

# Core Process Goals for Gifted and Talented Seminars: Grades 6-12

## Critical Thinking

### 1 Core Processes: Students shall demonstrate understanding of core processes fundamental to a differentiated curriculum.

#### Analysis

- 1 Analyze a main idea in oral, written, and/or nonverbal form [CRIT.1.1](#)
- 2 Examine the relationships among ideas and data [CRIT.1.2](#)
- 3 Provide supporting evidence for a particular idea, principle or generalization [CRIT.1.3](#)
- 4 Classify information into logical categories [CRIT.1.4](#)
- 5 Scrutinize information and draw conclusions based on given or discovered principles [CRIT.1.5](#)
- 6 Apply the concept of the part-to-whole and the whole-to-part relationships [CRIT.1.6](#)

#### Synthesis

- 7 Combine concepts, principles and generalizations to generate a new understanding [CRIT.1.7](#)
- 8 Adapt information to be used in a different manner [CRIT.1.8](#)
- 9 Formulate compelling predictions based on available information or as a result of an action [CRIT.1.9](#)

#### Evaluation

- 10 Establish criteria for judging accuracy, relevance, or quality [CRIT.1.10](#)
- 11 Assess, according to the criteria, the organization, content, value, effectiveness and results of actions, decisions, ideas, or data [CRIT.1.11](#)
- 12 Defend, according to the criteria, accuracy and relevance of points used to support conclusions/predictions [CRIT.1.12](#)
- 13 Prove or disprove ideas by presenting evidence [CRIT.1.13](#)

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**2 Application: Students shall apply reasoning techniques to demonstrate understanding of core processes.**

Logical Reasoning

- 1 Demonstrate use of inductive reasoning by **CRIT.2.1**
  - a Determining cause and effect **CRIT.2.1.A**
  - b Analyzing open-ended problems **CRIT.2.1.B**
  - c Reasoning by analogy **CRIT.2.1.C**
  - d Making inferences **CRIT.2.1.D**
  - e Determining relevant information **CRIT.2.1.E**
  - f Recognizing relationships **CRIT.2.1.F**
  - g Solving insight problems **CRIT.2.1.G**
- 2 Demonstrate use of deductive thinking skills by **CRIT.2.2**
  - a Identifying contradictory statements **CRIT.2.2.A**
  - b Analyzing syllogisms **CRIT.2.2.B**
  - c Solving spatial problems **CRIT.2.2.C**
- 3 Distinguish between logical and illogical arguments **CRIT.2.3**

Inference

- 4 Interpret the meaning of statements **CRIT.2.4**
- 5 Identify probable causes and effects **CRIT.2.5**
- 6 Use generalizations to solve problems or justify decisions **CRIT.2.6**
- 7 Make predictions **CRIT.2.7**
- 8 Identify and support personal assumptions and/or those of others **CRIT.2.8**
- 9 Identify and support personal points of view and/or those of others **CRIT.2.9**

Problem Solving

- 10 Define/describe the problem **CRIT.2.10**
- 11 Determine desired outcome **CRIT.2.11**
- 12 Brainstorm possible solutions **CRIT.2.12**
- 13 Establish criteria and test selected solutions **CRIT.2.13**
- 14 Evaluate solutions **CRIT.2.14**
- 15 Draw conclusions and implement solution(s) **CRIT.2.15**

Decision Making

- 16 State desired goal/condition **CRIT.2.16**
- 17 State obstacles to goal/condition **CRIT.2.17**
- 18 Identify alternatives **CRIT.2.18**
- 19 Examine alternatives **CRIT.2.19**

20 Rank alternatives [CRIT.2.20](#)

21 Choose best alternative [CRIT.2.21](#)

22 Evaluate actions [CRIT.2.22](#)

#### Interpretation

23 Analyze the motives of an author, speaker, or artist (e.g., to persuade, inform, entertain, elaborate, etc.) [CRIT.2.23](#)

24 Analyze and critique the stylistic forms used by an author, speaker, or artist (e.g., metaphors, symbolism, irony, satire, understatement, exaggeration, personification, etc.) [CRIT.2.24](#)

25 Compare and contrast different interpretations of a single work [CRIT.2.25](#)

#### Communication

26 Distinguish between relevant and irrelevant points [CRIT.2.26](#)

27 Demonstrate and apply verbal and nonverbal techniques used to influence thinking (e.g., generalities, emotional appeals, biased print and nonprint materials, body language, etc.) [CRIT.2.27](#)

28 Use formal and/or informal debate to consider various positions [CRIT.2.28](#)

#### Complexity

29 Explore an idea or issue, examine the implication, and sift information for clarity [CRIT.2.29](#)

30 Expand and/or restructure an original idea (e.g., by adding details and integrating new ideas, etc.) [CRIT.2.30](#)

31 Evaluate the political, social, and economic implications of current issues [CRIT.2.31](#)

32 Distinguish and understand/acknowledge multiple perspectives [CRIT.2.32](#)

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## Creative Thinking

### 1 Core Processes: Students shall demonstrate understanding of core processes fundamental to a differentiated curriculum.

#### Fluency

- 1 Utilize brainstorming techniques [CRET.1.1](#)
- 2 Generate many alternatives in problem finding and problem solving [CRET.1.2](#)
- 3 Generate many alternatives to both verbal and nonverbal representations of ideas and feelings [CRET.1.3](#)

#### Flexibility

- 4 Generalize new and different approaches to problems [CRET.1.4](#)
- 5 Examine and change attributes (SCAMPER technique: Substitute, Combine, Adapt, Modify-Minify-Magnify, Put to another use, Eliminate, Reverse) [CRET.1.5](#)
- 6 Adapt a single idea or material to many different uses [CRET.1.6](#)
- 7 Transfer and apply a principle or concept to different areas [CRET.1.7](#)

#### Originality

- 8 Create unique products or ideas by combining materials or ideas [CRET.1.8](#)
- 9 Generate unique solutions to problems [CRET.1.9](#)
- 10 Generate unique answers to questions [CRET.1.10](#)
- 11 Use familiar objects in ways different from their intended purpose [CRET.1.11](#)
- 12 Connect unrelated information to develop unique ideas or concepts [CRET.1.12](#)

#### Elaboration

- 13 Determine need for appropriate detail [CRET.1.13](#)
- 14 Recognize gaps and missing elements [CRET.1.14](#)
- 15 Embellish objects, concepts, or questions [CRET.1.15](#)

#### Curiosity

- 16 Pose speculative questions [CRET.1.16](#)
- 17 Examine unfamiliar concepts [CRET.1.17](#)
- 18 Analyze conceptual relationships and interpretations [CRET.1.18](#)
- 19 Question discrepancies in thought or information [CRET.1.19](#)
- 20 Examine the relationship between problem finding and problem solving [CRET.1.20](#)

#### Imagination

- 21 Create alternate outcomes/scenarios/endings, etc. [CRET.1.21](#)
- 22 Demonstrate an ability to overcome conceptual blocks (e.g., environmental, expressive, cultural, perceptual, etc.) [CRET.1.22](#)

#### Risk Taking

- 23 Defend personal beliefs and ideas [CRET.1.23](#)

- 24 Challenge discrepancies in thought or information and develop alternative perspectives [CRET.1.24](#)
  - 25 Predict consequences of risk taking [CRET.1.25](#)
  - 26 Assume responsibility for a course of action [CRET.1.26](#)
  - 27 Identify societal challenges and propose solutions [CRET.1.27](#)
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## Independent and Group Investigation

### 1 Core Processes: Students shall demonstrate understanding of core processes fundamental to a differentiated curriculum.

#### Questioning

- 1 Formulate questions to gather relevant information [IGI.1.1](#)
- 2 Discriminate between fact and opinion [IGI.1.2](#)
- 3 Discriminate between relevant and irrelevant information [IGI.1.3](#)
- 4 Discriminate between reliable and unreliable sources of information [IGI.1.4](#)

#### Information Gathering

- 5 Use a variety of appropriate sources, including individual/community resources and primary/secondary resources [IGI.1.5](#)
- 6 Formulate a plan for gathering information [IGI.1.6](#)
- 7 Use electronic resources to gather and communicate information [IGI.1.7](#)
- 8 Develop and use appropriate vocabulary and terminology [IGI.1.8](#)
- 9 Use a variety of methods (e.g., note cards, paraphrasing written material, interviews, observation, etc.) to collect data [IGI.1.9](#)

#### Organizing

- 10 Compare and contrast data [IGI.1.10](#)
- 11 Group and label according to common attributes [IGI.1.11](#)
- 12 Categorize and classify groups of concepts or objects according to given criteria or identify the scheme or standard by which they have been ordered (e.g., time, sizes, alphabetical order, etc.) [IGI.1.12](#)
- 13 Prioritize objects/concepts by degree of personal importance [IGI.1.13](#)

#### Product Development

- 14 Design an original product based on information gathered and share the product with an appropriate audience [IGI.1.14](#)
  - 15 Establish a realistic process for completing a product [IGI.1.15](#)
  - 16 Develop a set of criteria by which the product will be evaluated [IGI.1.16](#)
  - 17 Gather evaluative data from appropriate sources [IGI.1.17](#)
  - 18 Evaluate the product [IGI.1.18](#)
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## Personal Growth

### 1 Core Processes: Students shall demonstrate understanding of core processes fundamental to a differentiated curriculum.

#### Self-concept

- 1 Identify own special abilities, limitations, and styles [PG.1.1](#)
- 2 Set standards and goals appropriate to ability level [PG.1.2](#)
- 3 Develop and practice an attitude that fosters success [PG.1.3](#)
- 4 Embrace the concept of lifelong learning [PG.1.4](#)
- 5 Evaluate constructive and destructive criticism and put it into perspective [PG.1.5](#)
- 6 Evaluate the need for independence in thought and action [PG.1.6](#)
- 7 Appreciate differences in learning styles and their appropriateness to specific tasks/situations [PG.1.7](#)

#### Interpersonal Relations

- 8 Respect the worth and rights of others [PG.1.8](#)
- 9 Develop a sensitivity to the feelings of other people [PG.1.9](#)
- 10 Discover abilities and limitations of others [PG.1.10](#)
- 11 Consider different points of view [PG.1.11](#)
- 12 Accept and offer constructive criticism [PG.1.12](#)
- 13 Understand that people are interdependent [PG.1.13](#)
- 14 Identify one's role as a member of various groups [PG.1.14](#)
- 15 Establish priorities necessary to group interactions [PG.1.15](#)

#### Coping with Failure

- 16 Accept responsibility for own actions and ideas [PG.1.16](#)
- 17 Accept that all individuals experience failure [PG.1.17](#)
- 18 Risk a mistake or failure [PG.1.18](#)
- 19 Differentiate between achievable and non-achievable goals [PG.1.19](#)
- 20 Try difficult tasks [PG.1.20](#)
- 21 Analyze the cause of a failure or mistake [PG.1.21](#)
- 22 Accept failure as a constructive part of a developmental process [PG.1.22](#)

#### Communication

- 23 Express ideas, opinions, and feelings verbally and nonverbally [PG.1.23](#)
- 24 Express information gathered through individual research verbally and nonverbally [PG.1.24](#)
- 25 Translate one form of communication into a different form of communication [PG.1.25](#)
- 26 Evaluate the effect of body language [PG.1.26](#)

## Leadership

- 27 Define and assess characteristics of leadership PG.1.27
- 28 Discriminate between positive and negative attributes of a leader PG.1.28
- 29 Analyze the motivational aspects of effective leadership PG.1.29
- 30 Participate in activities that develop leadership PG.1.30

## Personal Decision Making

- 31 State desired goal/condition PG.1.31
- 32 State obstacles to goal/condition PG.1.32
- 33 Identify alternatives PG.1.33
- 34 Examine alternatives PG.1.34
- 35 Rank alternatives PG.1.35
- 36 Choose best alternative PG.1.36
- 37 Evaluate actions PG.1.37