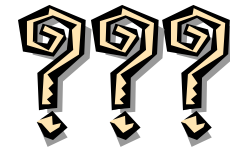
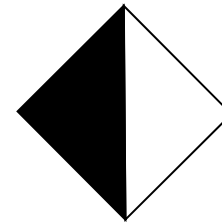
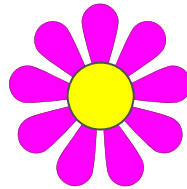
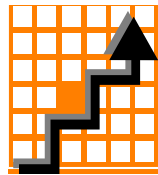
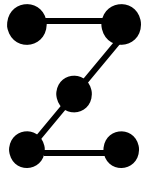
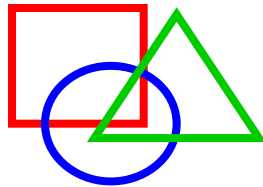


# Kids and the Kaplan Model GT Icons: An Overview for Parents



Presented by: Lisa M. Dunn-Flores, UISD Coordinator of GT/Advanced Academics



# Exploring Depth and Complexity

The eight elements of Depth help the teacher facilitate learning within a discipline at differing levels of sophistication.

Complexity consists of three elements that help facilitate learning by focusing on the relationship between and across various disciplines.

# Adding Depth to the Curriculum

- Language of the Discipline
- Details
- Patterns
- Trends
- Unanswered Questions
- Rules
- Big Ideas
- Ethical Considerations

# Language of the Discipline

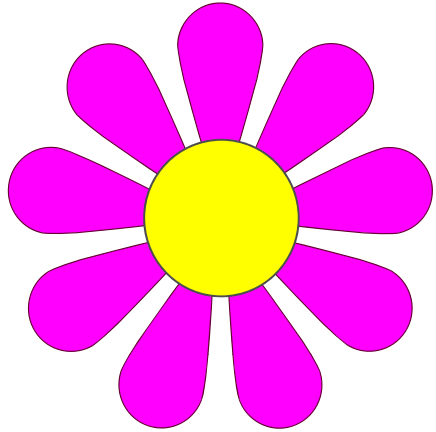


Specialized  
Vocabulary  
Skills and Tools  
of the Disciplinarian

*What terms or words are specific to the work of the disciplinarian [the dramatist, biologist, mathematician]?*

*What tools does the disciplinarian use?*

# Details



Factors

Parts

Variables

Attributes

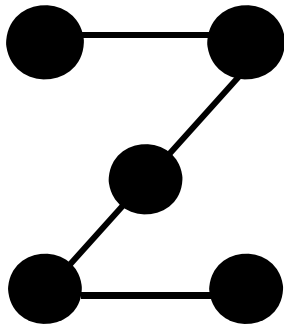
*What are its attributes?*

*What features characterize this?*

*What specific elements define this?*

*What distinguishes this from other things?*

# Patterns



Repetitions

Predictability

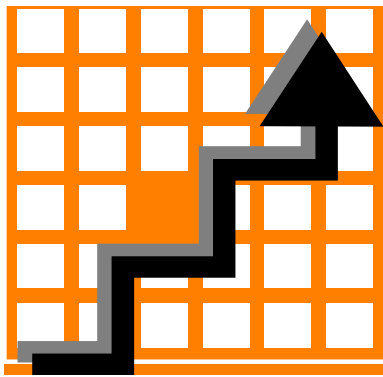
*What are the recurring events?*

*What elements, events, ideas, are repeated over time?*

*What was the order of the events?*

*How can we predict what will come next?*

# Trends



Forces

Influences

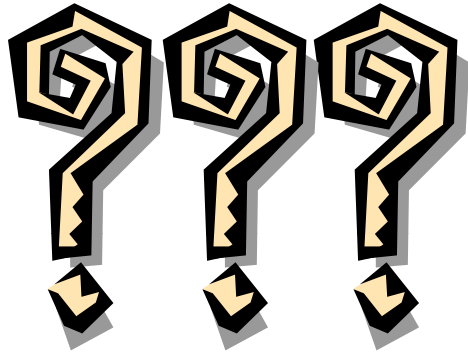
Direction

Course of action

*What ongoing factors have influenced this study?*

*What factors have contributed to this study?*

# Unanswered Questions



Discrepancies

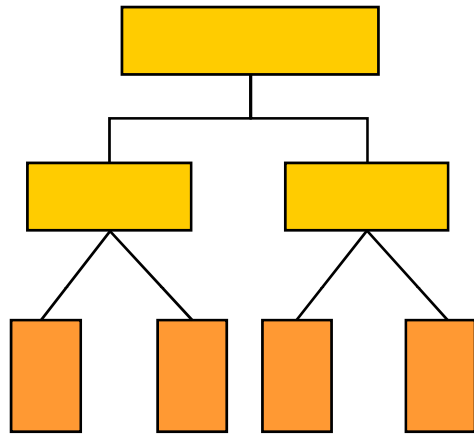
Missing Parts

Unclear or Incomplete Ideas

*What is still not understood about this area/topic/  
study/ discipline?*

*In what ways is the information incomplete or  
lacking in explanation?*

# Rules

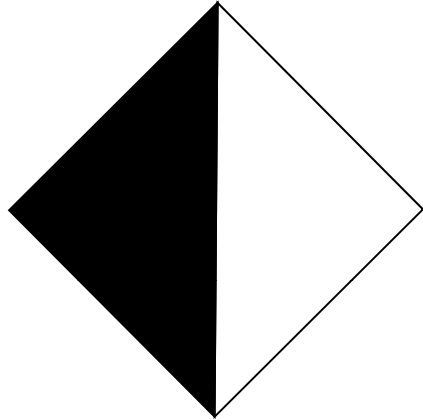


Order  
Structure  
Explanation  
Hierarchy

*How is this structured?*

*What are the stated and unstated causes related to the description or explanation of what we are studying?*

# Ethical Considerations



Points of View

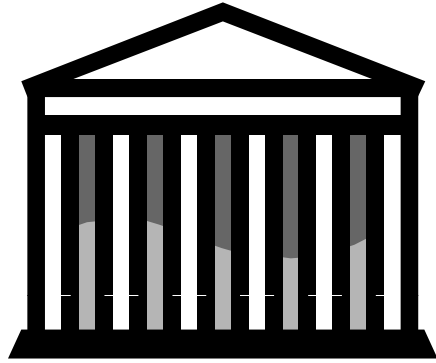
Different Opinions

Judging

*What dilemmas or controversies are involved in this area /topic /study /discipline?*

*What elements can be identified that reflect bias, prejudice, discrimination?*

# Big Ideas



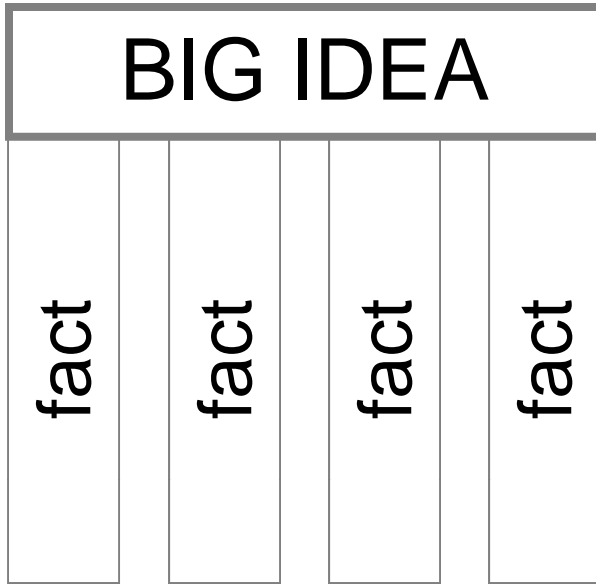
Generalization

Principle

Theory

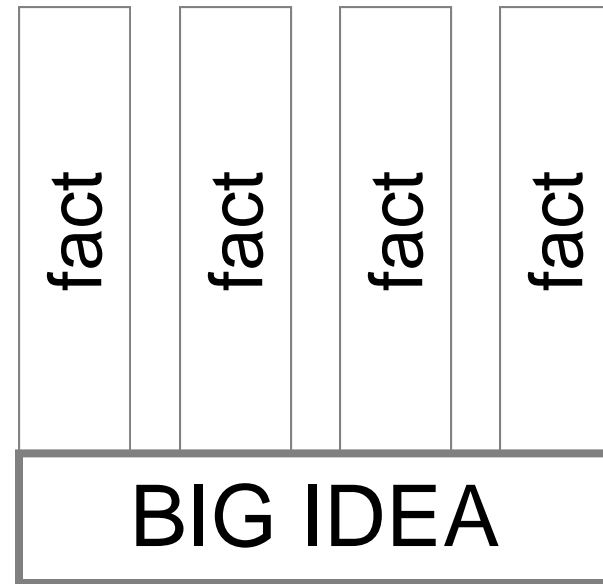
*What overarching statement best describes what is being studied?*

*What general statement includes what is being studied?*



## Deductive

analyzing information  
from the general  
(generalization) to the  
specific (facts)



## Inductive

logical thinking from  
the specifics (facts) to  
the general  
(generalization)

# Adding Complexity to the Curriculum

- Over Time
- Different Points of View
- Interdisciplinary Relationships

# Over Time



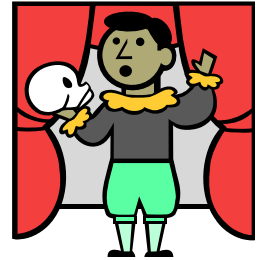
Relationship  
between Past, Present, Future  
and within a Time Period

*How are the ideas related between the past, present, and future?*

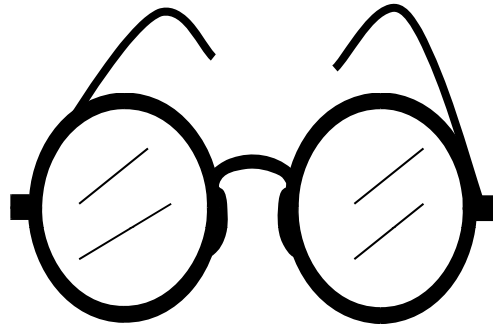
*How are these ideas related within or during a particular time period?*

*How has time affected the information?*

*How and why do things change or remain the same?*



# Points of View



Multiple perspectives

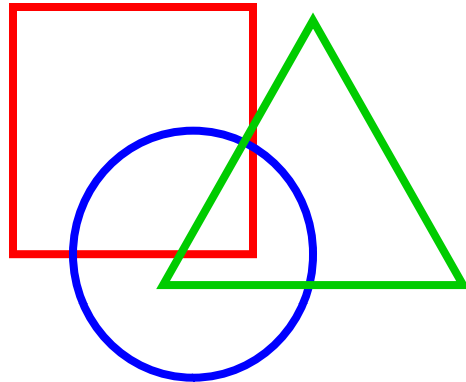
Opposing viewpoints

Differing Roles and Knowledge

*What are the opposing viewpoints?*

*How do different people and characters see this event or situation?*

# Interdisciplinary Relationships



Within the Disciplines

Between the Disciplines

Across the Disciplines

*What are common elements among topics from different disciplines?*

*How does the idea /topic /concept relate to other disciplines?*

*How do topics /ideas from across the disciplines contribute meaning to this idea?*

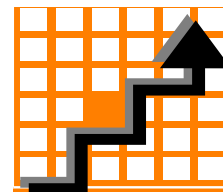
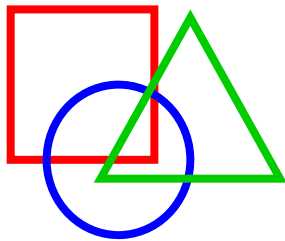
# Using the Elements of Depth & Complexity

- prompts to focus attention
- questions to seek knowledge
- task to define curricular expectations
- scaffolding to seek and retain knowledge
- approaches for differentiation

# Exploring Depth and Complexity

Depth and Complexity are interrelated and mutually reinforcing.

Compare the effects of technology on industry (social studies), the environment (science), and communication (language arts) within our society from 1950 - 1990.




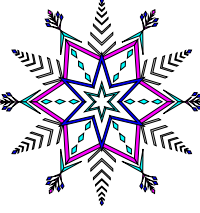

# Facilitating the Understanding of DEPTH and COMPLEXITY

**Note to the teacher:** This chart identifies key questions, thinking skills, and dimensions of DEPTH OF COMPLEXITY.

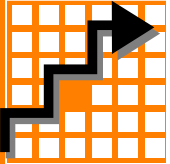

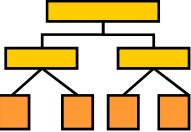
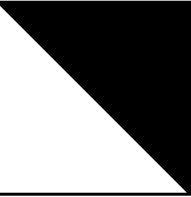
\*Key questions can be used in the context of lesson plans to probe understanding and to prompt students during discussions.

\*The thinking skills can be used to initiate the type of cognitive operation or thinking that could best prompt each of the elements of DEPTH of COMPLEXITY.




\* The resources listed are the most logical references in which to locate the type of information required by each of the elements of DEPTH or COMPLEXITY. Teachers may add to any of these lists as appropriate.

| ICONS   | PROMPT                              | KEY QUESTIONS  | THINKING SKILLS  | RESOURCES  |
|---|-------------------------------------|--|--|--|
|    | <b>Languages of the Disciplines</b> | <p>What term or words are specific to the work of the _____? (disciplinarian)</p> <p>What tools does the _____ use? (disciplinarian)</p>   | <ul style="list-style-type: none"> <li>* categorize</li> <li>* identify</li> </ul>   | <p>texts</p> <p>biographies</p>                          |
|  | <b>Details</b>                      | <p>What are its attributes?</p> <p>What features characterize this?</p> <p>What specific elements define this?</p> <p>What distinguishes this from other things?</p>                   | <ul style="list-style-type: none"> <li>*identify traits</li> <li>*describe</li> <li>*differentiate</li> <li>*compare/contrast</li> <li>*prove with evidence</li> <li>*observe</li> </ul>             | <p>pictures</p> <p>diaries or journals</p> <p>poetry</p> |
|  | <b>Patterns</b>                     | <p>What are the recurring events?</p> <p>What elements, events, ideas, are repeated over time?</p> <p>What was the order of events?</p> <p>How can we predict what will come next?</p> | <ul style="list-style-type: none"> <li>*determine relevant vs. irrelevant</li> <li>*summarize</li> <li>*make analogies</li> <li>*discriminate between same and different</li> <li>*relate</li> </ul> | <p>time lines</p> <p>other chronological lists</p>       |

## Facilitating the Understanding of DEPTH and COMPLEXITY

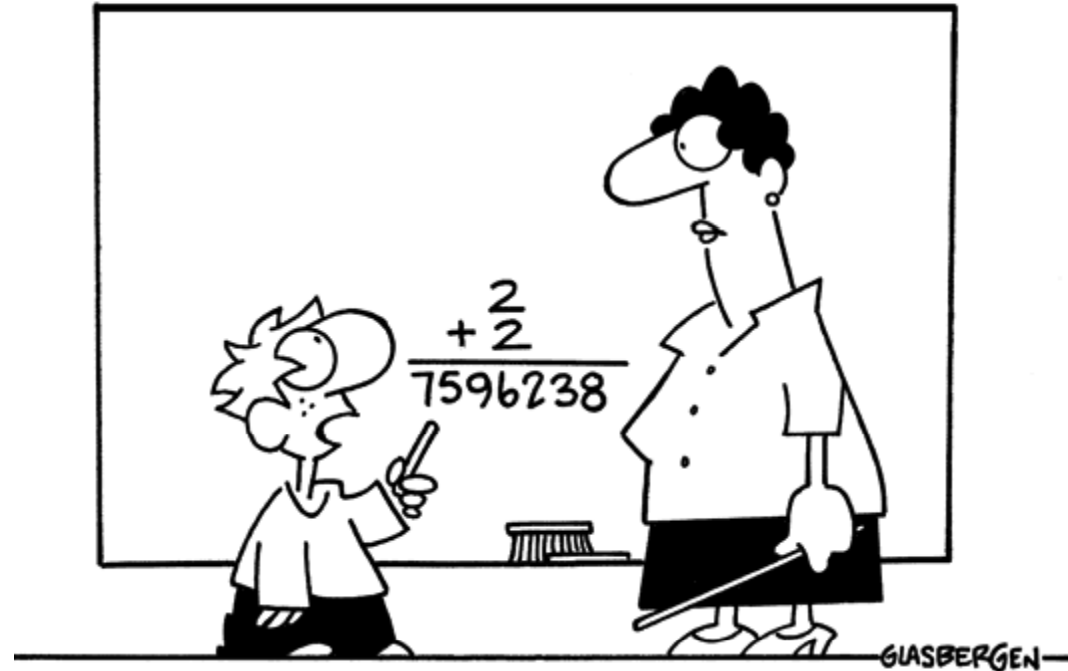
| ICONS   | PROMPT               | KEY QUESTIONS   | THINKING SKILLS   | RESOURCES   |
|---|----------------------|---|---|---|
|    | Trends               | <p>What ongoing factors have influenced this study?</p> <p>What factors have contributed to this study?</p>   | <ul style="list-style-type: none"> <li>*prioritize</li> <li>*determine cause and effect</li> <li>*predict</li> <li>*relate</li> <li>*formulate questions</li> <li>*hypothesize</li> </ul>   | <p>journals</p> <p>newspapers</p> <p>graphs</p> <p>charts</p>   |
|    | Unanswered Questions | <p>What is still not understood about this area/topic/study/discipline?</p> <p>What is yet unknown about this area/topic/study/discipline?</p> <p>In what ways is the information incomplete or lacking in explanation?</p> | <ul style="list-style-type: none"> <li>*recognize fallacies</li> <li>*note ambiguity</li> <li>*distinguish fact from fiction and opinion</li> <li>*formulate questions</li> <li>*problem solve</li> <li>*identify missing information</li> <li>*test assumptions</li> </ul> | <p>multiple and varied resources</p> <p>comparative analysis of autobiographical and current non-fiction articles, etc.</p> |
|   | Rules                | <p>How is this structured?</p> <p>What are the stated and unstated causes related to the description or explanation of what we are studying?</p>  | <ul style="list-style-type: none"> <li>*generalize</li> <li>*hypothesize</li> <li>*judge credibility</li> </ul>   | <p>editorials</p> <p>essays</p> <p>laws</p> <p>theories</p>   |
|  | Ethics               | <p>What dilemmas or controversies are involved in this area/topic/study/discipline?</p> <p>What elements can be identified that reflect bias, prejudice, discrimination?</p>  | <ul style="list-style-type: none"> <li>*judge with criteria</li> <li>*determine bias</li> </ul>   | <p>editorials</p> <p>essays</p> <p>autobiographies</p> <p>journals</p>  |

## Facilitating the Understanding of DEPTH and COMPLEXITY

| ICONS   | PROMPT  | KEY QUESTIONS   | THINKING SKILLS  | RESOURCES  |
|---|---|---|--|--|
|    | <p style="text-align: center;">Big Ideas,<br/>Generalizations<br/>Principles<br/>Theories</p> | <p>What overarching statement best describes what is being studied?</p> <p>What general statement includes what is being studied?</p>   | <ul style="list-style-type: none"> <li>*prove with evidence</li> <li>*generalize</li> <li>*identify the main idea</li> </ul> | <p>quotations</p> <p>discipline-related essay</p>  |
|    | <p style="text-align: center;">Overtime</p>   | <p>How are the ideas related between the past, present, future?</p> <p>How are these ideas related within or during a particular time period?</p> <p>How has time affected the information?</p> <p>How and why do things change or remain the same?</p> | <ul style="list-style-type: none"> <li>*relate</li> <li>*sequence</li> <li>*order</li> </ul>                                 | <p>time lines</p> <p>text</p> <p>biographies</p> <p>autobiographies</p> <p>historical documents</p>          |
|  | <p style="text-align: center;">Different<br/>Points<br/>of View</p>                           | <p>What are the opposing viewpoints?</p> <p>How do different people and characters see this event or situation?</p>   | <ul style="list-style-type: none"> <li>*argue</li> <li>*determine bias</li> <li>*classify</li> </ul>                         | <p>biographies</p> <p>autobiographies</p> <p>mythologies, legends vs non-fiction accounts</p> <p>debates</p> |

# Is this your GT student?

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**“In an increasingly complex world, sometimes old questions require new answers.”**

# UISD Broad-based Themes



PK

K Beginnings

1 Changes

2 Structures

3 Order

4 Patterns

5 Systems

6 Discoveries

7 Communication

8 Influences

9 Forces

10 Relationships

11 Conflict

12 Power

# A Generalization Is...

- A **universal** statement that can be applied to many things.
- Insight
- **Broad**
- **NOT** specific
- **NOT** content-specific

## Examples:

- **All things begin from a source.**
- **Change is necessary for survival.**
- **Influence can be positive or negative.**
- **Power can create or destroy relationships.**

# Home Activities



## Encourage Reading:

- Designate a time for reading at home (story before bed).
- Depth and Complexity Questions-Create Bookmarks

Annotated book lists available at *The Horn Book*:

# Bibliotherapy

“Hopefully we’ve all had that experience of reading a book that powerfully “spoke” to us, a book whose characters we could relate to, and whose struggles and triumphs we identified with. Taking this experience a step farther is the strategy of bibliotherapy, the process of helping the reader learn about and cope with any social or emotional struggles or developmental needs by identifying with a character in a book who shares a similar struggle or need. The reading is typically followed up by discussion with a trusted adult.”

-Tamara Fisher, teacher, *Unwrapping the Gifted* blog

# Bibliotherapy

Probably the most well known bibliotherapy resource is the book [Some of My Best Friends Are Books](#). Now I don't know about formal bibliotherapy, but my hunch is that a whole lot of highly gifted kids "self-medicate" with books. Gifted kids often have a hard time finding true peers. They have deep questions about life and relationships. Books allow them to live vicariously through story characters, to feel a connection, to work through questions and situations far beyond their years.

# Reading Lists

- *Gifted Kids, Gifted Characters, and Great Books*

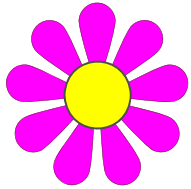
<http://www.bertiekingore.com/gtchildreninlit.htm>

- *Children's Classics: A Booklist for Parents*

<http://archive.hbook.com/resources/books/>

# Home Activities

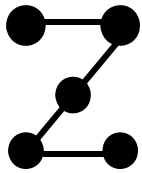
- During a trip to the grocery store, ask children to observe details and patterns in the produce section.



Details include color, shape, and size of fruits and vegetables. Discuss the need for a variety of types and colors for good nutrition.

# Home Activities

- During a trip to the grocery store, ask children to observe details and patterns in the produce section.



Patterns include rows and sections containing fruits and vegetables as well as the store layout.

# Passport to Cultural Competence

Using Passport Template:

Children/students may earn stamps by:

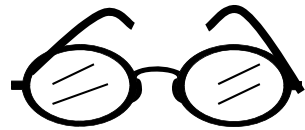
- Reading a book
- Learning a dance
- Singing a song
- Tasting a new food
- Viewing an exhibit in a museum



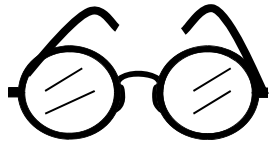
# Food Passport



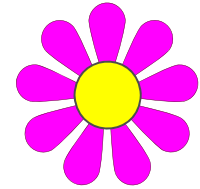
- Make a food passport for your child to encourage trying new foods and learning about different cultures.



- See article/instructions at:
- <http://www.doctoryum.com/2011/03/food-passports-help-kids-try-ethnic-foods/>



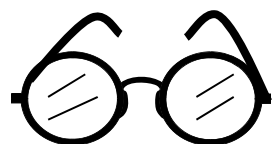
# Food Passport



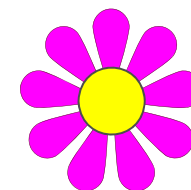
Getting kids to eat new foods is tough. Getting them to eat new foods from different cultures, with unfamiliar ingredients, tastes, and textures may seem impossible. However, exposing kids to different ethnic foods is a great exercise for so many reasons:

- Exposes kids to new and different tastes, laying the groundwork for a lifetime of adventurous eating.





# Food Passport

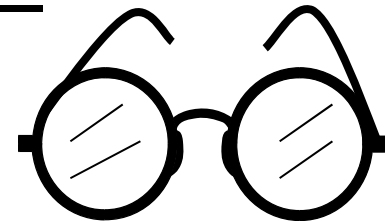


- Gives kids a chance to learn about different cultures and the food they eat.
- Gives families a chance to try ethnic restaurants together.
- Can help families enjoy eating ethnic foods while traveling to different countries.
- Exposes children to profile of nutrients that is not in their every day diet.



# Home Activities

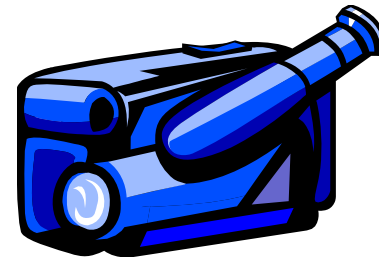
- At a family event, ask your child to interview a family member, perhaps an older person or someone from a different place/country to offer a different perspective.



- The child should work on writing or recording a few interview questions in advance.

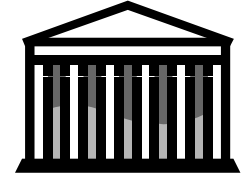
# Sample Interview Questions

- Describe your most memorable experience from your childhood.
- How is life different today compared to when you were a child.
- What is some advice you can offer based on your life experiences?

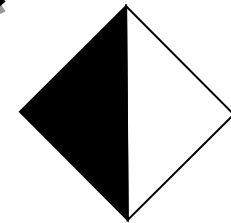
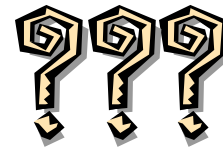
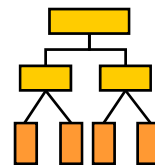
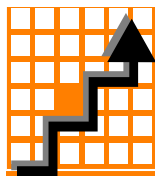
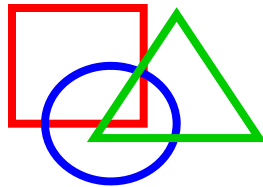
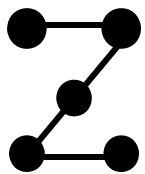
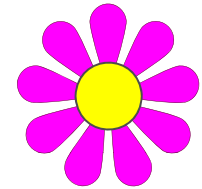




# Kaplan's GT Icons



- Encourage children to analyze and apply their learning
- Provide a framework for learning at increased levels of depth and complexity
- Encourage metacognition and connections across disciplines



# Contact Information



UISD Department of Gifted/Talented and  
Advanced Academics

- Amy Alaniz, Director [aalaniz@uisd.net](mailto:aalaniz@uisd.net)
- Lisa M. Dunn-Flores, Coordinator  
[Imdunn@uisd.net](mailto:Imdunn@uisd.net)
- Melva del Corral, Clerk [mcorral@uisd.net](mailto:mcorral@uisd.net)  
(956)473-5277 or (956)473-2179

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