



Middle School Gifted & Talented Scope & Sequence

Note: This scope and sequence is for pull-out gifted & talented programming. The Gifted and Talented Program is student-driven. Therefore, the scope and sequence is fluid and will be tailored to address student needs and interests.

To learn more about the rigorous expectations that Norwalk’s Gifted and Talented Program adheres to, please visit the National Standards for Gifted and Talented Education [here](#).

Grade 6 at a Glance	Essential Questions	Priority Standards, Skills & Concepts (what students need to be able to do and know)
<p>Theme: <i>Diversity</i></p> <p>Collaboration among diverse groups provides us with new ideas and perspectives which can help inform us when solving problems.</p>	<p>How does understanding diversity allow us to solve our everyday problems?</p>	<p><u>CCSS.ELA-LITERACY.W.6.1</u> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><u>CCSS.ELA-LITERACY.RI.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RI.6.5</u> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>



Middle School Gifted & Talented Scope & Sequence

Grade 7 at a Glance	Essential Questions	Priority Standards, Skills & Concepts (what students need to be able to do and know)
<p>Theme: <i>Justice</i></p> <p>Our morals and ethics influence our sense of justice and the systems in place to ensure society is able to run efficiently.</p>	<p>How do you know something is just?</p> <p>How does justice influence the systems in our society?</p>	<p><u>CCSS.ELA-LITERACY.RI.7.2</u> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RI.7.6</u> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p><u>CCSS.ELA-LITERACY.W.7.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>



Middle School Gifted & Talented Scope & Sequence

Grade 8 at a Glance	Essential Questions	Priority Standards, Skills & Concepts (what students need to be able to do and know)
<p>Theme: <i>Action</i></p> <p>Change occurs when an individual or a group makes a choice to challenge the status quo. Often times, this inspires and informs others to take action regarding causes they are passionate about.</p>	<p>How can taking action influence others and the world around us?</p>	<p><u>CCSS.ELA-LITERACY.RI.8.2</u> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RI.8.6</u> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><u>CCSS.ELA-LITERACY.W.8.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>