



**District Plan
2012-2015**

CONTENTS

Amarillo Independent School District Gifted and Talented Program Goals	2
AISD Gifted and Talented Student Assessment and Identification	3
AISD DISTRICT PLAN FOR THE EDUCATION OF GIFTED AND TALENTED STUDENTS	
• Objective 1: Student Assessment	4
• Objective 2: Service Design	5
• Objective 3: Curriculum and Instruction	6
• Objective 4: Professional Development	7
• Objective 5: Family-Community Involvement	8
Exit and Transfer Policies	9
Furlough and Appeals Policies	10
Amarillo Independent School District Mission Statement	11
TEXAS EDUCATION CODE (TEC)	
Chapter 89. Adaptations for Special Populations	
Subchapter A. Gifted and Talented Education	12-13
SCOPES AND SEQUENCE GRADE LEVEL SHEETS	
<i>Levels</i>	
• K	14
• First	15
• Second	16
• Third	17
• Fourth	18
• Fifth	19
• Sixth	20
• Seventh	21
• Eighth	22
• Ninth	23
• Tenth	24
• Eleventh	25
• Twelfth	26

Amarillo Independent School District Gifted and Talented Program Goals

Gifted and Talented students will develop healthy self concepts relative to their giftedness and interact effectively with other gifted students, peers and society.

Using in-depth contents, gifted and talented students will employ advanced critical and creative thinking skills to generate complex and intricate products appropriate to their giftedness.

Gifted and Talented students will acquire the necessary advanced and self-directed learning skills to become independent and creative producers.

Amarillo Independent School District
Student Assessment
Gifted and Talented Identification

Nomination is the first step in screening and identifying students for the AISD program. Someone (a parent, teacher, peer, community member, or even the student) must nominate the student for screening. Signed parent permission for testing is then secured.

When screening for gifted and talented services, data is collected in the areas of ability, achievement, creativity, and characteristics of the gifted with an emphasis on task commitment. In the area of ability, verbal and/or nonverbal tests are available to administer to all students such as, NNAT2, Otis Lennon and KBIT2.

In the area of achievement, the SAGES-2 (Screening Assessment for Gifted Elementary and Middle School Students) or the Stanford 10 is used in grades Kindergarten – 12th Grade.

For an indicator of creativity, the creativity index percentile from the Torrance Test of Creative Thinking (figural form) is used. If the student is nominated in consecutive years, this test may or may not be re-administered. If appropriate and necessary, alternate forms of this test are available.

The instrument utilized for characteristics of the gifted is a behavior observation developed from Joseph Renzulli's work. The eleven items on the checklist are indicative of most gifted and talented individuals.

Additional Evidence is a category that allows other criteria to be evaluated in determining eligibility for the program. Additional evidence could include student products, portfolios, interviews, gifted and talented performance assessment, etc.

The student profile displays the criteria used and the spread considered in each area. Final determination of eligibility is made by a selection committee at the campus level. The selection committee is composed of at least three professional employees who have completed the 30 hours of Gifted and Talented training and are current in their updates.

After screening is complete, parents receive a letter detailing the outcome of the screening. The letter also includes the Selection Committee's decision for GT qualification.

Gifted & Talented Education
Objective and Strategies
Objective 1: Student Assessment

Instruments and procedures used to assess students for program services will measure diverse abilities and intelligences and provide students opportunities to demonstrate their talents and strengths.

Strategies:	Person Responsible	Status	State Plan C Compliance
Board policies regarding student identification for gifted and talented (GT) services are approved by the board of trustees and disseminated to all parents. (19TAC§89.1)	GT Facilitator	Adopted May 1998 Revised 2011	1.1C
Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board-approved policy (19 TAC §89(5))	GT Facilitator	1998,2002 2005,2008 2011	1.2C
When a GT student transfers to another district either in or out of Texas, when requested, that district is provided with the student's assessment data by the sending district.	GT Clerks	Current Practice	1.2.2R
Policy related to appeals allows parents, students, and educators to appeal assessment decisions in a timely manner and to present new data, if appropriate.	GT Facilitator	Current Practice	1.2.6R
Ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy (19 TAC1.2.6§89.1(1)). Assessment opportunities for are available to students at least once per school year.	GT Facilitator GT Contact	Current Practice	1.3.1C 1.3.2C
Students in grades K-12 shall be assessed and, if identified, provided GT services (TEC §29. 122 and 19 TAC §89.1(3)). Areas of content specific strengths will be documented on the students' GT profile and placed in the students' cum folder.	GT Facilitator GT Clerks	Current Practice	1.4C
Data Collected from multiple sources for each area of giftedness served by the district are included in the assessment process for GT services (19TAC §89.1(2)). Students are assessed in languages they understand when available or with nonverbal assessments. Kindergarten students are automatically screened for GT. All students K-12 are assessed for GT with the use of 3 measures that are a mix of qualitative and quantitative data. These assessments are used to determine whether or not a student needs GT services.	GT Facilitator GT Clerks Kindergarten Teachers	Current Practice	1.5.1C 1.5.2C 1.5.2R 1.5.3C 1.5.4C
Access to assessment and, if needed, GT services is available to all populations of the district (19 TAC §89.1(3)).	GT Facilitator	Current Practice	1.6C
Student placement is determined by the selection committee (a group of campus educators who have received training in the nature and needs of GT students). The Selection Committee meets and reviews each individual student's data. (19 TAC §89.1(4))	GT Contact GT Teachers	Current Practice	1.7C

**Gifted and Talented Education
Objective and Strategies
Objective 2: Service Design**

A flexible system of viable options aligned with AISD Standards will provide a learning continuum development. The strengths, needs, and interests of gifted and talented students will be reinforced.

Strategies:	Person Responsible	Status	State Plan C Compliance
Identified gifted and talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).	GT Facilitator GT Teachers	Current Practice	2.1C
Gifted and talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted and talented service options (19 TAC §89.3(1)).	Principal	Current Practice	2.2C
Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).	GT Facilitator Principal	Current Practice	2.3C
Local board policies will be developed that enable students to participate in dual/concurrent enrollment, correspondence courses, accelerated summer programs, and the Distinguished Achievement Program. Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).	Cluster Directors	In local board policy	2.4C
No more than 45% of state funds allocated for gifted and talented education is spent on indirect costs. At least 55% of the funds allocated to gifted and talented education is spent on assessment and services for gifted students (19 TAC §105.11).	GT Facilitator	Current Practice	2.5C
A person who has thirty (30) hours of professional development in gifted and talented education as required in (19 TAC §89.2(1) is assigned to coordinate district level services for gifted and talented students in grades K – 12.	Cluster Directors	Current Practice	2.7R

**Gifted & Talented Education
Objective and Strategies
Objective 3: Curriculum and Instruction**

Curriculum and instruction will meet the needs of gifted and talented students by modifying the depth, complexity, and/or pacing of the general school program.

Strategies:	Person Responsible	Status	State Plan C Compliance
An array of appropriately challenging learning experiences which emphasize content in the four core academic areas will be provided through the use of the AISD GT Scopes and Sequence.(19 TAC §89.3)	Principal GT Teachers	Current Practice	3.1C
Students will be provided experiences that result in the development of sophisticated products and/or performances through AISD Scopes and Sequence. (19 TAC §89.3(2))	Principal GT Teachers	Current Practice	3.2C
Students will be provided opportunities to excel in their area of strength. (19 TAC §89.3(4))	Principal GT Teachers	Current Practice	3.3C
Each campus will include the GT program in the annual campus improvement plan. Attention will be given to program design that emphasizes the four core academic content areas. (TEC §§11.251-11.253)	Principal	Current Practice	3.4C

**Gifted and Talented Education
Objective and Strategies
Objective 4: Professional Development**

All personnel involved in the planning, development, and delivery of services to gifted and talented students will have the knowledge to enable them to offer appropriate options and curricula for Gifted and Talented students.

Strategies:	Person Responsible	Status	State Plan C Compliance
Teachers who provide instruction and services that are part of the GT program will receive a minimum of thirty clock hours of staff development which includes nature and needs of GT students, assessment of student needs, and curriculum and instruction for GT students prior to assignment in the program. (19 TAC §89.2(1))	GT Facilitator	Current Practice	4.1.1C
Teachers without required training who provide instruction and services that are a part of the gifted and talented program must complete the thirty (30) hour training within one semester. (19 TAC §89.2(2))	Principal GT Facilitator	Current Practice	4.1.2C
Teachers who provide instruction and services that are part of the GT program will receive a minimum of six hours of professional development in GT education annually. (19 TAC §89.2(3) and TAC §233.1)	GT Facilitator	Current Practice	4.2C
Administrators and counselors who have authority for program decisions will have a minimum of six hours of professional development which includes nature and needs of GT students, and program options for GT students. Administrators and counselors should have an update in gifted education every third year or in years where there is a significant change in the program. (19 TAC §89.2(4))	GT Facilitator Principal	Current Practice	4.3C
Staff development for the GT program will be evaluated related to the teacher education standards. Evaluation results will be used to plan future staff development (19 TAC §89.5 and TAC §233.1).	GT Facilitator	Current Practice	4.4C

**Gifted and Talented Education
Objective and Strategies
Objective 5: Family-Community Involvement**

When possible, Amarillo ISD involves family and community members in services designed for GT students throughout the school year.

Strategies:	Person Responsible	Status	State Plan C Compliance
Written policies are developed on GT student identification, approved by the school board and included in AISD student handbooks, and on AISD GT website. (19 TAC §89.1)	Cluster Directors GT Facilitator GT Clerk	Current Practice	5.1C
An array of learning opportunities is provided for GT students in grades K–12, and parents are informed of all GT services and opportunities (19 TAC §89.3).	GT Facilitator Principal	Current Practice	5.2C
The effectiveness of GT services is evaluated annually, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process (TEC §§ 11.251-11.253).	GT Facilitator	Current Practice	5.3C

Exit Policy

An exit is a permanent removal from the Gifted and Talented program. The exit process may be initiated at the request of a parent, student, teacher, or campus selection committee or as a result of student being on furlough for a period of two years and not being reinstated. Parents must be notified of the exit process and given the opportunity for a conference or appeal.

An exit will be considered and/or granted in the following situations:

- 1) A student's academic performance does not meet expectations for participation in the gifted program and attempts to remedy this have failed.
- 2) Students have not taken any of the designated classes at the middle and/or high school level for a period of two or more years or have not been in a classroom at the elementary level with a Gifted and Talented trained teacher for a period of two or more years.
- 3) A request is made that the student be exited from the program.
- 4) A student was reassessed and found to no longer require gifted and talented services.

Exit from the GT program will occur only after parents have agreed or failed to respond to the notification of an exit. Students who are exited from the Gifted and Talented program are no longer included in the PEIMS data. For a student to re-enter the Gifted and Talented program, they must go through the identification process and re-qualify to participate.

Transfer Policy

When a student identified as gifted by a previous school district enters Amarillo ISD, they are placed in classes where they may receive GT services unless requested otherwise by the parents. The school notifies the GT office of the student's enrollment and provides the records from the other districts when received. The student's data is plotted on the AISD identification profile to determine if a student is eligible for placement or if additional data must be gathered. If the data is complete, the profile is sent to the campus' Gifted and Talented selection committee to determine placement.

If the data is incomplete, additional testing is done after obtaining parent permission. If at all possible, all testing and compilation of data should be completed within six weeks of the student's enrollment. The campus' Gifted and Talented Selection Committee will determine eligibility based upon the student's information from the prior district and/or additional data obtained by AISD. Parents will be notified of the eligibility decision.

Furlough Policy

A furlough occurs when a student is removed from the Gifted and Talented program on a temporary basis for a period not to exceed two years. A furlough may be initiated at the request of a parent, student, teacher, or campus selection committee. However, parents must be notified of a furlough and given opportunity for appeal.

A furlough will be considered and/or granted in the following situations:

- 1) A request is made that gifted and talented services be suspended because of illness or other extenuating circumstances that prohibit the student from performing to the best of their ability.

Students who are on furlough are listed as non-participating on PEIMS. If a student does not resume participation in the Gifted and Talented program within two years, parents are notified the student is being considered for an exit from the program.

Appeals Policy

Parents, students, teachers, or administrators may appeal any decision from the campus Gifted and Talented Selection Committee regarding selection for or removal from the Gifted and Talented program. An appeal will first be made to the campus selection committee. If the campus Selection Committee upholds the original decision, any subsequent appeal shall be made to the District Appeals Committee. If the District Appeals Committee upholds the campus committee's decision, any subsequent appeal shall be made in accordance with local board policy.

To appeal a committee decision for placement or removal:

- 1) The appealing party must notify the school within two weeks of receiving eligibility notification. The right to appeal is made known to the parents in the eligibility letter.
- 2) The Campus Appeal Committee, made up of three or more members, will review the identification data and determine whether or not to uphold their decision or/to request additional information/testing to be considered by the campus Selection Committee.
- 3) If the campus' committee upholds their decision, the appealing party is notified that the appeal has been denied.
- 4) If additional information or testing is requested, it will be obtained in a timely manner and returned to the campus Selection Committee for review. The appealing party and Gifted and Talented Facilitator shall be invited to the review discussion.
- 5) The campus Selection Committee will then consider and determine eligibility based on all information available.
- 6) After determination of eligibility has been made, it will be communicated to the appealing party by the Gifted and Talented Facilitator.
- 7) Any subsequent appeal must then be made through channels outlined in board policy.

Amarillo Independent School District

MISSION

To graduate every student prepared for success beyond high school.

CORE VALUES

- * Student Performance**
- * Customer Service**
- * Cost Effectiveness**
- * Quality Staff**

District Philosophy

**We approach our work with this understanding:
“Schools cannot be made great by great teacher performances.
They will only be made great by great student performance.”
Philip Schlechty**

To that end, we affirm that the critical activity work unit is the classroom, the critical leader is the teacher, the critical process is the instructional process and the critical activity is creating work that engages students. We also understand that high levels of student achievement require a strong partnership with families, businesses, and our community.

GOALS

Based on these values, AISD will increase the student passing rate (SPR) by May 2014 for each accountability group. Accountability student groups include: All, African-American, Hispanic, White, Special Education, Limited English Proficient (LEP), and Economically Disadvantaged.

- 1. Students in each accountability group will demonstrate they meet the passing standard through improved SPR (student passing rate) on formal assessments.**
- 2. Students will make annual progress toward graduation.**
- 3. There will be an increase in the percentage of students who are preparing for success beyond high school.**

Texas Administrative Code
Title 19, Part II
Chapter 89. Adaptations for Special Populations
Subchapter A. Gifted & Talented Education

§89.1 Student Assessment.

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) include assessment measures collected from multiple sources according to each area defined in The Texas State Plan for the Education of Gifted & Talented Students;
- (3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted & talented program;
- (4) provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- (5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

Source: The provisions of the §89.1 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.2 Professional Development.

School districts shall ensure that:

- (1) prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted & talented students, assessing student needs, and curriculum and instruction for gifted students;
- (2) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted & talented program must complete the 30-hour training requirement within one semester;
- (3) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- (4) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted & talented students and program options.

Source: The provisions of the §89.2 adopted to be effective September 1, 1996, 21 TexReg 5690; amended to be effective February 13, 2000, 25 TexReg 776.

§89.3 Student Services.

School districts shall provide an array of learning opportunities for gifted & talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:

- (1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- (2) a continuum of learning experiences that leads to the development of advanced-level products and performances;
- (3) in-school and, when possible, out-of-school option relevant to the student's area of strength that are available during the entire school year; and
- (4) opportunities to accelerate in areas of strength.

Source: The provisions of this §89.3 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.4 fiscal responsibility.

Repealed. Please see §105.11 below.

Source: The provisions of the §89.4 repealed to be effective May 23, 2011, 36 TexReg 3187.

§89.5 Program Accountability.

School districts shall ensure that student assessment and services for gifted & talented students comply with accountability standards defined in the *Texas State Plan for the Education of the Gifted & Talented*.

Source: The provisions of the §89.5 adopted to be effective September 1, 1996, 21 TexReg 5690.

§105.11. Maximum Allowable Indirect Cost.

No more than 45% of each school district's Foundation School Program (FSP) special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to the following programs; compensatory education, gifted & talented education, bilingual education and special language programs, and special education. No more than 40% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to career and technical education programs. Indirect costs may be General Administration; 81—Facilities Acquisition and Construction; and the Function 90 series of the general fund, as defined in the Texas Education Agency publication, Financial Accountability System Resource Guide.

Source: The provisions of this §105.11 adopted to be effective September 1, 1996, 21 TexReg 5710; amended to be effective December 5, 2004, 29 TexReg 11347; amended to be effective December 31, 2009, 34 TexReg 9439.

Amarillo ISD GT Curriculum Scopes & Sequence
Overarching Theme: *Exploration*

KINDERGARTEN Theme: <i>Observations</i>

AFFECTIVE	CREATIVE THINKING & PROBLEM SOLVING	CRITICAL THINKING
<p>Explore emotional sensitivity through experiences and observations.</p> <p>Use the five senses and the imagination to make guesses, take risks, and follow hunches.</p>	<p>Verbalize, then utilize the rules of brainstorming.</p> <p>Share elaboration strategies to enhance original ideas.</p> <p>Explore many ideas generated through brainstorming and evaluate ideas for uniqueness and originality.</p>	<p>Make observations about knowledge gained at school and compare with experiences outside school.</p> <p>Imagine how outcomes can be different by asking "what would happen if" when viewed from another perspective.</p> <p>Discover big ideas of important learning within disciplines.</p>

RESEARCH	
<i>Student Expectations</i>	<i>Resources and Skills</i>
<p>Plan, gather, and present information in small groups with assistance, as needed.</p> <p>Utilize:</p> <ul style="list-style-type: none"> • graphic organizers • T charts • simple Venn diagrams 	<ul style="list-style-type: none"> • picture dictionary • non-fiction books • table of contents

PRODUCTS & PERFORMANCES		
<i>Development</i>	<i>Presentation</i>	<i>Products</i>
<p>Plan and develop at least one product that demonstrates:</p> <ul style="list-style-type: none"> • elaboration • organization • teacher modeled planning • teacher evaluation using a generic rubric 	<p>Develop and make use of advanced vocabulary to express ideas in an oral presentation to a small group of peers.</p>	<p>Act out a story, art gallery, demonstration, flannel board story, flip book, graph/chart*, greeting card(s)*, map, puppet show, song, story with pictures*, tell a story</p> <p style="text-align: center;"><i>Choose one Product from the list.</i></p> <div style="border: 1px dashed black; padding: 5px; margin-top: 10px;"> <p>A combination of developed products over time should reflect the four content areas as appropriate. *Indicates products that can be accomplished using or integrating technology.</p> </div>

Amarillo ISD GT Curriculum Scopes & Sequence
Overarching Theme: *Exploration*

FIRST GRADE
Theme: *Connections*

AFFECTIVE	CREATIVE THINKING & PROBLEM SOLVING	CRITICAL THINKING
<p>Express individual personality through pretending, role playing, and/or modeling.</p> <p>Brainstorm and investigate ways to make connections and sympathize with others.</p>	<p>Brainstorm original uses for everyday objects using the SCAMPER techniques (see addendum).</p> <p>Develop a plan, then apply elaboration strategies to enhance preliminary ideas for greater understanding/interest.</p> <p>Envision everyday problems and possible solutions that may or may not be original.</p>	<p>Organize information from at least two sources to make it more meaningful.</p> <p>Predict outcomes using data gathered from various sources.</p> <p>Verbalize connections between big ideas within disciplines.</p>

RESEARCH	
<i>Student Expectations</i>	<i>Resources and Skills</i>
<p>Plan, gather, and present information in small groups or individually with assistance, as needed.</p> <p>Utilize:</p> <ul style="list-style-type: none"> • graphic organizers • Venn diagrams • mind maps • alphabetizing organizers 	<ul style="list-style-type: none"> • dictionary • non-fiction books • table of contents • index • internet with assistance

PRODUCTS & PERFORMANCES		
<i>Development</i>	<i>Presentation</i>	<i>Products</i>
<p>Develop two to four varied products (one independent) addressing two or more of the four core content areas that incorporate:</p> <ul style="list-style-type: none"> • elaboration • teacher modeled planning • teacher evaluation using a generic rubric 	<p>Develop and apply advanced vocabulary to express ideas in an oral presentation to the whole class.</p>	<p>Autobiography*, collage, collection, journal, list, map with legend*, model, oral report, picture dictionary*, reader's theatre, riddle*, role play, single slide for a group slide show*, timeline*</p> <p style="text-align: center;"><i>Choose two Products from the list.</i></p> <div style="border: 1px dashed black; padding: 5px; font-size: small;"> <p>A combination of developed products over time should reflect the four content areas as appropriate. *Indicates products that can be accomplished using or integrating technology.</p> </div>

Amarillo ISD GT Curriculum Scopes & Sequence
Overarching Theme: *Exploration*

<p>SECOND GRADE Theme: <i>Interactions</i></p>

AFFECTIVE	CREATIVE THINKING & PROBLEM SOLVING	CRITICAL THINKING
<p>Practice positive values and choices.</p> <p>Respond positively toward others through relationships and interactions.</p>	<p>Utilize SCAMPER techniques to create original innovative ideas (see addendum).</p> <p>Analyze inventions to discover similarities found in nature that may have inspired those inventions.</p> <p>List everyday problems, then visualize and relate numerous ways they could be solved.</p>	<p>Explore differences and similarities of information gained from at least two sources.</p> <p>Apply criteria to evaluate data from two or more points of view.</p> <p>Organize and prioritize key concepts within a discipline.</p>

RESEARCH	
<i>Student Expectations</i>	<i>Resources and Skills</i>
<p>Plan, gather, and present information in small group interactions or individually.</p> <p>Utilize:</p> <ul style="list-style-type: none"> • graphic organizers • mind maps • simple outlining organizers 	<ul style="list-style-type: none"> • dictionary • non-fiction books • table of contents • index • internet with assistance • encyclopedia • thesaurus • maps

PRODUCTS & PERFORMANCES		
<i>Development</i>	<i>Presentation</i>	<i>Products</i>
<p>Create three to five varied products (small group and independent) addressing two or more of the four core content areas that incorporate:</p> <ul style="list-style-type: none"> • planning by student • self-evaluation through the use of a checklist or rubric 	<p>Utilize relevant advanced vocabulary to express ideas orally or in writing using visuals.</p>	<p>Acrostic*, biography*, bulletin board*, children's story*, commercial*, demonstration, discussion, drama, experiment, game, invention, labeled drawing*, letter*, photo essay*, slide(s) for individual or group slide show*</p> <p style="text-align: center;"><i>Choose four Products from the list.</i></p> <div style="border: 1px dashed black; padding: 5px; margin-top: 10px;"> <p>A combination of developed products over time should reflect the four content areas as appropriate. *Indicates products that can be accomplished using or integrating technology.</p> </div>

Amarillo ISD GT Curriculum Scopes & Sequence
Overarching Theme: *Exploration*

THIRD GRADE Theme: <i>Solutions</i>

AFFECTIVE	CREATIVE THINKING & PROBLEM SOLVING	CRITICAL THINKING
<p>Appreciate and consider new ideas from others.</p> <p>Understand and respect diversification among others.</p>	<p>Design an original object or expand an idea to solve a predetermined problem or need using either SCAMPER techniques or ideas from nature.</p> <p>Demonstrate flexibility in projecting possible solutions to problems or needs.</p> <p>Select everyday problems or needs and generate questions to investigate the related facts, then recognize any possible solutions.</p>	<p>Draw conclusions based on similarities and differences and defend those conclusions.</p> <p>Analyze data, processes, and ideas to support your hypotheses and solutions.</p> <p>Integrate knowledge of key concepts across disciplines.</p>

RESEARCH

<i>Student Expectations</i>	<i>Resources and Skills</i>
<p>Examine and use various sources of data across disciplines. Categorize characteristics of primary and secondary sources with teacher assistance.</p> <p>Utilize:</p> <ul style="list-style-type: none"> • biographical and/or • historical sources 	<ul style="list-style-type: none"> • non-fiction books • internet-guided practice in the use of search engines • encyclopedia • thesaurus • atlas • interview design with assistance • note-taking with organizers • bibliographies with assistance

PRODUCTS & PERFORMANCES

<i>Development</i>	<i>Presentation</i>	<i>Products</i>
<p>Develop four or more varied products (two self-selected) addressing at least three of the four core content areas. Use rubric expectations in:</p> <ul style="list-style-type: none"> • planning • evaluation (including self-evaluation) • revision 	<p>Explore and utilize advanced vocabulary to elaborate both written and oral presentations using technology and/or visuals.</p>	<p>Alphabet book*, atlas*, book jacket*, exhibit, fable*, flag/banner*, interview design*, joke book*, mosaic, oral report, pantomime, scavenger hunt, short story with illustrations*, slide show*</p> <p><i>Choose four Products from the list.</i></p> <div style="border: 1px dashed black; padding: 5px; font-size: small;"> <p>A combination of developed products over time should reflect the four content areas as appropriate. *Indicates products that can be accomplished using or integrating technology.</p> </div>

Amarillo ISD GT Curriculum Scopes & Sequence
Overarching Theme: *Exploration*

FOURTH GRADE		
<i>Theme: Investigations</i>		
AFFECTIVE	CREATIVE THINKING & PROBLEM SOLVING	CRITICAL THINKING
<p>Strive toward independence through brainstorming, risk taking, and/or defending one's own ideas.</p> <p>Investigate and discuss complex issues in a small group setting.</p>	<p>Create an original innovation by synthesizing two or more existing inventions or ideas to increase usefulness and interest.</p> <p>Compare and contrast two or more original problem solutions and weigh which might produce the better results.</p> <p>Choose everyday problems or needs and generate questions to investigate the related facts, then formulate possible solutions.</p>	<p>Consider information from a minimum of three sources including personal experiences to formulate new ideas.</p> <p>Validate ideas to arrive at conclusions or predictions based on investigation and analysis of data.</p> <p>Demonstrate knowledge of critical attributes across disciplines.</p>
RESEARCH		
<i>Student Expectations</i>	<i>Resources and Skills</i>	
<p>Examine and use various sources of data across disciplines. Compare and contrast data gathered from primary and secondary sources. Choose a minimum of one topic for independent study.</p> <p>Utilize:</p> <ul style="list-style-type: none"> • biographical • historical • descriptive • self-designed research sources 	<ul style="list-style-type: none"> • non-fiction books • independent utilization of search engines on the internet • thesaurus • atlas • independent interview design • simple independent bibliographies • outlining with assistance • survey development • graphs 	
PRODUCTS & PERFORMANCES		
<i>Development</i>	<i>Presentation</i>	<i>Products</i>
<p>Formulate four or more complex products addressing all four core content areas that involve:</p> <ul style="list-style-type: none"> • student choices • rubrics with student input • evaluation (including self-evaluation) • revision 	<p>Demonstrate advanced vocabulary, technology, and/or visuals to present information or ideas to designated audiences.</p>	<p>Advertisement*, brochure*, children's story book*, collection with narrative, experiment, graphic organizers and mapping*, invention, mobile, mural, panel discussion, poem*, rebus story*, recipe*, TV newscast</p> <p style="text-align: center;"><i>Choose four Products from the list.</i></p> <div style="border: 1px dotted black; padding: 5px; font-size: small;"> <p>A combination of developed products over time should reflect the four content areas as appropriate.</p> <p>*Indicates products that can be accomplished using or integrating technology.</p> </div>

Amarillo ISD GT Curriculum Scopes & Sequence
Overarching Theme: *Exploration*

FIFTH GRADE		
<i>Theme: Interpretations</i>		
AFFECTIVE	CREATIVE THINKING & PROBLEM SOLVING	CRITICAL THINKING
<p>Respond appropriately to criticism, failure and/or success.</p> <p>Interpret and evaluate ethical issues.</p>	<p>Envision differing aspects of everyday life. Compare and contrast aspects from the past to that of the present and share ideas as to how these same aspects will be different in the future.</p> <p>Consider multiple perspectives related to single problem situations, then extrapolate possible interpretations for each perspective.</p> <p>Discover a school problem, gather facts, then solve the problem using the Creative Problem Solving steps (see addendum).</p>	<p>Interpret personal ideas and knowledge and discover connections to the core curriculum.</p> <p>Present evidence from various sources of data to substantiate conclusions and/or predictions.</p> <p>Relate and apply critical attributes across disciplines.</p>
RESEARCH		
<i>Student Expectations</i>	<i>Resources and Skills</i>	
<p>Examine and use various sources of data across disciplines. Evaluate data from primary and secondary sources. Choose a minimum of one topic for independent study.</p> <p>Utilize:</p> <ul style="list-style-type: none"> • biographical • historical • descriptive • self-designed research sources 	<ul style="list-style-type: none"> • multiple complex internet searches with links • atlas • independent interview design • independent bibliographies (include books and magazines) • independent outlining • survey development • graphs • note-taking with assistance 	
PRODUCTS & PERFORMANCES		
<i>Development</i>	<i>Presentation</i>	<i>Products</i>
<p>Construct four or more increasingly complex products addressing all four core content areas that involve:</p> <ul style="list-style-type: none"> • one or more self-selected topics of interest • one product with a pre-determined authentic purpose in which G/T students work together • evaluation (including self-evaluation) 	<p>Use advanced vocabulary, technology, and/or visuals to deliver information and conclusions to designated audiences.</p>	<p>Collage, comic book/strip*, crossword and other puzzles*, debate, demonstration, fact file*, graphs*, haiku*, interview, letter to the editor*, museum exhibit, package for a product*, research report*, sculpture, survey*</p> <p><i>Choose four Products from the list.</i></p> <div style="border: 1px dashed black; padding: 5px; margin-top: 10px;"> <p>A combination of developed products over time should reflect the four content areas as appropriate. *Indicates products that can be accomplished using or integrating technology.</p> </div>

Amarillo ISD GT Curriculum Scopes & Sequence
Overarching Theme: *Change*

SIXTH GRADE		
Theme: <i>Alternatives</i>		
AFFECTIVE	CREATIVE THINKING & PROBLEM SOLVING	CRITICAL THINKING
<p>Convey aspects of individual personality and appreciate individuality in others.</p> <p>Seek and consider various alternatives in dealing with peer relationships.</p>	<p>Weigh two or more differing perspectives of a single problem, then conceive alternative solutions. Refine solutions by synthesizing ideas that address chosen perspectives.</p> <p>Hypothesize how problems are a catalyst for change.</p> <p>Recognize a community problem, then apply the Creative Problem Solving steps to produce an original solution (see addendum).</p>	<p>Assess and discern meaning of the language of the discipline to merge prior knowledge with the core curriculum.</p> <p>View alternative conclusions based on various sources.</p> <p>Formulate generalizations within a discipline.</p>
RESEARCH		
<i>Student Expectations</i>	<i>Resources and Skills</i>	
<p>Utilize multiple complex sources to gather data. Use:</p> <ul style="list-style-type: none"> • historical • biographical • internet and/or • experimental designs <p>Formulate essential questions necessary to address a research topic, and then develop at least one independent research design for answering these questions.</p> <p>Minimum of one research topic is student choice.</p>	<ul style="list-style-type: none"> • multiple complex internet searches with links • independent bibliographies • independent outlining • survey administration • interviews • independent note taking skills • organization and compilation of notes with assistance • database of research sources 	
PRODUCTS & PERFORMANCES		
<i>Development</i>	<i>Presentation</i>	<i>Products</i>
<p>Develop four or more increasingly complex products addressing the four core content areas that involve:</p> <ul style="list-style-type: none"> • one or more self-selected topics of interest • evaluation conference with the teacher • two products in which G/T students work together with a specific, authentic purpose 	<p>Use technology and visuals as well as core content vocabulary to deliver oral, written, or visual presentations to designated audiences.</p>	<p>Charade, character representation, display, flip book*, journal*, news article*, poetry*, puzzles*, report, scrapbooks, slide show with hyperlinks and transitions*, story map*, singing commercial, trading cards*</p> <p><i>Choose four Products from the list.</i></p> <div style="border: 1px dashed black; padding: 5px; margin-top: 10px;"> <p>A combination of developed products over time should reflect the four content areas as appropriate. *Indicates products that can be accomplished using or integrating technology.</p> </div>

Amarillo ISD GT Curriculum Scopes & Sequence
Overarching Theme: *Change*

SEVENTH GRADE Theme: <i>Dimensions</i>		
AFFECTIVE	CREATIVE THINKING & PROBLEM SOLVING	CRITICAL THINKING
<p>Begin to formulate various dimensions of an individual value system.</p> <p>Demonstrate empathy.</p>	<p>Define problems in open-ended terms; select and apply tools/strategies to develop or revise possible solutions.</p> <p>Observe and recognize the dimensions of change in and across all disciplines.</p> <p>Consider a state-level problem, then apply the Creative Problem Solving steps to devise an original solution (see addendum).</p>	<p>Examine areas of personal interest to discover connections with various dimensions of the core curriculum.</p> <p>Take a position and examine it from another perspective.</p> <p>Compare and analyze generalizations across disciplines.</p>
RESEARCH		
<i>Student Expectations</i>	<i>Resources and Skills</i>	
<p>Utilize multiple complex sources to gather data.</p> <p>Use:</p> <ul style="list-style-type: none"> • historical • biographical • internet and/or • experimental designs <p>Use and analyze data to narrow the focus, as needed, to address the essential question(s).</p> <p>Minimum of one research topic is student choice.</p>	<ul style="list-style-type: none"> • increasingly complex database • survey compilation and interpretation • interviews • independent organization of notes • annotated bibliographies 	
PRODUCTS & PERFORMANCES		
<i>Development</i>	<i>Presentation</i>	<i>Products</i>
<p>Develop four or more increasingly complex products addressing the four core content areas that involve:</p> <ul style="list-style-type: none"> • one or more self-selected topics of interest • evaluation conference with teacher using student and teacher-developed rubric • two products in which G/T students work together in specific real life applications • products incorporating two or more elements of depth and complexity 	<p>Integrate core content vocabulary with technology and visuals to deliver oral, written, or visual presentations to designated audiences.</p>	<p>Advanced graphic organizers*, board game, editorial*, journal*, parody/spoof, persuasive letter*, radio broadcast, role play, science fair, self-developed model, simulation, travel log*</p> <p style="text-align: center;"><i>Choose four Products from the list.</i></p> <div style="border: 1px dashed black; padding: 5px; margin-top: 10px;"> <p>A combination of developed products over time should reflect the four content areas as appropriate. *Indicates products that can be accomplished using or integrating technology.</p> </div>

Amarillo ISD GT Curriculum Scopes & Sequence
Overarching Theme: *Change*

EIGHTH GRADE Theme: <i>Authenticity</i>		
AFFECTIVE	CREATIVE THINKING & PROBLEM SOLVING	CRITICAL THINKING
<p>Identify personal goals.</p> <p>Examine intrinsic values, then implement them.</p>	<p>State past or current real-world problems in open-ended terms; generate original solutions.</p> <p>Gather and examine data to articulate patterns and trends of change.</p> <p>Specify a national problem, then apply the Creative Problem Solving steps to create an original solution (see addendum).</p>	<p>Clarify areas of personal interest beyond the core curriculum within the framework of the language of the discipline.</p> <p>Determine critical attributes of multiple perspectives.</p> <p>Assess and apply conceptual generalizations in relation to authentic situations.</p>
RESEARCH		
<i>Student Expectations</i>	<i>Resources and Skills</i>	
<p>Utilize multiple complex sources to gather data.</p> <p>Use:</p> <ul style="list-style-type: none"> • historical • biographical • internet and/or • experimental designs <p>Evaluate independent research designs using pre-determined criteria.</p> <p>Minimum of one research topic is student choice.</p>	<ul style="list-style-type: none"> • formal research design techniques • refinement of note-taking skills • independent organization of research data • citations • annotated bibliographies 	
PRODUCTS & PERFORMANCES		
<i>Development</i>	<i>Presentation</i>	<i>Products</i>
<p>Produce four or more increasingly complex products addressing the four core content areas that involve:</p> <ul style="list-style-type: none"> • one or more self-selected topics of interest with dual perspectives • teacher/student negotiated parameters and evaluation expectations • two G/T group collaborative products, one in the area of student strength and one interdisciplinary product with an authentic purpose 	<p>Employ core content vocabulary with technology and visuals to deliver oral, written, or visual presentations to designated audiences.</p>	<p>Caricature, collection (digital, pictorial, specimen), demonstration, essay*, introduction of speaker, newspaper*, observation record*, sales pitch, science fiction story*, simulation, song/rap, speech, web page</p> <p style="text-align: center;"><i>Choose four Products from the list.</i></p> <div style="border: 1px dashed black; padding: 5px; font-size: small;"> <p>A combination of developed products over time should reflect the four content areas as appropriate. *Indicates products that can be accomplished using or integrating technology.</p> </div>

Amarillo ISD GT Curriculum Scopes & Sequence
Overarching Theme: *Systems*

NINTH GRADE Theme: <i>Patterns</i>

AFFECTIVE	CREATIVE THINKING & PROBLEM SOLVING	CRITICAL THINKING
<p>Contemplate the patterns and the pros and cons of conformity.</p> <p>Defend a perspective other than your own.</p>	<p>Analyze patterns and trends across disciplines to predict potential future needs, then create possible corrective solutions.</p> <p>Decide on a national/world problem, then apply the Creative Problem Solving steps to design an original solution (see addendum).</p>	<p>Conceptualize and find implications of prior knowledge through peripheral learning.*</p> <p>Recognize and demonstrate knowledge of various systems or frameworks.</p> <p>Differentiate principles, theories, and ideologies across multiple environments.</p> <div style="border: 1px dashed black; padding: 2px; width: fit-content; margin-left: auto; margin-right: auto;"> *learning outside of context </div>

RESEARCH	
<i>Student Expectations</i>	<i>Resources and Skills</i>
<p>Analyze and interpret data from multiple sources to determine answers to essential questions.</p> <p>Investigate and ascertain appropriate research designs to meet stated purposes.</p>	<ul style="list-style-type: none"> • formal research design/techniques • organization and analysis of research designs • citations • annotated bibliographies

PRODUCTS & PERFORMANCES		
<i>Development</i>	<i>Presentation</i>	<i>Products</i>
<p>Develop three or more complex products across the four core content areas in the areas of student strength that involve:</p> <ul style="list-style-type: none"> • one G/T group collaborative product that will be appraised by experts in the field • portfolio development with product(s) of self-selected original ideas that include primary, electronic, and print resources • elements of depth and complexity 	<p>Extract and utilize ideas, expressions, and elements of style from various resources in written and oral presentations using technology and/or visuals.</p>	<p>Analogy*, bibliography*, concept map, graphics*, investigation, mnemonic device*, panel discussion, persuasive presentation, prediction based on data*, reaction paper*, resolution*, self-developed taxonomy, simulation, speech</p> <p style="text-align: center;"><i>Choose three Products from the list.</i></p> <div style="border: 1px dashed black; padding: 2px; width: fit-content; margin-left: auto; margin-right: auto;"> A combination of developed products over time should reflect the four content areas as appropriate. *Indicates products that can be accomplished using or integrating technology. </div>

Amarillo ISD GT Curriculum Scopes & Sequence
Overarching Theme: *Systems*

TENTH GRADE Theme: <i>Implications</i>
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AFFECTIVE	CREATIVE THINKING & PROBLEM SOLVING	CRITICAL THINKING
<p>Commit to and uphold your personal values.</p> <p>Perceive and interpret the implications of others' intent.</p>	<p>Interpret patterns and trends across disciplines, predict implications for future problems, and generate possible preventative solutions.</p> <p>Detect a national/world problem, then apply the Creative Problem Solving steps to formulate an original solution (see addendum).</p>	<p>Determine the ambiguities and contradictions of prior knowledge.</p> <p>Identify, understand, and categorize patterns within systems.</p> <p>Extrapolate representative ideas that lead to an understanding of principles, theories, and ideologies across multiple environments.</p>

RESEARCH

<i>Student Expectations</i>	<i>Resources and Skills</i>
<p>Evaluate data to determine implications, generalizations, and conclusions.</p> <p>Compare research studies in the field of a chosen discipline to determine the most appropriate design for the topic selected.</p>	<ul style="list-style-type: none"> • formal research design/techniques • statistical reference sources with assistance

PRODUCTS & PERFORMANCES

<i>Development</i>	<i>Presentation</i>	<i>Products</i>
<p>Compile two or more self-selected, complex products addressing the student's area of strength in the four core content areas that may involve:</p> <ul style="list-style-type: none"> • an oral product incorporating Socratic questioning with peer group • continued development of portfolio of products of self-selected, original ideas or opinions • elements of depth and complexity 	<p>Prepare and deliver a multimedia presentation to experts in the discipline.</p>	<p>Analysis*, glossary*, grant*, interview, journal*, mandala, movie/video, musical score composition and performance*, research paper*, resolution*, set/scenery, taxonomy*, television documentary, variable manipulation, web quest*</p> <p><i>Choose three Products from the list.</i></p> <div style="border: 1px dotted black; padding: 5px; font-size: small;"> <p>A combination of developed products over time should reflect the four content areas as appropriate. *Indicates products that can be accomplished using or integrating technology.</p> </div>

Amarillo ISD GT Curriculum Scopes & Sequence
Overarching Theme: *Systems*

TWELFTH GRADE <i>Theme: Understanding</i>

AFFECTIVE	CREATIVE THINKING & PROBLEM SOLVING	CRITICAL THINKING
<p>Reflect on individual achievements and focus on understanding options and opportunities.</p> <p>Internalize a philosophy of life.</p>	<p>Examine and analyze complexity of self and life through creative comparisons to outside structures, systems, or various aspects of society.</p> <p>Articulate understanding of a global problem, then apply the Creative Problem Solving steps to create an original solution (see addendum).</p>	<p>Make a judgment as to the viability of hypotheses derived from prior knowledge and how these may affect the future.</p> <p>Utilize the understanding of systems and their patterns to manipulate learning and create authentic products.</p> <p>Derive a personal system of ethical behavior based on acquired understanding of principles, theories, and ideologies.</p>

RESEARCH	
<i>Student Expectations</i>	<i>Resources and Skills</i>
<p>Use specifics such as quotations, concrete details or statistical analysis to support inferences, generalizations, and conclusions.</p> <p>Summarize research in a professional manner utilizing the appropriate formal research design.</p>	<ul style="list-style-type: none"> • professional formatting in formal research design/techniques • primary source, secondary source or statistical references • test generalizations and validation of findings

PRODUCTS & PERFORMANCES		
<i>Development</i>	<i>Presentation</i>	<i>Products</i>
<p>Produce one or more original product(s) of professional quality in the area of student strength and interest which may involve:</p> <ul style="list-style-type: none"> • support from a mentor or expert in the field • further development of a portfolio product 	<p>Prepare and deliver a formal presentation or performance that incorporates professional nomenclature in a multimedia format to a field of experts.</p>	<p>Business plan*, extrapolation of data, multimedia presentation*, collection of personal works, portfolio, prototype, research paper with internal documentation and citations*</p> <p style="text-align: center;"><i>Choose two Products from the list.</i></p> <div style="border: 1px dashed black; padding: 5px; font-size: small;"> <p>A combination of developed products over time should reflect the four content areas as appropriate.</p> <p>*Indicates products that can be accomplished using or integrating technology.</p> </div>

