

# Phelps Center for Gifted Education

934 S. Kimbrough  
Springfield, Missouri 65806

## W.I.N.G.S. Personal and Group Dynamics

6<sup>th</sup> Grade Syllabus  
2008 – 2009

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*Giftedness has an emotional as well as a cognitive substructure;  
cognitive complexity gives rise to emotional depth.*

*Thus, gifted children not only think differently from their peers,  
they also feel differently.*

■ *Linda Silverman*

The Personal and Group Dynamics class is a very important part of the WINGS day. This time, specifically allotted to affective education, is part of a comprehensive curriculum designed to meet the needs of gifted children. Linda Silverman, author of *Counseling the Gifted and Talented*, and Nicholas Colangelo, a contributing editor, define goals and objectives that provide the framework for the WINGS affective curriculum for gifted students.

Dr. Casandra Ma, Staff Therapist and Clinic Coordinator at the Family Institute at Northwestern University, has also stated that gifted children may encounter or experience difficulties when the cognitive portion of their development proceeds at a faster pace than the emotional component of their development. “Ma observed that emotional factors are very important in early childhood and stated that studies confirm that cognitive precociousness and intellectual giftedness do not correlate very highly with later life success. Longitudinal studies that have followed academically successful students, like high school valedictorians, indicate that cognitive giftedness does not correspond to later life happiness or productivity. For Ma, it is therefore vital to nurture emotional intelligence alongside cognitive intelligence to produce a confident, self-assured adult who enjoys and is capable of being productive. Ma warned against stressing the cognitive at the expense of the emotional development of the gifted child.” <http://www.ctd.northwestern.edu/resources/socemoachieve/eicreativity.html>

WINGS students participate in the hour-long 6<sup>th</sup> Grade PGD class daily, where we will address the affective goals and objectives set out in our scope and sequence, with emphasis placed on those designated for 6<sup>th</sup> grade. The 6<sup>th</sup> grade PGD Resource teachers are currently working on a major revision of this curriculum; updating and refining the lessons to reflect our own ongoing education. Major strands of the 6<sup>th</sup> grade PGD curriculum concern recognizing ethical behaviors and service to others. We will be participating, once again, in a Middle School Day of Caring and a Stream Team Field Experience to incorporate these lessons into real life practice. Communication is also another major strand that we explore many different aspects of in 6<sup>th</sup> Grade.

In order to meet the different learning needs of gifted students, the lessons will include whole class and small group discussion and activities, as well as activities that involve the whole Middle School. Lessons may vary in length due to complexity and understanding of material presented.

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The following PGD Lesson Goals and Objectives will be covered:

- IB. To understand what being gifted means, the student will analyze cultural, special needs, and gender issues.
- IIA. To strengthen personal capabilities, the student will analyze personal learning and thinking styles
- IID. The student will develop strategies to deal with stress.
- IIF. The student will develop awareness of gender issues.
- IIE. The student will develop awareness and understanding of self-efficacy.
- IIIA. The student will understand family responsibilities
- IVA. The student will develop strategies to articulate feelings.
- IVC. The student will develop communication skills relating to personal, family and school issues.
- IVD. The student will develop strategies to make and keep friends.
- VA. The student will recognize ethical behaviors.
- VC. The student will develop short and long term goals.
- VD. The student will recognize the need for service to others.
- VE. The student will develop awareness of strategies to implement resilient behaviors (new goal).

Please feel free to contact us at any time should you have any questions or concerns regarding your middle school student.