

# Gifted Class Syllabus

## 2021-2022

The long-range goal for each child in the Nassau County elementary gifted program is to become a self-directed, life-long learner who strives for quality work. The following Florida Gifted Standards are incorporated throughout the curriculum and will serve as the educational objectives for each student.

### **Each student will strive to become:**

- Informational Managers
- Effective Communicators
- Numeric Problem Solvers
- Creative and Complex Thinkers
- Responsible Self-Directed Learners and Quality Goal Setters
- Efficient Resource Administrators
- Information System Organizers
- Cooperative Learners and Teachers
- Perceptive Multicultural Citizens
- Effective Leaders

The major topics to be covered this school year include but are not limited to those listed below. All content will be modified so that it is grade appropriate. Certain topics will be omitted for certain grade levels as appropriate.

**First Semester and Second Semester Topics:** These topics will be explored throughout the entire year-

### **1. Character Education and Understanding**

#### **Giftedness:**

- Developing self confidence
- Goal Setting
- Motivation
- Time Management Skills
- Organizational Skills
- Study Skills
- Test taking strategies
- Dealing with perfectionism
- Bullying
- Handling Pressure
- What is normal anyway?
- Peer Group Influence
- Making and keeping friends
- Trusting others
- Seeing behavior as a personal choice
- Recognizing the results of positive & Negative behavior

**Teacher Resource Books:** *Becoming an Achiever, 101 Success Secrets for Gifted Kids; I Am Gifted, Talented, and Creative; Social Processes for Gifted Students; Psychology for Kids; Gifted or Goof-Off: Fact & Fiction of the Famous; Genuine Geniuses: A Gallery of Gifted; The Gifted Kids Survival Guide*

#### **Interdisciplinary Activities**

- Vocabulary
- Creative writing
- Math
- Technology
- Science
- Research
- Drama

#### **Art Activities**

- Projects related to Ancient Greece
- Projects related to the Rain Forest
- Various Art Projects

#### **Thinking Activities**

- Convergent and Divergent thinking
- Develop Logic Skills, make valid and invalid assumptions, decode secret messages
- Inductive & Deductive reasoning
- Critical and creative thinking

**Teacher Resource Books:** *Are They Thinking, Gotta Think, Opposites, Really Look Book, How Would That Look, Crime Scene Detective; The Private Eye School, Dr. DooRiddles, Logic Safari, Stories with Holes, Surprise in the Middle, A Case for Red Herrings, Waker Uppers*

# First Semester Unit



## **First Semester Unit: Ancient Greece**

The Western World owes much to the Greek and Roman civilizations, which laid the foundation for civilization in the West. Greek and Roman influence can be seen today in the areas of science, philosophy, government, literature, theater, art, and architecture. In order to

understand our world today, it is necessary to study the impact of Greek civilizations of the past.

### **Areas of study:**

#### **Knowledge-**

- Learn a general history and understand the cultural achievements of Archaic (Heroic), Classical (Golden), and Hellenistic Ages of ancient Greece.
- Describe the development and significance to trade in ancient Greece.
- Describe how geography played an important role in the development of fiercely independent city-states in ancient Greece.
- Identify the names and some general characteristics of the different city-states within ancient Greece and mark their locations on a map.
- Learn the appropriate role religion played in Greek life, including identifying specific gods and goddesses, and the influence of the oracles.
- Describe the social classes within the Greek Athenian democracy.

#### **Skills-**

- Identify and locate key places (city-states, bodies of water, etc. on a map of Greece.
- Use strategies to read with understanding, contribute to discussion, and interpret content.

#### **Attitudes-**

- Appreciate the significant contributions of ancient Greece to the development of Western Civilization and the world today.
- Appreciate that individual rights and universal democracy were not guaranteed for all in ancient Greece.
- Appreciate the importance of art, music, theater, and religion in the culture of ancient Greece.

#### **Other areas of study will include but are not limited to:**

- Early Greek Cultures: The Minoans and the Mycenaeans
- Government of ancient Greece
- Economy, Trade, and Transportation
- Society, Family, the Arts and Education
- Hellenistic Greece- Alexander the Great
- Achievements- The Who and What of ancient Greece- Who did what? The Pythagorean Theorem, Right Triangles- Magic Triangles and Squares.

#### **Literature Connection: Adventures of Greek Heroes**

- Hercules
- Perseus
- Theseus
- Orpheus
- Meleager

**Unit Project:** Greek God/Goddess Doll and speech

**Teacher Resource Books:** *Greek and Roman Civilizations*, *Ancient Greece (Interdisciplinary Thematic Unit)*, *Interact Simulation: Greeks*

# Second Semester Unit

## **Second Semester Unit: The Rain Forest**

Rainforests are one the major biomes of the world and are vital to the Earth's ecosystem. Through this study students will develop an in-depth understanding of the nature of this ecosystem. They will define the term Rain Forest, study plants and animals that make up the Rain Forest, explore the Amazon and Daintree Rain Forest, investigate the people who live in the Rain Forest, and discover the impact the people are having on this precious biome.

### **Areas of study:**

#### **Through this study, students will be able to identify:**

- What a Rain Forest is
- Where Rain Forests are found:
  - Temperate and Tropical
- Animals of the Rain Forest
- Plants of the Rain Forest
- People of the Rain Forest
  - Mayans
  - Aztecs
  - Incas
- Students will learn the difference between the Amazon and Daintree Rain Forests.
- Students will learn about destruction of the Rain Forest and how to preserve it.
- Students will identify the layers of the Rain Forest
- Undergrowth/Forest floor
  - Understory
  - Canopy
  - Emergent Layer



**Unit Project:** Research project based on areas of study listed above.

**Teacher Resource Books:** *Earth Awareness: Rainforests, Teacher Created Resources: Mayans, Aztecs & Incas, Ancient Maya History, Teacher Created Resources: Our Environment*

## **Florida State and Gifted Standards for 2021-2022**

The following Florida Gifted Standards are incorporated throughout the curriculum and will serve as the educational objectives for each student.

### **GIFTED:**

**G.K12.1:** The student identified as gifted will be able to critically examine the complexity of knowledge: the location, definition, and organization of a variety of fields of knowledge.

**G.K12.2:** The student identified as gifted will be able to create, adapt, and assess multifaceted questions in a variety of fields/disciplines.

**G.K12.3:** The student identified as gifted will be able to conduct thoughtful research/exploration in multiple fields.

**G.K12.4:** The student identified as gifted will be able to think creatively and critically to identify and solve real-world problems.

**G.K12.5:** The student identified as gifted will be able to assume leadership and participatory roles in both gifted and heterogeneous group learning situations.

**G.K12.6:** The student identified as gifted will be able to set and achieve personal, academic, and career goals.

**G.K12.7:** The student identified as gifted will be able to develop and deliver a variety of authentic products/performances that demonstrate understanding in multiple fields/disciplines.

### **SCIENCE:**

**SC.4.E.6.3** Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable

**SC.4.E.6.5** Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things.

**SC.5.N.1.2** Explain the difference between an experiment and other types of scientific investigation

**SC.3.N.1.2** Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups.

**SC.3.N.1.1** Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.

**SC.4.L.16.2** Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.

**SC.4.L.17.4** Recognize ways plants and animals, including humans, can impact the environment.

**SC.5.N.1.2** Explain the difference between an experiment and other types of scientific investigation.

**SC.5.N.1.6** Recognize and explain the difference between personal opinion/interpretation and verified observation.

### **SOCIAL STUDIES:**

**SS.5.G.1.1** Interpret current and historical information using a variety of geographic tools.

**SS.5.G.1.2** Use latitude and longitude to locate places.

**SS.5.G.1.4** Construct maps, charts, and graphs to display geographic information.

**SS.5.G.4.1** Use geographic knowledge and skills when discussing current events.

**SS.5.G.4.2** Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.

## **Language Arts:**

**LAFS.5.RI.3.7** Draw on information from print and digital sources to locate answers or solve problems.

**LAFS.5.W.3.7** Conduct short research projects that use several sources to build knowledge through investigation.

**LAFS.5.W.2.5** Develop and strengthen writing by planning, revising, editing, rewriting, or typing a new approach.

**LAFS.5.SL.1.2** Summarize a written text read aloud or information presented in diverse media and formats.

**LAFS.5.SL2.4** Report on a topic or text, tell a story, or recount an experience/speak clearly at an understandable pace.

**LAFS.5.SL.2.5** Include multimedia components and visual displays in presentations.

**LAFS.5.L.3.4** Consult reference materials both print and digital, to find pronunciation and determine or clarify meaning.

**LAFS.4.W.4.1.0** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **MATH**

**MAFS.1.MD.3.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

**MAFS.2.MD.4.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

## **Technology:**

**G.K12.53.3a** Identify appropriate technology to achieve a project goal.

**G.K12.5.33b** Demonstrate the ability to propose new uses for current technology.

## **Art :**

**VA.4.H.2** The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

**VA.5.S.1** The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

