



SPOTSYLVANIA
COUNTY PUBLIC SCHOOLS

Gifted Services Elementary Curriculum Standards

Revised 2019

Based on the Efforts of the
Curriculum Standards Committee
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Modeled after the Curriculum Standards of the
Open Doors program in Jackson, Mississippi

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Overview

Gifted Services in Spotsylvania County are delivered through two programs at the elementary level. In the primary grades, students may be selected to participate in enrichment group services. In the intermediate grades, students may be identified to participate in the Spotsylvania County Program of Enrichment known as SCOPE.

There is a heavy emphasis on exposure and practice of thinking skills in the primary grades. One of the main resources on which lessons are based is the Primary Education Thinking Skills (PETS) series. The skills introduced and developed in the primary grades are then incorporated into broader units of study in the intermediate grades.

Please see the following resources for a summary of pacing and examples of lessons/units:

Enrichment Group Curriculum Overview
SCOPE Curriculum Overview

Thinking Skills

Thinking skills may be divided into the following four major areas:

Convergent Thinking (also referred to as analytical/deductive thinking) is the ability to see the correct answer by seeing interrelationships between clues and then deferring judgment until all clues have been collected. A variety of techniques are available to enhance convergent/analytical thinking.

Divergent Thinking (also referred to as creative/inventive thinking) is the ability to generate and/or produce items, ideas, and solutions using imaginative skills. The basic components of creativity are fluency, flexibility, originality, and elaboration. A variety of techniques are available to enhance divergent/creative thinking. Evidence of creativity may be seen in original products such as visual art, performance pieces, written work, and functioning objects.

Visual Spatial Thinking is the ability to mentally manipulate shapes while demonstrating an understanding of relationships among objects. A variety of techniques are available to enhance visual/spatial thinking. Evidence of visual/spatial ability may be seen in hands on building of 3D objects from 2D drawings.

Evaluative Thinking is the ability to evaluate and offer a solution that is based on valid considerations or criteria. A variety of techniques are available to enhance evaluative thinking. Evidence of evaluative ability may be seen in behaviors such as seeing more than one viewpoint, understanding considerations, and supporting decisions and opinions.

I. Thinking Skills

1. The student will demonstrate the use of convergent thinking skills.

- a. The student will ask questions and reflect on thinking.
- b. The student will organize and put information together using categorize/classify and compare/contrast.
- c. The student will determine patterns and sequences and the relationships and discrepancies in them.
- d. The student will draw conclusions and make informed decisions using all available information (inductive and deductive reasoning) to solve problems.

2. The student will demonstrate the use of divergent thinking skills.

- a. The student will demonstrate the components of creative thinking according to the Williams Model.
 - i. **FLUENCY:** The student will produce a large number of ideas or alternatives to a presented problem.
 - ii. **FLEXIBILITY:** The student will approach a problem from different perspectives, thereby producing ideas/solutions in a variety of categories.
 - iii. **ORIGINALITY:** The student will produce ideas that are unique or unusual.
 - iv. **ELABORATION:** The student will add details to embellish ideas or products.
- b. The student will demonstrate the use of a variety of creativity/idea generating techniques.
 - i. The student will brainstorm for solutions to a posed problem while deferring judgment.
- c. The student will analyze pieces of information/objects and put them back together in new and different ways.
- d. The student will generate both planned and improvised creative products and/or productions which may include any or all of the following:
 - i. written works
 - ii. artwork
 - iii. functioning objects, machines, or working models.
 - iv. performance pieces such as dance, music, drama, etc.
 - v. technology-based artifacts

3. **The student will demonstrate the use of visual/spatial thinking skills.**
 - a. The student will see interrelationships of visual clues.
 - b. The student will combine visual clues to solve problems.
 - c. The student will manipulate or interpret shapes mentally.

4. **The student will demonstrate the use of evaluative thinking skills.**
 - a. The student will evaluate ideas, actions, and products for strengths and weaknesses based on a set of criteria.
 - b. The student will justify opinions, beliefs, and/or solutions based on evidence.
 - c. The student will recognize more than one viewpoint.
 - d. The student will evaluate self and provide constructive feedback to others on products, writing, and presentations using formal (rubrics) and informal (conversation) methods.

Research Skills

Research is a studious inquiry aimed at the gathering, discovery, and interpretation of information as well as the revision of accepted theories in the light of new information.

Knowledge of basic research skills and research methodology is essential in an ever-changing, information age society.

Students in the primary grades are introduced to basic information literacy skills. Students in intermediate grades conduct more in-depth research in conjunction with grade-level SOL objectives.

II. Research Skills

1. **The student will demonstrate the use of basic research skills.**
 - a. The student will select a topic.
 - i. The student will brainstorm topics to research.
 - ii. The student will clarify a research topic to make it more manageable.
 - b. The student will collect data using a variety of methods.
 - i. The student will make decisions about the appropriateness of resources to specific questions.
 - ii. The student will develop a comfortable and effective personal style of note taking based on established methods.
 - iii. The student will demonstrate familiarity with the scientific method.
 - iv. The student will demonstrate an understanding of how to use print and on-line media appropriately.
 - c. The student will demonstrate ethical principles of research.
 - i. The student will give proper credit to the creator (of an image, written work, etc.) whose original ideas are used.
 - ii. The student will paraphrase an author's original work.
 - iii. The student will demonstrate a basic understanding of copyright laws and plagiarism.
 - d. The student will use communication skills to develop a presentation that shares his/her research findings with others.
 - i. The student will use an outline or graphic organizer to plan a product.
 - ii. The student will plan and create one or more visual aids.
 - iii. The student will use effective language, grammar, and style that are well suited to the audience.
 - iv. The student will demonstrate the use of effective speaking skills such as appropriate rate, volume, tone, pitch, enunciation, and pace.
 - v. The student will use appropriate body language to reflect the meaning of a message.

Interpersonal Skills

Interpersonal skills deal with the ability to understand and relate to others. These skills may be divided into the following areas:

Communication is the art of effectively expressing ideas, feelings, and concepts, and correctly interpreting those of others.

Group Dynamics specify abilities needed to positively function as a group member. These include working toward group goals as well as recognizing and responding to the social and emotional needs of the group and its members.

Interpersonal skills are practiced throughout the curriculum.

III. Interpersonal Skills

1. The student will communicate effectively.

- a. The student will use receptive listening and observation skills to gain understanding.
- b. The student will express ideas clearly and effectively in a variety of settings and for a variety of purposes.
- c. The student will develop an awareness of and analyze the effectiveness of formal and informal communication methods (using both print and electronic media).

2. The student will work cooperatively as a member of the group.

- a. As a member of the group, the student will demonstrate commitment to the group's objectives.
- b. The student will contribute to the forward movement of the group.

3. The student will interact effectively and responsibly with others in a variety of group settings and for a variety of purposes.

- a. The student will seek agreement and solutions through discussion.
- b. The student will actively participate by sharing opinions, concerns, and feelings.
- c. The student will demonstrate a respect for individual differences and viewpoints of others.
- d. The student will demonstrate a timeliness and purpose in criticism.
- e. The student will display an attitude of receptivity (openness to new ideas).
- f. The student will help build consensus in order to advance the defined task of the group.
- g. The student will assume a variety of roles during cooperative group activities.

Affective (Intrapersonal) Skills

Affective Skills deal with an ongoing attention to one's internal states: the ability to access one's own feelings, discriminate among them, and draw on them to guide behavior. Students must develop these skills in order to:

- Move beyond extrinsic motivation to intrinsic motivation
- Manage emotions
- Experience personal growth
- Accept and appreciate selves
- Effectively use what has been learned in all areas of the curriculum to become self-directed, autonomous learners.

Affective skills are targeted throughout the curriculum.

IV. Affective/Intrapersonal Skills

- 1. The student will develop an awareness of inner feelings.**
 - a. The student will identify, understand, and analyze feelings and emotions in self.
- 2. The student will demonstrate the use of stress management and coping skills.**
 - a. The student will identify sources of and possible solutions for stress.
 - b. The student will develop a healthy perception of perfectionism.
- 3. The student will develop an understanding, acceptance, and appreciation of self.**
 - a. The student will understand his/her learning style. (Multiple intelligences, etc.)
 - b. The student will develop an understanding of the nature of giftedness and twice-exceptionality.
- 4. The student will demonstrate responsibility for personal growth.**
 - a. The student will identify and assess his/her strengths and weaknesses and use these as a baseline for improvement.
 - b. The student will demonstrate the ability to set goals and take the necessary steps to reach them.
 - c. The student will develop and demonstrate self-discipline.
 - d. The student will demonstrate task commitment, personal motivation, delayed gratification and impulse control.
 - e. The student will develop a healthy attitude toward risk taking by accepting challenges requiring skills in his/her areas of weakness as well as his/her areas of strength.