

Gifted & Talented - Math (Grade 3)

Unit Focus: Career Math

Pacing: Cycle 1 (September - December)

Unit Overview

Aligned to the New Jersey State Learning Standards, including an emphasis on the Standards for Mathematical Practice, this genre study is designed to help students gain a deep understanding of the mathematics found in various careers. Students will begin each week with an in depth analysis of a different career and have the opportunity to learn about and implement the mathematical concepts used in that profession. Money, estimation, measurement, capacity, volume, statistics, ratio, graphing and analyzing data, are some of the concepts students will investigate through inquiry-based learning tasks.

NJSLS - Mathematics:

- **5.OA - Operations and Algebraic Thinking:**
 - *A. Write and interpret numerical expressions.*
 - Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. (5.OA.A.2)
 - *B. Analyze patterns and relationships.*
 - Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. (5.OA.B.3)
- **5.NBT - Number and Operations in Base Ten:**
 - *A. Understand the place value system.*
 - Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. (5.NBT.A.1)
 - Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5.NBT.A.2)
- **5.NF - Number and Operations: Fractions:**
 - *A. Use equivalent fractions as a strategy to add and subtract fractions.*
 - Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$. (5.NF.A.2)
- **5.MD - Measurement and Data:**
 - *A. Convert like measurement units within a given measurement system.*
 - Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. (5.MD.A.1)
 - *B. Represent and interpret data.*
 - Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally. (5.MD.B.2)
 - *C. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.*
 - Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. (5.MD.C.3)
 - Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and non-standard units. (5.MD.C.4)
 - Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side

	<p>lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.(5.MD.C.5a)</p> <ul style="list-style-type: none"> ■ Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems. (5.MD.C.5b) <ul style="list-style-type: none"> ● 5.G - Geometry: <ul style="list-style-type: none"> ○ A. Classify two-dimensional figures into categories based on their properties. <ul style="list-style-type: none"> ■ Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). (5.G.A.1)
NJSLS - Standards for Mathematical Practice:	<ul style="list-style-type: none"> ● MP1 - Make sense of problems and persevere in solving them. ● MP2 - Reason abstractly and quantitatively. ● MP4 - Model with mathematics ● MP5 - Use appropriate tools strategically.
NJSLS - Science Performance Expectations:	<ul style="list-style-type: none"> ● 3-5-ETS1: Engineering Design <ul style="list-style-type: none"> ○ Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. (3-5-ETS1-1) ○ Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. (3-5-ETS1-2)
NJSLS - ELA:	<ul style="list-style-type: none"> ● RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. ● SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLS 21st Century Life and Careers:	<ul style="list-style-type: none"> ● 9.1: Personal Financial Literacy <ul style="list-style-type: none"> ○ Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. (9.1.4.A.1) ○ Identify potential sources of income. (9.1.4.A.2) ○ Explain how income affects spending and take-home pay. (9.1.4.A.3)
NJSLS Career Ready Practices:	<ul style="list-style-type: none"> ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social, and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP11. Use technology to enhance productivity. ● CRP12. Work productively in teams while using cultural global competence
International Society for Technology in Education (ISTE) Standards For Students:	<ul style="list-style-type: none"> ● ISTE Standard 1. Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. <ul style="list-style-type: none"> ○ Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. (1a) ○ Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. (1c) ● ISTE Standard 4. Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. <ul style="list-style-type: none"> ○ Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. (4a)

National Association for Gifted Children (NAGC) Standards:

- **NAGC Standard 1 - Learning and Development: Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.**
 - 1.1. Self-Understanding. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.
 - Educators engage students with gifts and talents in identifying interests, strengths, and gifts. (1.1.1)
 - Educators assist students with gifts and talents in developing identities supportive of achievement. (1.1.2)
 - 1.3. Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.
 - Educators provide a variety of research-based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities, and strengths. (1.3.1)
 - Educators model respect for individuals with diverse abilities, strengths, and goals. (1.3.2)
 - 1.5. Awareness of Needs. Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents' needs.
 - Educators collaborate with families in accessing resources to develop their child's talents. (1.5.1)
 - 1.6. Cognitive and Affective Growth. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.
 - Educators design interventions for students to develop cognitive and affective growth that is based on research of effective practices. (1.6.1)
 - 1.8. Cognitive and Affective Growth. Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).
 - Teachers and counselors implement a curriculum scope and sequence that contains person/social awareness and adjustment, academic planning, and vocational and career awareness. (1.8.2)
- **NAGC Standard 3 - Curriculum Planning and Instruction: Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.**
 - 3.1. Curriculum Planning. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.
 - Educators use local, state, and national standards to align and expand curriculum and instructional plans. (3.1.1)
 - Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents. (3.1.2)
 - Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents. (3.1.4)
 - Educators use pre-assessments and pace instruction based on the learning rates of students with gifts and talents and accelerate and compact learning as appropriate. (3.1.6)
 - Educators use information and technologies, including assistive technologies, to individualize for students with gifts and talents, including those who are twice-exceptional. (3.1.7)
 - 3.4. Instructional Strategies. Students with gifts and talents become independent investigators.
 - Educators use critical-thinking strategies to meet the needs of students with gifts and talents. (3.4.1)
 - Educators use creative-thinking strategies to meet the needs of students with gifts and talents. (3.4.2)
 - Educators use problem-solving model strategies to meet the needs of students with gifts and talents. (3.4.3)
 - 3.5. Culturally Relevant Curriculum. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.
 - Educators develop and use challenging, culturally responsive curriculum to engage all students with gifts and talents. (3.5.1)

	<ul style="list-style-type: none"> • NAGC Standard 4 - Learning Environment: Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes. <ul style="list-style-type: none"> ○ 4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking. <ul style="list-style-type: none"> ■ Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities. (4.1.1) ■ Educators create environments that support trust among diverse learners. (4.1.3)
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Gifted & Talented - Engineering (Grade 3)

Unit Focus: Environmental Engineering

Pacing: Cycle 2 (December - March)

Unit Overview

The Engineering is Elementary (EiE) project fosters engineering and technological literacy among children. EiE has created a research-based, standards-driven, and classroom-tested curriculum that integrates engineering and technology concepts and skills with elementary science topics, while integrating social studies and language arts. Through a hands-on engineering design challenge, students work in teams to apply their knowledge of science and mathematics; use their inquiry and problem-solving skills; and tap into their creativity as they design, create, and improve possible solutions.

NJSLS - Science Performance Expectations:

- **3-5-ETS1: Engineering Design**
 - Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. (3-5-ETS1-1)
 - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. (3-5-ETS1-2)
 - Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. (3-5-ETS1-3)
- **3-LS4: Biological Evolution: Unity and Diversity**
 - Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. (3-LS4-2)
 - Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. (3-LS4-3)
 - Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. (3-LS4-4)
- **5-LS2: Ecosystems: Interactions, Energy, & Dynamics**
 - Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. (5-LS2-1)

NJSLS - Mathematics

- **5.MD - Measurement and Data:**
 - *B. Represent and interpret data.*
 - Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally. (5.MD.B.2)

NJSLS - Standards for Mathematical Practice

- MP1 - Make sense of problems and persevere in solving them.
- MP2 - Reason abstractly and quantitatively.
- MP4 - Model with mathematics.
- MP5 - Use appropriate tools strategically.

<p>NJSLS - ELA:</p>	<ul style="list-style-type: none"> • R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • RI.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
<p>NJSLS Career Ready Practices:</p>	<ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP4. Communicate clearly and effectively and with reason. • CRP5. Consider the environmental, social and economic impacts of decisions. • CRP6. Demonstrate creativity and innovation. • CRP7. Employ valid and reliable research strategies. • CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. • CRP9. Model integrity, ethical leadership and effective management. • CRP11. Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence.
<p>International Society for Technology in Education (ISTE) Standards For Students:</p>	<ul style="list-style-type: none"> • ISTE Standard 1 - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. <ul style="list-style-type: none"> ◦ Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. (1a) ◦ Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. (1c) • ISTE Standard 4 -Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. <ul style="list-style-type: none"> ◦ Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. (4a)
<p>National Association for Gifted Children (NAGC) Standards:</p>	<ul style="list-style-type: none"> • NAGC Standard 1 - Learning and Development: - Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes. <ul style="list-style-type: none"> ◦ 1.1. Self-Understanding. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains. <ul style="list-style-type: none"> ■ Educators engage students with gifts and talents in identifying interests, strengths, and gifts. (1.1.1) ■ Educators assist students with gifts and talents in developing identities supportive of achievement. (1.1.2) ◦ 1.3. Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population. <ul style="list-style-type: none"> ■ Educators provide a variety of research-based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities, and strengths. (1.3.1) ■ Educators model respect for individuals with diverse abilities, strengths, and goals. (1.3.2) ◦ 1.5. Awareness of Needs. Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents' needs. <ul style="list-style-type: none"> ■ Educators collaborate with families in accessing resources to develop their child's talents. (1.5.1) ◦ 1.6. Cognitive and Affective Growth. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs. <ul style="list-style-type: none"> ■ Educators design interventions for students to develop cognitive and affective growth that is based on research of effective practices. (1.6.1)

	<ul style="list-style-type: none"> ○ 1.8. Cognitive and Affective Growth. Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support). <ul style="list-style-type: none"> ■ Teachers and counselors implement a curriculum scope and sequence that contains person/social awareness and adjustment, academic planning, and vocational and career awareness. (1.8.2) ● NAGC Standard 3 - Curriculum Planning and Instruction: Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes. <ul style="list-style-type: none"> ○ 3.1. Curriculum Planning. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year. <ul style="list-style-type: none"> ■ Educators use local, state, and national standards to align and expand curriculum and instructional plans. (3.1.1) ■ Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents. (3.1.2) ■ Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents. (3.1.4) ■ Educators use pre-assessments and pace instruction based on the learning rates of students with gifts and talents and accelerate and compact learning as appropriate. (3.1.6) ■ Educators use information and technologies, including assistive technologies, to individualize for students with gifts and talents, including those who are twice-exceptional. (3.1.7) ○ 3.4. Instructional Strategies. Students with gifts and talents become independent investigators. <ul style="list-style-type: none"> ■ Educators use critical-thinking strategies to meet the needs of students with gifts and talents. (3.4.1) ■ Educators use creative-thinking strategies to meet the needs of students with gifts and talents. (3.4.2) ■ Educators use problem-solving model strategies to meet the needs of students with gifts and talents. (3.4.3) ○ 3.5. Culturally Relevant Curriculum. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society. <ul style="list-style-type: none"> ■ Educators develop and use challenging, culturally responsive curriculum to engage all students with gifts and talents. (3.5.1) ● NAGC Standard 4 - Learning Environment: Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes. <ul style="list-style-type: none"> ○ 4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking. <ul style="list-style-type: none"> ■ Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities. (4.1.1) ■ Educators create environments that support trust among diverse learners. (4.1.3)
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Gifted & Talented - ELA (Grade 3)	
Unit Focus: Poetry	Pacing: Cycle 3 (March - June)
Unit Overview	
This genre study is designed to help students develop an understanding of how to analyze poetry and how to compose their own poems. Children begin the unit by studying the various aspects of poetry. Throughout the study, students learn to think like poets as they examine, analyze, and respond to published poems. Students craft their own poems, borrowing elements and structures from the poems they have studied. (Accelerated Literacy Learning, Copyright 2012-2013).	
NJSLS - ELA:	<ul style="list-style-type: none"> • RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. • RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. • RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • RF.3.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. • SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly: <ul style="list-style-type: none"> ◦ Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. (SL.3.1.a) ◦ Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.3.1.b) ◦ Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.3.1.c) ◦ Explain their own ideas and understanding in light of the discussion. (SL.3.1.d) • RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
NJSLS - Standards for Mathematical Practice	<ul style="list-style-type: none"> • MP1 - Make sense of problems and persevere in solving them • MP2 - Reason abstractly and quantitatively.
NJSLS - Science Performance Expectation:	<ul style="list-style-type: none"> • 3-5-ETS1 Engineering Design <ul style="list-style-type: none"> ◦ Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. (3-5-ETS1-2)
NJSLS Career Ready Practices:	<ul style="list-style-type: none"> • CRP4. Communicate clearly and effectively and with reason. • CRP6. Demonstrate creativity and innovation. • CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
International Society for Technology in Education (ISTE) Standards For Students:	<ul style="list-style-type: none"> • ISTE Standard 6 - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. <ul style="list-style-type: none"> ◦ Students create original works or responsibly repurpose or remix digital resources into new creations. (6b)
National Association for Gifted Children (NAGC) Standards:	<ul style="list-style-type: none"> • NAGC Standard 1 - Learning and Development: Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes. <ul style="list-style-type: none"> ◦ 1.1. Self-Understanding. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains. <ul style="list-style-type: none"> ■ Educators engage students with gifts and talents in identifying interests, strengths, and gifts. (1.1.1) ■ Educators assist students with gifts and talents in developing identities supportive of achievement. (1.1.2) ◦ 1.3. Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.

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