

East Poinsett County School District



Gifted & Talented Education Scope and Sequence



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The Scope and Sequence of the East Poinsett County Gifted & Talented Program provides a detailed map clearly listing skill development progression. All skills are taught within the context of differentiated learning topics which involve students in actively applying the skills they are learning while extending those in which they are proficient or have obtained mastery. The curriculum utilizes technology as an investigative tool and in the creation of products.

Content Strand 1: Creative Thinking

Content Strand 2: Critical Thinking

Content Strand 3: Research/Independent Learning

Content Strand 4: Communication

Content Strand 5: Affective Development

Content Strand 1: Creative Thinking

Focus: Fluency

Standard 1: Students will increase their ability to generate original and varied ideas and solutions to problems through the use of fluency.

Standard Number	Student Learning Expectations	Scope/Benchmark				Bloom's Taxonomy
		K-2	3-6	7-9	10-12	
1.1.1	The learner will generate many alternatives in problem finding and problem-solving.	Introduce	Develop	Master	Extend	Creating
1.1.2	The learner will utilize brainstorming techniques.	Introduce	Develop	Master	Extend	Applying
1.1.3	The learner will generate a list of pros and cons.		Introduce	Develop	Master/Extend	Creating
1.1.4	The learner will generate a list of attributes		Introduce	Develop	Master/Extend	Analyzing/Creating

Content Strand 1: Creative Thinking

Focus: Flexibility

Standard 2: Students will increase their ability to generate original and varied ideas and solutions to problems through the use of flexibility.

Standard Number	Student Learning Expectations	Scope/Benchmark				Bloom's Taxonomy
		K-2	3-6	7-9	10-12	
1.2.1	The learner will utilize new and different approaches to problems.	Introduce	Develop	Master	Extend	Applying
1.2.2	The learner will minify, magnify, and/or modify ideas or concepts.	Introduce	Develop	Master	Extend	Analyzing/Creating
1.2.3	The learner will adapt a single idea or material to many different uses.	Introduce	Develop	Master	Extend	Creating
1.2.4	The learner will explore unexplained or unknown concepts.		Introduce	Develop	Master/Extend	Analyzing
1.2.5	The learner will apply a principle or concept to different areas.		Introduce	Develop	Master/Extend	Applying

Content Strand 1: Creative Thinking

Focus: Originality

Standard 3: Students will increase their ability to generate original and varied ideas and solutions to problems through the use of originality.

Standard Number	Student Learning Expectations	Scope/Benchmark				Bloom's Taxonomy
		K-2	3-6	7-9	10-12	
1.3.1	The learner will create unique products or ideas by combining, rearranging, redesigning, reversing or substituting unusual concepts or materials.	Introduce	Develop	Master	Extend	Creating
1.3.2	The learner will generate unusual solutions to problems.	Introduce	Develop	Master	Extend	Creating
1.3.3	The learner will generate unusual answers to questions.	Introduce	Develop	Master	Extend	Creating
1.3.4	The learner will develop new ideas or concepts by synthesizing seemingly unconnected information.		Introduce	Develop	Master/Extend	Analyzing/Creating
1.3.5	The learner will reorganize a body of information and make original additions to it.		Introduce	Develop	Master/Extend	Creating/Evaluating

Content Strand 1: Creative Thinking

Focus: Elaboration

Standard 4: Students will increase their ability to generate original and varied ideas and solutions to problems through the use of elaboration.

Standard Number	Student Learning Expectations	Scope/Benchmark				Bloom's Taxonomy
		K-2	3-6	7-9	10-12	
1.4.1	The learner will recognize the need for detail.	Introduce	Develop	Master	Extend	Understanding
1.4.2	The learner will use detail to embellish or enhance objects, concepts, or questions.	Introduce	Develop	Master	Extend	Applying
1.4.3	The learner will use familiar objects in ways different from their intended purpose.	Introduce	Develop	Master	Extend	Creating
1.4.4	The learner will distinguish between detail and the necessary components of concepts or products.		Introduce	Develop	Master/ Extend	Evaluating

Content Strand 1: Creative Thinking

Focus: Curiosity

Standard 5: Students will increase their ability to generate original and varied ideas and solutions to problems through the use of curiosity.

Standard Number	Student Learning Expectations	Scope/Benchmark				Bloom's Taxonomy
		K-2	3-6	7-9	10-12	
1.5.1	The learner will pose questions.	Introduce	Develop	Master	Extend	Applying/Analyzing
1.5.2	The learner will recognize the relationship between problem-finding and problem-solving.	Introduce	Develop	Master	Extend	Understanding/Analyzing
1.5.3	The learner will question relationships and interpretation.		Introduce	Develop	Master/Extend	Creating/Evaluating

Content Strand 1: Creative Thinking

Focus: Imagination

Standard 6: Students will increase their ability to generate original and varied ideas and solutions to problems through the use of imagination.

Standard Number	Student Learning Expectations	Scope/Benchmark				Bloom's Taxonomy
		K-2	3-6	7-9	10-12	
1.6.1	The learner will create alternate outcomes for reality through imagination.	Introduce	Develop	Master	Extend	Creating
1.6.2	The learner will give human traits to inanimate objects.	Introduce	Develop	Master	Extend	Creating
1.6.3	The learner will demonstrate an ability to overcome the constraints of time, environment, logic, and responsibility.		Introduce	Develop	Master/Extend	Applying/Analyzing/ Creating

Content Strand 2: Critical Thinking

Focus: Analysis

Standard 1: Students will develop the higher-order thinking skill of analysis to reason and show evidence of their thought processes.

Standard Number	Student Learning Expectations	Scope/Benchmark				Bloom's Taxonomy
		K-2	3-6	7-9	10-12	
2.1.1	The learner will identify a main idea in oral, written or non-verbal form.		Introduce	Develop	Master/Extend	Understanding
2.1.2	The learner will recognize relationships among ideas and data.		Introduce	Develop	Master/Extend	Analyzing
2.1.3	The learner will provide supportive evidence for a particular idea, principle, or generalization.		Introduce	Develop	Master/Extend	Evaluating
2.1.4	The learner will classify information into logical categories.		Introduce	Develop	Master/Extend	Understanding/ Applying
2.1.5	The learner will deduce information and draw conclusions.		Introduce	Develop	Master/Extend	Analyzing/Evaluating
2.1.6	The learner will compare the attributes of varying ideas.		Introduce	Develop	Master/Extend	Analyzing
2.1.7	The learner will sequence information to make a point or verify a solution.		Introduce	Develop	Master/Extend	Analyzing

Content Strand 2: Critical Thinking

Focus: Synthesis

Standard 2: Students will develop the higher-order thinking skill of synthesis to reason and show evidence of their thought process.

Standard Number	Student Learning Expectations	Scope/Benchmark				Bloom's Taxonomy
		K-2	3-6	7-9	10-12	
2.2.1	The learner will combine concepts, principles, and generalizations to generate a new relationship/understanding.		Introduce	Develop	Master/Extend	Creating
2.2.2	The learner will modify and adapt information, materials, and ideas to be used in a different manner.	Introduce	Develop	Master	Extend	Creating
2.2.3	The learner will make valid predictions based on available information or as a result of an action.		Introduce	Develop	Master/Extend	Creating/Evaluating
2.2.4	The learner will formulate alternatives to a problem or issue.		Introduce	Develop	Master/Extend	Creating

Content Strand 2: Critical Thinking

Focus: Evaluation

Standard 3: Students will develop the higher-order thinking skill of evaluation to reason and show evidence of their thought process.

Standard Number	Student Learning Expectations	Scope/Benchmark				Bloom's Taxonomy
		K-2	3-6	7-9	10-12	
2.3.1	The learner will develop evaluation/assessment criteria.		Introduce	Develop	Master/Extend	Analyzing/Creating
2.3.2	The learner will utilize criteria to assess the organization, content, value, and effectiveness of a product or process.		Introduce	Develop	Master/Extend	Evaluating
2.3.3	The learner will assess the accuracy and relevance of points used to support an argument.		Introduce	Develop	Master/Extend	Evaluating
2.3.4	The learner will prove or disprove ideas by presenting evidence.	Introduce	Develop	Master	Master/Extend	Evaluating
2.3.5	The learner will differentiate between constructive and destructive criticism.		Introduce	Develop	Master/Extend	Evaluating

Content Strand 2: Critical Thinking

Focus: Problem Solving

Standard 4: Students will utilize problem-solving skills and develop strategies that can be applied to real-life situations.

Standard Number	Student Learning Expectations	Scope/Benchmark				Bloom's Taxonomy
		K-2	3-6	7-9	10-12	
2.4.1	The learner will recognize a problem (understand a given situation).	Introduce	Develop	Master	Extend	Understanding
2.4.2	The learner will define the problem.	Introduce	Develop	Master	Extend	Applying
2.4.3	The learner will gather ideas and data related to the problem.		Introduce	Develop	Master/Extend	Understanding
2.4.4	The learner will brainstorm varying aspects of the problem.	Introduce	Develop	Master	Extend	Analyzing
2.4.5	The learner will identify underlying problems and subproblems.		Introduce	Develop	Master/Extend	Creating/Evaluating

Content Strand 3: Research/Independent Learning

Focus: Select/Develop Topic

Standard 1: Students will acquire research/independent learning skills by selecting and developing a topic.

Standard Number	Student Learning Expectations	Scope/Benchmark				Bloom's Taxonomy
		K-2	3-6	7-9	10-12	
3.1.1	The learner will brainstorm for a topic.		Introduce	Develop	Master/Extend	Understanding
3.1.2	The learner will formulate questions to guide research.		Introduce	Develop	Master/Extend	Creating
3.1.3	The learner will develop a hypothesis.		Introduce	Develop	Master/Extend	Creating
3.1.4	The learner will determine materials and technical resources needed.		Introduce	Develop	Master/Extend	Applying/Analyzing
3.1.5	The learner will develop a plan and timeline for gathering information.		Introduce	Develop	Master/Extend	Analyzing/Creating
3.1.6	The learner will develop criteria to evaluate a product.		Introduce	Develop	Master/Extend	Analyzing/Creating

Content Strand 3: Research/Independent Learning

Focus: Data Collection

Standard 2: Students will utilize data collection to acquire research/independent learning skills.

Standard Number	Student Learning Expectations	Scope/Benchmark				Bloom's Taxonomy
		K-2	3-6	7-9	10-12	
3.2.1	The learner will develop a research outline.		Introduce	Develop	Master/Extend	Analyzing
3.2.2	The learner will acquire information from various resources.		Introduce	Develop	Master/Extend	Understanding
3.2.3	The learner will use various media sources (such as computers, videos, other electronic devices, etc.)		Introduce	Develop	Master/Extend	Applying
3.2.4	The learner will utilize individuals and community resources.		Introduce	Develop	Master/Extend	Applying
3.2.5	The learner will use appropriate research methods (such as case studies, historical studies, interviews, surveys, and polls).		Introduce	Develop	Master/Extend	Applying
3.2.6	The learner will use various skills (such as note taking, outlining, photography, graphs, etc.) to collect data.		Introduce	Develop	Master/Extend	Applying
3.2.7	The learner will interpret and validate data.		Introduce	Develop	Master/Extend	Analyzing/Evaluating

Content Strand 3: Research/Independent Learning

Focus: Organizing/Analyzing Data

Standard 3: Students will acquire research/independent learning skills by organizing and analyzing data.

Standard Number	Student Learning Expectations	Scope/Benchmark				Bloom's Taxonomy
		K-2	3-6	7-9	10-12	
3.3.1	The learner will organize and interpret data.		Introduce	Develop	Master/Extend	Analyzing
3.3.2	The learner will modify hypothesis if needed.		Introduce	Develop	Master/Extend	Creating
3.3.3	The learner will document the authenticity of sources.		Introduce	Develop	Master/Extend	Applying
3.3.4	The learner will develop data into an illustrative form for appropriate media.		Introduce	Develop	Master/Extend	Analyzing/ Creating

Content Strand 3: Research/Independent Learning

Focus: Presentation and Evaluation of Product

Standard 4: Students will develop research/independent learning skills by the presentation and evaluation of a research product.

Standard Number	Student Learning Expectations	Scope/Benchmark				Bloom's Taxonomy
		K-2	3-6	7-9	10-12	
3.4.1	The learner will synthesize data.		Introduce	Develop	Master/Extend	Creating
3.4.2	The learner will establish procedures for developing and improving a final presentation.		Introduce	Develop	Master/Extend	Analyzing
3.4.3	The learner will develop an original product to accompany the presentation of the selected topic.		Introduce	Develop	Master/Extend	Creating
3.4.4	The learner will apply evaluative criteria to the product.		Introduce	Develop	Master/Extend	Evaluating
3.4.5	The learner will present information on the selected topic to an appropriate audience.		Introduce	Develop	Master/Extend	Applying

Content Strand 4: Communication

Focus: Verbal

Standard 1: Students will develop their verbal communication skills.

Standard Number	Student Learning Expectations	Scope/Benchmark				Bloom's Taxonomy
		K-2	3-6	7-9	10-12	
4.1.1	The learner will verbally express ideas, opinions, and feelings.	Introduce	Develop	Master	Extend	Applying
4.1.2	The learner will organize material for an oral presentation.		Introduce	Develop	Master/Extend	Analyzing
4.1.3	The learner will vary content and style according to purpose and audience.		Introduce	Develop	Master/Extend	Creating/Evaluating
4.1.4	The learner will present material to an appropriate audience.		Introduce	Develop	Master/Extend	Applying

Content Strand 4: Communication

Focus: Non-Verbal

Standard 2: Students will develop their non-verbal communication skills

Standard Number	Student Learning Expectations	Scope/Benchmark				Bloom's Taxonomy
		K-2	3-6	7-9	10-12	
4.2.1	The learner will nonverbally express ideas, opinions, and feelings.	Introduce	Develop	Master	Extend	Applying
4.2.2	The learner will translate verbal communication into another medium.	Introduce	Develop	Master	Extend	Creating
4.2.3	The learner will recognize non-verbal methods that influence thinking.	Introduce	Develop	Master	Extend	Analyzing
4.2.4	The learner will vary content and style according to purpose and audience.		Introduce	Develop	Master/Extend	Creating/Evaluating
4.2.5	The learner will enhance a presentation by using non-verbal forms of expression.		Introduce	Develop	Master/Extend	Applying

Content Strand 4: Communication

Focus: Written

Standard 3: Students will develop their written communication skills.

Standard Number	Student Learning Expectations	Scope/Benchmark				Bloom's Taxonomy
		K-2	3-6	7-9	10-12	
4.3.1	The learner will recognize and use various types of written communication.		Introduce	Develop	Master/Extend	Applying
4.3.2	The learner will develop appropriate techniques related to a specific writing project.		Introduce	Develop	Master/Extend	Creating
4.3.3	The learner will plan a written document.		Introduce	Develop	Master/Extend	Creating
4.3.4	The learner will vary content and style according to purpose and audience.		Introduce	Develop	Master/Extend	Creating/Evaluating
4.3.5	The learner will present material to an appropriate audience.		Introduce	Develop	Master/Extend	Applying

Content Strand 4: Communication

Focus: Listening

Standard 4: Students will develop their listening skills.

Standard Number	Student Learning Expectations	Scope/Benchmark				Bloom's Taxonomy
		K-2	3-6	7-9	10-12	
4.4.1	The learner will identify and demonstrate various skills of listening (such as eye contact, observation, attentiveness, etc.)	Introduce	Develop	Master	Extend	Understanding/ Applying
4.4.2	The learner will demonstrate effective body language while listening.	Introduce	Develop	Master	Extend	Applying
4.4.3	The learner will evaluate the benefits of effective listening skills.		Introduce	Develop	Master/ Extend	Evaluating

Content Strand 5: Affective Development

Focus: Self Concept

Standard 1: Students will develop an awareness of self through activities/experiences designed to foster their ability to enhance self concept.

Standard Number	Student Learning Expectations	Scope/Benchmark				Bloom's Taxonomy
		K-2	3-6	7-9	10-12	
5.1.1	The learner will recognize and understand one's own special abilities and limitations.	Introduce	Develop	Master	Master/Extend	Understanding
5.1.2	The learner will set standards and goals appropriate to ability level.		Introduce	Develop	Master/Extend	Analyzing/Evaluation
5.1.3	The learner will develop a belief in the ability to succeed.	Introduce	Develop	Master	Master/Extend	Creating
5.1.4	The learner will identify and demonstrate an awareness of various emotions and values.		Introduce	Develop	Master/Extend	Applying
5.1.5	The learner will put positive and negative feedback into perspective.		Introduce	Develop	Master/Extend	Analyzing/Evaluation

Content Strand 5: Affective Development

Focus: Interpersonal Relations

Standard 2: Students will develop the ability to enhance interpersonal relationships.

Standard Number	Student Learning Expectations	Scope/Benchmark				Bloom's Taxonomy
		K-2	3-6	7-9	10-12	
5.2.1	The learner will discover and respect the uniqueness of others.	Introduce	Develop	Master	Extend	Understanding/ Applying
5.2.2	The learner will recognize one's own role in various groups.		Introduce	Develop	Master/ Extend	Understanding
5.2.3	The learner will offer and accept constructive feedback.		Introduce	Develop	Master/ Extend	Analyzing/ Creating/ Evaluating
5.2.4	The learner will anticipate interpersonal conflicts and accept responsibility for consequences of actions.		Introduce	Develop	Master/ Extend	Analysing/ Creating/ Evaluating
5.2.5	The learner will develop awareness that cooperation and competition are aspects of interpersonal relations.		Introduce	Develop	Master/ Extend	Analyzing/ Creating
5.2.6	The learner will recognize and evaluate the expectations of adults and peers.		Introduce	Develop	Master/ Extend	Evaluating

Content Strand 5: Affective Development

Focus: Personal Decision Making

Standard 3: Students will develop personal decision making skills.

Standard Number	Student Learning Expectations	Scope/Benchmark				Bloom's Taxonomy
		K-2	3-6	7-9	10-12	
5.3.1	The learner will establish priorities and set realistic goals.		Introduce	Develop	Master/Extend	Analyzing/Evaluating
5.3.2	The learner will review all positive alternatives.		Introduce	Develop	Master/Extend	Analyzing
5.3.3	The learner will weigh pros and cons of each alternative.		Introduce	Develop	Master/Extend	Evaluating
5.3.4	The learner will choose the best alternative.		Introduce	Develop	Master/Extend	Evaluating
5.3.5	The learner will evaluate the alternative and support the decision.		Introduce	Develop	Master/Extend	Evaluating
5.3.6	The learner will develop skills necessary for self learning.		Introduce	Develop	Master/Extend	Creating
5.3.7	The learner will investigate varied career options.		Introduce	Develop	Master/Extend	Analyzing

Content Strand 5: Affective Development

Focus: Risk Taking

Standard 4: Students will learn to cope with success and failure by developing risk taking skills.

Standard Number	Student Learning Expectations	Scope/Benchmark				Bloom's Taxonomy
		K-2	3-6	7-9	10-12	
5.4.1	The learner will risk a mistake or failure.		Introduce	Develop	Master/Extend	Applying
5.4.2	The learner will explore new experiences and attempt difficult tasks.		Introduce	Develop	Master/Extend	Applying
5.4.3	The learner will analyze discrepancies in thought or information and develop alternative perspectives.		Introduce	Develop	Master/Extend	Analyzing/ Creating
5.4.4	The learner will risk criticism in support of their own beliefs and ideas.		Introduce	Develop	Master/Extend	Applying/ Creating
5.4.5	The learner will predict consequences of risk taking and assume responsibility for a course of action.		Introduce	Develop	Master/Extend	Creating

Content Strand 5: Affective Development

Focus: Leadership

Standard 5: Students will develop effective leadership skills.

Standard Number	Student Learning Expectations	Scope/Benchmark				Bloom's Taxonomy
		K-2	3-6	7-9	10-12	
5.5.1	The learner will define and assess characteristics of leadership.		Introduce	Develop	Master/Extend	Evaluating
5.5.2	The learner will discriminate between positive and negative attributes of a leader.		Introduce	Develop	Master/Extend	Evaluating
5.5.3	The learner will assess the motivational aspects of effective leadership.		Introduce	Develop	Master/Extend	Evaluating
5.5.4	The learner will participate in activities that develop effective leadership roles.		Introduce	Develop	Master/Extend	Applying/ Creating

Content Strand 5: Affective Development

Focus: Survival Skills

Standard 6: Students will develop survival skills necessary to thrive as a gifted learner.

Standard Number	Student Learning Expectations	Scope/Benchmark				Bloom's Taxonomy
		K-2	3-6	7-9	10-12	
5.6.1	The learner will explore coping strategies in such areas as perfectionism, gifted characteristics, gifted females, gifted males, gifted underachievement, and twice exceptional students.		Introduce	Develop	Master/Extend	Analyzing
5.6.2	The learner will accept opportunities to attempt new challenges leading to task commitment or possible lifelong passions in learning.		Introduce	Develop	Master/Extend	Creating
5.6.3	The learner will demonstrate effective use of time.		Introduce	Develop	Master/Extend	Applying
5.6.4	The learner will assess/reassess obligations in individual and group endeavors to fulfill guidelines established by the learner and/or the teacher/facilitator.		Introduce	Develop	Master/Extend	Evaluating
5.6.5	The learner will accept responsibility for their own actions and ideas.		Introduce	Develop	Master/Extend	Applying/ Creating