

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

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

PRODUCTS & PERFORMANCES		
Development	Presentation	Products
<p>Plan and develop at least one product that demonstrates:</p> <ul style="list-style-type: none"> <li>• elaboration</li> <li>• organization</li> <li>• teacher modeled planning</li> <li>• teacher evaluation using a generic rubric</li> </ul>	<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 dotted black; padding: 5px; margin-top: 10px;"> <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*

<b>FIRST GRADE</b> <b>Theme: <i>Connections</i></b>
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<b>AFFECTIVE</b>	<b>CREATIVE THINKING &amp; PROBLEM SOLVING</b>	<b>CRITICAL THINKING</b>
<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>

<b>RESEARCH</b>	
<b><i>Student Expectations</i></b>	<b><i>Resources and Skills</i></b>
<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"> <li>• graphic organizers</li> <li>• Venn diagrams</li> <li>• mind maps</li> <li>• alphabetizing organizers</li> </ul>	<ul style="list-style-type: none"> <li>• dictionary</li> <li>• non-fiction books</li> <li>• table of contents</li> <li>• index</li> <li>• internet with assistance</li> </ul>

<b>PRODUCTS &amp; PERFORMANCES</b>		
<b><i>Development</i></b>	<b><i>Presentation</i></b>	<b><i>Products</i></b>
<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"> <li>• elaboration</li> <li>• teacher modeled planning</li> <li>• teacher evaluation using a generic rubric</li> </ul>	<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; 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***

<p><b>SECOND GRADE</b>  <b>Theme: <i>Interactions</i></b></p>
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<b>AFFECTIVE</b>	<b>CREATIVE THINKING &amp; PROBLEM SOLVING</b>	<b>CRITICAL THINKING</b>
<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>

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

<p><b>PRODUCTS &amp; PERFORMANCES</b></p>
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<b><i>Development</i></b>	<b><i>Presentation</i></b>	<b><i>Products</i></b>
<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"> <li>• planning by student</li> <li>• self-evaluation through the use of a checklist or rubric</li> </ul>	<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 align="center"><i>Choose four Products from the list.</i></p> <div style="border: 1px dotted 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***

<p><b>THIRD GRADE</b>  <b>Theme: <i>Solutions</i></b></p>
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<b>AFFECTIVE</b>	<b>CREATIVE THINKING &amp; PROBLEM SOLVING</b>	<b>CRITICAL THINKING</b>
<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>

<b>RESEARCH</b>	
<b><i>Student Expectations</i></b>	<b><i>Resources and Skills</i></b>
<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"> <li>• biographical and/or</li> <li>• historical sources</li> </ul>	<ul style="list-style-type: none"> <li>• non-fiction books</li> <li>• internet-guided practice in the use of search engines</li> <li>• encyclopedia</li> <li>• thesaurus</li> <li>• atlas</li> <li>• interview design with assistance</li> <li>• note-taking with organizers</li> <li>• bibliographies with assistance</li> </ul>

<b>PRODUCTS &amp; PERFORMANCES</b>		
<b><i>Development</i></b>	<b><i>Presentation</i></b>	<b><i>Products</i></b>
<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"> <li>• planning</li> <li>• evaluation (including self-evaluation)</li> <li>• revision</li> </ul>	<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 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*

<b>FOURTH GRADE</b> Theme: <i>Investigations</i>
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<b>AFFECTIVE</b>	<b>CREATIVE THINKING &amp; PROBLEM SOLVING</b>	<b>CRITICAL THINKING</b>
<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>

<b>RESEARCH</b>	
<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"> <li>• biographical</li> <li>• historical</li> <li>• descriptive</li> <li>• self-designed research sources</li> </ul>	<ul style="list-style-type: none"> <li>• non-fiction books</li> <li>• independent utilization of search engines on the internet</li> <li>• thesaurus</li> <li>• atlas</li> <li>• independent interview design</li> <li>• simple independent bibliographies</li> <li>• outlining with assistance</li> <li>• survey development</li> <li>• graphs</li> </ul>

<b>PRODUCTS &amp; PERFORMANCES</b>		
<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"> <li>• student choices</li> <li>• rubrics with student input</li> <li>• evaluation (including self-evaluation)</li> <li>• revision</li> </ul>	<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 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*

<b>FIFTH GRADE</b> Theme: <i>Interpretations</i>
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AFFECTIVE	CREATIVE THINKING & PROBLEM SOLVING	CRITICAL THINKING
Respond appropriately to criticism, failure and/or success.          Interpret and evaluate ethical issues.	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.  Consider multiple perspectives related to single problem situations, then extrapolate possible interpretations for each perspective.  Discover a school problem, gather facts, then solve the problem using the Creative Problem Solving steps (see addendum).	Interpret personal ideas and knowledge and discover connections to the core curriculum.          Present evidence from various sources of data to substantiate conclusions and/or predictions.          Relate and apply critical attributes across disciplines.

<b>RESEARCH</b>
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Student Expectations	Resources and Skills
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.  Utilize: <ul style="list-style-type: none"> <li>• biographical</li> <li>• historical</li> <li>• descriptive</li> <li>• self-designed research sources</li> </ul>	<ul style="list-style-type: none"> <li>• multiple complex internet searches with links</li> <li>• atlas</li> <li>• independent interview design</li> <li>• independent bibliographies (include books and magazines)</li> <li>• independent outlining</li> <li>• survey development</li> <li>• graphs</li> <li>• note-taking with assistance</li> </ul>

<b>PRODUCTS &amp; PERFORMANCES</b>
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Development	Presentation	Products
Construct four or more increasingly complex products addressing all four core content areas that involve: <ul style="list-style-type: none"> <li>• one or more self-selected topics of interest</li> <li>• one product with a pre-determined authentic purpose in which G/T students work together</li> <li>• evaluation (including self-evaluation)</li> </ul>	Use advanced vocabulary, technology, and/or visuals to deliver information and conclusions to designated audiences.	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*  Choose four Products from the list.  <div style="border: 1px dashed black; padding: 5px; font-size: small;">                         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: *Change*

<b>SIXTH GRADE</b> Theme: <i>Alternatives</i>
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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>

<b>RESEARCH</b>
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Student Expectations	Resources and Skills
<p>Utilize multiple complex sources to gather data. Use:</p> <ul style="list-style-type: none"> <li>• historical</li> <li>• biographical</li> <li>• internet and/or</li> <li>• experimental designs</li> </ul> <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"> <li>• multiple complex internet searches with links</li> <li>• independent bibliographies</li> <li>• independent outlining</li> <li>• survey administration</li> <li>• interviews</li> <li>• independent note taking skills</li> <li>• organization and compilation of notes with assistance</li> <li>• database of research sources</li> </ul>

<b>PRODUCTS &amp; PERFORMANCES</b>
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Development	Presentation	Products
<p>Develop four or more increasingly complex products addressing the four core content areas that involve:</p> <ul style="list-style-type: none"> <li>• one or more self-selected topics of interest</li> <li>• evaluation conference with the teacher</li> <li>• two products in which G/T students work together with a specific, authentic purpose</li> </ul>	<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; 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: *Change*

<h2 style="margin: 0;">SEVENTH GRADE</h2> <p style="margin: 0;">Theme: <i>Dimensions</i></p>
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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>

<h2 style="margin: 0;">RESEARCH</h2>
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Student Expectations	Resources and Skills
<p>Utilize multiple complex sources to gather data.</p> <p>Use:</p> <ul style="list-style-type: none"> <li>• historical</li> <li>• biographical</li> <li>• internet and/or</li> <li>• experimental designs</li> </ul> <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"> <li>• increasingly complex database</li> <li>• survey compilation and interpretation</li> <li>• interviews</li> <li>• independent organization of notes</li> <li>• annotated bibliographies</li> </ul>

<h2 style="margin: 0;">PRODUCTS &amp; PERFORMANCES</h2>
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Development	Presentation	Products
<p>Develop four or more increasingly complex products addressing the four core content areas that involve:</p> <ul style="list-style-type: none"> <li>• one or more self-selected topics of interest</li> <li>• evaluation conference with teacher using student and teacher-developed rubric</li> <li>• two products in which G/T students work together in specific real life applications</li> <li>• products incorporating two or more elements of depth and complexity</li> </ul>	<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***

<p><b>EIGHTH GRADE</b>  <b>Theme: <i>Authenticity</i></b></p>
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<b>AFFECTIVE</b>	<b>CREATIVE THINKING &amp; PROBLEM SOLVING</b>	<b>CRITICAL THINKING</b>
<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>

<b>RESEARCH</b>	
<b><i>Student Expectations</i></b>	<b><i>Resources and Skills</i></b>
<p>Utilize multiple complex sources to gather data.</p> <p>Use:</p> <ul style="list-style-type: none"> <li>• historical</li> <li>• biographical</li> <li>• internet and/or</li> <li>• experimental designs</li> </ul> <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"> <li>• formal research design techniques</li> <li>• refinement of note-taking skills</li> <li>• independent organization of research data</li> <li>• citations</li> <li>• annotated bibliographies</li> </ul>

<b>PRODUCTS &amp; PERFORMANCES</b>		
<b><i>Development</i></b>	<b><i>Presentation</i></b>	<b><i>Products</i></b>
<p>Produce four or more increasingly complex products addressing the four core content areas that involve:</p> <ul style="list-style-type: none"> <li>• one or more self-selected topics of interest with dual perspectives</li> <li>• teacher/student negotiated parameters and evaluation expectations</li> <li>• two G/T group collaborative products, one in the area of student strength and one interdisciplinary product with an authentic purpose</li> </ul>	<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><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*

<h2 style="margin: 0;">NINTH GRADE</h2> <p style="margin: 0;">Theme: <i>Patterns</i></p>
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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;"> <p>*learning outside of context</p> </div>

RESEARCH	
Student Expectations	Resources and Skills
<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"> <li>formal research design/techniques</li> <li>organization and analysis of research designs</li> <li>citations</li> <li>annotated bibliographies</li> </ul>

PRODUCTS & PERFORMANCES		
Development	Presentation	Products
<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"> <li>one G/T group collaborative product that will be appraised by experts in the field</li> <li>portfolio development with product(s) of self-selected original ideas that include primary, electronic, and print resources</li> <li>elements of depth and complexity</li> </ul>	<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: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <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***

<p><b>TENTH GRADE</b>  <b>Theme: <i>Implications</i></b></p>
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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>

<p><b>RESEARCH</b></p>
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Student Expectations	Resources and Skills
<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"> <li>• formal research design/techniques</li> <li>• statistical reference sources with assistance</li> </ul>

<p><b>PRODUCTS &amp; PERFORMANCES</b></p>
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Development	Presentation	Products
<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"> <li>• an oral product incorporating Socratic questioning with peer group</li> <li>• continued development of portfolio of products of self-selected, original ideas or opinions</li> <li>• elements of depth and complexity</li> </ul>	<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 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***

<p><b>TWELFTH GRADE</b>  <b>Theme: <i>Understanding</i></b></p>
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<b>AFFECTIVE</b>	<b>CREATIVE THINKING &amp; PROBLEM SOLVING</b>	<b>CRITICAL THINKING</b>
<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>

<b>RESEARCH</b>	
<b><i>Student Expectations</i></b>	<b><i>Resources and Skills</i></b>
<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"> <li>• professional formatting in formal research design/techniques</li> <li>• primary source, secondary source or statistical references</li> <li>• test generalizations and validation of findings</li> </ul>

<b>PRODUCTS &amp; PERFORMANCES</b>		
<b><i>Development</i></b>	<b><i>Presentation</i></b>	<b><i>Products</i></b>
<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"> <li>• support from a mentor or expert in the field</li> <li>• further development of a portfolio product</li> </ul>	<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><i>Choose two Products from the list.</i></p> <div style="border: 1px dotted 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>