Guam Department of Education
Gifted and Talented Education (GATE)
CURRICULUM STANDARDS FRAMEWORK
2017

Isabela Olivario, 3rd Grade, Maria A. Ulloa Elementary School, SY 16-17

History

In 1975, Public Law 13-76 provided for a program of studies for gifted and talented students. The law stated that the Board of Education "shall develop a program of studies that will provide for the development of the unusual and special abilities of gifted students enrolled in the schools of Guam." Under this law, the term gifted students was defined as "students who exhibit leadership ability, artistic talent, creativity, outstanding academic ability and high intelligence." This law also provides for the identification of gifted students, for the periodic assessment of the progress of students, for the determination of whether the program should be modified, and for the in-service training of teachers necessary to conduct the program. In 1977, a bill was introduced in the 14th Guam Legislature that allowed for early entry into public schools for academically gifted children. This bill, which later became Public Law 14-045, provided the first services to prekindergarten gifted children on Guam. Since the enactment of both laws, the Gifted and Talented Education (GATE) program at the Guam Department of Education (GDOE) has grown and expanded. Currently, there are nine prekindergarten GATE programs and an academic GATE program in all elementary schools. In addition, many specialized GATE programs have been offered through the years for elementary and secondary students, including programs for the visual and performing arts, and special events such as Academic Challenge Bowl, Math Counts, and the National Forensic League.

About This Document

This document provides a framework for teaching and learning in the Gifted and Talented Education program at GDOE. The document provides standards and performance indicators to guide administrators, teachers, and families in providing high quality learning environments for the optimal development of students receiving instruction and services from the GATE program. The standards are separated by grade level and by the different domains since integration of all areas is critical when teaching GATE students. In addition, resources from the National Association for Gifted Children (www.nagc.org) were used in the development of these guidelines.

Acknowledgements

We are grateful to the GATE educators, administrators, and others who provided objectivity, guidance, input, and feedback in the development of this framework.

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INTRODUCTION

The Guam Department of Education *GATE* - *Curriculum Standards Framework* is rooted in evidence-based practices and consistent with national standards. The purpose of this framework is to guide those working with students receiving services from the GATE program. The framework also provides valuable information to parents as first teachers and partners in the education of their children.

National Association for Gifted Children

The National Association for Gifted Children (NAGC) is the foremost professional organization for the gifted and talented education field. The mission of NAGC is to "support those who enhance the growth and development of gifted and talented children through education, advocacy, community building, and research" and to "help parents and families, K-12 education professionals including support service personnel, and members of the research and higher education community who work to help gifted and talented children as they strive to achieve their personal best and contribute to their communities" (http://www.nagc.org/about-nagc/who-we-are).

The NAGC has also developed programming standards that assist those working with gifted learners to be effective in understanding the characteristics and needs of this population (http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf). These standards are in the areas of (1) Learning and Development, (2) Assessment, (3) Curriculum Planning and Instruction, (4) Learning Environments, (5) Programming, and (6) Professional Development. The standards also include definitions, student outcomes, and evidence-based practices.

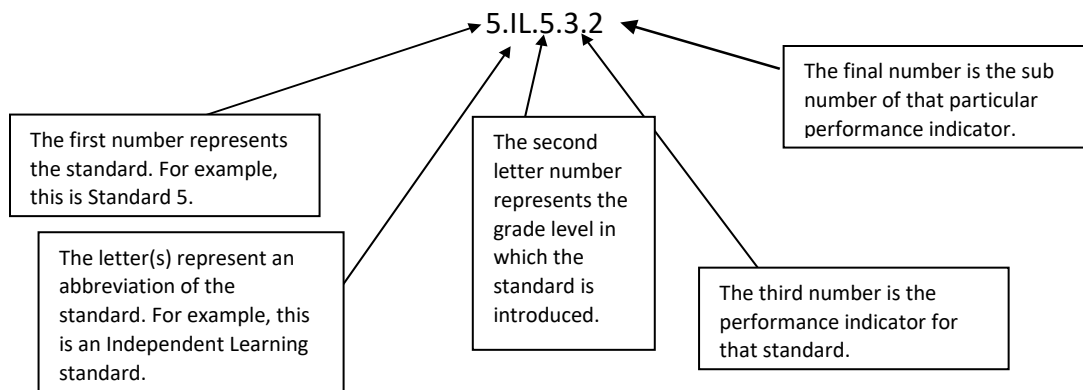The NAGC standards and other resources were used in the development of Guam's GATE curriculum and standards framework. In addition, Guam's draft curriculum and guidelines and GATE curriculum models from other states were used in the development of this document. GATE teachers and administrators in the field and university faculty were a part of the development, review, and editing of the document.

GATE Curriculum and Standards

The National Association for Gifted Children has developed a position statement on differentiating the curriculum and instruction for gifted and talented students (www.nagc.org/sites/default/files/Position%20Statement/Differentiating%20Curriculum%20and%20Instruction.pdf). Differentiating the curriculum for gifted and talented education learners is essential and consistent with best practices in the field of gifted and talented education. Developing a differentiated curriculum involves designing an environmental setting, providing varied learning options to make curriculum and instruction the best possible fit for learners, and implementing teaching strategies so that the best responses will occur more readily.

This document defines six standard areas of curriculum for the GATE program. These standards are further broken down into specific performance indicators and the grade level in which the standard is introduced. An integrative curriculum approach is best where many standards are integrated within the lesson, including related GDOE content standards. The code guide to understand the alpha numeric system for the performance indicators is below.

CODE GUIDE

5.IL.5.3.2

The first number represents the standard. For example, this is Standard 5.

The letter(s) represent an abbreviation of the standard. For example, this is an Independent Learning standard.

The second letter number represents the grade level in which the standard is introduced.

The third number is the performance indicator for that standard.

The final number is the sub number of that particular performance indicator.

DIVERGENT THINKING

STANDARD 1: The students will become divergent thinkers (creativity).

1. To develop skills in the cognitive-intellective behavior of divergent thinking through:
   a. Fluency
   b. Flexibility
   c. Originality
   d. Elaboration
2. To develop skills in the affective-feeling behaviors of divergent thinking through:
   a. Risk-taking
   b. Curiosity
   c. Challenge of complexity
   d. Imagination
3. To develop skills in the use of techniques that facilitate divergent thinking behavior through:
   a. Brainstorming
   b. Forced relationships
   c. Synectics
   d. Fantasy
   e. Imagery
   f. Modification techniques

Performance Indicators:	1. Demonstrate cognitive-intellective behaviors in divergent thinking by:	PreK	Kdg	1st	2nd	3rd	4th	5th
	STANDARD 1: Divergent Thinking: The students will become divergent thinkers (creativity).							
1.DT.PK.1.1	Using fluent, flexible, original and elaborate thinking skills in brainstorming sessions	cyan	magenta	red	yellow	green	blue	purple
1.DT.PK.1.2	Using fluent, flexible, original and elaborate thinking skills in activities	cyan	magenta	red	yellow	green	blue	purple
1.DT.PK.1.3	Using fluent, flexible, original and elaborate thinking skills in discussions	cyan	magenta	red	yellow	green	blue	purple
1.DT.K.1.1	Standing alone before a group to speak		magenta	red	yellow	green	blue	purple
1.DT.K.1.2	Attempting and persisting in working on complex tasks		magenta	red	yellow	green	blue	purple
1.DT.K.1.3	Classifying brainstormed ideas in more than one way		magenta	red	yellow	green	blue	purple
1.DT.1.1.1	Using fluent, flexible, original and elaborate thinking to solve simple problems			red	yellow	green	blue	purple
1.DT.1.1.2	Using fluent, flexible, original and elaborate thinking in personification of objects in movement activities			red	yellow	green	blue	purple
1.DT.2.1.1	Using fluent, flexible, original and elaborate thinking in communication				yellow	green	blue	purple
1.DT.2.1.2	Demonstrating flexible thinking in problem solving exercises				yellow	green	blue	purple
1.DT.3.1.1	Knowing the vocabulary associated with cognitive-intellective behaviors					green	blue	purple
1.DT.4.1.1 1.DT.5.1.1	Using the correct terms associated with cognitive-intellective behaviors						blue	purple

STANDARD 1: Divergent Thinking: The students will become divergent thinkers (creativity).								
Performance Indicators:	2. Demonstrate affective-intellective behaviors in divergent thinking by:	PreK	Kdg	1st	2nd	3rd	4th	5th
1.DT.PK.2.1	Giving ideas freely when in a group	X	X	X	X	X	X	X
1.DT.PK.2.2	Formulating and asking questions about the unknown	X	X	X	X	X	X	X
1.DT.PK.2.3	Attempting tasks that require two or more steps to complete	X	X	X	X	X	X	X
1.DT.PK.2.4	Making up fantasy stories	X	X	X	X	X	X	X
1.DT.PK.2.5	Acting out ideas in creative drama	X	X	X	X	X	X	X
1.DT.PK.2.6	Creating fantasy art work	X	X	X	X	X	X	X
1.DT.K.2.1	Standing alone before a group to speak		X	X	X	X	X	X
1.DT.K.2.2	Attempting and persisting in working on complex tasks		X	X	X	X	X	X
1.DT.1.2.1	Elaborating on own original fantasy stories			X	X	X	X	X
1.DT.1.2.2	Asking questions about unknown information			X	X	X	X	X
1.DT.2.2.1	Using fantasy and imagery in communication				X	X	X	X
1.DT.2.2.2	Working in small groups of three or less on brainstorming activities				X	X	X	X
1.DT.2.2.3	Questioning sources of authority in appropriate manner				X	X	X	X
1.DT.3.2.1	Knowing the vocabulary associated with affective-intellective behaviors					X	X	X
1.DT.4.2.1	Using the correct terms associated with affective-intellective behaviors						X	X
1.DT.5.2.1	Designing a management plan to complete a project							X
1.DT.5.2.2	Presenting a project to an appropriate audience							X

Performance Indicators:	3. Demonstrate skills in the use of techniques that facilitate divergent thinking behavior by:	PreK	Kdg	1st	2nd	3rd	4th	5th
	STANDARD 1: Divergent Thinking: The students will become divergent thinkers (creativity).							
1.DT.PK.3.1	Knowing the basic rules for brainstorming		X	X	X	X	X	X
1.DT.PK.3.2	Participating in group brainstorming		X	X	X	X	X	X
1.DT.PK.3.3	Grouping items according to different attributes		X	X	X	X	X	X
1.DT.PK.3.4	Using imagery to form mental pictures		X	X	X	X	X	X
1.DT.K.3.1	Understanding the rules for brainstorming		X	X	X	X	X	X
1.DT.K.3.2	Using modification techniques in brainstorming		X	X	X	X	X	X
1.DT.K.3.3	Using forced relationships		X	X	X	X	X	X
1.DT.K.3.4	Listing attributes orally		X	X	X	X	X	X
1.DT.K.3.5	Applying modification techniques in different areas		X	X	X	X	X	X
1.DT.1.3.1	Using brainstorming to generate ideas for solving simple questions			X	X	X	X	X
1.DT.1.3.2	Using techniques of substitution to modify brainstormed ideas			X	X	X	X	X
1.DT.2.3.1	Using modification techniques in communication				X	X	X	X
1.DT.2.3.2	Using modification techniques in different content areas				X	X	X	X
1.DT.2.3.3	Listing attributes in written form				X	X	X	X
1.DT.2.3.4	Applying magnification techniques to increase fluency of ideas				X	X	X	X
1.DT.2.3.5	Applying minification techniques to increase fluency of ideas				X	X	X	X
1.DT.3.3.1	Knowing vocabulary associated with techniques					X	X	X
1.DT.3.3.2	Using brainstorming techniques to solve complex problems					X	X	X
1.DT.3.3.3	Uses modification techniques to aid in solving complex problems.					X	X	X
1.DT.3.3.4	Uses synectic techniques of analogies to increase fluency of thoughts					X	X	X
1.DT.4.3.1	Applying skills learned previously to pre-independent activities						X	X

1.DT.4.3.2	Including humor in written and oral presentations							
1.DT.4.3.3	Performing individual brainstorming							
1.DT.4.3.4	Applying the synectic technique of metaphor to increase fluency of ideas							
1.DT.4.3.5	Applying multiple use techniques to increase fluency of ideas							
1.DT.4.3.6	Applying rearrangement techniques to increase fluency of ideas							
1.DT.5.3.1	Applying techniques learned to an independent study							
1.DT.5.3.2	Applying the synectic technique of compressed conflict to increase flexible and original idea generating							

CRITICAL THINKING

STANDARD 2: The students will become critical thinkers.

1. Analysis: The process of taking apart a whole to examine it for essential features
    a. Inductive thinking: The process of collecting many cases, experiment to find out what is common to all the cases, forming general rules or principles that are probably true; the ability to move from the specific to the general
    b. Deductive thinking: The process of starting with a general principle accepted as true, applying that principle to a case, to arrive at a conclusion; the ability to move from the general to the specific
    c. Sequencing: The process of forming a connected series
    d. Patterning: The process of arranging form and colors to make a design
    e. Classification skills: The process of organizing according to similar attributes and properties
    f. Inferences: The process of arriving at conclusions by reasoning
    g. Analogies: The process of discerning similarities or likenesses between elements in some circumstances or effects, when these elements are otherwise entirely different; the process of explaining something by comparing it point by point with something else

2. Evaluation: The process of judging or making decisions based on a set of criteria

STANDARD 2: Critical Thinking: The students will become critical thinkers.								
Performance Indicators	1. Demonstrate inductive and deductive thinking by:	PreK	Kdg	1st	2nd	3rd	4th	5th
2.CT.PK.1.1 2.CT.K.1.1	Identifying clues							
2.CT.PK.1.2 2.CT.K.1.2	Making a generalization based on specific clues							
2.CT.1.1.1	Thinking inductively to verbalize a generalization based on specific clues							
2.CT.2.1.1	Thinking inductively to express generalizations based on specific themes, verbally or in writing							
2.CT.3.1.1	Thinking inductively to express numerous responses to open-ended questions, verbally or in writing							
2.CT.4.1.1	Thinking inductively to express original, flexible, and unusual responses to open ended problems, verbally or in writing							
2.CT.4.1.2	Thinking deductively to look at general principles and apply it to a specific case to arrive at an appropriate conclusion							
2.CT.5.1.1	Thinking inductively to express cause and effect relationships, verbally and in writing							
2.CT.5.1.2	Thinking inductively to examine an ambiguous situation and to discuss ways of dealing with the uncertainties							

STANDARD 2: Critical Thinking: The students will become critical thinkers.								
Performance Indicators	2. Demonstrate sequencing and patterning by:	PreK	Kdg	1st	2nd	3rd	4th	5th
2.CT.PK.2.1 2.CT.K.2.1	Putting items in successive order	▪	▪	▪	▪	▪	▪	▪
2.CT.PK.2.2 2.CT.K.2.2	Recognizing and continuing patterns	▪	▪	▪	▪	▪	▪	▪
2.CT.PK.2.3 2.CT.K.2.3	Designing patterns creatively	▪	▪	▪	▪	▪	▪	▪
2.CT.PK.2.4 2.CT.K.2.4	Working with pattern outlines and manipulatives	▪	▪	▪	▪	▪	▪	▪
2.CT.1.2.1	Designing sequences and patterns			▪	▪	▪	▪	▪
2.CT.2.2.1	Making sequences and patterns by recognizing and continuing patterns of higher difficulty				▪	▪	▪	▪
2.CT.2.2.2	Making sequences and patterns by making own patterns for others to follow				▪	▪	▪	▪
2.CT.3.2.1	Making sequences and patterns to reproduce or continue more difficult patterns and sequences					▪	▪	▪
2.CT.3.2.2	Making sequences and patterns to work with pattern outline and manipulatives including multiple tasks					▪	▪	▪
2.CT.3.2.3	Making sequences and patterns to create own pattern and/or sequences for others to continue					▪	▪	▪
2.CT.3.2.4	Analyzing problems involving spatial perception					▪	▪	▪
2.CT.4.2.1	Making sequences and patterns to produce more complex figural sequences and patterns						▪	▪
2.CT.5.2.1	Making sequences and patterns to reproduce and create difficult figural sequences and patterns							▪

STANDARD 2: Critical Thinking: The students will become critical thinkers.								
Performance Indicators	**3. Demonstrate classification by:**	**PreK**	**Kdg**	**1st**	**2nd**	**3rd**	**4th**	**5th**
2.CT.PK.3.1 2.CT.K.3.1	Separating items according to attributes	■	■	■	■	■	■	■
2.CT.PK.3.2 2.CT.K.3.2	Identifying common attributes of separated groups of items	■	■	■	■	■	■	■
2.CT.PK.3.3	Comparing and contrasting items	■	■	■	■	■	■	■
2.CT.1.3.1	Classifying by separating items according to multiple attributes			■	■	■	■	■
2.CT.2.3.1	Examining items for details				■	■	■	■
2.CT.3.3.1	Classifying by separating items of increasing difficulty according to attributes and/or characteristics					■	■	■
2.CT.4.3.1	Classifying by categorizing according to concrete and abstract attributes						■	■
2.CT.5.3.1	Classifying by categorizing according to more difficult concrete and abstract attributes							■

STANDARD 2: Critical Thinking: The students will become critical thinkers.								
Performance Indicators	**4. Demonstrate making inferences by:**	**PreK**	**Kdg**	**1st**	**2nd**	**3rd**	**4th**	**5th**
2.CT.PK.4.1 2.CT.K.4.1	Demonstrating the ability to analyze by making inferences, to recognize something inferred based on limited details or clues	■	■	■	■	■	■	■
2.CT.1.4.1 2.CT.2.4.1	Making inferences by formulating relevant questions based on inferential situations			■	■	■	■	■
2.CT.3.4.1	Making inferences by formulating relevant questions based upon more difficult inferential situations					■	■	■
2.CT.4.4.1	Making inferences to find hidden meaning, to "read between the lines"						■	■
2.CT.5.4.1	Making inferences to find hidden meaning for the manner in which something is written or spoken, rather than from the words which were actually written or spoken							■

STANDARD 2: Critical Thinking: The students will become critical thinkers.								
Performance Indicators	5. Demonstrate making analogies by:	PreK	Kdg	1st	2nd	3rd	4th	5th
2.CT.PK.5.1 2.CT.K.5.1	Examining components as part of a whole	cyan	magenta	red	yellow	green	blue	purple
2.CT.1.5.1	Verbalizing comparisons and contrasts (part-whole relationships)			red	yellow	green	blue	purple
2.CT.1.5.2	Recognizing similarities between two or more unlike words, objects or simple situations in analogies			red	yellow	green	blue	purple
2.CT.2.5.1 2.CT.3.5.1	Expressing comparisons and contrasts of two or more items, verbally or in writing				yellow	green	blue	purple
2.CT.2.5.2 2.CT.3.5.2	Expressing the results of analysis of parts to a whole, verbally or in writing				yellow	green	blue	purple
2.CT.4.5.1	Identifying similarities between two or more unlike words, objects, or situations in a more complex analogy						blue	purple
2.CT.5.5.1	Writing and creating analogies							purple

STANDARD 2: Critical Thinking: The students will become critical thinkers.								
Performance Indicators	6. Demonstrate evaluation by:	PreK	Kdg	1st	2nd	3rd	4th	5th
2.CT.PK.6.1 2.CT.K.6.1	Identifying successful and unsuccessful performances	cyan	magenta	red	yellow	green	blue	purple
2.CT.PK.6.2 2.CT.K.6.2	Using a simple rating scale or rubric	cyan	magenta	red	yellow	green	blue	purple
2.CT.1.6.1	Making valid remarks to support own opinions			red	yellow	green	blue	purple
2.CT.2.6.1	Judging performance using multiple criteria				yellow	green	blue	purple
2.CT.3.6.1	Developing criteria for evaluation					green	blue	purple
2.CT.4.6.1	Using multiple evaluation techniques including scales, checklists, oral and/or written statements						blue	purple
2.CT.5.6.1	Creating own evaluation forms, such as checklists, scales, and so forth							purple

AFFECTIVE LEARNING

STANDARD 3: The students will become affective learners by becoming more aware of themselves as gifted and their responsibilities as a gifted individual.

1. To understand self
2. To understand others
3. To enhance leadership qualities
4. To develop moral reasoning

STANDARD 3: Affective Learning: The students will become affective learners by becoming more aware of themselves as gifted and their responsibilities as gifted individuals.								
Performance Indicators:	1. Demonstrate understanding self by:	PreK	Kdg	1st	2nd	3rd	4th	5th
3.AL.PK.1.1	Accepting self as an individual							
3.AL.PK.1.2	Changing negative behavior							
3.AL.PK.1.3	Developing self confidence							
3.AL.PK.1.4	Expressing feelings and wants							
3.AL.K.1.1 3.AL.1.1.1 3.AL.2.1.1	Showing initiative							
3.AL.K.1.2 3.AL.1.1.2 3.AL.2.1.2	Recognizing and developing own interests							
3.AL.K.1.3 3.AL.1.1.3 3.AL.2.1.3	Achieving at own potential							
3.AL.3.1.1 3.AL.4.1.1 3.AL.5.1.1	Acknowledging and developing own strengths and weaknesses							
3.AL.3.1.2 3.AL.4.1.2 3.AL.5.1.2	Expressing self-perceptions							
3.AL.3.1.3 3.AL.4.1.3 3.AL.5.1.3	Making decisions based on feeling and consequences							
3.AL.3.1.4 3.AL.4.1.4 3.AL.5.1.4	Coping positively with unique characteristics (perfectionism, drive, etc.)							
3.AL.3.1.5 3.AL.4.1.5 3.AL.5.1.5	Dealing with competition and stress							

STANDARD 3: Affective Learning: The students will become affective learners by becoming more aware of themselves as gifted and their responsibilities as gifted individuals.

Performance Indicators:	2. Demonstrate an understanding of others by:	PreK	Kdg	1st	2nd	3rd	4th	5th
3.AL.PK.2.1	Sharing with peers	■	■	■	■	■	■	■
3.AL.PK.2.2	Working with peers	■	■	■	■	■	■	■
3.AL.PK.2.3	Respecting others' feelings	■	■	■	■	■	■	■
3.AL.PK.2.4	Controlling emotions	■	■	■	■	■	■	■
3.AL.PK.2.5	Giving positive evaluation/feedback	■	■	■	■	■	■	■
3.AL.PK.2.6	Recognizing that people are more alike than different	■	■	■	■	■	■	■
3.AL.K.2.1 3.AL.1.2.1 3.AL.2.2.1	Recognizing others' interests		■	■	■	■	■	■
3.AL.K.2.2 3.AL.1.2.2 3.AL.2.2.2	Developing peer trust and respect		■	■	■	■	■	■
3.AL.K.2.3 3.AL.1.2.3 3.AL.2.2.3	Working as a team member		■	■	■	■	■	■
3.AL.3.2.1 3.AL.4.2.1 3.AL.5.2.1	Appreciating cultural diversity					■	■	■
3.AL.3.2.2 3.AL.4.2.2 3.AL.5.2.2	Supporting own competitors					■	■	■

STANDARD 3: Affective Learning: The students will become affective learners by become more aware of themselves as gifted and their responsibilities as gifted individuals.								
Performance Indicators:	**3. Demonstrating leadership qualities by:**	**PreK**	**Kdg**	**1st**	**2nd**	**3rd**	**4th**	**5th**
3.AL.PK.3.1	Working independently							
3.AL.PK.3.2	Taking risks							
3.AL.PK.3.3	Organizing play							
3.AL.K.3.1 3.AL.1.3.1 3.AL.2.3.1	Giving ideas for evaluation							
3.AL.K.3.2 3.AL.1.3.2 3.AL.2.3.2	Voting knowledgeably about choices							
3.AL.K.3.3 3.AL.1.3.3 3.AL.2.3.3	Using calculated risks							
3.AL.3.3.1 3.AL.4.3.1 3.AL.5.3.1	Recognizing community leaders							
3.AL.3.3.2 3.AL.4.3.2 3.AL.5.3.2	Supporting an opinion or action with logical reasons							
3.AL.3.3.3 3.AL.4.3.3 3.AL.5.3.3	Developing a study of leaders							
3.AL.3.3.4 3.AL.4.3.4 3.AL.5.3.4	Assuming responsible positions throughout the school setting							

STANDARD 3: Affective Learning: The students will become affective learners by becoming more aware of themselves as gifted and their responsibilities as gifted individuals.								
Performance Indicators:	4. Demonstrating moral reasoning by:	PreK	Kdg	1st	2nd	3rd	4th	5th
3.AL.PK.4.1	Handling fear, guilt, and anxiety							
3.AL.PK.4.2	Being responsible for own actions							
3.AL.PK.4.3	Dealing with conflicts							
3.AL.K.4.1 3.AL.1.4.1 3.AL.2.4.1	Realizing that feelings, values, and behaviors are related							
3.AL.K.4.2 3.AL.1.4.2 3.AL.2.4.2	Recognizing and accepting the consequences of own behavior							
3.AL.K.4.3 3.AL.1.4.3 3.AL.2.4.3	Expressing feelings and behavior appropriate to situations							
3.AL.K.4.4 3.AL.1.4.4 3.AL.2.4.4	Making decisions about own behavior							
3.AL.3.4.1 3.AL.4.4.1 3.AL.5.4.1	Identifying discriminations							
3.AL.3.4.2 3.AL.4.4.2 3.AL.5.4.2	Working for fairness in own environment							
3.AL.3.4.3 3.AL.4.4.3 3.AL.5.4.3	Identifying the consequences of the decisions of world leaders with respect to Guam							

INDEPENDENT LEARNING (LEARNING HOW TO LEARN)

STANDARD 4: The students will learn how to obtain answers for themselves.

1. To learn to listen, observe and perceive
2. To learn to interview and survey
3. To analyze data
4. To develop time management skills

STANDARD 4: Independent Learning: The students will learn how to obtain answers for themselves.									
Performance Indicators:	1. Demonstrating independent learning by listening, observing, and perceiving.	PreK	Kdg	1st	2nd	3rd	4th	5th
4.IL.PK.1.1	Listening in a group situation							
4.IL.PK.1.2	Following a sequence of two or three simple directions							
4.IL.PK.1.3	Observing selectively in own immediate world							
4.IL.PK.1.4	Noticing changes and their causes							
4.IL.PK.1.5	Retelling a story in own words							
4.IL.PK.1.6	Recalling information given orally or in picture form							
4.IL.K.1.1	Following directions sequentially							
4.IL.K.1.2	Performing a series of given tasks							
4.IL.K.1.3	Noting the specific details of a given task							
4.IL.K.1.4	Identifying elusive or faint differences in like situations							
4.IL.K.1.5	Understanding main points, themes, and sequences							
4.IL.K.1.6	Predicting outcomes							
4.IL.1.1.1	Separating relevant from irrelevant information							
4.IL.1.1.2	Asking related questions							
4.IL.1.1.3	Attending to whole-part relationships							
4.IL.1.1.4	Using group interpretations							
4.IL.1.1.5	Stating the results of given situations/circumstances							

STANDARD 4: Independent Learning: The students will learn how to obtain answers for themselves.

Performance Indicators:	2. Demonstrating independent learning by interviewing and surveying.	PreK	Kdg	1st	2nd	3rd	4th	5th
4.IL.2.2.1	Focusing on particulars				X	X	X	X
4.IL.2.2.2	Asking for meaningful information				X	X	X	X
4.IL.3.2.1	Clarifying an answer					X	X	X
4.IL.3.2.2	Restating all or part of a response						X	X
4.IL.4.2.1	Learning about interview/survey instruments						X	X
4.IL.4.2.2	Writing well-informed sequenced questions						X	X
4.IL.4.2.3	Developing rapport with speakers and or subjects						X	X
4.IL.4.2.4	Using appropriate written instruments, checklists, and rating scales						X	X
4.IL.5.2.1	Revising interview techniques							X
4.IL.5.2.2	Identifying sample populations specific to the required information							X
4.IL.5.2.3	Preparing a data gathering chart							X
4.IL.5.2.4	Using selective follow-up techniques							X

STANDARD 4: Independent Learning: The students will learn how to obtain answers for themselves.

Performance Indicators:	3. Demonstrating independent learning by analyzing data.	PreK	Kdg	1st	2nd	3rd	4th	5th
4.IL.3.3.1	Summarizing a speaker's viewpoint					X	X	X
4.IL.3.3.2	Making inferences					X	X	X
4.IL.4.3.1	Identifying types of data from various sources						X	X
4.IL.4.3.2	Developing records and coding						X	X
4.IL.5.3.1	Classifying and tabulating data							X
4.IL.5.3.2	Computing descriptive data summaries							X
4.IL.5.3.3	Preparing tables, graphs, and diagrams							X

STANDARD 4: Independent Learning: The students will learn how to obtain answers for themselves.								
Performance Indicators:	4. Demonstrating independent learning by developing time management skills.	PreK	Kdg	1st	2nd	3rd	4th	5th
4.IL.4.4.1	Following a teacher made schedule							
4.IL.4.4.2	Designing a realistic schedule							
4.IL.4.4.3	Following own schedule							
4.IL.4.4.4	Revising a schedule to meet own needs							
4.IL.5.4.1	Drawing conclusions with generalizations							
4.IL.5.4.2	Writing and reporting the tabulated results with the implications							
4.IL.5.4.3	Demonstrating time management skills by creating and following a personal schedule in the production of a project							

COMMUNICATION

STANDARD 5: The students will become effective communicators.

1. Audio-Visual Communication
   a. To acquire knowledge of multi-media equipment and materials
   b. To acquire the skills necessary to use multi-media equipment and materials
   c. To acquire the skills necessary to make materials
   d. To evaluate the use of audio-visual equipment and materials
2. Oral Communication
   a. To acquire effective public speaking skills
   b. To participate in group and/or individual oral presentations
   c. To organize materials for oral presentations
   d. To evaluate oral communication skills
3. Written Communication
   a. To acquire creative writing skills
   b. To acquire report writing skills
   c. To plan written projects
   d. To evaluate written projects

STANDARD 5: Communication: The students will become effective communicators.								
Performance Indicators:	1. Demonstrating the ability to use multi-media equipment and materials by:	PreK	Kdg	1st	2nd	3rd	4th	5th
5.C.PK.1.1	Identifying the various multi-media equipment and materials	■	■	■	■	■	■	■
5.C.PK.1.2	Making own visuals/products	■	■	■	■	■		
5.C.K.1.1	Learning at least one new multi-media process to create a product		■	■	■	■		
5.C.K.1.2	Using multi-media to record information		■	■	■			
5.C.1.1.1	Making visuals to illustrate creative writing products		■	■	■			
5.C.1.1.2	Using visuals for information purposes		■	■	■			
5.C.1.1.3	Beginning to evaluate own and others' audio-visual materials by giving and accepting oral suggestions for improvement			■	■	■		
5.C.2.1.1	Making own visuals to accompany oral presentations			■	■			
5.C.3.1.1	Developing criteria for evaluating own and others' multimedia materials					■	■	■
5.C.3.1.2	Acquiring the skills necessary to operate multi-media equipment as needed					■	■	■
5.C.4.1.1	Producing media from appropriately chosen materials without teacher assistance						■	■
5.C.5.1.1	Giving, accepting, evaluating, and incorporating suggestions for improving their own and others' use of multi-media equipment and materials							■

STANDARD 5: Communication: The students will become effective communicators.								
Performance Indicators:	**2. Demonstrate effective oral communication skills by:**	**PreK**	**Kdg**	**1st**	**2nd**	**3rd**	**4th**	**5th**
5.C.PK.2.1 5.C.K.2.1	Speaking in front of GATE classmates	X	X	X	X	X	X	X
5.C.PK.2.2 5.C.K.2.2	Engaging in creative dramatics	X	X	X	X	X	X	X
5.C.PK.2.3 5.C.K.2.3	Role playing parts of simple plays or fairytales	X	X	X	X	X	X	X
5.C.1.2.1	Speaking in front of a larger group			X	X	X	X	X
5.C.1.2.2	Acting out simple plays or fairytales			X	X	X	X	X
5.C.1.2.3	Acting out a sequence of events or activities			X	X	X	X	X
5.C.1.2.4	Beginning to evaluate own and others' oral presentations by giving and accepting suggestions for improvement			X	X	X	X	X
5.C.2.2.1	Incorporating appropriate gestures, eye movements, facial expressions and body movements while speaking in front of a group				X	X	X	X
5.C.2.2.2	Obtaining and evaluating oral feedback from oral presentations				X	X	X	X
5.C.2.2.3	Acting out a play from memory				X	X	X	X
5.C.3.2.1	Organizing material for oral presentations					X	X	X
5.C.3.2.2	Giving oral presentations from written material					X	X	X
5.C.3.2.3	Performing a dramatic reading from a script incorporating tone, vocal expression, pitch, and enunciation					X	X	X
5.C.4.2.1	Accepting and incorporating suggestions for improving oral presentations						X	X
5.C.4.2.2	Using appropriate words, quotations, anecdotes, personal illustrative examples and relevant information in oral presentations						X	X
5.C.4.2.3	Making appropriate use of multi-media materials and equipment in oral presentations						X	X

5.C.5.2.1	Making oral presentations from notes or an outline							
5.C.5.2.2	Developing written criteria for formal evaluation of own and others' oral presentations							

STANDARD 5: Communication: The students will become effective communicators.								
Performance Indicators:	**3. Demonstrating effective written communication skills by:**	**PreK**	**Kdg**	**1st**	**2nd**	**3rd**	**4th**	**5th**
5.C.PK.3.1	Writing name on papers							
5.C.PK.3.2	Beginning creative writing by dictating experience stories and other imaginative expressions							
5.C.K.3.1	Writing experience stories with the teacher's assistance							
5.C.1.3.1	Beginning to give and accept oral feedback about own and others' written products							
5.C.2.3.1	Writing a short story of at least one paragraph							
5.C.2.3.2	Using appropriate and imaginative words in writings							
5.C.3.3.1	Evaluating, accepting, and incorporating oral and written suggestions for improving writing							
5.C.3.3.2	Writing two or more paragraphs about a topic with unity, coherence, and emphasis							
5.C.4.3.1	Writing appropriate introductions and conclusions							
5.C.4.3.2	Acquiring and applying the skills necessary to revise and edit written material							
5.C.4.3.3	Developing the criteria to evaluate own and others' written products							
5.C.5.3.1	Planning a written product to include but not limited to: a purpose, a subject, an audience, a theme, a tone, and a title.							
5.C.5.3.2	Making an outline of the planned written product							

5.C.5.3.3	Writing the planned written product							
5.C.5.3.4	Editing the product							
5.C.5.3.5	Obtaining and evaluating feedback about written product							
5.C.5.3.6	Revising the written product							
5.C.5.3.7	Presenting the product to the selected audience							

CREATIVE PROBLEM-SOLVING

STANDARD 6: Students will become effective decision makers and creative problem solvers.

1. To learn the steps involved in creative problem solving by:
    a. Recognizing a problem situation
    b. Fact finding
    c. Identifying the problem
    d. Generating possible solutions
    e. Selecting the best solution
    f. Implementing the solution
    g. Evaluating the solution

2. To apply the steps involved in problem solving to solve real or simulated problems

Performance Indicators:	1. Demonstrate effective problem solving skills by:	PreK	Kdg	1st	2nd	3rd	4th	5th
STANDARD 6: Creative Problem-Solving: The students will become effective decision makers and creative problem solvers.								
6.CPS.PK.1.1	Identifying problems and informally applying the steps of creative problem solving as personal problems arise and are discussed							
6.CPS.K.1.1 6.CPS.1.1.1	Making simple decisions about personal conduct							
6.CPS.K.1.2 6.CPS.1.1.2	Making simple decisions about immediate environment							
6.CPS.2.1.1	Recognizing steps in creative problem solving							
6.CPS.2.1.2	Describing elements and specific problems in situations							
6.CPS.2.1.3	Fact-finding by asking questions about specific problem situations							
6.CPS.2.1.4	Identifying a problem by applying data collected through fact-finding							
6.CPS.2.1.5	Generating possible solutions through oral brainstorming							
6.CPS.2.1.6	Evaluating brainstormed solutions to arrive at a possible (best) solution to the problem							
6.CPS.2.1.7	Implementing the best solution to a problem (as identified through brainstorming and evaluating)							
6.CPS.2.1.8	Evaluating a solution by determining whether the solution actually solved the problem							
6.CPS.2.1.9	Identifying simple decision situations							
6.CPS.2.1.10	Identifying two or more alternatives in a decision-making situation							
6.CPS.2.1.11	Analyzing two or more alternatives in a decision-making situation							
6.CPS.2.1.12	Identifying possible consequences for each of the alternatives in a simple decision							

6.CPS.2.1.13	Selecting the best alternative in simple decision-making situations							
6.CPS.2.1.14	Evaluating the results of a decision by determining whether it met the stated goal and conditions							
6.CPS.3.1.1	Making decisions about actions to take in real-life and simulated decision-making situations							
6.CPS.3.1.2	Implementing solutions to a problem as required by the type of problem							
6.CPS.3.1.3	Applying the steps in decision-making by developing original criteria for making decisions							
6.CPS.4.1.1	Generating possible solutions by applying techniques for facilitating idea production, including Scamper and Synectics							
6.CPS.4.1.2	Generating possible solutions to problems by individual and/or group written and oral presentations							
6.CPS.5.1.1	Applying the steps in creative problem solving to solve real and/or simulated problems							
6.CPS.5.1.2	Applying the steps in decision-making to make decisions about real and/or simulated problems							

STANDARDS AND PERFORMANCE INDICATORS BY GRADE LEVEL

PREKINDERGARTEN STANDARDS

STANDARD 1: Divergent Thinking: The students will become divergent thinkers (creativity).	
Performance Indicators:	**1. Demonstrate cognitive-intellective behaviors in divergent thinking by:**
1.DT.PK.1.1	Using fluent, flexible, original and elaborate thinking skills in brainstorming sessions
1.DT.PK.1.2	Using fluent, flexible, original and elaborate thinking skills in activities
1.DT.PK.1.3	Using fluent, flexible, original and elaborate thinking skills in discussions
Performance Indicators:	**2. Demonstrate affective-intellective behaviors in divergent thinking by:**
1.DT.PK.2.1	Giving ideas freely when in a group
1.DT.PK.2.2	Formulating and asking questions about the unknown
1.DT.PK.2.3	Attempting tasks that require two or more steps to complete
Performance Indicators:	**3. Demonstrate skills in the use of techniques that facilitate divergent thinking behavior by:**
1.DT.PK.3.1	Knowing the basic rules for brainstorming
1.DT.PK.3.2	Participating in group brainstorming
1.DT.PK.3.3	Grouping items according to different attributes
1.DT.PK.3.4	Using imagery to form mental pictures
STANDARD 2: Critical Thinking: The students will become critical thinkers.	
Performance Indicators	**1. Demonstrate inductive and deductive thinking by:**
2.CT.PK.1.1	Identifying clues
2.CT.PK.1.2	Making a generalization based on specific clues
Performance Indicators	**2. Demonstrate sequencing and patterning by:**
2.CT.PK.2.1	Putting items in successive order
2.CT.PK.2.2	Recognizing and continuing patterns
2.CT.PK.2.3	Designing patterns creatively
2.CT.PK.2.4	Working with pattern outlines and manipulatives
Performance Indicators	**3. Demonstrate classification by:**
2.CT.PK.3.1	Separating objects according to attributes
2.CT.PK.3.2	Identifying common attributes of separated groups of objects
2.CT.PK.3.3	Comparing and contrasting items

Performance Indicators	4. Demonstrate making inferences by:
2.CT.PK.4.1	Demonstrating the ability to analyze by making inferences, to recognize something inferred based on limited details or clues
Performance Indicators	**5. Demonstrate making analogies by:**
2.CT.PK.5.1	Examining components as part of a whole
Performance Indicators	**6. Demonstrate evaluation by:**
2.CT.PK.6.1	Identifying successful and unsuccessful performances
2.CT.PK.6.2	Using a simple rating scale or rubric
STANDARD 3: Affective Learning: The students will become affective learners by becoming more aware of themselves as gifted and their responsibilities as gifted individuals.	
Performance Indicators:	**1. Demonstrate understanding self by:**
3.AL.PK.1.1	Accepting self as an individual
3.AL.PK.1.2	Changing negative behavior
3.AL.PK.1.3	Developing self confidence
3.AL.PK.1.4	Expressing feelings and wants
Performance Indicators:	**2. Demonstrate an understanding of others by:**
3.AL.PK.2.1	Sharing with peers
3.AL.PK.2.2	Working with peers
3.AL.PK.2.3	Respecting others' feelings
3.AL.PK.2.4	Controlling emotions
3.AL.PK.2.5	Giving positive evaluation/feedback
3.AL.PK.2.6	Recognizing that people are more alike than different
Performance Indicators:	**3. Demonstrating leadership qualities by:**
3.AL.PK.3.1	Working independently
3.AL.PK.3.2	Taking risks
3.AL.PK.3.3	Organizing play
Performance Indicators:	**4. Demonstrating moral reasoning by:**
3.AL.PK.4.1	Handling fear, guilt, and anxiety
3.AL.PK.4.2	Being responsible for own actions
3.AL.PK.4.3	Dealing with conflicts

STANDARD 4: Independent Learning: The students will learn how to obtain answers for themselves.	
Performance Indicators:	**1. Demonstrating independent learning by listening, observing, and perceiving.**
4.IL.PK.1.1	Listening in a group situation
4.IL.PK.1.2	Following a sequence of two or three simple directions
4.IL.PK.1.3	Observing selectively in own immediate world
4.IL.PK.1.4	Noticing changes and their causes
4.IL.PK.1.5	Retelling a story in own words
4.IL.PK.1.6	Recalling information given orally or in picture form
STANDARD 5: Communication: The students will become effective communicators.	
Performance Indicators:	**1. Demonstrating the ability to use multi-media equipment and materials by:**
5.C.PK.1.1	Identifying the various multi-media equipment and materials
5.C.PK.1.2	Making own visuals/products
Performance Indicators:	**2. Demonstrate effective oral communication skills by:**
5.C.PK.2.1	Speaking in front of classmates
5.C.PK.2.2	Engaging in creative dramatics
5.C.PK.2.3	Role play parts of simple plays or fairytales
Performance Indicators:	**3. Demonstrating effective written communication skills by:**
5.C.PK.3.1	Writing name on papers
5.C.PK.3.2	Beginning creative writing by dictating experience stories and other imaginative expressions
STANDARD 6: Creative Problem-Solving: The students will become effective decision makers and creative problem solvers.	
Performance Indicators:	**1. Demonstrate effective problem solving skills by:**
6.CPS.PK.1.1	Identifying problems and informally applying the steps of creative problem solving as personal problems arise and are discussed.

KINDERGARTEN

STANDARD 1: Divergent Thinking: The students will become divergent thinkers (creativity).	
Performance Indicators:	**1. Demonstrate cognitive-intellective behaviors in divergent thinking by:**
1.DT.K.1.1	Standing alone before a group to speak
1.DT.K.1.2	Attempting and persisting in working on complex tasks
1.DT.K.1.3	Classifying brainstormed ideas in more than one way
Performance Indicators:	**2. Demonstrate affective-intellective behaviors in divergent thinking by:**
1.DT.K.2.1	Standing alone before a group to speak
1.DT.K.2.2	Attempting and persisting in working on complex tasks
Performance Indicators:	**3. Demonstrate skills in the use of techniques that facilitate divergent thinking behavior by:**
1.DT.K.3.1	Understanding the rules for brainstorming
1.DT.K.3.2	Using modification techniques in brainstorming
1.DT.K.3.3	Using forced relationships
1.DT.K.3.4	Listing attributes orally
1.DT.K.3.5	Applying modification techniques in different areas
STANDARD 2: Critical Thinking: The students will become critical thinkers.	
Performance Indicators	**1. Demonstrate inductive and deductive thinking by:**
2.CT.K.1.1	Identifying clues
2.CT.K.1.2	Making a generalization based on specific clues
Performance Indicators	**2. Demonstrate sequencing and patterning by:**
2.CT.K.2.1	Putting items in successive order
2.CT.K.2.2	Recognizing and continuing patterns
2.CT.K.2.3	Designing patterns creatively
2.CT.K.2.4	Working with pattern outlines and manipulatives
Performance Indicators	**3. Demonstrate classification by:**
2.CT.K.3.1	Separating objects according to attributes
2.CT.K.3.2	Identifying common attributes of separated groups of objects
2.CT.K.3.3	Comparing and contrasting items

Performance Indicators	4. Demonstrate making inferences by:
2.CT.K.4.1	Demonstrating the ability to analyze by making inferences, to recognize something inferred based on limited details or clues
Performance Indicators	**5. Demonstrate making analogies by:**
2.CT.K.5.1	Examining components as part of a whole
Performance Indicators	**6. Demonstrate evaluation by:**
2.CT.K.6.1	Identifying successful and unsuccessful performances
2.CT.K.6.2	Using a simple rating scale or rubric
STANDARD 3: Affective Learning: The students will become affective learners by becoming more aware of themselves as gifted and their responsibilities as gifted individuals.	
Performance Indicators:	**1. Demonstrate understanding self by:**
3.AL.K.1.1	Showing initiative
3.AL.K.1.2	Recognizing and developing own interests
3.AL.K.1.3	Achieving at own potential
Performance Indicators:	**2. Demonstrate an understanding of others by:**
3.AL.K.2.1	Recognizing others' interests
3.AL.K.2.2	Developing peer trust and respect
3.AL.K.2.3	Working as a team member
Performance Indicators:	**3. Demonstrating leadership qualities by:**
3.AL.K.3.1	Giving ideas for evaluation
3.AL.K.3.2	Voting knowledgeably about choices
3.AL.K.3.3	Using calculated risks
Performance Indicators:	**4. Demonstrating moral reasoning by:**
3.AL.K.4.1	Realizing that feelings, values, and behaviors are related
3.AL.K.4.2	Recognizing and accepting the consequences of own behavior
3.AL.K.4.3	Expressing feelings and behavior appropriate to situations
3.AL.K.4.4	Making decisions about own behavior
STANDARD 4: Independent Learning: The students will learn how to obtain answers for themselves.	
Performance Indicators:	**1. Demonstrating independent learning by listening, observing, and perceiving.**
4.IL.K.1.1	Following directions sequentially

4.IL.K.1.2	Performing a series of given tasks
4.IL.K.1.3	Noting the specific details of a given task
4.IL.K.1.4	Identifying elusive or faint differences in like situations
4.IL.K.1.5	Understanding main points, themes, and sequences
4.IL.K.1.6	Predicting outcomes
STANDARD 5: Communication: The students will become effective communicators.	
Performance Indicators:	**1. Demonstrating the ability to use multi-media equipment and materials by:**
5.C.K.1.1	Learning at least one new multi-media process to create a product
5.C.K.1.2	Using multi-media to record information
Performance Indicators:	**2. Demonstrate effective oral communication skills by:**
5.C.K.2.1	Speaking in front of classmates
5.C.K.2.2	Engaging in creative dramatics
5.C.K.2.3	Role playing parts of simple plays or fairytales
Performance Indicators:	**3. Demonstrating effective written communication skills by:**
5.C.K.3.1	Writing experience stories with the teacher's assistance
STANDARD 6: Creative Problem-Solving: The students will become effective decision makers and creative problem solvers.	
Performance Indicators:	**1. Demonstrate effective problem solving skills by:**
6.CPS.K.1.1	Making simple decisions about personal conduct.
6.CPS.K.1.2	Making simple decisions about immediate environment.

FIRST GRADE

STANDARD 1: Divergent Thinking: The students will become divergent thinkers (creativity).	
Performance Indicators:	**1. Demonstrate cognitive-intellective behaviors in divergent thinking by:**
1.DT.1.1.1	Using fluent, flexible, original and elaborate thinking to solve simple problems
1.DT.1.1.2	Using fluent, flexible, original and elaborate thinking in personification of objects in movement activities
Performance Indicators:	**2. Demonstrate affective-intellective behaviors in divergent thinking by:**
1.DT.1.2.1	Elaborating on own original fantasy stories
1.DT.1.2.2	Asking questions about unknown information
Performance Indicators:	**3. Demonstrate skills in the use of techniques that facilitate divergent thinking behavior by:**
1.DT.1.3.1	Using brainstorming to generate ideas for solving simple questions
1.DT.1.3.2	Using techniques of substitution to modify brainstormed ideas
STANDARD 2: Critical Thinking: The students will become critical thinkers.	
Performance Indicators	**1. Demonstrate inductive and deductive thinking by:**
2.CT.1.1.1	Thinking inductively to verbalize a generalization based on specific clues
Performance Indicators	**2. Demonstrate sequencing and patterning by:**
2.CT.1.2.1	Designing sequences and patterns
Performance Indicators	**3. Demonstrate classification by:**
2.CT.1.3.1	Classifying by separating objects according to multiple attributes
Performance Indicators	**4. Demonstrate making inferences by:**
2.CT.1.4.1	Making inferences by formulating relevant questions based on inferential situations
Performance Indicators	**5. Demonstrate making analogies by:**
2.CT.1.5.1	Verbalizing comparisons and contrasts (part-whole relationships)
2.CT.1.5.2	Recognizing similarities between two or more unlike words, objects or simple situations in analogies
Performance Indicators	**6. Demonstrate evaluation by:**
2.CT.1.6.1	Making valid remarks to support own opinions

STANDARD 3: Affective Learning: The students will become affective learners by becoming more aware of themselves as gifted and their responsibilities as gifted individuals.	
Performance Indicators:	**1. Demonstrate understanding self by:**
3.AL.1.1.1	Showing initiative
3.AL.1.1.2	Recognizing and developing own interests
3.AL.1.1.3	Achieving at own potential
Performance Indicators:	**2. Demonstrate an understanding of others by:**
3.AL.1.2.1	Recognizing others' interests
3.AL.1.2.2	Developing peer trust and respect
3.AL.1.2.3	Working as a team member
Performance Indicators:	**3. Demonstrating leadership qualities by:**
3.AL.1.3.1	Giving ideas for evaluation
3.AL.1.3.2	Voting knowledgeably about choices
3.AL.1.3.3	Using calculated risks
Performance Indicators:	**4. Demonstrating moral reasoning by:**
3.AL.1.4.1	Realizing that feelings, values, and behaviors are related
3.AL.1.4.2	Recognizing and accepting the consequences of own behavior
3.AL.1.4.3	Expressing feelings and behavior appropriate to situations
3.AL.1.4.4	Making decisions about own behavior
STANDARD 4: Independent Learning: The students will learn how to obtain answers for themselves.	
Performance Indicators:	**1. Demonstrating independent learning by listening, observing, and perceiving.**
4.IL.1.1.1	Separating relevant from irrelevant information
4.IL.1.1.2	Asking related questions
4.IL.1.1.3	Attending to whole-part relationships
4.IL.1.1.4	Using group interpretations
4.IL.1.1.5	Stating the results of given situations/circumstances
STANDARD 5: Communication: The students will become effective communicators.	
Performance Indicators:	**1. Demonstrating the ability to use multi-media equipment and materials by:**
5.C.1.1.1	Making visuals to illustrate creative writing products
5.C.1.1.2	Using visuals for information purposes

5.C.1.1.3	Beginning to evaluate own and others' audio-visual materials by giving and accepting oral suggestions for improvement
Performance Indicators:	**2. Demonstrate effective oral communication skills by:**
5.C.1.2.1	Speaking in front of a larger group
5.C.1.2.2	Acting out simple plays or fairytales
5.C.1.2.3	Acting out a sequence of events or activities
5.C.1.2.4	Beginning to evaluate own and others' oral presentations by giving and accepting suggestions for improvement
STANDARD 6: Creative Problem-Solving: The students will become effective decision makers and creative problem solvers.	
Performance Indicators:	**1. Demonstrate effective problem solving skills by:**
6.CPS.1.1.1	Making simple decisions about personal conduct.
6.CPS.1.1.2	Making simple decisions about immediate environment.

SECOND GRADE

STANDARD 1: Divergent Thinking: The students will become divergent thinkers (creativity).	
Performance Indicators:	**4. Demonstrate cognitive-intellective behaviors in divergent thinking by:**
1.DT.2.1.1	Using fluent, flexible, original and elaborate thinking in communication
1.DT.2.1.2	Demonstrating flexible thinking in problem solving exercises
Performance Indicators:	**5. Demonstrate affective-intellective behaviors in divergent thinking by:**
1.DT.2.2.1	Using fantasy and imagery in communication
1.DT.2.2.2	Working in small groups of three or less on brainstorming activities
1.DT.2.2.3	Questioning sources of authority in appropriate manner
Performance Indicators:	**6. Demonstrate skills in the use of techniques that facilitate divergent thinking behavior by:**
1.DT.2.3.1	Using modification techniques in communication
1.DT.2.3.2	Using modification techniques in different content areas
1.DT.2.3.3	Listing attributes in written form
1.DT.2.3.4	Applying magnification techniques to increase fluency of ideas
1.DT.2.3.5	Applying minification techniques to increase fluency of ideas
STANDARD 2: Critical Thinking: The students will become critical thinkers.	
Performance Indicators	**7. Demonstrate inductive and deductive thinking by:**
2.CT.2.1.1	Thinking inductively to express generalizations based on specific themes, verbally or in writing
Performance Indicators	**8. Demonstrate sequencing and patterning by:**
2.CT.2.2.1	Making sequences and patterns by recognizing and continuing patterns of higher difficulty
2.CT.2.2.2	Making sequences and patterns by making own patterns for others to follow
Performance Indicators	**9. Demonstrate classification by:**
2.CT.2.3.1	Classifying by separating objects according to multiple attributes
Performance Indicators	**10. Demonstrate making inferences by:**
2.CT.2.4.1	Making inferences by formulating relevant questions based on inferential situations

Performance Indicators	11. Demonstrate making analogies by:
2.CT.2.5.1	Expressing comparisons and contrasts of two or more items, verbally or in writing
2.CT.2.5.2	Expressing the results of analysis of parts to a whole, verbally or in writing
Performance Indicators	12. Demonstrate evaluation by:
2.CT.2.6.1	Judging performance using multiple criteria

STANDARD 3: Affective Learning: The students will become affective learners by becoming more aware of themselves as gifted and their responsibilities as gifted individuals.

Performance Indicators:	5. Demonstrate understanding self by:
3.AL.2.1.1	Showing initiative
3.AL.2.1.2	Recognizing and developing own interests
3.AL.2.1.3	Achieving at own potential
Performance Indicators:	6. Demonstrate an understanding of others by:
3.AL.2.2.1	Recognizing others' interests
3.AL.2.2.2	Developing peer trust and respect
3.AL.2.2.3	Working as a team member
Performance Indicators:	7. Demonstrating leadership qualities by:
3.AL.2.3.1	Giving ideas for evaluation
3.AL.2.3.2	Voting knowledgeably about choices
3.AL.2.3.3	Using calculated risks
Performance Indicators:	8. Demonstrating moral reasoning by:
3.AL.2.4.1	Realizing that feelings, values, and behaviors are related
3.AL.2.4.2	Recognizing and accepting the consequences of own behavior
3.AL.2.4.3	Expressing feelings and behavior appropriate to situations
3.AL.2.4.4	Making decisions about own behavior

STANDARD 4: Independent Learning: The students will learn how to obtain answers for themselves.

Performance Indicators:	2. Demonstrating independent learning by interviewing and surveying.
4.IL.2.2.1	Focusing on particulars
4.IL.2.2.2	Asking for meaningful information

STANDARD 5: Communication: The students will become effective communicators.	
Performance Indicators:	**4. Demonstrating the ability to use multi-media equipment and materials by:**
5.C.2.1.1	Making own visuals to accompany oral presentations
Performance Indicators:	**5. Demonstrate effective oral communication skills by:**
5.C.2.2.1	Incorporating appropriate gestures, eye movements, facial expressions and body movements while speaking in front of a group
5.C.2.2.2	Obtaining and evaluating oral feedback from oral presentations
5.C.2.2.3	Acting out a play from memory
Performance Indicators:	**6. Demonstrate effective written communication skills by:**
5.C.2.3.1	Writing a short story of at least one paragraph
5.C.2.3.2	Using appropriate and imaginative words in writings
STANDARD 6: Creative Problem-Solving: The students will become effective decision makers and creative problem solvers.	
Performance Indicators:	**2. Demonstrate effective problem solving skills by:**
6.CPS.2.1.1	Recognizing steps in creative problem solving
6.CPS.2.1.2	Describing elements and specific problems in situations
6.CPS.2.1.3	Fact-finding by asking questions about specific problem situations
6.CPS.2.1.4	Identifying a problem by applying data collected through fact-finding
6.CPS.2.1.5	Generating possible solutions through oral brainstorming
6.CPS.2.1.6	Evaluating brainstormed solutions to arrive at a possible(best) solution to the problem
6.CPS.2.1.7	Implementing the best solution to a problem (as identified through brainstorming and evaluating)
6.CPS.2.1.8	Evaluating a solution by determining whether the solution actually solved the problem
6.CPS.2.1.9	Identifying simple decision situations
6.CPS.2.1.10	Identifying two or more alternatives in a decision-making situation
6.CPS.2.1.11	Analyzing two or more alternatives in a decision-making situation
6.CPS.2.1.12	Identifying possible consequences for each of the alternatives in a simple decision
6.CPS.2.1.13	Selecting the best alternative in simple decision-making situations
6.CPS.2.1.14	Evaluating the results of a decision by determining whether it met the stated goal and conditions

THIRD GRADE

STANDARD 1: Divergent Thinking: The students will become divergent thinkers (creativity).	
Performance Indicators:	**7. Demonstrate cognitive-intellective behaviors in divergent thinking by:**
1.DT.3.1.1	Knowing the vocabulary associated with cognitive-intellective behaviors
Performance Indicators:	**8. Demonstrate affective-intellective behaviors in divergent thinking by:**
1.DT.3.2.1	Knowing the vocabulary associated with affective-intellective behaviors
Performance Indicators:	**9. Demonstrate skills in the use of techniques that facilitate divergent thinking behavior by:**
1.DT.3.3.1	Knowing vocabulary associated with techniques
1.DT.3.3.2	Using brainstorming techniques to solve complex problems
1.DT.3.3.3	Uses modification techniques to aid in solving complex problems.
1.DT.3.3.4	Uses synectic techniques of analogies to increase fluency of thoughts
STANDARD 2: Critical Thinking: The students will become critical thinkers.	
Performance Indicators	**13. Demonstrate inductive and deductive thinking by:**
2.CT.3.1.1	Thinking inductively to express numerous responses to open-ended questions, verbally or in writing
Performance Indicators	**14. Demonstrate sequencing and patterning by:**
2.CT.3.2.1	Making sequences and patterns to reproduce or continue more difficult patterns and sequences
2.CT.3.2.2	Making sequences and patterns to work with pattern outline and manipulatives including multiple tasks
2.CT.3.2.3	Making sequences and patterns to create own pattern and/or sequences for others to continue
2.CT.3.2.4	Analyzing problems involving spatial perception
Performance Indicators	**15. Demonstrate classification by:**
2.CT.3.3.1	Classifying by separating items of increasing difficulty according to attributes and/or characteristics
Performance Indicators	**16. Demonstrate making inferences by:**
2.CT.3.4.1	Making inferences by formulating relevant questions based upon more difficult inferential situations

Performance Indicators	17. Demonstrate making analogies by:
2.CT.3.5.1	Expressing comparisons and contrasts of two or more items, verbally or in writing
2.CT.3.5.2	Expressing the results of analysis of parts to a whole, verbally or in writing
Performance Indicators	18. Demonstrate evaluation by:
2.CT.3.6.1	Developing criteria for evaluation

STANDARD 3: Affective Learning: The students will become affective learners by becoming more aware of themselves as gifted and their responsibilities as gifted individuals.

Performance Indicators:	9. Demonstrate understanding self by:
3.AL.3.1.1	Acknowledging and developing own strengths and weaknesses
3.AL.3.1.2	Expressing self-perceptions
3.AL.3.1.3	Making decisions based on feeling and consequences
3.AL.3.1.4	Coping positively with unique characteristics (perfectionism, drive, etc.)
3.AL.3.1.5	Dealing with competition and stress
Performance Indicators:	10. Demonstrate an understanding of others by:
3.AL.3.2.1	Appreciating cultural diversity
3.AL.3.2.2	Supporting own competitors
Performance Indicators:	11. Demonstrating leadership qualities by:
3.AL.3.3.1	Recognizing community leaders
3.AL.3.3.2	Supporting an opinion or action with logical reasons
3.AL.3.3.3	Developing a study of leaders
3.AL.3.3.4	Assuming responsible positions throughout the school setting
Performance Indicators:	12. Demonstrating moral reasoning by:
3.AL.3.4.1	Identifying discriminations
3.AL.3.4.2	Working for fairness in own environment
3.AL.3.4.3	Identifying the consequences of the decisions of world leaders with respect to Guam

STANDARD 4: Independent Learning: The students will learn how to obtain answers for themselves.

Performance Indicators:	3. Demonstrating independent learning by interviewing and surveying.
4.IL.3.2.1	Clarifying an answer
4.IL.3.2.2	Restating all or part of a response

Performance Indicators:	4. Demonstrating independent learning by analyzing data.
4.IL.3.3.1	Summarizing a speaker's viewpoint
4.IL.3.3.2	Making inferences

STANDARD 5: Communication: The students will become effective communicators.

Performance Indicators:	7. Demonstrating the ability to use multi-media equipment and materials by:
5.C.3.1.1	Developing criteria for evaluating own and others' multimedia materials
Performance Indicators:	**8. Demonstrate effective oral communication skills by:**
5.C.3.2.1	Organizing material for oral presentations
5.C.3.2.2	Giving oral presentations from written material
5.C.3.2.3	Performing a dramatic reading from a script incorporating tone, vocal expression, pitch and enunciation
Performance Indicators:	**9. Demonstrate effective written communication skills by:**
5.C.3.3.1	Evaluating, accepting, and incorporating oral and written suggestions for improving writing
5.C.3.3.2	Writing two or more paragraphs about a topic with unity, coherence, and emphasis

STANDARD 6: Creative Problem-Solving: The students will become effective decision makers and creative problem solvers.

Performance Indicators:	3. Demonstrate effective problem solving skills by:
6.CPS.3.1.1	Making decisions about actions to take in real-life and simulated decision-making situations
6.CPS.3.1.2	Implementing solutions to a problem as required by the type of problem
6.CPS.3.1.3	Applying the steps in decision-making by developing original criteria for making decisions

FOURTH GRADE

STANDARD 1: Divergent Thinking: The students will become divergent thinkers (creativity).	
Performance Indicators:	10. Demonstrate cognitive-intellective behaviors in divergent thinking by:
1.DT.4.1.1	Using the correct terms associated with cognitive-intellective behaviors
Performance Indicators:	11. Demonstrate affective-intellective behaviors in divergent thinking by:
1.DT.4.2.1	Using the correct terms associated with affective-intellective behaviors
Performance Indicators:	12. Demonstrate skills in the use of techniques that facilitate divergent thinking behavior by:
1.DT.4.3.1	Applying skills learned previously to pre-independent activities
1.DT.4.3.2	Including humor in written and oral presentations
1.DT.4.3.3	Performing individual brainstorming
1.DT.4.3.4	Applying the synectic technique of metaphor to increase fluency of ideas
1.DT.4.3.5	Applying multiple use techniques to increase fluency of ideas
1.DT.4.3.6	Applying rearrangement techniques to increase fluency of ideas
STANDARD 2: Critical Thinking: The students will become critical thinkers.	
Performance Indicators	19. Demonstrate inductive and deductive thinking by:
2.CT.4.1.1	Thinking inductively to express original, flexible, and unusual responses to open-ended problems, verbally and in writing
2.CT.4.1.2	Thinking deductively to look at general principles and apply it to a specific case to arrive at an appropriate conclusion
Performance Indicators	20. Demonstrate sequencing and patterning by:
2.CT.4.2.1	Making sequences and patterns to produce more complex figural sequences and patterns
Performance Indicators	21. Demonstrate classification by:
2.CT.4.3.1	Classifying to categorize according to concrete and abstract attributes
Performance Indicators	22. Demonstrate making inferences by:
2.CT.4.4.1	Making inference to find hidden meaning, to "read between the lines"
Performance Indicators	23. Demonstrate making analogies by:
2.CT.4.5.1	Identifying similarities between two or more unlike words, objects, or situations in a more complex analogy

Performance Indicators	24. Demonstrate evaluation by:
2.CT.4.6.1	Using multiple evaluation techniques including scales, checklists, oral and/or written statements

STANDARD 3: Affective Learning: The students will become affective learners by becoming more aware of themselves as gifted and their responsibilities as gifted individuals.

Performance Indicators:	13. Demonstrate understanding self by:
3.AL.4.1.1	Acknowledging and developing own strengths and weaknesses
3.AL.4.1.2	Expressing self-perceptions
3.AL.4.1.3	Making decisions based on feeling and consequences
3.AL.4.1.4	Coping positively with unique characteristics (perfectionism, drive, etc.)
3.AL.4.1.5	Dealing with competition and stress
Performance Indicators:	**14. Demonstrate an understanding of others by:**
3.AL.4.2.1	Appreciating cultural diversity
3.AL.4.2.2	Supporting own competitors
Performance Indicators:	**15. Demonstrating leadership qualities by:**
3.AL.4.3.1	Recognizing community leaders
3.AL.4.3.2	Supporting an opinion or action with logical reasons
3.AL.4.3.3	Developing a study of leaders
3.AL.4.3.4	Assuming responsible positions throughout the school setting
Performance Indicators:	**16. Demonstrating moral reasoning by:**
3.AL.4.4.1	Identifying discriminations
3.AL.4.4.2	Working for fairness in own environment
3.AL.4.4.3	Identifying the consequences of the decisions of world leaders with respect to Guam

STANDARD 4: Independent Learning: The students will learn how to obtain answers for themselves.

Performance Indicators:	5. Demonstrating independent learning by interviewing and surveying.
4.IL.4.2.1	Learning about interview/survey instruments
4.IL.4.2.2	Writing well-informed sequenced questions
4.IL.4.2.3	Developing rapport with speakers and or subjects
4.IL.4.2.4	Using appropriate written instruments, checklists, and rating scales
Performance Indicators:	**6. Demonstrating independent learning by analyzing data.**

4.IL.4.3.1	Identifying types of data from various sources
4.IL.4.3.2	Developing records and coding
Performance Indicators:	**5. Demonstrating independent learning by developing time management skills.**
4.IL.4.4.1	Following a teacher made schedule
4.IL.4.4.2	Designing a realistic schedule
4.IL.4.4.3	Following own schedule
4.IL.4.4.4	Revising a schedule to meet own needs
STANDARD 5: Communication: The students will become effective communicators.	
Performance Indicators:	**10. Demonstrating the ability to use multi-media equipment and materials by:**
5.C.4.1.1	Producing media from appropriately chosen materials without teacher assistance
Performance Indicators:	**11. Demonstrate effective oral communication skills by:**
5.C.4.2.1	Accepting and incorporating suggestions for improving oral presentations
5.C.4.2.2	Using appropriate words, quotations, anecdotes, personal illustrative examples and relevant information in oral presentations
5.C.4.2.3	Making appropriate use of multi-media materials and equipment in oral presentations
Performance Indicators:	**12. Demonstrate effective written communication skills by:**
5.C.4.3.1	Writing appropriate introductions and conclusions
5.C.4.3.2	Acquiring and applying the skills necessary to revise and edit written material
5.C.4.3.3	Developing the criteria to evaluate own and others' written products
STANDARD 6: Creative Problem-Solving: The students will become effective decision makers and creative problem solvers.	
Performance Indicators:	**4. Demonstrate effective problem solving skills by:**
6.CPS.4.1.1	Generating possible solutions by applying techniques for facilitating idea production, including Scamper and Synectics
6.CPS.4.1.2	Generating possible solutions to problems by individual and/or group written and oral presentations

FIFTH GRADE

STANDARD 1: Divergent Thinking: The students will become divergent thinkers (creativity).	
Performance Indicators:	**13. Demonstrate cognitive-intellective behaviors in divergent thinking by:**
1.DT.5.1.1	Using the correct terms associated with cognitive-intellective behaviors
Performance Indicators:	**14. Demonstrate affective-intellective behaviors in divergent thinking by:**
1.DT.5.2.1	Designing a management plan to complete a project
1.DT.5.2.2	Presenting a project to an appropriate audience
Performance Indicators:	**15. Demonstrate skills in the use of techniques that facilitate divergent thinking behavior by:**
1.DT.5.3.1	Applying techniques learned to an independent study
1.DT.5.3.2	Applying the synectic technique of compressed conflict to increase flexible and original idea generating
STANDARD 2: Critical Thinking: The students will become critical thinkers.	
Performance Indicators	**25. Demonstrate inductive and deductive thinking by:**
2.CT.5.1.1	Thinking inductively to express cause and effect relationships, verbally and in writing
2.CT.5.1.2	Thinking inductively to examine an ambiguous situation and to discuss ways of dealing with the uncertainties
Performance Indicators	**26. Demonstrate sequencing and patterning by:**
2.CT.5.2.1	Making sequences and patterns to reproduce and create difficult figural sequences and patterns
Performance Indicators	**27. Demonstrate classification by:**
2.CT.5.3.1	Classifying by categorizing according to more difficult concrete and abstract attributes
Performance Indicators	**28. Demonstrate making inferences by:**
2.CT.5.4.1	Making inferences to find hidden meaning for the manner in which something is written or spoken, rather than from the words which were actually written or spoken
Performance Indicators	**29. Demonstrate making analogies by:**
2.CT.5.5.1	Writing and creating analogies
Performance Indicators	**30. Demonstrate evaluation by:**
2.CT.5.6.1	Creating own evaluation forms, such as checklists, scales, and so forth

STANDARD 3: Affective Learning: The students will become affective learners by becoming more aware of themselves as gifted and their responsibilities as gifted individuals.	
Performance Indicators:	**17. Demonstrate understanding self by:**
3.AL.5.1.1	Acknowledging and developing own strengths and weaknesses
3.AL.5.1.2	Expressing self-perceptions
3.AL.5.1.3	Making decisions based on feeling and consequences
3.AL.5.1.4	Coping positively with unique characteristics (perfectionism, drive, etc.)
3.AL.5.1.5	Dealing with competition and stress
Performance Indicators:	**18. Demonstrate an understanding of others by:**
3.AL.5.2.1	Appreciating cultural diversity
3.AL.5.2.2	Supporting own competitors
Performance Indicators:	**19. Demonstrating leadership qualities by:**
3.AL.5.3.1	Recognizing community leaders
3.AL.5.3.2	Supporting an opinion or action with logical reasons
3.AL.5.3.3	Developing a study of leaders
3.AL.5.3.4	Assuming responsible positions throughout the school setting
Performance Indicators:	**20. Demonstrating moral reasoning by:**
3.AL.5.4.1	Identifying discriminations
3.AL.5.4.2	Working for fairness in own environment
3.AL.5.4.3	Identifying the consequences of the decisions of world leaders with respect to Guam
STANDARD 4: Independent Learning: The students will learn how to obtain answers for themselves.	
Performance Indicators:	**7. Demonstrating independent learning by interviewing and surveying.**
4.IL.5.2.1	Revising interview techniques
4.IL.5.2.2	Identifying sample populations specific to the required information
4.IL.5.2.3	Preparing a data gathering chart
4.IL.5.2.4	Using selective follow-up techniques
Performance Indicators:	**8. Demonstrating independent learning by analyzing data.**
4.IL.5.3.1	Classifying and tabulating data
4.IL.5.3.2	Computing descriptive data summaries
4.IL.5.3.3	Preparing tables, graphs, and diagrams

Performance Indicators:	6. Demonstrating independent learning by developing time management skills.
4.IL.5.4.1	Drawing conclusions with generalizations
4.IL.5.4.2	Writing and reporting the tabulated results with the implications
4.IL.5.4.3	Demonstrating time management skills by creating and following a personal schedule in the production of a project
STANDARD 5: Communication: The students will become effective communicators.	
Performance Indicators:	13. Demonstrating the ability to use multi-media equipment and materials by:
5.C.5.1.1	Giving, accepting, evaluating, and incorporating suggestions for improving their own and others' use of multi-media equipment and materials
Performance Indicators:	14. Demonstrate effective oral communication skills by:
5.C.5.2.1	Making oral presentations from notes or an outline
5.C.5.2.2	Developing written criteria for formal evaluation of own and others' oral presentations
Performance Indicators:	15. Demonstrate effective written communication skills by:
5.C.5.3.1	Planning a written product to include but not limited to: a purpose, a subject, an audience, a theme, a tone, and a title.
5.C.5.3.2	Making an outline of the planned written product
5.C.5.3.3	Writing the planned written product
5.C.5.3.4	Editing the product
5.C.5.3.5	Obtaining and evaluating feedback about written product
5.C.5.3.6	Revising the written product
5.C.5.3.7	Presenting the product to the selected audience
STANDARD 6: Creative Problem-Solving: The students will become effective decision makers and creative problem solvers.	
Performance Indicators:	5. Demonstrate effective problem solving skills by:
6.CPS.5.1.1	Applying the steps in creative problem solving to solve real and/or simulated problems
6.CPS.5.1.2	Applying the steps in decision-making to make decisions about real and/or simulated problems