I. **Building student profiles** of learning styles, interests, presentation preferences and appropriate levels of challenge based upon the zone of proximal development; general exploratory activities to encourage discovery and inspire interest.

II. **Differentiating in four foundation areas through curriculum compacting and differentiated instructional strategies:**

- **K-2:** Participates in G/T independent study workstations, higher level questioning, flexible grouping opportunities, and Type I, II, and III learning experiences like the School-wide Enrichment Model (SEM) culminating in Texas Performance Standards Projects (TPSP) for groups and individuals for advanced campuses.

- **3-5:** Participates in tiered assignments, anchoring activities, G/T independent study workstations, flexible grouping opportunities, and Type I, II, and III learning experiences like the SEM culminating in TPSP group and individuals.

- **6-8:** Participates in Pre-AP, IBMYP courses, curricular acceleration, and a cross-curricular TPSP program producing a Type III project similar to the SEM each school year.

- **9-12:** Participates in Pre-AP, AP, IBMYP, IB or dual credit courses in at least two foundation areas, an independent study G/T research class producing a Type III project similar to the SEM, and works with a professional, external mentor in producing high level products.
### III. Differentiating in four foundation areas through the addition of the dimensions of depth and complexity:

- **K-2**: Identifies and defines dimensions of depth and complexity and relates them to the foundation areas
- **3-5**: Identifies key words that define the dimensions of depth and complexity; uses the dimensions as prompts to form questions and/or answers
- **6-8**: Integrates the dimensions of depth and complexity with the content imperatives in Pre-AP, IBMYP courses
- **9-12**: Integrates the dimensions of depth and complexity with the content imperatives in Pre-AP, AP, IBMYP, IB or dual credit courses, conducts interdisciplinary studies, and makes decisions based on reasoned arguments using dimensions of depth and complexity and content imperatives as substantiation

### IV. Embedding rigor through thinking skills development and relevance through real world situations:

- **K-2**: Utilizes strategies of problem-solving, analytical, critical and creative skills related to the foundation areas
- **3-5**: Utilizes analytical, critical, problem solving and creative skills in relation to the dimensions of depth and complexity
- **6-8**: Utilizes the use of analytical, critical, problem solving and creative thinking skills and relates the skill to other skills
- **9-12**: Utilizes analytical, critical, creative and executive process thinking skills in debating, art of argumentation, and problem-solving

### V. Research skills taught through processes such as HISD’s Research Process, TPSP Continuum of Learning, and methods such as IIM (Independent Investigation Method) or Big 6 (Information Problem Solving):

- **K-2**: Recognizes and applies steps of research
- **3-5**: Understands and exemplifies the student's role as a researcher
- **6-8**: Develops abilities to work and do research autonomously
- **9-12**: Demonstrates increasing levels of professional quality in independent research

### VI. Advanced level product and presentation development aligned to the TPSP Scoring Scales (rubrics):

- **K-12**: Demonstrates new student learning through Type III products or performances and shows evidence of professional level project presentation to community
- **6-8**: Creates high level products through cross-curricular integration within the four foundation areas and further development of professional level presentations
- **9-12**: Integrates participation in independent study G/T research class to further product and presentation development and mentorships with professionals in the field