



Flagler County Public Schools  
Gifted Programs  
K – 12  
2008-2009

**Flagler County Public Schools  
 Gifted Program 2008/2009**

(These classes are designated for students identified as gifted who have an EP.)

| <b>BELLE TERRE ELEMENTARY SCHOOL</b> |                                | <b>BUNNELL, OLD KINGS, WADSWORTH AND RYMFIRE ELEMENTARY SCHOOLS</b> |                                |
|--------------------------------------|--------------------------------|---|--------------------------------|
| GRADE LEVEL                          | COURSE NAME (COURSE CODE)      | GRADE LEVEL   | COURSE NAME (COURSE CODE)      |
| K - 2nd                              | Consultation and/or Enrichment | K - 2nd   | Consultation and/or Enrichment |
| 3rd - 5th (home zone students)       | Self-contained (7755040)       | 3rd - 5th (cluster site at BES)                                     | Self-contained (7755040)       |

| <b>BUDDY TAYLOR MIDDLE SCHOOL</b> |  | <b>INDIAN TRAILS MIDDLE SCHOOL</b>       |  |
|-----------------------------------|--|--|--|
| GRADE LEVEL                       | COURSE NAME (COURSE CODE)  | GRADE LEVEL                              | COURSE NAME (COURSE CODE)  |
| 6th - 8th                         | Gifted Studies (Advanced Academics 7855040) (single grade classes) | 6th, 7th, 8th (single grade if possible) | Gifted Studies: Lang Arts (Advanced Academics 7855040) (Single grade classes)      |
|                                   |  | 6th, 7th, 8th (single grade if possible) | Gifted Studies: Social Studies (Advanced Academics 7855040) (Single grade classes) |
|                                   |  | 6th, 7th, 8th (single grade if possible) | Gifted Studies: Science (Advanced Academics 7855040) (Single grade classes)        |

| <b>MATANZAS HIGH SCHOOL</b> |                           | <b>FLAGLER PALM COAST HIGH SCHOOL</b> |                           |
|-----------------------------|---------------------------|---------------------------------------|---------------------------|
| GRADE LEVEL                 | COURSE NAME (COURSE CODE) | GRADE LEVEL                           | COURSE NAME (COURSE CODE) |
| 9th - 12th                  | Gifted Studies (7965040)  | 9th - 12th                            | Gifted Studies (7965040)  |

**Gifted Programs Grades 3-5  
Belle Terre Elementary and Bunnell Elementary**

| Key Elements for Grades 3-5 Gifted Education   | Goal 1  | Goal 2  | Goal 3   | Goal 4  | Goal 5   | Goal 6  | Goal 7  |
|--|---|---|--|---|--|---|---|
|  | Identify and apply investigative methodologies that are followed in a selected field of knowledge | Create, adapt, and assess multifaceted questions in a variety of fields | Conduct thoughtful research/exploration in multiple fields | Able to think creatively and critically to identify and solve real-world problems | Able to assume leadership and participatory roles in both gifted and heterogeneous group learning situations | Able to set and achieve personal, academic and career goals | Able to develop and deliver a variety of authentic products or performances |
| <b>TECHNOLOGY</b>  |   |   |  |   |  |   |   |
| Power Point/Key Note Presentations   | X   | X   | X  | X   |  |   | X   |
| Web-Based Action Research  | X   | X   | X  | X   | X  | X   | X   |
| Authentic Presentations using Technology   | X   |   | X  | X   | X  | X   | X   |
| Technology Resources Used to Enhance Learning (e.g., Riverdeep, Apple Lab/Programs, Web-Quests, TV Studios, Smart Boards, Laptops) |   | X   | X  | X   | X  |   | X   |
| <b>PROBLEM SOLVING</b>   |   |   |  |   |  |   |   |
| Creative Problem Solving Model   | X   | X   | X  | X   | X  | X   | X   |
| Cross Curriculum Content   | X   | X   | X  | X   |  |   | X   |
| Authentic Assessment and Publication   |   |   | X  | X   | X  |   | X   |
|  |   |   |  |   |  |   |   |
| <b>INDEPENDENT RESEARCH STUDIES TO SUPPORT CURRICULUM</b>  |   |   |  |   |  |   |   |
| Independent Projects   | X   | X   | X  | X   | X  | X   | X   |
| Research Skills  | X   | X   | X  |   | X  |   | X   |
| Learning Centers   |   |   | X  | X   | X  |   |   |
|  |   |   |  |   |  |   |   |
| <b>ENRICHMENT</b>  |   |   |  |   |  |   |   |
| Acceleration of Curriculum to Enhance Student Learning   | X   | X   | X  | X   | X  |   | X   |
| Readers' Theater   |   |   |  |   | X  | X   | X   |
| Hands-On Experiences   | X   | X   | X  | X   | X  |   | X   |
|  |   |   |  |   |  |   |   |
| <b>READING</b>   |   |   |  |   |  |   |   |
| Novel Based Curriculum Supported by Core Reading Series Skills   | X   | X   | X  | X   |  |   | X   |
| Variety of Genres Explored (e.g., Junior Great Books Series, College of William and Mary Language Arts Curriculum, Time for Kids)  | X   | X   | X  | X   | X  |   | X   |
|  |   |   |  |   |  |   |   |
| <b>WRITING/LANGUAGE ARTS</b>   |   |   |  |   |  |   |   |
| Creative Problem Solving Model   | X   | X   | X  | X   | X  | X   | X   |
| Expository, Narrative, Persuasive, and Poetry Writing  |   | X   | X  | X   |  | X   | X   |
| Personalized Spelling  | X   |   |  | X   |  | X   | X   |

**Gifted Programs Grades 3-5**  
**Belle Terre Elementary and Bunnell Elementary**

| Key Elements for Grades 3-5 Gifted Education           | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 | Goal 6 | Goal 7 |
|--|--------|--------|--------|--------|--------|--------|--------|
| Etymology of Words                                     | X      |        | X      |        | X      | X      | X      |
| Public Speaking and Presentations                      | X      | X      | X      | X      | X      | X      | X      |
|  |        |        |        |        |        |        |        |
| <b>MATH</b>  |        |        |        |        |        |        |        |
| Acceleration of Curriculum to Enhance Student Learning | X      | X      | X      | X      | X      | X      | X      |
| Hands On Algebra                                       | X      | X      | X      | X      | X      |        |        |
| Web-Based Practice                                     | X      | X      | X      | X      |        | X      |        |
| Real World Problem Solving                             | X      | X      | X      | X      | X      | X      | X      |
| Independent Projects                                   | X      | X      | X      | X      | X      | X      | X      |
| Career Awareness                                       | X      | X      | X      | X      | X      | X      |        |
|  |        |        |        |        |        |        |        |
| <b>SOCIAL STUDIES</b>                                  |        |        |        |        |        |        |        |
| Acceleration of Curriculum to Enhance Student Learning | X      | X      | X      | X      | X      | X      | X      |
| Web-Based Research                                     | X      | X      | X      | X      | X      | X      | X      |
| Independent/Group Projects                             |        | X      | X      | X      | X      |        | X      |
| Field Studies  | X      | X      | X      | X      | X      |        | X      |
| Debate Skills  | X      | X      | X      | X      | X      | X      | X      |
| Creative Problem Solving Model                         | X      | X      | X      | X      | X      | X      | X      |
| Career Awareness                                       | X      | X      | X      | X      | X      | X      |        |
|  |        |        |        |        |        |        |        |
| <b>SCIENCE</b>   |        |        |        |        |        |        |        |
| Hands-on Experiments                                   | X      | X      | X      | X      | X      |        | X      |
| Scientific Method                                      | X      | X      | X      | X      | X      |        |        |
| Acceleration of Curriculum to Enhance Student Learning | X      | X      | X      | X      | X      | X      | X      |
| Web-Based Research                                     | X      | X      | X      | X      | X      | X      | X      |
| Independent/Group Projects                             |        | X      | X      | X      | X      |        | X      |
| Field Studies  | X      | X      | X      | X      | X      |        | X      |

**Buddy Taylor Middle School**  
**4500 Belle Terre Parkway**  
**Palm Coast, FL 32164**  
**(386) 446-6700**  
**<http://www.flagler.k12.fl.us/schools/btms>**  
**Course Syllabus: Gifted Studies – Grades 6, 7, 8**

Course Number: 7855040

**Course Goal:**

The purpose of this year long course is to provide appropriate individualized curricula for students who are gifted.

**The content includes but is not limited to the following:**

- a. Academic content for language arts, mathematics, science, social studies, or career education
- b. Use of creativity, problem solving, and higher-order thinking skills
- c. Communication
- d. Leadership and interpersonal skills
- e. Self evaluation and self awareness
- f. Planning and goal setting
- g. Research skills

**Course Description:** Strategies will include providing students with the opportunity to develop and create a project in the subject area of their choice. Students will be responsible for one project per semester based on prior knowledge, research and interest.

**Use of Creativity, Problem Solving, and Higher-Order thinking skills:** Students will be presented with real world problems that will promote their ability to work together, develop solutions and communicate their ideas both orally and in written text. Among the topics that will be addressed are:

- Olympic Games
- Cyber Conflict
- Space Junk
- Counterfeit Economy
- Pandemic /Epidemic

The ways in which these FPS topics and other selected topics will be addressed are through **Future Problem Solving, Community Problem Solving**, and a student **Town Hall**.

**Communication:** Students will learn and incorporate the communication process in their everyday lives. The communication process will be addressed in oral presentations, panel discussions, debates and online communication.

**Leadership and Interpersonal skills:** Students will be given the opportunity to study and evaluate what makes a good leader, the role and importance of leadership in their individual community and beyond. Students will research the accomplishments and failures of past and present leaders and the effects these leaders have had on society. This research will take place in connection with the social studies curriculum. Students will learn the

importance of creating good relationships with others, regardless of their differences. Students will achieve this goal through group activities.

**Self Evaluation and Self Awareness:** Students will work on identifying their own strengths and styles to promote personal and academic success. Students will maintain a journal/log for the purpose of reflecting, analyzing and implementing what they have learned about themselves.

**Planning, Goal Setting and Career Exploration:** Once students have identified their strengths, they will be taught strategies needed to write personal and academic goals and how to implement a plan to meet those goals. The students will develop both short and long term goals for the school year. Career exploration research will be based on the individual student's interests, strengths and talents.

**Research:** Students will understand the importance of research and the different types of research. Students will learn and apply effective research skills that will be transferrable to all subject areas. Methods of research can include but are not limited to search engines, reference materials and personal interviews. The MLA Bibliography format will be taught and utilized.

**Indian Trails Middle School**  
**5505 N. Belle Terre Pkwy**  
**Palm Coast, FL 32137**  
**(386) 446-6732**  
**<http://www.flagler.k12.fl.us/schools/itms>**  
**Course Syllabus: Gifted/Language Arts – Grades 6, 7, 8**

Course Number: 7855040

**Course Goal:**

The gifted student will be provided a challenging, in-depth, enriched, and advanced curricula in the areas of writing, reading, speaking, listening, problem solving, technology, and research. To achieve this, the complexity and/or pace of this course will be varied to suit the needs of the gifted student.

**The content should include but not be limited to:**

- a. Analyze novels and explore various genres
- b. Create research projects
- c. Utilize technology for a variety of purposes
- d. Develop an enriched vocabulary
- e. Participate in flexible grouping (individual/group work)
- f. Select from a wide offering of subject matters for in-depth study
- g. Think critically
- h. Write for authentic audiences
- i. Speak for targeted audiences
- j. Practice leadership skills

**Objectives:**

1. Exhibit creativity, problem solving, and higher-order thinking skills in completing projects and tasks.
  - Future Problem Solving/Higher Order thinking skills – applying a six-step creative problem solving process to specific real-life modeled global problems (topics include: Olympic Games, Cyber Conflict, Space Junk, Counterfeit Economy, and Pandemic)
  - Make complex and insightful predictions with and responses to literature
2. Convey information, concepts, and ideas using appropriate and/or advanced language, graphic representations, styles, organizations, and format.
  - Research projects and presentations
  - Creative and persuasive writing
  - Use sophisticated vocabulary appropriately and effectively
3. Demonstrate evidence of measurable cognitive and affective growth in targeted academic subject areas.
  - Novel studies
4. Use effective leadership skills in specific situations.
  - Collaborative assignments and literature circles
5. Demonstrate understanding of appropriate interpersonal skills for use in school, the home, and the community.
  - Writing letters and other communications
  - Tropicana speech contest and other varied oral presentations
6. Use self-evaluation to set personal, academic, and career goals by developing realistic and systematic plans for achievement, and make progress toward achieving these goals.
  - Reflective journals and self assessment
  - Identification and development of reading preferences
  - Time management and implementation of a plan for projects and assignments
7. Demonstrate research skills used in investigating selected topics or issues.
  - Use of technology (Mac hardware and software) for inquiry projects

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**Course Syllabus: Gifted/Science Grades 6, 7, 8**

Course Code: 7855040

**Course Goal:**

The gifted student will be provided a challenging, in-depth, enriched, and advanced curricula in the areas of the nature of science, matter, energy, earth and space, life processes, problem solving, technology, and research. To achieve this, the complexity and/or pace of this course will be varied to suit the needs of the gifted student.

**The content should include but not be limited to:**

- a. Formulation of scientifically investigable questions
- b. Construction of investigations into investigable questions
- c. Collection, evaluation, and communication of appropriate data
- d. Making observations and inferences
- e. Distinguish between the terms "theory," "law," "hypothesis," and "model"
- f. Changes of Earth's features over time
- g. Nature and characteristics of energy, matter, and motion
- h. Organization, diversity, and development of living organisms
- i. Heredity and reproduction of living things
- j. Interaction of plants, animals, and systems with the environment
- k. Science and Society
- l. Space and the future
- m. Practice leadership skills
- n. Critical thinking
- o. Utilization of technology for a variety of purposes

**Objectives:**

1. Exhibit creativity, problem solving, and higher-order thinking skills in completing projects and tasks.
  - Science Fair project
  - Laboratory experiments
  - Future Problem Solving/Higher Order thinking skills – applying a six-step creative problem solving process to specific real-life modeled global problems (topics include: Olympic Games, Cyber Conflict, Space Junk, Counterfeit Economy, and Pandemic)
2. Convey information, concepts, and ideas using appropriate and/or advanced language, graphic representations, styles, organizations, and format.
  - Laboratory reports showing use of the scientific method
3. Demonstrate evidence of measurable cognitive and affective growth in targeted academic subject areas.
  - Hypothesis writing and testing
4. Use effective leadership skills in specific situations.
  - Group research, experiments, and presentations
5. Demonstrate understanding of appropriate interpersonal skills for use in school, the home, and the community.
  - Interview process for Science Fair
  - Community involvement/communication
6. Use self-evaluation to set personal, academic, and career goals by developing realistic and systematic plans for achievement, and make progress toward achieving these goals.
  - Investigation of possible careers in the field of science
  - Study of influential theorists and inventors
  - Science Fair planning and follow-through to meet deadlines
7. Demonstrate research skills used in investigating selected topics or issues.
  - Science Fair project

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**Course Syllabus: Gifted/Social Studies - Grades 6, 7, 8**

Course Number: 7855040

**Course Goal:**

The gifted student will be provided challenging, in-depth, enriched, and advanced curricula in the areas of world geography, United States history, career exploration, problem solving, technology and research. To achieve this, the complexity and/or pace of this course will be varied to suit the needs of the gifted student.

**The content should include but not be limited to:**

- a. Access prior knowledge and make new real-life connections
- b. Identify historical and cultural perspectives
- c. Understand the impact of law and politics in history and today
- d. Decode maps, charts, graphs, and photographs
- e. Examine key concepts of the U.S. Constitution and other historical documents
- f. Research political, social, and economic conflicts and compromises
- g. Understand the impact of technological advancements in the world
- h. Read and create timelines
- i. Emulate professionals in the field
- j. Utilize technology for a variety of purposes
- k. Select from a wide offering of subject matters for in-depth study
- l. Think critically
- m. Explore career options
- n. Practice leadership skills

**Objectives:**

1. Exhibit creativity, problem solving, and higher-order thinking skills in completing projects and tasks.
  - Future Problem Solving/Higher Order thinking skills – applying a six-step creative problem solving process to specific real-life modeled global problems (topics include: Olympic Games, Cyber Conflict, Space Junk, Counterfeit Economy, and Pandemic)
2. Convey information, concepts, and ideas using appropriate and/or advanced language, graphic representations, styles, organizations, and format.
  - Use maps, globes, charts, graphs, and other tools of geography to gather and interpret data, and to draw conclusions about physical and human patterns
  - Geography Alive! mapping activities
3. Demonstrate evidence of measurable cognitive and affective growth in targeted academic subject areas.
  - Self tracking of academic progress
  - Apply a systematic approach to the analysis of information and how it relates to the real world today following a unit of study
4. Use effective leadership skills in specific situations.
  - Collaborative group participation in History Alive! interactive simulations
5. Demonstrate understanding of appropriate interpersonal skills for use in school, the home, and the community.
  - Class discussions and debates
6. Use self-evaluation to set personal, academic, and career goals by developing realistic and systematic plans for achievement, and make progress toward achieving these goals.
  - Time management and implementation of a plan for projects
  - Career exploration using CHOICES or a comparable program for educational planning
  - Using online student advising system FACTS.org to complete a personalized academic and career plan
7. Demonstrate research skills used in investigating selected topics or issues.
  - Create research projects (which may include iMovies, brochures, booklets, Power Point presentations, etc.) and share with an authentic audience