

ELEMENTARY GIFTED AND TALENTED SYLLABUS

Goals	Objectives	Units of Study
To support mastery of core areas of learning at a pace, complexity, and abstractness, and depth appropriate for gifted learners	In the designated curriculum area or areas, gifted and talented students will meet or exceed SC Curriculum Standards.	Grade 3: Making Your Mark on Greenville, Shakin' Up Shakespeare, Hands-On Equations, Figure It Out
To develop understanding of concepts, themes, and issues which are fundamental to the disciplines as well as society and to develop an appreciation for interrelationships among the disciplines.	A. Demonstrate comprehension of a discipline as a system of knowledge.	Grade 4: Bridges Across America, Hands-On Equations, Political Cartoons, Rube Goldberg
	B. Analyze the content of a discipline in terms of major concepts, themes, and issues of that discipline.	Grade 5: Hands-On Equations, From the Ground Up: Arts and Architecture Through the Ages, Electricity City, Independent Study
	C. Analyze a concept, theme, problem, or issue within and across disciplines by using the different perspectives of those disciplines.	Grade 3: Making Your Mark on Greenville helps students answer the question: "How does good leadership stand the test of time?" It introduces students to early life in Greenville, language, times, and events through research, technology, and hands-on activities.
	D. Analyze the ethical dimensions of ideas, issues, problems, and themes.	Grade 3: Shakin' Up Shakespeare helps students answer the question: "How does good literature stand the test of time?" Students are introduced to the life, time, language and plays of Shakespeare through research, technology, and hands-on activities. This unit will "shake-up" Shakespeare and show students how relative he still is!
	E. Explain the dynamic nature of knowledge and the interaction between culture and knowledge.	
To develop inquiry skills at a level of complexity, abstractness, and depth appropriate for gifted students.	A. Demonstrate inquiry skills.	Grades 3, 4, and 5: Hands-On Equations is a program designed to help elementary students master the basic concepts of algebra by using manipulatives. This program will help students have an easier transition from elementary math to middle school algebraic concepts.
	1. Identify a topic, problem, or issue and formulate questions for research.	Grade 4: Bridges to D.C. is an interdisciplinary unit of travel, geography and a study of U.S. bridges. Students research multiple topics and face varied challenges as they plot their route across the country. A structural component requires students to design, build and test bridges.
	2. Select and apply research methodology appropriate for the topic, problem, or issue.	Grade 4: Political Cartoons emphasizes critical thinking skills as students investigate social and political commentary. Students will analyze political cartoons to deepen their understanding of current events and use creative thinking skills to create their own cartoons.
	3. Access information worldwide from primary and secondary sources by using a variety of print, electronic, and other media.	Grade 4: A study of Rube Goldberg and his work requires students to identify cause and effect within a sequence of visual events and utilize creative thinking and concepts in physics to design a <i>contraption</i> .
	4. Assess the validity, reliability, and relevance of the information collected.	Grade 5: Electricity City is a problem-based science unit that allows students to explore models, electricity and circuits in the context of systems while seeking the solution to a real-world problem.
	5. Organize and analyze data.	Grade 5: Independent Study will give students an opportunity to select and pursue a topic of individual interest. With the teacher's guidance, the students will locate and use resources to produce a product that showcases his/her findings. Products will be presented and evaluated.
	6. Synthesize and interpret data.	Grade 5: From the Ground Up: Architecture Through the Ages is an interdisciplinary unit about the study of architecture. In the unit, students learn about 7 major architectural time periods and discover the skills needed to plan and design a structure including scale drawings, measurement, and geometrical concepts. Students discover that architecture contains historical artifacts that link the past and the present.
	7. Develop conclusions and implications in the light of the problem.	Grades 3, 4, and 5: Figure It Out challenges students to use mathematical reasoning and logic as they solve intricate problems.
	8. Select an appropriate medium to communicate the results of research.	

ELEMENTARY GIFTED AND TALENTED SYLLABUS

To develop the skills of critical and creative thinking, problem solving, and decision-making at a level of complexity, abstractness, and depth appropriate for gifted learners.	B. Demonstrate management skills.	
	1. Plan, pace, implement, and evaluate research projects.	
	2. Demonstrate effective allocation of time and resources.	
	C. Apply ethical standards in conducting and reporting research.	
	A. Demonstrate effective use of critical and creative thinking skills.	
	1. Apply the cognitive processes of application, analysis, synthesis, and evaluation	
To develop proficiency in communicating abstract and complex ideas, relationships, and issues.	2. Apply basic argument forms (i.e., induction and deduction)	
	3. Reason logically (define the central issue, analyze assumptions, select appropriate data or evidence, determine central concepts, distinguish points of view, develop valid inferences, determine purpose, and analyze implications.) (Paul, 1992)	
	4. Apply the divergent thinking processes of fluency, flexibility, elaboration, and originality	
	B. Demonstrate effective use of problem-solving and decision-making strategies.	
	C. Evaluate the quality and appropriateness of arguments, lines of reasoning, and solutions in terms of both ethical and intellectual standards.	
	D. Analyze the content, structure, value, aesthetic qualities, and historical context of products of creative thinking.	
	A. Synthesize knowledge and skills to communicate ideas, relationships, and issues effectively through products and presentations.	
	1. Demonstrate proficiency in multiple communication forms and technologies.	
	2. Select means of communication appropriate to both content and audience.	
	3. Communicate substantive ideas and information effectively.	
	B. Analyze and evaluate the quality, effectiveness, and substantive content of products and presentations.	
	1. Analyze the content, structure, historical context, value, and aesthetic quality of products and presentations.	
	2. Identify, define, and defend criteria for aesthetic preferences and judgments and apply those criteria to evaluate products and presentations.	