Gifted Outcomes
Ideas for Artifacts

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To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens.

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community.
State Board of Education STRATEGIC PLAN GOALS

1. **ALL** Students Proficient and Showing Growth in All Assessed Areas
2. **EVERY** Student Graduates from High School and is Ready for College and Career
3. **EVERY** Child Has Access to a High-Quality Early Childhood Program
4. **EVERY** School Has Effective Teachers and Leaders
5. **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. **EVERY** School and District is Rated “C” or Higher
2nd Grade Outcomes

Examples of Artifacts
2nd Grade Thinking Skills

Metacognition – TS 2.1-2.4

• Aiden McGee Gets a Case of the Actuallys

• Teacher/Student Discussion and analysis of the story and characters, role play, Think-Pair-Share how or why questions about Aiden

• Teacher/Student Discussion of new understanding and alternative ways to respond
2nd Grade Thinking Skills

Convergent Thinking - TS 2.4 - 2.5

- Analogies – examples of analogies, completing analogies, creating analogies
- Breakout Boxes – teacher written or breakoutedu.com use puzzles with analogies and use many thinking skills
2nd Grade Thinking Skills

Critical Thinking – TS 2.6 - 2.9

- Snowflake Bentley Unit – Can be used for Fact and Opinion
- Snowflake Investigation (as a part of Snowflake Bentley Unit) - Inventory, Compare, and Contrast Attributes of Varying Objects and Ideas
- Greek Mythology – This was a student choice unit. They led this unit and were facilitated by me. It can be used for many critical and creative skills.
- Sudoku Puzzles and Rebus Puzzles
Creative Thinking Sample (CR 2.1-2.6)

- Students use a given picture prompt to brainstorm ideas and ways to improve a plan or idea. Students will generate original ideas to create new possibilities for the picture prompt and work as a class to create a class story for the picture prompt. Students create props from various materials to better illustrate their ideas and story.
2nd Grade Creativity

Creative Thinking Sample CR 2.7

• Using the Greek Mythology Unit, students researched and found that the ancient Greeks used art to illustrate stories and history of life.

• Students created Greek Urns/Vases to demonstrate the use of art in the ancient Greeks stories and history.
Teacher and students suggested units for study. After determining their interests, students voted for the unit they wanted to research. The students chose to study Greek Mythology.

Information Literacy IL 2.1

- Teacher and students brainstormed topics/units that they would be interested in researching and learning more about.
Information Literacy 2.2 - 2.3

- Students within their teams/groups completed a K-W-L chart about their chosen field of study.

- Students led discussions to formulate questions and analyze topics that needed answers and more research.
2nd Grade Information Literacy

Information Literacy 2.4 - 2.5

• Students implemented a Teacher-Designed Digital Google Slides Choice Board to research a unit about Extreme Weather with Interactive Slides and Hyperlinked Activities.
Success Skills SS 2.1

• Students prepared for an annual performance at a community Christmas program.

• Students were able to demonstrate self-control of their emotions and actions as performers and also as audience members.
Success Skills SS 2.2

- Students learned about different learning styles during a Brain Unit of Study.
- Students were able to analyze themselves and use their personal characteristics, interests, and preferences to identify their learning styles.
Career Exploration SS 2.3

- As another part of the Brain Unit, students were able to analyze themselves and use their personal characteristics, interests, and preferences to identify possible occupational areas for the future.
2nd Grade Success Skills

Life Skills and Collaboration Skills SS 2.4 - 2.7

• Students participated in team building skills and accepted responsibility for their part of the team.

• Students worked together with assigned leadership and group members to demonstrate effective group skills.
2nd Grade Affective Skills

Affective Skills AS 2.1 - 2.2

- During the Brain Unit, students were able to assess learning styles, interests, personality styles, feelings/emotions, and expression preferences.
2nd Grade Affective Skills

Affective Skills AS 2.3

- Students were given multiple Social Situations. As a group, students developed behavioral strategies/responses that were appropriate to the situations.
2nd Grade Affective Skills

Affective Skills AS 2.4

- Students identified their strengths and weaknesses and set goals for their improvement during the school year.
Affective Skills AS 2.5

- Students analyzed and evaluated Body Language Non-Verbal Cues in pictures and ways to respond appropriately.
2nd Grade Affective Skills

- Affective Skills AS 2.6
- Students participated in team building skills and accepted responsibility for their part of the team.
- Students worked together with assigned leadership and group members to demonstrate effective group skills.
2nd Grade Affective Skills

Affective Skills AS 2.7

• During the Greek Mythology Unit, students recognized contributions of Greek Mythology Language to our today's culture.
How has Covid 19 affected your life?
IMovie trailer? Tell your story and how you have responded to this challenge.

Speaking CM 2.1

- Students used iMovie and Photobooth to create movie trailers to tell their story of how Covid 19 had affected their lives and how they responded to this challenge.
2nd Grade Communication Skills

- Listening CM 2.2 - 2.3
- Students were able to demonstrate effective listening strategies in a classroom setting with a guest speaker during the Smoke Jumpers unit.
- Students gave appropriate feedback to the guest speaker and asked relevant questions.
CM 2.4

Oral Directions - Using construction paper, crayons, wiggly eyes, pipe cleaners, and glue, design your own version of Medusa's face. Make sure to include a crown, at least 4 snakes in her hair, and a snake tongue for her.

2nd Grade Communication Skills

• Listening 2.4
• During the Greek Mythology unit, students were given multiple step oral directions and teacher-selected materials to create their version of Medusa's head.
2nd Grade Communication Skills

• Writing CM 2.5 - 2.7
• Students were able to analyze various samples of writing types.
• Then using a given period of time and situation, students created an original writing product based on their feelings and past experiences real or imagined.
3rd Grade Outcomes

Examples of Artifacts
3rd Grade Thinking Skills

Metacognition TS 3.1 - 3.4

• Read the books by Koby Yamada, *What Do You Do With a Problem?* and *What Do You Do With An Idea?*.

• Teacher/Student Discussion and analysis of the story and characters, role play, Think-Pair-Share about solutions

• Teacher/Student Discussion of new understanding and alternative ways to respond

- Students analyze how the child in the book feels and responds to the problem and their idea.
- Students will analyze and discuss "The Growth Mindset" as it applies to the stories.
- Students brainstorm solutions and ways to ask for help with their ideas and problems.
- Students will compose "opportunities" to go with their problems.
3rd Grade Thinking Skills

Metacognition TS 3.1 - 3.4
Convergent Thinking TS 3.5
Critical Thinking TS 3.7

• Students will discuss the Growth Mindset as it applies to the books.

• Students will brainstorm "opportunities" or solutions to go with their ideas and problems.
Convergent Thinking TS 3.6
Critical Thinking TS 3.8

- Figural Analogies – Students apply abstract reasoning and classify information into logical categories.
3rd Grade Thinking Skills

Critical Thinking TS 3.9 - 3.10

- During the Middle Ages unit, students discussed and analyzed events that would have made the news during that time and the social issues of those events.
- Students analyzed cause and effect of the Middle Ages Black Plague and compare to the "pandemic" we have now.

http://scorescience.humboldt.k12.ca.us/fast/teachers/Plague/Pindex.html
CR 3.1, CR 3.2, CR 3.3, CR 3.4, CR 3.5

Rubik’s Mosaics Design & Construction

3rd Grade Creativity

Creative Thinking (Cognitive) CR 3.1 - 3.5

• Students learned to solve at least 1 side of a Rubik's cube.

• Students designed their own mosaic using 9 cubes.

• Students followed chosen mosaic patterns to create mosaics using 90 cubes.
3rd Grade Creativity

- Creative Thinking (Affective) CR 3.5 - 3.10
- Doodle for Google Contest
- Students are given a prompt and they interpret it to apply to themselves or their surroundings, curiosity, or interests.
- Students brainstorm ideas and use SCAMPER to come up with a plan for their art work and prompt extension.
Creative Expression CR 3.11

• As a part of the Famous Historical Artist unit, students were able to make, explain, and justify connections between artists and artwork/history.
3rd Grade Creativity

Creative Expression CR 3.12

• Students analyzed and utilized the elements of art in historical art pieces to recreate the historical art using their own interests to create their own interpretations of the historical art.
3rd Grade Information Literacy

Information Literacy IL 3.1 - 3.3, 3.5

- Students used an Interactive Hyperlinked Google Slide Choice Board to examine the Middle Ages.
- Students analyzed, synthesized, and employed various digital tools and media to access teacher-approved information.
- Students interpreted information, distinguished fact from opinion, and used role play to evaluate their findings.
3rd Grade Information Literacy

Information Literacy IL 3.3

- Students employed various digital tools, media, and strategies to locate and collect appropriate and reliable information from teacher-approved sites in a Tessellation Digital Choice Board.
Informational Literacy IL 3.4

- Students visually organized information using a pyramid in the correct feudal system order during the Middle Ages unit.
Success Skills SS 3.1

- During the 3Doodler Design Unit, Rubik's Cube Mosaic Unit, and Breakout Box Activities, students demonstrated the ability to organize their materials, set priorities, and self-evaluate their progress for completion of tasks.
3rd Grade Success Skills

Success Skills SS 3.2

- During a teacher-led lesson about conflict management, students were able to role play during scenarios and choose the ways they normally respond to conflict and discuss to determine if this was effective.
Life Skills SS 3.4

- Students used self-evaluation to analyze their interpersonal interactions in social situations.
3rd Grade Success Skills

Life Skills SS 3.5, Collaboration Skills SS 3.6 - 3.7

- While completing Breakout Boxes, students were able to work in various parts of a team collaboratively and successfully meet challenges and effectively work out problems in a variety of situations.
Affective Skills AS 3.1

• Students demonstrated their understanding of their own asynchronous development during the Back to School unit while making a fold out "mini me" embracing their own strengths and weaknesses.
Affective Skills AS 3.2

- Given multiple scenarios, students analyzed their feelings and emotions.
3rd Grade Affective Skills

Affective Skills AS 3.3

- During a teacher-led lesson about conflict management, students were able to role play during scenarios and choose the ways they normally respond to conflict and discuss to determine if this was effective and positive.
Affective Skills AS 3.4

- Students used self-evaluation to analyze their interpersonal interactions in social situations and if their response was acceptable and what the consequences would be.
Affective Skills AS 3.5

- Students analyzed and evaluated Body Language Non-Verbal Cues in pictures and ways to respond appropriately.
Affective Skills AS 3.6

During the Famous Historical Artists unit, students were able to focus on an artist of Hispanic heritage during September, Hispanic heritage month. They recreated Frida Kahlo flowers to design their own bulletin board.
3rd Grade Communication Skills

Speaking CM 3.1

- Students created a movie trailer using iMovie and Photobooth to communicate with an audience ways to stay safe during a pandemic.
3rd Grade Communication Skills

Speaking CS 3.2

- During the Rubik's Cube Mosaic unit, student leaders gave directions and instructions for completion of the mosaic.
3rd Grade Communication

Listening CM 3.3 - 3.4

- Students demonstrated effective listening behavior and giving appropriate feedback with relevant information when attending a field trip to the Memphis Natural History and Science Museum Planetarium.
3rd Grade Communication Skills

Listening CM 3.5

- Students follow multi-step oral directions during the 3Doodler Pen Design unit.
Writing CM 3.6

• During several writing activities, students analyzed and discussed formal and informal styles of writing examples.
3rd Grade Communication Skills

Writing CM 3.7

- During a writing assignment, students utilized informal writing styles to communicate ideas and feelings.

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The Snowman

Whenever I try to make a snowman it always gets destroyed. I don't know why? My dad says make a snowball then put more snow on it. I put more snow on it but it doesn't work. Once he made one in front of me but I didn't understand. I was soooo confusing for me. And each day in the winter I beg my dad to go out and practice how to make a snowman. And each day I go outside and play with the snow. I get better. And I try and try until one time I gathered up the snow and just made it round and I had made a snowman! I was soooo surprised that I had made a snowman! And then I just got a couple of sticks and I put them on and I screamed to my dad and said, "I MADE A SNOWMAN!" because he wasn't watching me and he hugged me.
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Writing CM 3.8

- Students used written reasoning based on facts to support opinions.
4th Grade Outcomes

Examples of Artifacts
4th Grade Thinking Skills

Metacognition TS 4.1

• Students used a variety of spatial reasoning and abstract thinking skills games
Metacognition TS 4.2 - 4.3

- Using a unit about Enigmas, students were able to compose questions and analyze different scenarios based on their research of each.

- Students analyze and discuss each situation
- Students brainstorm hypothetical questions about each of the enigmas and research to explore possibilities
- Students will compose answers to their hypothetical questions and discuss how they arrived with their findings
• Demonstrate an understanding of analogical reasoning by identifying, explaining, and giving examples of the forms of analogies
• Utilize analogical reasoning to create analogies using multiple categories

Convergent Thinking TS 4.4 - 4.5

• Students were able to use a Digital Escape Room about Metaphors and Analogies to demonstrate understanding of analogical reasoning by identifying, giving examples of, and creating analogies.
Convergent Thinking TS 4.6

- Using deductive and analogical reasoning, students create and analyze analogies through mind bender puzzles, crime scene analysis, and sudoku.

- Utilize analogical reasoning to create analogies using multiple categories
4th Grade Thinking Skills

- Critical Thinking TS 4.7 - 4.10
- Using the Code 7 book by Bryan R. Johnson and the Code 7 Educational Guide provided by candywrapper.com, students were able to explore different perspectives, discuss and analyze issues, and appraise implications and consequences of actions and decisions.

- Utilize intuitive thinking to deepen understanding and analyze varying perspectives
- Discuss and analyze events and issues for problem identification
- Assess the organization, content, value, effectiveness, and results of actions/decisions.
- Appraise implications and consequences of personal actions and decisions
• Using the Mensa for Kids website, students utilized the Fibonacci - "Fingerprint of God" unit to apply originality to generate ideas and alternative solutions for given problems.
Affective Domain CR 4.9

- Students took part in the JA Biz Town simulated town to learn civic education. They were able to apply the Creative Problem Solving Process to solve given problems.

- Students demonstrate the ability to follow the Creative Problem Solving process to solve a given problem.
CR 4.9 - Affective Domain
Creative Thinking
Invention Convention - Inventing to solve a problem

• Students demonstrate the ability to follow the Creative Problem Solving process to solve a given problem.

4th Grade Creative Thinking

Creative Expression CR 4.9

• During the Invention Convention unit, students used the Creative Problem Solving Process to solve given problems in creative and new ways.
Creative Expression CR 4.10 - 4.11

- Using the book series *Smart About Art* by Joan Holub, students were able to create, critique, analyze, and design creations based on their personal interests.

- Students interpret, analyze and utilize the principles of art and design to create various products based on personal interest.
Information Literacy IL 4.1

• Utilizing a Christmas Chemistry unit, students were able to conduct experiments and investigations using the Scientific Method.

• Students conduct experiments and investigations utilizing the Scientific Method.
Students assemble information, create and visually organize information using charts, tables, graphs, etc., and justify conclusions and generalizations based upon data gathered through research.

Using a unit about Enigmas in history, students were able to assemble information, create and organize information using a variety of tools, and justify conclusions using data and information gathered through research.
Life Skills and Collaboration Skills

JA Biz Town

- Students demonstrate the ability to establish budgets and manage money in a variety of situations and as a group leader, effectively work with group members to establish goals and obj. for successful collaboration.

4th Grade Success Skills

SS 4.3 - 4.4

- During the JA Biz Town Unit, students demonstrated the ability to establish budgets and manage money.

- Students served as group leader in a variety of situations and led members in successful collaboration.
During the Code 7 book unit, students were able to identify sources and possible solutions of stress and anxiety, show self-discipline, show evidence of delayed gratification and impulse control, and demonstrate respect and empathy for others.
4th Grade Communication Skills

- Speaking CM 4.1 - 4.3
- Through creating the Code 7 Movie Trailer, completing the JA Biz Town job interview, and the Invention Convention Sales Pitch, students communicate complete thoughts and information, give precise instructions, and participate in a variety of speaking activities.

- Communicate complete thoughts and information with clarity to an appropriate audience
- Give precise instructions for complex tasks and self-evaluate utilizing preset criteria
- Participate in a variety of formal/ informal speaking activities and self-evaluate utilizing preset criteria
CM 4.4 - 4.6
Listening Skills

JA Biz Town City Hall Meeting & Leadership Meeting

• Demonstrate effective listening behaviors in formal and informal settings
• Identify the purpose, content, organization, and delivery of oral communication and evaluate based upon preset criteria developed by teacher and class
• Listen to oral directions for understanding and organize directions for complex tasks

4th Grade Communication Skills

Listening CM 4.4 - 4.6

• Through the JA Biz Town City Hall Meeting and the JA Biz Town Leadership Meeting, students were able to demonstrate listening behaviors, delivery of oral communication and listen to oral directions.
Writing CM 4.7 - 4.9

- Through the JA Biz Town Election, the JA Biz Town Radio Commercial and the Code 7 Epilogue (Movie Trailer), students analyzed and created writing styles of scripts, and utilized dialog to develop characters.

- Analyze the writing style of scripts (commercials, plays, etc.)
- Create scripts (commercials, plays, etc.) to communicate ideas and feelings
- Utilize dialog to develop characters
# Intervention Services Contacts

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