OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
Consent Agenda
February 16, 2017

OFFICE OF ELEMENTARY EDUCATION & READING

B.   Establish the Outcomes for Intellectually Gifted Education Programs
(Has cleared the Administrative Procedures Act process with public comment)

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 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.

Recommendation: Approval

Back-up material attached

Received one comment
from APA

From:	Tracy Vainisi <tvainisi@newalbany.k12.ms.us>
Sent:	Friday, December 16, 2016 9:31 AM
To:	Tenette Smith
Subject:	Gifted Outcomes

Good morning. I am a teacher of the gifted in New Albany, MS. My principal just forwarded the new outcomes to me and I love them. Thank you to all of the team members that worked on them.

Tracy Vainisi
New Albany Middle School

OUTCOMES

for

Intellectually Gifted Education Programs

2017

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

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

ACKNOWLEDGEMENTS

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

Table of Contents

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 outcomes/competencies for gifted education programs is essential. Gifted learners have the ability to demonstrate mastery/understanding and the ability to use the process skills outlined in the outcomes/competencies at a much younger age and in greater depth and breadth than non-gifted learners. While many of the outcomes/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.
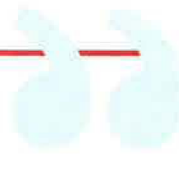
The overreaching competency for intellectually gifted programs is metacognition, a process skill requiring mastery and use of many other process skills. Simply put, metacognition is "thinking about your own thinking." Students should be aware of the mental processes they utilize while engaged in learning. 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 Assosication 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 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 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.
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.	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.

OUTCOMES
by
Competency

Thinking Skills

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

CRITICAL THINKING (Decision Making)	TS 3.7	Construct questions to deepen understanding
	TS 3.8	Classify information into logical categories
	TS 3.9	Discuss and analyze events in the news to develop an awareness of social issues and world cultures
	TS 3.10	Identify and analyze relationship between ideas and data to determine cause and effect of actions and events

FOURTH GRADE OBJECTIVES		
METACOGNITION (Abstract Thinking and Reflection)	TS 4.1	Observe, analyze, and apply abstract thinking skills
	TS 4.2	Develop hypothetical questions to explore possibilities
	TS 4.3	Analyze, reflect upon, and justify learning experiences, identifying what was learned, tasks completed, skills developed, additional needs, and value of the experiences
CONVERGENT THINKING (Logical Thinking)	TS 4.4	Demonstrate an understanding of analogical reasoning by identifying, explaining, and giving examples of the forms of analogies
	TS 4.5	Utilize analogical reasoning to create analogies using multiple categories
	TS 4.6	Apply deductive reasoning of general to specific information to analyze and organize multi-faceted clues and identify data to support logical conclusions
CRITICAL THINKING (Decision Making)	TS 4.7	Utilize intuitive thinking to deepen understanding and analyze varying perspectives
	TS 4.8	Discuss and analyze events and issues for problem identification
	TS 4.9	Assess the organization, content, value, effectiveness, and results of actions/decisions.
	TS 4.10	Appraise implications and consequences of personal actions and decisions

FIFTH GRADE OBJECTIVES		
METACOGNITION (Abstract Thinking and Reflection)	TS 5.1	Develop and ask hypothetical questions to explore possibilities and test relationships
	TS 5.2	Analyze and establish needs for exploration of chosen topics
CONVERGENT THINKING (Logical Thinking)	TS 5.3	Demonstrate depth of thought in deductive reasoning by evaluating and justifying data that supports logical conclusions drawn
CRITICAL THINKING (Decision Making)	TS 5.4	Appraise evaluation techniques for decision making
	TS 5.5	Assess and analyze local, national, and world issues and defend opinions with supporting evidence
	TS 5.6	Appraise implications and consequences of local and national events and decisions
	TS 5.7	Prove or disprove ideas by presenting evidence

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

Creativity

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		
CREATIVE THINKING Williams Model: Cognitive Domain *(Fluency/Flexibility/Originality/Elaboration/Synthesis)*	**CR 2.1**	Demonstrate fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to a given prompt
	CR 2.2	Demonstrate flexibility by adapting given ideas, thoughts, products, or plans for many different uses
	CR 2.3	Demonstrate originality by using given objects in ways different from their intended purposes
	CR 2.4	Elaborate on given ideas, thoughts, products, or plans to create new possibilities
	CR 2.5	Demonstrate synthesis by combining given ideas, thoughts, products, or plans in unusual ways
CREATIVE EXPRESSION *Visual and Performing Arts*	**CR 2.6**	Experiment with various materials and tools to create products related to personal interest or subject matter
	CR 2.7	Identify and explain how and where different cultures record and illustrate stories and history of life through art
THIRD GRADE OBJECTIVES		
CREATIVE THINKING Williams Model: Cognitive Domain *(Fluency/Flexibility/Originality/Elaboration/Synthesis)*	**CR 3.1**	Apply fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to a selected prompt
	CR 3.2	Apply flexibility by adapting selected ideas, thoughts, products, or plans for many different uses
	CR 3.3	Apply originality by using selected objects in ways different from their intended purposes
	CR 3.4	Apply elaboration to selected ideas, thoughts, products or plans to create new possibilities
	CR 3.5	Apply synthesis by combining selected ideas, thoughts, products or plans in unusual ways (morphological analysis)

CREATIVE THINKING **Williams Model: Affective Domain** *(Curiosity/Risk-Taking/* *Complexity/Imagination)*	**CR 3.6**	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
	CR 3.7	Demonstrate risk-taking by making predictions and experimenting in an unstructured training situation
	CR 3.8	Demonstrate complexity by organizing logical steps needed to accomplish selected ideas in a training activity
	CR 3.9	Demonstrate imagination by visualizing ideas, the process to be followed, possible outcomes, and consequences of ideas, thoughts, or plans in a training situation
	CR 3.10	Apply methods to overcome creative blocks (Brainstorm, SCAMPER, etc.)
CREATIVE EXPRESSION *Visual and Performing Arts*	**CR 3.11**	Make, explain, and justify connections between artists and artwork or artwork and history
	CR 3.12	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

FOURTH GRADE OBJECTIVES

CREATIVE THINKING **Williams Model: Cognitive Domain** *(Fluency/Flexibility/Originality/* *Elaboration/Synthesis)*	**CR 4.1**	Apply fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to solve a given problem
	CR 4.2	Apply flexibility by adapting generated ideas, thoughts, products, or plans for many different creative uses to solve a given problem
	CR 4.3	Apply originality in generating original ideas or alternative solutions to given problems
	CR 4.4	Elaborate on identified ideas, thoughts, products or plans to solve a given problem
CREATIVE THINKING **Williams Model: Affective Domain** *(Curiosity/Risk-Taking/* *Complexity/Imagination)*	**CR 4.5**	Apply curiosity in compiling questions to be answered to solve a given problem
	CR 4.6	Apply risk-taking by making predictions and experimenting in an unstructured setting to solve a given problem
	CR 4.7	Apply complexity of thought to organize logical steps needed to solve a given problem

	CR 4.8	Apply imagination by visualizing ideas, the process to be followed, possible outcomes, and consequences of ideas, thoughts, or plans to solve a given problem
	CR 4.9	Demonstrate the ability to follow the Creative Problem Solving (CPS) process to solve a given problem 1. Identify and define a problem 2. Gather ideas and data 3. Brainstorm aspects of the problem 4. Identify underlying problems or sub-problems 5. Produce alternative solutions 6. Develop criteria for judging solutions 7. Evaluate alternative solutions using the criteria 8. Select and implement chosen solutions.
CREATIVE EXPRESSION *Visual and Performing Arts*	CR 4.10	Interpret art by analyzing the mood suggested by a work of art and describing relevant subject matter
	CR 4.11	Analyze and utilize principles of design (contrast, repetition, alignment, proximity) to create various products based on subject matter or personal interest

FIFTH GRADE OBJECTIVES

CREATIVE THINKING	CR 5.1	Apply the CPS process to solve an identified problem 1. Identify and define a problem 2. Gather ideas and data 3. Brainstorm aspects of the problem 4. Identify underlying problems or sub-problems 5. Produce alternative solutions 6. Develop criteria for judging solutions 7. Evaluate alternative solutions using the criteria 8. Select and implement chosen solutions.
	CR 5.2	Reframe ideas through various points of view to enhance meaning
	CR 5.3	Examine various meanings, contexts, and points of view including humor and opportunities for change
	CR 5.4	Apply thinking strategies modeled by mentors

| CREATIVE EXPRESSION *Visual and Performing Arts* | CR 5.5 | Create a product (work of art, design, presentation, or media) to meet an identified goal based on personal interest or subject matter |
| | CR 5.6 | Develop criteria to analyze a work of art, design, or media to meet an identified goal |

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

Information Literacy

Given a real 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	IL 4.1	Conduct experiments and investigations by effectively utilizing the Scientific Method
	IL 4.2	Assemble information by utilizing effective survey techniques
	IL 4.3	Create and visually organize information using charts, tables, graphs, evidence, or patterns
	IL 4.4	Justify conclusions and generalizations based upon data gathered through research

FIFTH GRADE OBJECTIVES		
INFORMATION LITERACY	IL 5.1	Analyze the difference between primary and secondary sources
	IL 5.2	Utilize primary and secondary sources to provide new knowledge or understanding in a particular area
	IL 5.3	Define and identify use of propaganda techniques to clarify ideas, judge information, solve problems, and evaluate reliability of information
	IL 5.4	Assess the validity, reliability, and relevance of the information collected
	IL 5.5	Apply a fundamental understanding of the ethical and legal issues surrounding the access and use of information

MIDDLE SCHOOL OBJECTIVES		
INFORMATION LITERACY	IL MS.1	Identify areas of individual research based upon intense interest
	IL MS.2	Design investigations and defend processes and findings
	IL MS.3	Manage the flow of information by applying the appropriate research methodology
	IL MS.4	Demonstrate an understanding of hidden agendas by critical analysis and evaluation of information
	IL MS.5	Based upon data gathered through research, infer future trends, directions, similarities, and differences

Success Skills

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

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

COLLABORATION SKILLS	**SS 5.6**	As a group leader, effectively work with group members to identify ethical implications of group processes and decisions
	SS 5.7	As a group member, take a stand for personal convictions and demonstrate respect/ tolerance for other points of view

MIDDLE SCHOOL OBJECTIVES		
GOAL SETTING	**SS MS.1**	Individually use information gained through self-evaluation to establish attainable goals and set priorities for a variety of purposes and projects
ETHICAL AWARENESS	**SS MS.2**	Individually demonstrate the ability to behave in an honorable and truthful manner under adverse circumstances
CAREER EXPLORATION	**SS MS.3**	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	**SS MS.4**	Demonstrate the ability to adapt to change in a climate of changing expectations and priorities
COLLABORATION SKILLS	**SS MS.5**	As a group leader, assure and defend that the decisions of the group are effective and ethical
	SS MS.6	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	AS 4.1	Demonstrate an understanding of and reflect upon personal gifted characteristics
	AS 4.2	Demonstrate an understanding and assess the social, emotional and academic implications of giftedness
	AS 4.3	Identify sources and possible solutions of stress and anxiety
	AS 4.4	Develop and model self-discipline
	AS 4.5	Show evidence of delayed gratification and impulse control
	AS 4.6	Demonstrate respect and empathy for others

FIFTH GRADE OBJECTIVES		
AFFECTIVE SKILLS	AS 5.1	Develop and demonstrate appropriate self-efficacy and self-talk
	AS 5.2	Identify and utilize appropriate personal perceptual filters and defense systems for situations
	AS 5.3	Develop and demonstrate a healthy perception of perfectionism in accomplishing tasks
	AS 5.4	Demonstrate an understanding of how attitudes, attention, and commitment can affect one's knowledge and self-control
	AS 5.5	Demonstrate the ability to accept failure as a part of growth
	AS 5.6	Differentiate constructive and destructive criticism

MIDDLE SCHOOL OBJECTIVES		
AFFECTIVE SKILLS	AS MS.1	Demonstrate an understanding of ethical practices
	AS MS.2	Develop and demonstrate a healthy response toward peer pressure and expectations of others
	AS MS.3	Demonstrate and understanding of ways in which attitudes, attention, and commitment can affect one's knowledge and self-control
	AS MS.4	Set goals for self-improvement and take the necessary steps to reach them
	AS MS.5	Differentiate constructive and destructive criticism
	AS MS.6	Recognize and assess various forms of bias in self and others and demonstrate strategies for addressing bias in social situations

Communication Skills

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

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

WRITING	CM 5.7	Analyze a variety of written genres (Comedy, Satire, Thriller, Action, etc.)
	CM 5.8	Communicate ideas and feelings through application of a chosen genre
	CM 5.9	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events

MIDDLE SCHOOL OBJECTIVES

SPEAKING	CM MS.1	Utilize appropriate oral communication a variety of purposes and communication effectively to establish, build and maintain a relationship with audience
	CM MS.2	Participates in a variety of formal/ informal speaking activities evaluating self and peers on criteria determined by the student or others
	CM MS.3	Demonstrate the ability to persuade through oral expression by assimilating multiple facts and opinions to support an argument
LISTENING	CM MS.4	Demonstrate effective listening skills in formal and informal settings to facilitate communication
	CM MS.5	Identify the purposes, content, organization and delivery of oral communication and evaluate based on preset criteria developed by the student
	CM MS.6	Listen to oral directions for understanding and organize directions for doing complex tasks
WRITING	CM MS.8	Analyze the writing style of arguments and debates
	CM MS.9	Write arguments and debates to support claims with clear reasons and relevant evidence to communicate ideas and feelings
	CM MS.10	Write over an extended time frame (multiple class times)

OUTCOMES

by

Grade Level

Second Grade

<table>
<tr><td colspan="2" align="center">**THINKING SKILLS**</td></tr>
<tr><td colspan="2">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.</td></tr>
<tr>
<td rowspan="3">**METACOGNITION**
(Abstract Thinking and Reflection)</td>
<td>**TS 2.1** Analyze abstract thinking skills modeled by others</td>
</tr>
<tr><td>**TS 2.2** Compose lower-level questions to develop a foundation for higher-level inquiry</td></tr>
<tr><td>**TS 2.3** Reflect upon learning experiences</td></tr>
<tr>
<td rowspan="2">**CONVERGENT THINKING**
(Logical Thinking)</td>
<td>**TS 2.4** Apply analogical thinking to identify relationships between two familiar items or events to identify an unknown</td>
</tr>
<tr><td>**TS 2.5** Apply deductive reasoning of general to specific information to analyze and organize sets of limited clues and reach logical conclusions</td></tr>
<tr>
<td rowspan="4">**CRITICAL THINKING**
(Decision Making)</td>
<td>**TS 2.6** Distinguish facts from opinions</td>
</tr>
<tr><td>**TS 2.7** Inventory, compare, and contrast attributes of varying objects and ideas</td></tr>
<tr><td>**TS 2.8** Identify, analyze, and evaluate information in order to make decisions, solve problems, and establish priorities</td></tr>
<tr><td>**TS 2.9** Appraise implications and consequences of personal actions and decisions</td></tr>
<tr><td colspan="2" align="center">**CREATIVITY**</td></tr>
<tr><td colspan="2">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).</td></tr>
<tr>
<td rowspan="2">**CREATIVE THINKING**
Williams Model: Cognitive Domain
(Fluency/Flexibility/Originality/ Elaboration/Synthesis)</td>
<td>**CR 2.1** Demonstrate fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to a given prompt</td>
</tr>
<tr><td>**CR 2.2** Demonstrate flexibility by adapting given ideas, thoughts, products, or plans for many different uses</td></tr>
</table>

	CR 2.3	Demonstrate originality by using given objects in ways different from their intended purposes
	CR 2.4	Elaborate on given ideas, thoughts, products, or plans to create new possibilities
	CR 2.5	Demonstrate synthesis by combining given ideas, thoughts, products, or plans in unusual ways
CREATIVE EXPRESSION *Visual and Performing Arts*	**CR 2.6**	Experiment with various materials and tools to create products related to personal interest or subject matter
	CR 2.7	Identify and explain how and where different cultures record and illustrate stories and history of life through art

INFORMATION LITERACY

Given a real 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.

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

SUCCESS SKILLS

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.

SUCCESS SKILLS	**SS 2.1**	Individually demonstrate the ability to maintain self-control of emotions and actions in a variety of situations
	SS 2.2	Individually identify and assess the merit and or importance of personal characteristics, ideas, interests, preferences, and products
CAREER EXPLORATION	**SS 2.3**	Identify occupational areas of personal interest and aptitude through classroom experiences

LIFE SKILLS	**SS 2.4**	Demonstrate the ability to accept responsibility for given tasks and consequences for actions in a variety of situations
	SS 2.5	Demonstrate the ability to organize, prioritize, and complete tasks in a timely manner
COLLABORATION SKILLS	**SS 2.6**	As a group leader, effectively work with group members to keep the group on task
	SS 2.7	As a group member, demonstrate effective speaking and listening skills

AFFECTIVE (SOCIAL AND EMOTIONAL) 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.

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

COMMUNICATION SKILLS

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.

SPEAKING	**CM 2.1**	Communicate complete thoughts, give directions and instructions, participate in informal speaking activities and storytelling activities

LISTENING	**CM 2.2**	Demonstrate effective listening behaviors in formal and informal settings
	CM 2.3	Give appropriate feedback and contributions of relevant information
	CM 2.4	Follow oral directions with three or more steps
WRITING	**CM 2.5**	Analyze various types of writing (including poetry)
	CM 2.6	Create original written products based on real or imagined circumstances to communicate ideas and feelings
	CM 2.7	Write over short time frames (a single sitting or a few class times)

Third Grade

THINKING SKILLS	
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.	

METACOGNITION *(Abstract Thinking and Reflection)*	**TS 3.1**	Apply abstract thinking skills modeled by others
	TS 3.2	Compose elaborating questions to extend and stretch learning
	TS 3.3	Analyze, reflect upon, and justify learning experiences
	TS 3.4	Observe and analyze reflective thinking modeled by others
CONVERGENT THINKING *(Logical Thinking)*	**TS 3.5**	Apply inductive reasoning from specific to general information to predict probable conclusions
	TS 3.6	Apply abstract reasoning to identify relationships in figural analogies from possible options
CRITICAL THINKING *(Decision Making)*	**TS 3.7**	Construct questions to deepen understanding
	TS 3.8	Classify information into logical categories
	TS 3.9	Discuss and analyze events in the news to develop an awareness of social issues and world cultures
	TS 3.10	Identify and analyze relationship between ideas and data to determine cause and effect of actions and events

CREATIVITY	
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).	

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

	CR 3.5	Apply synthesis by combining selected ideas, thoughts, products or plans in unusual ways (morphological analysis)
CREATIVE THINKING **Williams Model: Affective Domain** *(Curiosity/Risk-Taking/ Complexity/Imagination)*	**CR 3.6**	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
	CR 3.7	Demonstrate risk-taking by making predictions and experimenting in an unstructured training situation
	CR 3.8	Demonstrate complexity by organizing logical steps needed to accomplish selected ideas in a training activity
	CR 3.9	Demonstrate imagination by visualizing ideas, the process to be followed, possible outcomes, and consequences of ideas, thoughts, or plans in a training situation
	CR 3.10	Apply methods to overcome creative blocks (Brainstorm, SCAMPER, etc.)
CREATIVE EXPRESSION *Visual and Performing Arts*	**CR 3.11**	Make, explain, and justify connections between artists and artwork or artwork and history
	CR 3.12	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

INFORMATION LITERACY

Given a real 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.

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

SUCCESS SKILLS

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.

SUCCESS SKILLS	SS 3.1	Individually demonstrate the ability to organize materials, set priorities, and evaluate progress for task completion
	SS 3.2	Individually demonstrate strategies for managing stress, coping with difficulties, and effectively approaching conflict with others
CAREER EXPLORATION	SS 3.3	Identify occupational areas of personal interest and aptitude for possible vocational development
LIFE SKILLS	SS 3.4	Study and apply the accepted rules of etiquette for interpersonal interaction in a variety of social situations
	SS 3.5	Demonstrate initiative in accepting and successfully meeting challenges in a variety of situations
COLLABORATION SKILLS	SS 3.6	As a group leader, effectively work with group members to identify problems, ideas, and solutions
	SS 3.7	As a group member, work collaboratively in a group (know when to speak and know when to listen)

AFFECTIVE (SOCIAL AND EMOTIONAL) 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.

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

COMMUNICATION SKILLS

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.

SPEAKING	CM 3.1	Communicate in complete thoughts with clarity to an audience in formal and informal settings
	CM 3.2	Give precise directions and instructions for complex activities
LISTENING	CM 3.3	Demonstrate effective listening behaviors in formal and informal settings
	CM 3.4	Give appropriate feedback and contributions of relevant information
	CM 3.5	Follow oral directions with three or more steps
WRITING	CM 3.6	Analyze informal writing styles (essays, journals, diaries, and blogs)
	CM 3.7	Utilize informal writing styles (essays, journals, diaries, and blogs) to communicate ideas and feelings
	CM 3.8	Support opinions with written reasoning based on facts

Fourth Grade

THINKING SKILLS

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.

METACOGNITION *(Abstract Thinking and Reflection)*	**TS 4.1**	Observe, analyze, and apply abstract thinking skills
	TS 4.2	Develop hypothetical questions to explore possibilities
	TS 4.3	Analyze, reflect upon, and justify learning experiences, identifying what was learned, tasks completed, skills developed, additional needs, and value of the experiences
CONVERGENT THINKING *(Logical Thinking)*	**TS 4.4**	Demonstrate an understanding of analogical reasoning by identifying, explaining, and giving examples of the forms of analogies
	TS 4.5	Utilize analogical reasoning to create analogies using multiple categories
	TS 4.6	Apply deductive reasoning of general to specific information to analyze and organize multi-faceted clues and identify data to support logical conclusions
CRITICAL THINKING *(Decision Making)*	**TS 4.7**	Utilize intuitive thinking to deepen understanding and analyze varying perspectives
	TS 4.8	Discuss and analyze events and issues for problem identification
	TS 4.9	Assess the organization, content, value, effectiveness, and results of actions/decisions.
	TS 4.10	Appraise implications and consequences of personal actions and decisions

CREATIVITY

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).

CREATIVE THINKING **Williams Model: Cognitive Domain** *(Fluency/Flexibility/Originality/ Elaboration/Synthesis)*	**CR 4.1**	Apply fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to solve a given problem
	CR 4.2	Apply flexibility by adapting generated ideas, thoughts, products, or plans for many different creative uses to solve a given problem

	CR 4.3	Apply originality in generating original ideas or alternative solutions to given problems
	CR 4.4	Elaborate on identified ideas, thoughts, products or plans to solve a given problem
CREATIVE THINKING **Williams Model: Affective Domain** *(Curiosity/Risk-Taking/* *Complexity/Imagination)*	**CR 4.5**	Apply curiosity in compiling questions to be answered to solve a given problem
	CR 4.6	Apply risk-taking by making predictions and experimenting in an unstructured setting to solve a given problem
	CR 4.7	Apply complexity of thought to organize logical steps needed to solve a given problem
	CR 4.8	Apply imagination by visualizing ideas, the process to be followed, possible outcomes, and consequences of ideas, thoughts, or plans to solve a given problem
	CR 4.9	Demonstrate the ability to follow the Creative Problem Solving (CPS) process to solve a given problem 1. Identify and define a problem 2. Gather ideas and data 3. Brainstorm aspects of the problem 4. Identify underlying problems or sub-problems 5. Produce alternative solutions 6. Develop criteria for judging solutions 7. Evaluate alternative solutions using the criteria 8. Select and implement chosen solutions.
CREATIVE EXPRESSION *Visual and Performing Arts*	**CR 4.10**	Interpret art by analyzing the mood suggested by a work of art and describing relevant subject matter
	CR 4.11	Analyze and utilize principles of design (contrast, repetition, alignment, proximity) to create various products based on subject matter or personal interest

INFORMATION LITERACY

Given a real 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.

INFORMATION LITERACY		
	IL 4.1	Conduct experiments and investigations by effectively utilizing the Scientific Method
	IL 4.2	Assemble information by utilizing effective survey techniques
	IL 4.3	Create and visually organize information using charts, tables, graphs, evidence, or patterns
	IL 4.4	Justify conclusions and generalizations based upon data gathered through research

SUCCESS SKILLS

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.

DECISION MAKING AND PROBLEM SOLVING SKILLS	SS 4.1	Individually identify personal problems, utilize visualization to weigh the possibilities, make judgements, and defend decisions
CAREER EXPLORATION	SS 4.2	Identify career options through experiences and interviews with experts in the field and career counselors
LIFE SKILLS	SS 4.3	Demonstrate the ability to establish budgets and manage money in a variety of situations
COLLABORATION SKILLS	SS 4.4	As a group leader, effectively work with group members to establish goals and objectives for successful collaboration
	SS 4.5	As a group member, work collaboratively to achieve a common goal

AFFECTIVE (SOCIAL AND EMOTIONAL) 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.

AFFECTIVE SKILLS		
	AS 4.1	Demonstrate an understanding of and reflect upon personal gifted characteristics
	AS 4.2	Demonstrate an understanding and assess the social, emotional and academic implications of giftedness
	AS 4.3	Identify sources and possible solutions of stress and anxiety
	AS 4.4	Develop and model self-discipline
	AS 4.5	Show evidence of delayed gratification and impulse control
	AS 4.6	Demonstrate respect and empathy for others

COMMUNICATION SKILLS

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.

SPEAKING		
	CM 4.1	Communicate complete thoughts and information with clarity to an appropriate audience
	CM 4.2	Give precise instructions for complex tasks and self-evaluate utilizing preset criteria
	CM 4.3	Participate in a variety of formal/ informal speaking activities and self-evaluate utilizing preset criteria
LISTENING	CM 4.4	Demonstrate effective listening behaviors in formal and informal settings
	CM 4.5	Identify the purpose, content, organization, and delivery of oral communication and evaluate based upon preset criteria developed by teacher and class
	CM 4.6	Listen to oral directions for understanding and organize directions for complex tasks

WRITING	CM 4.7	Analyze the writing style of scripts (commercials, plays, etc.)
	CM 4.8	Create scripts (commercials, plays, etc.) to communicate ideas and feelings
	CM 4.9	Utilize dialog to develop characters

Fifth Grade

THINKING SKILLS

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.

METACOGNITION *(Abstract Thinking and Reflection)*	**TS 5.1**	Develop and ask hypothetical questions to explore possibilities and test relationships
	TS 5.2	Analyze and establish needs for exploration of chosen topics
CONVERGENT THINKING *(Logical Thinking)*	**TS 5.3**	Demonstrate depth of thought in deductive reasoning by evaluating and justifying data that supports logical conclusions drawn
CRITICAL THINKING *(Decision Making)*	**TS 5.4**	Appraise evaluation techniques for decision making
	TS 5.5	Assess and analyze local, national, and world issues and defend opinions with supporting evidence
	TS 5.6	Appraise implications and consequences of local and national events and decisions
	TS 5.7	Prove or disprove ideas by presenting evidence

CREATIVITY

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).

CREATIVE THINKING	**CR 5.1**	Apply the CPS process to solve an identified problem 1. Identify and define a problem 2. Gather ideas and data 3. Brainstorm aspects of the problem 4. Identify underlying problems or sub-problems 5. Produce alternative solutions 6. Develop criteria for judging solutions 7. Evaluate alternative solutions using the criteria 8. Select and implement chosen solutions.
	CR 5.2	Reframe ideas through various points of view to enhance meaning
	CR 5.3	Examine various meanings, contexts, and points of view including humor and opportunities for change
	CR 5.4	Apply thinking strategies modeled by mentors

CREATIVE EXPRESSION *Visual and Performing Arts*	CR 5.5	Create a product (work of art, design, presentation, or media) to meet an identified goal based on personal interest or subject matter
	CR 5.6	Develop criteria to analyze a work of art, design, or media to meet an identified goal

INFORMATION LITERACY

Given a real 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.

INFORMATION LITERACY	IL 5.1	Analyze the difference between primary and secondary sources
	IL 5.2	Utilize primary and secondary sources to provide new knowledge or understanding in a particular area
	IL 5.3	Define and identify use of propaganda techniques to clarify ideas, judge information, solve problems, and evaluate reliability of information
	IL 5.4	Assess the validity, reliability, and relevance of the information collected
	IL 5.5	Apply a fundamental understanding of the ethical and legal issues surrounding the access and use of information

SUCCESS SKILLS

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.

RISK-TAKING SKILLS	SS 5.1	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	SS 5.2	Individually demonstrate the ability to persevere and successfully complete tasks in a timely manner even under adverse circumstances
CAREER EXPLORATION	SS 5.3	Demonstrate and practice the ability to interact in an appropriate manner in a variety of social and business related situations

LIFE SKILLS	**SS 5.4**	Examine and apply the accepted rules of business protocol in a variety of business and social situations
	SS 5.5	Adapt to varied roles, job responsibilities, schedules, and context
COLLABORATION SKILLS	**SS 5.6**	As a group leader, effectively work with group members to identify ethical implications of group processes and decisions
	SS 5.7	As a group member, take a stand for personal convictions and demonstrate respect/ tolerance for other points of view

AFFECTIVE (SOCIAL AND EMOTIONAL) 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.

AFFECTIVE SKILLS	**AS 5.1**	Develop and demonstrate appropriate self-efficacy and self-talk
	AS 5.2	Identify and utilize appropriate personal perceptual filters and defense systems for situations
	AS 5.3	Develop and demonstrate a healthy perception of perfectionism in accomplishing tasks
	AS 5.4	Demonstrate an understanding of how attitudes, attention, and commitment can affect one's knowledge and self-control
	AS 5.5	Demonstrate the ability to accept failure as a part of growth
	AS 5.6	Differentiate constructive and destructive criticism

COMMUNICATION SKILLS

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.

SPEAKING	**CM 5.1**	Use appropriate oral communication for a variety of purposes, and communicate effectively to establish a relationship with an audience
	CM 5.2	Participate in a variety of formal/ informal speaking activities, evaluating self and peers on criteria determined by the student or others

LISTENING	**CM 5.3**	Demonstrate effective listening behaviors (understanding, organizing, and evaluating information)
	CM 5.4	Identify the purpose, content, organization, and delivery of oral communication, and evaluate based upon preset criteria developed by teacher and class
	CM 5.5	Listen to oral directions for understanding and organize directions for doing complex tasks
WRITING	**CM 5.7**	Analyze a variety of written genres (Comedy, Satire, Thriller, Action, etc.)
	CM 5.8	Communicate ideas and feelings through application of a chosen genre
	CM 5.9	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events

THINKING SKILLS

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.

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

CREATIVITY

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).

CREATIVE THINKING	**CR MS.1**	Apply the CPS process to solve an identified problem, develop and present a plan of action to an authentic audience
	CR MS.2	Manage creative flow
	CR MS.3	Set goals with purpose and meaning
	CR MS.4	Adjust the creative process based on feedback
	CR MS.5	Focus on the task at hand and long term goal without distraction

| CREATIVE EXPRESSION *Visual and Performing Arts* | CR MS.6 | Select and apply principles of design and produce a product (work of art, design, or media) that clearly communicates information and ideas |
| | CR MS.7 | Apply relevant criteria to examine, reflect upon, and plan revisions to a product in process |

INFORMATION LITERACY

Given a real 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.

INFORMATION LITERACY	IL MS.1	Identify areas of individual research based upon intense interest
	IL MS.2	Design investigations and defend processes and findings
	IL MS.3	Manage the flow of information by applying the appropriate research methodology
	IL MS.4	Demonstrate an understanding of hidden agendas by critical analysis and evaluation of information
	IL MS.5	Based upon data gathered through research, infer future trends, directions, similarities, and differences

SUCCESS SKILLS

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.

GOAL SETTING	SS MS.1	Individually use information gained through self-evaluation to establish attainable goals and set priorities for a variety of purposes and projects
ETHICAL AWARENESS	SS MS.2	Individually demonstrate the ability to behave in an honorable and truthful manner under adverse circumstances
CAREER EXPLORATION	SS MS.3	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	SS MS.4	Demonstrate the ability to adapt to change in a climate of changing expectations and priorities

COLLABORATION SKILLS	**SS MS.5**	As a group leader, assure and defend that the decisions of the group are effective and ethical
	SS MS.6	As a group member, demonstrate the ability to work cooperatively to detect moods, temperaments, motivations, and intentions of others

AFFECTIVE (SOCIAL AND EMOTIONAL) 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.

AFFECTIVE SKILLS	**AS MS.1**	Demonstrate an understanding of ethical practices
	AS MS.2	Develop and demonstrate a healthy response toward peer pressure and expectations of others
	AS MS.3	Demonstrate and understanding of ways in which attitudes, attention, and commitment can affect one's knowledge and self-control
	AS MS.4	Set goals for self-improvement and take the necessary steps to reach them
	AS MS.5	Differentiate constructive and destructive criticism
	AS MS.6	Recognize and assess various forms of bias in self and others and demonstrate strategies for addressing bias in social situations

COMMUNICATION SKILLS

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.

SPEAKING	**CM MS.1**	Utilize appropriate oral communication a variety of purposes and communication effectively to establish, build and maintain a relationship with audience
	CM MS.2	Participates in a variety of formal/ informal speaking activities evaluating self and peers on criteria determined by the student or others
	CM MS.3	Demonstrate the ability to persuade through oral expression by assimilating multiple facts and opinions to support an argument

LISTENING	**CM MS.4**	Demonstrate effective listening skills in formal and informal settings to facilitate communication	
	CM MS.5	Identify the purposes, content, organization and delivery of oral communication and evaluate based on preset criteria developed by the student	
	CM MS.6	Listen to oral directions for understanding and organize directions for doing complex tasks	
WRITING	**CM MS.8**	Analyze the writing style of arguments and debates	
	CM MS.9	Write arguments and debates to support claims with clear reasons and relevant evidence to communicate ideas and feelings	
	CM MS.10	Write over an extended time frame (multiple class times)	

REFERENCES

During the development of the Intellectually Gifted Education Program Outcomes, the following documents were reviewed by members of the Gifted Education Work Group and Outcomes Sub-Committee:

Alabama Gifted Education Programs: Standards and Student Outcomes. Alabama State Department of Education, 2015.

Florida's Frameworks for K-12 Gifted Learners. Florida Department of Education Bureau of Exceptional Education and Student Services, 2013.

Gifted and Talented Program Approval Standards. Arkansas Department of Education, 2009.

Mississippi College and Career Ready Standards. Mississippi Department of Education, 2016.

NAGC Pre-K to Grade 12 Gifted Programming Standards. National Association for Gifted Children, 2010.

National Core arts Standards: A Conceptual Framework for Arts Learning. State Education Agency Directors of Arts Education, 2014.

P21 Common Core Toolkit. Partnership for the 21st Century Skills, 2011.
South Carolina Gifted and Talented Best Practices Manual. South Carolina Department of Education, 2006.

Suggested Outcomes for Intellectually Gifted Education Programs Grades 2-8 in Mississippi. Mississippi State Department of Education, 1994.

Twenty-first Century Student Outcomes. Partnership for 21st Century Learning (P21), 2007.