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| **Gifted Standards** | | | | | | | | | |
| **G1 - Critical Thinking**  Students will utilize higher order reasoning and reflect upon their thinking. | **G2 – Convergent Thinking**  Students will reason logically using induction and deduction. | | **G3 - Algebraic Thinking**  Students will reason algebraically. | | **G4 - Divergent Thinking**  Students will think creatively to generate innovative ideas, products, or solutions to problems. | | **G5 - Evaluative Thinking**  Students will evaluate and solve a variety of authentic problems. | | **G6 - Relationships & Connections**  Students will make relationships and connections among various topics and disciplines. |
| a. Apply the core critical thinking skills to various situations: metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarize, evaluation, synthesis, explanation, transferring.  b. Cultivate critical thinking through the use of: clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness. | a. Solve problems using logical reasoning.    b. Support opinions, theories, conjectures, and conclusions with logical reasoning.  c. Analyze logic to determine if it sufficiently supports opinions, theories, conjectures, and conclusions. | | a. Search for patterns, order, and regularity in mathematical situations.  b. Symbolically represent situations involving patterns and mathematical relationships.  c. Solve algebraic problems and equations with and without context. | | a. Assess ideas, products and solutions for the components of divergent thinking to modify original work.   * Fluency * Flexibility * Originality * Elaboration   b. Apply components of divergent thinking to ideas, products, and problem-solving situations.  c. Recognize that the components of divergent thinking improve ideas, products, and solutions. | | a. Implement the evaluative thinking process.  b. Apply and adapt a variety of strategies to resolve problems and dilemmas, and evaluate their effectiveness.  c. Choose appropriate problems and dilemmas to research and resolve.  d. Develop tools to assess performance-based products and personal goals. | | a. Explore and demonstrate an understanding of the relationships within and connections across topics and disciplines.  b. Formulate thought-provoking questions to explore relationships and connections.  c. Research topics or real-world problems to develop a body of knowledge and depth of understanding beyond the grade level CCGPS.  d. Seek opportunities to become a productive/proactive community member. |
| **Explore Develop Identify Describe Investigate Solve Implement Evaluate Create**  **Recognize Know Demonstrate Apply Formulate Adapt Infer Assess**  **1st Grade 2nd Grade 3rd Grade 4th Grade 5th Grade** | | | | | | | | | |
| **G7 – Communication**  Students will interact and exchange ideas, feelings, information, thoughts, and knowledge with others. | | **G8 - Collaboration**  Students will work toward a common goal with shared accountability for the final outcome. | | **G9 - Self-Reflection**  Students will reflect upon their abilities. | | **G10 - Respect For Others**  Students will be respectful members of their communities. | | **G11 - Self-Directed Learner**  Students will be self-directed learners. | |
| a. Effectively communicate both verbally and nonverbally using a variety of modalities.  b. Understand and adjust communication for a given audience.  c. Read and respond to a variety of texts.  d. Write for a variety of purposes.  e. Use knowledge of language and appropriate conventions when writing, speaking, reading, and listening. | | a. Develop a shared sense of responsibility for participation, decision making, and outcomes.  b. Engage in exchanges of constructive/critical feedback for instructional purpose. | | a. Develop areas of strength in self.  b. Recognize areas of weakness in self and develop strategies for improvement.  c. Recognize multiple intelligences in self.  d. Reflect upon personal learning styles and use the knowledge to facilitate self-growth. | | a. Respect the input of others.  b. Recognize the value of individual differences.  c. Recognize the strengths of others.  d. Actively listen to others in various situations. | | a. Establish and work toward short and long term goals.  b. Persevere in the face of obstacles.  c. Advocate for self.  d. Set appropriately high standards for work and behavior.  e. Take initiative to pursue opportunities to share and use abilities.  f. Seek opportunities for self-growth through risk-taking, curiosity, and use of complexity and imagination. | |