



[Texas State Plan for the Education of Gifted Talented Students](#)

District meets the needs of GT Students by modifying **depth, complexity and pacing** of the CI ordinarily provided (9)

- **Depth:** Exploration of concrete to abstract/familiar to unfamiliar/details, patterns, trends, ethical considerations (18)
- **Complexity: Extension in b/t and across disciplines** through themes/problems/issues from multiple POV (18)
- **Flexible pacing:** Students at an appropriate instructional level and allowing them to move forward in the curriculum as they master content and skills. Achieved by continuous progress, compacted courses, **advanced level courses**, grade skipping, early entrance, CBE (19)
- **Diversity:** The presence of difference between individuals and among groups including but not limited to age, socioeconomic, education, race and ethnicity, gender, sexual orientation, culture, and religious beliefs (18)
- **Acceleration:** Academic intervention that matches the level, complexity and pace of the curriculum with the **readiness and motivation** of the student. Mastering TEKS at a rate faster or at an age earlier than the norm (18)

- 3.4 Opportunities to **work together as a group, work with other students, and work independently** during the school day (7)
- 4.3 A continuum of learning experiences is provided that leads to the development of **adv-level products and/or performances** TPSP (9)
- 4.5 **Opportunities** are provided to accelerate in areas of **student** strength (individual) (9)
- 4.7 Scheduling mods are implemented in order to meet the identified needs of **individual** students (9)

1st Quarter

Documentary as Argument Project

Depth: Exploration of concrete to abstract/familiar to unfamiliar/details, patterns, trends, ethical considerations (18)

Complexity: Extension in b/t and across disciplines through themes/problems/issues from multiple POV (18)

4.3 adv-level product

GT students will generate and explore a relevant research question inspired by a self-selected documentary. Students will showcase research through a professional-grade video that provides V.O. narration and screen capture technology.

2nd Quarter

FRQ Q3 Argument Prompt [Creativity Crisis]

3.4 Opportunities to **work together as a group, work with other students, and work independently** during the school day (7)

Complexity: Extension in b/t and across disciplines through themes/problems/issues from multiple POV (18)

GT Students will write a letter to their school board advocating for or advising against the creation of a course that teaches creativity. Students will draw upon readings, societal observations and personal experience (for some AHISD students, their experience in the Heights program).

Romanticism in Pop Culture

Depth: Exploration of concrete to abstract/familiar to unfamiliar/details, patterns, trends, ethical considerations (18)

Complexity: Extension in b/t and across disciplines through themes/problems/issues from multiple POV (18)

GT Students will research box office trends, Nielsen ratings, NY Times best seller lists and Billboard 100 lists to identify traits in contemporary media/art consumption. Students will identify common stylistic and thematic commonalities and compare those to American Romantic Literary Period (1820-1880).

Flippity Argument/Analysis/American Literature Review

Acceleration: Academic intervention that matches the level, complexity and pace of the curriculum with the **readiness and motivation** of the student. Mastering TEKS at a rate faster or at an age earlier than the norm (18)

GT Students will work together in a digital escape room to prepare for assessment on American literary periods and nuanced argument/analysis methods.



3rd Quarter

Original Student Year-in-Review Satire

Depth: Exploration of concrete to abstract/familiar to unfamiliar/details, patterns, trends, ethical considerations (18)

Acceleration: Academic intervention that matches the level, complexity and pace of the curriculum with the **readiness and motivation** of the student. Mastering TEKS at a rate faster or at an age earlier than the norm (18)

4.3 A continuum of learning experiences is provided that leads to the development of **adv-level products** and/or **performances** TPSP (9)

GT Students will satirize elements of their year (self-selected personal, global, local, combo events) in an essay that models humorist Dave Barry.

FRQ Q1 Synthesis Prompt [Eminent Domain]

3.4 Opportunities to **work together as a group, work with other students, and work independently** during the school day (7)

Complexity: Extension in b/t and across disciplines through themes/problems/issues from multiple POV (18)

GT Students will work in heterogenous/homogenous groups to deconstruct a College Board Prompt that prompts students to consider whether eminent domain is productive and beneficial. Students will examine Constitutional law, a high-profile Supreme Court case/context Kelo vs. City of New London and extrapolate meaning from visual aids to form their opinion.

A Thousand Splendid Suns Extension Activities

Depth: Exploration of concrete to abstract/familiar to unfamiliar/details, patterns, trends, ethical considerations (18)

Complexity: Extension in **b/t and across disciplines** through themes/problems/issues from multiple POV (18)

3.4 Opportunities to **work together as a group, work with other students, and work independently** during the school day (7)

GT Students will be offered extension activities to explore to a deeper degree the historical context of Hosseini's work. Materials include podcasts of Afghan interviews, an interview with the author and a sneak preview of the literary criticism paper attached to this work.

4th Quarter

Literary Criticism Essay

4.5 **Opportunities** are provided to accelerate in areas of **student** strength (individual) (9)

Depth: Exploration of concrete to abstract/familiar to unfamiliar/details, patterns, trends, ethical considerations (18)

3.4 Opportunities to **work together as a group, work with other students, and work independently** during the school day (7)

GT Students will compose a researched source-based criticism synthesis that offers a position influenced by the school of criticism. Students will navigate scholarly databases, using advanced research techniques such as Boolean proximity operators and truncation. Self-selected approach and product for paper.