

PREFACE

In an attempt to better meet the needs of Gifted and Talented students in the Greene County Tech School District, this Gifted and Talented Frameworks document was developed through a collaborative effort of the Northeast Arkansas Education Cooperative coordinators/facilitators of gifted students during the 2004-2005 school year. The document has been revisited by the team over the years to identify curriculum and most recently it was updated in 2010 to include the revised version of Blooms Taxonomy. The student learning expectations in this document were developed through a consensus of the coordinators/facilitators. They used the latest research, best practices, models and developments in the field of gifted education and the existing “scope and sequence” documents. The goal was to meet the current trend of frameworks for education and alignment of curriculum. It is also our desire to continually challenge students as they progress as lifelong learners. The Greene County Tech School District Gifted and Talented faculty set the scope/benchmarks based on the configuration of the instructional levels and the make-up of the student population at GCT.

(2004-2005) Core Team:

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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.

KRATHWOHL'S: The level of Krathwohl's Taxonomy of the Affective 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. **REMEMBER**—The learner recalls data or previously learned material. **Key Words** might include: names, matches, identifies, lists, arranges or defines.
2. **UNDERSTAND**---The learner understands the meanings or translations of informational materials. **Key Words** might include: describes, discusses, explains, give examples, summarizes or classifies.
3. **APPLY**: The learner uses what was learned in a new situation. **Key Words** might include: determines, implements, compares, relates, or contrasts.
4. **ANALYZE**: The learner examines concepts and ideas and breaks them down into basic parts. **Key Words** might include: analyze, decode, deduce, inquire, sequence or sort.
5. **CREATE**: 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.
6. **EVALUATE**: The learner looks at materials or ideas and makes judgments. **Key Words** might include: criticizes, defends, justifies, supports or concludes.

FOR REFERENCE:

KRATHWOHL'S TAXONOMY OF THE AFFECTIVE DOMAIN *:

1. **RECEIVING**: Being sensitive to or aware of the existence of certain phenomena, ideas or materials. **Examples**: to listen to others with respect or to accept.
2. **RESPONDING**: Committing in measure (even if small) to the phenomena, ideas, or materials by responding in some way to them. **Examples**: to participate in class discussions or to question new concepts in order to understand them.
3. **VALUING**: Having a willingness to be perceived by others as valuing certain phenomena, ideas, or materials. **Examples**: to be sensitive toward differences or to show the ability to solve problems.
4. **ORGANIZATION**: Organizing valuing by prioritizing and resolving conflicts. **Examples**: to compare, relate and synthesize or to formulate.
5. **CHARACTERIZATION BY VALUE SET**: Internalizing values and acting in accordance. **Examples**: to revise, to resolve, to avoid or to manage.

*References:

Krathwohl, D. R., Bloom, B. S., and Masia, B. B. (1964). *Taxonomy of Educational Objectives: Handbook I: Cognitive Domain*. New York: David McKay Co.

Krathwohl, D. R., Bloom, B. S. and Masia, B. B. (1964). *Taxonomy of Educational Objectives: Handbook II: Affective Domain*. New York: David McKay Co.