

Forrest City Public Schools

GIFTED AND TALENTED EDUCATION FRAMEWORKS



Adopted from
ARCH FORD COOPERATIVE
NORTHEAST ARKANSAS EDUCATIONAL COOPERATIVE
OZARK UNLIMITED RESOURCES COOPERATIVE

The following categories will guide the documents' format:

STRAND: A major area of study that may be broken down into other specialized areas.

1. Creative Thinking
2. Critical Thinking
3. Research/Independent Learning
4. Communication
5. Affective Development

FOCUS: An area of study connected to a strand that specifies a focus or specific direction for the strand.

CONTENT STANDARD: A statement about what student learners should be capable of doing if they meet the expectation or standard of the Focus area.

STUDENT LEARNING EXPECTATION: A specific statement of what a learner should be capable of doing within the Content Standard.

SCOPE/BENCHMARK: When and how a student learner should accomplish the Student Learning Expectation. There are four grade levels established: K-4, 5-7, 8-9, and 10-12. There are also four levels of benchmarks: Introduce, Develop, Master, and Extend.

INTRODUCE: The Student Learning Expectation will be introduced to the student at the grade level established.

DEVELOP: The Student Learning Expectation will be developed by the use of further activities or lessons.

MASTER: The Student Learning Expectation should be mastered by the student learner to such a level as to be considered proficient by the facilitator of gifted/talented students.

EXTEND: The facilitator of gifted/talented students will develop lessons/activities to assist the student learner to extend their ability to utilize the Student Learning Expectation beyond the proficient level.

BLOOM'S: The level of Bloom's Taxonomy of the Cognitive Domain at which the particular Student Learning Expectation should be taught or experienced.

ASSESSMENT OPTIONS: The way in which the facilitator may choose to assess or find out how or if a student has met the Student Learning Expectation. They may include variations of the following: Checklist (C), Demonstration (D), Exhibition (E), Journal or Log (JL), Observation, (O), Performance (PE), Portfolio (PF), Project (PR), Writing (W), Statewide testing (S), Teacher made tests (T).

FOR REFERENCE:

BLOOM'S TAXONOMY OF THE COGNITIVE DOMAIN *:

- 1. KNOWLEDGE**—the learner recalls data or previously learned material. **Key Words might include:** names, matches, identifies, lists, arranges or defines.
- 2. COMPREHENSION**---The learner understands the meanings, translations of informational materials. **Key Words might include:** describes, discusses, explains, give examples, summarizes or classifies.
- 3. APPLICATION:** The learner uses what was learned in a new situation. **Key Words might include:** determines, implements, compares, relates, or contrasts.
- 4. SYNTHESIS:** The learner puts parts together to form a whole with a new meaning or structure. **Key Words might include:** combines, reconstructs, modifies, creates or rewrites.
- 5. EVALUATION:** The learner looks at materials or ideas and makes judgments. **Key Words might include:** criticizes, defends, justifies, supports or concludes.

STRAND 1--CREATIVE THINKING

FOCUS: FLUENCY

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

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
1.1.1	The learner will generate many alternatives in problem finding and problem solving	I/D	M/E	E	E	Synthesis
1.1.2	The learner will utilize brainstorming techniques.	I/D	M/E	E	E	Application
1.1.3	The learner will generate a list of pros and cons.	I	D/M	M/E	E	Synthesis
1.1.4	The learner will generate a list of attributes.	I/D	D/M	E	E	Analysis/Synthesis

FOCUS: FLEXIBILITY

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

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
1.2.1	The learner will utilize new and different approaches to problems.	I/D	D/M	M/E	E	Application
1.2.2	The learner will minify, magnify and/or modify ideas or concepts.	I	D	D/M	E	Analysis/Synthesis
1.2.3	The learner will adapt a single idea or material to many different uses.	I/D	D/M	E	E	Synthesis
1.2.4	The learner will explore unexplained or unknown concepts.	I	I/D	M	E	Analysis
1.2.5	The learner will apply a principle or concept to different areas.	I	D	M	E	Application

FOCUS: ORIGINALITY

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

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
1.3.1	The learner will create unique products or ideas by combining, rearranging, redesigning, reversing or substituting unusual concepts or materials.	I	D/M	E	E	Synthesis
1.3.2	The learner will generate unusual solutions to problems.	I/D	D/M	M/E	E	Synthesis
1.3.3	The learner will generate unusual answers to questions.	I/D	D/M	M/E	E	Synthesis
1.3.4	The learner will develop new ideas or concepts by synthesizing seemingly unconnected information.	I	D	D/M	E	Analysis/Synthesis
1.3.5	The learner will reorganize a body of information and make original additions to it.	I	D/M	M/E	E	Synthesis/Evaluation

FOCUS: ELABORATION**CONTENT STANDARD 4: Students will increase their ability to generate original and varied ideas and solutions to problems through the use of elaboration.**

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
1.4.1	The learner will recognize the need for detail.	I/D	M	E	E	Comprehension
1.4.2	The learner will use detail to embellish or enhance objects, concepts or questions.	I/D	M	E	E	Application
1.4.3	The learner will use familiar objects in ways different from their intended purpose.	I/D	M	E	E	Synthesis
1.4.4	The learner will distinguish between detail and the necessary components of concepts or products.	I	D/M	M	E	Evaluation

FOCUS: CURIOSITY**CONTENT STANDARD 5: Students will increase their ability to generate original and varied ideas and solutions to problems through the use of curiosity.**

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
1.5.1	The learner will pose questions.	I/D	M/E	E	E	Application/Analysis
1.5.2	The learner will recognize the relationship between problem-finding and problem-solving.	I/D	D/M	M	E	Comprehension/Analysis
1.5.3	The learner will question relationships and interpretation.	I	D/M	M	E	Synthesis/Evaluation

FOCUS: IMAGINATION**CONTENT STANDARD 6: Students will increase their ability to generate original and varied ideas and solutions to problems through the use of imagination.**

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
1.6.1	The learner will create alternate outcomes for reality through imagination.	I/D	M/E	E	E	Synthesis
1.6.2	The learner will give human traits to inanimate objects.	I/D	M	M/E	E	Synthesis
1.6.3	The learner will demonstrate an ability to overcome the constraints of time, environment, logic and responsibility.	I	I/D	M	E	Application/ Analysis/Synthesis

STRAND 2--CRITICAL THINKING

FOCUS: ANALYSIS

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

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
2.1.1	The learner will identify a main idea in oral, written or non-verbal form.	I/D	M/E	E	E	Comprehension
2.1.2	The learner will recognize relationships among ideas and data.	I	D	M/E	E	Analysis
2.1.3	The learner will provide supportive evidence for a particular idea, principle or generalization.	I/D	D/M	E	E	Evaluation
2.1.4	The learner will classify information into logical categories.	I/D	D/M	E	E	Comprehension/ Application
2.1.5	The learner will deduce information and draw conclusions.	I	D/M	E	E	Analysis/ Evaluation
2.1.6	The learner will compare attributes of varying ideas.	I	I/D	D/M	M/E	Analysis
2.1.7	The learner will sequence information to make a point or verify a solution.	I	D/M	M/E	E	Analysis

FOCUS: SYNTHESIS

CONTENT STANDARD 2: Students will develop the higher order thinking skill of synthesis to reason and show evidence of their thought processes.

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
2.2.1	The learner will combine concepts, principles and generalizations to generate a new relationship/understanding.	I	D/M	M	E	Synthesis
2.2.2	The learner will modify and adapt information, materials and ideas to be used in a different manner.	I/D	D/M	M/E	E	Synthesis
2.2.3	The learner will make valid predictions based on available information or as a result of an action.	I/D	M/E	E	E	Synthesis/ Evaluation
2.2.4	The learner will formulate alternatives to a problem or issue.	I/D	M/E	E	E	Synthesis

FOCUS: EVALUATION**CONTENT STANDARD 3: Students will develop the higher order thinking skill of evaluation to reason and show evidence of their thought processes.**

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
2.3.1	The learner will develop evaluation/assessment criteria.	I	D/M	M/E	E	Analysis/ Synthesis
2.3.2	The learner will utilize criteria to assess the organization, content, value and effectiveness of a product or process.	I/D	D/M	M/E	E	Evaluation
2.3.3	The learner will assess the accuracy and relevance of points used to support an argument.	I	D/M	M/E	E	Evaluation
2.3.4	The learner will prove or disprove ideas by presenting evidence.	I/D	D/M	M/E	E	Evaluation

FOCUS: PROBLEM SOLVING**CONTENT STANDARD 4: Students will utilize problem solving skills and develop strategies that can be applied to real-life situations.**

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
2.4.1	The learner will recognize a problem (understand a given situation).	I/D	M/E	E	E	Comprehension
2.4.2	The learner will define the problem.	I/D	M/E	E	E	Application
2.4.3	The learner will gather ideas and data related to the problem.	I	D/M	M/E	E	Comprehension
2.4.4	The learner will brainstorm varying aspects of the problem	I	D/M	M/E	E	Analysis
2.4.5	The learner will identify underlying problems and sub-problems.	I	D	M	E	Synthesis/Evaluation

STRAND 3: RESEARCH/INDEPENDENT LEARNING

FOCUS: SELECT/DEVELOP TOPIC

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

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
3.1.1	The learner will brainstorm for a topic.	I/D	M/E	E	E	Knowledge
3.1.2	The learner will formulate questions to guide research.	I/D	D/M	M/E	E	Synthesis
3.1.3	The learner will develop a hypothesis.	I/D	M/E	E	E	Synthesis
3.1.4	The learner will determine materials and technical resources needed.	I/D	M	E	E	Application/Analysis
3.1.5	The learner will develop a plan and time line for gathering information.	I	D	M/E	E	Analysis/Synthesis
3.1.6	The learner will develop criteria to evaluate a product.	I/D	D/M	M/E	E	Analysis/Synthesis

FOCUS: DATA COLLECTION

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

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
3.2.1	The learner will develop a research outline.	I	D	M/E	E	Analysis
3.2.2	The learner will acquire information from various resources...	I/D	D/M	M/E	E	Knowledge
3.2.3	The learner will use various media sources (such as computers, videos and other electronic devices, etc.).	I/D	M	M/E	E	Application
3.2.4	The learner will utilize individuals and community resources.	I	D/M	M	E	Application
3.2.5	The learner will use appropriate research methods (such as case studies, historical studies, interviews, surveys and polls).	I	D/M	M/E	E	Application
3.2.6	The learner will use various skills (such as note taking, outlining, photography, graphs, tables, etc.) to collect data.	I/D	D/M	M/E	E	Application
3.2.7	The learner will read/interpret and validate data.	I	D/M	M/E	E	Analysis/Evaluation

FOCUS: ORGANIZING/ANALYZING DATA

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

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
3.3.1	The learner will organize and interpret data	I/D	M/E	M/E	E	Analysis
3.3.2	The learner will modify hypothesis if needed.	I	D/M/E	E	E	Synthesis
3.3.3	The learner will document the authenticity of sources.	I	D/M	M/E	E	Application
3.3.4	The learner will develop data into an illustrative form for appropriate media.	I/D	D/M/E	E	E	Analysis/Synthesis

FOCUS: PRESENTATION AND EVALUATION OF PRODUCT**CONTENT STANDARD 4: Students will develop research/independent learning skills by the presentation and evaluation of a research product.**

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
3.4.1	The learner will synthesize the data.	I	D/M	M/E	E	Synthesis
3.4.2	The learner will establish procedures for developing and improving a final presentation.	I	D/M/E	M/E	E	Analysis
3.4.3	The learner will develop an original product to accompany the presentation of the selected topic.	I	I/D/M	M/E	E	Synthesis
3.4.4	The learner will apply evaluative criteria to the product.	I	D/M	M/E	E	Evaluation
3.4.5	The learner will present information on the selected topic to an appropriate audience.	I/D	D/M/E	E	E	Application

STRAND 4: COMMUNICATION

FOCUS: VERBAL

CONTENT STANDARD 1: Students will develop their verbal communication skills.

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
4.1.1	The learner will verbally express ideas, opinions and feelings.	I/D	M/E	E	E	Application
4.1.2	The learner will organize material for an oral presentation.	I	D/M	E	E	Analysis
4.1.3	The learner will vary content and style according to purpose and audience.		I/D	M	E	Synthesis/Evaluation
4.1.4	The learner will present material to an appropriate audience.	I	I/D/M	M	E	Application

FOCUS: NON-VERBAL

CONTENT STANDARD 2: Students will develop their non-verbal communication skills.

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
4.2.1	The learner will nonverbally express ideas, opinions and feelings.	I/D	M/E	E	E	Application
4.2.2	The learner will translate verbal communication into another medium.	I/D	M/E	E	E	Synthesis
4.2.3	The learner will recognize non-verbal methods that influence thinking.	I	D/M	E	E	Analysis
4.2.4	The learner will vary content and style according to purpose and audience.		I/D/M	M	E	Synthesis/Evaluation
4.2.5	The learner will enhance a presentation by using non-verbal forms of expression.		I/D	M	M/E	Application

FOCUS: WRITTEN

CONTENT STANDARD 3: Students will develop their written communication skills.

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
4.3.1	The learner will recognize and use various types of written communication.	I/D	M/E	E	E	Application
4.3.2	The learner will develop appropriate techniques related to a specific writing project.	I	D/M	M/E	E	Synthesis
4.3.3	The learner will plan a written document.	I/D	D/M/E	E	E	Synthesis
4.3.4	The learner will vary content and style according to purpose and audience.		I/D/M	M/E	E	Synthesis/Evaluation
4.3.5	The learner will present material to an appropriate audience.	I	I/D/M	M/E	E	Application

FOCUS: LISTENING

CONTENT STANDARD 4: Students will develop their listening skills.

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
4.4.1	The learner will identify and demonstrate various skills of listening (such as eye-contact, observation, attentiveness, etc.).	I/D	M/E	E	E	Comprehension/ Application
4.4.2	The learner will demonstrate effective body language while listening.	I/D	M/E	E	E	Application
4.4.3	The learner will evaluate the benefits of effective listening skills.	I	D/M	M/E	E	Evaluation

STRAND 5: AFFECTIVE DEVELOPMENT

FOCUS: SELF CONCEPT

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

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
5.1.1	The learner will recognize and understand one's own special abilities and limitations	I/D	D/M	M/E	E	Comprehension
5.1.2	The learner will set standards and goals appropriate to ability level.	I	D/M	M/E	E	Analysis/Evaluation
5.1.3	The learner will develop a belief in the ability to succeed.	I/D	M/E	E	E	Synthesis
5.1.4	The learner will identify and demonstrate an awareness of various emotions and values.	I/D	D/M/E	E	E	Application
5.1.5	The learner puts positive and negative feedback into perspective.	I	D/M	M/E	E	Analysis/Evaluation

FOCUS: INTERPERSONAL RELATIONS

CONTENT STANDARD 2: Students will develop the ability to enhance interpersonal relations.

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
5.2.1	The learner will discover and respect the uniqueness of others.	I/D	D/M/E	E	E	Comprehension/ Application
5.2.2	The learner will recognize one's own role in various groups.	I/D	D/M	M/E	E	Comprehension
5.2.3	The learner will offer and accept constructive feedback.	I/D	M/E	E	E	Analysis/Synthesis/ Evaluation
5.2.4	The learner will anticipate interpersonal conflicts and accept responsibility for consequences of actions.	I	D/M	M/E	E	Analysis/Synthesis/ Evaluation
5.2.5	The learner will develop awareness that cooperation and competition are aspects of interpersonal relations.	I	D/M/E	E	E	Analysis/Synthesis
5.2.6	The learner will recognize and evaluate the expectations of adults and peers.	I	D/M	M/E	E	Evaluation

FOCUS: PERSONAL DECISION MAKING**CONTENT STANDARD 3: Students will develop personal decision making skills.**

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
5.3.1	The learner will establish priorities and set realistic goals.	I	D	M	E	Analysis/Evaluation
5.3.2	The learner will review all positive alternatives.	I	D	M	E	Analysis
5.3.3	The learner will weigh pros and cons of each alternative.	I	D/M	M/E	E	Evaluation
5.3.4	The learner will choose the best alternative.	I/D	D/M	M/E	E	Evaluation
5.3.5	The learner will evaluate the alternative and support the decision.	I/D	D/M	M/E	E	Evaluation
5.3.6	The learner will develop skills necessary for self learning.	I	D/M	M/E	E	Synthesis
5.3.7	The learner will investigate varied career options.	I	D	M	E	Analysis

FOCUS: RISK TAKING**CONTENT STANDARD 4: Students will learn to cope with success and failure by developing risk taking skills.**

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
5.4.1	The learner will risk a mistake or failure.	I/D	M	E	E	Application
5.4.2	The learner will explore new experiences and attempt difficult tasks.	I/D	M/E	E	E	Application
5.4.3	The learner will analyze discrepancies in thought or information and develop alternative perspectives.	I	I/D	D/M	M/E	Analysis/Synthesis
5.4.4	The learner will risk criticism in support of own beliefs and ideas.	I	D/M	M	E	Application/Synthesis
5.4.5	The learner will predict consequences of risk taking and assume responsibility for a course of action.	I	D/M	M	E	Synthesis

FOCUS: LEADERSHIP**CONTENT STANDARD 5: Students will develop effective leadership skills.**

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
5.5.1	The learner will define and assess characteristics of leadership.	I	D/M	M/E	E	Evaluation
5.5.2	The learner will discriminate between positive and negative attributes of a leader.	I	I/D	M/E	E	Evaluation
5.5.3	The learner will assess the motivational aspects of effective leadership.	I	D/M	M/E	E	Evaluation
5.5.4	The learner will participate in activities that develop effective leadership roles.	I	I/D	M	E	Application/Synthesis

FOCUS: SURVIVAL SKILLS

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

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
5.6.1	The learner will explore coping strategies in such areas as perfectionism, gifted characteristics, gifted females, gifted males, gifted underachievement and twice exceptional students		I/D	D/M	M/E	Analysis
5.6.2	The learner will accept opportunities to attempt new challenges leading to task commitment or possible lifelong passions in learning.	I	I/D	D/M	E	Synthesis
5.6.3	The learner will demonstrate effective use of time.	I/D	M/E	E	E	Application
5.6.4	The learner will assess/reassess obligations in individual and group endeavors to fulfill guidelines established by the learner and/or the teacher/facilitator.	I/D	D/M/E	E	E	Evaluation

STRAND 6: TECHNOLOGY (From the National Educational Technology Standards)

FOCUS: CREATIVITY AND INNOVATION

CONTENT STANDARD 1: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

_#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
6.1.1	Apply existing knowledge to generate new ideas, products, or processes	I	D/M	M/E	E	Synthesis
6.1.2	Create original works as a means of personal or group expression	I	D/M	M/E	E	Synthesis
6.1.3	Use models and simulations to explore complex systems and issues	I/D	D/M	M/E	E	Application
6.1.4	Identify trends and forecast possibilities		I/D	D/M	E	Analysis

FOCUS: COMMUNICATION AND COLLABORATION

CONTENT STANDARD 2: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

_#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S
		K-2	3-6	7-9	10-12	
6.2.1	Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media		I/D	D/M	M/E	Application
6.2.2	Communicate information and ideas effectively to multiple audiences using a variety of media and formats		I/D	D/M	E	Comprehension/ Application
6.2.3	Develop cultural understanding and global awareness by engaging with learners of other cultures		I/D	D/M	E	Application/ Comprehension
6.2.4	Contribute to project teams to produce original works or solve problems	I	D/M	M/E	E	Synthesis/ Evaluation