

K-12 GIFTED PROGRAM*
ESSENTIAL CONCEPTS/PROCESSES/CONTENT MATRIX

STATE STRAND	The Florida State Strands for gifted learners (GAGE) are all contained within the matrix.
SUNSHINE STATE STANDARD	<i>The Sunshine State Standards for gifted learners, GAGE (Greater Accountability in Gifted Education), are all contained within the matrix.</i>
CONTENT	B E N C H M A R K S
Academic	The student . . .
1. Use of information, concepts and ideas as stated in Sunshine State Standards for Language Arts, Social Studies and Science	1.1 distinguishes between fact and opinion by using a variety of sources to support or validate conclusions. 1.2 locates, evaluates, and sorts data from current primary and secondary sources using media, advanced technology and telecommunication links, in order to present and discuss findings. 1.3 uses multiple original and secondary sources to analyze, interpret, and synthesize relevant details and facts to examine relationships, infer meanings, define conclusions, and predict outcomes. 1.4 interprets and analyzes information, concepts, and ideas by recognizing and comparing multiple perspectives and acknowledging personal, culturally diverse, and global value systems. 1.5 analyzes and synthesizes information, concepts, and ideas obtained from multiple sources and communicate results in a unique way. 1.6 identifies and proposes practical solutions to real-life problems or issues and analyzes the possible consequences and impacts of each solution.
2. Communication of information, concepts and ideas as stated in Sunshine State Standards for Language Arts, Social Studies and Art	2.1 conveys information, concepts, and ideas using appropriate and/or advanced language, graphic representation, styles, organizations, and format. 2.2 selects, uses, and evaluates a variety of formats or media appropriate for presenting original, intellectual, and artistic products ranging from personal to technical communications. 2.3 edits and refines information, concepts, and ideas to be reported individually and in groups using appropriate form, emphases, usage, spelling, and punctuation to ensure a quality product. 2.4 identifies an authentic audience in or outside of the school, makes arrangements, and follows through in presenting appropriate information, concepts, and ideas. 2.5 evaluates personal presentation skills in sharing information, concerns, ideas, and solutions with real audiences by using evaluation by self, peers, real audiences, and teachers. 2.6 demonstrates the ability to present information or data in at least two languages (foreign languages and/or computer languages).
3. Use of numeric procedures, concepts, and information as stated in Sunshine State Standards for Mathematics and Science	3.1 demonstrates proficiency and applies advanced numeric procedures drawing logical conclusions and giving multiple solutions for real-life problems. 3.2 organizes and processes symbols, pictures, objects, and information in a way that permits logical conclusions and multiple solutions to problems. 3.3 demonstrates competence and proficiency in using sophisticated calculating tools. 3.4 selects appropriate statistical procedures to describe and manipulate data, forecast future trends and draw logical conclusions. 3.5 makes qualitative judgments, predicts outcomes for arguments, and makes mathematical decisions based on quantitative information.
4. Use of creative thinking skills as stated in Sunshine State Standards for Social Studies, Mathematics, and Science	4.1 demonstrates the ability to analyze a problem and generates supportive arguments for both sides of a complex issue. 4.2 demonstrates the ability to reconceptualize or challenge existing knowledge, theories, or ideas and/or generates new knowledge or ideas. 4.3 analyzes data and draws conclusions based on that data; forecasts future trends based on previous or current observations, measurements, and/or inferences. 4.4 demonstrates confidence, knowledge and techniques in solving increasingly complex everyday problems after viewing them from a variety of perspectives by using multiple forms of information, resources, and technology. 4.5 analyzes and evaluates the various creative processes demonstrated by people of eminence in order to understand and maximize personal creative talents. 4.6 generates, classifies, and evaluates ideas, objects, and/or events in unique and/or new ways in order to construct original projects that illustrate solutions to real-life problems or concerns.

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CONTENT	B E N C H M A R K S	
Work Place	The student . . .	
1. Use of appropriate and effective personal qualities	5.1	identifies personal strengths and weaknesses for given tasks and accepts challenges requiring skills in their areas of strength as well as outside strength areas.
	5.2	accepts differences by respecting the ideas and feelings of individuals within a diverse group.
	5.3	demonstrates the ability to state and support personal points of view even when opinions are contrary to the accepted ideas expressed by others.
	5.4	designs plans of actions to address issues or problems of personal interest.
	5.5	demonstrates a greater awareness and understanding of self and others through participation in programs and projects that emphasize service to others.
	5.6	demonstrates the ability to set personal, academic, and career goals by developing realistic and systematic plans for achievement and then making significant progress toward achieving set goals.
2. Resource allocations	6.1	recognizes their own characteristics and talents as valuable resources and allocates personal energy, commitment, and time effectively.
	6.2	views others as valuable resources and engages the use of their unique talents.
	6.3	devises and implements project plans for appropriately allocating time, money, materials, and other resources.
3. Use of information systems	7.1	demonstrates the ability to solve problems using technology by generating workable solutions and identifying appropriate sources from which to obtain needed assistance.
	7.2	uses information systems to identify and analyze societal trends and events in order to forecast future implications and possible trends.
	7.3	demonstrates the ability to propose new uses for technology and other information systems as tools for personal and professional productivity.
	7.4	demonstrates the appropriate management of technology so that it is used as a tool for personal and professional productivity.
4. Cooperative learning and teaching	8.1	works cooperatively with peers from a variety of cultures and ability levels, recognizing and respecting individual talents, strengths, and learning and work styles.
	8.2	organizes cooperative groups based on individual talents and strengths to solve a problem or complete a project.
	8.3	demonstrates responsible leadership and teamwork within work groups.
5. Exercising leadership	9.1	recognizes, respects, and acts upon visionary thinking, incorporating these ideas to bring about change.
	9.2	demonstrates respect for the ideas, feelings, and abilities of others by ensuring opportunities for active participation by each member of the group.
	9.3	demonstrates knowledge of group dynamics by promoting positive communication within groups, adhering to the established rules of interaction in accepting and respecting consensus.
	9.4	recognizes diversity of group members and displays flexibility incorporating individual beliefs and values toward goal attainment.
	9.5	demonstrates conflict management and resolution techniques in group situations.
	9.6	analyzes the qualities of outstanding leaders in order to evaluate and improve personal leadership skills.
6. Multicultural perspective	10.1	demonstrates understanding of the social, economic, and political factors that affect the quality of life for people in all nations.
	10.2	acknowledges and empathizes with diverse viewpoints among cultures in order to understand the ideas of others and formulate personal perspectives.
	10.3	demonstrates knowledge and understanding of the values and beliefs of diverse social, ethnic, economic, and gender groups.

*The gifted benchmarks were designed as K-12 exit outcomes. While they apply to all ages, these benchmarks will be achieved at increasingly complex levels as the student progresses through school to graduation. More specific descriptions of what the outcomes look like at the different age-bands provides clarification necessary for students, teachers, parents, and administrators. Research shows that an effective program will not only provide the important outcomes to which energy and time will be directed, but will also provide a continuum of benchmarks that will empower students to proceed toward mastery of those outcomes (Hunter, 1992). Benchmarks measure student progress toward the achievement of exit outcomes at different age levels. Benchmarks provide checkpoints along the way to evaluate the student's progress toward achieving recommended exit outcomes. The teacher guide provides appropriate benchmark statements for three different age-bands. These are primary (K-2), intermediate (3-5), and middle (6-8). Although kindergarten students will perform at a less complex level, they will still be working toward the same outcomes as a high school student. For instance, an outcome that asks students to convey information through graphs can be performed at all levels. It is suggested that teachers of young children avoid breaking outcomes into bits of knowledge and stop there. It is preferred that they teach the children that graphs exist and require them to convey information through their own graphs, even at the very earliest stages of school. Benchmarks were written with the idea that all ages will perform the outcome, but younger learners may perform them in a simple form, using materials appropriate to their abilities. As the learner progresses, the complexity of the task and the difficulty of the material used will increase, but the core of the outcome will essentially stay the same.