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| ***Florida***  ***Frameworks***  ***For Gifted Learners*** | **Complexity of Knowledge**  By graduation, the student identified as gifted will be able to critically examine the complexity of knowledge: the location, definition, and organization of a variety of fields of knowledge.  a) Locate, define, and organize a field of study as it relates to the broad spectrum of knowledge.  b) Identify and illustrate basic principles and the foundational concepts that are central to understanding the essence of a field of study.  c) Identify and apply investigative methodologies that are followed in a selected field of knowledge. | **Questioning**  By graduation, the student identified as gifted will be able to create, adapt, and assess multifaceted questions in a  variety of fields/disciplines.  a) Identify significant questions within and across disciplines.  b) Generate significant questions within and across disciplines.  c) Evaluate and refine significant questions within and across disciplines. |
| ***Quest Program Learning Goals*** | * Constructs own meanings * Contributes to topic discussions * Uses various sources to make connections * Develops themes * Develops connections across disciplines * Challenges accepted bodies of knowledge * Analyzes data and research methods * Internalizes conceptual themes * Questions accepted conventions * Identifies ambiguity * Experiments with a variety of methods to analyze data * Applies and transfers understanding to other disciplines * Seeks an understanding of ethical issues * Applies the scientific method * identifies routine problem areas * Challenges existing theories, principles, and rules * Collaborates with others to advance research and understanding | * Seeks and uses questions to expand understanding * Seeks and uses questions that connect disciplines * Uses questions that frame inquiry * Uses questions to develop understandings of experiences * Uses questions to situate personal interest in a topic * Uses questions to frame background of a topic * Explores the nature of questioning * Responds to and forms high complexity questions * Refines questions * Asks questions as a general practice of intellectual pursuit |
| ***Assessment*** |  |  |

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School Framework

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| ***Florida***  ***Frameworks***  ***For Gifted Learners*** | **Research/Exploration**  By graduation, the student identified as gifted will be able to conduct thoughtful research/exploration in multiple fields.  a) Use a variety of research tools and methodologies.  b) Use and manipulate information sources.  c) Detect bias and reliability in the process of research.  d) Apply ethical standards to research and analyses. | **Critical and Creative Thinking**  By graduation, the student identified as gifted will be able to think creatively and critically to identify and solve real world problems.  a) Identify and investigate a problem and generate supportive arguments from multiple perspectives of a complex issue.  b) Analyze the relevance, reliability, and usefulness of data to draw conclusions and forecast effective problem solutions.  c) Use and evaluate various problem-solving methods to determine effectiveness in solving real-world problems. |
| ***Quest Program Learning Goals*** | * Selects a topic and narrows appropriately * Identifies likely sources for information (including non-fiction, resource based print materials) * Takes and uses Cornell style notes * Uses scientific method * Creates tools to communicate or clarify information * Assembles ideas, objects, and/or events from a variety of sources * Analyzes and synthesizes information and concepts * Implements deductive and/or inductive reasoning * Consistently uses different types of reasoning during active studies * Creates, defends, and adapts opinions while analyzing data * Makes ethical choices while researching (including citing sources appropriately) * Plans and conducts independent research on an interdisciplinary theme * Evaluates personal and group research efforts | * Distinguishes abstract from concrete * Develops new ideas in the investigative process * Recognizes the existence and necessity of multiple perspectives * Recognizes and describes figural relationships * Defends, challenges, and articulates points of view * Develops effective rebuttals * Accepts that points of view may change as ideas develop * Extends solutions across disciplines * Seeks alternative outcomes and products * Evaluates and modifies ideas and products to improve usefulness/success rates * Performs data analysis * Anticipates and plans for multiple outcomes * Analyzes relationships * Predicts outcomes based on information * Backs up predictions using data * Uses multiple sources to affect change * Designs original problem solving models * Reflects on adequacy of inventive processes * Advocates convincingly * Problems solves across disciplines * Specifies and applies criteria * Readily communicates unique problem solving ideas * Challenges self to develop products across mediums * Explains aesthetic and historical causes and effects related to an interdisciplinary theme |
| ***Assessment*** | • quarterly complete and present a unique research project that incorporates intellectual complexity and creative elaboration | • perform or create expressions of synthesized or transformed information |

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| ***Florida***  ***Frameworks***  ***For Gifted Learners*** | **Leadership**  By graduation, the student identified as gifted will be able to assume leadership and participatory roles in both gifted and heterogeneous group learning situations.  a) Accept divergent views to positively effect change.  b) Identify leadership traits and qualities as they appear in different individuals and situations.  c) Manifest significant leadership skills and organize group(s) to achieve project goals. | **Goal Setting**  By graduation, the student identified as gifted will be able to set and achieve personal, academic, and career goals.  a) Identify personal strengths and weaknesses and accept challenges in both areas to maximize learning.  b) Assume primary responsibility for learning, including identifying needs and setting reasonable goals.  c) Design plans of action to address benefits and obstacles in achieving goals of personal interest. |
| ***Quest Program Learning Goals*** | * Defends results * Gains support for a plan of action * Analyzes positive and negative aspects of leadership * Designs, plans, and evaluates a plan of action * Reflects upon the effectiveness of a conflict’s resolution * Analyzes productivity of the group * Analyzes diverse leadership styles * Evaluates the impact to one’s own personal leadership skills * Celebrates self-advocacy * Accepts weakness as an opportunity for growth * Finds and states problems * Generates, evaluates, and implements solutions * Analyzes and synthesizes presentation skills * Uses information systems to identify and analyze trends * Forecasts future problems and implications * Displays respect for all group members * Recognizes the diversity of group members * Uses potential and non-academic talent appropriately * Distinguishes kinds of talent (including intellectual, academic, creative, artistic, and leadership) * Practices and improves fluency and flexibility in divergent thinking * Promotes respectful solutions to complex problems | * Evaluates and refocuses goals * Creates paths to accomplish goals * Self-reflects * Uses learning/work preferences to develop goals and products * Seeks opportunities to try new experiences * Solicits feedback from others * Synthesizes critiques into personal growth * Incorporates a system of goal-setting * Strives for perfection on projects and performances * Exercises visionary thinking * Focuses on the future to adjust and readjust goals * Questions patterns of action * Establishes truth or viability of a goal or action * Reflects on appropriateness of designed goal-setting plans * Alters plans when appropriate * Determines success/failure based on self tracking of goals * Makes future plans for goal achievement based on current successes/failures * Develops products and performances based on individual strengths * Incorporates multiple points of view to develop collective goals * Recognizes and accepts differences in goals |
| ***Assessment*** | • exercise leadership to carry out school or community related projects | * Complete Goal Tracking Progress Sheets and quarterly self-reflections |

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| ***Florida***  ***Frameworks***  ***For Gifted Learners*** | **Products/Performances**  By graduation, the student identified as gifted will be able to develop and deliver a variety of authentic  products/performances that demonstrate understanding in multiple fields/disciplines.  a) Develop products that communicate expertise in multiple fields and disciplines to a variety of authentic audiences.  b) Create products that synthesize information from diverse sources illustrating divergent solutions or perspectives. |  |
| ***Quest Program Learning Goals*** | * Reads nonverbal cues from an audience * Demonstrates evidence and understanding * Communicates personal style * Revises and adapts products * Adapts products to various audiences * Addresses critics * Creates and defends products and solutions * Incorporates multiple sources * Creates and tests a new idea * Critiques or defends a personal theory * Uses multiple mediums throughout the year to share understanding * Plans and organizes delivery of final product * Creates a physical product interpreting ideas related to an interdisciplinary theme * Works with others to select, plan, practice, produce and present material based on a theme * Describes, narrates, classifies, sequences, lists, and compares and contrasts ideas related to a theme * Examines, describes, and uses photos, illustrations, artifacts, and art work related to an interdisciplinary theme |  |
| ***Assessment*** | • annually complete and present a unique guided long term research project that incorporates intellectual complexity and creative elaboration |  |