

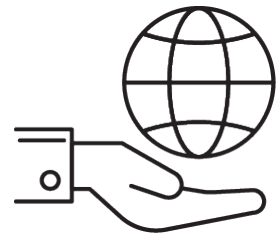
GIFTED GOAL 1

I can locate and investigate information, illustrate and define terms, and organize what I have learned.

4	I can: Construct my own meaning within a chosen topic of study and offer new contributions.
3	I can: Identify and illustrate themes, patterns, and structures that define a topic of study.
2	I can: <ul style="list-style-type: none">• Identify and use vocabulary that directly relates to a topic of study.• Create graphic organizers to organize information.• Differentiate similarities and differences within a topic of study.
1	With help I can be successful or have partial success within level 2.

POSSIBLE PRODUCT EXAMPLES

- Locate factual information (highlighting, note taking)
- Graphic organizers (webs, Venn diagrams, foldables)
- Find information independently, without teacher help
- Use technology to locate information
- Quizzes, tests, assessments.



Gifted students will be able to critically examine the complexity of knowledge: the location, definition, and organization of a variety of fields of knowledge.

GIFTED GOAL 2

I can create, adapt, and assess different questions that help me get the answers I need.

4	I can: Explore the nature of questions, understanding that better questions deliver the potential for more complete information.
3	I can: Combine questions that broaden exploration within topics of study.
2	I can: <ul style="list-style-type: none">• Order and/or categorize questions that connect different topics.• Demonstrate how questions drive critical thought within a topic.• Recognize that questions connect topics and build better understanding.
1	With help I can be successful or have partial success within level 2.

POSSIBLE PRODUCT EXAMPLES

- Generating higher order thinking questions
- Answering higher order thinking questions
- Writing questions based on questions
- Questioning dice activities
- Research questions
- Question sort
- Question reflection



Gifted students will be able to create, adapt, and assess multifaceted questions in a variety of fields/disciplines.

GIFTED GOAL 3

I can research and explore different topics of study.

4	I can: Create unique tools and/or products that use a variety of methods of communication and/or organization about a topic of study.
3	I can: Demonstrate the ability to retrieve information from reliable databases and communicate the results of my research within a topic of study.
2	I can: <ul style="list-style-type: none">• Use organizational strategies to generate ideas for research and/or creative products.• Identify the difference between fact and opinion and understand the value of each one.• Identify and locate facts and information from various places which could include: the internet, books, newspapers, and magazines.
1	With help I can be successful or have partial success within level 2.

POSSIBLE PRODUCT EXAMPLES

- Research questions
- Research goals
- Oral presentations
- Organized presentations
- Research paper
- Organizational tools
- Notefacts
- Technology products



Gifted students will be able to conduct thoughtful research/exploration in multiple fields.

GIFTED GOAL 4

I can think creatively and critically to solve real-world problems.

4	I can: Plan and prepare for possible, probable, and preferable outcomes.
3	I can: Apply appropriate and useful methods when creatively and critically solving problems.
2	I can: <ul style="list-style-type: none">• Identify a variety of problem solving methods• Generate many different ideas to solve real-world problems (fluency & flexibility)• Incorporate multiple points of view into a problem statement.
1	With help I can be successful or have partial success within level 2.

POSSIBLE PRODUCT EXAMPLES

- Fluency, flexibility, originality, and elaboration activities
- S.C.A.M.P.E.R.
- CoRT Thinking Skills
- 6 Thinking Hats
- Service Learning Project
- Logic puzzles
- Advanced math curriculum



Gifted students will be able to think creatively and critically to solve real-world problems

GIFTED GOAL 5

I can become a leader in the gifted class, in real-life, and make decisions for the good of the group.

4	I can: Display flexibility when working in peer groups by incorporating individual beliefs and values of myself and my peers in order to achieve a goal.
3	I can: Demonstrate the ability to work with peers from a variety of cultures and ability levels while respecting individual strengths, talents, and learning styles.
2	I can: <ul style="list-style-type: none">• Recognize leadership patterns and behaviors that positively affect groups.• Determine the difference between individual strengths and weaknesses and recognize if they motivate or set limits.• Show awareness of the needs and concerns of others during the communication process.
1	With help I can be successful or have partial success within level 2.

POSSIBLE PRODUCT EXAMPLES

- Leadership Reflection Form
- Self-evaluation checklist
- Personal and peer reflections



Gifted students will be able to assume leadership and participatory roles in both gifted and heterogeneous group learning situations.

GIFTED GOAL 6

I can set and achieve realistic goals in the classroom and in my personal life.

4	I can: Evaluate and modify goals in order to achieve them through self-reflection and evaluation.
3	I can: Recognize challenges and create goals for growth personally and academically.
2	I can: <ul style="list-style-type: none">• Develop goals and objectives that are realistic and systematic.• Recognize the need to set goals for an assigned task.• Set and modify goals using the support of my teacher and peers.
1	With help I can be successful or have partial success within level 2.

POSSIBLE PRODUCT EXAMPLES

- SMART Goals
- Written projects / classwork
- Reflections
- Exit Slips
- Tests



Gifted students will be able to set and achieve personal, academic, and career goals.

GIFTED GOAL 7

I can create and communicate a variety of authentic products and/or projects that show what I have learned.

4	I can: Use feedback from an evaluation to revise and adapt a presentation and/or product based on the needs of an audience.
3	I can: Create a well defined presentation and/or product using multiple sources.
2	I can: <ul style="list-style-type: none">• Integrate ideas with visual supports to emphasize key points in a performance.• Persuasively communicate a perspective by using various strategies and/or tools.• Include important vocabulary and information to communicate my ideas.
1	With help I can be successful or have partial success within level 2.

POSSIBLE PRODUCT EXAMPLES

- Student Led Conferences
- Written projects
- Oral presentations
- Self-evaluations



Gifted students will be able to develop and deliver a variety of authentic products / performances that demonstrate understanding of multiple fields/disciplines.