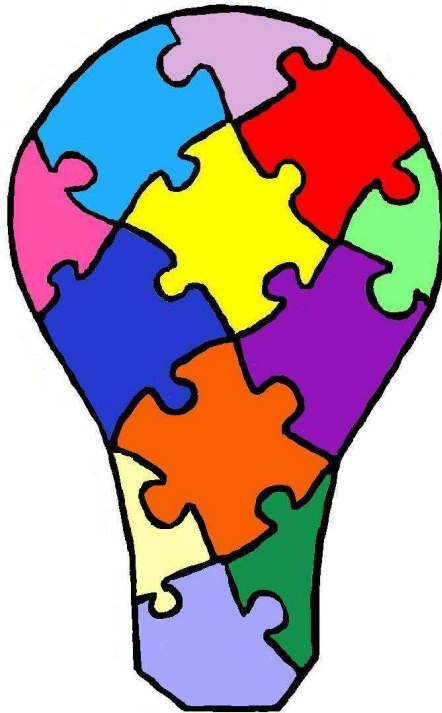


Talented and Gifted Education K-12



Standards, Benchmarks, and Core Indicators

Approved – November 2007

MISSION STATEMENT FOR GIFTED EDUCATION K-12

“As a result of participating in an appropriate instructional program, students will become self-directed learners using life long learning strategies, and the students will have mastered curriculum at the level appropriate for their interests, abilities, and talents.”

Belief Statements

- ◆ An instructional program that provides opportunities and challenges for the gifted and potentially gifted learner to learn at an appropriate level where growth occurs
- ◆ An instructional program that promotes positive attitudes of the gifted and potentially gifted learners toward themselves and others
- ◆ An enriching environment that supports qualitatively differentiated curriculum, instruction, and assessment to meet the individual needs of the gifted and potentially gifted learner
- ◆ A staff that embraces the philosophy that an investment in the education of the gifted and potentially gifted learner is tantamount to an investment in the future of our community and nation

**SIOUX CITY COMMUNITY SCHOOL DISTRICT
K-12
TALENTED AND GIFTED EDUCATION STANDARDS**

The student will understand and value her/his gifted potential.

(District Exit Level Performance Standards: #2 and #7)

The student will understand and pursue information in a variety of subjects, concerns, interests, and careers.

(District Exit Level Performance Standard: #4)

The student will understand problem-solving skills and apply them in open-ended situations.

(District Exit Level Performance Standard: #3)

The student will understand critical, creative, complex, and self-regulated thinking.

(District Exit Level Performance Standard: #6)

The student will understand how to communicate information, thoughts, and ideas in an effective and convincing manner.

(District Exit Level Performance Standard: #1)

The student will understand and exhibit the behaviors of a creative and productive lifelong learner.

(District Exit Level Performance Standard: #5)

SIoux CITY COMMUNITY SCHOOL DISTRICT EXIT LEVEL PERFORMANCE STANDARDS

As a result of their education, all graduates will be:

Effective Communicators who read, write, listen and respond to the messages and ideas of others, who generate ideas and relate information in various contexts, and who demonstrate fluency in written and oral English.

Collaborative Individuals who use reasonable social, group and leadership skills to develop and manage interpersonal relationships within a variety of cultural and organizational settings.

Problem Solvers who identify problems, use strategies and apply mathematical, logical and creative reasoning to solve problems and make responsible decisions.

Technological Practitioners who use advanced technologies, including but not limited to the computer, to create, access, integrate and use information in a variety of contexts.

Resourceful/Goal Oriented Learners who create a positive vision for themselves and their future, view themselves as lifelong learners, set priorities and achievable goals, create options for themselves, monitor and evaluate their progress.

Quality Workers who demonstrate a strong work ethic and create and/or appreciate intellectual, artistic, practical and physical services or products which reflect originality and high standards.

Life Managers who demonstrate the motivation and skills necessary to persevere, make wise decisions, and accept responsibility for actions that contribute to self and society.

4th & 5th Grade TAG Math Mentor Program STANDARDS, BENCHMARKS, and CORE INDICATORS

Standard 1: The student will understand and value her/his gifted potential.

B1: Understands the Sioux City Community Schools' identification process for TAG Mentoring

Standard 2: The student will understand and pursue information in a variety of subjects, concerns, interests, and careers.

B1: Gathers information
C1: Deduces meaning
C2: Summarizes
C3: Applies information to new situations

Standard 3: The student will understand problem-solving skills and apply them in open-ended situations.

B1: Understands problem solving strategies
CI 1: Missing Information
CI 2: Working Backwards
CI 3: Estimation
B2: Participates in a variety of problem-solving activities
C1: Explanation of problem-solving strategies

Standard 4: The student will understand critical, creative, complex, and self-regulated thinking.

B1: Understands the components of Critical Thinking
CI 1: Analysis
CI 2: Deduction
CI 3: Evaluation
B2: Understands the components of Creative Thinking
CI 1: Flexibility
CI 2: Synthesis

Standard 5: The student will understand how to communicate information, thoughts, and ideas in an effective and convincing manner.

B1: Participates in discussions and activities
CI 1: Explanation of reasoning process

Standard 6: The student will understand and exhibit the behaviors of a creative and productive life-long learner.

B1: Practices the use of higher level thinking
CI 1: Analyzes
CI 2: Synthesizes
CI 3: Evaluates

4th Grade TAG Verbal Mentor Program STANDARDS, BENCHMARKS, and CORE INDICATORS

Standard 1: The student will understand and value her/his gifted potential.

B1: Understands the Sioux City Community Schools' identification process for TAG

B2: Identifies important aspects of students' own life through reflective thinking

CI 1: Murphy Meisgeier Type Indicator for Children

CI 2: Left/Right Brain Inventory

CI 3: Multiple Intelligence Inventory

CI 4: Learning Styles Inventory

CI 5: Maslow's Theory

CI 6: Self-Reflection Sheets

Standard 2: The student will understand and pursue information in a variety of subjects, concerns, interests, and careers.

B1: Demonstrates research skills

CI 1: Locates information

CI 2: Deduces meaning

B2: Participates in a variety of exploration activities and discussions

Standard 3: The student will understand problem-solving skills and apply them in open-ended situations.

B1: Understands the creative problem solving process

CI 1: Brainstorming

CI 2: Finding Solutions

CI 3: Assessing outcomes

Standard 4: The student will understand critical, creative, complex, and self-regulated thinking.

B1: Understands the components of Evaluative Thinking

CI 1: Criteria evaluation

CI 2: Value judgment

CI 3: Judicial decision

B2: Understands the components of Logical Thinking

CI 1: Verbal and figural classification

CI 2: Verbal and figural sequence

CI 3: Inference

CI 4: Deductive reasoning

B3: Understands the components of Creative Thinking

CI 1: Originality

CI 2: Fluency

CI 3: Flexibility

CI 4: Elaboration

CI 5: Active questioning

B4: Understands the components of Visual Thinking

CI 1: Visual perception

4th Grade TAG Verbal Mentor Program
STANDARDS, BENCHMARKS, and CORE INDICATORS

B5: Applies metacognitive processes

CI 1: Personal growth goals

CI 2: Self-acceptance

CI 3: Self-motivation

CI 4: Self-evaluation

CI 5: Prior knowledge

CI 6: Relevant information

Standard 5: The student will understand how to communicate information, thoughts, and ideas in an effective and convincing manner.

B1: Shares summaries

B2: Participates in discussions and activities

Standard 6: The student will understand and exhibit the behaviors of a creative and productive life-long learner.

B1: Practices the use of higher level thinking

CI 1: Analyzes

CI 2: Synthesizes

CI 3: Evaluates

B2: Participates in activities concerning social and emotional development

5th Grade TAG Program

STANDARDS, BENCHMARKS, and CORE INDICATORS

Standard 1: The student will understand and value her/his gifted potential.

B1: Understands the Sioux City Community Schools' identification process for TAG

B2: Identifies important aspects of her/his own learning through reflective thinking

CI 1: Project reflections and self-evaluations

Standard 2: The student will understand and pursue information in a variety of subjects, concerns, interests, and careers.

B1: Gathers information

CI 1: Locates relevant sources

CI 2: Conducts interview(s)

CI 3: Deduces meaning

B2: Uses information in a variety of ways

CI 1: Analysis activities

CI 2: Synthesis activities

CI 3: Evaluation activities

Standard 3: The student will understand problem-solving skills and apply them in open-ended situations

B1: Identifies the elements of problematic situations

CI1: Cause and Effect

B2: Generates solutions

CI 1: Brainstorming activities

B3: Understands and applies components of decision making

CI 1: Developing criteria

Standard 4: The student will understand critical, creative, complex, and self-regulated thinking

B1: Analyzes, Synthesizes, and Evaluates information, thoughts, and ideas

CI 1: Compare and Contrast

CI 2: Imagine and Predict

CI 3: Choose and Justify

B2: Understands and applies the components of Creative Thinking

B3: Identifies Metacognitive processes and strategies

CI 1: Self-Regulation

CI 2: Reflection

CI 3: Metacomprehension

Standard 5: The student will understand how to communicate information, thoughts, and ideas in an effective and convincing manner

B1: Demonstrates appropriate group communication skills

CI 1: Participates in classroom discussions and activities

B2: Conveys her/his thinking

CI 1: Creates reflective products

Standard 6: The student will understand and exhibit the behaviors of a creative and productive life-long learner

B1: Practices questioning

B2: Applies and transfers learning strategies

B3: Participates in activities concerning social and emotional development

6th Grade TAG Program
STANDARDS, BENCHMARKS, and CORE INDICATORS

Standard 1: The student will understand and value his/her gifted potential.

- B1: Recognizes individual strengths and weaknesses
 - CI 1: Learning styles inventory
 - CI 2: Multiple intelligences checklist
 - CI 3: Self-selected student products
- B2: Identifies important aspects of own life
 - CI 1: Autobiographical Power Point
- B3: Evaluates leadership qualities of an eminent person
 - CI 1: Researches and portrays an eminent person
- B4: Identifies gifted characteristics shared with an eminent person

Standard 2: The student will understand and pursue information in a variety of of subjects, concerns, interests, and careers.

- B1: Interprets information
 - CI 1: Compares different communities
 - CI 2: Summarizes information in oral and written presentations
- B2: Defines, understands, and uses new vocabulary words
 - CI 1: Connotations
 - CI 2: Context Clues
 - CI 3: Analogies
- B3: Demonstrates research skills
 - CI 1: Locates information
 - CI 2: Deduces meaning

Standard 3: The student will understand problem-solving skills and apply them in open-ended situations.

- B1: Exhibits cooperative group behaviors
- B2: Formulates solutions for problems
 - CI 1: Writes a letter to the editor

Standard 4: The student will understand critical, creative, complex, and self-regulated thinking.

- B1: Practices the use of high level thinking
 - CI 1: Analyzes
 - CI 2: Synthesizes
 - CI 3: Evaluates
- B2: Develops an original product
 - CI 1: Brainstorming
 - CI 2: Develops a logical plan
 - CI 3: Implements plan
 - CI 4: Assesses outcome

6th Grade TAG Program
STANDARDS, BENCHMARKS, and CORE INDICATORS

Standard 5: The student will understand how to communicate information, thoughts, and ideas in an effective and convincing manner.

B1: Uses expository and creative formats in his/her writing, according to the intended audience, purpose, and occasion

CI 1: Written products

B2: Uses writing as a way of thinking and problem solving

B3: Selects and uses a variety of electronic media

B4: Participates during class discussions and makes presentations with appropriate volume, pronunciation, and eye contact

CI 1: Oral presentations

B5: Speaks appropriately in both formal and informal settings

B6: Organizes oral and written presentations

Standard 6: The student will understand and exhibit the behaviors of a creative and productive lifelong learner.

B1: Employs active reading strategies

CI 1: Predicts

CI 2: Visualizes

CI 3: Connects

CI 4: Questions

CI 5: Clarifies

CI 6: Evaluates

B2: Practices the use of high level thinking

CI 1: Analyzes

CI 2: Synthesizes

CI 3: Evaluates

B3: Participates in activities concerning social and emotional development

7th Grade TAG Program

STANDARDS, BENCHMARKS, and CORE INDICATORS

Standard 1: The student will understand and value his/her gifted potential.

B1: Demonstrates reflective thinking

CI 1: Thinks reflectively during “getting to know you” activities

CI 2: Completes student questionnaire on giftedness

Standard 2: The student will understand and pursue information in a variety of subjects, concerns, and careers.

B1: Demonstrates research skills

CI 1: Locates information

CI 2: Deduces meaning

B2: Defines, understands, and uses new vocabulary words

CI 1: Connotations

CI 2: Context Clues

CI 3: Analogies

Standard 3: The student will understand problem-solving skills and apply them in open-ended situations.

B1: Exhibits cooperative group behaviors

B2: Formulates solutions in problem-solving situations

CI 1: Consensus

Standard 4: The student will understand critical, creative, complex, and self-regulated thinking.

B1: Practices the use of high level thinking

CI 1: Analyzes

CI 2: Synthesizes

CI 3: Evaluates

B2: Develops an original product

CI 1: Brainstorms

CI 2: Develops a logical plan

CI 3: Implements plan

CI 4: Assesses outcome

Standard 5: The student will understand how to communicate information, thoughts, and ideas in an effective and convincing manner.

B1: Uses expository and creative formats in his/her writing, according to the intended audience, purpose, and occasion

CI 1: Written products

B2: Uses writing as a way of thinking and problem solving

B3: Selects and uses a variety of electronic media

B4: Participates during class discussions and makes presentations with appropriate volume, pronunciation, and eye contact

CI 1: Oral presentations

B5: Speaks appropriately in both formal and informal settings

B6: Organizes oral and written presentations

7th Grade TAG Program
STANDARDS, BENCHMARKS, and CORE INDICATORS

Standard 6: The student will understand and exhibit the behaviors of a creative and productive lifelong learner.

B1: Employs active reading strategies

CI 1: Predicts

CI 2: Visualizes

CI 3: Connects

CI 4: Questions

CI 5: Clarifies

CI 6: Evaluates

B2: Practices use of high level thinking

CI 1: Analyzes

CI 2: Synthesizes

CI 3: Evaluates

B3: Participates in activities concerning social and emotional development

8th Grade TAG Program STANDARDS, BENCHMARKS, and CORE INDICATORS

Standard 1: The student will understand and value his/her gifted potential.

- B1: Practices leadership skills
- B2: Recognizes leaders and their leadership qualities
- B3: Thinks reflectively on Weekly Reaction sheets

Standard 2: The student will understand and pursue information in a variety of subjects, concerns, and careers.

- B1: Develops questions to ask political leaders
 - CI 1: Mayor/Councilman
 - CI 2: Iowa Representative
 - CI 3: Lawyer
- B2: Demonstrates an understanding of the U. S. government
 - CI 1: Political parties
 - CI 2: Changes in country over time
 - CI 3: Responsibilities of different levels in the government
 - CI 4: Civic responsibilities, rights, and duties
 - CI 5: Parliamentary Procedure

Standard 3: The student will understand problem-solving skills and apply them in open-ended situations.

- B1: Exhibits cooperative group behaviors
- B2: Formulates solutions in problem-solving situations
 - CI 1: Debate
 - CI 2: Mock Trial

Standard 4: The student will understand critical, creative, complex, and self-regulated thinking.

- B1: Practices the use of high level thinking
 - CI 1: Analyzes
 - CI 2: Synthesizes
 - CI 3: Evaluates
- B2: Develops an original product
 - CI 1: Brainstorms
 - CI 2: Develops a logical plan
 - CI 3: Implements plan
 - CI 4: Assesses outcome

8th Grade TAG Program

STANDARDS, BENCHMARKS, and CORE INDICATORS

Standard 5: The student will understand how to communicate information, thoughts, and ideas in an effective and convincing manner.

B1: Uses expository and creative formats in his/her writing, according to the intended audience, purpose, and CI 1: Written products

B2: Uses writing as a way of thinking and problem solving

B3: Selects and uses a variety of electronic media

B4: Participates during class discussions and makes presentations with appropriate volume, pronunciation, and eye contact

CI 1: Oral presentations

B5: Speaks appropriately in both formal and informal settings

B6: Organizes oral and written presentations

CI 1: Icebreaker Speech

CI 2: Persuasive Speech

Standard 6: The student will understand and exhibit the behaviors of a creative and productive lifelong learner.

B1: Employs active reading strategies

CI 1: Predicts

CI 2: Visualizes

CI 3: Connects

CI 4: Questions

CI 5: Clarifies

CI 6: Evaluates

B2: Practices use of high level thinking

CI 1: Analyzes

CI 2: Synthesizes

CI 3: Evaluates

B3: Participates in activities concerning social and emotional development

9th Grade TAG/English Program STANDARDS, BENCHMARKS, and CORE INDICATORS

Standard 1: The student will understand and value his/her gifted potential.

- B1: Recognizes the value of an accelerated program to student's future
 - CI 1: Self-evaluation
- B2: Identifies important aspects of student's own life through reflective thinking
 - CI 1: Self-evaluation
- B3: Recognizes individual learning styles
 - CI 1: Survey
 - CI 2: Self-evaluation

Standard 2: The student will understand and pursue information in a variety of subjects, concerns, and careers.

- B1: Explores potential careers
 - CI 1: Choices program with counselors
- B2: Researches thematic, historical or humanistic topics
 - CI 1: Relating through literature
 - CI 2: Empathizing through literary analysis
- B3: Summarizes information
 - CI 1: Citation of knowledge
- B4: Learns vocabulary to a given unit
 - CI 1: Composing sentences
 - CI 2: Incorporating into personal use
- B5: Identifies elements of literature
 - CI 1: Applying to classroom discussion

Standard 3: The student will understand problem-solving skills and apply them in open-ended situations.

- B1: Works cooperatively in a group
 - CI 1: Individual roles assigned
- B2: Participates in creative thinking activities, which leads to problem-solving
 - CI 1: Observation through Think-Alouds
- B3: Utilizes Socratic methods in discussions
 - CI 1: Observation through Think-Alouds

Standard 4: The student will understand critical, creative, complex, and self-regulated thinking.

- B1: Locates, gathers, analyzes, and evaluates written information for a variety of purposes including: research, real-world tasks, and self-improvement
 - CI 1: Exhibits written product
- B2: Develops skills in persuasive argumentation
 - CI 1: Displays written product
 - CI 2: Shares oral product
- B3: Creates an original product
 - CI 1: Displays written product
 - CI 2: Shares oral product

9th Grade TAG/English Program STANDARDS, BENCHMARKS, and CORE INDICATORS

Standard 5: The student will understand how to communicate information, thoughts, and ideas in an effective and convincing manner.

- B1: Writes a united cohesive five paragraph essay
 - CI 1: Brainstorms topic and developmental ideas
 - CI 2: Designs written product
 - CI 3: Demonstrates final essay
- B2: Develops vocabulary for interpersonal, academic, and workplace situations
 - CI 1: Exhibits newly developed vocabulary within classroom discussion
- B3: Gives a clear, logical presentation of information to the class
 - CI 1: Oral report
- B4: Shares original writing
 - CI 1: Peer-editing
- B5: Drafts and refines writing
 - CI 1: Self-editing
- B6: Produces a final written document that has been edited for correctness of expression
 - CI 1: Evaluation of the written assignment

Standard 6: The student will understand and exhibit the behaviors of a creative and productive lifelong learner.

- B1: Uses a variety of sources to obtain information
 - CI 1: Recognizes source-differentiation within individual assignments
- B2: Reads for pleasure
 - CI 1: Observation
 - CI 2: Discussion
- B3: Responds critically to fiction, non-fiction, poetry and drama
 - CI 1: Demonstrates critical analysis
 - CI 2: Presents techniques of critiquing
- B4: Appreciates a variety of literary genre
 - CI 1: Teacher discussions
 - CI 2: Classroom discussions
 - CI 3: Personal responses

10th Grade TAG/English Program STANDARDS, BENCHMARKS, and CORE INDICATORS

Standard 1: The student will understand and value his/her gifted potential.

B1: Develops, organizes, and participates in TAG Exchange Day

CI 1: Designs the day

CI 2: Communicates with other schools

CI 3: Participates in the conference

CI 4: Evaluates the event

B2: Distinguishes and encourages utilization of learning styles

CI 1: Self-identifies learning style choices

CI 2: Self-selected assignment/activities

B3: Differentiates through use of multiple intelligences

CI 1: Self-assessment

CI 2: Self-selected assignments/activities

Standard 2: The student will understand and pursue information in a variety of subjects, concerns, and careers.

B1: Summarizes information

CI 1: Journal responses

CI 2: Oral responses

B2: Defines and exhibits vocabulary proficiency

CI 1: Objective tests

CI 2: Demonstrates use in oral and written work

B3: Demonstrates MIA research skills

CI 1: Works cited

CI 2: Documentation

B4: Identifies elements of fiction

CI 1: Short story

CI 2: Novel

B5: Practices interview skills

CI 1: Personal interview

CI 2: Phone/email/written interview

Standard 3: The student will understand problem-solving skills and apply them in open-ended situations.

B1: Exhibits cooperative work in groups

CI 1: Literary circles

CI 2: Jig sawing

CI 3: Group projects

B2: Employs creative thinking skills

CI 1: Dramatizations

CI 2: Visuals

CI 3: Written work

10th Grade TAG/English Program STANDARDS, BENCHMARKS, and CORE INDICATORS

Standard 4: The student will understand critical, creative, complex, and self-regulated thinking.

- B1: Investigates an issue
 - CI 1: Research paper
 - CI 2: Oral presentation
- B2: Demonstrates understanding of an author's style in poetry and prose
 - CI 1: Compares/contrasts
 - CI 2: Evaluates
 - CI 3: Analyzes
- B3: Designs a multimedia presentation
 - CI 1: Individual presentation
 - CI 2: Group presentation

Standard 5: The student will understand how to communicate information, thoughts, and ideas in an effective and convincing manner.

- B1: Develops consensus with a cooperative group
 - CI 1: Persuasive speaking/writing
 - CI 2: Questioning skills
- B2: Composes a variety of writing pieces
 - CI 1: Generates a written composition
 - CI 2: Writing process
- B3: Evaluates original composition
 - CI 1: Peer editing
 - CI 2: Teacher conferences
 - CI 3: Self assessment
- B4: Incorporates persuasion in writing and speaking
 - CI 1: Written products
 - CI 2: Oral presentations

Standard 6: The student will understand and exhibit the behaviors of a creative and productive life-long learner.

- B1: Exhibits reading for pleasure
 - CI 1: SSR
 - CI 2: Connections through Think Alouds
- B2: Scrutinizes and analyzes an author's message
 - CI 1: Infers
 - CI 2: Predicts
 - CI 3: Connects
- B3: Accesses information through a variety of sources
 - CI 1: Technology
 - CI 2: References
 - CI 3: Interviews
- B4: Demonstrates use of technology
 - CI 1: Power Point
 - CI 2: Research tools
 - CI 3: Language skill games

6th/7th/8th Grade TAG/ART Program

STANDARDS, BENCHMARKS, and CORE INDICATORS

Standard 1: The student will understand and value her/his gifted potential.

- B1: Understands the Sioux City Community School District's identification process for TAG/Art
 - CI 1: Examines TAG/Art folder, containing the identification test and scores, and number of nominations—self, peer, teacher, parent
 - CI 2: Develops TAG/Art folder by recording completed projects
- B2: Produces artwork related to personal uniqueness
 - CI 1: Creates individual artwork that reflects her/his own personality
 - CI 2: Describes individual artwork and how it relates to her/him
- B3: Learns to reflect on personal interests, likes, and dislikes
 - CI 1: Develops a scrapbook, containing individual reflections and explanations of artwork
- B4: Understands personal strengths and weaknesses through discussion of brain research
 - CI 1: Discusses things she/he did not know about the functions of the different parts of the brain after viewing a video about brain processes
 - CI 2: Compares right and left brain activities to determine strengths and weaknesses
 - CI 3: Analyzes personal strengths and weaknesses, and writes about them

Standard 2: The student will understand and pursue information in a variety of subjects, concerns, interests, and careers.

- B1: Explores the lives and cultures of various artists
 - CI 1: Expresses herself/himself in journals about featured artists and cultures (following field trips to area high schools, colleges or the Joslyn Museum)
- B2: Chooses and researches themes related to personal interests
 - CI 1: Evaluates what needs to be done in relationship to her/his own life after studying current events, via magazines, newspaper, television, Internet
- B3: Participates in Visual Arts activities relevant to current events
 - CI 1: Designs artwork for community events and competitions, district calendars, etc.

Standard 3: The student will understand problem-solving skills and apply them in open-ended situations.

- B1: Uses specified criteria to create finished works of art
 - CI 1: Develops finished works of art using the principles of design as a criteria for success
- B2: Uses the principles of design to assess finished artwork
 - CI 1: Evaluates work based on the principles of design
- B3: Works cooperatively with others
 - CI 1: Recognizes the value of each student in the classroom and shows exemplary respect

Standard 4: The student will understand critical, creative, complex, and self-regulated thinking.

- B1: Produces finished artwork
 - CI 1: Interprets the meaning of artwork before and upon completion of artwork
- B2: Creates an ongoing scrapbook journal
 - CI 1: Analyzes, synthesizes, and evaluates work in a journal

6th/7th/8th Grade TAG/ART Program
STANDARDS, BENCHMARKS, and CORE INDICATORS

Standard 5: The student will understand how to communicate information, thoughts, and ideas in an effective and convincing manner.

B1: Learns the elements and principles of design and how to use them effectively in creating artwork

CI 1: Makes ongoing “flip cards” using art vocabulary

CI 2: Assesses artwork using elements and principles of design

Standard 6: The student will understand and exhibit the behaviors of a creative and productive lifelong learner.

B1: Develops the skill and understanding of a variety of media to independently create quality artwork

CI 1: Experiments with a variety of media

CI 2: Evaluates skill level upon completion of artwork

B2: Learns about careers related to Visual Arts

CI 1: Investigates different career areas in Visual Arts, via Internet, books, guest speakers, tours

9th-12th Grade TAG/Accelerated Strings Program STANDARDS, BENCHMARKS, and CORE INDICATORS

Standard 1: The student will understand and value his/her gifted potential.

- B1: Understands the Sioux City Community School District's identification process for Accelerated Strings
- B2: Establishes a positive self-concept and derives satisfaction through achievement and recognition gained in music

Standard 2: The student will understand and pursue information in a variety of subjects, concerns, and careers.

- B1: Examines various musical forms and styles from different historical periods and cultures
 - C1: Solos
 - C2: Ensembles
 - C3: Research
- B2: Develops an awareness of career opportunities within the field of music
 - C1: Attends performances (symphonies and chamber music)
 - C2: Develops career plan

Standard 3: The student will understand problem-solving skills and apply them in open-ended situations.

- B1: Demonstrates cooperative learning
 - C1: Group consensus in ensemble performance
- B2: Uses the vocabulary skills, media, tools, and processes required to evaluate music
 - C1: Selects and defends musical choices based on musical experiences

Standard 4: The student will understand critical, creative, complex, and self-regulated thinking.

- B1: Performs musical compositions
 - C1: Spring recital
 - C2: Solo competitions
 - C3: All State
- B2: Evaluates own performances and the performances of peers
 - C1: Written reflection
 - C2: Oral discussions

Standard 5: The student will understand how to communicate information, thoughts, and ideas in an effective and convincing manner.

- B1: Defines the elements of music and applies them effectively in a performance
- B2: Demonstrates leadership qualities developed through participation in music
 - C1: Mentoring
 - C2: Modeling
 - C3: Solo Performances

**9th-12th Grade TAG/Accelerated Strings Program
STANDARDS, BENCHMARKS, and CORE INDICATORS**

Standard 6: The student will understand and exhibit the behaviors of a creative and productive life-long learner.

B1: Listens to music perceptively and with understanding

C1: Journal writing

C2: Classroom discussions

C3: Performances

B2: Participates as an observer or performer in musical endeavors

C1: School ensembles

C2: Community performance opportunities

B3: Develops creativity through music

B4: Determines short term and long term goals

C1: Portfolios

