

Gwinnett County Public Schools Gifted Education Office

7. AKS Extended Curriculum 7.1 Standards for Gifted Education

The gifted education program serves students by providing academic challenges for those who are intellectually advanced. The program is designed to help each child reach his or her full potential. Students participating in the program receive additional instruction during their school day. This instruction may be in the form of a gifted education resource class, cluster group class, and/or content based class. The classes offer accelerated learning and enriched academic curriculum experiences that focus on and extend Gwinnett County Public Schools' Academic Knowledge and Skills.

The gifted curriculum standards are divided into seven areas: (1) Creativity, (2) Thinking Skills, (3) Problem Solving, (4) Autonomous Learning, (5) Discovery, (6) Leadership and (7) Research. These seven areas are fundamental to Gwinnett's curriculum for gifted students. Learning experiences that develop the use of the seven areas of curriculum standards enable gifted students to make informed decisions, to understand and apply concepts, to make reasonable judgments and to define, create and implement strategies for solving problems.

The following standards were developed by a group of GCPS administrators, parents and teachers to guide gifted program teachers in their instruction of gifted students. The standards state that gifted students will:

- communicate more often with composition, creative expression, technology, presentation, performance, or demonstrate a more complex response to content than their chronological age peers.
- frequently use analysis, synthesis, and evaluation
- generate convincing evidence of creative and/or advanced thinking
- respond more quickly than their age peers to new concepts and problems
- proceed at a quicker pace in obtaining complex concepts or solutions than their age peers
- work more frequently and for longer periods of time with topics, problems, and research
- participate more often in the evaluation process with a greater range of procedures
- recognize complex interrelations of ideas

Standards Areas

I. Creativity

The area of creativity is divided into four areas:

Fluency - the amount of knowledge in a variety of contents, i.e., if a person is considered fluent in a foreign language, he or she knows a great many words and is able to use them effectively.

Flexibility - the ability to change perspective

Originality - productions unique to the referent group and

Elaboration - additions to content already known, including more complexity and more sophistication than might be expected for that age or grade student.

In the gifted program students will:

- create more innovative processes and products and do so more frequently than their chronological age peers
- generate many ideas
- generate unique and original ideas
- generate elaborate details and ideas
- generate a wider variety of ideas
- learn and use methods of brainstorming

II. Thinking Skills

Students in the gifted program need to develop an awareness of problem solving approaches, produce logical thinking through the use of deductive and convergent thinking skills, and develop an ability to investigate many avenues for evaluating a given event through inductive and divergent thinking and logical thinking processes.

In the gifted program students will:

- conceptualize complex and abstract ideas
- identify ideas behind actions and facts
- identify common attributes, interrelate categories or classify by attributes
- modify concepts, attributes or structures
- thinking analytically
- identify unstated assumptions
- distinguish between verifiable facts and opinions
- detect bias
- recognize logical inconsistencies in a line of reasoning
- determine the strengths of an argument or claim
- understand a theory and apply it to different situations
- communicate ideas effectively
- refine uses of language to communicate with fluency, control, and precision
- listen and respond effectively
- express ideas with clarity, logic, accuracy, and persuasion

III. Problem Solving

Students in the gifted program need to observe and define problems relevant to a given situation, learn to apply the appropriate thinking skills to the defined problem and develop a set of criteria to evaluate the proposed solution to a given problem.

In the gifted program students will:

- demonstrate thoroughness and proficiency in applying steps of the problem solving process to investigate more complex problems than their chronological age peers
- recognize and state clearly a problem
- analyze a larger problem to identify its sub-problems
- identify cause and effect
- collect and interpret appropriate data
- recognize appropriate situations for divergent and convergent thinking in the problem solving process
- develop, implement and evaluate a plan of action
- develop criteria for making judgments about materials, conditions, theories and solutions

IV. Autonomous Learner

Autonomous learners are self-directed, independent learners.

In the gifted program students will:

- develop self-directed, independent learning skills
- select appropriate procedures and topics
- use traditional research skills
- expand technological research skills
- use information from a variety of sources
- organize priorities
- manage time, materials and resources
- set goals
- use effective decision-making skills
- select appropriate methods of evaluations

V. Discovery

Gifted program students need to discover and apply complex relationships and patterns within a variety of broad-based and/or thematic academic content areas than their chronological age peers.

In the gifted program students will:

- categorize, classify, outline, or web interrelated concepts
- create analogies
- use deductive reasoning
- hypothesize
- recognize relationships and patterns
- determine cause and effect
- make inferences
- make predictions

- identify assumptions, inconsistencies, fallacies and ambiguity
- determine relevance of ideas and connections

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VI. Leadership

Gifted program students need to demonstrate an ability to organize and facilitate the efforts of a group and/or individual in successfully achieving a desired goal. The students use these abilities in their personal lives or in their social and community settings.

In the gifted program students will:

- analyze leadership characteristics
- understand and respect copyright, trademarks and patents
- develop interpersonal skills
- demonstrate leadership through use of task persistence
- understand the difference between intellectual curiosity and unethical practices
- demonstrate independence, self-confidence, responsibility, self-motivation and task commitment
- learn to provide and receive constructive feedback
- develop openness to new areas of learning
- understand and appreciate the conditions and climate necessary for investigative and productive work
- tolerate other points of view

VII. Research

Students in the gifted program will understand the following research and reference skills:

- historical--objective reconstruction of the past
- developmental --concern for changes, patterns, trends, sequence and continuity involving people, descriptive--consistent and systematic description involving qualifications
- case and field--intense study of an individual, group or institution
- correlation--comparison between one set of quantitative data and another to investigate relationships
- action research--looks for improvement in skills, methods, problem solving, etc.
- quasi-experimental--attempts to construct a true experiment in a setting that does not allow exact control of all variables
- true experimental--looks at cause-and-effect with experimental and random groups
- causal-comparative--looks at or observes “what is” and then examines data to find possible causes

Students in the gifted program will:

- demonstrate an ability to access a wide variety of sources of information
- demonstrate thoroughness in their approach to research, considering unique and non-traditional sources