

## HCPS Gifted Resource Programs

The HCPS K-8 Gifted Resource Program is designed to nurture and extend curiosity, metacognition, and creative expression through a variety of student-centered opportunities. Students will become self-directed learners through experiences that foster creative risk-taking and support intellectual development. Utilizing rigorous 21st Century curriculum and innovative instructional opportunities, HCPS encourages students to maximize their potential.

### HCPS K-8 Gifted Resource Program Goals

<b>Critical Thinking</b>	Students will use critical/reflective thinking. This includes supporting ideas with facts and/or logic.
<b>Problem Solving</b>	Students will recognize, define, analyze, and solve problems, leading to evaluation, redesign, and justification of solutions.
<b>Inquiry</b>	Students will question, gather, organize, analyze, and apply information in a variety of formats to most effectively address real-world issues.
<b>Communication</b>	Students will present information to justify and/or defend their positions. This includes explaining sequentially how a conclusion is reached.
<b>Leadership</b>	Students will demonstrate effective leadership skills through independent thinking and in collaborative groups.
<b>Independent Research</b>	Students will investigate differentiated topics through independent research projects.



## HCPS Gifted Resource Programs

### Scope and Sequence (K-8)

#### Goal I: Critical Thinking

*Students will use critical/reflective thinking. This includes supporting ideas with facts and/or logic.*

	By the end of Gr 1	By the end of Gr 3	By the end of Gr 5	By the end of Gr 6	By the end of Gr 8
<b>Convergent Thinking</b>	Students will solve basic logic problems, classify and sort simple materials.	Students will solve more complex logic problems and will create original examples.	Students will see how clues are interrelated when solving real world problems.	Students will analyze solutions and evaluate the effectiveness of thought processes in their work.	Students will analyze solutions and evaluate the effectiveness of thought processes and outcomes of real world problems.
<b>Divergent Thinking</b>	Students will brainstorm multiple ideas to demonstrate creativity, fluency and flexibility.	Students will extend ideas with supporting details to demonstrate creativity, fluency, and flexibility.	Students will develop novel solutions to a real world situation.	Students will predict and analyze a variety of outcomes and possibilities to real world issues and exploration.	Students will evaluate, judge and defend solutions to a variety of real world issues,
<b>Visual Spatial Perception</b>	Students will manipulate shapes and visual images.	Students will solve a variety of puzzles demonstrating the ability to understand various points of view.	Students will solve and create complex puzzles.	Students will use visual and spatial orientation to solve real world problems.	Students will create and evaluate real world items based on visual and spatial orientation problems.

*\*Communication and leadership will be embedded within this goal for K - 5.*

## HCPS Gifted Resource Programs

### Scope and Sequence (K-8)

#### Goal II: Problem Solving

*Students will recognize, define, analyze, and solve problems, leading to evaluation, redesign, and justification of solutions.*

	By the end of Gr 1	By the end of Gr 3	By the end of Gr 5	By the end of Gr 6	By the end of Gr 7/8
<b>Recognize a problem</b>	The student will recognize a problem with teacher guidance.	The student will identify a problem and define the parts of a problem.	The student will identify a problem, determine its parts, and recognize the smaller issues of the problem.	The student will effectively evaluate facets of a problem and prioritize solution needs.	The student will justify and communicate steps designed to effectively address solution needs.
<b>Use Problem Solving Strategies</b>	The student will demonstrate at least two different ways to solve a problem.	The student will use an appropriate problem solving strategy when faced with a new problem.	The student will use multiple problem solving strategies and will know when to use each one.	The student will evaluate and select innovative measures to find an original solution.	The student will justify and communicate innovative measures to find an original solution.
<b>Develop a Solution</b>	The student will develop a creative solution to a problem.	The student will develop a creative and realistic solution to a problem.	The student will determine two or more possible creative and realistic solutions to a problem. The student will choose the best solution and will explain his/her reasoning.	The student will analyze the weaknesses in his problem-solving strategy and make appropriate adjustments to ensure successful solution.	The student will justify, through careful thought, reflection, and initiative, his ability to create an original solution through his engagement in the Design Cycle process.
<b>Integrative Thinking</b>	The student will explain how two things interact together.	The student will explain consequences of interactions.	The student will determine how an idea or solution interact and will clearly explain the impact on one another.	The student will evaluate the impact and need for a solution and effectively communicate this to his audience.	The student will effectively communicate the impact and need for a solution, justify its impact, and evaluate how the solution could be improved.

*\*Communication will be embedded within this goal for K-5.*

## HCPS Gifted Resource Programs

### Scope and Sequence (K-8)

#### Goal III: Inquiry

*Students will question, gather, organize, analyze, and apply information in a variety of formats to most effectively address real-world issues.*

	By the end of Gr 1	By the end of Gr 3	By the end of Gr 5	By the end of Gr 6	By the end of Gr 8
<b>Gather Information</b>	The student will recognize and utilize question stems on a specific topic. The student will show an awareness of procedures for gathering information.	The student will compare/contrast and develop open and closed questions for a specific purpose. The student will follow procedures when gathering information.	The student will analyze and evaluate different levels of questions. The student will initiate data retrieval through the use of technological sources, charts, surveys or graphs, and other available, reliable, resources.	The student will pose questions and hypotheses as a starting point for further exploration. Students will gather various forms of information from a variety of electronic and print resources.	The student will formulate questions and hypotheses to determine the direction and scope of an investigation. Students will gather large amounts of data from many sources, including print electronic resources, and from experts in the field and from members of the community.
<b>Organize Information</b>	The student will organize relevant information.	The student will organize information from several sources.	The student will organize information from several sources into relevant, useful forms.	The student will organize their information to best show valid support for their research.	The student will evaluate their data to determine what is useful or extraneous, valid or questionable, and if/how the data changes the student's investigation.

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<b>Analyze Information</b>	The student will determine which information is useful.	The student will determine which information is useful to develop an outcome.	The student will provide explanations about usefulness and validity of information.	The student will examine their information and explain how it supports/detracts from their hypothesis.	The student will construct a well-supported generalization (conclusion) that includes possible explanations for outlying data.
<b>Apply Information</b>	The student will use data to support information.	The student will use multiple sources of information to form a conclusion about a topic or issue.	The student will use multiple sources of information to inform others.	Students will share their findings with others, indicating real-world applications and effects.	Students will disseminate information to people or groups in the community and/or field(s) of expertise that would be affected by the student's results. Students will continue to be involved in any actionable steps that result.

*\*Communication and leadership will be embedded within this goal for K-5.*

## HCPS Gifted Resource Programs

### Scope and Sequence (6-8)

#### Goal IV: Communication and Leadership

*Students will demonstrate effective communication and leadership skills through independent thinking and in collaborative groups.*

	By the end of Gr 6	By the end of Gr 7/8
<b>Recognize Characteristics and Behaviors of Effective Leaders</b>	The student will understand the characteristics of gifted learners and how these traits affect their learning social development.	The student will evaluate strengths and weaknesses of world leaders. The student will use their leadership style to motivate, collaborate and work with others.
<b>Character, Ethics, and Integrity</b>	The student will identify ethical dilemmas and provide rationalization of what it means to be a good digital citizen and a person of character.	The student will understand the role of ethics and decision making when discussing philosophical questions. The student will understand how ethics impact the decisions made by world leaders.
<b>Communication</b>	The student will use resources to communicate effectively.	The student will communicate effectively to persuade others.

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### Scope and Sequence (6-8)

#### Goal V: Independent Research

*Students will investigate differentiated topics through independent research projects.*

	By the end of 6th grade	By the end of 8th grade
<b>Establish Research Focus</b>	The student will answer essential questions for research.	The student will create essential questions for research.
<b>Evaluate Resources</b>	The student will identify and verify the validity and bias of resources.	The student will incorporate primary and secondary resources.
<b>Apply Research</b>	The student will select appropriate product for intended audience	The student will create and present an authentic product for a real-world audience.
<b>Evaluate Research Process and Product</b>	The student will evaluate and reflect on research and product using provided assessment tool.	The student will collaborate and create an assessment tool for evaluation and reflection.