b> Differentiate between individual strengths and weaknesses as motivators and/or limiters.
G.K12.5.2.3c	<b>Self-awareness - Perform:</b> Demonstrate an understanding of positive self-worth and recognize limits in the emotional capacity of individuals.
G.K12.5.2.3d	<b>Self-awareness - Accomplish:</b> Celebrate self-advocacy as a personal strength; accept weaknesses as an opportunity for change.

Objective 3: The student will manifest significant leadership skills and organize group(s) to achieve project goals.

TRAIT/MARKER CODE	TRAIT/MARKER
G.K12.5.3.1a	<b>Group Dynamics - Know:</b> Adhere to the established rules of interaction in accepting and respecting consensus.
G.K12.5.3.1b	<b>Group Dynamics - Understand:</b> Demonstrate the ability to convey to group members good decision making skills.
G.K12.5.3.1c	<b>Group Dynamics - Perform:</b> Stimulate group discussion and decision making by asking appropriate questions.
G.K12.5.3.1d	<b>Group Dynamics - Accomplish:</b> Direct the group through an analysis and synthesis of the final solution to the achievement of a project goal.
G.K12.5.3.2a	<b>Communication - Know:</b> Convey information, concepts, and ideas using appropriate and advanced techniques.
G.K12.5.3.2b	<b>Communication - Understand:</b> Show an awareness of the experiences, needs, and concerns of others in the communication process.
G.K12.5.3.2c	<b>Communication - Perform:</b> Solidify group cohesion toward an assigned task using both verbal and non-verbal skills.
G.K12.5.3.2d	<b>Communication - Accomplish:</b> Analyze and synthesize the presentation skills necessary to communicate ideas, information, concerns, and solutions to a project goal.
G.K12.5.3.3a	<b>Technology - Know:</b> Identify appropriate technology to achieve a project goal.
G.K12.5.3.3b	<b>Technology - Understand:</b> Demonstrate the ability to propose new uses for current technology.
G.K12.5.3.3c	<b>Technology - Perform:</b> Integrate information systems in the problem solving process.
G.K12.5.3.3d	<b>Technology - Accomplish:</b> Use information systems to identify and analyze trends and events in order to forecast future implications.

G.K12.5.3.4a	<b>Cooperative Learning - Know:</b> Recognize positive interdependence as a basic tenet.
G.K12.5.3.4b	<b>Cooperative Learning - Understand:</b> Convey an understanding of the importance of group cohesiveness and pride.
G.K12.5.3.4c	<b>Cooperative Learning - Perform:</b> Demonstrate the ability to work with peers from a variety of cultures and ability levels respecting individual strengths, talents, and learning styles.
G.K12.5.3.4d	<b>Cooperative Learning - Accomplish:</b> Display flexibility in the incorporation of individual beliefs and values in the completion of a goal while recognizing the diversity of group members.

**Goal: STUDENT OUTCOMES PROGRAM GOAL 6: BY GRADUATION, THE STUDENT IDENTIFIED AS GIFTED WILL BE ABLE TO SET AND ACHIEVE PERSONAL, ACADEMIC, AND CAREER GOALS.**

Objective 1: The student will identify personal strengths and weaknesses and accept challenges in both areas to maximize learning.

TRAIT/MARKER CODE	TRAIT/MARKER
G.K12.6.1.1a	<b>Metacognition - Know:</b> Identify and use numerous tools to recognize personal strengths/weaknesses, learning styles/preferences.
G.K12.6.1.1b	<b>Metacognition - Understand:</b> Interpret assessments and identify skills/abilities necessary for professional performance in a field of study.
G.K12.6.1.1c	<b>Metacognition - Perform:</b> Recognize challenges and create goals for developing expertise in a field of study.
G.K12.6.1.1d	<b>Metacognition - Accomplish:</b> Evaluate and refocus goals and the path to accomplishment through self- reflection and evaluation.
G.K12.6.1.2a	<b>Learning Profile - Know:</b> Recognize the components of personal learning preferences.
G.K12.6.1.2b	<b>Learning Profile - Understand:</b> Reflect on learning/work preferences to identify themes and changes over time.
G.K12.6.1.2c	<b>Learning Profile - Perform:</b> Compare how components of learning preferences align with professionals in a field of study.
G.K12.6.1.2d	<b>Learning Profile - Accomplish:</b> Use learning/work preferences to develop products in one or more disciplines.
G.K12.6.1.3a	<b>Acceptance of Challenge - Know:</b> Recognize the need to accomplish tasks in areas of both strength and weakness.
G.K12.6.1.3b	<b>Acceptance of Challenge - Understand:</b> Identify strategies and resources to overcome obstacles.
G.K12.6.1.3c	<b>Acceptance of Challenge - Perform:</b> Return to a task that was not successful; evaluate alternatives and seek support from outside resources.
G.K12.6.1.3d	<b>Acceptance of Challenge - Accomplish:</b> Seek opportunities to try new experiences in areas of strengths and weaknesses.
G.K12.6.1.4a	<b>Evaluation - Know:</b> Use evaluation of previous tasks to improve performance.
G.K12.6.1.4b	<b>Evaluation - Understand:</b> Review progress toward accepting challenges in various areas.
G.K12.6.1.4c	<b>Evaluation - Perform:</b> Reflect on failures and successes through self evaluation; acknowledge constructive criticism.
G.K12.6.1.4d	<b>Evaluation - Accomplish:</b> Solicit feedback from professionals related to projects and synthesize critiques into personal growth.

Objective 2: The student will assume primary responsibility for learning, including identifying needs and setting goals.

TRAIT/MARKER CODE	TRAIT/MARKER
G.K12.6.2.1a	<b>Independence - Know:</b> Recognize the need to set goals for assigned tasks.
G.K12.6.2.1b	<b>Independence - Understand:</b> Systematically approach setting and modifying goals with support from teachers and/or peers.
G.K12.6.2.1c	<b>Independence - Perform:</b> Document failures as a learning tool and alter plans when appropriate.
G.K12.6.2.1d	<b>Independence - Accomplish:</b> Incorporate a system of goal-setting as a lifelong learner.
G.K12.6.2.2a	<b>Self-Motivation - Know:</b> Follow directions to complete a task.
G.K12.6.2.2b	<b>Self-Motivation - Understand:</b> Take initiative to complete tasks.
G.K12.6.2.2c	<b>Self-Motivation - Perform:</b> Demonstrate persistence in returning to tasks and overcoming obstacles; adhere to timelines and other benchmarks.
G.K12.6.2.2d	<b>Self-Motivation - Accomplish:</b> Strive for professional quality in self-selected projects and performances.
G.K12.6.2.3a	<b>Priority - Know:</b> Identify a number of long and short-term goals and distinguishes between them.
G.K12.6.2.3b	<b>Priority - Understand:</b> Prioritize goals by importance, time, resources, and sustainability.
G.K12.6.2.3c	<b>Priority - Perform:</b> Evaluate and anticipate how controllable and non- controllable events and behavior affect goal achievement.
G.K12.6.2.3d	<b>Priority - Accomplish:</b> Exercise visionary thinking and focus on the future to adjust and readjust goals.
G.K12.6.2.4a	<b>Critical Reflection - Know:</b> Identify assumptions, beliefs, values, cultural practices, and social structures to assess impact.
G.K12.6.2.4b	<b>Critical Reflection - Understand:</b> Analyze assumptions in relation to specific historical and cultural context.
G.K12.6.2.4c	<b>Critical Reflection - Perform:</b> Propose alternative ways of thinking to challenge prevailing ways of knowing and acting.
G.K12.6.2.4d	<b>Critical Reflection - Accomplish:</b> Question patterns of action to establish truth or viability of a proposition or action.

Objective 3: The student will design plans of action to address benefits and obstacles in achieving goals of personal interest.

TRAIT/MARKER CODE	TRAIT/MARKER
G.K12.6.3.1a	<b>Communication - Know:</b> Communicate recognition of personal growth in areas of weakness and areas of strength.
G.K12.6.3.1b	<b>Communication - Understand:</b> Use appropriate and field- specific language to describe challenges in a variety of areas; goals are well-defined and specific.
G.K12.6.3.1c	<b>Communication - Perform:</b> Design oral and written plans to set goals and identify steps toward goal achievement and use those plans in work.
G.K12.6.3.1d	<b>Communication - Accomplish:</b> Reflect on appropriateness of designed goal-setting plans; alter plans when appropriate; make future plans for goal achievement based on successes/failures.
G.K12.6.3.2a	<b>Talent Development - Know:</b> Identify stages of talent development within a body of content.
G.K12.6.3.2b	<b>Talent Development - Understand:</b> Evaluate personal levels of achievement and align them with levels of talent development.
G.K12.6.3.2c	<b>Talent Development - Perform:</b> Produce high-quality products and performances that advance through a field's level of talent development.
G.K12.6.3.2d	<b>Talent Development - Accomplish:</b> Develop products and performances of

	professional quality through individual strengths in relationship to fields of study.
G.K12.6.3.3a	<b>Action Plan Components - Know:</b> Demonstrate knowledge of steps toward goal achievement.
G.K12.6.3.3b	<b>Action Plan Components - Understand:</b> Develop goals and objectives that are realistic and systematic.
G.K12.6.3.3c	<b>Action Plan Components - Perform:</b> Action plans include appropriate allocation of time, money, materials, and other resources.
G.K12.6.3.3d	<b>Action Plan Components - Accomplish:</b> Action plan include components of evaluation, multiplicity of solutions to overcome obstacles, and recruitment of supporters and resources.
G.K12.6.3.4a	<b>Social Context - Know:</b> Recognize how goals of self and others interconnect.
G.K12.6.3.4b	<b>Social Context - Understand:</b> Establish goals for self that acknowledge goals of peers and others.
G.K12.6.3.4c	<b>Social Context - Perform:</b> Assume responsibility for developing and managing goals that contribute to personal and group attainment.
G.K12.6.3.4d	<b>Social Context - Accomplish:</b> Incorporate multiple points of view to develop long-term personal and collective goals in various contexts (educational, social, political, career).

**Goal: STUDENT OUTCOMES PROGRAM GOAL 7: BY GRADUATION THE STUDENT IDENTIFIED AS GIFTED WILL BE ABLE TO DEVELOP AND DELIVER A VARIETY OF AUTHENTIC PRODUCTS/PERFORMANCES THAT DEMONSTRATE UNDERSTANDING IN MULTIPLE FIELDS/DISCIPLINES.**

Objective 1: The student will develop products that communicate expertise in multiple fields and disciplines to a variety of authentic audiences.

TRAIT/MARKER CODE	TRAIT/MARKER
G.K12.7.1.1a	<b>Audience Recognition - Know:</b> Identify an authentic audience based on set criteria related to a specific topic.
G.K12.7.1.1b	<b>Audience Recognition - Understand:</b> Communicate recognition of audience members' strengths and needs.
G.K12.7.1.1c	<b>Audience Recognition - Perform:</b> React and refine performance based on audiences' strengths and needs.
G.K12.7.1.1d	<b>Audience Recognition - Accomplish:</b> Communicate intentional reaction to subtle and overt feedback from audience.
G.K12.7.1.2a	<b>Communication - Know:</b> Prepare and execute practiced performance to communicate ideas.
G.K12.7.1.2b	<b>Communication - Understand:</b> Integrate ideas with visual supports to emphasize key point(s) in a performance.
G.K12.7.1.2c	<b>Communication - Perform:</b> Identify personal presentation style and adapt that style to different purposes, moods, tones.
G.K12.7.1.2d	<b>Communication - Accomplish:</b> Demonstrate evidence of refining a performance to communicate personal style.
G.K12.7.1.3a	<b>Advanced Presentation - Know:</b> Use advanced language and symbol systems to communicate ideas.
G.K12.7.1.3b	<b>Advanced Presentation - Understand:</b> Evaluate the personal preferences of others related to language and symbol systems.
G.K12.7.1.3c	<b>Advanced Presentation - Perform:</b> Evaluate self in the area of presentation, language, and symbol systems.
G.K12.7.1.3d	<b>Advanced Presentation - Accomplish:</b> Based on evaluation, revise and adapt presentation, language, and symbol systems for specific and various audiences.
G.K12.7.1.4a	<b>Problem Solving - Know:</b> Create product to solve a problem or communicate a perspective.
G.K12.7.1.4b	<b>Problem Solving - Understand:</b> Use strategies or tools of persuasion to resolve an

	issue or communicate a perspective.
G.K12.7.1.4c	<b>Problem Solving - Perform:</b> Create specific strategies targeted at opposing viewpoints/perspectives.
G.K12.7.1.4d	<b>Problem Solving - Accomplish:</b> Address critics with prepared, defensible arguments that effectively defend solutions.

Objective 2: The student will create products that synthesize information from multiple sources illustrating solutions to real-life problems.

TRAIT/MARKER CODE	TRAIT/MARKER
G.K12.7.2.1a	<b>Inventive Thinking - Know:</b> Generate ways to improve an existing product using two related sources.
G.K12.7.2.1b	<b>Inventive Thinking - Understand:</b> Create an original product for a specific audience using inductive and deductive reasoning.
G.K12.7.2.1c	<b>Inventive Thinking - Perform:</b> Create a product with defined rationale using multiple sources from varied fields or disciplines.
G.K12.7.2.1d	<b>Inventive Thinking - Accomplish:</b> Create and defend a product using multiple sources that can be used in and across fields/disciplines.
G.K12.7.2.2a	<b>Metaphorical Promotion - Know:</b> Create a statement or product using two related ideas to strengthen the message.
G.K12.7.2.2b	<b>Metaphorical Promotion - Understand:</b> Illustrate a new concept using two or more related ideas innovatively.
G.K12.7.2.2c	<b>Metaphorical Promotion - Perform:</b> Create two seemingly unrelated or opposing ideas to reflect an in-depth understanding of an issue, concept, or principle.
G.K12.7.2.2d	<b>Metaphorical Promotion - Accomplish:</b> Incorporate multiple sources from varied perspectives to create and test a novel theory.
G.K12.7.2.3a	<b>Praxis - Know:</b> Generate multiple solutions to a given problem.
G.K12.7.2.3b	<b>Praxis - Understand:</b> Generate a new, personal concept by synthesizing multiple solutions and multiple perspectives.
G.K12.7.2.3c	<b>Praxis - Perform:</b> Create a new personal theory by synthesizing multiple solutions and perspectives that can be applied to a different field of study.
G.K12.7.2.3d	<b>Praxis - Accomplish:</b> Critique or defend a personal theory based on evidence from multiple sources and multiple perspectives.