

Gifted and Talented Education

Unit Title: Unit 1: Goal Setting / Building a Scholarly Community

Stage 1: Desired Results

Standards & Indicators:

NAGC:-Gifted Education Programing Standards:

Standard 1: Learning and Development

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 intellectual, academic, creative leadership, and artistic domains.

1.2 Self Understanding - Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.

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.

1.4. Awareness of Needs - Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.

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.

Standard 2: Assessment

2.2. Identification - Students with gifts and talents are identified for services that match their interests, strengths, and needs.

2.5. Learning Progress - Students self assess their learning progress.

Standard 4: Learning Environments

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.

4.2. Social Competence - Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.

4.3. Responsibility and Leadership - Students with gifts and talents demonstrate personal and social responsibility

4.4. Cultural Competence - Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.

Standard 5: Programming

5.3. Career Pathways - Students with gifts and talents create future career-oriented goals and identify talent development pathways to reach those goals.

5.4. Collaboration - Students with gifts and talents are able to continuously advance their talent development and achieve their learning goals through regular collaboration among families, community members, advocates, and the school.

5.8. Evaluation of Programming and Services - Students with gifts and talents have access to programming and services required for the development of their gifts and talents as a result of ongoing evaluation and program improvements.

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.	Students engage with a variety of daily problems, “brain teasers,” and targeted writing prompts that require them to apply multiple types of intelligence. These activities will be focused on real-world issues and problems.	Complex issues require complex thought and critical thinking. Real-world issues and problems are integral to the success of humanity.
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	Students engage in team activities where they engage with diverse perspectives while they collaborate to achieve common goals and solve problems.	Problems are most effectively solved through multiple diverse perspectives. Respectful discussions can provoke thought and inspire new tracks of thinking.
9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose. 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.	Students examine bias and perspective when comparing multiple sources that cover a single topic. They practice filtering out bias and opinion and targeting evidence and facts within these sources.	All written sources contain some form of bias and perspective that must be accounted for in scholarly research and daily life.
Central Idea/Enduring Understanding: People have different gifts and talents. People learn and solve problems in different ways. People can acquire new ways to learn and solve problems. It is important to distinguish between bias, fact, and opinion when conducting academic research.		Essential/Guiding Question: <ul style="list-style-type: none"> → What gifts and talents do I have? → What skills are needed to enhance my talents? → How can I use my talents? → What talents do I see in others? → How can I share and collaborate with others? → How can I utilize my talents and gifts to discern and separate bias from fact when conducting research?
Content: <ul style="list-style-type: none"> - Strength Analyzers - Interest Surveys - Developing SMART Goals - Daily challenges (brain teaser, writing prompt, problem) - Examination of sources for bias - Socratic discussion - Creation / use of a digital LiveBinder for research and work portfolio - Regular journaling as a means of self-assessment and self-reflection on progress 		Skills(Objectives): <ul style="list-style-type: none"> - SWL about Multiple Intelligences and their attributes. - SWL about Kaplan’s Habits of a Scholar. - SWLT identify their strengths and talents. - SWLT solve problems using multiple intelligences. - SWLT collaborate with peers to achieve common goals. - SWLT identify strengths and talents in others. - SWLT identify and account for bias when conducting research.
Interdisciplinary Connections: Students will develop a personalized interdisciplinary goal that they will work to achieve through the program. Interest surveys, problem-solving activities, peer discussions, strengths analyzers, and a study of multiple intelligences provide a basis for identifying individual interests. Students work collaboratively to identify and appreciate strengths and talents in others forming a support system, i.e. a student who is interested in history and art can develop a project that combines their interests. Staff finds and develop opportunities for students		

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to pursue their goals while peers also provide a network of strengths and talents for collaborative work, feedback, and investigation.

Staff and activities / examples will include diversity, inclusivity and culturally responsive topics.

Stage 2: Assessment Evidence

Performance Task(s):

Interest Survey
Student Performance Portfolio Review*
Regular written self-analysis of strengths and talents

*Portfolio is curated and self-graded by each student using a rubric before being reviewed by staff

Other Evidence:

Student check-ins/conferencing
Writing prompts from daily challenges

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Daily warm-up challenges (activities that focus on testing Gardiner's multiple intelligences) - both individual and group/team activities
- Physical models for hands-on / kinesthetic activities
- Turn and talk / peer-to-peer discussion
- Socratic seminars / whole class group
- Usage of LiveBinders as a means of self-tracking growth and progress
- Usage of writing prompts that stress organization of thought

Resources:

Multiple Intelligences (Gardner):

<https://www.edutopia.org/multiple-intelligences-research>

Brainstorming Techniques:

<https://blog.ed.ted.com/2017/03/10/how-to-lead-a-brain-storm-for-young-introverts-and-extroverts-too/>

SMART Goals:

<https://www.mindtools.com/pages/article/smart-goals.htm>

Strengths Explorer for 10-14 year olds:

<https://www.strengths-explorer.com/home.aspx>

Kaplan's Habits of a Scholar:

<https://www.byrdseed.com/3d-analysis-gardener-kaplan-and-kohlberg/>

Quests and Quandaries: Exploring Intellectual Interests in Depth:

www.rfwp.com/bookfiles,

<https://scamper.site44.com/index.html>

Livebinder (student-generated binder and portfolio of work)

<https://www.livebinders.com/welcome/>

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> - Optional enrichment activities using higher grade level reading materials - Additional supplemental materials provided directly into a student's livebinder for further engagement - Student will create a higher-level activity or experiment of their choosing, on a smaller scale, to complete and report upon in their own time - Student can act as a mentor to peers who are struggling and provide support/feedback as necessary - Student may perform a critical analysis of any higher-level reading materials 	<ul style="list-style-type: none"> - Clear and explicit directions and materials that are on (or above) grade-level - Students provided with high-quality, rigorous materials and supports that provoke scholarly thought and critical thinking skills - Materials supporting a students' interest are dropped directly into the student's livebinder for further review and engagement 	<ul style="list-style-type: none"> - Provide daily classroom agenda in advance - Partner student with a high-achieving peer for check-ins - Frequently check for understanding - Break large tasks down into smaller pieces - If necessary, a review with student / guardians / administration as needed regarding expectations and program requirements 	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: *Unit 2: Habits & Research of a Scholar*

Stage 1: Desired Results

Standard 1: Learning and Development

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 intellectual, academic, creative leadership, and artistic domains.

1.2 Self Understanding - Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.

1.4. Awareness of Needs - Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.

1.5. Cognitive, Psychosocial, and Affective Growth - Students with gifts and talents demonstrate cognitive growth and psychosocial skills that support their talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs.

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Standard 2: Assessment

2.4. Learning Progress - As a result of using multiple and ongoing assessments, students with gifts and talents demonstrate growth commensurate with abilities in cognitive, social-emotional, and psychosocial areas.

2.5. Learning Progress - Students self assess their learning progress.

Standard 3: Curriculum Planning & Development

3.1. Curriculum Planning - Students with gifts and talents demonstrate academic growth commensurate with their abilities each school year.

3.2. Talent Development - Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.

3.3. Responsiveness to Diversity - Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.

3.5. Instructional Strategies - Students with gifts and talents become independent investigators.

3.6. Resources - Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.

Standard 4: Learning Environments

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.

4.2. Social Competence - Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.

4.3. Responsibility and Leadership - Students with gifts and talents demonstrate personal and social responsibility

4.5. Communication Competence - Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.

Standard 5: Programming

5.4. Collaboration - Students with gifts and talents are able to continuously advance their talent development and achieve their learning goals through regular collaboration among families, community members, advocates, and the school.

5.8. Evaluation of Programming and Services - Students with gifts and talents have access to programming and services required for the development of their gifts and talents as a result of ongoing evaluation and program improvements.

Career Readiness, Life Literacies and Key Skills

<u>Standard</u>	<u>Performance Expectations</u>	<u>Core Ideas</u>
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.	Students determine a “quest” (a scholarly investigation) or a “quandary” (an issue or problem that needs solving) within their field of interest.	Advancement of thought in a subject requires flexibility in thinking. Inherent barriers present challenges to change.
9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.	Students apply an array of research techniques (these are dependent on student choice) in their chosen field of interest. They synthesize and analyze multiple reliable sources, and organize this information as needed.	Effective research involves thorough investigation of reliable sources, and critical analysis of their content. Research is a foundation upon which strategies and solutions are built.

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9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem	Students work with partners to brainstorm ideas for a presentation on their research, then check-in / provide feedback with one another as they progress.	A project is strengthened through responsible peer review and feedback. Multiple perspectives are a critical part of a successful project.
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<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> → Impactful research, scholarship, or performance can happen at any age. → Scholarly habits are an integral part of developing one's gifts and talents. 	<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> → What am I interested in? → What do I already know about it? → What can I do to know more about it? → What problem or quest can I discover within my interest? → How can I act like a practicing scholar in this field?
<u>Content:</u> <ul style="list-style-type: none"> - Daily challenges / brain teasers (with a focus on problem-solving strategies) - How subjects and knowledge evolve over time - Investigation of ethical issues related to students' chosen topics - How to identify patterns and trends within a field of research - Methods and usage of media within a presentation - Individualized student research time - Student-to-student peer check-in/feedback session 	<u>Skills(Objectives):</u> <ul style="list-style-type: none"> - SWLT create a quest or quandary (problem) in their self-determined field of interest - SWLT use scholarly systems and practices to organize research and investigate their chosen project - SWLT self-assess their progress and goals, and make adjustments as needed - SWLT develop a plan for engaging with a quandary, and to view quandaries as an opportunity for learning - SWL about different methods of presenting research, and select one to use in their culminating project

Interdisciplinary Connections: Students will develop a personalized interdisciplinary goal that they will work to achieve through the program. The specific interdisciplinary connections will be dependent on student choice. Students will learn universal means of incorporating multiple disciplines in their research through statistics, graphics and diagrams, and project presentation strategies. Students will be encouraged to utilize a mixture of media and information from a variety of fields while preparing their culminating project.

Staff and activities / examples will include diversity, inclusivity and culturally responsive topics.

Stage 2: Assessment Evidence

<u>Performance Task(s):</u> <ul style="list-style-type: none"> - Student Performance Portfolio Review* - Regular written self-analysis of research progress - Written analysis of their partner peer's research progress <p>*Portfolio is curated and self-graded by each student using a rubric before being reviewed by staff</p>	<u>Other Evidence:</u> Student check-ins/conferencing Writing prompts from daily challenges
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> <ul style="list-style-type: none"> - Daily warm-up challenges (activities that focus on testing Gardiner's multiple intelligences) - both individual and group/team activities 	<u>Resources:</u> Mini Lessons for teaching Research Skills: http://www.kathleenamorris.com/2019/02/26/research-lessons/ Kaplan's Habits of a Scholar:
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<ul style="list-style-type: none"> - Usage of Kaplan's Habits of a Scholar to build specific skills needed for student research - Physical models for hands-on / kinesthetic activities - Turn and talk / peer-to-peer discussion - Usage of LiveBinders as a means of self-tracking growth and progress - Usage of writing prompts that stress organization of thought 	<p>https://www.byrdseed.com/3d-analysis-gardener-kaplan-and-kohlberg/</p> <p><i>Quests and Quandaries: Exploring Intellectual Interests in Depth:</i></p> <p>www.rfwp.com/bookfiles, https://scamper.site44.com/index.html</p> <p>Livebinder (student-generated binder and portfolio of work)</p> <p>https://www.livebinders.com/welcome/</p> <p>Gifted and Talented Workbook: Grade 6 Activities https://www.amazon.com/Gifted-Talented-Workbook-Sixth-Grade/dp/1794308814</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> - Optional enrichment activities using higher grade level reading materials - Additional supplemental materials provided directly into a student's livebinder for further engagement - Student will create a higher-level activity or experiment of their choosing, on a smaller scale, to complete and report upon in their own time - Student can act as a mentor to peers who are struggling and 	<ul style="list-style-type: none"> - Clear and explicit directions and materials that are on (or above) grade-level - Students provided with high-quality, rigorous materials and supports that provoke scholarly thought and critical thinking skills 	<ul style="list-style-type: none"> - Provide daily classroom agenda in advance - Partner student with a high-achieving peer for check-ins - Frequently check for understanding - Break large tasks down into smaller 	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time Provide visual aids Repeated directions Differentiate based on proficiency</p>

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provide support/feedback as necessary - Student may perform a critical analysis of any higher-level reading materials	- Materials supporting a students' interest are dropped directly into the student's livebinder for further review and engagement	pieces - If necessary, a review with student / guardians / administration as needed regarding expectations and program requirements	Provide word banks Allow for translators, dictionaries
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Unit Title: *Unit 3: Culminating Presentation*

Stage 1: Desired Results

Standards & Indicators:

Standard 1: Learning and Development

1.6. Cognitive Growth and Career Development - Students with gifts and talents identify future career goals that match their interests and strengths. Students determine resources needed to meet those goals (e.g., supplemental educational opportunities, mentors, financial support).

Standard 2: Assessment

2.4. Learning Progress - As a result of using multiple and ongoing assessments, students with gifts and talents demonstrate growth commensurate with abilities in cognitive, social-emotional, and psychosocial areas.

2.5. Learning Progress - Students self assess their learning progress.

Standard 3: Curriculum Planning and Instruction

3.3. Responsiveness to Diversity - Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.

3.4. Instructional Strategies - Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.

3.6. Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.

Standard 4: Learning Environments

4.2. Social Competence - Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.

Standard 5: Programming

5.3. Career Pathways - Students with gifts and talents create future career-oriented goals and identify talent development pathways to reach those goals.

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.	Students will engage in activities that link their interests to future career paths in their field of study, and will provide their impressions and feedback about this process.	One's interests and passions can be harnessed through a career as an adult. It is important to pursue one's passions and interests.
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).	Students produce a culminating project featuring formal academic research that is properly sourced and cited according to current standards.	Proper credits and citations are a critical part of scholarly research. Fact-based evidence underpins academic research, and is inseparable from it.
9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	Students present their culminating project to their peers, using a variety of media and modalities, which are dependent on students' choices for said project.	Scholarly research is shared with the academic community via presentation. A compelling presentation requires thoughtful, strategic usage of a variety of resources.
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.	Students' culminating projects include solutions to their quest/quandary of choice, along with an evaluation of the potential effects of the solutions.	Complex issues require complex, nuanced solutions. Solutions to problems have consequences which must also be accounted for by scholars.
Central Idea/Enduring Understanding: It is important to know how to share research findings with an audience. Presentation is an integral part of the collaborative process, both locally and in the world community.		Essential/Guiding Question: <ul style="list-style-type: none"> - What am I interested in? - How can I learn more about this topic? - How can I communicate key aspects of my research? - What makes a project presentation compelling?
Content: <ul style="list-style-type: none"> - Final review/feedback of presentations with a peer partner - Student presentations, with audience Q&A / feedback following each - How to create a rubric - How to assemble a representative work portfolio 		Skills(Objectives): <ul style="list-style-type: none"> -SWLT evaluate what is already known about their topic of interest - SWLT investigate what remains to be learned on their topic -SWLT communicate their findings on their topic in an authentic and well-supported culminating project
Interdisciplinary Connections: Culminating projects are unique to each student's interests and connect to a variety of disciplinary areas. For example, students who collect data for researching water quality might interview building staff, measure, test and graph information, be mentored by a scientist and present findings to peers. Staff and activities / examples will include diversity, inclusivity and culturally responsive topics.		

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Stage 2: Assessment Evidence

Performance Task(s):

- Final Product, Performance or Service demonstrating understanding and implementation of topic research
- Student Performance Portfolio Review*
- Written feedback of peer presentations
- Self-reflection on presentations
- Student-led rubric to evaluate portfolios

*Portfolio is curated and self-graded by each student using a rubric before being reviewed by staff

Other Evidence:

Student check-ins/conferencing

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Daily warm-up challenges (activities that focus on testing Gardiner's multiple intelligences) - both individual and group/team activities
- Usage of Kaplan's Habits of a Scholar to build specific skills needed for student research
- "Genius Fair" model that includes Q&A / Feedback from peers following presentations
- Turn and talk / peer-to-peer discussion
- Usage of LiveBinders as a means of self-tracking growth and progress
- Students will determine their final rubric requirements as a group prior to final portfolio assembly

Resources:

Mini Lessons for teaching Research Skills:

<http://www.kathleenamorris.com/2019/02/26/research-lessons/>

Kaplan's Habits of a Scholar:

<https://www.byrdseed.com/3d-analysis-gardener-kaplan-and-kohlberg/>

Quests and Quandaries: Exploring Intellectual Interests in Depth:

www.rfwp.com/bookfiles,

<https://scamper.site44.com/index.html>

Livebinder (student-generated binder and portfolio of work)

<https://www.livebinders.com/welcome/>

Gifted and Talented Workbook: Grade 6 Activities

<https://www.amazon.com/Gifted-Talented-Workbook-Sixth-Grade/dp/1794308814>

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

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<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
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Pacing Guide

Content	Resources	Standards
Unit 1 (20 days):		
Intro to GATE / overview and expectations (2 days)	www.rfwp.com/bookfiles	1.1 Self-Understanding 2.2 Identification
Gardiner's Multiple Intelligences / Traits of a Scholar (2 days)	https://www.edutopia.org/multiple-intelligences-research	1.2 Self-Understanding 1.3 Self-Understanding
Power-Level Profile, Interest Surveys (2 days)	www.rfwp.com/bookfiles , https://www.strengths-explorer.com/home.aspx	1.4 Awareness of Needs 1.5 Awareness of Needs 4.1 Personal Competence
Livebinder setup / Self-track progress, accomplishments (2 days)	https://www.livebinders.com/welcome/	2.5 Learning Progress 4.1 Personal Competence 4.3 Responsibility and Leadership
Choosing a topic / Pre-planning personal Quest / Quandary (2 days)	www.rfwp.com/bookfiles , https://www.mindtools.com/pages/article/newstools101.html	1.1 Self-understanding 2.5 Learning Progress
Brainstorming and Unanswered Questions (1 day)	https://blog.ed.ted.com/2017/03/10/how-to-lead-a-brainstorm-for-young-introverts-and-extroverts-too/	1.3 Self-Understanding
Research Answer to an Unanswered Question using 3 reliable sources (2 days)	www.rfwp.com/bookfiles , https://www.livebinders.com/welcome/	4.3 Responsibility and Leadership 4.4 Cultural Competence
Examining research for bias (2 days)	www.rfwp.com/bookfiles , https://www.livebinders.com/welcome/	4.1 Personal Competence
Research and Socratic Seminar on Climate Change (3 days)	www.rfwp.com/bookfiles ,	4.2 Social Competence 4.3 Responsibility and Leadership 4.4 Cultural Competence
Student self-analysis / reflection of Unit 1 Performance (2 days)	https://www.livebinders.com/welcome/	2.5 Learning Progress

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Warm-up activities focused on Multiple Intelligences and Problem-Solving strategies, both solo and in groups (10-15 minutes each day)	www.rfwp.com/bookfiles , https://www.strengths-explorer.com/home.aspx , https://www.amazon.com/Gifted-Talented-Workbook-Sixth-Grade/dp/1794308814	1.1 Self-Understanding 2.5 Learning Progress 4.1 Personal Competence 4.2 Social Competence
Unit 2 (16 days):		
Determining the scope of the research project / Big Ideas (1 day)	https://www.byrdseed.com/3d-analysis-gardener-kaplan-and-kohlberg/ , www.rfwp.com/bookfiles ,	1.2 Self-Understanding 3.5 Instructional Strategies
Initial research phase for student projects, includes teacher/student check-ins (3 days)	https://www.livebinders.com/welcome/	1.4 Awareness of Needs 2.4 Learning Progress 2.5 Learning Progress
Making connections between topics / Ethical Issues related to student projects (2 days)	https://www.byrdseed.com/3d-analysis-gardener-kaplan-and-kohlberg/ , www.rfwp.com/bookfiles ,	3.2 Talent Development 4.2 Social Competence
Investigating Patterns & Trends in Data (2 days)	https://www.byrdseed.com/3d-analysis-gardener-kaplan-and-kohlberg/ , www.rfwp.com/bookfiles ,	3.1 Curriculum Planning 3.6 Resources
Final Project brainstorm, with peer idea-sharing / feedback sessions (2 days)	https://www.livebinders.com/welcome/	1.5 Cognitive, Psychosocial, and Affective Growth 3.3 Responsiveness to Diversity
Final research session, includes student / teacher check-in (2 days)	https://www.livebinders.com/welcome/	3.5 Instructional Strategies
Project Iteration (3 days)	Dependent on student choice	3.5 Instructional Strategies
Warm-up activities focused on Multiple Intelligences and Problem-Solving strategies, both solo and in groups (10-15 minutes each day)	www.rfwp.com/bookfiles , https://www.strengths-explorer.com/home.aspx , https://www.amazon.com/Gifted-Talented-Workbook-Sixth-Grade/dp/1794308814 http://www.kathleenamorris.com/2019/02/26/research-lessons/	1.1 Self-Understanding 2.5 Learning Progress 4.1 Personal Competence 4.2 Social Competence

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Unit 3 (9 days):		
Creation of Project Rubric (1 day)	www.rfwp.com/bookfiles	1.6 Cognitive Growth and Career Development
Project presentations by students (6 days)	Dependent on student choice	2.4 Learning Progress 2.5 Learning Progress
Creation of benchmarks for final work portfolio (1 day)	www.rfwp.com/bookfiles , additional content determined by students	3.3 Responsiveness to Diversity 3.4 Instructional Strategies 3.6 Resources
Assembly of student portfolios (1 day)	https://www.livebinders.com/welcome/	4.2 Social Competence 5.3 Career Pathways