GARDEN GROVE UNIFIED SCHOOL DISTRICT
Department of K-12 Educational Services
Gifted and Talented Edcuation

INTERMEDIATE SCOPE AND SEQUENCE:
ADVANCED LEARNER DIFFERENTIATION

Strategy	7th GRADE	8th GRADE
HABITS OF A SCHOLAR	• **Reintroduce *Habits of a Scholar* focus on goal setting to reinforce scholarly habits *or*** • **Introduce *Intellectual Traits* (Leadership, Courage, Humility, Assertiveness)**	
THEMES/ GENERALIZATIONS	• **Students use *Themes & Generalizations* to connect ideas within and across disciplines** 	
	ELA Q1: Structure Q2: Relationships Q3: Conflict Q4: Power **History** Q1: Structure & Relationships Q2: Conflict & Power **Math** *Pre-Algebra*: Systems *Algebra:* Relationship **Science** Semester 1: Structure Semester 2: Systems	**ELA/History** Q1: Structure Q2: Relationships Q3: Conflict Q4: Power **Math** *Pre-Algebra*: Systems *Algebra:* Relationships *Geometry*: Structure **Science** Q1: Structure/Exploration Q2: Structure/Patterns Q3: Conflict/Force Q4: Systems, Structure, Exploration
THINKING TOOLS	**All Thinking Tools integrated into lesson design and student products to add depth and complexity to objective. Thinking tools include:** *Depth & Complexity* –  *Content Imperatives* – origin, parallel, contribution, convergence, paradox  *Keys to Learning* – 🗝 significance, traits, influences, consequences. reactions, purpose, evidence… ***Thinking Tools* used in combinations to create greater sophistication of thought, i.e.** • *Concentric Circles of Knowledge* – i.e. Understand it for yourself, the community, and globally. • *Iconic Statements* – i.e. Perspectives influence patterns.	
JUNIOR GREAT BOOKS	• **Use *Junior Great Books* to augment literary thought through *Inquiry-Based Discussion* in connection with the theme and generalizations:**	
	Q1: "At Her Father's…" Q2: "Day of the Butterfly" Q3: "I Just Kept on Smiling" Q4: "Harrison & Bergeron"	Q1: "Rules of the Game" Q2: "Approximations" Q3: "Sucker" Q4: "High School Graduation"

THINK LIKE A DISCIPLINARIAN

Thinking Like a Disciplinarian …

- **Understands that learning in different disciplines requires a specific mode of thinking**
- **Provides authentic learning opportunities to analyze diverse disciplinarians' contributions**
- **Learns about a broad cross-section of potential career paths**

Examples of appropriate disciplinarians within each content areas may include:

ELA:	**ELA**:
Zookeeper, Dentist, Reporter, Investigator, Thespian, Historian, Web Designer	Legislator, Lobbyist, Attorney, Psychologist, Orator, Scientist, Technologist, Linguist, Editor

MATH:

Pre-Algebra: *"Parts of systems are independent upon one another and form relationships"*
Chief Financial Officer, Architect, Chef, Engineer, Business Owner, Accountant, Biostatistician

Algebra: *"All relationships are purposeful"*
Efficiency Expert, Economist, Stockbroker, Banker, Legislator, Environmental Analyst, Statistician

Geometry: *"Parts of structures support and are supported by other parts"*
Architect, Computer Analyst, Structural Engineer, Systems Engineer, Aerospace Mathematician

HISTORY:	**HISTORY:**
Historian, Curator, Sociologist, Economist, Theologian, Philosopher, Orator, Politician, Journalist, Statistician, Cartographer	Inventor, Newscaster, Government Official, Journalist, Statistician, Statesman, Oceanographer, Photojournalist, Social Worker
SCIENCE : Geneticist, Medical Doctor, Orthopedist, Biologist *(see disciplinarians/careers at end of chapters)*	**SCIENCE:** Engineer, Chemist, Rocket Scientist, Astronomer, Astronaut, Oceanographer, Physicist *(see disciplinarians/careers at end of all chapters)*

THINKING SKILLS

Students will use higher levels of critical thought throughout content across curriculum by using the following thinking skills :

Costa's Levels of Thinking *Bloom's Taxonomy* *Creative Thinking* *Problem Solving*

MODELS OF INSTRUCTION

The following *Models of Instruction* allow teachers to deliver content to foster the development of *critical thinking, creative thinking*, and *creative problem solving skills*:

- *Advanced Organizer*
- *Direct Instruction/GRR*
- *Thinking Maps*
- *Inquiry-Based Discussion (JGB)*
- *Inquiry (Costa's/Bloom's)*
- *Concept Attainment*
- *Inductive Reasoning*
- *Deductive Reasoning*
- *Group Investigation*
- *Socratic Seminar*
- *Philosophical Chair*

DIFFERENTIATED STRUCTURES

Classroom grouping structures allow for extended learning opportunities when appropriate:

- *Compacting:* Pre-assessment based on data allows for advanced application of standards when prior mastery of standard is established
- *Extension Menus:* Menus allow for student choice, tiering of products or enrichment of standards
- *Independent Study:* Allows for individual student learning in relation to content or as an extension to content
- *Tiered Assignments:* Allows for various levels of rigor in application of standards