

## Core Process Goals for Gifted and Talented Seminars

Course number for 9-12<sup>th</sup> grades – GT Seminar is **596100** (use the last digit to indicate level/year of the course)

Course number for 8<sup>th</sup> grade and down is **970800** (use the last digit for the grade level. So, a code of 970807 would indicate GT Seminar at 7<sup>th</sup> grade)

### Introduction

This document, **Arkansas Core Process Goals for Gifted and Talented Seminars**, is based on four core process areas considered fundamental to the development of a differentiated curriculum: critical thinking, creative thinking, independent and group investigation, and personal growth. Because of the open-ended, student-oriented nature of the gifted and talented seminar, it is necessary to develop process skills through content (differentiated approach) rather than to develop content skills through process (standard approach).

This focus on *process* rather than on *content* creates the need for schools to develop gifted and talented seminars that lead students to an increasing level of proficiency in the process skills while pursuing different areas of content for each year of credit. Schools offering credit for more than one year of Gifted and Talented Seminar must develop curriculum specifically more rigorous and demanding with each subsequent year.

Schools with multiple-year seminars must change the content from year to year and follow the processes presented in this document. Schools are not required to request course approval for Gifted and Talented Seminar. Students may be given elective career focus credit (9-12).

Two features of this guide demand particular attention: 1) Because some process skills are considered basic components of more than one area, some skill duplications occur in the four core areas; and 2) Personal Growth learning expectations, because are by nature different from the learning expectations in the other three core areas, involve the internal processes of self-analysis, self-discovery, and self-direction.

Therefore, these student-oriented expectations may require a more subjective type of evaluation by the GT Seminar teacher, including teacher observation and/or student self-evaluation through the use of surveys, checklists, or other forms.

The user of this document, **Arkansas Core Process Goals for Gifted and Talented Seminars**, is reminded to consider these goals and expectations as a foundation, not a limitation, for the development of autonomous gifted and talented seminars.

# Core Process Goals for Gifted and Talented Seminar

## Strand 1: Critical Thinking

### Standard 1: Core Processes

Students shall demonstrate understanding of core processes fundamental to a differentiated curriculum.

<b>Analysis</b>	<p>CRIT.1.1. Analyze a main idea in oral, written, and/or non-verbal form</p> <p>CRIT.1.2. Examine the relationships among ideas and data</p> <p>CRIT.1.3. Provide supporting evidence for a particular idea, principle or generalization</p> <p>CRIT.1.4. Classify information into logical categories</p> <p>CRIT.1.5. Scrutinize information and draw conclusions based on given or discovered principles</p> <p>CRIT.1.6. Apply the concept of the part-to-whole and the whole-to-part relationships</p>
<b>Synthesis</b>	<p>CRIT.1.7. Combine concepts, principles and generalizations to generate a new understanding</p> <p>CRIT.1.8. Adapt information to be used in a different manner</p> <p>CRIT.1.9. Formulate compelling predictions based on available information or as a result of an action</p>
<b>Evaluation</b>	<p>CRIT.1.10. Establish criteria for judging accuracy, relevance, or quality</p> <p>CRIT.1.11. Assess, according to the criteria, the organization, content, value, effectiveness and results of actions, decisions, ideas, or data</p> <p>CRIT.1.12. Defend, according to the criteria, accuracy and relevance of points used to support conclusions/predictions</p> <p>CRIT.1.13. Prove or disprove ideas by presenting evidence</p>

### Standard 2: Application

Students shall apply reasoning techniques to demonstrate understanding of core processes.

<b>Logical Reasoning</b>	<p>CRIT.2.1. Demonstrate use of inductive reasoning by</p> <ol style="list-style-type: none"> <li>a. Determining cause and effect</li> <li>b. Analyzing open-ended problems</li> <li>c. Reasoning by analogy</li> <li>d. Making inferences</li> <li>e. Determining relevant information</li> <li>f. Recognizing relationships</li> <li>g. Solving insight problems</li> </ol>
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	<p>CRIT.2.2. Demonstrate use of deductive thinking skills by</p> <ol style="list-style-type: none"> <li>a. Identifying contradictory statements</li> <li>b. Analyzing syllogisms</li> <li>c. Solving spatial problems</li> </ol> <p>CRIT.2.3. Distinguish between logical and illogical arguments</p>
<b>Inference</b>	<p>CRIT.2.4. Interpret the meaning of statements</p> <p>CRIT.2.5. Identify probable causes and effects</p> <p>CRIT.2.6. Use generalizations to solve problems or justify decisions</p> <p>CRIT.2.7. Make predictions</p> <p>CRIT.2.8. Identify and support personal assumptions and/or those of others</p> <p>CRIT.2.9. Identify and support personal points of view and/or those of others</p>
<b>Problem Solving</b>	<p>CRIT.2.10. Define/describe the problem</p> <p>CRIT.2.11. Determine desired outcome</p> <p>CRIT.2.12. Brainstorm possible solutions</p> <p>CRIT.2.13. Establish criteria and test selected solutions</p> <p>CRIT.2.14. Evaluate solutions</p> <p>CRIT.2.15. Draw conclusions and implement solution(s)</p>
<b>Decision Making</b>	<p>CRIT.2.16. State desired goal/condition</p> <p>CRIT.2.17. State obstacles to goal/condition</p> <p>CRIT.2.18. Identify alternatives</p> <p>CRIT.2.19. Examine alternatives</p> <p>CRIT.2.20. Rank alternatives</p> <p>CTS.2.21. Choose best alternative</p> <p>CRIT.2.22. Evaluate actions</p>
<b>Interpretation</b>	<p>CRIT.2.23. Analyze the motives of an author, speaker, or artist (e.g., to persuade, inform, entertain, elaborate, etc.)</p> <p>CRIT.2.24. Analyze and critique the stylistic forms used by an author, speaker, or artist (e.g., metaphors, symbolism, irony, satire, understatement, exaggeration, personification, etc.)</p> <p>CRIT.2.25. Compare and contrast different interpretations of a</p>

	single work
<b>Communication</b>	<p>CRIT.2.26. Distinguish between relevant and irrelevant points</p> <p>CRIT.2.27. Demonstrate and apply verbal and non-verbal techniques used to influence thinking (e.g., generalities, emotional appeals, biased print and non-print materials, body language, etc.)</p> <p>CRIT.2.28. Use formal and/or informal debate to consider various positions</p>
<b>Complexity</b>	<p>CRIT.2.29. Explore an idea or issue, examine the implication, and sift information for clarity</p> <p>CRIT.2.30. Expand and/or restructure an original idea (e.g., by adding details and integrating new ideas, etc.)</p> <p>CRIT.2.31. Evaluate the political, social, and economic implications of current issues</p> <p>CRIT.2.32. Distinguish and understand/acknowledge multiple perspectives</p>

## Strand 2: Creative Thinking

### Standard 1: Core Processes

Students shall demonstrate understanding of core processes fundamental to a differentiated curriculum.

<b>Fluency</b>	<p>CRET.1.1. Utilize brainstorming techniques</p> <p>CRET.1.2. Generate many alternatives in problem finding and problem solving</p> <p>CRET.1.3. Generate many alternatives to both verbal and non-verbal representations of ideas and feelings</p>
<b>Flexibility</b>	<p>CRET.1.4. Generalize new and different approaches to problems</p> <p>CRET.1.5. Examine and change attributes (SCAMPER technique: <b>S</b>ubstitute, <b>C</b>ombine, <b>A</b>dapt, <b>M</b>odify-Minify-Magnify, <b>P</b>ut to another use, <b>E</b>liminate, <b>R</b>everse)</p> <p>CRET.1.6. Adapt a single idea or material to many different uses</p> <p>CRET.1.7. Transfer and apply a principle or concept to different areas</p>
<b>Originality</b>	<p>CRET.1.8. Create unique products or ideas by combining materials or ideas</p> <p>CRET.1.9. Generate unique solutions to problems</p>

	<p>CRET.1.10. Generate unique answers to questions</p> <p>CRET.1.11. Use familiar objects in ways different from their intended purpose</p> <p>CRET.1.12. Connect unrelated information to develop unique ideas or concepts</p>
<b>Elaboration</b>	<p>CRET.1.13. Determine need for appropriate detail</p> <p>CRET.1.14. Recognize gaps and missing elements</p> <p>CRET.1.15. Embellish objects, concepts, or questions</p>
<b>Curiosity</b>	<p>CRET.1.16. Pose speculative questions</p> <p>CRET.1.17. Examine unfamiliar concepts</p> <p>CRET.1.18. Analyze conceptual relationships and interpretations</p> <p>CRET.1.19. Question discrepancies in thought or information</p> <p>CRET.1.20. Examine the relationship between problem finding and problem solving</p>
<b>Imagination</b>	<p>CRET.1.21. Create alternate outcomes/scenarios/endings, etc.</p> <p>CRET.1.22. Demonstrate an ability to overcome conceptual blocks (e.g., environmental, expressive, cultural, perceptual, etc.)</p>
<b>Risk Taking</b>	<p>CRET.1.23. Defend personal beliefs and ideas</p> <p>CRET.1.24. Challenge discrepancies in thought or information and develop alternative perspectives</p> <p>CRET.1.25. Predict consequences of risk taking</p> <p>CRET.1.26. Assume responsibility for a course of action</p> <p>CRET.1.27. Identify societal challenges and propose solutions</p>

### **Strand 3: Independent and Group Investigation**

#### **Standard 1: Core Processes**

Students shall demonstrate understanding of core processes fundamental to a differentiated curriculum.

<b>Questioning</b>	<p>IGI.1.1. Formulate questions to gather relevant information</p> <p>IGI.1.2. Discriminate between fact and opinion</p> <p>IGI.1.3. Discriminate between relevant and irrelevant information</p>
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	IGI.1.4. Discriminate between reliable and unreliable sources of information
<b>Information Gathering</b>	<p>IGI.1.5. Use a variety of appropriate sources, including individual/community resources and primary/secondary resources</p> <p>IGI.1.6. Formulate a plan for gathering information</p> <p>IGI.1.7. Use electronic resources to gather and communicate information</p> <p>IGI.1.8. Develop and use appropriate vocabulary and terminology</p> <p>IGI.1.9. Use a variety of methods (e.g., note cards, paraphrasing written material, interviews, observation, etc.) to collect data</p>
<b>Organizing</b>	<p>IGI.1.10. Compare and contrast data</p> <p>IGI.1.11. Group and label according to common attributes</p> <p>IGI.1.12. Categorize and classify groups of concepts or objects according to given criteria or identify the scheme or standard by which they have been ordered (e.g., time, sizes, alphabetical order, etc.)</p> <p>IGI.1.13. Prioritize objects/concepts by degree of personal importance</p>
<b>Product Development</b>	<p>IGI.1.14. Design an original product based on information gathered and share the product with an appropriate audience</p> <p>IGI.1.15. Establish a realistic process for completing a product</p> <p>IGI.1.16. Develop a set of criteria by which the product will be evaluated</p> <p>IGI.1.17. Gather evaluative data from appropriate sources</p> <p>IGI.1.18. Evaluate the product</p>

**Strand 4: Personal Growth**

**Standard 1: Core Processes**

Students shall demonstrate understanding of core processes fundamental to a differentiated curriculum.

<b>Self-concept</b>	<p>PG.1.1. Identify own special abilities, limitations, and styles</p> <p>PG.1.2. Set standards and goals appropriate to ability level</p> <p>PG.1.3. Develop and practice an attitude that fosters success</p> <p>PG.1.4. Embrace the concept of lifelong learning</p>
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	<p>PG.1.5. Evaluate constructive and destructive criticism and put it into perspective</p> <p>PG.1.6. Evaluate the need for independence in thought and action</p> <p>PG.1.7. Appreciate differences in learning styles and their appropriateness to specific tasks/situations</p>
<b>Interpersonal Relations</b>	<p>PG.1.8. Respect the worth and rights of others</p> <p>PG.1.9. Develop a sensitivity to the feelings of other people</p> <p>PG.1.10. Discover abilities and limitations of others</p> <p>PG.1.11. Consider different points of view</p> <p>PG.1.12. Accept and offer constructive criticism</p> <p>PG.1.13. Understand that people are interdependent</p> <p>PG.1.14. Identify one's role as a member of various groups</p> <p>PG.1.15. Establish priorities necessary to group interactions</p>
<b>Coping with Failure</b>	<p>PG.1.16. Accept responsibility for own actions and ideas</p> <p>PG.1.17. Accept that all individuals experience failure</p> <p>PG.1.18. Risk a mistake or failure</p> <p>PG.1.19. Differentiate between achievable and non-achievable goals</p> <p>PG.1.20. Try difficult tasks</p> <p>PG.1.21. Analyze the cause of a failure or mistake</p> <p>PG.1.22. Accept failure as a constructive part of a developmental process</p>
<b>Communication</b>	<p>PG.1.23. Express ideas, opinions, and feelings verbally and nonverbally</p> <p>PG.1.24. Express information gathered through individual research verbally and nonverbally</p> <p>PG.1.25. Translate one form of communication into a different form of communication</p> <p>PG.1.26. Evaluate the effect of body language</p>
<b>Leadership</b>	<p>PG.1.27. Define and assess characteristics of leadership</p> <p>PG.1.28. Discriminate between positive and negative attributes of a leader</p>

	<p>PG.1.29. Analyze the motivational aspects of effective leadership</p> <p>PG.1.30. Participate in activities that develop leadership</p>
<p><b>Personal Decision Making</b></p>	<p>PG.1.31. State desired goal/condition</p> <p>PG.1.32. State obstacles to goal/condition</p> <p>PG.1.33. Identify alternatives</p> <p>PG.1.34. Examine alternatives</p> <p>PG.1.35. Rank alternatives</p> <p>PG.1.36. Choose best alternative</p> <p>PG.1.37. Evaluate actions</p>