

Grade 7 Gifted and Talented Plan
DRAFT - July 30, 2020

September
Unit: Community Building & Skill Assessment: creating a classroom community while physically and socially distancing, using traditional "icebreakers," and virtual views, backgrounds, polls and other virtual activities for remote learning. Students will self assess, along with other skill assessment and building exercises
September/October
Unit: Model Diplomacy - Introduction and Pop-Up Case: Students first acquire or enhance basic consultation, negotiation, debate, and conflict resolution skills. Students then select a pop-up case - a short scenario based on issues reverberating in the news today - in order to spark discussion and be placed in the shoes of policymakers. The case will have a clear decision point: the key question for students to discuss resolution options using tools such as four corners, think-pair-share and whip-arounds. The culminating activity will be a National Security Council (NSC) simple simulation in which students role-play to debate the policy options (or come up with new ones), and try to reach consensus on a recommendation to the President. https://modeldiplomacy.cfr.org/
October/November
Unit: Investopedia - The Stock Market Game: Students are connected to the global economy with virtual investing and real-world learning by playing The Stock Market Game (SMG). Students learn personal finance fundamentals, including saving and investing, and obtain real-world practice in core academic subjects such as math, language arts, and economics. In SMG, students collaborate to create and manage a virtual investment portfolio of real world stocks and bonds. They are responsible for researching and evaluating potential investments. Students must also effectively come together on cooperative decisions on whether to buy, sell, or hold the stocks and bonds in the portfolio they have created. In addition to researching, analyzing, and managing their online portfolio students maintain a journal or blog to reflect on their interactions and decisions. Their journal is also used as a formative assessment tool. https://www.stockmarketgame.org/
December/January
Unit: Entrepreneurship - Problem Solvers and Changemakers: Students participate in activities to 1. Drive innate creativity and through observation and inference, 2. Fuel curiosity; 3. Experience entrepreneurship; 4. Spark idea generations; and 5. Gain a basic understanding of opportunity analysis and market research tools https://drive.google.com/file/d/11wsSCHkM4lvQJWYMs0hSEulywpvluN38/view?usp=sharing

February - May

Unit: Student Agency - Problem Based Learning: Students select one of this year's topics, and work independently or in groups of 2-4 to go deeper in an area of their specific interest and passion.

- **Model Diplomacy:** students select a hypothetical case and problem from the Model Diplomacy Library. After reading and discussing background material and case notes, students participate in a simulation of the NSC or UNSC. Students prepare for the role-play by writing position memos or draft clauses using suggested research questions and resources. Students use a dashboard during the role-play that walks them through the discussion procedure.
<https://drive.google.com/file/d/11gY4f3bOCA0GIZMQpy6Mka9HUjkIK1o-/view?usp=sharing>
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- **Stock Market Game:** students manage their own virtual \$100,000 portfolio in a friendly spring competition with students across the United States. Students have access to their own personalized mobile app to analyze their portfolios, research, perform analytics and look up ticker symbols and trades. Students also have the opportunity to participate in InvestWrite - an innovative national essay-writing competition
https://drive.google.com/file/d/11m52NXg9YRxtkcoEE1CBRLdJYB0Dg_IK/view?usp=sharing
- **Entrepreneurship:** students start and run their own business. , Students pick their teammates or co-founders. Next, students take an idea from an earlier unit in which students identified a problem, and further develop a product or service to solve that problem. When students have a prototype of their product, they'll test it with someone who will benefit from their solution and get feedback. Next, students bring their product or service to market. Student teams create a Business Model Canvas to outline the next steps for their business. Students are responsible for the design, marketing, sales, and financing of their business.
<https://drive.google.com/file/d/1F1q4JKRxMwUIZe7GLCNOLMdZVV4V2f2Q/view?usp=sharing>
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May/June

Unit: Celebration - Lessons Learned: Students self-assess their projects, identifying what worked well, what they might do differently, and lessons learned. In a 2-3 week long culminating activity, students will take turns presenting to the class summaries of their project, and their lessons learned, soliciting feedback and of course, compliments and congratulations from their peers.