

Quarter: First		Unit Title: ALM (Affective Curriculum)	
Suggested Pacing: 3 weeks			
Essential Question(s): Who am I? What makes me different and the same?			
Prerequisite Skills: none			
Standards		Learning Targets	
1.1		Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.	
1.2		Self-Understanding. Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.	
1.3		Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their cognitive and chronological peer groups and others in the general population.	
3.2		Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	
3.3		Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.	
4.1		Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.	
4.2		Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.	
3.3.B.a		Read, infer, and draw conclusions to: Distinguish the difference between a biography and an autobiography	

**Formative Assessments:** Who Am I survey.

**Summative Assessment:** Project/Artwork displaying lessons/autobiography.

**Resources:**

<https://www.nagc.org/sites/default/files/standards/Intro%202019%20Programming%20Standards.pdf>

Autonomous Learner Model Resource Book by George Betts

Quarter: First		Unit Title: Leadership Skills	
Suggested Pacing: 2 weeks			
Essential Question: How can I be a better leader? What can I bring to a team? What do I not do well at?			
Prerequisite Skills: none			
Standards		Learning Targets	
3.2		Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	
4.1		Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.	
4.2		Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.	
4.3		Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.	
4.4		Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.	
4.5		Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.	
3.2.A.a		Read, infer, analyze, and draw conclusions to: Summarize and sequence the event/plots and explain how the past events impact future events.	
3.2.A.b		Read, infer, analyze, and draw conclusions to: Describe the personality traits of characters from their	

	thoughts, words, and actions
3.2.A.c	Read, infer, analyze, and draw conclusions to: Paraphrase the big idea/themes and supporting details of texts.
3.3.B.a	Read, infer, and draw conclusions to: Distinguish the difference between a biography and an autobiography
3.3.B.b	Read, infer, and draw conclusions to: Distinguish fact from opinion
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Leader Study Assignment	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	



Crystal City School District Class:

GATE K-2 (Section A)

Approved:

Quarter: First/Second		Unit Title: Transportation Unit	
Suggested Pacing: 4 weeks			
Essential Question: How has transportation changed how we live? What ways can I make transportation better?			
Prerequisite Skills: none			
Standards		Learning Targets	
3.2		Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	
3.4		Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.	
3.3		Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.	
3.1.A.a		Develop and demonstrate reading skills in response to text by: Explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	
3.1.A.b		Develop and demonstrate reading skills in response to text by: Drawing conclusions and support with textual evidence	
3.1.B.b		Develop an understanding of vocabulary by: Using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish between multiple meaning words	
3.1.B.c		Develop an understanding of vocabulary by: Using homographs and homophones	
3.1.B.f		Develop an understanding of vocabulary by: Using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words	
3.1.B.i		Develop an understanding of vocabulary by: Using conversational, general academic, and domain-specific words and phrases	
3.1.C.a		Explain relevant connections between:	

	Text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)
3.3.C.c	Read, infer, and draw conclusions to: Use information gained from illustrations and words to demonstrate an understanding of the text
Grade 3.SS.5E.	Describe how changes in communication and transportation technologies affect people's lives.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Replica of transportation vehicle real or imagined.	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Quarter: First/Second		Unit Title: Underwater Adventures	
Suggested Pacing: 4 weeks			
Essential Question: What effects does underwater life have on me? What can I change or learn about when I learn about underwater crafts and shipwrecks?			
Prerequisite Skills: none			
Standards		Learning Targets	
3.2		Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	
3.4		Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.	
4.1		Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.	
3.1.A.a		Develop and demonstrate reading skills in response to text by: Explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	
3.1.A.b		Develop and demonstrate reading skills in response to text by: Drawing conclusions and support with textual evidence	
3.1.B.b		Develop an understanding of vocabulary by: Using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish between multiple meaning words	
3.1.B.c		Develop an understanding of vocabulary by: Using homographs and homophones	
3.1.B.f		Develop an understanding of vocabulary by: Using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words	
3.1.B.i		Develop an understanding of vocabulary by: Using conversational, general academic, and domain-specific words and phrases	

3.1.C.a	Explain relevant connections between: Text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Underwater craft	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class: GATE K-2 (Section C)

Approved:

Quarter: Second		Unit Title:Elfie's STEM	
Suggested Pacing: 4 weeks			
Essential Question: How do I use what I know to make Elfie, the ultimate elf?			
Prerequisite Skills: none			
Standards		Learning Targets	
3.2		Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	
3.ETS1.A.1		Define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time, or cost.	
3.ETS1.B.1		Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	
3.ETS1.C.1		Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	
NBT.Grade 3.A		Use place value understanding and properties of operations to perform multi-digit arithmetic.	
RA. Grade 3.A		Represent and solve problems involving multiplication and division.	
GM. Grade 3. B		Solve problems involving the measurement of time, liquid volumes, and weights of objects.	
Formative Assessments: Observation, Essential Questions Survey			
Summative Assessment: Elfie STEM Olympics			
Resources: <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>			

<b>Quarter: Second</b>	
<b>Unit Title: Weather</b>	
<b>Suggested Pacing: 4 weeks</b>	
<b>Essential Question: How does the weather affect us? What are some problems that the weather causes?</b>	
<b>Prerequisite Skills: none</b>	
<b>Standards</b>	<b>Learning Targets</b>
2.4	Learning Progress. As a result of using multiple and ongoing assessments, students with gifts and talents demonstrate growth commensurate with abilities in cognitive, social-emotional, and psychosocial areas.
2.5	Evaluation of Programming. Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.
3.2	Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.
3.4	Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.
3.5	Instructional Strategies. Students with gifts and talents become independent investigators.
3.3	Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.
3.6	Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.
4.1	Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.
1.A. Grade 3b	Develop and demonstrate reading skills in response to text by drawing conclusions and support with textual evidence.

1.B.Grade 3i	Develop an understanding of vocabulary by using conversational, general academic, and domain-specific words and phrases.
3.C. Grade 3c	Read, infer, and draw conclusions to use information gained from illustrations and words to demonstrate understanding of the text.
3.PS1.A.1	Predict and investigate that water can change from a liquid to a solid (freeze), and back again (melt), or from a liquid to a gas (evaporation), and back again (condensation) as the result of temperature changes.
3.ESS2.D.1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
3.ESS2.D.2	Obtain and combine information to describe climates in different regions of the world.
<b>Formative Assessments:</b> Observation, Essential Questions Survey, Exit Slips	
<b>Summative Assessment:</b> Pre/Post Assessment	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Quarter: Second		Unit Title: Dinosaurs/Fossils	
Suggested Pacing: 4 weeks			
<b>Essential Question: What are the different types of dinosaurs and how do they survive? What could have been done to prevent the dinosaurs from becoming extinct? What can we learn about dinosaurs through fossils?</b>			
<b>Prerequisite Skills: none</b>			
Standards		Learning Targets	
3.2		Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	
3.4		Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.	
3.1.A.a		Develop and demonstrate reading skills in response to text by: Explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	
3.1.A.b		Develop and demonstrate reading skills in response to text by: Drawing conclusions and support with textual evidence	
3.1.B.b		Develop an understanding of vocabulary by: Using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish between multiple meaning words	
3.1.B.c		Develop an understanding of vocabulary by: Using homographs and homophones	
3.1.B.f		Develop an understanding of vocabulary by: Using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words	
3.1.B.i		Develop an understanding of vocabulary by: Using conversational, general academic, and domain-specific words and phrases	
3.1.C.a		Explain relevant connections between: Text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)	



3.3.C.c	Read, infer, and draw conclusions to: Use information gained from illustrations and words to demonstrate an understanding of the text
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Ultimate Dinosaur Project/Dig-up Project	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Quarter:Second		Unit Title: Stone Age	
Suggested Pacing: 4 weeks			
Essential Question: Prerequisite Skills: none			
Standards		Learning Targets	
2.4		Learning Progress. As a result of using multiple and ongoing assessments, students with gifts and talents demonstrate growth commensurate with abilities in cognitive, social-emotional, and psychosocial areas.	
2.5		Learning Progress. Students self assess their learning progress.	
3.2		Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	
3.1.A.a		Develop and demonstrate reading skills in response to text by: Explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	
3.1.A.b		Develop and demonstrate reading skills in response to text by: Drawing conclusions and support with textual evidence	
3.1.B.b		Develop an understanding of vocabulary by: Using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish between multiple meaning words	
3.1.B.c		Develop an understanding of vocabulary by: Using homographs and homophones	
3.1.B.f		Develop an understanding of vocabulary by: Using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words	
3.1.B.i		Develop an understanding of vocabulary by: Using conversational, general academic, and domain-specific words and phrases	
3.1.C.a		Explain relevant connections between: Text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)	

3.3.C.c	Read, infer, and draw conclusions to: Use information gained from illustrations and words to demonstrate an understanding of the text
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Pre/Post Assessment	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Quarter: Third		Unit Title: Pirates Unit	
Suggested Pacing: 4 weeks			
Essential Question: Are pirates real? How are they similar and different than their stereotypes? How is science used in the day in the life of a pirate?			
Prerequisite Skills: none			
Standards		Learning Targets	
3.2		Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	
3.4		Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.	
3.3		Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.	
3.1.A.a		Develop and demonstrate reading skills in response to text by: Explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	
3.1.A.b		Develop and demonstrate reading skills in response to text by: Drawing conclusions and support with textual evidence	
3.1.B.b		Develop an understanding of vocabulary by: Using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish between multiple meaning words	
3.1.B.c		Develop an understanding of vocabulary by: Using homographs and homophones	
3.1.B.f		Develop an understanding of vocabulary by: Using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words	
3.1.B.i		Develop an understanding of vocabulary by: Using conversational, general academic, and domain-specific words and phrases	

3.1.C.a	Explain relevant connections between: Text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)
3.3.C.c	Read, infer, and draw conclusions to: Use information gained from illustrations and words to demonstrate an understanding of the text
	Social studies: map skills

**Formative Assessments:** Observation, Essential Questions Survey

**Summative Assessment:** Create a Pirate Map

**Resources:** <http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf>

Quarter: Third		Unit Title: Myths and Legends	
Suggested Pacing: 4 weeks			
Essential Question: How can we use myths and legends to teach us about different cultures? What myths do we have in our society? How can we demyth them?			
Prerequisite Skills: none			
Standards		Learning Targets	
2.4		Learning Progress. As a result of using multiple and ongoing assessments, students with gifts and talents demonstrate growth commensurate with abilities in cognitive, social-emotional, and psychosocial areas.	
2.5		Learning Progress. Students self assess their learning progress.	
3.2		Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	
3.1.A.a		Develop and demonstrate reading skills in response to text by: Explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	
3.1.A.b		Develop and demonstrate reading skills in response to text by: Drawing conclusions and support with textual evidence	
3.1.B.b		Develop an understanding of vocabulary by: Using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish between multiple meaning words	
3.1.B.c		Develop an understanding of vocabulary by: Using homographs and homophones	
3.1.B.f		Develop an understanding of vocabulary by: Using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words	
3.1.B.i		Develop an understanding of vocabulary by: Using conversational, general academic, and domain-specific words and phrases	
3.1.C.a		Explain relevant connections between: Text to text (ideas and information in various fiction and	

	nonfiction works, using compare and contrast)
3.3.C.c	Read, infer, and draw conclusions to: Use information gained from illustrations and words to demonstrate an understanding of the text
Grade 2-5. SS. 6.C	Recall stories and songs that reflect the cultural history of peoples from various regions in the United States including regional folk figures, Native American legends, African American folktales, history of Missouri and United States.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Pre/post Assessment	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Quarter: Third		Unit Title: Music Unit	
Suggested Pacing: 4 weeks			
Essential Question: How am I similar to leaders in music? How can I contribute to the development of music in my society or world?			
Prerequisite Skills: none			
Standards		Learning Targets	
3.2		Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	
3.4		Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.	
3.3		Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.	
3.1.A.a		Develop and demonstrate reading skills in response to text by: Explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	
3.1.A.b		Develop and demonstrate reading skills in response to text by: Drawing conclusions and support with textual evidence	
3.1.B.b		Develop an understanding of vocabulary by: Using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish between multiple meaning words	
3.1.B.c		Develop an understanding of vocabulary by: Using homographs and homophones	
3.1.B.f		Develop an understanding of vocabulary by: Using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words	
3.1.B.i		Develop an understanding of vocabulary by: Using conversational, general academic, and domain-specific words and phrases	



3.1.C.a	Explain relevant connections between: Text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)
3.3.C.c	Read, infer, and draw conclusions to: Use information gained from illustrations and words to demonstrate an understanding of the text
MU: Cr1.1A.3b	Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.
MU:Cr2A.3a	Demonstrate selected musical ideas for a simple improvisation, arrangement, or composition to express intent, and describe connection to a specific purpose and context.
MU: Cr2A.3b	Use standard and/or iconic notations and/or recording technology to document personal rhythmic and melodic musical ideas.
MU:Cn11A.3a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**Formative Assessments:** Observation, Essential Questions Survey

**Summative Assessment:**My Own Musical Composition

**Resources:**<http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf>

Crystal City School District

Class: K-2 All sections

Approved:

Quarter: Third		Unit Title:JC Endeavor Competition Challenge	
Suggested Pacing: 10 weeks			
Essential Question: How can I contribute to my group in a positive way? What new things can I make?			
Prerequisite Skills: none			
Standards		Learning Targets	
1.4		Awareness of Needs. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.	
4.1		Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking	
4.2		Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.	
4.3		Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.	
4.4		Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. 1 They use positive strategies to address social issues, including discrimination and stereotyping.	
4.5		Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.	

3.2	Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.
3.4	Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.
3.3	Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.
3.6	Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.
3.ETS1.A.1	Define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time, or cost.
3.ETS1.B.1	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
3.ETS1.C.1	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
<b>Summative Assessment:</b> Observation, Exit slips	
<b>Formative Assessment:</b> JC Endeavor Competition	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class: K-2 (Section A)

Approved:

Quarter: Fourth		Unit Title: Current Events
Suggested Pacing: 5 weeks		
Essential Question: How can I use my skills to address real-world problems? How do I find out about events that occur around the world?		
Prerequisite Skills:none		
Standards	Learning Targets	
1.4	Awareness of Needs. Students identify and access supplemental, outside-of-school resources that support the development of their gifts and talents (e.g., families, mentors, experts, or programs).	
3.2	Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	
3.3	Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.	
4.2	Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.	
4.4	Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.	
4.5	Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.	
3.1.A.a	Develop and demonstrate reading skills in response to text by: Explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	

3.1.A.b	Develop and demonstrate reading skills in response to text by: Drawing conclusions and support with textual evidence
3.1.B.b	Develop an understanding of vocabulary by: Using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish between multiple meaning words
3.1.B.c	Develop an understanding of vocabulary by: Using homographs and homophones
3.1.B.f	Develop an understanding of vocabulary by: Using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words
3.1.B.i	Develop an understanding of vocabulary by: Using conversational, general academic, and domain-specific words and phrases
3.1.C.a	Explain relevant connections between: Text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)
3.3.C.c	Read, infer, and draw conclusions to: Use information gained from illustrations and words to demonstrate an understanding of the text

**Formative Assessment:** Observation, Topic Journal

**Summative Assessment:** Newspaper Presentation

**Resources:** <http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf>

Crystal City School District

Class: GATE K-2 (Section B)

Approved:

Quarter: Fourth		Unit Title: All About Puzzles!	
Suggested Pacing: 5 weeks			
Essential Question: How do I create my own puzzle? What can puzzles do for me?			
Prerequisite Skills: none			
Standards		Learning Targets	
3.2		Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	
GM.Grade 3. C		Understand concepts of area.	
GM. Grade 3. D		Understand concepts of perimeter.	
GM.Grade 3. A		Reasons with shapes and their attributes.	
3.ETS1.A.1		Define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time, or cost.	
3.ETS1.B.1		Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	
3.ETS1.C.1		Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	
VA:Cr1.B.3		Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.	
Formative Assessments: Observation, Essential Questions Survey			
Summative Assessment: Create Their Own Puzzle			
Resources: <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>			

Crystal City School District

Class: GATE K-2 (Section C)

Approved:

Quarter: Fourth		Unit Title: Exploring Careers	
Suggested Pacing: 5 weeks			
Essential Question: What do I want to do when I grow up? How can I start preparing for it now?			
Prerequisite Skills: none			
Standards		Learning Targets	
1.6		Cognitive Growth and Career Development. Students with gifts and talents identify future career goals that match their interests and strengths. Students determine resources needed to meet those goals (e.g., supplemental educational opportunities, mentors, financial support).	
3.2		Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	
3.4		Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.	
3.5		Instructional Strategies. Students with gifts and talents become independent investigators.	
5.3		Career Pathways. Students with gifts and talents create future career-oriented goals and identify talent development pathways to reach those goals.	
3.2.B. all		Write informative/explanatory texts that (a) introduce a topic being studied; (b) develop the topic with simple facts, definitions, details, and explanations; (c) use specific, relevant words that are related to the topic, audience, and purpose; (d) use student's original language except when quoting from a source; (e) use transition words to connect ideas within categories of information; (f) create a concluding statement or paragraph	
Formative Assessments: Observation, Essential Questions Survey			
Summative Assessment: <u>Career Portfolio</u>			
Resources: <a href="http://www.nagc.org/sites/default/files/standards/K-12%20program">http://www.nagc.org/sites/default/files/standards/K-12%20program</a>			

[ming%20standards.pdf](#)

Crystal City School District

Class: K-2 All sections

Approved:

**Quarter: Fourth**

**Unit Title: Independent Interest**

**Suggested Pacing: 5 weeks**

**Essential Question: How can I use my skills to showcase my interests and talents?**

**Prerequisite Skills: Some knowledge about the chosen topic.**

<b>Standards</b>	<b>Learning Targets</b>
3.2	Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.
3.5	Instructional Strategies. Students with gifts and talents become independent investigators.
3.3	Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.
3.6	Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.
4.3	Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.
5.3	Career Pathways. Students with gifts and talents create future career-oriented goals and identify talent development pathways to reach those goals.
Other	Many grade level or above grade level standards may be addressed depending on the topic chosen by the student.

**Formative Assessments:** Observation, Essential Questions Survey

**Summative Assessment:** End of the Year Showcase

**Resources:**

<http://www.nagc.org/sites/default/files/standards/K-12%20programming%20sta>



Crystal City School District

Class: GATE 3/4 (Section A)

Approved:

Quarter: First		Unit Title: ALM (Affective Curriculum)
Suggested Pacing: 2 weeks		
Essential Question: What do I value in relationships? How do I cope with my feelings?		
Prerequisite Skills: none		
Standards	Learning Targets	
1.1	Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.	
1.2	Self-Understanding. Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.	
1.3	Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their cognitive and chronological peer groups and others in the general population.	
3.2	Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	
3.3	Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.	
4.1	Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.	
4.2	Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.	

Reading 5.2.A.b	Read, infer, analyze, and draw conclusions to explain the theme or moral lesson, conflict, and resolution in a story or novel.
Reading 5.2.A.c	Read, infer, analyze, and draw conclusions to describe how a narrator's or speaker's point of view influences events.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Coping Strategies Wheel with individualized mechanisms	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a> <u>Autonomous Learner Model Resource Book</u> by George Betts	

Crystal City School District

Class: GATE 3/4 (Section B)

Approved:

Quarter: First		Unit Title: ALM (Affective Curriculum)-Believe in Myself	
Suggested Pacing: 2 weeks			
Essential Question: Am I taking the appropriate risks? How do I become more confident in myself and my abilities? Prerequisite Skills: none			
Standards		Learning Targets	
1.1		Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.	
1.2		Self-Understanding. Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.	
1.3		Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their cognitive and chronological peer groups and others in the general population.	
3.2		Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	
3.3		Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.	
4.1		Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.	
4.2		Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships	

	and social interactions.
Reading 1.C.Grade 3b	Text to world (text ideas regarding experiences in the world.)
Reading 2.A. Grade 3b	Read, infer, analyze, and draw conclusions to describe personality traits of characters from their thoughts, words, and actions.
W.2C. Grade 5 a	Write fiction or nonfiction narratives and poems that establish a setting and situation/topic and introduce a narrator and/or characters.
W.2C. Grade 5 b	Write fiction or nonfiction narratives and poems that use narrative techniques, such as dialogue, motivation, and descriptions
W.2C. Grade 5 e	Write fiction or nonfiction narratives and poems that use specific, relevant, and accurate words that are suited to the topic, audience, and purpose.
<b>Formative Assessments:</b> Learner's Needs Assessment	
<b>Summative Assessment:</b> I Am Poem	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a> <b><u>Autonomous Learner Model Resource Book</u></b> by George Betts	

Crystal City School District

Class: GATE 3/4 (All sections)

Approved:

<b>Quarter: First</b>	
<b>Unit Title: Leadership Skills</b>	
<b>Suggested Pacing: 3 weeks</b>	
<b>Essential Question: What skills are needed to be a successful leader?</b>	
<b>Prerequisite Skills: none</b>	
<b>Standards</b>	<b>Learning Targets</b>
3.2	Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.
4.1	Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.
4.2	Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.
4.3	Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.
4.4	Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.
4.5	Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.

Reading 1.A. Grade 5a	Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as in inferences drawn from the text. and support with textual evidence.
Reading 2.A. Grade 5 a	Read, infer, analyze, and draw conclusions compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts.
Reading 3.C. Grade 5a	Read, infer, and draw conclusions to identify devices used in biographies and autobiographies, including how an author presents major events in a person's life.
Reading 3.C. Grade 5e	Read, infer, and draw conclusions to integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Leader Study Assignment	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class: GATE 3/4 (Section A)

Approved:

Quarter: First/Second		Unit Title:Secrets of the Solar System
Suggested Pacing: 5 weeks		
Essential Question: How would life be different if I lived on a different planet? How does the location of the Earth in our solar system provide the perfect place for life?		
Prerequisite Skills: none		
Standards	Learning Targets	
2.4	Learning Progress. As a result of using multiple and ongoing assessments, students with gifts and talents demonstrate growth commensurate with abilities in cognitive, social-emotional, and psychosocial areas.	
2.5	Learning Progress. Students self assess their learning progress.	
3.2	Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	
3.6	Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.	
GM D. Grade 5:	Solve problems involving measurement and conversions within a measurement system. Convert measurements of weight and length within a given measurement system. Solve multi-step problems that require measurement conversions.	
5. PS2.B.1:	Support an argument that the gravitational force exerted by Earth on objects is directed toward the planet's center.	
1.A. Grade 5	Develop and demonstrate reading skills in response to text by: a. drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; b. drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text; c. monitoring	

	comprehension and making corrections and adjustments when understanding breaks down.
2.B.Grade 5	Write informative/explanatory texts that: d. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose; e. contain information using student's original language except when using direct quotations from a source.
5.ESS1.A.1	Support an argument that relative distances from Earth affects the apparent brightness of the sun compared to other stars.
VA: Cr2C.6	Design or redesign objects, places, or systems that meet the identified needs of diverse learners.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Pre/Post Assessment	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	



Crystal City School District

Class: GATE 3/4 (Section B)

Approved:

Quarter: First/Second		Unit Title: Bridges	
Suggested Pacing: 5 weeks			
Essential Question: What makes a bridge so strong/weak?			
Prerequisite Skills: none			
Standards		Learning Targets	
3.2		Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	
3.6		Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.	
1.A.Grade 5a		Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
1.B.Grade 5f		Develop an understanding of vocabulary by using conversational, general academic, and domain-specific words and phrases.	
4.A. Grade 5e		Read to develop an understanding of media and its components by explaining textual and graphics features of a web page and how they help readers to comprehend text.	
GM.C. Grade 5		Define a first quadrant Cartesian coordinate system. (a) Represent the axes as scaled perpendicular number lines that both intersect at 0, the origin. (b) Identify any point on the cartesian coordinate plane by its ordered pair coordinates. (c) Define the first number in an ordered pair as the horizontal distance from the origin. (d) Define the second number in an ordered pair as the vertical distance from the origin.	
DS.A. Grade 5		Create a line plot to represent a given or generated data set, and analyze the data to answer questions and solve	

	problems, recognizing the outliers and generating the median.
5.ETS1.A.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
5.ETS1.B.1	Generate and compare multiple possible solutions to problems based on how well each is likely to meet the criteria and constraints of the problem.
5.ETS1. C.1	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Bridge Design/Build	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class: GATE 3/4 (Section A)

Approved:

Quarter: Second		Unit Title: Energy
Suggested Pacing: 4 weeks		
Essential Question: How can I make things move or change without directly touching it?		
Prerequisite Skills: none		
Standards	Learning Targets	
1.3	Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their cognitive and chronological peer groups and others in the general population.	
3.2	Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	
3.6	Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.	
5.ETS1.A.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	
GM. D. Grade 5	Solve multi-step problems that require measurement conversion.	
RA.C.Grade 5	Solve and justify multi-step problems involving variables, whole numbers, fractions, and decimals.	
NF. B. Grade 5	Estimate results of sums, differences and products with fractions and decimals to the thousandths.	
NF. A. Grade 4	Recognize and generate equivalent fractions.	

NF.A. Grade 5	Convert decimals to fractions and fractions to decimals.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Rollercoaster	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class: GATE 3/4 (Section B)

Approved:

Quarter: Second		Unit Title: The Wright Brothers	
Suggested Pacing: 5 weeks			
Essential Questions: How are the Wright Brothers considered leaders? What can they teach me about innovation?			
Prerequisites: none			
2.4		Learning Progress. As a result of using multiple and ongoing assessments, students with gifts and talents demonstrate growth commensurate with abilities in cognitive, social-emotional, and psychosocial.	
2.5		Learning Progress. Students self-assess their learning process.	
3.2		Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	
4.1		Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.	
4.2		Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.	
4.3		Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.	
4.4		Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance.	

	They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.
4.5	Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.
2.A. Grade 3a	Read, infer, analyze, and draw conclusions to summarize and sequence the events/plot and explain how past events impact future events
3.A. Grade 3e	Read, infer, and draw conclusions to describe the relationship between events, ideas, concepts, or steps.
3.C. Grade 3c	Read, infer, and draw conclusions to use information gained from illustrations and words to demonstrate understanding of the text.
NBT.A. Grade 3	Demonstrate fluency with addition and subtraction within 1000.
GM.B. Grade 3	Solve problems involving addition and subtraction of minutes.
DS.A. Grade 3	Create a line plot to represent data.
3.ETS1.B.1	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
3.ETS1.C.1	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
<b>Formative Assessment:</b> Observation, Essential Question Survey	
<b>Summative Assessment:</b> Pre/Post Assessment	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class: GATE 3/4 (Section A)

Approved:

**Quarter: Second/Third**

**Unit Title: Fairy Tale STEM**

**Suggested Pacing: 4 weeks**

**Essential Question: How can fairy tales teach me about leadership? What makes a great fairy tale?**

**Prerequisite Skills: none**

<b>Standards</b>	<b>Learning Targets</b>
3.2	Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.
4.1	Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.
4.2	Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.
4.3	Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.
4.4	Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.
4.5	Communication Competence. Students with gifts and talents develop competence in interpersonal and technical

	communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.
Reading 1.A.Grade 5b	Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Reading 1.B.Grade 5b	Develop an understanding of vocabulary by using context to determine meaning of unfamiliar or multiple-meaning words
Reading 1.C. Grade 5b	Compare, contrast, and analyze relevant connections between text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Aladdin's Map	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class: GATE 3/4 (Section B)

Approved:

Quarter: Second/Third		Unit Title: Civil War
Suggested Pacing: 3 weeks		
Essential Question: What struggles do I and the people during the civil war era have in common? How do I (and they) overcome them?		
Prerequisite Skills: none		
Standards	Learning Targets	
3.2	Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	
4.1	Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.	
4.2	Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.	
4.3	Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.	
4.4	Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.	
4.5	Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and	



	written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.
Reading 1.A. Grade 5.a	Develop and demonstrate reading skills in response to text by drawing conclusions and inferring textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Reading 1. C. Grade 5.b	Compare, contrast, and analyze relevant connections between text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural.
Reading 2.A. Grade 5c	Read, infer, analyze and draw conclusions describe how a narrator's or speaker's point of view influences events.
Writing 1.B. Grade 5b	Appropriate to genre type, develop a draft from prewriting by establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph.
Writing 1.C. Grade 5a	Reread, revise, and edit drafts with assistance to develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, and voice.
GM. D. Grade 5	Solve multi-step problems that require measurement conversion.
RA.C.Grade 5	Solve and justify multi-step problems involving variables, whole numbers, fractions, and decimals.
NF. B. Grade 5	Estimate results of sums, differences and products with fractions and decimals to the thousandths.
NF. A. Grade 4	Recognize and generate equivalent fractions.
NF.A. Grade 5	Convert decimals to fractions and fractions to decimals.
3a.G.Grade 5	Identify political, economic and social causes and consequences of the Civil War and Reconstruction.
5.A. Grade 5	Use geographic sources to acquire information, answer questions and solve problems. Construct maps for relevant social studies topics.
<b>Summative Assessment: Civil War Weapon Replica</b>	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20program">http://www.nagc.org/sites/default/files/standards/K-12%20program</a>	

Crystal City School District

Class: 3/4 All sections

Approved:

<b>Quarter: Third</b>  <b>Suggested Pacing: 8 weeks</b>		<b>Unit Title: JC Endeavor Competition</b>
<b>Essential Question: How can I contribute to my group in a positive way? What new things can I make?</b>		
<b>Prerequisite Skills: none</b>		
<b>Standards</b>	<b>Learning Targets</b>	
1.4	Awareness of Needs. Students identify and access supplemental, outside-of-school resources that support the development of their gifts and talents (e.g., families, mentors, experts, or programs).	
4.1	Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking	
4.2	Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.	
4.3	Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.	
4.4	Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues,	

	including discrimination and stereotyping.
4.5	Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.
3.4	Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.
3.5	Instructional Strategies. Students with gifts and talents become independent investigators.
3.3	Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.
3.6	Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.
5.3	Career Pathways. Students with gifts and talents create future career-oriented goals and identify talent development pathways to reach those goals.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> JC Endeavor Competition	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class: GATE 3/4 (Section A)

Approved:

Quarter: Fourth Suggested Pacing: 5 weeks		Unit Title: Service Project
Essential Question:How can I use my skills to help others or make the world a better place?		
Prerequisite Skills: none		
Standards	Learning Targets	
3.3	Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.	
4.3	Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.	
4.4	Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.	
4.5	Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.	
5.ETS1.A.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	
5.ETS1.B.1	Generate and compare multiple solutions to a problem based on how well each is likely to meet the criteria and constraints	

	of the problem.
Varies	Other standards may be included depending on the project chosen by students.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Service Project	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class: GATE 3/4 (SectionB)

Approved:

Crystal City School District		Unit Title: Career Preparedness	
Quarter: Fourth			
Suggested Pacing: 5 weeks			
Essential Question: What do I want to do when I am done with school?			
Prerequisite Skills: none			
Standards		Learning Targets	
3.4		Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.	
3.5		Instructional Strategies. Students with gifts and talents become independent investigators.	
3.6		Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.	
4.1		Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.	
5.3		Career Pathways. Students with gifts and talents create future career-oriented goals and identify talent development pathways to reach those goals.	
Varies		State standards may vary based on student interests.	

**Formative Assessments:** Observation, Essential Questions Survey

**Summative Assessment:** Pizza My Future Assignment

**Resources:** <http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf>

Crystal City School District

Class: 3/4 All sections

Approved:

**Quarter: Fourth**

**Unit Title: Independent Interest**

**Suggested Pacing: 5 weeks**

**Essential Question: How can I use my skills to showcase my interests and talents?**

**Prerequisite Skills:** Some knowledge about the chosen topic.

<b>Standards</b>	<b>Learning Targets</b>
3.4	Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.
3.5	Instructional Strategies. Students with gifts and talents become independent investigators.
3.3	Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.
3.6	Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.
4.3	Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.
5.3	Career Pathways. Students with gifts and talents create future career-oriented goals and identify talent development

	pathways to reach those goals.
Varies	State standards will vary based on student interests.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> End of the Year Showcase	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class: GATE 5/6 (Section A)

Approved:

Quarter: First		Unit Title: Affective Curriculum: Tolerance	
Suggested Pacing: 2 weeks			
Essential Question: How can I make others feel accepted, even if they are different from me?			
Prerequisite Skills: none			
Standards		Learning Targets	
1.1		Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.	
1.2		Self-Understanding. Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.	
1.3		Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their cognitive and chronological peer groups and others in the general population.	
1.5		Cognitive, Psychosocial, and Affective Growth. Students with gifts and talents demonstrate cognitive growth and psychosocial skills that support their talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs.	
3.2		Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial	

	skills necessary for achievement in their domain(s) of talent and/or areas of interest.
3.3	Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.
4.1	Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.
4.2	Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.
4.4	Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.
Reading 1.B. Grade 7	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
Reading 1.D. Grade 7	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.
<b>Formative Assessments:</b> Observation, Essential Question Survey	
<b>Summative Assessment:</b> Problem Solving Flow Chart	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a> <u>Autonomous Learner Model Resource Book</u> by George Betts	



Crystal City School District

Class: GATE 5/6 (Section B)

Approved:

Quarter: First		Unit Title: ALM: Facing Fears and Taking Risks	
Suggested Pacing: 2 weeks			
Essential Question: How can I face my fears? How can taking risks help me grow?			
Prerequisite Skills: none			
Standards		Learning Targets	
1.1		Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.	
1.2		Self-Understanding. Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.	
1.3		Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their cognitive and chronological peer groups and others in the general population.	
1.5		Cognitive, Psychosocial, and Affective Growth. Students with gifts and talents demonstrate cognitive growth and psychosocial skills that support their talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs.	

3.2	Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.
4.1	Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.
4.2	Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.
4.4	Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.
Reading 1.B. Grade 7	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
Reading 1.D. Grade 7	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.
<b>Formative Assessments:</b> Observation, Risk Questionnaire	
<b>Summative Assessment:</b> Facing Fears in the Sky (after Leadership Skill Unit)	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	
<u>Autonomous Learner Model Resource Book</u> by George Betts	

Crystal City School District

Class: GATE 5/6 (Section A)

Approved:

Quarter: First		Unit Title: Leadership Skills-Curiosity	
Suggested Pacing: 3 Weeks			
Essential Question: How can curiosity influence being a good leader? How have leaders in the past used curiosity to lead?			
Prerequisite Skills: none			
Standards		Learning Targets	
1.2		Self-Understanding. Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.	
1.5		Cognitive, Psychosocial, and Affective Growth. Students with gifts and talents demonstrate cognitive growth and psychosocial skills that support their talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs.	
4.1		Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.	

4.2	Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.
4.3	Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.
RI 3.D. Grade 7	Read and comprehend informational text independently and proficiently.
varies	Other standards will vary based on student's choice.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Leader Project	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class: GATE 5/6 (Section B)

Approved:

Quarter: First		Unit Title: Leadership Skills-Bravery	
Suggested Pacing: 3 Weeks			
Essential Question: How can I be brave and help others succeed? How have leaders in the past used bravery to lead?			
Prerequisite Skills: none			
Standards		Learning Targets	
1.2		Self-Understanding. Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.	
1.5		Cognitive, Psychosocial, and Affective Growth. Students with gifts and talents demonstrate cognitive growth and psychosocial skills that support their talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs.	
4.1		Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.	

4.2	Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.
4.3	Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.
RI 3.D. Grade 7	Read and comprehend informational text independently and proficiently.
varies	Other standards will vary based on student's choice.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Facing Fears in the Sky (after Facing Fears Unit)	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class: GATE 5/6 (Section A)

Approved:

Quarter: First/Second Study		Unit Title: Electronics/Video Game	
Suggested Pacing: 5 weeks			
Essential Question: How has the advancement of electronics changed the way things are today? How do video game consoles work? Prerequisite Skills: none			
Standards		Learning Targets	
1.1		Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.	
1.2		Self-Understanding. Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.	
3.2		Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	
3.4		Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.	

RI 3.D. Grade 7	Read and comprehend informational text independently and proficiently.
DSP. B. Grade 7	Analyze different data distributions using statistical measures.
DSP. B. Grade 7	Compare the numerical measures of center, measures of frequency and measures of variability from two random samples to draw inferences about the population.
DSP. C. Grade 7 a	Investigate the probability of chance events: Determine probabilities of simple events.
DSP. C. Grade 7 b	Investigate the probability of chance events: Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring.
DSP. C. Grade 7 b	Investigate the relationship between theoretical and experimental probabilities for simple events: Perform experiments that model theoretical probability.
6-8. ETS1.A.1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
6-8.ETS1.B.1	Evaluate competing design solutions using systematic process to determine how well they meet the criteria and constraints of the problem.
6-8.ETS1.B.2	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
6-8.ETS1.B.3	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Assembly of a game/computer console	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class: GATE 5/6 (Section B)

Approved:

**Quarter: First/Second**

**Unit Title: "A Night at the Museum"**

**Suggested Pacing: 5 weeks**

**Essential Question: How has art preservation changed over time? What does the Smithsonian museum have to offer?**

**Prerequisite Skills: none**

<b>Standards</b>	<b>Learning Targets</b>
1.1	Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.
1.2	Self-Understanding. Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.
3.2	Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.
3.4	Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.

6-8.AP.PD.05	Manage project tasks and timelines when collaboratively developing computational artifacts.
VA:Pr4.1.7	Compare and contrast how technologies have changed the way artwork is preserved, presented and experienced.
Varies	Will vary based on the topic chosen by students.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Research and art recreation	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class: GATE 5/6 (Section A)

Approved:

Quarter: Second		Unit Title: Desire to Learn	
Suggested Pacing: 4 weeks			
Essential Question:How do I become a better learner? How do I become an autonomous learner?			
Prerequisite Skills: none			
Standards		Learning Targets	
1.1		Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.	
1.2		Self-Understanding. Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.	
3.2		Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	
3.4		Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.	



RL.1A.Grade 7	Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.1B. Grade 7	Determine the words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
RL.1D.Grade 7	Read and comprehend literature, including stories, dramas, and poems independently and proficiently.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Book Study Project	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class: GATE5/6 (Section B)

Approved:

Quarter: Second		Unit Title: Human Body	
Suggested Pacing: 4 weeks			
Essential Question:How does my body work? What if one system was removed?			
Prerequisite Skills: none			
Standards		Learning Targets	
3.2		Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	
3.4		Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.	
3.6		Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.	
5.LS1.A.1		Compare and contrast the major organs/organ systems (e.g. support, reproductive, digestive, transport/circulatory, excretory, response) the perform similar functions for animals belonging to different vertebrate classes.	

6-8.LS1.A.3	Develop an argument supported by evidence for how multicellular organisms are organized by varying levels of complexity; cells, tissue, organs, organ systems.
6-8.LS1.A.4	Present evidence that body systems interact to carry out key body functions, including providing nutrients and oxygen to cells, removing carbon dioxide and waste from cells and the body, controlling body motion/activity and coordination, and protecting the body.
VA: Cr1.2.8	Develop criteria to guide making a work of art or design meet an identified goal.
VA: Cr 2.3.7	Apply visual organizational strategies to design and produce a word of art, design, or media that clearly communicates information or ideas.

**Formative Assessments:** Observation, Essential Questions Survey

**Summative Assessment:** Inside of Me Project

**Resources:** <http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf>

Crystal City School District

Class: GATE 5/6 (Section A)

Approved:

**Quarter: Second**

**Unit Title: Minute to Win It Challenges**

**Suggested Pacing: 2 weeks**

**Essential Question: Why are these tasks so challenging? Is there a secret?**  
**Prerequisite Skills: none**

<b>Standards</b>	<b>Learning Targets</b>
1.1	Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.
1.3	Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their cognitive and chronological peer groups and others in the general population.
2.5	Learning Progress. Students self assess their learning progress.
3.2	Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.

4.1	Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.
6-8.ETS1.B.2	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
6-8.ETS1.B.3	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Tournament Set-up	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class: GATE5/6 (Section B)

Approved:

Quarter: Second		Unit Title: Microbiology	
Suggested Pacing: 2 weeks			
Essential Question: What makes bacteria/viruses grow so well? How can I use that to keep me healthy?			
Prerequisite Skills: none			
Standards		Learning Targets	
1.1		Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.	
2.4		Learning Progress. As a result of using multiple and ongoing assessments, students with gifts and talents demonstrate growth commensurate with abilities in cognitive, social-emotional, and psychosocial areas.	
2.5		Learning Progress. Students self assess their learning progress.	
3.2		Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial	

	skills necessary for achievement in their domain(s) of talent and/or areas of interest.
3.4	Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.
6-8.LS1.B.2	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Pre Assessment/ Post Mystery Bacteria Project	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class:5/6 All sections

Approved:

Quarter: Third		Unit Title: JC Endeavor Competition	
Suggested Pacing: 10 weeks			
Essential Question: How can I contribute to my group in a positive way? What new things can I make?			
Prerequisite Skills: none			
Standards		Learning Targets	
1.4		Awareness of Needs. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.	
4.1		Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity,	

	and risk taking
4.2	Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.
4.3	Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.
4.4	Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.
4.5	Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.
3.2	Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.
3.5	Instructional Strategies. Students with gifts and talents become independent investigators.
3.3	Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.
3.6	Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.
5.3	Career Pathways. Students with gifts and talents create future career-oriented goals and identify talent development pathways to reach those goals.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> JC Endeavor Competition	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class: GATE 5/6 (Section A)

Approved:

Quarter:Fourth		Unit Title: Career Preparedness	
Suggested Pacing: 5 weeks			
Essential Question: What career would I consider for myself in the future? What do I need to do to make this a reality?			
Prerequisite Skills: none			
Standards		Learning Targets	
1.6		Cognitive Growth and Career Development. Students with gifts and talents identify future career goals that match their interests and strengths. Students determine resources needed to meet those goals (e.g., supplemental educational opportunities, mentors, financial support).	
3.4		Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.	
3.5		Instructional Strategies. Students with gifts and talents become independent investigators.	

3.6	Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.
4.1	Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.
5.4	Collaboration. Students with gifts and talents are able to continuously advance their talent development and achieve their learning goals through regular collaboration among families, community members, advocates, and the school.
5.3	Career Pathways. Students with gifts and talents create future career-oriented goals and identify talent development pathways to reach those goals.
Varies	State standards may vary based on student interests.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Career Portfolio Demonstration	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class: GATE 5/6 (Section B)

Approved:

Crystal City School District	
Quarter:Fourth	Unit Title: Service Project
Suggested Pacing: 5 weeks	
Essential Question: How can I make the world a better place?	
Prerequisite Skills: none	
Standards	Learning Targets
3.3	Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.
4.3	Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.
4.4	Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.



4.5	Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.
Varies	State standards may vary based on student interests.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Service Project	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class: 5/6 All sections

Approved:

Quarter: Fourth		Unit Title: Independent Interest	
Suggested Pacing: 5 weeks			
Essential Question: How can I use my skills to showcase my interests and talents?			
Prerequisite Skills:Some knowledge about the chosen topic.			
Standards		Learning Targets	
3.4		Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.	
3.5		Instructional Strategies. Students with gifts and talents become independent investigators.	
3.3		Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.	

3.6	Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.
4.3	Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.
4.5	Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.
5.3	Career Pathways. Students with gifts and talents identify future career goals and the talent development pathways to reach those goals
Varies	The standards will vary based on the interest of the student.

**Formative Assessments:** Observation, Essential Questions Survey

**Summative Assessment:** End of the Year Showcase

**Resources:**

<http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf>

Crystal City School District

Class: GATE JH

Approved:

**Quarter:** First

**Unit Title:** ALM/Journey into Self

**Suggested Pacing:** 4 weeks

**Essential Question:** What can I do to ease my worries? What resources are available to me?  
**Prerequisite Skills:** none

Standards	Learning Targets
1.1	Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.
1.2	Self-Understanding. Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior
1.3	Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their cognitive and

	chronological peer groups and others in the general population.
1.6	Cognitive Growth and Career Development. Students with gifts and talents identify future career goals that match their interests and strengths. Students determine resources needed to meet those goals (e.g., supplemental educational opportunities, mentors, financial support).
4.1	Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.
4.2	Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.
4.3	Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility
4.4	Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.
5.1	Comprehensiveness. Students with gifts and talents demonstrate growth commensurate with their abilities in cognitive, social-emotional, and psychosocial areas as a result of comprehensive programming and services.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Personal Time Capsule	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class: GATE JH(Section A)

Approved:

Crystal City School District		Unit Title: Career Preparedness	
Suggested Pacing: 4 weeks			
Essential Question: What do I plan to do after high school? What can I do now to ease that transition?			
Prerequisite Skills: none			
Standards		Learning Targets	
1.6		Cognitive Growth and Career Development. Students with gifts and talents identify future career goals that match their interests and strengths. Students determine resources needed to meet those goals (e.g., supplemental educational opportunities, mentors, financial support).	
3.4		Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.	

3.5	Instructional Strategies. Students with gifts and talents become independent investigators.
3.6	Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.
4.1	Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.
5.3	Career Pathways. Students with gifts and talents create future career-oriented goals and identify talent development pathways to reach those goals.
5.4	Collaboration. Students with gifts and talents are able to continuously advance their talent development and achieve their learning goals through regular collaboration among families, community members, advocates, and the school.
Varies	State standards may vary based on student interests.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Career Scavenger Hunt or Career Fair	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class: GATE JH (Section B)

Approved:

Crystal City School District		Classroom 2023-2024	
Quarter: First		Unit Title: Service Learning	
Suggested Pacing: 4 weeks			
Essential Question: How can I use my gifts and talents to help others?			
Prerequisite Skills: none			
Standards		Learning Targets	
3.3		Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.	
4.3		Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.	
4.4		Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse	

	groups. They use positive strategies to address social issues, including discrimination and stereotyping.
4.5	Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.
varies	Based on the topics chosen by the students
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Service Project	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class: GATE JH

Approved:

Quarter: Second (continue in Fourth)		Unit Title: ALM model with direct lessons
Suggested Pacing: 8 weeks/5 weeks		
Essential Question: How do I go about learning independently? How do I improve socially, intellectually/cognitively, emotionally, and physically (health)?		
Prerequisite Skills: none		
Standards	Learning Targets	
1.1	Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.	
1.2	Self-Understanding. Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.	

1.3	Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their cognitive and chronological peer groups and others in the general population.
1.4	Awareness of Needs. Students identify and access supplemental, outside-of-school resources that support the development of their gifts and talents (e.g., families, mentors, experts, or programs).
3.5	Instructional Strategies. Students with gifts and talents become independent investigators.
3.3	Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.
4.1	Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.
4.5	Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Individual Goal Selection and Completion	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	



Crystal City School District

Class: JH All sections

Approved:

<b>Quarter: Second/Third</b> <b>Suggested Pacing: 12 weeks</b> <b>Unit Title: JC Endeavor Competition</b>	
<b>Essential Question: How can I contribute to my group in a positive way? What new things can I make?</b> <b>Prerequisite Skills: none</b>	
<b>Standards</b>	<b>Learning Targets</b>
1.4	Awareness of Needs. Students identify and access supplemental, outside-of-school resources that support the development of their gifts and talents (e.g., families, mentors, experts, or programs).
4.1	Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These

	include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking
4.2	Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.
4.3	Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.
4.4	Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. 1 They use positive strategies to address social issues, including discrimination and stereotyping.
4.5	Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.
3.2	Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.
3.5	Instructional Strategies. Students with gifts and talents become independent investigators
3.3	Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.
3.6	Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.
5.3	Career Pathways. Students with gifts and talents create future career-oriented goals and identify talent development pathways to reach those goals.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Imagination Destination Competition	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class: GATE JH

Approved:

**Quarter: Fourth**

**Unit Title: Zombie Apocalypse**

**Suggested Pacing: 5 weeks**

**Essential Question: How could I survive an apocalypse? What is necessary in survival?**

**Prerequisite Skills: none**

<b>Standards</b>	<b>Learning Targets</b>
1.1	Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.
1.5	Cognitive, Psychosocial, and Affective Growth. Students with gifts and talents demonstrate cognitive growth and psychosocial skills that support their talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs.

3.2	Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.
3.4	Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.
3.3	Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.
4.5	Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> Slide presentation of survival	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	

Crystal City School District

Class: JH All sections

Approved:

Quarter: Fourth		Unit Title: Independent Interest	
Suggested Pacing: 5 weeks			
Essential Question: How can I use my skills to showcase my interests and talents?			
Prerequisite Skills:Some knowledge about the chosen topic.			
Standards		Learning Targets	
3.2		Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	

3.5	Instructional Strategies. Students with gifts and talents become independent investigators.
3.3	Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.
3.6	Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.
4.3	Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.
5.3	Career Pathways. Students with gifts and talents create future career-oriented goals and identify talent development pathways to reach those goals.
<b>Formative Assessments:</b> Observation, Essential Questions Survey	
<b>Summative Assessment:</b> End of the Year Showcase	
<b>Resources:</b> <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a>	