

**OFFICE OF CHIEF ACADEMIC OFFICER**  
**Summary of State Board of Education Agenda Items**  
**December 15, 2016**

**OFFICE OF ELEMENTARY EDUCATION & READING**

01. Action: Begin the Administrative Procedures Act process: To revise the Student Outcomes for Intellectually Gifted Education Programs [Goals 1 and 2 – MBE Strategic Plan]

**Executive Summary**

Mississippi Code Annotated Sections 37-23-171 through 181 requires school districts to provide intellectually gifted education services to eligible students in grades 2 through 6. In an effort to provide effective guidance and support to districts, a committee comprised of district leaders, teachers, psychometrists, and higher education faculty reviewed and revised the *Outcomes for Intellectually Gifted Student Education Programs in Mississippi*.

This document provides a basis of skill development for intellectually gifted students to meet their individual needs and shall be in addition to and different from the regular program of instruction provided by the district.

This item references Goals 1 and 2 of the *Mississippi Board of Education 2016-2020 Strategic Plan*.

Recommendation: Approval

Back-up material attached

# OUTCOMES

*for*

## Intellectually Gifted Education Programs

2017



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright future for every child

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Carey M. Wright, Ed.D.  
STATE SUPERINTENDENT OF EDUCATION

Kim Benton, Ed.D.  
CHIEF ACADEMIC OFFICER

OFFICE OF ELEMENTARY EDUCATION AND READING

Nathan Oakley, Ph.D.  
EXECUTIVE DIRECTOR

Robin Lemonis, M.Ed., CALT, LDT  
BUREAU DIRECTOR,  
*Office of Intervention Services*

Tenette Smith, Ed.D.  
BUREAU DIRECTOR

Jen Cornett  
GIFTED EDUCATION SPECIALIST,  
*Office of Intervention Services*

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**Mississippi Department of Education**

359 North West Street

P. O. Box 771

Jackson, Mississippi 39205-0771

(601) 359-3511

[www.mdek12.org/ESE](http://www.mdek12.org/ESE)

## ACKNOWLEDGEMENTS

The Mississippi Department of Education gratefully acknowledges the following individuals who worked to develop the Outcomes for Intellectually Gifted Education Programs 2017.

### CONTRIBUTORS

**Theresa Bates**

*Teacher, Oxford*

**Lora Beasley**

*Teacher, Lamar County*

**Michael Cox**

*Teacher, Humphreys County*

**Pam Dearman**

*Literacy Coach, Harrison County*

**Terry Gressett**

*Teacher, Union County*

**Dr. Gail Hammond**

*Retired Teacher, Rankin County*

**Von Jackson**

*Teacher, Gulfport*

**Pam Keith**

*Retired Teacher, Newton County*

**Svetlana Lucas**

*Teacher, Lamar County*

**Emily Nelson**

*Executive Director of Leadership Development, Desoto County*

**Melissa Pierce**

*Past-President, Mississippi Association of Gifted Children*

**Jenny Reynolds**

*Teacher, Madison County*

**Margaret Snider**

*Retired Teacher, Jackson*

**Dr. Royal Toy**

*Associate Professor, Mississippi University for Women*

**Donna Welborn**

*Psychometrist, Jackson*

**Sherry Willis**

*Teacher, Tupelo*

### OUTCOMES SUB-COMMITTEE

**Jennifer Martin**

*Teacher, Rankin County*

**Laura McAlpin**

*Teacher, Clinton*

**Carol Paola**

*Mississippi Association for Gifted Children Executive Director; Teacher, Long Beach*

**Connie West**

*Gifted Program Coordinator, Vicksburg-Warren*



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## PREFACE

The 2013 Regulations for Gifted Education Programs document defines intellectually gifted children as those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process. The purpose of Gifted Education Programs in Mississippi is to ensure that gifted children who demonstrate unusually high potential as described above are identified and offered an appropriate education based upon their exceptional abilities.

Gifted Education Programs in Mississippi shall be designed to meet the individual needs of gifted children and shall be in addition to and different from the regular program of instruction provided by the district. Gifted children require uniquely and qualitatively different educational experiences beyond those available in the general education setting. These educational experiences must address their asynchronous development by supporting cognitive, creative, and affective needs while helping them to realize abilities and maximize potential.

In order for intellectually gifted students in Mississippi to be challenged to reach their full potential, a well-defined set of competencies for gifted education programs is essential. Gifted learners have the ability to understand and use the process skills outlined in this document at a much younger age and in greater depth and breadth than non-gifted learners. While many of the competencies established in this document are desirable for all students, the point of introduction, pace, depth, and complexity of instruction require significant differentiation for gifted learners.

The overarching competency for intellectually gifted programs is metacognition, a process skill requiring mastery and use of many other process skills. Simply put, metacognition is “thinking about your own thinking.” Students should be aware of the mental processes they utilize while engaged in learning. They also should learn to self-regulate and oversee their own learning in order to make changes as needed. This cognitive goal should be the primary focus in guiding metacognitive practices and gifted instruction.

*Gifted learners need learning experiences that are rich.*

*That is, they need learning experiences that are organized by key concepts and principles of a discipline rather than by facts.*

*They need content that is relevant to their lives, activities that cause them to process important ideas at a high level, and products that cause them to grapple with meaningful problems and pose defensible solutions. They need classrooms that are respectful to them, provide both structure and choice, and help them achieve more than they thought they could. These are needs shared by all learners, not just those who are gifted. But good instruction for gifted learners must begin there.*

*Carol Ann Tomlinson, Ed. D.  
The University of Virginia*

Differentiated curriculum in the gifted class should develop and enhance the process skills in the outcomes document, the teaching strategies notebook, and required components of the gifted program standards document. Some gifted education experiences should be short-term and exploratory to introduce ideas and concepts not normally covered in the general education setting. The activities should enhance the integration of advanced content and individual student's interests utilizing higher-level thinking skills, problem solving, critical thinking skills, research skills, personal growth and human relations exercises, leadership skills, and creative expression. Activities also should create an appreciation for the multicultural composition of the school and community (*Regulations for Gifted Education Programs*, 2013).

To maintain the integrity of gifted education programs in the State of Mississippi, the needs of gifted students should be addressed based on the *Outcomes for Intellectually Gifted Education Programs in Mississippi 2017*. This document shall be the foundation for each school district's Gifted Education Program Instructional Management Plan.

### *Gifted Children's Bill of Rights*

#### **YOU HAVE A RIGHT TO**

*know* about your giftedness.

*learn* something new everyday.

*be passionate* about your talent area without apologies.

*have an identity* beyond your talent area.

*feel good* about your accomplishments.

*make* mistakes.

*seek guidance* in the development of your talent.

*have multiple peer groups* and a variety of friends.

*choose* which of your talent areas you wish to pursue.

*not* to be gifted at everything.

*Del Siegle, President*

*National Association of Gifted Children 2007 - 2009*



## INTRODUCTION

This document is designed for use by teachers who serve gifted children. It is structured to ensure that students have a strong foundation for applying each grade-level standard. Teachers should work to continually build upon the grade-level outcomes, while also challenging students to develop and expand upon each competency through the gifted education program. Teachers may choose to introduce higher outcomes at earlier grade levels to meet the individual needs of students and classes and to ensure that students are appropriately and meaningfully challenged.

### Overview of Gifted Education Competencies

THINKING SKILLS	CREATIVITY
Given a topic/situation, the learner will define and classify the problem(s), make connections, and draw distinctions, analyze information objectively and critically (reflectively developing a relationship between facts and values), and differentiate truth and beliefs from his/her understanding of what is logically and realistically possible.	Given a real-life situation, the student will be able to select from divergent thinking, analogical thinking, visualization, attribute listing, morphological analysis, synectics, intuitive thinking, spontaneous thinking, creative problem solving, and/or the creative process in an appropriate manner to develop a workable solution(s).
INFORMATION LITERACY	SUCCESS SKILLS
Given a real-life situation, the student will identify and define the problem, design a research plan appropriate to the problem, conduct the investigation, decide on the most appropriate media for dissemination of the findings/solutions, and present the results before an authentic audience.	Given a real-life situation, the student will utilize effective organizational, decision making, goal-setting, project management, and time management skills, including controlling impulses and adapting to unforeseen circumstances, in order to develop solutions to problems and achieve goals whether working individually or as a leader or member of a team.
AFFECTIVE SKILLS	COMMUNICATION SKILLS
As a gifted learner, students will develop self-acceptance and awareness and demonstrate responsibility for personal growth along with awareness of personal and cultural diversity in others by recognizing forms of bias and stereotypes in order to respect unique beliefs and experiences in themselves and others by understanding and embracing giftedness, appropriately coping with stress in order to become healthy, responsive, contributing, and productive members of classroom communities and society as a whole.	Given the need to retrieve and/or disseminate information, the students will select and utilize the most appropriate media based upon available resources, technology, audience, and time available, for the most effective communication of information, ideas, feelings, and concepts and correctly interpreting those of others.

# OUTCOMES

*by*

Competency

DRAFT



## Thinking Skills

### COMPETENCY

Given a topic/situation, the learner will define and classify the problem(s), make connections, and draw distinctions, analyze information objectively and critically (reflectively developing a relationship between facts and values), and differentiate truth and beliefs from his/her understanding of what is logically and realistically possible.

SECOND GRADE OBJECTIVES	
<b>METACOGNITION</b> <i>(Abstract Thinking and Reflection)</i>	<b>TS 2.1</b> Analyze abstract thinking skills modeled by others
	<b>TS 2.2</b> Compose lower-level questions to develop a foundation for higher-level inquiry
	<b>TS 2.3</b> Reflect upon learning experiences
<b>CONVERGENT THINKING</b> <i>(Logical Thinking)</i>	<b>TS 2.4</b> Apply analogical thinking to identify relationships between two familiar items or events to identify an unknown
	<b>TS 2.5</b> Apply deductive reasoning of general to specific information to analyze and organize sets of limited clues and reach logical conclusions
<b>CRITICAL THINKING</b> <i>(Decision Making)</i>	<b>TS 2.6</b> Distinguish facts from opinions
	<b>TS 2.7</b> Inventory, compare, and contrast attributes of varying objects and ideas
	<b>TS 2.8</b> Identify, analyze, and evaluate information in order to make decisions, solve problems, and establish priorities
	<b>TS 2.9</b> Appraise implications and consequences of personal actions and decisions
THIRD GRADE OBJECTIVES	
<b>METACOGNITION</b> <i>(Abstract Thinking and Reflection)</i>	<b>TS 3.1</b> Apply abstract thinking skills modeled by others
	<b>TS 3.2</b> Compose elaborating questions to extend and stretch learning
	<b>TS 3.3</b> Analyze, reflect upon, and justify learning experiences
	<b>TS 3.4</b> Observe and analyze reflective thinking modeled by others
<b>CONVERGENT THINKING</b> <i>(Logical Thinking)</i>	<b>TS 3.5</b> Apply inductive reasoning from specific to general information to predict probable conclusions
	<b>TS 3.6</b> Apply abstract reasoning to identify relationships in figural analogies from possible options

<b>CRITICAL THINKING</b> <i>(Decision Making)</i>	<b>TS 3.7</b>	Construct questions to deepen understanding
	<b>TS 3.8</b>	Classify information into logical categories
	<b>TS 3.9</b>	Discuss and analyze events in the news to develop an awareness of social issues and world cultures
	<b>TS 3.10</b>	Identify and analyze relationship between ideas and data to determine cause and effect of actions and events
<b>FOURTH GRADE OBJECTIVES</b>		
<b>METACOGNITION</b> <i>(Abstract Thinking and Reflection)</i>	<b>TS 4.1</b>	Observe, analyze, and apply abstract thinking skills
	<b>TS 4.2</b>	Develop hypothetical questions to explore possibilities
	<b>TS 4.3</b>	Analyze, reflect upon, and justify learning experiences, identifying what was learned, tasks completed, skills developed, additional needs, and value of the experiences
<b>CONVERGENT THINKING</b> <i>(Logical Thinking)</i>	<b>TS 4.4</b>	Demonstrate an understanding of analogical reasoning by identifying, explaining, and giving examples of the forms of analogies
	<b>TS 4.5</b>	Utilize analogical reasoning to create analogies using multiple categories
	<b>TS 4.6</b>	Apply deductive reasoning of general to specific information to analyze and organize multi-faceted clues and identify data to support logical conclusions
<b>CRITICAL THINKING</b> <i>(Decision Making)</i>	<b>TS 4.7</b>	Utilize intuitive thinking to deepen understanding and analyze varying perspectives
	<b>TS 4.8</b>	Discuss and analyze events and issues for problem identification
	<b>TS 4.9</b>	Assess the organization, content, value, effectiveness, and results of actions/decisions.
	<b>TS 4.10</b>	Appraise implications and consequences of personal actions and decisions
<b>FIFTH GRADE OBJECTIVES</b>		
<b>METACOGNITION</b> <i>(Abstract Thinking and Reflection)</i>	<b>TS 5.1</b>	Develop and ask hypothetical questions to explore possibilities and test relationships
	<b>TS 5.2</b>	Analyze and establish needs for exploration of chosen topics
<b>CONVERGENT THINKING</b> <i>(Logical Thinking)</i>	<b>TS 5.3</b>	Demonstrate depth of thought in deductive reasoning by evaluating and justifying data that supports logical conclusions drawn
<b>CRITICAL THINKING</b> <i>(Decision Making)</i>	<b>TS 5.4</b>	Appraise evaluation techniques for decision making
	<b>TS 5.5</b>	Assess and analyze local, national, and world issues and defend opinions with supporting evidence
	<b>TS 5.6</b>	Appraise implications and consequences of local and national events and decisions
	<b>TS 5.7</b>	Prove or disprove ideas by presenting evidence



MIDDLE SCHOOL OBJECTIVES	
<b>METACOGNITION</b> <i>(Abstract Thinking and Reflection)</i>	<b>TS MS.1</b> Develop and ask higher-level questions to clarify the coherence and logic of given information
	<b>TS MS.2</b> Reflect upon learning strengths and needs and establish learning goals for independent thinking and autonomous learning
<b>CONVERGENT THINKING</b> <i>(Logical Thinking)</i>	<b>TS MS.3</b> Demonstrate an understanding of analogical reasoning by identifying, explaining, and giving examples of the forms of analogies to support thoughts/ideas
	<b>TS MS.4</b> Demonstrate depth of thought in deductive reasoning by creating deductive reasoning problems with multi-faceted clues and justifying data included to support logical conclusions
<b>CRITICAL THINKING</b> <i>(Decision Making)</i>	<b>TS MS.5</b> Identify, analyze, evaluate, and justify information in order to make decisions, form beliefs, solve problems, and set priorities based on evidence
	<b>TS MS.6</b> Appraise global implications and consequences of historic and current world events
	<b>TS MS.7</b> Recognize and assess hidden agendas
	<b>TS MS.8</b> Assess accuracy and relevance of points used to support conclusions and make decisions

# Creativity

## COMPETENCY

Given a real-life situation, the student will be able to select from divergent thinking, analogical thinking, visualization, attribute listing, morphological analysis, synectics, intuitive thinking, spontaneous thinking, creative problem solving, and/or the creative process in an appropriate manner to develop a workable solution(s).

### SECOND GRADE OBJECTIVES

<b>CREATIVE THINKING</b> Williams Model: Cognitive Domain <i>(Fluency/Flexibility/Originality/  Elaboration/Synthesis)</i>	<b>CR 2.1</b>	Demonstrate fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to a given prompt
	<b>CR 2.2</b>	Demonstrate flexibility by adapting given ideas, thoughts, products, or plans for many different uses
	<b>CR 2.3</b>	Demonstrate originality by using given objects in ways different from their intended purposes
	<b>CR 2.4</b>	Elaborate on given ideas, thoughts, products, or plans to create new possibilities
	<b>CR 2.5</b>	Demonstrate synthesis by combining given ideas, thoughts, products, or plans in unusual ways
<b>CREATIVE EXPRESSION</b> <i>Visual and Performing Arts</i>	<b>CR 2.6</b>	Experiment with various materials and tools to create products related to personal interest or subject matter
	<b>CR 2.7</b>	Identify and explain how and where different cultures record and illustrate stories and history of life through art

### THIRD GRADE OBJECTIVES

<b>CREATIVE THINKING</b> Williams Model: Cognitive Domain <i>(Fluency/Flexibility/Originality/  Elaboration/Synthesis)</i>	<b>CR 3.1</b>	Apply fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to a selected prompt
	<b>CR 3.2</b>	Apply flexibility by adapting selected ideas, thoughts, products, or plans for many different uses
	<b>CR 3.3</b>	Apply originality by using selected objects in ways different from their intended purposes
	<b>CR 3.4</b>	Apply elaboration to selected ideas, thoughts, products or plans to create new possibilities
	<b>CR 3.5</b>	Apply synthesis by combining selected ideas, thoughts, products or plans in unusual ways (morphological analysis)



<p><b>CREATIVE THINKING</b>  Williams Model: Affective Domain  <i>(Curiosity/Risk-Taking/  Complexity/Imagination)</i></p>	<p><b>CR 3.6</b> Demonstrate curiosity by selecting an idea, topic, product, or plan and based on interests, compile questions to be answered to gather additional information in a training activity</p> <p><b>CR 3.7</b> Demonstrate risk-taking by making predictions and experimenting in an unstructured training situation</p> <p><b>CR 3.8</b> Demonstrate complexity by organizing logical steps needed to accomplish selected ideas in a training activity</p> <p><b>CR 3.9</b> Demonstrate imagination by visualizing ideas, the process to be followed, possible outcomes, and consequences of ideas, thoughts, or plans in a training situation</p> <p><b>CR 3.10</b> Apply methods to overcome creative blocks (Brainstorm, SCAMPER, etc.)</p>
<p><b>CREATIVE EXPRESSION</b>  <i>Visual and Performing Arts</i></p>	<p><b>CR 3.11</b> Make, explain, and justify connections between artists and artwork or artwork and history</p> <p><b>CR 3.12</b> Analyze and utilize the elements of art (line, shape, value, color, texture) through various materials and tools to explore personal interests, questions, and subject matter</p>
<p><b>FOURTH GRADE OBJECTIVES</b></p>	
<p><b>CREATIVE THINKING</b>  Williams Model: Cognitive Domain  <i>(Fluency/Flexibility/Originality/  Elaboration/Synthesis)</i></p>	<p><b>CR 4.1</b> Apply fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to solve a given problem</p> <p><b>CR 4.2</b> Apply flexibility by adapting generated ideas, thoughts, products, or plans for many different creative uses to solve a given problem</p> <p><b>CR 4.3</b> Apply originality in generating original ideas or alternative solutions to given problems</p> <p><b>CR 4.4</b> Elaborate on identified ideas, thoughts, products or plans to solve a given problem</p>
<p><b>CREATIVE THINKING</b>  Williams Model: Affective Domain  <i>(Curiosity/Risk-Taking/  Complexity/Imagination)</i></p>	<p><b>CR 4.5</b> Apply curiosity in compiling questions to be answered to solve a given problem</p> <p><b>CR 4.6</b> Apply risk-taking by making predictions and experimenting in an unstructured setting to solve a given problem</p> <p><b>CR 4.7</b> Apply complexity of thought to organize logical steps needed to solve a given problem</p>



	<b>CR 4.8</b> Apply imagination by visualizing ideas, the process to be followed, possible outcomes, and consequences of ideas, thoughts, or plans to solve a given problem
	<b>CR 4.9</b> Demonstrate the ability to follow the Creative Problem Solving (CPS) process to solve a given problem <ol style="list-style-type: none"> <li>1. Identify and define a problem</li> <li>2. Gather ideas and data</li> <li>3. Brainstorm aspects of the problem</li> <li>4. Identify underlying problems or sub-problems</li> <li>5. Produce alternative solutions</li> <li>6. Develop criteria for judging solutions</li> <li>7. Evaluate alternative solutions using the criteria</li> <li>8. Select and implement chosen solutions.</li> </ol>
<b>CREATIVE EXPRESSION</b> <i>Visual and Performing Arts</i>	<b>CR 4.10</b> Interpret art by analyzing the mood suggested by a work of art and describing relevant subject matter
	<b>CR 4.11</b> Analyze and utilize principles of design (contrast, repetition, alignment, proximity) to create various products based on subject matter or personal interest
<b>FIFTH GRADE OBJECTIVES</b>	
<b>CREATIVE THINKING</b>	<b>CR 5.1</b> Apply the CPS process to solve an identified problem <ol style="list-style-type: none"> <li>1. Identify and define a problem</li> <li>2. Gather ideas and data</li> <li>3. Brainstorm aspects of the problem</li> <li>4. Identify underlying problems or sub-problems</li> <li>5. Produce alternative solutions</li> <li>6. Develop criteria for judging solutions</li> <li>7. Evaluate alternative solutions using the criteria</li> <li>8. Select and implement chosen solutions.</li> </ol>
	<b>CR 5.2</b> Reframe ideas through various points of view to enhance meaning
	<b>CR 5.3</b> Examine various meanings, contexts, and points of view including humor and opportunities for change
	<b>CR 5.4</b> Apply thinking strategies modeled by mentors

<b>CREATIVE EXPRESSION</b> <i>Visual and Performing Arts</i>	<b>CR 5.5</b> Create a product (work of art, design, presentation, or media) to meet an identified goal based on personal interest or subject matter  <b>CR 5.6</b> Develop criteria to analyze a work of art, design, or media to meet an identified goal
<b>MIDDLE SCHOOL OBJECTIVES</b>	
<b>CREATIVE THINKING</b>	<b>CR MS.1</b> Apply the CPS process to solve an identified problem, develop and present a plan of action to an authentic audience  <b>CR MS.2</b> Manage creative flow  <b>CR MS.3</b> Set goals with purpose and meaning  <b>CR MS.4</b> Adjust the creative process based on feedback  <b>CR MS.5</b> Focus on the task at hand and long term goal without distraction
<b>CREATIVE EXPRESSION</b> <i>Visual and Performing Arts</i>	<b>CR MS.6</b> Select and apply principles of design and produce a product (work of art, design, or media) that clearly communicates information and ideas  <b>CR MS.7</b> Apply relevant criteria to examine, reflect upon, and plan revisions to a product in process

## Information Literacy

### COMPETENCY

Given a real-life situation, the student will identify and define the problem, design a research plan appropriate to the problem, conduct the investigation, decide on the most appropriate media for dissemination of the findings/ solutions, and present the results before an authentic audience.

### SECOND GRADE OBJECTIVES

#### INFORMATION LITERACY

- IL 2.1** Identify topics for research based on interests
- IL 2.2** Formulate questions for study
- IL 2.3** Analyze topics to determine needed research
- IL 2.4** Interpret research from teacher-approved resources
- IL 2.5** Assemble information to provide new knowledge or understanding in a particular area

### THIRD GRADE OBJECTIVES

#### INFORMATION LITERACY

- IL 3.1** Examine a historical event or person by analyzing and synthesizing historical information
- IL 3.2** Assemble information by conducting interviews related to research topics
- IL 3.3** Employ various digital tools, media, and strategies to locate and collect accurate and reliable information
- IL 3.4** Create and visually organize information using maps, webs, chronological order, sequence, or compare/ contrast
- IL 3.5** Demonstrate ability to effectively interpret and evaluate information by distinguishing between fact and opinion/ point of view in a variety of situations



FOURTH GRADE OBJECTIVES	
INFORMATION LITERACY	<b>IL 4.1</b> Conduct experiments and investigations by effectively utilizing the Scientific Method
	<b>IL 4.2</b> Assemble information by utilizing effective survey techniques
	<b>IL 4.3</b> Create and visually organize information using charts, tables, graphs, evidence, or patterns
	<b>IL 4.4</b> Justify conclusions and generalizations based upon data gathered through research
FIFTH GRADE OBJECTIVES	
INFORMATION LITERACY	<b>IL 5.1</b> Analyze the difference between primary and secondary sources
	<b>IL 5.2</b> Utilize primary and secondary sources to provide new knowledge or understanding in a particular area
	<b>IL 5.3</b> Define and identify use of propaganda techniques to clarify ideas, judge information, solve problems, and evaluate reliability of information
	<b>IL 5.4</b> Assess the validity, reliability, and relevance of the information collected
	<b>IL 5.5</b> Apply a fundamental understanding of the ethical and legal issues surrounding the access and use of information
MIDDLE SCHOOL OBJECTIVES	
INFORMATION LITERACY	<b>IL MS.1</b> Identify areas of individual research based upon intense interest
	<b>IL MS.2</b> Design investigations and defend processes and findings
	<b>IL MS.3</b> Manage the flow of information by applying the appropriate research methodology
	<b>IL MS.4</b> Demonstrate an understanding of hidden agendas by critical analysis and evaluation of information
	<b>IL MS.5</b> Based upon data gathered through research, infer future trends, directions, similarities, and differences

## Success Skills

### COMPETENCY

Given a real-life situation, the student will utilize effective organizational, decision making, goal-setting, project management, and time management skills, including controlling impulses and adapting to unforeseen circumstances, in order to develop solutions to problems and achieve goals whether working individually or as a leader or member of a team.

SECOND GRADE OBJECTIVES	
SUCCESS SKILLS	<b>SS 2.1</b> Individually demonstrate the ability to maintain self-control of emotions and actions in a variety of situations
	<b>SS 2.2</b> Individually identify and assess the merit and or importance of personal characteristics, ideas, interests, preferences, and products
CAREER EXPLORATION	<b>SS 2.3</b> Identify occupational areas of personal interest and aptitude through classroom experiences
LIFE SKILLS	<b>SS 2.4</b> Demonstrate the ability to accept responsibility for given tasks and consequences for actions in a variety of situations
	<b>SS 2.5</b> Demonstrate the ability to organize, prioritize, and complete tasks in a timely manner
COLLABORATION SKILLS	<b>SS 2.6</b> As a group leader, effectively work with group members to keep the group on task
	<b>SS 2.7</b> As a group member, demonstrate effective speaking and listening skills
THIRD GRADE OBJECTIVES	
SUCCESS SKILLS	<b>SS 3.1</b> Individually demonstrate the ability to organize materials, set priorities, and evaluate progress for task completion
	<b>SS 3.2</b> Individually demonstrate strategies for managing stress, coping with difficulties, and effectively approaching conflict with others
CAREER EXPLORATION	<b>SS 3.3</b> Identify occupational areas of personal interest and aptitude for possible vocational development



<b>LIFE SKILLS</b>	<b>SS 3.4</b> Study and apply the accepted rules of etiquette for interpersonal interaction in a variety of social situations
	<b>SS 3.5</b> Demonstrate initiative in accepting and successfully meeting challenges in a variety of situations
<b>COLLABORATION SKILLS</b>	<b>SS 3.6</b> As a group leader, effectively work with group members to identify problems, ideas, and solutions
	<b>SS 3.7</b> As a group member, work collaboratively in a group (know when to speak and know when to listen)
<b>FOURTH GRADE OBJECTIVES</b>	
<b>DECISION MAKING AND PROBLEM SOLVING SKILLS</b>	<b>SS 4.1</b> Individually identify personal problems, utilize visualization to weigh the possibilities, make judgements, and defend decisions
<b>CAREER EXPLORATION</b>	<b>SS 4.2</b> Identify career options through experiences and interviews with experts in the field and career counselors
<b>LIFE SKILLS</b>	<b>SS 4.3</b> Demonstrate the ability to establish budgets and manage money in a variety of situations
<b>COLLABORATION SKILLS</b>	<b>SS 4.4</b> As a group leader, effectively work with group members to establish goals and objectives for successful collaboration
	<b>SS 4.5</b> As a group member, work collaboratively to achieve a common goal
<b>FIFTH GRADE OBJECTIVES</b>	
<b>RISK-TAKING SKILLS</b>	<b>SS 5.1</b> Individually demonstrate the willingness to expose oneself to failure, take a chance/ risk, function under conditions devoid of structure, and defend ideas with regard to identified issues
<b>PERSEVERANCE/TASK COMMITMENT</b>	<b>SS 5.2</b> Individually demonstrate the ability to persevere and successfully complete tasks in a timely manner even under adverse circumstances
<b>CAREER EXPLORATION</b>	<b>SS 5.3</b> Demonstrate and practice the ability to interact in an appropriate manner in a variety of social and business related situations
<b>LIFE SKILLS</b>	<b>SS 5.4</b> Examine and apply the accepted rules of business protocol in a variety of business and social situations
	<b>SS 5.5</b> Adapt to varied roles, job responsibilities, schedules, and context

<b>COLLABORATION SKILLS</b>	<b>SS 5.6</b> As a group leader, effectively work with group members to identify ethical implications of group processes and decisions
	<b>SS 5.7</b> As a group member, take a stand for personal convictions and demonstrate respect/ tolerance for other points of view
<b>MIDDLE SCHOOL OBJECTIVES</b>	
<b>GOAL SETTING</b>	<b>SS MS.1</b> Individually use information gained through self-evaluation to establish attainable goals and set priorities for a variety of purposes and projects
<b>ETHICAL AWARENESS</b>	<b>SS MS.2</b> Individually demonstrate the ability to behave in an honorable and truthful manner under adverse circumstances
<b>CAREER EXPLORATION</b>	<b>SS MS.3</b> For chosen or identified career options, identify high school educational requirements, college requirements and expectations, scholarship, loan/ grant opportunities, and procedures for college and workplace applications/resumes
<b>LIFE SKILLS</b>	<b>SS MS.4</b> Demonstrate the ability to adapt to change in a climate of changing expectations and priorities
<b>COLLABORATION SKILLS</b>	<b>SS MS.5</b> As a group leader, assure and defend that the decisions of the group are effective and ethical
	<b>SS MS.6</b> As a group member, demonstrate the ability to work cooperatively to detect moods, temperaments, motivations, and intentions of others



## Affective (Social and Emotional) Skills

### COMPETENCY

As a gifted learner, students will develop self-acceptance and awareness and demonstrate responsibility for personal growth along with awareness of personal and cultural diversity in others by recognizing forms of bias and stereotypes in order to respect unique beliefs and experiences in themselves and others by understanding and embracing giftedness, appropriately coping with stress in order to become healthy, responsive, contributing, and productive members of classroom communities and society as a whole.

### SECOND GRADE OBJECTIVES

#### AFFECTIVE SKILLS

- AS 2.1** Assess individual learning styles, interests, personality styles, and expression preferences
- AS 2.2** Identify feelings and emotions in self
- AS 2.3** Develop behavioral strategies appropriate to the situation
- AS 2.4** Identify and assess strengths and weaknesses as a baseline for improvement
- AS 2.5** Analyze, evaluate, and respond appropriately to various forms of body language (non-verbal cues)
- AS 2.6** Participate in community-building skills
- AS 2.7** Recognize contributions and achievements of various cultures

### THIRD GRADE OBJECTIVES

#### AFFECTIVE SKILLS

- AS 3.1** Demonstrate an understanding of personal asynchronous development
- AS 3.2** Understand and analyze feelings and emotions in self
- AS 3.3** Express and manage emotions in positive ways
- AS 3.4** Accept responsibility for choices made
- AS 3.5** Analyze, evaluate, and respond appropriately to various forms of body language (non-verbal cues)
- AS 3.6** Recognize contributions and achievements of various cultures

FOURTH GRADE OBJECTIVES	
AFFECTIVE SKILLS	<b>AS 4.1</b> Demonstrate an understanding of and reflect upon personal gifted characteristics
	<b>AS 4.2</b> Demonstrate an understanding and assess the social, emotional and academic implications of giftedness
	<b>AS 4.3</b> Identify sources and possible solutions of stress and anxiety
	<b>AS 4.4</b> Develop and model self-discipline
	<b>AS 4.5</b> Show evidence of delayed gratification and impulse control
	<b>AS 4.6</b> Demonstrate respect and empathy for others
FIFTH GRADE OBJECTIVES	
AFFECTIVE SKILLS	<b>AS 5.1</b> Develop and demonstrate appropriate self-efficacy and self-talk
	<b>AS 5.2</b> Identify and utilize appropriate personal perceptual filters and defense systems for situations
	<b>AS 5.3</b> Develop and demonstrate a healthy perception of perfectionism in accomplishing tasks
	<b>AS 5.4</b> Demonstrate an understanding of how attitudes, attention, and commitment can affect one's knowledge and self-control
	<b>AS 5.5</b> Demonstrate the ability to accept failure as a part of growth
	<b>AS 5.6</b> Differentiate constructive and destructive criticism
MIDDLE SCHOOL OBJECTIVES	
AFFECTIVE SKILLS	<b>AS MS.1</b> Demonstrate an understanding of ethical practices
	<b>AS MS.2</b> Develop and demonstrate a healthy response toward peer pressure and expectations of others
	<b>AS MS.3</b> Demonstrate and understanding of ways in which attitudes, attention, and commitment can affect one's knowledge and self-control
	<b>AS MS.4</b> Set goals for self-improvement and take the necessary steps to reach them
	<b>AS MS.5</b> Differentiate constructive and destructive criticism
	<b>AS MS.6</b> Recognize and assess various forms of bias in self and others and demonstrate strategies for addressing bias in social situations



## Communication Skills

### COMPETENCY

Given the need to retrieve and/or disseminate information, the students will select and utilize the most appropriate media based upon available resources, technology, audience, and time available, for the most effective communication of information, ideas, feelings, and concepts and correctly interpreting those of others.

SECOND GRADE OBJECTIVES	
<b>SPEAKING</b>	<b>CM 2.1</b> Communicate complete thoughts, give directions and instructions, participate in informal speaking activities and storytelling activities
<b>LISTENING</b>	<b>CM 2.2</b> Demonstrate effective listening behaviors in formal and informal settings
	<b>CM 2.3</b> Give appropriate feedback and contributions of relevant information
	<b>CM 2.4</b> Follow oral directions with three or more steps
<b>WRITING</b>	<b>CM 2.5</b> Analyze various types of writing (including poetry)
	<b>CM 2.6</b> Create original written products based on real or imagined circumstances to communicate ideas and feelings
	<b>CM 2.7</b> Write over short time frames (a single sitting or a few class times)
THIRD GRADE OBJECTIVES	
<b>SPEAKING</b>	<b>CM 3.1</b> Communicate in complete thoughts with clarity to an audience in formal and informal settings
	<b>CM 3.2</b> Give precise directions and instructions for complex activities
<b>LISTENING</b>	<b>CM 3.3</b> Demonstrate effective listening behaviors in formal and informal settings
	<b>CM 3.4</b> Give appropriate feedback and contributions of relevant information
	<b>CM 3.5</b> Follow oral directions with three or more steps
<b>WRITING</b>	<b>CM 3.6</b> Analyze informal writing styles (essays, journals, diaries, and blogs)
	<b>CM 3.7</b> Utilize informal writing styles (essays, journals, diaries, and blogs) to communicate ideas and feelings
	<b>CM 3.8</b> Support opinions with written reasoning based on facts



FOURTH GRADE OBJECTIVES	
SPEAKING	<b>CM 4.1</b> Communicate complete thoughts and information with clarity to an appropriate audience
	<b>CM 4.2</b> Give precise instructions for complex tasks and self-evaluate utilizing preset criteria
	<b>CM 4.3</b> Participate in a variety of formal/ informal speaking activities and self-evaluate utilizing preset criteria
LISTENING	<b>CM 4.4</b> Demonstrate effective listening behaviors in formal and informal settings
	<b>CM 4.5</b> Identify the purpose, content, organization, and delivery of oral communication and evaluate based upon preset criteria developed by teacher and class
	<b>CM 4.6</b> Listen to oral directions for understanding and organize directions for complex tasks
WRITING	<b>CM 4.7</b> Analyze the writing style of scripts (commercials, plays, etc.)
	<b>CM 4.8</b> Create scripts (commercials, plays, etc.) to communicate ideas and feelings
	<b>CM 4.9</b> Utilize dialog to develop characters
FIFTH GRADE OBJECTIVES	
SPEAKING	<b>CM 5.1</b> Use appropriate oral communication for a variety of purposes, and communicate effectively to establish a relationship with an audience
	<b>CM 5.2</b> Participate in a variety of formal/ informal speaking activities, evaluating self and peers on criteria determined by the student or others
LISTENING	<b>CM 5.3</b> Demonstrate effective listening behaviors (understanding, organizing, and evaluating information)
	<b>CM 5.4</b> Identify the purpose, content, organization, and delivery of oral communication, and evaluate based upon preset criteria developed by teacher and class
	<b>CM 5.5</b> Listen to oral directions for understanding and organize directions for doing complex tasks

<b>WRITING</b>	<b>CM 5.7</b> Analyze a variety of written genres (Comedy, Satire, Thriller, Action, etc.)
	<b>CM 5.8</b> Communicate ideas and feelings through application of a chosen genre
	<b>CM 5.9</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events
<b>MIDDLE SCHOOL OBJECTIVES</b>	
<b>SPEAKING</b>	<b>CM MS.1</b> Utilize appropriate oral communication a variety of purposes and communication effectively to establish, build and maintain a relationship with audience
	<b>CM MS.2</b> Participates in a variety of formal/ informal speaking activities evaluating self and peers on criteria determined by the student or others
	<b>CM MS.3</b> Demonstrate the ability to persuade through oral expression by assimilating multiple facts and opinions to support an argument
<b>LISTENING</b>	<b>CM MS.4</b> Demonstrate effective listening skills in formal and informal settings to facilitate communication
	<b>CM MS.5</b> Identify the purposes, content, organization and delivery of oral communication and evaluate based on preset criteria developed by the student
	<b>CM MS.6</b> Listen to oral directions for understanding and organize directions for doing complex tasks
<b>WRITING</b>	<b>CM MS.8</b> Analyze the writing style of arguments and debates
	<b>CM MS.9</b> Write arguments and debates to support claims with clear reasons and relevant evidence to communicate ideas and feelings
	<b>CM MS.10</b> Write over an extended time frame (multiple class times)

# OUTCOMES

*by*

Grade Level

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## Second Grade

THINKING SKILLS	
<b>METACOGNITION</b> <i>(Abstract Thinking and Reflection)</i>	<b>TS 2.1</b> Analyze abstract thinking skills modeled by others
	<b>TS 2.2</b> Compose lower-level questions to develop a foundation for higher-level inquiry
	<b>TS 2.3</b> Reflect upon learning experiences
<b>CONVERGENT THINKING</b> <i>(Logical Thinking)</i>	<b>TS 2.4</b> Apply analogical thinking to identify relationships between two familiar items or events to identify an unknown
	<b>TS 2.5</b> Apply deductive reasoning of general to specific information to analyze and organize sets of limited clues and reach logical conclusions
<b>CRITICAL THINKING</b> <i>(Decision Making)</i>	<b>TS 2.6</b> Distinguish facts from opinions
	<b>TS 2.7</b> Inventory, compare, and contrast attributes of varying objects and ideas
	<b>TS 2.8</b> Identify, analyze, and evaluate information in order to make decisions, solve problems, and establish priorities
	<b>TS 2.9</b> Appraise implications and consequences of personal actions and decisions
CREATIVITY	
<b>CREATIVE THINKING</b> Williams Model: Cognitive Domain <i>(Fluency/Flexibility/Originality/Elaboration/Synthesis)</i>	<b>CR 2.1</b> Demonstrate fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to a given prompt
	<b>CR 2.2</b> Demonstrate flexibility by adapting given ideas, thoughts, products, or plans for many different uses
	<b>CR 2.3</b> Demonstrate originality by using given objects in ways different from their intended purposes
	<b>CR 2.4</b> Elaborate on given ideas, thoughts, products, or plans to create new possibilities
	<b>CR 2.5</b> Demonstrate synthesis by combining given ideas, thoughts, products, or plans in unusual ways
<b>CREATIVE EXPRESSION</b> <i>Visual and Performing Arts</i>	<b>CR 2.6</b> Experiment with various materials and tools to create products related to personal interest or subject matter
	<b>CR 2.7</b> Identify and explain how and where different cultures record and illustrate stories and history of life through art

INFORMATION LITERACY	
INFORMATION LITERACY	<b>IL 2.1</b> Identify topics for research based on interests
	<b>IL 2.2</b> Formulate questions for study
	<b>IL 2.3</b> Analyze topics to determine needed research
	<b>IL 2.4</b> Interpret research from teacher-approved resources
	<b>IL 2.5</b> Assemble information to provide new knowledge or understanding in a particular area
SUCCESS SKILLS	
SUCCESS SKILLS	<b>SS 2.1</b> Individually demonstrate the ability to maintain self-control of emotions and actions in a variety of situations
	<b>SS 2.2</b> Individually identify and assess the merit and or importance of personal characteristics, ideas, interests, preferences, and products
CAREER EXPLORATION	<b>SS 2.3</b> Identify occupational areas of personal interest and aptitude through classroom experiences
LIFE SKILLS	<b>SS 2.4</b> Demonstrate the ability to accept responsibility for given tasks and consequences for actions in a variety of situations
	<b>SS 2.5</b> Demonstrate the ability to organize, prioritize, and complete tasks in a timely manner
COLLABORATION SKILLS	<b>SS 2.6</b> As a group leader, effectively work with group members to keep the group on task
	<b>SS 2.7</b> As a group member, demonstrate effective speaking and listening skills
AFFECTIVE (SOCIAL AND EMOTIONAL) SKILLS	
AFFECTIVE SKILLS	<b>AS 2.1</b> Assess individual learning styles, interests, personality styles, and expression preferences
	<b>AS 2.2</b> Identify feelings and emotions in self
	<b>AS 2.3</b> Develop behavioral strategies appropriate to the situation
	<b>AS 2.4</b> Identify and assess strengths and weaknesses as a baseline for improvement
	<b>AS 2.5</b> Analyze, evaluate, and respond appropriately to various forms of body language (non-verbal cues)
	<b>AS 2.6</b> Participate in community-building skills
	<b>AS 2.7</b> Recognize contributions and achievements of various cultures



COMMUNICATION SKILLS	
<b>SPEAKING</b>	<b>CM 2.1</b> Communicate complete thoughts, give directions and instructions, participate in informal speaking activities and storytelling activities
<b>LISTENING</b>	<b>CM 2.2</b> Demonstrate effective listening behaviors in formal and informal settings
	<b>CM 2.3</b> Give appropriate feedback and contributions of relevant information
	<b>CM 2.4</b> Follow oral directions with <del>three</del> or more steps
<b>WRITING</b>	<b>CM 2.5</b> Analyze various types of writing (including poetry)
	<b>CM 2.6</b> Create original written products based on real or imagined circumstances to communicate ideas and feelings
	<b>CM 2.7</b> Write over short time frames (a single sitting or a few class times)



## Third Grade

THINKING SKILLS	
<b>METACOGNITION</b> <i>(Abstract Thinking and Reflection)</i>	<b>TS 3.1</b> Apply abstract thinking skills modeled by others
	<b>TS 3.2</b> Compose elaborating questions to extend and stretch learning
	<b>TS 3.3</b> Analyze, reflect upon, and justify learning experiences
	<b>TS 3.4</b> Observe and analyze reflective thinking modeled by others
<b>CONVERGENT THINKING</b> <i>(Logical Thinking)</i>	<b>TS 3.5</b> Apply inductive reasoning from specific to general information to predict probable conclusions
	<b>TS 3.6</b> Apply abstract reasoning to identify relationships in figural analogies from possible options
<b>CRITICAL THINKING</b> <i>(Decision Making)</i>	<b>TS 3.7</b> Construct questions to deepen understanding
	<b>TS 3.8</b> Classify information into logical categories
	<b>TS 3.9</b> Discuss and analyze events in the news to develop an awareness of social issues and world cultures
	<b>TS 3.10</b> Identify and analyze relationship between ideas and data to determine cause and effect of actions and events
CREATIVITY	
<b>CREATIVE THINKING</b> <b>Williams Model:</b> <b>Cognitive Domain</b> <i>(Fluency/Flexibility/Originality/Elaboration/Synthesis)</i>	<b>CR 3.1</b> Apply fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to a selected prompt
	<b>CR 3.2</b> Apply flexibility by adapting selected ideas, thoughts, products, or plans for many different uses
	<b>CR 3.3</b> Apply originality by using selected objects in ways different from their intended purposes
	<b>CR 3.4</b> Apply elaboration to selected ideas, thoughts, products or plans to create new possibilities
	<b>CR 3.5</b> Apply synthesis by combining selected ideas, thoughts, products or plans in unusual ways (morphological analysis)

<b>CREATIVE THINKING</b> Williams Model: Affective Domain <i>(Curiosity/Risk-Taking/Complexity/Imagination)</i>	<p><b>CR 3.6</b> Demonstrate curiosity by selecting an idea, topic, product, or plan and based on interests, compile questions to be answered to gather additional information in a training activity</p> <p><b>CR 3.7</b> Demonstrate risk-taking by making predictions and experimenting in an unstructured training situation</p> <p><b>CR 3.8</b> Demonstrate complexity by organizing logical steps needed to accomplish selected ideas in a training activity</p> <p><b>CR 3.9</b> Demonstrate imagination by visualizing ideas, the process to be followed, possible outcomes, and consequences of ideas, thoughts, or plans in a training situation</p> <p><b>CR 3.10</b> Apply methods to overcome creative blocks (Brainstorm, SCAMPER, etc.)</p>
<b>CREATIVE EXPRESSION</b> <i>Visual and Performing Arts</i>	<p><b>CR 3.11</b> Make, explain, and justify connections between artists and artwork or artwork and history</p> <p><b>CR 3.12</b> Analyze and utilize the elements of art (line, shape, value, color, texture) through various materials and tools to explore personal interests, questions, and subject matter</p>
<b>INFORMATION LITERACY</b>	
<b>INFORMATION LITERACY</b>	<p><b>IL 3.1</b> Examine a historical event or person by analyzing and synthesizing historical information</p> <p><b>IL 3.2</b> Assemble information by conducting interviews related to research topics</p> <p><b>IL 3.3</b> Employ various digital tools, media, and strategies to locate and collect accurate and reliable information</p> <p><b>IL 3.4</b> Create and visually organize information using maps, webs, chronological order, sequence, or compare/contrast</p> <p><b>IL 3.5</b> Demonstrate ability to effectively interpret and evaluate information by distinguishing between fact and opinion/ point of view in a variety of situations</p>

SUCCESS SKILLS	
<b>SUCCESS SKILLS</b>	<p><b>SS 3.1</b> Individually demonstrate the ability to organize materials, set priorities, and evaluate progress for task completion</p> <p><b>SS 3.2</b> Individually demonstrate strategies for managing stress, coping with difficulties, and effectively approaching conflict with others</p>
<b>CAREER EXPLORATION</b>	<b>SS 3.3</b> Identify occupational areas of personal interest and aptitude for possible vocational development
<b>LIFE SKILLS</b>	<p><b>SS 3.4</b> Study and apply the accepted rules of etiquette for interpersonal interaction in a variety of social situations</p> <p><b>SS 3.5</b> Demonstrate initiative in accepting and successfully meeting challenges in a variety of situations</p>
<b>COLLABORATION SKILLS</b>	<p><b>SS 3.6</b> As a group leader, effectively work with group members to identify problems, ideas, and solutions</p> <p><b>SS 3.7</b> As a group member, work collaboratively in a group (know when to speak and know when to listen)</p>
AFFECTIVE (SOCIAL AND EMOTIONAL) SKILLS	
<b>AFFECTIVE SKILLS</b>	<p><b>AS 3.1</b> Demonstrate an understanding of personal asynchronous development</p> <p><b>AS 3.2</b> Understand and analyze feelings and emotions in self</p> <p><b>AS 3.3</b> Express and manage emotions in positive ways</p> <p><b>AS 3.4</b> Accept responsibility for choices made</p> <p><b>AS 3.5</b> Analyze, evaluate, and respond appropriately to various forms of body language (non-verbal cues)</p> <p><b>AS 3.6</b> Recognize contributions and achievements of various cultures</p>
COMMUNICATION SKILLS	
<b>SPEAKING</b>	<p><b>CM 3.1</b> Communicate in complete thoughts with clarity to an audience in formal and informal settings</p> <p><b>CM 3.2</b> Give precise directions and instructions for complex activities</p>



<b>LISTENING</b>	<b>CM 3.3</b>	Demonstrate effective listening behaviors in formal and informal settings
	<b>CM 3.4</b>	Give appropriate feedback and contributions of relevant information
	<b>CM 3.5</b>	Follow oral directions with three or more steps
<b>WRITING</b>	<b>CM 3.6</b>	Analyze informal writing styles (essays, journals, diaries, and blogs)
	<b>CM 3.7</b>	Utilize informal writing styles (essays, journals, diaries, and blogs) to communicate ideas and feelings
	<b>CM 3.8</b>	Support opinions with written reasoning based on facts

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## Fourth Grade

THINKING SKILLS	
<b>METACOGNITION</b> <i>(Abstract Thinking and Reflection)</i>	<b>TS 4.1</b> Observe, analyze, and apply abstract thinking skills
	<b>TS 4.2</b> Develop hypothetical questions to explore possibilities
	<b>TS 4.3</b> Analyze, reflect upon, and justify learning experiences, identifying what was learned, tasks completed, skills developed, additional needs, and value of the experiences
<b>CONVERGENT THINKING</b> <i>(Logical Thinking)</i>	<b>TS 4.4</b> Demonstrate an understanding of analogical reasoning by identifying, explaining, and giving examples of the forms of analogies
	<b>TS 4.5</b> Utilize analogical reasoning to create analogies using multiple categories
	<b>TS 4.6</b> Apply deductive reasoning of general to specific information to analyze and organize multi-faceted clues and identify data to support logical conclusions
<b>CRITICAL THINKING</b> <i>(Decision Making)</i>	<b>TS 4.7</b> Utilize intuitive thinking to deepen understanding and analyze varying perspectives
	<b>TS 4.8</b> Discuss and analyze events and issues for problem identification
	<b>TS 4.9</b> Assess the organization, content, value, effectiveness, and results of actions/decisions.
	<b>TS 4.10</b> Appraise implications and consequences of personal actions and decisions
CREATIVITY	
<b>CREATIVE THINKING</b> <b>Williams Model: Cognitive Domain</b> <i>(Fluency/Flexibility/Originality/Elaboration/Synthesis)</i>	<b>CR 4.1</b> Apply fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to solve a given problem
	<b>CR 4.2</b> Apply flexibility by adapting generated ideas, thoughts, products, or plans for many different creative uses to solve a given problem
	<b>CR 4.3</b> Apply originality in generating original ideas or alternative solutions to given problems
	<b>CR 4.4</b> Elaborate on identified ideas, thoughts, products or plans to solve a given problem

<p><b>CREATIVE THINKING</b>  Williams Model: Affective Domain  <i>(Curiosity/Risk-Taking/  Complexity/Imagination)</i></p>	<p><b>CR 4.5</b> Apply curiosity in compiling questions to be answered to solve a given problem</p> <p><b>CR 4.6</b> Apply risk-taking by making predictions and experimenting in an unstructured setting to solve a given problem</p> <p><b>CR 4.7</b> Apply complexity of thought to organize logical steps needed to solve a given problem</p> <p><b>CR 4.8</b> Apply imagination by visualizing ideas, the process to be followed, possible outcomes, and consequences of ideas, thoughts, or plans to solve a given problem</p> <p><b>CR 4.9</b> Demonstrate the ability to follow the Creative Problem Solving (CPS) process to solve a given problem</p> <ol style="list-style-type: none"> <li>1. Identify and define a problem</li> <li>2. Gather ideas and data</li> <li>3. Brainstorm aspects of the problem</li> <li>4. Identify underlying problems or sub-problems</li> <li>5. Produce alternative solutions</li> <li>6. Develop criteria for judging solutions</li> <li>7. Evaluate alternative solutions using the criteria</li> <li>8. Select and implement chosen solutions.</li> </ol>
<p><b>CREATIVE EXPRESSION</b>  <i>Visual and Performing Arts</i></p>	<p><b>CR 4.10</b> Interpret art by analyzing the mood suggested by a work of art and describing relevant subject matter</p> <p><b>CR 4.11</b> Analyze and utilize principles of design (contrast, repetition, alignment, proximity) to create various products based on subject matter or personal interest</p>
<p><b>INFORMATION LITERACY</b></p>	
<p><b>INFORMATION LITERACY</b></p>	<p><b>IL 4.1</b> Conduct experiments and investigations by effectively utilizing the Scientific Method</p> <p><b>IL 4.2</b> Assemble information by utilizing effective survey techniques</p> <p><b>IL 4.3</b> Create and visually organize information using charts, tables, graphs, evidence, or patterns</p> <p><b>IL 4.4</b> Justify conclusions and generalizations based upon data gathered through research</p>



SUCCESS SKILLS	
<b>DECISION MAKING AND PROBLEM SOLVING SKILLS</b>	<b>SS 4.1</b> Individually identify personal problems, utilize visualization to weigh the possibilities, make judgements, and defend decisions
<b>CAREER EXPLORATION</b>	<b>SS 4.2</b> Identify career options through experiences and interviews with experts in the field and career counselors
<b>LIFE SKILLS</b>	<b>SS 4.3</b> Demonstrate the ability to establish budgets and manage money in a variety of situations
<b>COLLABORATION SKILLS</b>	<b>SS 4.4</b> As a group leader, effectively work with group members to establish goals and objectives for successful collaboration
	<b>SS 4.5</b> As a group member, work collaboratively to achieve a common goal
AFFECTIVE (SOCIAL AND EMOTIONAL) SKILLS	
<b>AFFECTIVE SKILLS</b>	<b>AS 4.1</b> Demonstrate an understanding of and reflect upon personal gifted characteristics
	<b>AS 4.2</b> Demonstrate an understanding and assess the social, emotional and academic implications of giftedness
	<b>AS 4.3</b> Identify sources and possible solutions of stress and anxiety
	<b>AS 4.4</b> Develop and model self-discipline
	<b>AS 4.5</b> Show evidence of delayed gratification and impulse control
	<b>AS 4.6</b> Demonstrate respect and empathy for others
COMMUNICATION SKILLS	
<b>SPEAKING</b>	<b>CM 4.1</b> Communicate complete thoughts and information with clarity to an appropriate audience
	<b>CM 4.2</b> Give precise instructions for complex tasks and self-evaluate utilizing preset criteria
	<b>CM 4.3</b> Participate in a variety of formal/ informal speaking activities and self-evaluate utilizing preset criteria

<b>LISTENING</b>	<b>CM 4.4</b>	Demonstrate effective listening behaviors in formal and informal settings
	<b>CM 4.5</b>	Identify the purpose, content, organization, and delivery of oral communication and evaluate based upon preset criteria developed by teacher and class
	<b>CM 4.6</b>	Listen to oral directions for understanding and organize directions for complex tasks
<b>WRITING</b>	<b>CM 4.7</b>	Analyze the writing style of scripts (commercials, plays, etc.)
	<b>CM 4.8</b>	Create scripts (commercials, plays, etc.) to communicate ideas and feelings
	<b>CM 4.9</b>	Utilize dialog to develop characters

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## Fifth Grade

THINKING SKILLS	
<b>METACOGNITION</b> <i>(Abstract Thinking and Reflection)</i>	<b>TS 5.1</b> Develop and ask hypothetical questions to explore possibilities and test relationships
	<b>TS 5.2</b> Analyze and establish needs for exploration of chosen topics
<b>CONVERGENT THINKING</b> <i>(Logical Thinking)</i>	<b>TS 5.3</b> Demonstrate depth of thought in deductive reasoning by evaluating and justifying data that supports logical conclusions drawn
<b>CRITICAL THINKING</b> <i>(Decision Making)</i>	<b>TS 5.4</b> Appraise evaluation techniques for decision making
	<b>TS 5.5</b> Assess and analyze local, national, and world issues and defend opinions with supporting evidence
	<b>TS 5.6</b> Appraise implications and consequences of local and national events and decisions
	<b>TS 5.7</b> Prove or disprove ideas by presenting evidence
CREATIVITY	
<b>CREATIVE THINKING</b>	<b>CR 5.1</b> Apply the CPS process to solve an identified problem <ol style="list-style-type: none"> <li>1. Identify and define a problem</li> <li>2. Gather ideas and data</li> <li>3. Brainstorm aspects of the problem</li> <li>4. Identify underlying problems or sub-problems</li> <li>5. Produce alternative solutions</li> <li>6. Develop criteria for judging solutions</li> <li>7. Evaluate alternative solutions using the criteria</li> <li>8. Select and implement chosen solutions.</li> </ol>
	<b>CR 5.2</b> Reframe ideas through various points of view to enhance meaning
	<b>CR 5.3</b> Examine various meanings, contexts, and points of view including humor and opportunities for change
	<b>CR 5.4</b> Apply thinking strategies modeled by mentors
<b>CREATIVE EXPRESSION</b> <i>Visual and Performing Arts</i>	<b>CR 5.5</b> Create a product (work of art, design, presentation, or media) to meet an identified goal based on personal interest or subject matter
	<b>CR 5.6</b> Develop criteria to analyze a work of art, design, or media to meet an identified goal



INFORMATION LITERACY	
INFORMATION LITERACY	<b>IL 5.1</b> Analyze the difference between primary and secondary sources
	<b>IL 5.2</b> Utilize primary and secondary sources to provide new knowledge or understanding in a particular area
	<b>IL 5.3</b> Define and identify use of propaganda techniques to clarify ideas, judge information, solve problems, and evaluate reliability of information
	<b>IL 5.4</b> Assess the validity, reliability, and relevance of the information collected
	<b>IL 5.5</b> Apply a fundamental understanding of the ethical and legal issues surrounding the access and use of information
SUCCESS SKILLS	
RISK-TAKING SKILLS	<b>SS 5.1</b> Individually demonstrate the willingness to expose oneself to failure, take a chance/ risk, function under conditions devoid of structure, and defend ideas with regard to identified issues
PERSEVERANCE/TASK COMMITMENT	<b>SS 5.2</b> Individually demonstrate the ability to persevere and successfully complete tasks in a timely manner even under adverse circumstances
CAREER EXPLORATION	<b>SS 5.3</b> Demonstrate and practice the ability to interact in an appropriate manner in a variety of social and business related situations
LIFE SKILLS	<b>SS 5.4</b> Examine and apply the accepted rules of business protocol in a variety of business and social situations
	<b>SS 5.5</b> Adapt to varied roles, job responsibilities, schedules, and context
COLLABORATION SKILLS	<b>SS 5.6</b> As a group leader, effectively work with group members to identify ethical implications of group processes and decisions
	<b>SS 5.7</b> As a group member, take a stand for personal convictions and demonstrate respect/ tolerance for other points of view

AFFECTIVE (SOCIAL AND EMOTIONAL) SKILLS	
<b>AFFECTIVE SKILLS</b>	<b>AS 5.1</b> Develop and demonstrate appropriate self-efficacy and self-talk
	<b>AS 5.2</b> Identify and utilize appropriate personal perceptual filters and defense systems for situations
	<b>AS 5.3</b> Develop and demonstrate a healthy perception of perfectionism in accomplishing tasks
	<b>AS 5.4</b> Demonstrate an understanding of how attitudes, attention, and commitment can affect one's knowledge and self-control
	<b>AS 5.5</b> Demonstrate the ability to accept failure as a part of growth
	<b>AS 5.6</b> Differentiate constructive and destructive criticism
COMMUNICATION SKILLS	
<b>SPEAKING</b>	<b>CM 5.1</b> Use appropriate oral communication for a variety of purposes, and communicate effectively to establish a relationship with an audience
	<b>CM 5.2</b> Participate in a variety of formal/ informal speaking activities, evaluating self and peers on criteria determined by the student or others
<b>LISTENING</b>	<b>CM 5.3</b> Demonstrate effective listening behaviors (understanding, organizing, and evaluating information)
	<b>CM 5.4</b> Identify the purpose, content, organization, and delivery of oral communication, and evaluate based upon preset criteria developed by teacher and class
	<b>CM 5.5</b> Listen to oral directions for understanding and organize directions for doing complex tasks
<b>WRITING</b>	<b>CM 5.7</b> Analyze a variety of written genres (Comedy, Satire, Thriller, Action, etc.)
	<b>CM 5.8</b> Communicate ideas and feelings through application of a chosen genre
	<b>CM 5.9</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events



## Middle School

THINKING SKILLS	
<b>METACOGNITION</b> <i>(Abstract Thinking and Reflection)</i>	<b>TS MS.1</b> Develop and ask higher-level questions to clarify the coherence and logic of given information
	<b>TS MS.2</b> Reflect upon learning strengths and needs and establish learning goals for independent thinking and autonomous learning
<b>CONVERGENT THINKING</b> <i>(Logical Thinking)</i>	<b>TS MS.3</b> Demonstrate an understanding of analogical reasoning by identifying, explaining, and giving examples of the forms of analogies to support thoughts/ideas
	<b>TS MS.4</b> Demonstrate depth of thought in deductive reasoning by creating deductive reasoning problems with multi-faceted clues and justifying data included to support logical conclusions
<b>CRITICAL THINKING</b> <i>(Decision Making)</i>	<b>TS MS.5</b> Identify, analyze, evaluate, and justify information in order to make decisions, form beliefs, solve problems, and set priorities based on evidence
	<b>TS MS.6</b> Appraise global implications and consequences of historic and current world events
	<b>TS MS.7</b> Recognize and assess hidden agendas
	<b>TS MS.8</b> Assess accuracy and relevance of points used to support conclusions and make decisions
CREATIVITY	
<b>CREATIVE THINKING</b>	<b>CR MS.1</b> Apply the CPS process to solve an identified problem, develop and present a plan of action to an authentic audience
	<b>CR MS.2</b> Manage creative flow
	<b>CR MS.3</b> Set goals with purpose and meaning
	<b>CR MS.4</b> Adjust the creative process based on feedback
	<b>CR MS.5</b> Focus on the task at hand and long term goal without distraction
<b>CREATIVE EXPRESSION</b> <i>Visual and Performing Arts</i>	<b>CR MS.6</b> Select and apply principles of design and produce a product (work of art, design, or media) that clearly communicates information and ideas
	<b>CR MS.7</b> Apply relevant criteria to examine, reflect upon, and plan revisions to a product in process



INFORMATION LITERACY	
INFORMATION LITERACY	<b>IL MS.1</b> Identify areas of individual research based upon intense interest
	<b>IL MS.2</b> Design investigations and defend processes and findings
	<b>IL MS.3</b> Manage the flow of information by applying the appropriate research methodology
	<b>IL MS.4</b> Demonstrate an understanding of hidden agendas by critical analysis and evaluation of information
	<b>IL MS.5</b> Based upon data gathered through research, infer future trends, directions, similarities, and differences
SUCCESS SKILLS	
GOAL SETTING	<b>SS MS.1</b> Individually use information gained through self-evaluation to establish attainable goals and set priorities for a variety of purposes and projects
ETHICAL AWARENESS	<b>SS MS.2</b> Individually demonstrate the ability to behave in an honorable and truthful manner under adverse circumstances
CAREER EXPLORATION	<b>SS MS.3</b> For chosen or identified career options, identify high school educational requirements, college requirements and expectations, scholarship, loan/grant opportunities, and procedures for college and workplace applications/resumes
LIFE SKILLS	<b>SS MS.4</b> Demonstrate the ability to adapt to change in a climate of changing expectations and priorities
COLLABORATION SKILLS	<b>SS MS.5</b> As a group leader, assure and defend that the decisions of the group are effective and ethical
	<b>SS MS.6</b> As a group member, demonstrate the ability to work cooperatively to detect moods, temperaments, motivations, and intentions of others

AFFECTIVE (SOCIAL AND EMOTIONAL) SKILLS	
AFFECTIVE SKILLS	<b>AS MS.1</b> Demonstrate an understanding of ethical practices
	<b>AS MS.2</b> Develop and demonstrate a healthy response toward peer pressure and expectations of others
	<b>AS MS.3</b> Demonstrate and understanding of ways in which attitudes, attention, and commitment can affect one's knowledge and self-control
	<b>AS MS.4</b> Set goals for self-improvement and take the necessary steps to reach them
	<b>AS MS.5</b> Differentiate constructive and destructive criticism
	<b>AS MS.6</b> Recognize and assess various forms of bias in self and others and demonstrate strategies for addressing bias in social situations
MIDDLE SCHOOL OBJECTIVES	
SPEAKING	<b>CM MS.1</b> Utilize appropriate oral communication a variety of purposes and communication effectively to establish, build and maintain a relationship with audience
	<b>CM MS.2</b> Participates in a variety of formal/ informal speaking activities evaluating self and peers on criteria determined by the student or others
	<b>CM MS.3</b> Demonstrate the ability to persuade through oral expression by assimilating multiple facts and opinions to support an argument
LISTENING	<b>CM MS.4</b> Demonstrate effective listening skills in formal and informal settings to facilitate communication
	<b>CM MS.5</b> Identify the purposes, content, organization and delivery of oral communication and evaluate based on preset criteria developed by the student
	<b>CM MS.6</b> Listen to oral directions for understanding and organize directions for doing complex tasks
WRITING	<b>CM MS.8</b> Analyze the writing style of arguments and debates
	<b>CM MS.9</b> Write arguments and debates to support claims with clear reasons and relevant evidence to communicate ideas and feelings
	<b>CM MS.10</b> Write over an extended time frame (multiple class times)