



Knob Noster R-VIII School District

We exist to empower learning through success for every student.

Gifted Curriculum

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| CD 7/A Integration of Self-Knowledge into life and career plans AD 4/A/B Improvement of Academic Self- concept Leading to Life-long Learning CD 9/A/Personal skills for Job Success PS 1C/2C/3C Job Seeking Skills | | | | | | | | | | | | | |
| ELA 3/A Writing Research Process 6-12 Correlation Writing 1A | | | | | | | | | | | | | |

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| 6th Grade | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|
| GM/A Geometry and Measurement | | | | | | | | | | | | | |
| EI/A Expressions, Equations, and Inequalities | | | | | | | | | | | | | |
| DSP/A Data Analysis, Statistics and Probability | | | | | | | | | | | | | |
| Science 6-8.ETS1.A.1 6-8.ETS1.B.1 6-8.ETS1.B.2 6-8.ETS1.B.3 Engineering Design | | | | | | | | | | | | | |
| Science 6-8.PS2.A.2 Forces and Motion | | | | | | | | | | | | | |
| Theater PP/A/B/C/D/F FA 1, 2.1 FA 1, 2.1, 2.5 FA 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 FA 1, 1.8, 1.10, 2.1, 3.3, 4.7 FA 1, 2.1, 2.2, 2.4, 2.5, 3.1, 3.5 Script writing/acting/design/and technical theater/audience etiquette/performing | | | | | | | | | | | | | |
| CD 7/A Integration of Self-Knowledge into life and career plans AD 4/A/B Improvement of Academic Self-concept Leading to Lifelong Learning | | | | | | | | | | | | | |
| CD 9/A/B Personal skills for Job | | | | | | | | | | | | | |

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| Success PS 1C/2C/3C Job Seeking Skills | | | | | | | | | | | | | |
| ELA Research W3A | | | | | | | | | | | | | |
| GM/A Geometry and Measurement | | | | | | | | | | | | | |
| 7th Grade | | | | | | | | | | | | | |
| Math DSP/A | | | | | | | | | | | | | |
| Math EEI /B Expressions, Equations, and Inequalities | | | | | | | | | | | | | |
| Math GM/B Geometry and Measurement | | | | | | | | | | | | | |
| Science 6-8.PS2.A.2 Forces and Motion | | | | | | | | | | | | | |
| Science 6-8.ETS1.A.1 6-8.ETS1.B.1 6-8.ETS1.B.2 6-8.ETS1.B.3 Engineering Design | | | | | | | | | | | | | |
| Theater PP/A/B/C/D/F FA 1, 2.1 FA 1, 2.3, 3.5, 3.6 FA 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 FA 1, 1.8, 1.10, 2.1, 3.3, 4.7 FA 1, 2.1, 2.2, 2.4, 2.5, 3.1, 3.5 Script writing/acting/design/and technical theater/audience | | | | | | | | | | | | | |

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| etiquette/performing | | | | | | | | | | | | | | |
| CD 7/A Integration of Self-Knowledge into life and career plans AD 4/A/B Improvement of Academic Self-concept Leading to Lifelong Learning | | | | | | | | | | | | | | |
| CD 9/A/B Personal skills for Job Success PS 1C/2C/3C Job Seeking Skills | | | | | | | | | | | | | | |
| ELA Research W3A | | | | | | | | | | | | | | |
| 8th Grade | | | | | | | | | | | | | | |
| Math NQ/B Algebra I | | | | | | | | | | | | | | |
| Math GM/C Geometry and Measurement | | | | | | | | | | | | | | |
| Math GM/A Geometry and Measurement | | | | | | | | | | | | | | |
| CD 7/A Integration of Self-Knowledge into life and career plans AD 4/A/B Improvement of Academic Self-concept Leading to Lifelong Learning | | | | | | | | | | | | | | |
| CD 9/A/B Personal skills for Job Success PS 1C/2C/3C Job Seeking Skills | | | | | | | | | | | | | | |
| FA 1, 2.1, 4.5, 4.6 | | | | | | | | | | | | | | |

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|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| FA 1, 2.3, 3.5, 3.6 FA 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 FA 1, 1.10, 4.2, 4.3 FA 1, 2.1, 2.2, 2.4, 2.5, 3.1, 3.5 | | | | | | | | | | | | | | |
| Science 6-8.PS2.A.2 Forces and Motion | | | | | | | | | | | | | | |
| Science 6-8.ETS1.A.1 6-8.ETS1.B.1 6-8.ETS1.B.2 6-8.ETS1.B.3 Engineering Design | | | | | | | | | | | | | | |
| ELA Research W3A | | | | | | | | | | | | | | |
| 9th Grade | | | | | | | | | | | | | | |
| Math NQ/B Algebra I | | | | | | | | | | | | | | |
| Math GM/C Geometry and Measurement | | | | | | | | | | | | | | |
| Math GM/A Geometry and Measurement | | | | | | | | | | | | | | |
| CD 7/A Integration of Self-Knowledge into life and career plans AD 4/A/B Improvement of Academic Self-concept Leading to Lifelong Learning | | | | | | | | | | | | | | |
| CD 9/A/B Personal skills for Job Success PS 1C/2C/3C Job Seeking Skills | | | | | | | | | | | | | | |

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| FA 1, 4.1, 4.5 FA 1, 3.5, 3.6 FA 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.7 FA 1, 1.8, 3.6, 3.7, 3.8, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7 FA 1, 2.1, 2.2, 2.4, 2.5, 3.1, 3.5 | | | | | | | | | | | | | |
| Science 9-12.PS2.A.1 9-12.PS2.A.2 9-12.PS2.A.3 Forces and Motion | | | | | | | | | | | | | |
| Science 9-12.ETS1.A.1 9-12.ETS1.A.2 9-12.ETS1.B.1 9-12.ETS1.B.2 Engineering Design | | | | | | | | | | | | | |
| ELA Research W3A | | | | | | | | | | | | | |
| 10th Grade | | | | | | | | | | | | | |
| Math NQ/B Algebra I | | | | | | | | | | | | | |
| Math GM/C Geometry and Measurement | | | | | | | | | | | | | |
| Math GM/A Geometry and Measurement | | | | | | | | | | | | | |
| CD 7/A Integration of Self-Knowledge into life and career plans AD 4/A/B Improvement of Academic Self-concept Leading to Lifelong Learning | | | | | | | | | | | | | |

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| CD 9/A/B Personal skills for Job Success PS 1C/2C/3C Job Seeking Skills | | | | | | | | | | | | | |
| FA 1, 4.1, 4.5 FA 1, 3.5, 3.6 FA 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.7 FA 1, 1.8, 3.6, 3.7, 3.8, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7 FA 1, 2.1, 2.2, 2.4, 2.5, 3.1, 3.5 | | | | | | | | | | | | | |
| Science 9-12.PS2.A.1 9-12.PS2.A.2 9-12.PS2.A.3 Forces and Motion | | | | | | | | | | | | | |
| Science 9-12.ETS1.A.1 9-12.ETS1.A.2 9-12.ETS1.B.1 9-12.ETS1.B.2 Engineering Design | | | | | | | | | | | | | |
| ELA Research W3A | | | | | | | | | | | | | |
| <u>11th Grade</u> | | | | | | | | | | | | | |
| Math NQ/B Algebra I | | | | | | | | | | | | | |
| Math GM/C Geometry and Measurement | | | | | | | | | | | | | |
| Math GM/A Geometry and Measurement | | | | | | | | | | | | | |
| CD 7/A Integration of Self-Knowledge into life | | | | | | | | | | | | | |

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| and career plans AD 4/A/B Improvement of Academic Self- concept Leading to Lifelong Learning | | | | | | | | | | | | | |
| CD 9/A/B Personal skills for Job Success PS 1C/2C/3C Job Seeking Skills | | | | | | | | | | | | | |
| FA 1, 4.1, 4.5 FA 1, 3.5, 3.6 FA 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.7 FA 1, 1.8, 3.6, 3.7, 3.8, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7 FA 1, 2.1, 2.2, 2.4, 2.5, 3.1, 3.5 | | | | | | | | | | | | | |
| Science 9-12.PS2.A.1 9-12.PS2.A.2 9-12.PS2.A.3 Forces and Motion | | | | | | | | | | | | | |
| Science 9-12.ETS1.A.1 9-12.ETS1.A.2 9-12.ETS1.B.1 9-12.ETS1.B.2 Engineering Design | | | | | | | | | | | | | |
| ELA Research W3A | | | | | | | | | | | | | |
| 12th Grade | | | | | | | | | | | | | |
| Math NQ/B Algebra I | | | | | | | | | | | | | |
| Math GM/C Geometry and Measurement | | | | | | | | | | | | | |
| Math | | | | | | | | | | | | | |

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| GM/A Geometry and Measurement | | | | | | | | | | | | | |
| CD 7/A Integration of Self-Knowledge into life and career plans AD 4/A/B Improvement of Academic Self-concept Leading to Lifelong Learning | | | | | | | | | | | | | |
| CD 9/A/B Personal skills for Job Success PS 1C/2C/3C Job Seeking Skills | | | | | | | | | | | | | |
| FA 1, 4.1, 4.5 FA 1, 3.5, 3.6 FA 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.7 FA 1, 1.8, 3.6, 3.7, 3.8, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7 FA 1, 2.1, 2.2, 2.4, 2.5, 3.1, 3.5 | | | | | | | | | | | | | |
| Science 9-12.PS2.A.1 9-12.PS2.A.2 9-12.PS2.A.3 Forces and Motion | | | | | | | | | | | | | |
| Science 9-12.ETS1.A.1 9-12.ETS1.A.2 9-12.ETS1.B.1 9-12.ETS1.B.2 Engineering Design | | | | | | | | | | | | | |
| ELA Research W3A | | | | | | | | | | | | | |

I – Introduce R – Reinforce M – Mastery O – Optional for grade level

Gifted First Grade Year At-A-Glance:

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| Quarter 1 | Quarter 2 |
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| Quarter 3 | Quarter 4 |
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| <u>First Grade</u> | | | Last Revised (Date & Name): | |
| Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: | Learning Targets: | Assessment Methods: | Instructional Activities & Assignments |

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| <p>Math RA/B Relationships and Algebraic Thinking</p> | | <p>Understand and apply the properties of operations and the relationship between addition and subtraction</p> <ul style="list-style-type: none">• Use properties as strategies to add and subtract.• Demonstrate that subtraction can be solved as an unknown-addend problem.• Add and subtract within 20.• Demonstrate fluency with addition and subtraction within 10 | | |
| <p>Math GM/A/B Geometry and Measurement</p> | | <ul style="list-style-type: none">• Measure in lengths in non-standard units• Distinguish between defining attributes versus non-defining attributes; build and draw shapes that possess defining attributes• Compose and decompose two- and three-dimensional shapes to build an understanding of part-whole relationships and the properties of the original and composite shapes.• Recognize two- and three-dimensional shapes from different perspectives and orientations• Partition circles and rectangles into two or four equal shares, and describe the shares and the wholes verbally.• Demonstrate the ability to measure length or distance using objects. | | |

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| <p>Math DS/A Data and Statistics</p> | | <p>Represent and interpret data.</p> <ul style="list-style-type: none"> • Collect, organize and represent data with up to three categories. • Draw conclusions from object graphs, picture graphs, T-charts and tallies. | | |
| <p>Science ETS1/A/B/C Engineering Design</p> | | <p>Developing and Delimiting Engineering Problems</p> <ul style="list-style-type: none"> • Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. • Developing Possible Solutions • Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. • Optimizing the Solution Process • Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. | | |
| <p>Science PS2/A Motion and Stability</p> | | <p>Properties and Principles of Force and Motion – Investigating Motion</p> <ul style="list-style-type: none"> • Identify the force (i.e., push or pull) required to do work (move an object) | | |

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| <p>Theater FA 1, 2.1 FA 1, 2.4 FA 1, 1.8, 1.10, 2.1, 3.3 FA 1, 1.10, 4.3, 4.7</p> <p>PP/A/B/C/E/F Script Writing/acting/design and technical theatre/audience etiquette/performing</p> | | <p>Develop and apply skills to communicate ideas through theatrical performances</p> <ul style="list-style-type: none">• Tell stories about a character with a beginning, middle, and end• Express a feeling through gesture and voice• Adapt the environment using basic materials (draw scenery on board, turn on/off room lights, move furniture)• Practice appropriate audience behavior.• Participate in a performance for a class or invited audience. | | |
| <p>CD 7/A Integration of Self-Knowledge into life and career plans AD 4/A/B</p> | | <p>Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals</p> <ul style="list-style-type: none">• Identify strengths and interests at home and school• Applying Skills Needed for Educational Achievement• Identify and practice the steps for completing classroom assignments and activities• Develop and practice work habits necessary for school success | | |

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| <p>CD 9/A/ Personal skills for Job Success Job Seeking Skills PS 1C/2C/3C</p> | | <p>Applying Skills for Career Readiness and Success</p> <ul style="list-style-type: none">• Identify and develop personal, ethical and work habit skills needed for school success.• Understanding Self as an individual and as a Member of Diverse Local and Global Communities• Recognizing personal character traits.• Interacting with Others in Ways that Respect Individual and Group Differences• Express feelings effectively, both verbally and non-verbally• Applying Personal Safety Skills and Coping Strategies• Recognize the effects of life changes or events related to self. | | |
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| <p>ELA 3/A Writing Research Process 6-12 Correlation Writing 1A</p> | | <p>Gather, analyze, evaluate, and use information from a variety of sources. With assistance, apply research process to:</p> <ul style="list-style-type: none">• generate a list of open-ended questions about topics of interest• decide what sources of information might be relevant to answer these questions• gather personal and natural evidence from available sources as well as from interviews with local experts• organize information found during group or individual research, using graphic organizers or other aids• make informal presentations of information gathered• self-evaluate using previously established teacher/student criteria | | |
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Gifted Second Grade Year At-A-Glance:

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| Quarter 1 | Quarter 2 |
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| Quarter 3 | Quarter 4 |
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| <u>Second Grade</u> | | | Last Revised (Date & Name): | |
| Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: | Learning Targets: | Assessment Methods: | Instructional Activities & Assignments |

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| <p>Math RA/B Relationships and Algebraic Thinking</p> | | <p>Develop foundations for multiplication and division.</p> <ul style="list-style-type: none">• Find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns, and write an equation to represent the total as a sum of equal addends.• Determine if a set of objects has an odd or even number of members.• a. Count by 2s to 100 starting with any even number.• b. Express even numbers as pairings/groups of 2, and write an expression to represent the number using addends of 2.• Express even numbers as being composed of equal groups and write an expression to represent the number with 2 equal addends.• Demonstrate fluency with addition and subtraction within 20. | | |
| <p>Math GM/A/B Geometry and Measurement</p> | | <p>Reason with shapes and their attributes</p> <p>Measure and estimate lengths in standard units</p> <ul style="list-style-type: none">• Measure the length of an object by selecting and using appropriate tools.• Analyze the results of measuring the same object with different units• Estimate lengths using units of inches, feet, yards, centimeters and meters. | | |

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| Math DS/A Data and Statistics | | Represent and interpret data. <ul style="list-style-type: none">• Collect, organize, and represent data with up to three categories.• Draw conclusions from object graphs, picture graphs, T-charts and tallies. | | |
| Science ETS1/A/B/C Engineering Design | | Developing and Delimiting Engineering Problems <ul style="list-style-type: none">• Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.• Developing Possible Solutions• Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.• Optimizing the Solution Process• Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. | | |

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| Science PS2/A | | Properties and Principles of Force and Motion Forces and Motion <ul style="list-style-type: none">• Identify magnets attract and repel each other and certain materials• Describe magnetism as a force that can push or pull other objects without touching them• Measure (using non-standard units) and compare the force (i.e., push or pull) required to overcome friction and move an object over different surfaces (i.e., rough, smooth) | | |
| Theater PP 1/A/B/C/E FA 1, 2.1 FA 1, 3.1 3.3 4.3 FA 1, 1.8, 1.10, 2.1, 3.3 Script Writing/acting/design and technical theatre/audience etiquette/performing | | Develop and apply skills to communicate ideas through theatrical performances. <ul style="list-style-type: none">• Tell stories through role-play, imitation, and recreating dialogue• Use role playing to investigate proper social skills.• Display simple costumes that reflect the character• Practice appropriate audience behavior.• Participate in a performance for a class or invited audience. | | |

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| <p>CD 7/A Integration of Self-Knowledge into life and career plans AD 4/A/B Improvement of Academic Self-concept Leading to Life-long Learning</p> | | <p>Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals</p> <ul style="list-style-type: none"> • Identify strengths and interests at home and school. • Applying Skills Needed for Educational Achievement • Demonstrate skills needed to complete classroom tasks independently • Develop and practice work habits necessary for school success | | |
| <p>CD 9/A/ PS 1C/2C/3C Personal skills for Job Success Job Seeking Skills</p> | | <p>Applying Skills for Career Readiness and Success</p> <ul style="list-style-type: none"> • Identify and develop personal, ethical and work habit skills needed for workers in the community, • Understanding Self as an individual and as a Member of Diverse Local and Global Communities • Compare and contrast character traits needed for different situations. • Interacting with Others in Ways that Respect Individual and Group • Identify the steps of solving problems and conflicts with others. • Applying Personal Safety Skills and Coping Strategies • Recognize the effects of life changes or events related to self and others. | | |

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| <p>ELA 3/A Writing Research Process 6-12 Correlation Writing 1A</p> | | <p>Gather, analyze, evaluate, and use information from a variety of sources. Apply research process to:</p> <ul style="list-style-type: none">• generate a list of open-ended questions about topics of interest• create an individual question about a topic• use own question to find information on a topic• gather evidence from available sources, literary and informational• record basic information from literary and informational texts in simple visual format• present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria | | |
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Gifted Third Grade Year At-A-Glance:

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| Quarter 1 | Quarter 2 |
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| Quarter 3 | Quarter 4 |
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Third Grade

Last Revised (Date & Name):

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Targets:

Assessment Methods:

Instructional Activities & Assignments

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| Math RA/D Relationships and Algebraic Thinking | | Use the four operations to solve word problems <ul style="list-style-type: none">• Interpret products and quotients of whole numbers.• Determine the unknown number in a multiplication or division equation relating three whole numbers.• Write and solve two-step problems involving variables using any of the four operations.• Interpret the reasonableness of answers using mental computation and estimation strategies including rounding. | | |
| Math GM/A/B Geometry and Measurement | | Reason with shapes and their attributes. <ul style="list-style-type: none">• Solve problems involving the measurement of time, liquid volumes, and weights of objects. | | |
| Math DS/A Data and Statistics | | Represent and analyze data. <ul style="list-style-type: none">• Solve one- and two-step problems using information presented in bar and/or picture graphs | | |

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| <p>Science ETS1/A/B/C Engineering Design</p> | | <p>Developing and Delimiting Engineering Problems</p> <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.• Developing Possible Solutions• 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.• Optimizing the Solution Process• 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. | | |
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| <p>Science Strand 7 IN/1/B/def Scientific Inquiry</p> | | <p>Science understanding is developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking</p> <ul style="list-style-type: none"> • Make qualitative observations using the five senses • Make observations using simple tools and equipment (e.g., hand lenses, magnets, thermometers, metric rulers, balances, graduated cylinders) • Measure length to the nearest centimeter, mass using grams, temperature using degrees Celsius, volume using liters • Compare amounts/measurements • Judge whether measurements and computations of quantities are reasonable | | |
| <p>Theater PP/A/B/C/D/F FA 1, 2.1 FA 1, 3.3 FA 1, 1.8, 1.10, 2.1, 3.3, 4.7 FA 1, 1.6, 1.10, 4.2 Script writing/acting/design/and technical theater/audience etiquette/performing</p> | | <p>Develop and apply skills to communicate ideas through theatrical performances</p> <ul style="list-style-type: none"> • Tell stories through group improvisation using original idea and conflict • Participate in dramatic play that reflects the environment and portrays character (e.g. build a snowman and show that it is cold • Use props, costumes, sound, and setting safely • Model appropriate audience behavior • Participate in a performance for a class or invited audience | | |

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| <p>CD 7/A Integration of Self-Knowledge into life and career plans AD 4/A/B Improvement of Academic Self-concept Leading to Lifelong Learning</p> | | <p>Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals</p> <ul style="list-style-type: none"> • Identify and apply the steps to setting short-term and long-term, personal, and educational goals • Applying Skills Needed for Educational Achievement • Identify and practice study skills and test-taking strategies • Recognize and practice basic time-management and organizational skills for assignments and/or task completion. | | |
| <p>CD 9/A/Personal skills for Job Success PS 1C/2C/3C Job Seeking Skills</p> | | <p>Applying Skills for Career Readiness and Success</p> <ul style="list-style-type: none"> • Compare personal, ethical, and work habit skills needed for school success with those of workers in the community • Understanding Self as an individual and as a Member of Diverse Local and Global Communities • Identify the personal characteristics needed to contribute to the classroom. • Interacting with Others in Ways that Respect Individual and Group • Apply the steps of solving problems and conflicts with others. • Applying Personal Safety Skills and Coping Strategies • Identify coping skills for managing life changes or events. | | |

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| <p>ELA 3/A Writing Research Process 6-12 Correlation Writing 1A</p> | | <p>Gather, analyze, evaluate, and use information from a variety of sources. Apply research process to:</p> <ul style="list-style-type: none">• generate a list of subject-appropriate topics• create an individual question about a topic• decide what sources of information might be relevant to answer these questions• locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts• determine the accuracy and relevance of the information related to a selected question• take simple notes in own words and sort evidence into provided categories or organizer• use quotation marks to denote direct quotations when recording specific words and sentences from a source | | |
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Gifted Fourth Grade Year At-A-Glance:

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| <u>Fourth Grade</u> | | | Last Revised (Date & Name): | |
| Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: | Learning Targets: | Assessment Methods: | Instructional Activities & Assignments |

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| Math RA/C Relationships and Algebraic Thinking | | Generate and analyze patterns. <ul style="list-style-type: none">• Generate a number pattern that follows a given rule. | | |
| Math GM/C Geometry and Measurement | | Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. <ul style="list-style-type: none">• Know the relative sizes of measurement units within one system of units. Convert measurements in a larger unit in terms of a smaller unit.• Use the four operations to solve problems involving distances, intervals of time, liquid, volume, weight of objects and money.• apply the area and perimeter formulas for rectangles to solve problems. | | |
| Math DS/A Data and Statistics | | Represent and analyze data. <ul style="list-style-type: none">• Analyze the data in a frequency table, line plot, bar graph, or picture graph | | |

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| <p>Science ETS1/A/B/C Engineering Design</p> | | <p>Developing and Delimiting Engineering Problems</p> <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.• Developing Possible Solutions• 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.• Optimizing the Solution Process• 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. | | |
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| <p>Science Strand 7 IN/1/B/def Scientific Inquiry</p> | | <p>Science understanding is developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking</p> <ul style="list-style-type: none">• Make qualitative observations using the five senses• Make observations using simple tools and equipment (e.g., hand lenses, magnets, thermometers, metric rulers, balances, graduated cylinders, spring scale)• Measure length to the nearest centimeter, mass using grams, temperature using degrees Celsius, volume to the nearest milliliter, force/weight to the nearest Newton• Compare amounts/measurements• Judge whether measurements and computations of quantities are reasonable | | |
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| <p>Theater PP/A/B/C/D/F FA 1, 2.1 FA 1, 3.3 FA 1, 1.8, 1.10, 2.1, 3.3, 4.7 FA 1, 1.6, 1.10, 4.2 Script writing/acting/design/and technical theater/audience etiquette/performing</p> | | <p>Develop and apply skills to communicate ideas through theatrical performances</p> <ul style="list-style-type: none"> • Write a brief story about a historical event or figure • Express emotions and ideas to imitate life experiences. Improvise dialogue to tell stories, specific settings, and scenes • Apply technical theatre elements such as setting, sound, properties, lighting, costumes or makeup (e.g., dressing up as historical Missouri figures) • Use props, costumes, sound, and setting safely • Model appropriate audience behavior • Participate in a performance for a class or invited audience | | |
| <p>CD 7/A Integration of Self-Knowledge into life and career plans AD 4/A/B Improvement of Academic Self-concept Leading to Lifelong Learning</p> | | <p>Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals</p> <ul style="list-style-type: none"> • Compare interests and strengths with those of workers in the local community. • Applying Skills Needed for Educational Achievement • Apply study skills and test taking strategies to improve academic achievement. • Apply time-management and organizational techniques necessary for assignments and/or task completion. | | |

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| <p>CD 9/A/Personal skills for Job Success PS 1C/2C/3C Job Seeking Skills</p> | | <p>Applying Skills for Career Readiness and Success</p> <ul style="list-style-type: none">• Demonstrate personal and ethical skills needed to work with diverse groups of people.• Understanding Self as an individual and as a Member of Diverse Local and Global Communities• Identify the personal characteristics that contribute to the school community.• Interacting with Others in Ways that Respect Individual and Group• Identify and practice the skills used to compromise in a variety of situations.• Applying Personal Safety Skills and Coping Strategies• Utilize coping skills for managing life changes or events. | | |
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| <p>ELA 3/A Writing Research Process 6-12 Correlation Writing 1A</p> | | <p>Gather, analyze, evaluate, and use information from a variety of sources. Apply research process to:</p> <ul style="list-style-type: none"> • generate a list of subject-appropriate topics • create a research question to address relevant to a chosen topic • identify a variety of relevant sources, literary and informational • use organizational features of print and digital sources efficiently to locate information • convert graphic/visual data into written notes • determine the accuracy of the information gathered • differentiate between paraphrasing and plagiarism when using ideas of others • record bibliographic information from sources according to a standard format • i. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria | | |
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Gifted Fifth Grade Year At-A-Glance:

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| <u>Fifth Grade</u> | | | Last Revised (Date & Name): | |
| Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: | Learning Targets: | Assessment Methods: | Instructional Activities & Assignments |

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| Math RA/A Relationships and Algebraic Thinking | | Represent and analyze patterns and relationships.. <ul style="list-style-type: none">Investigate the relationship between two numeric patterns. | | |
| Math GM/D Geometry and Measurement | | Solve problems involving measurement and conversions within a measurement system. <ul style="list-style-type: none">Convert measurements of capacity, length and weight within a given measurement system.Solve multi-step problems that require measurement conversions. | | |
| Math GM/B Geometry and Measurement | | Understand and compute volume. <ul style="list-style-type: none">Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for volume | | |
| Math DS/A Data and Statistics | | Represent and analyze data. Create a line graph and line plot to represent data to answer questions and solve problems. | | |

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| <p>Science ETS1/A/B/C Engineering Design</p> | | <p>Developing and Delimiting Engineering Problems</p> <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• Developing Possible Solutions• 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.• Optimizing the Solution Process• 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. | | |
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| <p>Science Strand 7 IN/1/B/def Scientific Inquiry</p> | | <p>Science understanding is developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking</p> <ul style="list-style-type: none">• Make qualitative observations using the five senses• Determine the appropriate tools and techniques to collect data• Use a variety of tools and equipment to gather data (e.g., hand lenses, magnets, thermometers, metric rulers, balances, graduated cylinders, spring scales)• Measure length to the nearest centimeter, mass to the nearest gram, volume to the nearest milliliter, temperature to the nearest degree Celsius, force/weight to the nearest Newton• Compare amounts/measurements• Judge whether measurements and computations of quantities are reasonable | | |
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| <p>Theater PP/A/B/C/D/F FA 1, 2.1 FA 1, 3.3 FA 1, 1.8, 1.10, 2.1, 3.3, 4.7 FA 1, 1.6, 1.10, 4.2 Script writing/acting/design/and technical theater/audience etiquette/performing</p> | | <p>Develop and apply skills to communicate ideas through theatrical performances</p> <ul style="list-style-type: none">• Write an original story based on teacher-generated theme (e.g., DARE, social studies based)• Use vocal skills (e.g., clarity, variety, and volume) through reading aloud and interpreting characters• Alter space appropriately (e.g., create a separate audience space from performance space) to create a suitable environment for playmaking• Model appropriate audience behavior at a variety of performances• Participate in a performance for a class or invited audience | | |
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| <p>CD 7/A Integration of Self-Knowledge into life and career plans AD 4/A/B Improvement of Academic Self-concept Leading to Life-long Learning</p> <p>CD 9/A/Personal skills for Job Success PS 1C/2C/3C Job Seeking Skills</p> | | <p>Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals</p> <ul style="list-style-type: none"> • Compare interests and strengths with those of workers in the global community • Applying Skills Needed for Educational Achievement • Demonstrate study skills and test-taking strategies to enhance academic achievement • Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame. • Applying Skills for Career Readiness and Success • Apply personal, ethical, and work habit skills needed for success in any school or work environment. • Understanding Self as an individual and as a Member of Diverse Local and Global Communities • Demonstrate personal characteristics of a contributing member of the school community Interacting with Others in Ways that Respect Individual and Group • Review and implement strategies to resolve problems and conflicts successfully Applying Personal Safety Skills and Coping Strategies • Evaluate various coping skills for managing life changes or events. | | |
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| <p>ELA 3/A Writing Research Process 6-12 Correlation Writing 1A</p> | | <p>Apply research process to:</p> <ul style="list-style-type: none">• generate a list of subject-appropriate topics• b. formulate and refine an open-ended research question• follow guidelines for collecting and recording information• select relevant resources, literary and informational• assess relevance, accuracy, and reliability of information in print and digital sources• convert graphic/visual data into written notes• differentiate between paraphrasing and plagiarism when using ideas of others• present and evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria• record bibliographic information from sources according to a standard format | | |
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Gifted Sixth Grade Year At-A-Glance:

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| Quarter 3 | Quarter 4 |
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| <u>Sixth Grade</u> | | | Last Revised (Date & Name): | |
| Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: | Learning Targets: | Assessment Methods: | Instructional Activities & Assignments |

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| GM/A Geometry and Measurement | | Solve problems involving area, surface area and volume. | | |
| EEI/A Expressions, Equations, and Inequalities | | Apply and extend previous understandings of arithmetic to algebraic expressions. | | |
| DSP/A Data Analysis, Statistics and Probability | | Develop understanding of statistical variability. | | |
| Science 6-8.ETS1.A.1 6-8.ETS1.B.1 6-8.ETS1.B.2 6-8.ETS1.B.3 Engineering Design | | <p>Defining and Delimiting Engineering Problems</p> <ul style="list-style-type: none"> Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. <p>Developing Possible Solutions</p> <ul style="list-style-type: none"> Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved | | |

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| <p>Science 6-8.PS2.A.2 Forces and Motion</p> | | <ul style="list-style-type: none"> • Motion and Stability: Forces and Interactions • Plan and conduct an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. [Clarification Statement: Emphasis is on balanced (Newton's First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton's Second Law), frame of reference, and specification of units.] | | |
| <p>Theater PP/A/B/C/D/F FA 1, 2.1 FA 1, 2.1, 2.5 FA 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 FA 1, 1.8, 1.10, 2.1, 3.3, 4.7 FA 1, 2.1, 2.2, 2.4, 2.5, 3.1, 3.5 Script writing/acting/design/and technical theater/audience etiquette/performing</p> | | <ul style="list-style-type: none"> • Develop and apply skills to communicate ideas through theatrical performances • Write an expanded story using themes taught across the curriculum • Show concentration, pantomime, and body alignment to develop believable characters • Design and use technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environment for improvised or scripted scenes • Model appropriate audience behavior at various performances • Rehearse, polish and present a performance for a class or invited audience | | |

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| <p>CD 7/A Integration of Self-Knowledge into life and career plans AD 4/A/B Improvement of Academic Self-concept Leading to Lifelong Learning</p> | | <p>Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals</p> <ul style="list-style-type: none"> • Use current interests, strengths, and limitations to guide career exploration. • Applying Skills Needed for Educational Achievement • Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources. • Develop and practice a self-management system to promote academic success. | | |
| <p>CD 9/A/B Personal skills for Job Success PS 1C/2C/3C Job Seeking Skills</p> | | <ul style="list-style-type: none"> • Applying Skills for Career Readiness and Success • Assess and analyze personal, ethical, and work habit skills as they relate to individual student success. • Develop a resume of work experiences for home and school. • Understanding Self as an individual and as a Member of Diverse Local and Global Communities • Demonstrate skills needed to participate in team building. Interacting with Others in Ways that Respect Individual and Group • Apply problem-solving and conflict resolution skills to new challenges • Applying Personal Safety Skills and Coping Strategies Review and revise strategies to cope with life-changing events | | |

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| ELA Research W3A | | <ul style="list-style-type: none"> Approaching the Task as a Researcher Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | | |
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Gifted Seventh Grade Year At-A-Glance:

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| <u>Seventh Grade</u> | | | Last Revised (Date & Name): | |
| Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: | Learning Targets: | Assessment Methods: | Instructional Activities & Assignments |

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| Math DSP/A | | Use random sampling to draw inferences about a population. | | |
| Math EEI /B Expressions, Equations, and Inequalities | | Solve problems using numerical and algebraic expressions and equations | | |
| Math GM/B Geometry and Measurement | | Apply and extend previous understanding of angle measure, area, and volume. | | |
| Science 6-8.PS2.A.2 Forces and Motion | | 6-8.PS2.A.1 Apply physics principles to design a solution that minimizes the force of an object during a collision and develop an evaluation of the solution. 6-8.PS2.A.2 Plan and conduct an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. [Clarification Statement: Emphasis is on balanced (Newton's First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton's Second Law), frame of reference, and specification of units.] | | |

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| <p>Science 6-8.ETS1.A.1 6-8.ETS1.B.1 6-8.ETS1.B.2 6-8.ETS1.B.3 Engineering Design</p> | | <p>Defining and Delimiting Engineering Problems</p> <ul style="list-style-type: none">• Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.• Developing Possible Solutions• Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.• Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success• Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved | | |
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| <p>Theater PP/A/B/C/D/F FA 1, 2.1 FA 1, 2.3, 3.5, 3.6 FA 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 FA 1, 1.8, 1.10, 2.1, 3.3, 4.7 FA 1, 2.1, 2.2, 2.4, 2.5, 3.1, 3.5 Script writing/acting/design/and technical theater/audience etiquette/performing</p> | | <ul style="list-style-type: none"> • Write scenes from personal experience with conflict and resolution • Speak, move, and generate ideas spontaneously through improvisation and acting • Design and use technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environment for improvised or scripted scenes • Model appropriate audience behavior at various performances • Rehearse, polish and present a performance for a class or invited audience | | |
| <p>CD 7/A Integration of Self-Knowledge into life and career plans AD 4/A/B Improvement of Academic Self-concept Leading to Lifelong Learning</p> | | <p>Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals</p> <ul style="list-style-type: none"> • Use current interests, strengths, and limitations to guide career exploration and educational planning. • Applying Skills Needed for Educational Achievement • Demonstrate and refine study skills and test-taking strategies utilizing available academic resources • Develop and practice a self-management system to promote academic success. | | |

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| <p>CD 9/A/B Personal skills for Job Success PS 1C/2C/3C Job Seeking Skills</p> | | <ul style="list-style-type: none"> • Applying Skills for Career Readiness and Success Utilize information about personal, ethical, and work habit skills to enhance individual student success • Identify and demonstrate basic job seeking skills of interviewing and completing applications. <p>Understanding Self as an individual and as a Member of Diverse Local and Global Communities</p> <ul style="list-style-type: none"> • Identify and practice ways to be a contributing group member. • Interacting With Others in Ways That Respect Individual and Group Differences * Practice problem-solving and conflict resolution skills • Applying Personal Safety Skills and Coping Strategies * Apply coping skills to manage life changing events. | | |
| <p>ELA Research W3A</p> | | <ul style="list-style-type: none"> • Approaching the Task as a Researcher • Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation | | |

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Gifted Eighth Grade Year At-A-Glance:

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| Quarter 3 | Quarter 4 |
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| <u>Eighth Grade</u> | | | Last Revised (Date & Name): | |
| Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: | Learning Targets: | Assessment Methods: | Instructional Activities & Assignments |

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| Math NQ/B Algebra I | | Use units to solve problems. | | |
| Math GM/C Geometry and Measurement | | Solve problems involving volume of cones, pyramids and spheres | | |
| Math GM/A Geometry and Measurement | | Understand congruence and similarity using physical models, transparencies or geometry software. | | |
| CD 7/A Integration of Self-Knowledge into life and career plans AD 4/A/B Improvement of Academic Self-concept Leading to Lifelong Learning | | <p>Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals</p> <ul style="list-style-type: none"> • Develop an educational and career plan based on current interests, strengths, and limitations. • Applying Skills Needed for Educational Achievement • Consistently apply a system of study skills and test-taking strategies to promote academic success. • Consistently apply a self management system to promote academic success. | | |

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| <p>CD 9/A/B Personal skills for Job Success PS 1C/2C/3C Job Seeking Skills</p> | | <p>Applying Skills for Career Readiness and Success</p> <ul style="list-style-type: none">• Evaluate personal, ethical, and work habit skills as they relate to achieving the student's educational career plan.• Utilize a portfolio of middle school/ jr. high school academic and work experience <p>Understanding Self as an individual and as a Member of Diverse Local and Global Communities</p> <ul style="list-style-type: none">• Recognize personal ways for the individual to contribute as a member of the school community. <p>Exhibit an awareness of personal responsibility in conflict situations. Applying Personal Safety Skills and Coping Strategies</p> <ul style="list-style-type: none">• Evaluate coping skills to manage life changing events. | | |
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| <p>FA 1, 2.1, 4.5, 4.6 FA 1, 2.3, 3.5, 3.6 FA 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 FA 1, 1.10, 4.2, 4.3 FA 1, 2.1, 2.2, 2.4, 2.5, 3.1, 3.5</p> | | <p>Develop and apply skills to communicate ideas through theatrical performances.</p> <ul style="list-style-type: none">• Write in small groups, an original one act play utilizing character development and plot elements• Display logical choices within the boundaries of situation and character in dramatic circumstances• Design and use technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environment for improvised or scripted scenes• Model appropriate audience behavior at various performances• Rehearse, polish and present a performance for a class or invited audience | | |
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Gifted Curriculum

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| <p>Science 6-8.PS2.A.2 Forces and Motion</p> | | <ul style="list-style-type: none">• 6-8.PS2.A.1 Apply physics principles to design a solution that minimizes the force of an object during a collision and develop an evaluation of the solution.• 6-8.PS2.A.2 Plan and conduct an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. [Clarification Statement: Emphasis is on balanced (Newton's First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton's Second Law), frame of reference, and specification of units.] | | |
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| <p>Science 6-8.ETS1.A.1 6-8.ETS1.B.1 6-8.ETS1.B.2 6-8.ETS1.B.3 Engineering Design</p> | | <p>Defining and Delimiting Engineering Problems</p> <ul style="list-style-type: none">• Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.• Developing Possible Solutions• Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.• Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.• Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved | | |
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| ELA Research W3A | | <ul style="list-style-type: none">• Approaching the Task as a Researcher• Conduct research to answer a question (including a self generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | | |
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Gifted Ninth Grade Year At-A-Glance:

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| <u>Ninth Grade</u> | | | Last Revised (Date & Name): | |
| Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: | Learning Targets: | Assessment Methods: | Instructional Activities & Assignments |

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Gifted Curriculum

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| Math NQ/B Algebra I | | Use units to solve problems. | | |
| Math GM/C Geometry and Measurement | | Solve problems involving volume of cones, pyramids and spheres | | |
| Math GM/A Geometry and Measurement | | Understand congruence and similarity using physical models, transparencies or geometry software. | | |
| CD 7/A Integration of Self-Knowledge into life and career plans AD 4/A/B Improvement of Academic Self-concept Leading to Lifelong Learning | | <p>Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals</p> <ul style="list-style-type: none"> • Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary. <p>Applying Skills Needed for Educational Achievement</p> <ul style="list-style-type: none"> • Review and build upon educational skills necessary to progress toward life-long learning goals. • Review and build upon self-management system and adjust to increased academic demands. | | |

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| <p>CD 9/A/B Personal skills for Job Success PS 1C/2C/3C Job Seeking Skills</p> | | <p>Applying Skills for Career Readiness and Success</p> <ul style="list-style-type: none">• Identify situations which would compromise ethical habits in school or work situations• Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community• Understanding Self as an individual and as a Member of Diverse Local and Global Communities• Identify activities the individual student might participate in to become a contributing member of a school community. <p>Interacting with others in Ways that respect individual and group differences</p> <ul style="list-style-type: none">• Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills• Applying Personal Safety Skills and Coping Strategies• Identify resources that can help manage life changes or events. | | |
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| <p>FA 1, 4.1, 4.5 FA 1, 3.5, 3.6 FA 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.7 FA 1, 1.8, 3.6, 3.7, 3.8, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7 FA 1, 2.1, 2.2, 2.4, 2.5, 3.1, 3.5</p> | | <p>Develop and apply skills to communicate ideas through theatrical performances.</p> <ul style="list-style-type: none"> • Write a script incorporating character, dialogue, stage directions, plot, rising action and resolution • Use basic terms of theatre (see glossary) • Utilize warm-up techniques for preparation of body, voice and mind • Improvise using emotional and sensory recall • Apply stage movement and pantomime technique to express thoughts, feelings and actions of a character • Advanced • Use advanced terms of theatre • Create and lead warm-up techniques for preparation of body, voice and mind • Create a character using emotional, intellectual, social characteristics and sensory recall • Using script analysis, identify and create a believable emotional build for a character • Use subtext in portrayal of characters in classical/contemporary scenes • Organize and perform the technical responsibilities of the head of crews for production Display proficiency in at least one area of technical theatre of study (e.g., lighting, sound, dramaturg • Direct a dramatic text including interpreting the text and playwright's intent, | | |
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| | | <p>giving clear instructions, specifying expectations, coaching the actors, developing a unified production concept, coordinating the technical elements, telling the story, and evaluating the rehearsal process and performance</p> <ul style="list-style-type: none">• Rehearse, polish and present a performance for a class or invited audience | | |
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| <p>Science 9-12.PS2.A.1 9-12.PS2.A.2 9-12.PS2.A.3 Forces and Motion</p> | | <ul style="list-style-type: none"> • Motion and Stability: Forces and Interactions • Analyze data to support and verify the concepts expressed by Newton's 2nd law of motion, as it describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. [Clarification Statement: Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force.] Use mathematical representations to support and verify the concepts that the total momentum of a system of objects is conserved when there is no net force on the system. [Clarification Statement: Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle.] 9-12.PS2.A.3 Apply scientific principles of motion and momentum to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. [Clarification Statement: Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the | | |
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| | | design to improve it. Examples of a device could include a football helmet or a parachute.] | | |
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| <p>Science 9-12.ETS1.A.1 9-12.ETS1.A.2 9-12.ETS1.B.1 9-12.ETS1.B.2 Engineering Design</p> | | <p>Defining and Delimiting Engineering Problems</p> <ul style="list-style-type: none">• Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.• Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.• Developing Possible Solutions• Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. | | |
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| ELA Research W3A | | <ul style="list-style-type: none">• Approaching the Task as a Researcher• Conduct research to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation | | |
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Gifted Tenth Grade Year At-A-Glance:

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| <u>Tenth Grade</u> | | | Last Revised (Date & Name): | |
| Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: | Learning Targets: | Assessment Methods: | Instructional Activities & Assignments |

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Gifted Curriculum

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| Math NQ/B Algebra I | | Use units to solve problems. | | |
| Math GM/C Geometry and Measurement | | Solve problems involving volume of cones, pyramids and spheres | | |
| Math GM/A Geometry and Measurement | | Understand congruence and similarity using physical models, transparencies or geometry software. | | |
| CD 7/A Integration of Self-Knowledge into life and career plans AD 4/A/B Improvement of Academic Self-concept Leading to Lifelong Learning | | <p>Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals</p> <ul style="list-style-type: none"> • Develop an educational and career plan based on current interests, strengths, and limitations. • Applying Skills Needed for Educational Achievement • Consistently apply a system of study skills and test-taking strategies to promote academic success. • Consistently apply a self management system to promote academic success. | | |

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Gifted Curriculum

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| <p>CD 9/A/B Personal skills for Job Success PS 1C/2C/3C Job Seeking Skills</p> | | <p>Applying Skills for Career Readiness and Success</p> <ul style="list-style-type: none">• Evaluate personal, ethical, and work habit skills as they relate to achieving the student's educational career plan.• Utilize a portfolio of middle school/ jr. high school academic and work experience• Understanding Self as an individual and as a Member of Diverse Local and Global Communities• Recognize personal ways for the individual to contribute as a member of the school community.• Exhibit an awareness of personal responsibility in conflict situations.• Applying Personal Safety Skills and Coping Strategies• Evaluate coping skills to manage life changing events. | | |
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Gifted Curriculum

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| <p>FA 1, 4.1, 4.5 FA 1, 3.5, 3.6 FA 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.7 FA 1, 1.8, 3.6, 3.7, 3.8, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7 FA 1, 2.1, 2.2, 2.4, 2.5, 3.1, 3.5</p> | | <p>Develop and apply skills to communicate ideas through theatrical performances.</p> <ul style="list-style-type: none"> • Write a script incorporating character, dialogue, stage directions, plot, rising action and resolution • Use basic terms of theatre (see glossary) • Utilize warm-up techniques for preparation of body, voice and mind • Improvise using emotional and sensory recall • Apply stage movement and pantomime technique to express thoughts, feelings and actions of a character • Use advanced terms of theatre • Create and lead warm-up techniques for preparation of body, voice and mind • Create a character using emotional, intellectual, social characteristics and sensory recall • Using script analysis, identify and create a believable emotional build for a character • Use subtext in portrayal of characters in classical/contemporary scenes • Organize and perform the technical responsibilities of the head of crews for production Display proficiency in at least one area of technical theatre of study (e.g., lighting, sound, dramaturg • Direct a dramatic text including interpreting the text and playwright's intent, giving clear instructions, | | |
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| | | <p>specifying expectations, coaching the actors, developing a unified production concept, coordinating the technical elements, telling the story, and evaluating the rehearsal process and performance</p> <ul style="list-style-type: none">• Rehearse, polish and present a performance for a class or invited audience | | |
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| <p>Science 9-12.PS2.A.1 9-12.PS2.A.2 9-12.PS2.A.3 Forces and Motion</p> | | <ul style="list-style-type: none">• Motion and Stability: Forces and Interactions• Analyze data to support and verify the concepts expressed by Newton's 2nd law of motion, as it describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. [Clarification Statement: Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force.] Use mathematical representations to support and verify the concepts that the total momentum of a system of objects is conserved when there is no net force on the system. [Clarification Statement: Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle.] 9-12.PS2.A.3 Apply scientific principles of motion and momentum to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. [Clarification Statement: Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the | | |
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| | | design to improve it. Examples of a device could include a football helmet or a parachute.] | | |
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| <p>Science 9-12.ETS1.A.1 9-12.ETS1.A.2 9-12.ETS1.B.1 9-12.ETS1.B.2 Engineering Design</p> | | <p>Defining and Delimiting Engineering Problems</p> <ul style="list-style-type: none">• Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.• Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.• Developing Possible Solutions• Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. | | |
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| ELA Research W3A | | <ul style="list-style-type: none">• Approaching the Task as a Researcher• Conduct research to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation | | |
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Gifted Eleventh Grade Year At-A-Glance:

| Quarter 1 | Quarter 2 |
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| <u>Eleventh Grade</u> | | | Last Revised (Date & Name): | |
| Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: | Learning Targets: | Assessment Methods: | Instructional Activities & Assignments |

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Gifted Curriculum

| | | | | |
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| Math NQ/B Algebra I | | Use units to solve problems. | | |
| Math GM/C Geometry and Measurement | | Solve problems involving volume of cones, pyramids and spheres | | |
| Math GM/A Geometry and Measurement | | Understand congruence and similarity using physical models, transparencies or geometry software. | | |
| CD 7/A Integration of Self-Knowledge into life and career plans AD 4/A/B Improvement of Academic Self-concept Leading to Lifelong Learning | | <p>Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals</p> <ul style="list-style-type: none"> Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics. Consistently utilize educational skills necessary to progress toward individual lifelong learning goals Consistently utilize self management system and adjust to increased academic demands. Applying Skills Needed for Educational Achievement Consistently apply a system of study skills and test-taking strategies to promote academic success. Consistently apply a self management system to promote academic success. | | |

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| <p>CD 9/A/B Personal skills for Job Success PS 1C/2C/3C Job Seeking Skills</p> | | <p>Applying Skills for Career Readiness and Success</p> <ul style="list-style-type: none">• Evaluate personal, ethical, and work habit skills as they relate to achieving the student's educational career plan.• Utilize a portfolio of middle school/ jr. high school academic and work experience• Understanding Self as an individual and as a Member of Diverse Local and Global Communities• Recognize personal ways for the individual to contribute as a member of the school community.• Exhibit an awareness of personal responsibility in conflict situations.• Applying Personal Safety Skills and Coping Strategies• Evaluate coping skills to manage life changing events. | | |
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Gifted Curriculum

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| <p>FA 1, 4.1, 4.5 FA 1, 3.5, 3.6 FA 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.7 FA 1, 1.8, 3.6, 3.7, 3.8, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7 FA 1, 2.1, 2.2, 2.4, 2.5, 3.1, 3.5</p> | | <p>Develop and apply skills to communicate ideas through theatrical performances.</p> <ul style="list-style-type: none"> • Write a script incorporating character, dialogue, stage directions, plot, rising action and resolution • Use basic terms of theatre (see glossary) • Utilize warm-up techniques for preparation of body, voice and mind • Improvise using emotional and sensory recall • Apply stage movement and pantomime technique to express thoughts, feelings and actions of a character • Use advanced terms of theatre • Create and lead warm-up techniques for preparation of body, voice and mind • Create a character using emotional, intellectual, social characteristics and sensory recall • Using script analysis, identify and create a believable emotional build for a character • Use subtext in portrayal of characters in classical/contemporary scenes • Organize and perform the technical responsibilities of the head of crews for production Display proficiency in at least one area of technical theatre of study (e.g., lighting, sound, dramaturg • Direct a dramatic text including interpreting the text and playwright's intent, giving clear instructions, | | |
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| | | <p>specifying expectations, coaching the actors, developing a unified production concept, coordinating the technical elements, telling the story, and evaluating the rehearsal process and performance</p> <ul style="list-style-type: none">• Rehearse, polish and present a performance for a class or invited audience | | |
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| <p>Science 9-12.PS2.A.1 9-12.PS2.A.2 9-12.PS2.A.3 Forces and Motion</p> | | <ul style="list-style-type: none">• Motion and Stability: Forces and Interactions• Analyze data to support and verify the concepts expressed by Newton's 2nd law of motion, as it describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. [Clarification Statement: Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force.] Use mathematical representations to support and verify the concepts that the total momentum of a system of objects is conserved when there is no net force on the system. [Clarification Statement: Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle.] 9-12.PS2.A.3 Apply scientific principles of motion and momentum to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. [Clarification | | |
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| | | <p>Statement: Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it. Examples of a device could include a football helmet or a parachute.</p> | | |
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| <p>Science 9-12.ETS1.A.1 9-12.ETS1.A.2 9-12.ETS1.B.1 9-12.ETS1.B.2 Engineering Design</p> | | <p>Defining and Delimiting Engineering Problems</p> <ul style="list-style-type: none">Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. <p>Developing Possible Solutions</p> <ul style="list-style-type: none">Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. | | |
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| ELA Research W3A | | <ul style="list-style-type: none">• Approaching the Task as a Researcher• Conduct research to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | | |
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Gifted Twelfth Grade Year At-A-Glance:

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| Quarter 3 | Quarter 4 |
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| <u>Twelfth Grade</u> | | | Last Revised (Date & Name): | |
| Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: | Learning Targets: | Assessment Methods: | Instructional Activities & Assignments |

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Gifted Curriculum

| | | | | |
|---|--|--|--|--|
| Math NQ/B Algebra I | | Use units to solve problems. | | |
| Math GM/C Geometry and Measurement | | Solve problems involving volume of cones, pyramids and spheres | | |
| Math GM/A Geometry and Measurement | | Understand congruence and similarity using physical models, transparencies or geometry software. | | |
| CD 7/A Integration of Self-Knowledge into life and career plans AD 4/A/B Improvement of Academic Self-concept Leading to Lifelong Learning | | <p>Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals</p> <ul style="list-style-type: none"> • Utilize knowledge of the world of work; personal interests; and strengths and limitations to develop short- and long-term post-secondary plans. • Achieve educational levels necessary to reach, maintain, and continue with individual life-long learning goals • Exhibit self-management skills necessary for educational achievement. • Applying Skills Needed for Educational Achievement • Consistently apply a system of study skills and test-taking strategies to promote academic success. • Consistently apply a self management system to promote academic success. | | |

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| <p>CD 9/A/B Personal skills for Job Success PS 1C/2C/3C Job Seeking Skills</p> | | <p>Applying Skills for Career Readiness and Success</p> <ul style="list-style-type: none">• Evaluate personal, ethical, and work habit skills as they relate to achieving the student's educational career plan.• Utilize a portfolio of middle school/ jr. high school academic and work experience• Understanding Self as an individual and as a Member of Diverse Local and Global Communities• Recognize personal ways for the individual to contribute as a member of the school community.• Exhibit an awareness of personal responsibility in conflict situations.• Applying Personal Safety Skills and Coping Strategies• Evaluate coping skills to manage life changing events. | | |
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| <p>FA 1, 4.1, 4.5 FA 1, 3.5, 3.6 FA 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.7 FA 1, 1.8, 3.6, 3.7, 3.8, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7 FA 1, 2.1, 2.2, 2.4, 2.5, 3.1, 3.5</p> | | <p>Develop and apply skills to communicate ideas through theatrical performances.</p> <ul style="list-style-type: none"> • Write a script incorporating character, dialogue, stage directions, plot, rising action and resolution • Use basic terms of theatre (see glossary) • Utilize warm-up techniques for preparation of body, voice and mind • Improvise using emotional and sensory recall • Apply stage movement and pantomime technique to express thoughts, feelings and actions of a character • Use advanced terms of theatre • Create and lead warm-up techniques for preparation of body, voice and mind • Create a character using emotional, intellectual, social characteristics and sensory recall • Using script analysis, identify and create a believable emotional build for a character • Use subtext in portrayal of characters in classical/contemporary scenes • Organize and perform the technical responsibilities of the head of crews for production Display proficiency in at least one area of technical theatre of study (e.g., lighting, sound, dramaturg • Direct a dramatic text including interpreting the text and playwright's intent, giving clear instructions, | | |
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| | | <p>specifying expectations, coaching the actors, developing a unified production concept, coordinating the technical elements, telling the story, and evaluating the rehearsal process and performance</p> <ul style="list-style-type: none">• Rehearse, polish and present a performance for a class or invited audience | | |
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| <p>Science 9-12.PS2.A.1 9-12.PS2.A.2 9-12.PS2.A.3 Forces and Motion</p> | | <ul style="list-style-type: none"> • Motion and Stability: Forces and Interactions • Analyze data to support and verify the concepts expressed by Newton's 2nd law of motion, as it describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. [Clarification Statement: Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force.] Use mathematical representations to support and verify the concepts that the total momentum of a system of objects is conserved when there is no net force on the system. [Clarification Statement: Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle.] 9-12.PS2.A.3 Apply scientific principles of motion and momentum to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. [Clarification Statement: Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the | | |
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| | | design to improve it. Examples of a device could include a football helmet or a parachute.] | | |
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| <p>Science 9-12.ETS1.A.1 9-12.ETS1.A.2 9-12.ETS1.B.1 9-12.ETS1.B.2 Engineering Design</p> | | <p>Defining and Delimiting Engineering Problems</p> <ul style="list-style-type: none">• Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.• Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.• Developing Possible Solutions• Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. | | |
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| ELA Research W3A | | <ul style="list-style-type: none">• Approaching the Task as a Researcher• Conduct research to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation | | |
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