HISD G/T Curriculum Framework, K-12

Scholars & Knowledge
“a scholarly approach to learning”
The HISD core curriculum, “Clarifying Learning to Enhance Achievement Results” (CLEAR), establishes a rich content foundation of knowledge, understanding, and skills most relevant to the four core content areas for Kindergarten through 5th grade. For grades 6 – 8, and grades 9 – 12, Gifted and Talented students’ program services are implemented through CLEAR either through Pre-Advanced Placement (Pre-AP), Advanced Placement (AP), International Baccalaureate Middle Years Program (IBMYP), and/or International Baccalaureate (IB). The G/T Curriculum Framework overlays this core, providing a qualitative differentiated continuum for gifted and talented students with the following theoretical underpinnings: respect of the unique characteristics of the learners, their abilities, interests, and learning preferences, and a theory of knowledge focusing on both levels of knowing and functions of knowledge.

The HISD G/T Curriculum Framework, K-12, Scholars & Knowledge, consists of four strands:

- **Ascending Levels of Intellectual Demand** strand focuses on the modifications for individual gifted and talented student needs. These modifications include escalating levels of challenge and abstraction at the student’s zone of proximal development. Assessment is an essential ongoing component of this strand being used before, during and after instruction. *The Parallel Curriculum, NAGC*

- **Concepts** strand establishes the continuum for concept based teaching, Kindergarten through 12th grade.

- **Differentiation** strand with a “novice to expert continuum” focuses on mastery of in-depth knowledge and understandings; and encouraging the highest level of thinking. Scholarly behavior is an integral component throughout Scholars & Knowledge beginning in the primary years with a “learning to learn” approach and extending through the high school years with gifted and talented students “identifying with and relating scholarly behavior in a discipline to self.”

- **Products** strand completes the K-12 continuum focusing on evidence of products / performances that are advanced level.
# HISD Gifted and Talented Curriculum Framework, K-12

## Scholars & Knowledge

<table>
<thead>
<tr>
<th>G/T Framework Strands</th>
<th>K-5: HISD CLEAR Program Options for G/T:</th>
<th>6-8:</th>
<th>9-12: HISD CLEAR Program Options for G/T:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• G/T Homogeneous Classroom</td>
<td>• HISD CLEAR (Pre-AP)</td>
<td>• Pre-AP</td>
</tr>
<tr>
<td></td>
<td>• G/T Clusters in Regular Classroom</td>
<td>• Pre-Advanced Placement</td>
<td>• IBMYP (AP) Advanced Placement</td>
</tr>
<tr>
<td></td>
<td>• Combination of G/T Homogeneous and G/T Clusters</td>
<td>• (IBMYP) International Baccalaureate Middle Years Program</td>
<td>• (IB) International Baccalaureate</td>
</tr>
</tbody>
</table>

## Core Curriculum

**HISD CLEAR (Clarifying Learning to Enhance Achievement Results)**

### Strand I. *Ascending Levels of Intellectual Demand*

**K-12:** Modifications based on unique needs of individual G/T students in the following:

- Escalating levels of challenge, abstraction, complexity, and depth
- Appropriate levels of challenge-the zone of proximal development
- Cognitive processes, learning styles, interests, prior knowledge, readiness levels
- Learning environments that foster affective growth for all students

### Strand II. Concepts

**K-12: Universal Concepts**

- Universal Concept Based Teaching Establishes Interdisciplinary Approach to Learning
- G/T Framework Universal Concepts overlay CLEAR Subject Area Concepts
- Year long Universal Concept for Grade Levels to be Selected by School Site Vertical Teams
- K-2: Patterns, Change, Relationships, Community, Interdependence
- 3-5: Adaptation, Power, Conflict, Exploration, Systems
- 6-8: Order vs. Chaos, Systems, Structures, Exploration, Conflict
- 9-12: Systems, Structures, Interdependence, Order vs. Chaos, Conflict, Exploration

### Strand III. Differentiation

**Scholarly Behavior**

- **K-2nd Grade:** Identifies & defines each single dimension of depth & complexity and relates to four core content areas. Identifies traits of self with scholarly behavior.
- **3-5th Grade:** Identifies key words that define the dimensions of depth/complexity. Uses the dimensions of D & C as prompts to form questions &/or answers. Recognizes relationships of Content Imperatives with depth complexity.
- **6-8th Grade:** Integrates the dimensions of depth/complexity with the Content Imperatives. Designs an Independent Study pathway using the dimensions of depth/complexity.
- **9-12th Grade:** Conducts Interdisciplinary Studies. Is able to make decisions based on reasoned arguments using dimensions of depth & complexity and Content Imperatives as substantiation.

**Thinking Skills**

- Applies strategies of problem-solving, analytical, critical, and creative skills as they relate to content area.
- Uses analytical, critical, problem solving, & creative skills in relation to the dimensions of Depth and Complexity.
- Substantiates the use of analytical, critical, problem solving, & creative thinking skills & relates the skill to other skills.
- Utilizes analytical, critical, creative and executive process thinking skills in debating, art of argumentation, & problem-solving.

**Independent Research/Study**

- Recognizes & applies the steps of Independent Study.
- Understands & exemplifies the student's role as a researcher.
- Develops abilities to work autonomously.
- Evidences increasing levels of professional quality in Independent Research.

### Strand IV. Products

**Concrete/Abstract**

- **K-12:** Evidence of new student learning (daily or longer-term knowledge, understandings & skills). Products / Performances are advanced-level. Products are authentic, equitable, respectful, efficient, aligned to standards, and diagnostic.

*The Parallel Curriculum, NAGC, **Javits Grant to USC, Dr. Sandra Kaplan

Figure 1.2 Scholars & Knowledge- HISD Advanced Academics Dept. (see accompanying glossary) Revised, August 11, 2003.*
GLOSSARY
**ELEMENTS OF THE CURRICULUM FRAMEWORK: A GLOSSARY**

**ascending intellectual demand***
Process that escalates one or more facets of the curriculum in order to match a learner’s profile and provide appropriate challenge and pacing. Prior knowledge and opportunities, existing schema, and cognitive abilities are major attributes of a learner’s profile. Teachers reconfigure one or more curriculum components in order to ensure that students are working in their zone of optimal development. *The Parallel Curriculum, NAGC

**assessment**
Tasks assigned to students in order to determine the extent to which they have acquired the knowledge and/or skills embedded within a performance standard or content goal; usually involves the development of a behavior or product that results from student’s interaction with content.

- Pre-assessment - assessment tasks provide evidence of student understanding and growth before instruction begins.
- Formative - assessment tasks as instruction progresses, throughout a unit of study.
- Summative - tasks provide evidence of mastery of content and skills objectives at a designated “ending point” of instruction.

**basic skills**
The fundamental skills basic to reading, writing, mathematics. For example, basic reading skills include: identify the main idea, summarize, and draw conclusions.

**complexity**
A set of dimensions that facilitate learning content or subject matter: (Icons: Dr. Sandra Kaplan, USC)

- Over time: relating information across time periods such as past, present, future, or ancient, Renaissance, present-day
- Different Points of View: multiple perspectives, opposing viewpoints, and determining bias
- Interdisciplinary: relating information within, between and among disciplines

**concept**
A general idea or understanding supported by facts.
**content imperatives** *(Icons: Dr. Sandra Kaplan, USC)*

<table>
<thead>
<tr>
<th>Types</th>
<th>Definitions</th>
<th>Questions</th>
<th>Relationships to the Dimensions of Depth/Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Origin</td>
<td>Defining the beginning, root, or source of an idea or event</td>
<td>How did this get started?</td>
<td>Trends</td>
</tr>
<tr>
<td>Contribution</td>
<td>Defining the significant part or result of an idea or event</td>
<td>What are the significant effects of ?</td>
<td>Unanswered Questions</td>
</tr>
<tr>
<td>Parallel</td>
<td>Defining ideas or events that are similar and can be compared to one another</td>
<td>How are the and related?</td>
<td>Overtime</td>
</tr>
<tr>
<td>Paradox</td>
<td>Defining the contradictory elements in an event or idea</td>
<td>What are the differences between the various conclusions made about ?</td>
<td>Perspectives</td>
</tr>
<tr>
<td>Convergence</td>
<td>Defining the meeting point of the elements that describe an event or idea</td>
<td>What are the factors that come together to describe or explain ?</td>
<td>Rules</td>
</tr>
</tbody>
</table>
core curriculum
The content (subject matter), processes (skills), and products identified within the disciplines related to the standards or TEKS.

deductive reasoning
Analyzing information from the general (generalization) to the specific (facts).

depth
A set of dimensions that facilitate learning at differing levels of sophistication.
Icon for each dimension of depth included. (Icons: Dr. Sandra Kaplan, USC)

- Language of the disciplines: using the nomenclature of the disciplinarian or expert

- Details: elaborating with information or substantiating an idea with evidence

- Patterns: defining recurring events and their relevance

- Trends: identifying many and varied factors that affect a concept, idea or topic

- Rules: identifying the structure, describing the implicit or explicit causes related to the explanation of the area of study

- Ethics: dilemmas or controversies involved in the area/topic/study/discipline, identifying bias, prejudice, and discrimination

- Unanswered questions: identifying incomplete information, recognizing what is yet unknown about the area/topic/study/discipline
- Big idea: defining and applying principles, theories, and generalizations to the area of study

**differentiation**
A method to differ the processes (skills), content, and/or products of the core curriculum in order to make the curriculum responsive to the individual needs, interests and abilities of students.

**flexible grouping**
Using large (whole) group, small group, and independent study opportunities to teach lessons.

**generalization**
A general statement (Change leads to change. Change has a ripple effect.) that can apply to many concepts within, between, and among disciplines.

**independent study**
An investigation conducted by a student that allows for student-selected choice in content, processes, and/or product.

**inductive reasoning**
Logical thinking from the specific (facts) to the general (generalizations).

**interdisciplinary**
The transfer of knowledge across the disciplines to define, verify, exemplify, or prove a generalization.
key words
Words that define each dimension of depth and complexity.

1. Language of the Disciplines - specialized language needed to define and/or describe accurately this event or situation, how would people working in this area, field, discipline describe this event, terminology, nomenclature, lexicon, tools of the discipline, jargon, idiom, signs and symbols, & figures of speech

2. Details - attributes, features, clues, data, ideas, specific elements, parts, traits, particulars

3. Patterns - recurring events/elements, order, predict, purpose, repetitive, cycles

4. Rules - standards, structure, credibility, methods, organizational elements, procedures

5. Trends - ongoing factors, tendencies, styles, influences, changes over time

6. Unanswered Questions - ambiguity, assumptions, problem solve

7. Ethics - dilemmas, controversies, bias, prejudice, discrimination, judge, a set or theory of moral values, philosophies, value laden-ideas, principles of “right” behavior

8. Big Ideas - generalizations, related to many instances, developed from fact, overarching, principles, theories

9. Over Time - past, present, future, reflections, evaluation of ideas, noting change, predicting something based on present knowledge, applying from past to the present

10. Different Points of View - multiple perspectives, determine bias, different slants, often dependent on time & place

11. Across Disciplines – multidisciplinary, interdisciplinary, connections among disciplines, touching on many subjects at once
knowledge
The stored accumulation of humankind’s understandings. Knowledge results from the interaction between an individual’s experiences and varied cognitive processes. Knowledge is derived from both primary and secondary sources. The study of knowledge is called epistemology. (see chart below)

Knowledge is organized into two branches: Arts and Sciences. These two branches are divided into disciplines. Disciplines contain many fields of study that may share knowledge. (Sample fields of study in the Social Sciences are: Psychology, History, Sociology, Archeology, Economics, Political Science, Geography, Anthropology, Forensic Psychology, Criminal Justice, Education, Ethnography, Child Psychology, Ancient History, Women’s History, Law).

<table>
<thead>
<tr>
<th>Knowledge</th>
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</thead>
<tbody>
<tr>
<td>Two Branches of Knowledge</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Arts</th>
<th>Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disciplines</td>
<td>Disciplines</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Life Sciences</td>
</tr>
<tr>
<td>Language</td>
<td>Physical Science</td>
</tr>
<tr>
<td>Literature</td>
<td>Earth Science</td>
</tr>
</tbody>
</table>

learning center
A set of task cards and resources related to a theme and located in the classroom for students to use independently or in groups.

models of teaching
A defined set of steps organized to facilitate the instructional process. Some models of teaching include:
- Advance organizer
- Direct instruction
- Deductive reasoning
- Group investigation
modifications for learner needs
Optimizing the match between the curriculum and students’ learning needs. Well-designed modification strategies are closely aligned with the learning goals and students’ interests, questions, preferred learning modes, product preferences, prior knowledge and/or learning rate. “Ascending Intellectual Demand” represents this modification process.

product
Performances or work samples created by students that provide evidence of student learning. Products can represent daily, or short-term student learning, or can provide longer-term, culminating evidence of student knowledge, understanding, and skill. High-quality products often double as assessment tools. Powerful products are authentic, equitable, respectful, efficient, aligned to standards and diagnostic.

research
The utilization of resources and research skills that facilitate independent study, group investigations, and projects.

resources
Materials that support learning during the teaching and learning activities. Exemplary resources are varied in format and link closely to the learning goals, students’ reading and comprehension levels, and learning preferences.

retrieval chart
A chart used by the teacher (and students) during a lesson to record, analyze, and save information.

rubric
A set of indicators describing performance expectations related to learning; a TEK, for example.

scholarly behavior
Highest level of academic quality exhibited through the highest level of thinking, the greatest efficiency and effectiveness in mastery of the content in reaching the “expertise” level. Scholarly behavior incorporates the transition of the gifted student from being the “best in class” to being “the best that I can be.”

standards (TEKS, HISD CLEAR objectives)
The definition of process, content, products that identify specific expectations in each discipline and at each grade level.
### thinking skills (Definitions: The Parallel Curriculum, NAGC, D. Burns)

- **Critical** - various thinking skills that are used to analyze and evaluate data and evidence in order to develop, judge the effectiveness of, or respond to an argument.

<table>
<thead>
<tr>
<th>thinking skill</th>
<th>definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>inductive thinking</td>
<td>the ability to draw an inferential conclusion based on repeated observations that yield consistent but incomplete data</td>
</tr>
<tr>
<td>deductive thinking</td>
<td>the ability to draw a logical conclusion from premises</td>
</tr>
<tr>
<td>determining benefits and drawbacks</td>
<td>the ability to weigh the advantages and disadvantages of a given idea or action</td>
</tr>
<tr>
<td>determining reality and fantasy</td>
<td>the ability to distinguish between that which is fanciful and that which is true or actual</td>
</tr>
<tr>
<td>identifying value statements</td>
<td>the ability to recognize statements that reflect appraisals of worth that cannot be supported through objective means</td>
</tr>
<tr>
<td>identifying points of view</td>
<td>the ability to recognize that individuals and groups may have values and beliefs that influence their perspectives on issues</td>
</tr>
<tr>
<td>determining bias</td>
<td>the ability to ascertain information that is value laden</td>
</tr>
<tr>
<td>identifying fact and opinion</td>
<td>the ability to distinguish between statements that can be proven and statements that reflect personal beliefs or judgments</td>
</tr>
<tr>
<td>judging essential incidental evidence</td>
<td>the ability to assess information and categorize it into useful and less useful categories</td>
</tr>
<tr>
<td>identifying missing information</td>
<td>the ability to determine essential information that is not given or provided</td>
</tr>
<tr>
<td>judging the accuracy of information</td>
<td>the ability to determine the precision of evidence that is presented</td>
</tr>
<tr>
<td>judging the credibility of a source</td>
<td>the ability to assess whether the given information is believable, valid, and worthy to be considered</td>
</tr>
<tr>
<td>recognizing assumptions</td>
<td>the ability to distinguish between information that is commonly accepted as true and information that is conjecture</td>
</tr>
<tr>
<td>determining the strength of an argument</td>
<td>the ability to extract the reasons for an argument and evaluate evidence as worthy</td>
</tr>
<tr>
<td>Identifying exaggeration</td>
<td>the ability to extract statements that magnify or overstate what is accepted as fact</td>
</tr>
</tbody>
</table>

- **Analytical** - various cognitive processes that deepen understanding of knowledge and skills.
<table>
<thead>
<tr>
<th>Identifying Characteristics</th>
<th>The ability to identify distinct, specific, and relevant details that characterize an object, an event, or a phenomenon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizing Attributes</td>
<td>The facility to discern and label general or common features of a set of objects</td>
</tr>
<tr>
<td>Making Observations</td>
<td>The capability to perceive and select attributes of an object or experience</td>
</tr>
<tr>
<td>Discriminating Between Same and Different</td>
<td>The ability to make fine discriminations among objects, ideas, or events</td>
</tr>
<tr>
<td>Comparing and Contrasting</td>
<td>The ability to see similarities and differences among objects, events, and people</td>
</tr>
<tr>
<td>Categorizing</td>
<td>The ability to group objects or events according to some preconceived classification scheme</td>
</tr>
<tr>
<td>Classifying</td>
<td>The capability to extract relevant attributes of a group of objects, people, or phenomena that can be used to sort or organize the same</td>
</tr>
<tr>
<td>Ranking, Prioritizing, and Sequencing</td>
<td>The facility to place objects, events, or phenomena in hierarchical order according to some quantifiable value</td>
</tr>
<tr>
<td>Seeing Relationships</td>
<td>The ability to see a connection or interaction between two or more objects or phenomena</td>
</tr>
</tbody>
</table>

- **Executive Processes** - Various cognitive skills that are involved in organizing, synthesizing, generalizing, or applying knowledge.

<table>
<thead>
<tr>
<th>Summarizing</th>
<th>The ability to reduce a written or oral narrative to its essential components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metacognition</td>
<td>The ability to consciously monitor, describe, and reflect upon one’s thinking</td>
</tr>
<tr>
<td>Setting Goals</td>
<td>The ability to set desirable outcomes in any situation</td>
</tr>
<tr>
<td>Formulating a Question</td>
<td>The ability to develop relevant and precise queries related to any endeavor</td>
</tr>
<tr>
<td>Developing Hypotheses</td>
<td>The ability to use prior observations to develop a possible explanation for an apparent relationship between two variables</td>
</tr>
<tr>
<td>Generalizing</td>
<td>The ability to use repeated, controlled, and accurate observations to develop a rule, principle, or formula that explains a number of situations</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>The ability to describe a problem, identify an ideal outcome, and to select and test possible strategies and solutions</td>
</tr>
<tr>
<td>Decision Making</td>
<td>The ability to create and use appropriate criteria to select the best alternative in a given situation</td>
</tr>
<tr>
<td>Planning</td>
<td>The ability to develop a detailed and sequenced series of actions to achieve an end</td>
</tr>
</tbody>
</table>

- **Creative** - Various cognitive skills that are involved in creative production.
<table>
<thead>
<tr>
<th>term</th>
<th>definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>fluency</td>
<td>the ability to generate numerous ideas or alternatives to solve a problem that requires a novel solution</td>
</tr>
<tr>
<td>flexibility</td>
<td>the ability to generate a wide variety of ideas to solve a problem that requires a novel solution</td>
</tr>
<tr>
<td>originality</td>
<td>the ability to generate novel or unique alternatives to solve a problem that requires a novel solution</td>
</tr>
<tr>
<td>elaboration</td>
<td>the ability to create a large number of details that explain a novel solution to a problem</td>
</tr>
<tr>
<td>imagery</td>
<td>the ability to visualize a situation or object and to manipulate various alternatives for solving a problem without benefit of models, props, or physical objects</td>
</tr>
<tr>
<td>using the idea/product modification technique</td>
<td>the ability to use techniques such as substituting, combining, adapting, modifying, making larger or smaller, putting to new uses, eliminating, reversing, or rearranging parts to make a more useful whole</td>
</tr>
<tr>
<td>listing attributes</td>
<td>the ability to identify appropriate improvements to a process or product by systematically considering modifications to the original product’s attributes</td>
</tr>
<tr>
<td>brainstorming</td>
<td>the ability to work with others to withhold judgment while identifying varied, innovative, and numerous alternatives for solving a problem</td>
</tr>
<tr>
<td>creative problem solving</td>
<td>the ability to identify, research, and plan to solve a problem that requires a novel, systematic solution</td>
</tr>
</tbody>
</table>

**thinking skills and levels of knowledge**

- **Level I: Knowledge** (exhibit memory of previously-learned material by recalling facts, terms, basic concepts and answers)
  - who, choose, list, what, find, match, why, how, name when, define, relate, omit, label, tell, where, show, recall, which, spell, select

- **Level II: Comprehension** (demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas)
  - Compare, extend, rephrase, contrast, illustrate, translate, demonstrate, Infer, summarize, interpret, outline, show, explain, relate, classify

- **Level III: Application** (solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way)
  - apply, construct, make use of, plan, utilize, build, develop, organize, select, model, choose, interview, experiment with, solve, identify
• Level IV: Analysis (examine and break information into parts by identifying motives or causes; make inferences and find evidence to support generalizations)
  analyze, compare, dissect, inspect, take part in, list, relationships, inference, categorize, contrast, divide, simplify, test for, distinction, function, assumption, classify, discover, examine, survey, distinguish, theme, motive, conclusion

• Level V: Synthesis (compile information together in a different way by combining elements in a new pattern or proposing alternative solutions)
  build, compile, create, estimate, invent, plan, solve, discuss, original, minimize, theorize, improve, choose, compose, design, formulate, make up, predict, solution, modify, improve, maximize, elaborate, happen, combine, construct, develop, imagine, originate, propose, suppose, change, adapt, delete, test, change

• Level VI: Evaluation (present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria)
  award, criticize, determine, judge, compare, recommend, agree, opinion, support, prove, influence, estimate, choose, decide, dispute, justify, mark, rule on, appraise, interpret, importance, disprove, perceive, influence, conclude, defend, evaluate, measure, rate, select, prioritize, explain, assess, value, deduct
understanding depth and complexity

Facilitating the Understanding of DEPTH and COMPLEXITY

Note to the teacher: This chart identifies key questions, thinking skills, and dimensions of DEPTH of COMPLEXITY.

- Key questions can be used in the context of lesson plans to probe understanding and to prompt students during discussions.
- The thinking skills can be used to initiate the type of cognitive operation or thinking that could best prompt each of the dimensions of DEPTH and COMPLEXITY.
- The resources listed are the most logical references in which to locate the type of information required by each of the dimensions of DEPTH and COMPLEXITY. Teachers may add to any of these lists as appropriate.

<table>
<thead>
<tr>
<th>ICONS</th>
<th>Dimensions of Depth/Complexity</th>
<th>KEY QUESTIONS</th>
<th>THINKING SKILLS</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Lips" /></td>
<td>LANGUAGE OF THE DISCIPLINES</td>
<td>What terms or words are specific to the work of the <strong>disciplinarian</strong>? What tools does the <strong>disciplinarian</strong> use?</td>
<td>• Categorize • Identify</td>
<td>• Texts • Biographies</td>
</tr>
<tr>
<td><img src="image2" alt="Flower" /></td>
<td>DETAILS</td>
<td>What are its attributes? What features characterize this? What specific elements define this? What distinguishes this from other things?</td>
<td>• Identify traits • Describe • Differentiate • Compare/ contrast • Prove with evidence • Observe</td>
<td>• Pictures • Diaries or journals • Poetry</td>
</tr>
<tr>
<td><img src="image3" alt="Bubbles" /></td>
<td>PATTERNS</td>
<td>What are the reoccurring events? What elements, events, ideas, are repeated over time? What was the order of events? How can we predict what will come next?</td>
<td>• Determine relevant vs. irrelevant • Summarize • Make analogies • Discriminate between same and different • Relate</td>
<td>• Timelines • Other chronological lists</td>
</tr>
<tr>
<td>ICONS</td>
<td>Dimensions of Depth/Complexity</td>
<td>KEY QUESTIONS</td>
<td>THINKING SKILLS</td>
<td>RESOURCES</td>
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<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td><img src="image" alt="Trends" /></td>
<td>TRENDS</td>
<td>What ongoing factors have influenced this study?</td>
<td>• Prioritize</td>
<td>• Journals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What factors have contributed to this study?</td>
<td>• Determine cause and effect</td>
<td>• Newspapers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Predict</td>
<td>• Graphs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Relate</td>
<td>• Charts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Formulate questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Hypothesize</td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Unanswered" /></td>
<td>UNANSWERED QUESTIONS</td>
<td>What is still not understood about this area/topic/study/discipline?</td>
<td>• Recognize fallacies</td>
<td>• Multiple and varied resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is yet unknown about this area/topic/study/disciplines?</td>
<td>• Note ambiguity</td>
<td>• Comparative analyses of autobiographical and current nonfiction articles, etc.</td>
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<td>• Distinguish fact from fiction and opinion</td>
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<td>• Formulate questions</td>
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<td>• Identify missing information</td>
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<td>• Test assumptions</td>
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<td>RULES</td>
<td>How is this structured?</td>
<td>• Generalize</td>
<td>• Editorials</td>
</tr>
<tr>
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<td>What are the stated and unstated causes related to the description or explanation of what we are studying?</td>
<td>• Hypothesize</td>
<td>• Essays</td>
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<td>• Judge credibility</td>
<td>• Laws</td>
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<td>• Theories</td>
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<tr>
<td><img src="image" alt="Ethics" /></td>
<td>ETHICS</td>
<td>What dilemmas or controversies are involved in this area/topic/study/discipline?</td>
<td>• Judge with criteria</td>
<td>• Editorials</td>
</tr>
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<td></td>
<td>What elements can be identified that reflect bias, prejudice, discrimination?</td>
<td>• Determine bias</td>
<td>• Essays</td>
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<td>• Autobiographies</td>
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<td></td>
<td>• Journals</td>
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<tr>
<td>ICONS</td>
<td>Dimensions of Depth/Complexity</td>
<td>KEY QUESTIONS</td>
<td>THINKING SKILLS</td>
<td>RESOURCES</td>
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<tr>
<td></td>
<td>BIG IDEAS, GENERALIZATIONS, PRINCIPLES, THEORIES</td>
<td>What overarching statement best describes what is being studied? What general statement includes what is being studied?</td>
<td>• Prove with evidence • Generalize • Identify the main idea</td>
<td>• Quotations • Discipline-related essays</td>
</tr>
<tr>
<td></td>
<td>OVER TIME</td>
<td>How are the ideas related between the past, present, future? How are these ideas related within or during a particular time period? How has time affected the information? How and why do things change or remain the same?</td>
<td>• Relate • Sequence • Order</td>
<td>• Time lines • Text • Biographies • Autobiographies • Historical documents</td>
</tr>
<tr>
<td></td>
<td>DIFFERENT POINTS OF VIEW</td>
<td>What are the opposing viewpoints? How do different people and characters see this event or situation?</td>
<td>• Argue • Determine bias • Classify</td>
<td>• Biographies • Autobiographies • Mythologies, legends vs. non-fiction accounts • Debates</td>
</tr>
<tr>
<td></td>
<td>ACROSS DISCIPLINES</td>
<td>What are the common elements in the subjects that come from the different disciplines?</td>
<td>• Relate • Compare &amp; Contrast • Differentiate • Synthesize • Evaluate</td>
<td>• Primary &amp; Secondary Resources (magazines, diaries, and interviews) • Internet searches • Text • Encyclopedias</td>
</tr>
</tbody>
</table>
References


Rossier School of Education, University of Southern California, Kaplan, S., *Teacher Training and Demonstration School*, USC and Euclid Avenue Elementary School, Los Angeles, CA. (July 8 – 12, 2002).

Texas Region XIII Education Service Center, Austin, Texas, and United Independent School District, Laredo, Texas, Statewide Initiative Institute and Demonstration School for Teaching Gifted K-8 Students, Bridges to Diversity, Amparo Gutierrez Elementary School, Laredo, Texas. (June 17- 21,2002).


University of Connecticut, Confratute 2001: *Think Outside of the Box*, Storrs, CT.

Reproducible Materials
This list of Universal Concepts and Generalizations is provided as a starting point for teachers and students.

1. Change
   - change generates additional change
   - change can be either positive / negative
   - change is inevitable
   - change is necessary for growth
   - change can be evolutionary or revolutionary

2. Conflict
   - conflict is composed of opposing forces
   - conflict may be natural or human-made
   - conflict may be intentional or unintentional
   - conflict may allow for synthesis and change

3. Exploration
   - exploration requires recognizing purpose and responding to it
   - exploration confronts “the unknown”
   - exploration may result in “new findings” or the confirmation of “old findings”

4. Force
   - force attracts
   - force influences or changes
   - force and inertia are co-dependent
   - force may be countered with equal or greater force

5. Order vs. Chaos
   - order may be natural or constructed
   - order may allow for prediction
   - order is a form of communication
   - order may have repeated patterns
   - order and chaos are reciprocals
   - order leads to chaos and chaos leads to order
6. Patterns
   • patterns have segments that are repeated
   • patterns allow for prediction
   • patterns have an internal order
   • patterns are enablers

7. Power
   • power is the ability to influence
   • power may be used or abused
   • power is always present in some form
   • power may take many forms (chemical, electrical, political, mechanical)

8. Structure
   • structures have parts that interrelate
   • parts of structures support and are supported by other parts
   • smaller structures may be combined to form larger structures
   • a structure is no stronger than its weakest component part

9. Systems
   • systems have parts that work to complete a task
   • systems are composed of sub-systems
   • parts of systems are interdependent upon one another and form symbiotic relationships
   • a system may be influenced by other systems
   • systems interact
   • systems follow rules

10. Relationships
    • everything is related in some way
    • all relationships are purposeful
    • relationships change over time

Revised by HISD Advanced Academics Department, March, 2003, from: U Conn, Confratute, 2001, handout from Dr. Sandra Kaplan.

Kaplan original handout adapted from:
(Curriculum Guide for the Education of Gifted High School Students, Texas Association for the Gifted and Talented, 1991.)
Facilitating the Understanding of DEPTH and COMPLEXITY

Note to the teacher: This chart identifies key questions, thinking skills, and dimensions of DEPTH of COMPLEXITY.

- **Key questions** can be used in the context of lesson plans to probe understanding and to prompt students during discussions.

- The **thinking skills** can be used to initiate the type of cognitive operation or thinking that could best prompt each of the dimensions of DEPTH and COMPLEXITY.

- The **resources** listed are the most logical references in which to locate the type of information required by each of the dimensions of DEPTH and COMPLEXITY. Teachers may add to any of these lists as appropriate.

<table>
<thead>
<tr>
<th>ICONS</th>
<th>Dimensions of Depth/Complexity</th>
<th>KEY QUESTIONS</th>
<th>THINKING SKILLS</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>LANGUAGE OF THE DISCIPLINES</td>
<td>What terms or words are specific to the work of the _______? (disciplinarian)</td>
<td>- Categorize</td>
<td>- Texts</td>
<td></td>
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<tr>
<td></td>
<td>What tools does the _______ use? (disciplinarian)</td>
<td>- Identify</td>
<td>- Biographies</td>
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<tr>
<td>DETAILS</td>
<td>What are its attributes?</td>
<td>- Identify traits</td>
<td>- Pictures</td>
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<td></td>
<td>What features characterize this?</td>
<td>- Describe</td>
<td>- Diaries or journals</td>
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<td></td>
<td>What specific elements define this?</td>
<td>- Differentiate</td>
<td>- Poetry</td>
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<tr>
<td></td>
<td>What distinguishes this from other things?</td>
<td>- Compare/contrast</td>
<td></td>
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<tr>
<td>PATTERNS</td>
<td>What are the reoccurring events?</td>
<td>- Prove with evidence</td>
<td></td>
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<tr>
<td></td>
<td>What elements, events, ideas, are repeated over time?</td>
<td>- Observe</td>
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<td></td>
<td>What was the order of events?</td>
<td>- Relate</td>
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<tr>
<td></td>
<td>How can we predict what will come next?</td>
<td>- Determine relevant vs. irrelevant</td>
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<td></td>
<td></td>
<td>- Summarize</td>
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<td></td>
<td></td>
<td>- Make analogies</td>
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<td></td>
<td></td>
<td>- Discriminate between same and different</td>
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<td></td>
<td></td>
<td>- Relate</td>
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</tbody>
</table>

10/29/97 Facilitating the Understanding DEPTH and COMPLEXITY

Developed with funds from a USDE Javits Grant to the University of Southern California, Dr. Sandra Kaplan
<table>
<thead>
<tr>
<th>ICONS</th>
<th>PROMPT</th>
<th>KEY QUESTIONS</th>
<th>THINKING SKILLS</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TRENDS</strong></td>
<td>What ongoing factors have influenced this study?</td>
<td>• Prioritize</td>
<td>• Journals</td>
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<tr>
<td></td>
<td>What factors have contributed to this study?</td>
<td>• Determine cause and effect</td>
<td>• Newspapers</td>
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<td></td>
<td></td>
<td>• Predict</td>
<td>• Graphs</td>
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<td></td>
<td>• Relate</td>
<td>• Charts</td>
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<td>• Formulate questions</td>
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<td></td>
<td>• Hypothesize</td>
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<tr>
<td><strong>UNANSWERED QUESTIONS</strong></td>
<td>What is still not understood about this area/topic/study/discipline?</td>
<td>• Recognize fallacies</td>
<td>• Multiple and varied resources</td>
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<td>• Editorials</td>
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<td>• Journals</td>
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</table>
Facilitating the Understanding of DEPTH and COMPLEXITY

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<th>ICONS</th>
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<th>THINKING SKILLS</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| ![Big Ideas Icon] | BIG IDEAS, GENERALIZATIONS, PRINCIPLES, THEORIES | What overarching statement best describes what is being studied?  
What general statement includes what is being studied? | • Prove with evidence  
• Generalize  
• Identify the main idea | • Quotations  
• Discipline-related essays |
| ![Past Future Present Icon] | OVER TIME | How are the ideas related between the past, present, future?  
How are these ideas related within or during a particular time period?  
How has time affected the information?  
How and why do things change or remain the same? | • Relate  
• Sequence  
• Order | • Time lines  
• Text  
• Biographies  
• Autobiographies  
• Historical documents |
| ![Glasses Icon] | DIFFERENT POINTS OF VIEW | What are the opposing viewpoints?  
How do different people and characters see this event or situation? | • Argue  
• Determine bias  
• Classify | • Biographies  
• Autobiographies  
• Mythologies, legends vs. non-fiction accounts  
• Debates |
| ![Crossed Lines Icon] | ACROSS DISCIPLINES | What are the common elements in the subjects that come from the different disciplines? | • Relate  
• Compare & Contrast  
• Differentiate  
• Synthesize  
• Evaluate | • Primary & Secondary Resources (magazines, diaries, and interviews)  
• Internet searches  
• Text  
• Encyclopedias |
Para facilitar la comprensión de PROFUNDIDAD y DIFICULTAD

Nota al maestro(a): Esta gráfica identifica preguntas claves, habilidades cognitivas, y dimensiones de PROFUNDIDAD y DIFICULTAD.

- Las **preguntas claves** se pueden utilizar en el contexto de los planos de las lecciones para verificar comprensión y promover a los alumnos durante las discusiones.

- Las **habilidades cognitivas** se pueden utilizar para iniciar el tipo/nivel de operación cognitiva que mejor induzca cada uno de los elementos de PROFUNDIDAD y DIFICULTAD.

- Los **recursos** mencionados aquí son las referencias más lógicas en donde se localiza el tipo de información requerida por cada uno de los elementos de PROFUNDIDAD y DIFICULTAD. Los maestros(as) pueden agregar a esta gráfica cómo vea adecuado.

<table>
<thead>
<tr>
<th>ICONOS</th>
<th>TAREAS</th>
<th>PREGUNTAS CLAVES</th>
<th>HABILIDADES COGNITIVAS</th>
<th>RECURSOS</th>
</tr>
</thead>
</table>
| ![IDIOGRAMA DE LAS DISCIPLINAS](image) | IDIOMA DE LAS DISCIPLINAS | ¿Cuáles términos/o palabras son específicos al trabajo del ___________? (disciplinario)  
¿Qué herramienta utilice el ___________? (disciplinario) | • Categorizar  
• Identificar | • Textos  
• Biografías |
| ![DETALLE](image) | DETALLES | ¿Cuáles son sus atributos?  
¿Cuáles rasgos caracterizan esto?  
¿Especifica los elementos que definen esto?  
¿Cómo se distingue esto de otras cosas? | • Identifica  
• Describe  
• Diferencia  
• Compara/Contrasta  
• Prueba con evidencia  
• Observa | • Imágenes  
• Diarios  
• Poesía |
| ![PATRONES](image) | PATRONES | ¿Cuáles son los eventos recurrentes?  
¿Cuáles elementos, eventos e ideas se repiten con el tiempo?  
¿Cuál es la secuencia de (los) eventos?  
¿Cómo se podrá predecir lo que seguirá? | • Determinar lo que es pertinente y lo que no lo es  
• Resumir  
• Hacer analogías  
• Discriminar entre igual o diferente  
• Relacionar | • Gráficas en secuencia cronológica  
• Otras listas en orden cronológico |
## ICONOS TAREAS PREGUNTAS CLAVES ABILIDADES COGNITIVAS RECURSOS

### TENDENCIAS
- ¿Cuáles factores continuos han influenciado este estudio?
- ¿Cuáles factores han contribuido a este estudio?
- Determinar prioridad
- Determinar causa y efecto
- Pronosticar
- Relacionar
- Formular preguntas
- Formular hipótesis
- Diarios
- Periódicos
- Gráficas

### PREGUNTAS NO RESUELTAS
- ¿Qué es lo que aún sigue sin comprensión sobre este tema/estudio/o disciplina?
- ¿Qué es lo que aún se desconoce sobre este tema/estudio/o disciplina?
- ¿En qué manera/forma permanece incompleta la información o falta de explicación?
- Reconocer errores/Ilusiones
- Reconocer la ambigüedad
- Distinguir los hechos de entre la ficción y la opinión
- Formular preguntas
- Resolver (los) problemas
- Identificar información faltante
- Probar suposiciones
- Recursos múltiples y variados
- Análisis comparativo de autóbiografía y de origen verídico, etc.

### REGLAMENTOS/REGLAS
- ¿Cómo se estructura?
- ¿Cuáles son las causas documentadas e implícitas relacionadas con la descripción o explicación sobre lo que estudiamos?
- Generalizar
- Formular hipótesis
- Juzgar la credibilidad
- Editoriales
- Ensayos
- Leyes
- Teorías

### ÉTICA
- ¿Cuáles dilemas o controversias se involucran en este tema, estudio o disciplina?
- ¿Cuáles elementos se pueden identificar que reflejen parcialidad, prejuicio, o discriminación?
- Juzgar con criterio
- Descriminar parcialidades
- Editoriales
- Ensayos
- Autobiografías
- Diarios
<table>
<thead>
<tr>
<th>ICONOS</th>
<th>TAREAS</th>
<th>PREGUNTAS CLAVES</th>
<th>ABILIDADES COGNITIVAS</th>
<th>RECURSOS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GRANDES IDEAS,</td>
<td>¿Qué generalización mejor describe lo que se está estudiando?</td>
<td>• Probar con evidencia</td>
<td>• Citaciones</td>
</tr>
<tr>
<td></td>
<td>GENERALIZACIONES,</td>
<td>¿Qué afirmación en general incluye lo que se está estudiando?</td>
<td>• Generalizar</td>
<td>• Un ensayo relacionado a la</td>
</tr>
<tr>
<td></td>
<td>PRINCIPIOS, TEORÍAS</td>
<td></td>
<td>• Identificar la idea importante</td>
<td>disciplina en cuestión</td>
</tr>
<tr>
<td></td>
<td></td>
<td>¿Cómo se relacionan las ideas a través del pasado, presente, y futuro?</td>
<td>• Relacionar</td>
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<td></td>
<td></td>
<td>¿Cómo se relacionan estas ideas dentro o durante un periodo de tiempo en</td>
<td>• Designar</td>
<td></td>
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<td></td>
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<td>particular?</td>
<td>• Secuencia</td>
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<td></td>
<td>¿Cómo ha afectado el tiempo esta información?</td>
<td>• Ordenar</td>
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<td></td>
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<td>¿Cómo y porqué cambian o permanecen igual las cosas?</td>
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<td></td>
<td>A TRAVÉS DEL TIEMPO</td>
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<td>¿Cuáles son los puntos de vista opuestos?</td>
<td>• Discutir</td>
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<tr>
<td></td>
<td></td>
<td>¿Cómo es que distintas personas y personajes perciben este evento o</td>
<td>• Determinar parcialidades</td>
<td></td>
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<td></td>
<td></td>
<td>situación?</td>
<td>• Clasificar</td>
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<td></td>
<td>DISTINTIUSOS</td>
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<tr>
<td></td>
<td>PUNTOS DE VISTA</td>
<td>¿Qué elemento comunes entre los temas que provienen de distintas disciplinas?</td>
<td>• Relacionar</td>
<td>• Biografías</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Comparar &amp; Contrastar</td>
<td>• Autobiografías</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Diferenciar</td>
<td>• Mitologías, y leyendas contra</td>
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<td></td>
<td></td>
<td></td>
<td>• Sintetizar</td>
<td>narraciones verídicas</td>
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<td></td>
<td>A TRAVÉS DE LAS</td>
<td></td>
<td>• Evaluar</td>
<td>• Debates</td>
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<td>DISCIPLINAS</td>
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</tr>
</tbody>
</table>

10/29/97 Para facilitar la comprensión de PROFUNDIDAD y DIFICULTAD. Pagina 3
Desarrollado con fondos de USDE Javits Grant para la Universidad del Sur de California, Dra. Sandra Kaplan
## DEFINING THE CONTENT IMPERATIVES

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<tr>
<th>TYPES</th>
<th>DEFINITIONS</th>
<th>QUESTIONS</th>
<th>RELATIONSHIPS TO THE DIMENSIONS OF DEPTH/COMPLEXITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Origin</td>
<td>Defining the beginning, root, or source of an idea or event</td>
<td>How did this get started?</td>
<td>Trends</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unanswered</td>
</tr>
<tr>
<td>Contribution</td>
<td>Defining the significant part or result of an idea or event</td>
<td>What are the significant Effects of?</td>
<td>Overtime</td>
</tr>
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<td>Perspectives</td>
</tr>
<tr>
<td>Parallel</td>
<td>Defining ideas or events that are similar and can be compared to one another</td>
<td>How are the and related?</td>
<td>Patterns</td>
</tr>
<tr>
<td>Paradox</td>
<td>Defining the contradictory elements in an event or idea</td>
<td>What are the differences between the various conclusions made about ?</td>
<td>Details</td>
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<tr>
<td>Convergence</td>
<td>Defining the meeting point of the elements that describe an event or idea</td>
<td>What are the factors that come together to describe or explain? ?</td>
<td>Details</td>
</tr>
<tr>
<td></td>
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<td>Patterns</td>
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</tbody>
</table>

S. Kaplan, 2001

Content Imperatives/Application of the Content Imperative to Understand Concepts
Language of the Disciplines

- Terms / Words Specific To Work of Disciplinarian
- Tools of the Disciplinarian

10/29/97 Facilitating the Understanding DEPTH and COMPLEXITY  
Developed with funds from a USDE Javits Grant to the University of Southern California, Dr. Sandra Kaplan
Details

- Specific Facts
- Attributes
- Features

10/29/97 Facilitating the Understanding DEPTH and COMPLEXITY
Developed with funds from a USDE Javits Grant to the University of Southern California, Dr. Sandra Kaplan
Patterns

- Reoccurring Ideas
- Predict What Is Next
- Order of Events
Rules

- Order
- Structure
- Explanation
Trends

- Ongoing Factors
- Influencing Factors
Unanswered Questions

- Missing Data
- Incomplete Information
- Unclear Explanation
Ethics

- Controversies
- Bias
- Prejudice
- Discrimination
Big Ideas

- Generalizations
- Principles
- Theories
Overtime

- Past, Present, Future
- Reflections
- Evaluation of Ideas
Different Points Of View

- Multiple Perspectives
- Different Rules / Different Disciplines
- Kinds of Knowledge
Across Disciplines
Lenguaje
De las disciplinas
Detalles
Patrones
Reglamentos
Tendencias
Preguntas
No resueltas
Ética

10/29/97 Facilitating the Understanding DEPTH and COMPLEXITY
Developed with funds from a USDE Javits Grant to the University of Southern California, Dr. Sandra Kaplan
HISD Advanced Academics, 7 of 11
January, 2003
Ideas Importantes
Generalización
A Través Del Tiempo

- Pasado
- Presente
- Futuro
Distinctos Puntos de Vista
A Través De las Disciplinas
# Scholars & Knowledge G/T Documentation

<table>
<thead>
<tr>
<th>Date: ___________________</th>
<th>Teacher: ___________________</th>
<th>Grade: ___________________</th>
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</thead>
</table>

## CLEAR Curriculum Content

### Area Objectives:
- Thinking Skills:
  - Distinguish fact from fiction
  - Distinguish relevant from irrelevant
  - Judge with criteria
  - Prioritize
  - Gather evidence to support
  - Note ambiguity
  - State/test assumptions
  - Judge authenticity
  - Redesign
  - Combine
  - Substitute
  - Add to

- Depth/Complexity:
  - Language of the Discipline
  - Details Patterns Trends
  - Unanswered ????
  - Rules Ethics Big Idea
  - Over Time Different Points of View Across Disciplines

- Content Imperatives:
  - Origin
  - Contribution
  - Parallel
  - Paradox
  - Convergence

- Scholarly Behavior
- Emphasis:

## Resources/Research

## Products

## Independent Study Options

### Making Interdisciplinary Connections with your Universal Concept:
- Generalizations:

### (Planning Formula may be used for Individual Student Assignments, Designing Pathways to Research, Lesson Plans, Unit Plans, Semester Plans)

- **Thinking Skill / Depth & Complexity &/or Content Imperative + Content + Resources/Research + Product**

<table>
<thead>
<tr>
<th>Reading/L. Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
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*Developed as an optional form for teachers to use when planning for &/or documenting G/T Differentiation in the classroom.*

*Revised, October, 2003, HISD Advanced Academics Department*
## Thinking Skills
- Distinguish fact from fiction
- Distinguish relevant from irrelevant
- Judge criteria
- Prioritize
- Gather evidence to support
- Note ambiguity
- State test assumptions
- Judge authenticity
- Redesign
- Combine
- Substitute
- Add to

## Depth/Complexity
- Language of the Discipline
- Details
- Patterns
- Trends
- Unanswered Questions
- Rules
- Ethics
- Big Idea
- Overtime
- Different Points of View
- Across Disciplines

### Content Imperatives:
- Origin
- Contribution
- Parallel
- Paradox
- Convergence

### Scholarly Behavior
- Emphasis:

## Content (Objectives)

## Resources/Research

## Products

## Independent Study Options

**Scholars & Knowledge G/T Differentiation**

**Teacher:**

**Subject Area - Course Title:**

<table>
<thead>
<tr>
<th>Thinking Skills</th>
<th>Depth/Complexity</th>
<th>Content (Objectives)</th>
<th>Resources/Research</th>
<th>Products</th>
<th>Independent Study Options</th>
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(Planning Formula may be used for Individual Student Assignments, Designing Pathways to Research, Lesson Plans, Unit Plans, Semester Plans)

**Thinking Skill / Depth & Complexity &/or Content Imperative + Content + Resources/Research + Product**

**Interdisciplinary Connections with Universal Concept:**

**Generalizations:**

Developed as an optional form for teachers to use when planning for &/or documenting G/T Differentiation in the classroom.

October, 2003, HISD Advanced Academics Department
Scholars & Knowledge
G/T Teacher / Classroom Checklist

Teacher:______________________ School _____________________________
Framework Grade Level: K-2, 3-5, 6-8, 9-12 Subject / Course:_______________

1. Ascending Level of intellectual Demand
   _____ Evidence of attention to scholarliness by teacher and students
   _____ Evidence of recognition of affective needs of students
   _____ Evidence of flexible grouping
   _____ Evidence of acceleration/pacing
   _____ Evidence of compacting, on-going and authentic assessment

2. Concepts
   _____ Evidence of Universal Concept Based Teaching aligned with Framework Grade Levels

3. Differentiation
   _____ Evidence of Scholars & Knowledge (dimensions of depth & complexity, thinking skills charts, etc..) in classroom aligned with Framework Grade Levels
   _____ Evidence of use of dimensions of Depth and Complexity in lesson plans
   _____ Evidence of higher level Thinking Skills in lesson plans
   _____ Evidence for extensions for Students in area of interest to Independent Studies and allocation of time for students to conduct

3. Product
   _____ Evidence of product / advanced level product aligned with Framework Grade Levels

Notes:

Revised, October, 2003