

SCOPE & SEQUENCE
for
Critical Thinking
&
Problem Solving

Lee County School District, No. 1
Dept. of Exceptional Children Services
Gifted, Talented, & Creative Education Program
(K-12)
188 West Chestnut Street
Marianna, Arkansas 72360

Name

Position

Subject/s

Level/s

Saul Lusk,
Superintendent

John E. Jones, III
G/T System Administrator

February 03, 2010

The purpose of the LCSD, No. 1 Scope & Sequence tool is to document and evidence the effectiveness of content delivery as related to progressive mastery and demonstrated student proficiency in critical thinking, problem solving skills, and productivity. This tool is directly related to the systemic programming of Gifted, Talented, Creative, and Twice Exceptional students as required by the Arkansas Department of Education Division of Gifted & Talented Education (K-12). This document also serves as a means to guide individualized and targeted differentiated instruction, supports student referrals, guides instructional planning, and further assures overall program continuity.

Directions

The GTC Scope & Sequence form has been constructed via the co-relevant entities of content delivery, thought processing/behaviors, and the evidence of products, thereof. The theories of B. S. Bloom, Howard Gardner, and Ron Scamper have been utilized to develop the tool. Their theories have been integrated and delineated into cells for grade levels K-3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 in the areas of knowledge, application, comprehension, analysis, evaluation, and synthesis. Each cell represents a type of observable behavioral indicator that can be documented via a color coded "dot" that indicate demonstrated student proficiency and/or mastery.

Each individual cell is crossed referenced via horizontal grade levels and vertical behavioral indicators. The cell is then broken down into pre-designated points of entry with specific color codes for each item of entry. The grade levels, as follows:

K-3	4	5	6	7
8	9	10	11	12

Color coded areas of content, as follows:

Gifted: Red = Language Arts Blue = Math Kelly Green = Science
 Yellow = Social Studies Orange = Leadership

Talent: Purple = Music Pink = Visual Arts Lime Green = Theatre
 Turquoise = Dance/Sports Kinesthetics Cobalt = Invention & Creativity

Teachers who deliver content to any particular child who has been legally identified as gifted, talented, creative, and/or twice-exceptional should ongoingly meet as a team at a minimum frequency of once per quarter to discuss and document the student's demonstrated proficiency and/or mastery of applicably observed behavioral indicators. Individual instructors are to enter observed indicators at the end of each third week period of instruction, i.e., weeks 3, 6, 9 = 1st quarter, weeks 12, 15, & 18 = 2nd quarter, weeks 21, 24, & 27 = 3rd quarter, and weeks 30, 33, and 36 = 4th quarter.

