Title: Gifted--My Identity Matters

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Topic: Gifted Identity

Rationale: Gifted students need to understand how they were chosen for the gifted program, what gifted characteristics are, and how to address their social/emotional needs.

Suggested Grade Level: 3-6

Supporting Concepts: Change, Relationships, Consequences, Identification, Choice, Challenges, Exploration, Discovery, Interaction, Communication, Conflict, Perspectives, Leadership

Careers: Teacher, Administrator, Gifted Specialist, Author, Editor, Information Technology Specialist

Process Skills: Critical Thinking, Writing, Editing, Creative and Critical Thinking, Comparison/Contrast, Problem Solving, Observing, Journaling, Listening and responding to others, Reading, Inferring, Predicting

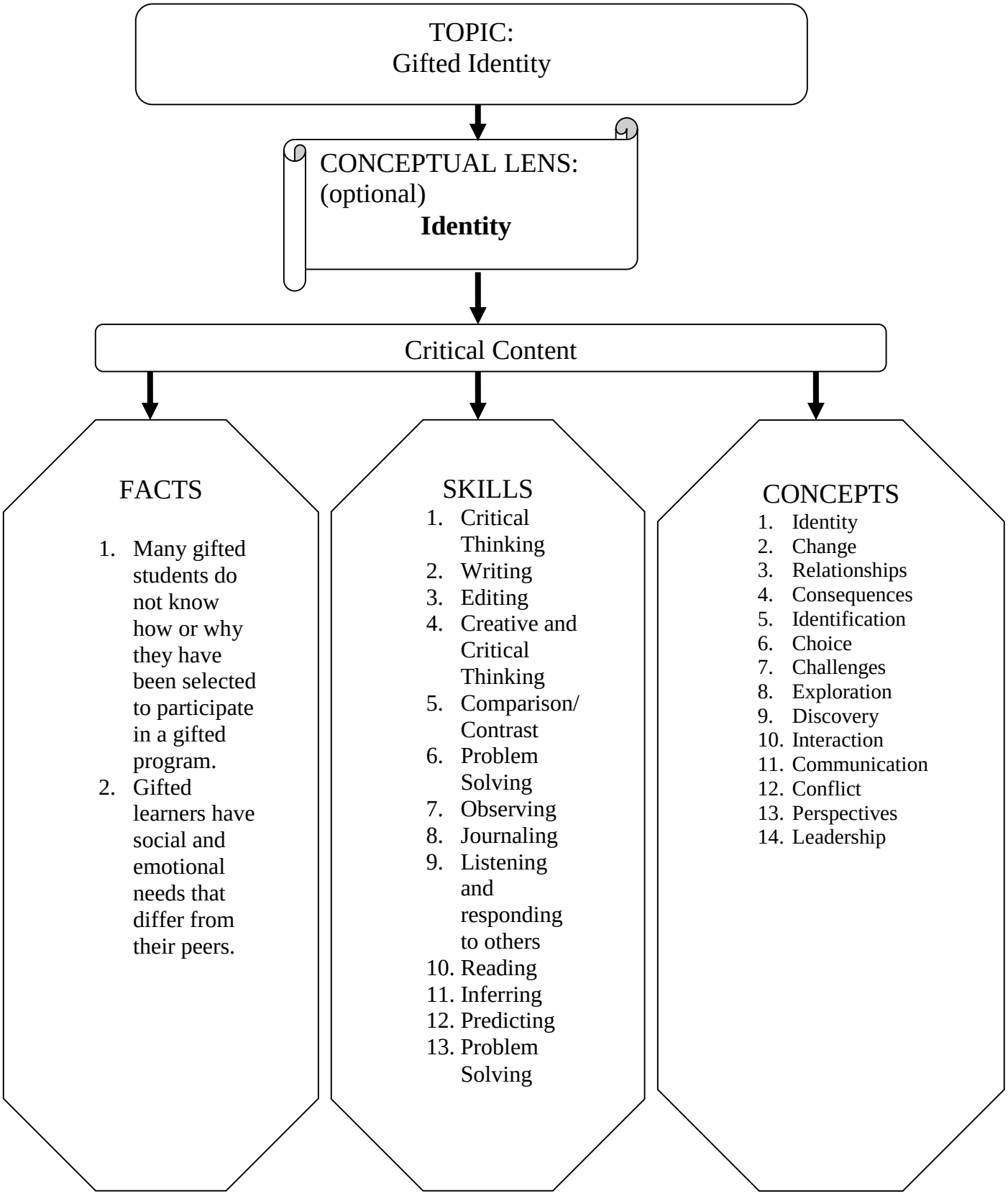
Vocabulary: identity, consequences, interactions, gifted, conflict, communication, relationship, digital citizen, wiki, blog, pamphlet, brochure, podcast, intelligence

Overview (for the teacher): When you hear the term “gifted,” what is the first thing that comes to mind? Giftedness can mean many things to different people - parents, teachers, or students. One of the common gripes among gifted learners is not knowing what gifted means and how to adapt and succeed in school with their differences. The goal of this unit is for gifted learners to discover the positive and negative consequences of being identified gifted and how to enhance their relationships with others, including both those who are identified gifted and those who are not.

Preassessment: Students will draw a gifted child based on their current knowledge of what it means to be gifted. They will share and explain their drawings. Students will identify gifted people (famous or non-famous) and explain why they believe that person is gifted. These reasons will be displayed on the board to compare at the end of the unit.

Culminating Performance Task: Analyze what it means to be gifted in order to understand that having a gifted identity may result in conflict with positive and/or negative consequences, the exploration of gifted characteristics in literature may help gifted learners discover their own identity, communication may affect social interactions positively or negatively among age peers and teachers, or social interactions with gifted peers may enhance relationships. Students will demonstrate their understanding by creating a pamphlet, brochure, or podcast to train faculty on the social and emotional needs of gifted learners and why it is important for these needs to be addressed in the general education classroom.

You have just been hired as a gifted specialist at your school to teach classroom teachers and the principal about what it means to be gifted. These teachers and principal have no gifted training. In order to communicate the social and emotional needs of gifted learners, you must create a pamphlet, brochure, or podcast. Your final product must address how meeting the social and emotional needs of gifted learners may enhance their relationships with their age peers. You will present your final product to teachers and principal at a monthly grade-level meeting.


TOPIC:
Gifted Identity
CONCEPTUAL LENS:
(optional)
Identity
Critical Content
FACTS
1. Many gifted students do not know how or why they have been selected to participate in a gifted program.
2. Gifted learners have social and emotional needs that differ from their peers.
SKILLS
1. Critical Thinking
2. Writing
3. Editing
4. Creative and Critical Thinking
5. Comparison/ Contrast
6. Problem Solving
7. Observing
8. Journaling
9. Listening and responding to others
10. Reading
11. Inferring
12. Predicting
13. Problem Solving
CONCEPTS
1. Identity
2. Change
3. Relationships
4. Consequences
5. Identification
6. Choice
7. Challenges
8. Exploration
9. Discovery
10. Interaction
11. Communication
12. Conflict
13. Perspectives
14. Leadership

Essential Understandings

1. **Having a gifted identity may result in conflict with positive and negative consequences.**
2. **The exploration of gifted characteristics in literature may help gifted learners discover their own identity.**
3. **Communication may affect social interactions positively or negatively among age peers and teachers.**
4. **Social interactions with gifted peers may enhance relationships.**

Essential Questions

1. **How may having a gifted identity result in conflict with positive and/or negative consequences?**
2. **How may the exploration of gifted characteristics in literature help gifted learners discover their own identity?**
3. **How may communication affect social interactions positively or negatively?**
4. **How may social interactions with gifted peers enhance relationships?**

Culminating Performance Task

Analyze what it means to be gifted in order to understand that having a gifted identity may result in conflict with positive and/or negative consequences, the exploration of gifted characteristics in literature may help gifted learners discover their own identity, communication may affect social interactions positively or negatively among age peers and teachers, or social interactions with gifted peers may enhance relationships. Students will demonstrate their understanding by creating a pamphlet, brochure, or podcast to train faculty on the social and emotional needs of gifted learners and why it is important for these needs to be addressed in the general education classroom.

You have just been hired as a gifted specialist at your school to teach classroom teachers and the principal about what it means to be gifted. These teachers and principal have no gifted training. In order to communicate the social and emotional needs of gifted learners, you must create a pamphlet, brochure, or podcast. Your final product must address how meeting the social and emotional needs of gifted learners may enhance their relationships with their age peers. You will present your final product to teachers and principal at a monthly grade-level meeting.

Affective Lessons

Meeting social/emotional needs with
--bibliotherapy lessons,
--discussions with gifted peers,
--journal writing,
--developing communication skills through wiki/blog creation,
--demonstrating respect and empathy for others through literature discussions.

ALCCRS:

Reading Standards for Literature

RL.3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 3.10; RL.4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7; RL. 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7; RL6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7

Reading Standards for Informational Text

RI3.1, 3.2, 3.3, 3.4, 3.5; RI4.1, 4.2, 4.3, 4.4, 4.5; RI5.1, 5.2, 5.3, 5.4, 5.5; RI6.1, 6.2, 6.3, 6.4, 6.5

Writing Standards

W.3.1, 3.2, 3.3, 3.4, 3.5, 3.6; W.4.1, 4.2, 4.4, 4.5, 4.6; W.5.1, 5.2, 5.4, 5.5, 5.6; W.6.1, 6.2, 6.4, 6.5, 6.6

Speaking & Listening Standards

SL. 3.1, 3.2, 3.3, 3.4, 3.5, 3.6; SL. 4.1, 4.2, 4.3, 4.5, 4.6; SL. 5.1, 5.2, 5.3, 5.4, 5.5, 5.6; SL. 6.1, 6.2, 6.3, 6.4, 6.5, 6.6

Arts Education

3.4. Create symbolic works of art to communicate ideas.

4.2. Use traditional and digital media in the production of graphic design to communicate ideas and feelings.

Career and Technical Education

Business Technology Applications:

13. Practice safe, ethical, and legal use of technology systems and digital content.

17. Demonstrate knowledge and skills gained through student organization activities to enhance leadership and teamwork.

18. Demonstrate collaborative skills using curriculum-related content in digital environments.

Career Cluster Explorations:

1. Demonstrate basic technology skills.

3. Demonstrate oral presentation skills that sustain listener attention and interest, including eye contact, clear enunciation, and use of visual aids.

4. Apply active listening skills to obtain and clarify information.

9. Demonstrate interpersonal skills, including teamwork, conflict management, problem solving, and networking.

Career Cluster Technologies I:

14. Identify advances and innovations in information and communications technologies.

English Language Arts

W3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

W3.2: Write informative or explanatory texts to examine a topic and convey ideas and information clearly.

W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W3.10: Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.

SL3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.

W4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W4.2: Write informative or explanatory texts to examine a topic and convey ideas and information clearly.

W4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W4.10: Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.
SL 4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.
RI 5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
W5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W5.2: Write informative or explanatory texts to examine a topic and convey ideas and information clearly.
W5.10: Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.
SL5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.
RI6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
W6.10: Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.
W8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Technology Education:
3rd-5th Grade:
1. Use input and output devices of technology systems.
5. Practice safe use of technology systems and applications.
6. Describe social and ethical behaviors related to technology use.
10. Use digital environments to collaborate and communicate.
11. Use digital tools to analyze authentic problems.
12. Create a product using digital tools.
6th-8th Grade:
2.Publish digital products that communicate curriculum concepts.
8.Identify safe uses of social networking and electronic communication.
9. Practice responsible and legal use of technology systems and digital content.
12. Use digital tools to communicate and collaborate at all levels from interpersonal to global.
14.Use digital tools to generate new ideas, products, or processes.
9th-12th Grade:
8.Practice safe uses of social networking and electronic communication.
9.Practice ethical and legal use of technology systems and digital content.
12. Use digital tools to publish curriculum-related content.
13. Demonstrate collaborative skills using curriculum-related content in digital environments.

Content Knowledge/Standards	**Conceptual Lens:** Identity **Concepts:** Communication, Interaction, Conflict **Lesson 1 (EU1): Having a gifted identity may result in conflict with positive and/or negative consequences.** **EQ1: How may having a gifted identity result in conflict with positive and/or negative consequences?** **GT Scope & Sequence Outcomes:** A2a.,b., c., d., e., f., g. A4a., b. B1a., b., c., d., e.,f.,g.,h.,i.,j.,k. C1a.,b.,c.,d.,e.,f. C2a.,b.,c.,d.,e.,f.,g.,h.,j.,j. C5a.,b.,c.,d. F1a.,b.,c.,d. F2a.,b.,c. F3a.,b. H1a., b., c., c., d. H3a.,b.,c.,d.,e.,f. J8a.,b.,c.,d. **ALCCRS:** **Reading Standards for Literature** RL.3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 3.10; RL.4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7; RL. 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7; RL6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 **Reading Standards for Informational Text** RI3.1, 3.2, 3.3, 3.4, 3.5; RI4.1, 4.2, 4.3, 4.4, 4.5; RI5.1, 5.2, 5.3, 5.4, 5.5; RI6.1, 6.2, 6.3, 6.4, 6.5 **Writing Standards** W.3.1, 3.2, 3.3, 3.4, 3.5, 3.6; W.4.1, 4.2, 4.4, 4.5, 4.6; W.5.1, 5.2, 5.4, 5.5, 5.6; W.6.1, 6.2, 6.4, 6.5, 6.6 **Speaking & Listening Standards** SL. 3.1, 3.2, 3.3, 3.4, 3.5, 3.6; SL. 4.1, 4.2, 4.3, 4.5, 4.6; SL. 5.1, 5.2, 5.3, 5.4, 5.5, 5.6; SL. 6.1, 6.2, 6.3, 6.4, 6.5, 6.6

Assessment	**Pre**: In small groups students will draw a gifted child based on their current knowledge of what it means to be gifted. They will share and explain their drawings. Students will identify gifted people (famous or non-famous) and explain why they believe that person is gifted. **Post:** Students will reflect on what it means to be gifted using the format of *The Important Book.* Example from book: "The important thing about a spoon is that you eat with it. It's like a shovel, you hold it in your hand, you can put it in your mouth, it isn't flat, it's hollow, and it spoons things up. But the important thing about a spoon is that you eat with it."
Introduction	**Overview of the Lesson:** Gifted students will be introduced to what it means to be gifted and identify positive vs. negative consequences of being gifted. **This unit includes:** Critical and creative thinking, listening and responding to others, synthesis of ideas, evaluating, compare and contrast, writing, using technology, reading, problem solving **Unit Pacing:** Lesson 1 can be completed in two or three class sessions. **Background Information for the teacher:** Gifted students frequently are not aware of the meaning of giftedness and how to deal with the consequences of giftedness. Students will be given opportunities to explore the concept of identity and their own unique individual identities through reflective writing and creative expression. **Definition:** **Identity:** the distinctive characteristic belonging to any given individual, or shared by all members of a particular social category or group. (http://en.wikipedia.org/wiki/Identity_(social_science) **Conflic**t: a struggle between opposing views or ideas, a disagreement **Gifted**: "Gifted students give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, and need services not ordinarily provided by the school in order to fully develop those capabilities." -U.S. Dept of Ed "Intellectually gifted children and youth are those who perform at or have demonstrated the potential to perform at high levels in academic or creative fields when

	compared with others of their age, experience, or environment. These children and youth require services not ordinarily provided by the regular school program." -Lee Co. Schools
Teaching Methods **(You can have more than one SQ per activity)**	**SQ:** **1. What is identity?** **2. What is gifted?** **3. What is conflict?** **4. What are positive and negative consequences of being gifted?** **ACTIVITY:** 1. Students will begin discussions about items found on their group's table (driver's license, credit card, school ID badge, facebook page, etc.). They will be instructed to brainstorm about what connections these items have to one another. A group member from each group will write a connection or meaning on the board that all members have agreed upon. The teacher will discuss the connections and lead them to the concept of "identity." A class generated definition will be posted on the board. 2. Students will be instructed to draw a picture of a gifted child and label characteristics that identify him/her as gifted. Upon completion, students will share and justify their drawings. A list of gifted characteristics will be made as students share drawings. 3. In student journals, students will write 8 positive and negative consequences of being gifted and how these may create conflicts with their peers. Following group discussions about these consequences, a class list will be posted on the board. 4. In journals create a web of "Ups and Downs" of being gifted (*When Gifted Kids Don't Have All the Answers,* pg. 130). Discuss students' responses and write the essential understanding on the board. **SQ:** **5. How are gifted students identified?** **6. What is creativity?** **7. What is intelligence? Can it be improved?** **ACTIVITY:** 1. The teacher will place an image on each students' desk to complete. Students in each group should have a different image but repeat the images in another group. The image is a "transformation" or squiggle line for the students to complete into a unique drawing. Upon completion, compare what the students have drawn and explain that this is one of the work samples that may be evaluated for giftedness. The teacher can explain the components of creativity (fluency, flexibility, originality, elaboration) and discuss the drawings that reflect creativity. 2. Discuss what other criteria could be used to indicate giftedness (grades, intelligence).

	3. Students will view a power-point presentation on multiple intelligences. Using the "Whiz Quiz" from *The Gifted Kids' Survival Guide* (pg.16-17), students will identify the areas of their "strong smarts" and place a post-it note on a chart indicating which multiple intelligence they are strongest in. 4. The teacher may print excerpts from the article on mindsets or display the entire article on projector to be read aloud. After allowing time for students to read the article, students will discuss it in Socratic circles. Possible questions may include: Which mindset is most encouraged at home? at school? What do you think - can intellectual abilities be improved? How? What kinds of things make you smarter? **EQ: How may having a gifted identity result in conflict with positive and/or negative consequences?** **Debriefing Activity:** EQ1 Assignment—see assignment and rubric attached
Resources	**Print:** *The Important Book*, Margaret Wise Brown *Gifted or Goof Off? Fact & Fiction of the Famous,* Nancy Polette *Trial or Triumph? Fact & Fiction of the Gifted*, Nancy Polette *The Gifted Kids' Survival Guide*, Judy Galbraith *When Gifted Kids Don't Have All the Answers*, Jim Delisle & Judy Galbraith *The Survival Guide for Teachers of Gifted Kids,* Dim Delisle & Barbara Lewis *You're Smarter Than You Think, A Kid's Guide to Multiple Intelligences*, Thomas Armstrong **Non-Print:** Mindsets article: http://www.cnn.com/2014/07/29/opinion/dweck-simmons-girls-confidence-failure/index.html?iid=article_sidebar
Extensions	*Students may complete an "I Am" poem at the end of the lesson or for homework. *Research a famous person identified in the books, *Gifted or Goof Off? Fact & Fiction of the Famous* and *Trial or Triumph?, Fact & Fiction of the Gifted.*

Content **Knowledge/Standards**	**<u>Conceptual Lens:</u>** Identity **<u>Concepts:</u>** Communication, Interaction, Conflict **Lesson 2 (EU2): The exploration of gifted characteristics in literature may help gifted learners discover their own identity.** **EQ2: How may the exploration of gifted characteristics in literature help gifted learners discover their own identity?** **<u>GT Scope & Sequence Outcomes:</u>** A1b.,c.,d.,d.,e.,f., A2a.,b., c., d., e., f., g. A4a., b. B1a., b., c., d., e.,f.,g.,h.,i.,j.,k. B2a., b.,c., C1a.,b.,c.,d.,e.,f. C2a.,b.,c.,d.,e.,f.,g.,h.,j.,j. C5a.,b.,c.,d. F1a.,b.,c.,d. F2a.,b.,c. F3a.,b. G1a.,b.,c., G3a.,b H1a., b., c., c., d. H3a.,b.,c.,d.,e.,f. H5a.,b.,c. J8a.,b.,c.,d. **<u>ALCCRS:</u>** **Reading Standards for Literature** RL.3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 3.10; RL.4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7; RL. 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7; RL6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 **Reading Standards for Informational Text** RI3.1, 3.2, 3.3, 3.4, 3.5; RI4.1, 4.2, 4.3, 4.4, 4.5; RI5.1, 5.2, 5.3, 5.4, 5.5; RI6.1, 6.2, 6.3, 6.4, 6.5 **Writing Standards** W.3.1, 3.2, 3.3, 3.4, 3.5, 3.6; W.4.1, 4.2, 4.4, 4.5, 4.6; W.5.1, 5.2, 5.4, 5.5, 5.6; W.6.1, 6.2, 6.4, 6.5, 6.6 **Speaking & Listening Standards** SL. 3.1, 3.2, 3.3, 3.4, 3.5, 3.6; SL. 4.1, 4.2, 4.3, 4.5, 4.6; SL. 5.1, 5.2, 5.3, 5.4, 5.5, 5.6; SL. 6.1, 6.2, 6.3, 6.4, 6.5, 6.6

	Technology Education: 3rd-5th Grade: 1. Use input and output devices of technology systems. 5. Practice safe use of technology systems and applications. 12. Create a product using digital tools. 6th-8th Grade: 2.Publish digital products that communicate curriculum concepts. 9. Practice responsible and legal use of technology systems and digital content. 14.Use digital tools to generate new ideas, products, or processes.
Assessment	**Pre**: In journals, students will review gifted characteristics discussed in Lesson 1 by listing 3 characteristics that apply to themselves, 2 that do not apply, and 1 that they still wonder about. **Post:** Return to the journal entry and list 3 gifted characteristics that apply to a main character in their novel, 2 that do not apply, and 1 that they wonder about. Complete a graphic organizer that compare/contrasts character connections between the student and main character in the novel.
Introduction	**Overview of the lesson:** Students will read a selected novel and participate in discussions through literature circles. At the conclusion of the novel, students will compare/contrast gifted characteristics they share with main characters in the novel. **This lesson includes:** Critical and creative thinking, listening and responding to others, synthesis of ideas, evaluating, compare and contrast, writing, using technology, reading, problem solving **Unit Pacing:** Lesson 2 can be completed in three to four class sessions, depending on the grade level and amount of time needed to complete the novel. **Background Information for the teacher:** Numerous resources are available for utilizing Literature Circles in the classroom. According to Harvey Daniels in Literature Circles, Voice and Choice in the Student-Centered Classroom, "Literature Circles are small, temporary discussion groups who have chosen to read the same story, poem, article, or book. While reading each group-determined portion of the text, each member prepares to take specific responsibilities in the upcoming discussions, and everyone comes to the group with the notes needed to help perform that job." Role sheets are provided for beginning groups but once readers can conduct their own self-sustaining discussions, formal discussion roles may be dropped. The amount of time required to complete a book will be dependent on the readers' level and the length of the book.

	Definition: **literature circle**: see above
Teaching Methods **(You can have more than one SQ per activity)**	**SQ:** 1. Which gifted characteristics are apparent in the main characters of your novel? 2. Which gifted characteristics do you have in common with the main characters in your novel? **ACTIVITY:** 1. Introduce students to literature circles by using role descriptions from www.lauracandler.com . After reviewing the roles (summarizer, vocabulary finder, discussion leader, story mapper,connector, etc.), the teacher will model each role while reading aloud from the series of picture book biographies (A Picture Book of Louis Braille,). Students may respond orally or by writing in journals. 2. After completing the role discussions, ask students to list any gifted characteristics that the main character may have had and include supporting evidence from the book. 3. Introduce the novel that students will be reading in literature circles. Students will determine the number of pages/chapters to be read each week and be prepared to discuss their role in literature circles. At the end of each session, students will chart the main characters and list gifted characteristics with supporting evidence from the novel. 4. At the conclusion of the novel study, students will write a final summary comparing and contrasting themselves with a main character in the story. **3rd grade novel:** *Orientation*, Allis Wade **4th grade novel:** *Revelations*, Allis Wade **5th and 6th grade novel choices:** *Orientation,* Allis Wade *Revelations*, Allis Wade *Deliver Us From Normal*, Kate Klise *Wonder*, R.J. Palacio *The Mysterious Benedict Society,* Trenton Lee Stewart *October Sky*, Homer Hickam *City of Ember*, Jeanne DuPrau *Millicent Min, Girl Genius*, Lisa Yee *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, E. L. Konigsburg *The View From Saturday,* E.L. Konigsburg **SQ:** 3. Which character from your novel do you most identify with? **ACTIVITY:**

	Using the written summary created in the last session, students will create a book review to highlight the novel and their gifted identity. The review will be recorded as a 2 minute video. The video and a picture of the book cover will be downloaded to Aurasma. Using the Aurasma app, the video will allow future readers to hear a summary of the book and how the student identifies with a main character. It should include a character analysis of one main character and how the student identifies with him/her. A rubric will assess the final product. **EQ: How may the exploration of gifted characteristics in literature help gifted students discover their own identity?** **Debriefing Activity:** Students will answer the EQ in their journals or as an Exit Slip. After students share their writing, post the EU on the board.
Resources	**Print:** *Literature Circles, Voice and Choice in the Student-Centered Classroom*, Harvey Daniels. *A Picture Book of Louis Braille*, David A. Adler **Non-Print:** 1. Literature Circles resources from Laura Candler: http://www.lauracandler.com/strategies/litcirclefavs.php 2. Tamara Fisher's blog, Unwrapping the Gifted: http://blogs.edweek.org/teachers/unwrapping_the_gifted/2009/03/using_bibliotherapy_with_gifted_children.html 3. http://www.aurasma.com/#/whats-your-aura
Extensions	Students may continue the literature study throughout the year by creating Aurasma links with favorite library books.

Content Knowledge/Standards	**Conceptual Lens:** Identity **Concepts:** Communication, Interaction **Lesson 3 (EU3): Communication may affect social interactions positively or negatively.** **EQ3: How may communication affect social interactions positively or negatively?** **GT Scope & Sequence Outcomes:** A. 1b, 2b, 2g, 3b, 4b B. 1d, 3a, 3b, 3e, 3f, 3g, 3h, 3i C. 1b, 1e, 1f, 4c D. a, b, c, d, e, f, g, h, i F. 1a, 1b, 1c, 1d, 2a G. 1b, 1d, 3b H. 1a, 1d, 5a, 5c **ALCCRS:** **Arts Education** **3.4**. Create symbolic works of art to communicate ideas. **4.2**. Use traditional and digital media in the production of graphic design to communicate ideas and feelings. **Career and Technical Education** Business Technology Applications: 13. Practice safe, ethical, and legal use of technology systems and digital content. 17. Demonstrate knowledge and skills gained through student organization activities to enhance leadership and teamwork. 18. Demonstrate collaborative skills using curriculum-related content in digital environments. Career Cluster Explorations: 1. Demonstrate basic technology skills. 3. Demonstrate oral presentation skills that sustain listener attention and interest, including eye contact, clear enunciation, and use of visual aids. 4. Apply active listening skills to obtain and clarify information. 9. Demonstrate interpersonal skills, including teamwork, conflict management, problem solving, and networking. Career Cluster Technologies I: 14. Identify advances and innovations in information and communications technologies.

	English Language Arts W3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. W3.2: Write informative or explanatory texts to examine a topic and convey ideas and information clearly. W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. W3.10: Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. SL3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly. W4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W4.2: Write informative or explanatory texts to examine a topic and convey ideas and information clearly. W4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. W4.10: Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. SL 4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly. RI 5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. W5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W5.2: Write informative or explanatory texts to examine a topic and convey ideas and information clearly. W5.10: Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. SL5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.

	RI6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. W6.10: Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. W8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. **Technology Education:** 3rd-5th Grade: 1. Use input and output devices of technology systems. 5. Practice safe use of technology systems and applications. 6. Describe social and ethical behaviors related to technology use. 10. Use digital environments to collaborate and communicate. 11. Use digital tools to analyze authentic problems. 12. Create a product using digital tools. 6th-8th Grade: 2.Publish digital products that communicate curriculum concepts. 8.Identify safe uses of social networking and electronic communication. 9. Practice responsible and legal use of technology systems and digital content. 12. Use digital tools to communicate and collaborate at all levels from interpersonal to global. 14.Use digital tools to generate new ideas, products, or processes. 9th-12th Grade: 8.Practice safe uses of social networking and electronic communication. 9.Practice ethical and legal use of technology systems and digital content. 12. Use digital tools to publish curriculum-related content. 13. Demonstrate collaborative skills using curriculum-related content in digital environments.
Assessment	**Pre**: Students will play the telephone game, where the teacher whispers a sentence into the ear of one student, who whispers it into the next student's ear, and so on. The last student will tell the class what the sentence is to see if the sentence is the same as it was in the beginning. Generally, the sentence is not the same. Students will generate a list of possible reasons why the sentence changed at the end and what this activity shows about communication.

	Post: Students will create a Brain Bridge (from *Orientation* by Allis Wade) to answer the EQ. These will be evaluated using a teacher-created rubric.
Introduction	**Overview of the lesson:** Students will be introduced to the concept of communication and how it may influence social relationships. **This lesson includes:** Critical and creative thinking, listening and responding to others, synthesis of ideas, evaluating, compare and contrast, writing, using technology, reading, problem solving **Unit Pacing:** This lesson may be conducted in five to six class sessions. **Background Information for the teacher:** Many gifted students have poor communication and social skills. This lesson will help students work on these skills. Students will also be exposed to being a good digital citizen. The Future Problem Solving Practice Problem One (The Impact of Social Media) directly ties into this lesson. **Definition:** Communication--the act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else; a message that is given to someone : a letter, telephone call, etc. (http://www.merriam-webster.com/dictionary/communication) Social Interaction--the process by which we act and react to those around us. In a nutshell, social interaction includes those acts people perform toward each other and the responses they give in return (http://education-portal.com/academy/lesson/social-interactions-definition-types-quiz.html#lesson) Digital Citizenship--Digital Citizenship is a concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know to use technology appropriately. Digital Citizenship is more than just a teaching tool; it is a way to prepare students/technology users for a society full of technology. Digital citizenship is the norms of appropriate, responsible technology use (http://www.digitalcitizenship.net/).

Teaching Methods **(You can have more than one SQ per activity)**	**SQ:** What is communication? **ACTIVITY:** 1. In groups, students will use the Productive Thinking Talent to think of many, varied, unusual ways communication is used and why each is important. 2. Show students Handout 2-A "How do we spend our communications time?" from https://www2.cortland.edu/dotAsset/c1a635f6-a099-4ede-8f15-79b86e315088.pdf. In small groups, have students discuss how each of these four areas is important to communication. 3. In pairs, have students complete a back-to-back drawing (from http://www.mindtools.com/pages/article/newTMM_52.htm). One student is given a picture; the other student is given paper and pencil. Students sit back-to-back, so they cannot see the other student's work. The student with the picture has to tell the student with the paper and pencil how to draw the picture without simply telling what the picture is. At the end of period of time, students who were drawing compare their drawing to the real picture. Students answer the following questions: • How well did the first person describe the picture? • How well did the second person interpret the instructions? • Were there problems with both the sending and receiving parts of the communication process? • How could the communication process be improved? **SQ:** What is social interaction? What is a positive social interaction? What is a negative social interaction? **ACTIVITY:** 1. In groups, students will use the Productive Thinking Talent to think of many, varied, unusual ways people socially interact with each other. 2. Poll--based on the list generated from activity one, poll the students to see how many of them use the social interactions listed on a daily basis. Have students discuss what this shows about them as a group. 3. Students will create a class wiki/blog and communicate with one another about what they are learning about being gifted as well as providing examples of positive and negative social interactions. 4. Students will research and prepare for practice problem one of FPS (The Impact of Social Media).

	5. Students will complete PP1 of FPS. **SQ:** What is digital citizenship? **ACTIVITY:** 1. In groups, students will generate a list of positive and negative ways of using the Internet and interacting with others through it. We will then compile a class list based on the groups' lists. 2. Based on the class list, in groups, students will create a picture of a good digital citizen. They will justify their drawing to the class. 3. Students will sign a pledge to be good digital citizens that will be posted in the class. **EQ: How may communication affect social interactions positively or negatively?** **Debriefing Activity:** Students will share their brain bridge with the class. The EU will then be posted.
Resources	**Print:** *When Gifted Kids Don't Have All the Answers,* Jim Delisle & Judy Galbraith *Orientation,* Allis Wade **Non-Print:** http://www.merriam-webster.com/dictionary/communication http://education-portal.com/academy/lesson/social-interactions-definition-types-quiz.html#lesson http://www.digitalcitizenship.net/ https://www2.cortland.edu/dotAsset/c1a635f6-a099-4ede-8f15-79b86e315088.pdf http://www.mindtools.com/pages/article/newTMM_52.htm Wiki/Blog FPS
Extensions	Students may continue adding to the Brain Bridge throughout the next lesson.

Content Knowledge/Standards	**Conceptual Lens:** Identity **Concepts:** Interaction, Relationships **Lesson 4 (EU4):** Social interactions with gifted peers may enhance relationships. **EQ4:** How may social interactions with gifted peers enhance relationships? **GT Scope & Sequence Outcomes:** A. 1b, 3a, 3b, 3c B. 1b, 1h C. 1b, 1f F. 1a, 1b, 1c, 1d, 2a G. 1b, 1d, 2b H. 1a, 1b, 1c, 1d, 2b, 2c, 2e, 3a, 3d, 3e, 3f, 4a, 4b, 4e, 5a, 5b, 5c I. 1a, 1b, 1c, 2a, 2b, 2c, 3c, 6a, 6b, 6c, 6e J. 1b, 1c, 3a, 3b, 3c, 3a, 8a, 8b, 8c, 8d **ALCCRS:** **Career and Technical Education** Business Technology Applications: 13. Practice safe, ethical, and legal use of technology systems and digital content. 17. Demonstrate knowledge and skills gained through student organization activities to enhance leadership and teamwork. 18. Demonstrate collaborative skills using curriculum-related content in digital environments. Career Cluster Explorations: 1. Demonstrate basic technology skills. 3. Demonstrate oral presentation skills that sustain listener attention and interest, including eye contact, clear enunciation, and use of visual aids. 4. Apply active listening skills to obtain and clarify information. 9. Demonstrate interpersonal skills, including teamwork, conflict management, problem solving, and networking. Career Cluster Technologies I: 14. Identify advances and innovations in information and communications technologies. **English Language Arts** W3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. W3.2: Write informative or explanatory texts to examine a topic and convey ideas and information clearly.

	W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. W3.10: Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. SL3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly. W4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W4.2: Write informative or explanatory texts to examine a topic and convey ideas and information clearly. W4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. W4.10: Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. SL 4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly. RI 5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. W5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W5.2: Write informative or explanatory texts to examine a topic and convey ideas and information clearly. W5.10: Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. SL5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly. RI6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

	W6.10: Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. W8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. **Technology Education:** 3rd-5th Grade: 1. Use input and output devices of technology systems. 5. Practice safe use of technology systems and applications. 6. Describe social and ethical behaviors related to technology use. 10. Use digital environments to collaborate and communicate. 11. Use digital tools to analyze authentic problems. 12. Create a product using digital tools. 6th-8th Grade: 2.Publish digital products that communicate curriculum concepts. 8.Identify safe uses of social networking and electronic communication. 9. Practice responsible and legal use of technology systems and digital content. 12. Use digital tools to communicate and collaborate at all levels from interpersonal to global. 14.Use digital tools to generate new ideas, products, or processes. 9th-12th Grade: 8.Practice safe uses of social networking and electronic communication. 9.Practice ethical and legal use of technology systems and digital content. 12. Use digital tools to publish curriculum-related content. 13. Demonstrate collaborative skills using curriculum-related content in digital environments.
Assessment	**Pre**: Students will be given lists of famous historical figures and characters. They will be asked to pair them and explain their pairings. Students will share their pairings and explanations. We will compile a class list to see if there are any unusual pairings with good explanations. **Post:** Students will create a representation of their relationship to other gifted peers and how they may enhance these relationships. These representations may be abstract or concrete. Students will share their creations with the class.

Introduction	**Overview of the lesson:** Students will be introduced to the concept of relationships and identify different ways in which a person may enhance a relationship. **This lesson includes:** Critical and creative thinking, listening and responding to others, synthesis of ideas, evaluating, compare and contrast, writing, using technology, reading, journaling **Unit Pacing:** This lesson may be conducted in three class sessions. **Background Information for the teacher:** Gifted students often have issues developing relationships with others. In this lesson, students will learn ways to build positive relationships with others and to self-monitor. **Definition:** Relationships--the way in which two or more people or things are connected (http://www.merriam-webster.com/dictionary/relationship) Enhance--to increase or improve (something) (http://www.merriam-webster.com/dictionary/enhance)
Teaching Methods **(You can have more than one SQ per activity)**	**SQ:** What are relationships? **ACTIVITY:** 1. Individually, students will use the Productive Thinking Talent to think of the many, varied, and unusual relationships they have in their lives. 2. As a class, we will list these relationships on the board. 3. In small groups, students will decide on ways to group the relationships and label their groups. We will share these as a class to see how many groups were created and the different ways they were labeled. **SQ:** How can you enhance a relationship? **ACTIVITY:** 1. Students will participate in the "Just Like Me" activity (*When Gifted Kids Don't Have all the Answers,* p. 251-252). 2. Students will write one positive statement about each classmate. I will compile the lists and make a list for each student. The students will then be given their list to keep in their notebook. Students will write in their journal about the comments on their list.

	3. Students will think of one trait about themselves that they would like to change. They will complete a "Growth Chart" (*When Gifted Kids Don't Have All the Answers,* p. 123-124). They will periodically monitor their growth and reflect in their journals. 4. In groups, have students develop a list of "10 Essential Qualities of a Good Friend." Once the groups have developed lists, the teacher will compile one class list. Individually, the students must create their own "10 Essential Qualities of a Good Friend" and rank the qualities according to most important (1) to least important (10). After students do this, I will share the "10 Essential Qualities of a Good Friend" from *The Survival Guide for Gifted Kids* (78) for comparison. Students will reflect on the similarities/differences in their journals. 5. Students will complete the Social Intelligence Quotient questionnaire from *The Gifted Teen Survival Guide* (p. 50) on each other and themselves. Students will then answer the questions: 1. Are you surprised by the answers the person gave about you or did you mostly agree with his or her observations? 2. Are there areas you could clearly improve upon? Students will reflect on these questions in their journals. They will also self-monitor and reflect on any improvement in SQ. **EQ:** How may social interactions with gifted peers enhance relationships? **Debriefing Activity:** Students will post to the Wiki/Blog their response to the EQ, specifically focusing on what they have learned about each other and themselves. Each student will then read the posts and respond to their classmates to further enhance the understanding of the EQ. Then, the EU will be posted.
Resources	**Print:** *When Gifted Kids Don't Have All the Answers,* Jim Delisle & Judy Galbraith *The Survival Guide for Gifted Kids,* Judy Galbraith *The Gifted Teen Survival Guide* **Non-Print:** http://www.merriam-webster.com/dictionary/relationship http://www.merriam-webster.com/dictionary/enhance Wiki/Blog
Extensions	Students with similar SQ may be grouped and asked to come up with one way to improve their SQ in a specific area. These may be presented to the class in the form of a skit, drawing, presentation, etc.

Differentiation/Ascending Levels of Intellectual Demand	1. If a student has already read the selected novel, the student will be asked to choose another novel to compare/contrast gifted characteristics. 2. Research famous gifted people and share information through wiki or blog. 3. Continue the literature study independently and create Aurasma videos for applicable library books.

Identity EQ1 Assignment and Rubric

EQ1: How may having a gifted identity result in conflict with positive and negative consequences?

Assignment: Think about all the information you've learned about gifted and the various activities we've completed. You will demonstrate your understanding of the essential question by answering the question in one of the following ways:

Individual Choices

1. Write a one-page essay response. Submit your essay through Edmodo or on paper.
2. Create a PowerPoint or Prezi. Your presentation must contain at least seven slides. Submit your presentation through Edmodo or e-mail it to me or save it to a jumpdrive. You will present your presentation in class.
3. Create a comic. Your comic must contain at least seven panels. Submit your comic through Edmodo or on paper.
4. Create a visual image/representation/graphic/picture/drawing. Your visual image must include a one-to-two sentence explanation. Submit your visual image through Edmodo or on paper.

Group Choice

Create a skit. Skits must be five to seven minutes in length. Skits should be rehearsed to the point that all lines are memorized. Appropriate props must be used in your skit. You will perform your skit in class. Submit your written lines for the skit through Edmodo or on paper.

No matter which choice you choose, you must demonstrate your understanding of the essential question.

Deadline

This assignment is due at the beginning of your gifted class the week of October 13.

Rubric

Content	50 pts.
Design/Form	25 pts.
Creativity	15 pts.
Conventions	10 pts.

Total Points Possible: 100 points

	5 Superior	3 Average	1 Needs Improvement
Content **50 points possible**	My response demonstrates in-depth understanding of the EQ and addresses major concepts/terms. My response has a purpose and conveys a theme that says something important and interesting about the essential question.	My response demonstrates understanding of major concepts in the EQ. My response has a purpose and conveys a theme that says something about the essential question.	My response shows significant gaps in understanding the major concepts in the EQ or I did not attempt to demonstrate understanding of the EQ. My response does not reflect a purpose or theme about the essential question.
Design/Form **25 points possible**	My response follows the design/form of my choice. It meets the requirements of the assignment. Any images used are related to my content and add meaning to my response. All the elements work together to create a focused message. It is attractive, neat, and shows that I took time and effort.	I tried to follow the design/form of my choice, but there may be errors or it may not meet the requirements of the assignment. My images are relevant to the theme of my response. I probably could have spent more time and effort on my response.	I did not follow the design/form of my choice. I did not meet the requirements of the assignment. My images do not relate to the essential question. I probably did not use my time wisely and did not put forth much effort in completing the assignment.
Creativity **15 points possible**	The theme and purpose of my response is surprising, original, and meaningful. I use text, graphics, and layout in unusual, surprising, and appropriate ways to communicate meaning.	The theme and purpose of my response is meaningful. My response is generally predictable in appearance and theme. Text, graphics, and layout are not always effective in my response.	The theme and purpose of my response is very basic or does not exist. Text, graphics, and layout are ineffective or inappropriate.
Conventions **10 points possible**	There are no errors in spelling, punctuation, capitalization, grammar, and mechanics.	There are some errors in spelling, punctuation, capitalization, grammar, and mechanics. These errors may or may not detract from the meaning of my response.	There are multiple errors in spelling, punctuation, capitalization, grammar, and mechanics. These errors detract from the meaning of my response.