

**Gifted Education Program
Instructional Management Plan**

Corinth School District

2023-2024 SY

**Corinth School District
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Corinth, MS 38834
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*This document shall be distributed to district and school administrators, school counselors, and teachers
and shall be made available to parents at each school site.*

CORINTH SCHOOL DISTRICT Instructional Management Plan “Challenge” Program

Philosophy: The Corinth School District’s “Challenge” gifted education program is designed to provide a differentiated curriculum to support and develop the unusually high potential and exceptional abilities of gifted students. Gifted students should be immersed into a multi-disciplinary environment that meets their individual needs, and at the same time, challenges them to attain their highest potential. Students should be given continual opportunities to interact with their intellectually gifted peers in an environment that is flexible and fosters creativity and risk-taking. Teachers of the gifted are responsible for providing guidance and support to these students to help them recognize and realize their unique talents and abilities.

Mission Statement: The Corinth School District believes intellectually gifted students need a differentiated curriculum that takes into consideration their individual learning needs, exceptional abilities, and unusually high potential. The mission of the Corinth “Challenge” Program is to help gifted students discover and develop their potential with appropriate educational experiences that are uniquely and qualitatively different from those experiences offered in the regular classroom.

“CHALLENGE” GOALS: The basic goals of the “Challenge” Program are the following:

- Provide a differentiated curriculum, which systematically exposes the student to many fields of learning, provides process skills for advanced levels of thinking, and allows the learner the opportunity to become a producer rather than a consumer.
- Incorporate the interests, strengths, and preferred learning styles of the student into the differentiated curriculum, producing motivation for learning.
- Provide opportunities for career exploration and life skills development.
- Provide opportunities for exposure to and appreciation for the visual and performing arts.
- Create an appreciation for the multicultural composition of the school and community.
- Provide opportunities for personal growth, especially in the areas of leadership and creative expression.
- Provide support to meet the social, emotional, and affective needs of gifted students, including, but not limited to, intervention strategies for gifted, at-risk students and in-class counseling/guidance for gifted students.

“CHALLENGE” OBJECTIVES: The basic objectives of the “Challenge” Program are the following:

- Instruct the students in gaining knowledge through general preparatory experiences.
- Guide the students through group training activities in processing.

- Guide the student through risk-taking experiences as the student becomes involved in problem-based learning and investigates real life problems related to student interests.

GIFTED EDUCATION PROGRAM BOARD POLICIES

(May 2007; Revision May 2014 and July 2022)

The Corinth School District provides programming for students who meet the criteria for “Intellectually Gifted” in second through sixth grades and “Artistically Gifted” in seventh through twelfth grades. The Corinth School District recognizes that gifted students possess talents and abilities that differ from those of their peers. Without a program of services that differ from what is available in the regular education program, the exceptional talents and abilities of many gifted students would remain underdeveloped.

The Corinth School District program for intellectually gifted began in the early 1980’s. Over time the program has evolved to include the sound learning theories of leaders in gifted education and research. The intellectually gifted program name within the district is “Challenge.”

The State of Mississippi defines “Intellectually Gifted Children” and “Gifted Education Programs” as follows:

- “Intellectually Gifted Children” shall mean those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process.”
- “Gifted Education Programs (GEP)” shall mean programs of instruction for intellectually gifted children within Grades 2 through 12, programs of instruction for academically gifted children within Grades 9 through 12, and programs of instruction for creatively and/or artistically gifted children within Grades 2 through 12 in public elementary and secondary schools of this state. Such programs 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.”

MISSION

The Corinth School District believes intellectually gifted students need a differentiated curriculum that takes into consideration their individual learning needs, exceptional abilities, and unusually high potential. The mission of the Corinth “Challenge” Program is to help gifted students discover and develop their potential with appropriate educational experiences that are uniquely and qualitatively different from those experiences offered in the regular classroom.

The “Challenge” Program offers a learning environment that fosters the special needs of intellectually gifted children and encourages higher level thinking abilities; creative/productive thinking; metacognition; a love of learning; development of interpersonal relationships; development of suitable expectations; and an understanding of self.

GOALS AND OBJECTIVES

The Corinth School District programs for the intellectually and artistically gifted are designed to provide a qualitatively differentiated curriculum through in-depth enrichment and extension of the core curriculum. These uniquely advanced programs offer gifted students an opportunity to enhance their academic growth through participation in educational experiences that are both rigorous and challenging.

The purpose of the intellectually gifted programming is to identify those students who demonstrate unusually high achievement and/or potential for unusually high achievement. Because of their unusual capabilities, they require uniquely, qualitatively differentiated educational programs not usually available in the regular classroom. These uniquely different programs are required to enable the gifted students to realize their potential contributions to self and society. Programming is offered through a pull-out resource program. Mississippi regulations require that intellectually gifted students be provided services by a properly endorsed teacher in a resource room for a recommended five hours per week (330 minutes), or a minimum of 240 minutes per week.

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- Guide the student through risk-taking experiences as the student becomes involved in problem-based learning and investigates real life problems related to student interests.

IDENTIFICATION OF INTELLECTUALLY GIFTED STUDENTS

The identification process consists of a combination of subjective and objective measures to determine eligibility for the gifted program and includes an equitable opportunity for the inclusion of students who are culturally diverse, underachieving, disabled under *IDEA* guidelines, physically handicapped, and/or ADD/ADHD. Throughout the identification process, district personnel are careful to select measures that target the student's strengths.

Procedural Safeguards

All data collected as part of the identification process is protected by the *Family Educational Rights and Privacy Act (FERPA)*. The district's gifted contact shall notify parents of their rights under *FERPA* and ensure that parents understand these rights. Parents have the right to view their children's records at any time. All information/data collected as part of the identification process shall be placed in an individual eligibility file for each student. These files and the information contained therein shall not be placed in the student's cumulative record folder. The files shall be maintained in a separate locked storage file cabinet, and access to the information/data shall be restricted to those personnel working directly with the identification process, working directly with students ruled gifted, or having a documented need to access the data.

Once the referral process begins, parents shall be informed of the information/data that is collected, shall have access to these records upon request, and shall be made aware of their rights to an explanation of the results of the Assessment Team Report. Parents shall be notified in writing of the district's gifted contact(s) and the contact information necessary to request their children's records and/or to obtain additional information about the process and/or program.

Local Survey Committee (LSC)

The Local Survey Committee (LSC) shall include, but is not limited to, gifted education teachers and administrators. It may also include regular education teachers, school psychometrists, and parents. A special education teacher shall be included as a member of the LSC when a student is being considered for an eligibility under the twice-exceptional criteria.

STAGE 1: REFERRAL

A student may be referred by a parent, teacher, counselor, administrator, peer, self or anyone else having reason to believe that the student might be intellectually gifted. All students comprise the initial screening pool of potential recipients for gifted education services. A Mass Screening shall be conducted annually at the first grade level (second semester) using a group measure of cognitive ability assessment (e.g., *NNAT-3*). In grades 2 – 6, teachers may continue to submit individual referrals for gifted identification.

There are two types of gifted referral processes:

- Type One – Mass Screening Referral Process addresses those students who are mass screened for gifted eligibility.
- Type Two – Individual Referral Process addresses those students who are individually referred for gifted eligibility.

The *Referral Form* is completed by the person initiating the referral process. Once a referral form has been initiated, signed, and dated, only the Local Survey Committee (LSC) or parent(s) can stop the identification process.

Mass Screening Referral Process

A normed group measure of intelligence (e.g., *NNAT-3*) shall be utilized for the Mass Screening Referral Process for all first grade students annually. Students who obtain a full-scale score at or above the 90th percentile on this group measure shall move forward in the referral process. Students who score at or above the 85th percentile but lower than the 90th percentile on this group measure shall be subjected to an *Emerging Potential for Gifted Referral Checklist* (provided by MDE in the *Regulations for Gifted Education Programs 2013*). If these students meet the criteria on the checklist, they shall move forward in the referral process.

The next step in the process shall consist of the collection of substantiated student data obtained through the use of other objective and subjective measures. A student must satisfy a minimum of two (2) of the following additional criteria before moving forward to the LSC Review of Referral Data Stage:

- Normed Measure of Cognitive Ability – Local minimal acceptance criteria of 90th percentile:
 - A group measure of cognitive ability (e.g., *NNAT-3*)
 - Individual cognitive ability assessment, if warranted,
- Existing Measure of Individual Intelligence that has been administered within the past twelve (12) months – Local minimal acceptance criteria of 90th percentile,
- Normed Published Characteristics of Giftedness Checklist - Local minimal acceptance criteria of the superior range (e.g., per publishers: 91st percentile for *SIGS*, 95th percentile for *GES*, 84th percentile for *GRS*) on a normed published characteristics of giftedness checklist that assesses intellect, creativity, and leadership,
- Normed Published Measure of Creativity – Local minimal acceptance criteria of the superior range (e.g., 91st percentile for *SIGS* measure of creativity),
- Normed Published Measure of Leadership – Local minimal acceptance criteria of the superior range (e.g., 91st percentile for *SIGS* measure of leadership),
- Normed Achievement Test – Local minimal acceptance criteria of 90th percentile on total language, total math, total reading, total science, total

- social studies, or the composite (e.g., per publishers: standard score of 119 on the *WJ-IV* or *SAGES-3*), and/or
- Other measures that are documented in the research on identification of intellectually gifted students (e.g., the superior range on *STAR* and/or *iReady* assessments)

Individual Referral Process

A student may be referred by a parent, teacher, counselor, administrator, peer, self or anyone else having reason to believe that the student might be intellectually gifted. The *Referral Form* is completed by the person initiating the referral process. Once a referral form has been initiated, signed, and dated, only the Local Survey Committee (LSC) or parent(s) can stop the identification process. The district personnel shall collect the data required to satisfy the referral criteria.

A student participating in the Individual Referral Process must satisfy a minimum of three (3) of the following criteria before moving forward to the LSC Review of Referral Data Stage:

- Normed Group Measure of Intelligence that has been administered within the past twelve (12) months – Local minimal acceptance criteria of 90th percentile,
- Normed Measure of Cognitive Ability – Local minimal acceptance criteria of 90th percentile:
 - A group measure of cognitive ability (e.g., *NNAT-3*)
 - Individual cognitive ability assessment, if warranted,
- Existing Measure of Individual Intelligence that has been administered within the past twelve (12) months – Local minimal acceptance criteria of 90th percentile,
- Normed Published Characteristics of Giftedness Checklist - Local minimal acceptance criteria of the superior range (e.g., per publishers: 91st percentile for *SIGS*, 95th percentile for *GES*, 84th percentile for *GRS*) on a normed published characteristics of giftedness checklist that assesses intellect, creativity, and leadership,
- Normed Published Measure of Creativity – Local minimal acceptance criteria of the superior range (e.g., 91st percentile for *SIGS* measure of creativity),
- Normed Published Measure of Leadership – Local minimal acceptance criteria of the superior range (e.g., 91st percentile for *SIGS* measure of leadership),
- Normed Achievement Test – Local minimal acceptance criteria of 90th percentile on total language, total math, total reading, total science, total social studies, or the composite (e.g., per publishers: standard score of 119 on the *WJ-IV* or *SAGES-3*), and/or

- Other measures that are documented in the research on identification of intellectually gifted students (e.g., the superior range on *STAR* and/or *iReady* assessments)

NOTE: Any student who does not meet the minimum acceptable criteria (score in the 90th percentile) on the normed group measure of intelligence during the Mass Screening Referral Process and does not qualify for the Emerging Potential for Gifted criteria may be referred by anyone for the Individual Referral for Screening Process. The individually referred student shall not be excluded from the referral process by their performance on the normed group measure of intelligence administered during the Mass Screening Referral Process.

STAGE 2: LSC REVIEW OF REFERRAL DATA

Once referral data is collected, the LSC shall review all data and make one of the following recommendations:

- The student has satisfied minimal criteria on at least three measures and should move forward to the assessment stage, or
- The student has not satisfied minimal criteria on at least three measures; however, the LSC feels strongly that additional data should be collected and the student reconsidered at that time, or
- The student has not satisfied minimal criteria on at least three measures and the identification process should stop.

Provisions for Emerging Potential for Gifted Populations

At this point the LSC shall determine whether the student could be eligible for consideration as a candidate for an emerging potential for gifted assessment. If it is believed that the student might have emerging gifted potential, then the *Emerging Potential for Intellectually Gifted Assessment Checklist* (provided by MDE in the *2013 Regulations for Gifted Education Programs*) shall be completed for possible use during the assessment process.

STAGE 3: PARENTAL PERMISSION FOR TESTING

At this time district personnel shall obtain written parental consent for testing through the *Gifted Pupil Personal Data Sheet (GPPDS)*, which is provided by MDE in the *2013 Regulations for Gifted Education Programs*, and shall notify parents in writing about their rights under *FERPA*.

STAGE 4: ASSESSMENT

Once the LSC has determined that a student has satisfied minimal referral criteria in order to move forward to the assessment stage, district personnel shall review and compile all data available on the student. This data shall also be made available to a licensed examiner.

The assessment stage is the individual test of intelligence, which must be administered by a licensed examiner. In no case shall the examiner be related to the student being tested. The examiner shall review all available data on the student, determine whether it satisfies minimal identification criteria, and use that information to select the most appropriate test of intelligence. The examiner shall provide a signed and dated report of the test administration to include testing conditions, scores on all subtests or subscales, and the strengths and weaknesses of the student. A student must score at or above the 91st percentile composite/full scale or the 91st percentile on approved subtests (as per publisher) in order to satisfy eligibility criteria.

If the minimum eligibility criteria are not met, a letter shall be mailed to the parent(s) along with formal documentation of the decision. Parents may schedule a conference if they wish to review the test results.

Emerging Potential for Gifted

Students who have satisfied criteria on the *Emerging Potential for Gifted Checklist* and who did not satisfy minimal acceptable criteria on an individual test of intelligence, but, did score at least at the 84th percentile or have a scale score that falls within the range of the 90th percentile confidence interval of the state minimum scale/percentile score, may be administered one of the following additional measures to determine eligibility:

1. A test of cognitive abilities with a minimal score at the 90th percentile,
2. A group intelligence measure with a minimal score at the 90th percentile, or
3. A district-developed matrix approved by the MDE.

Potentially Twice-Exceptional Students

Students who already have an eligibility ruling under the *IDEA* and are being assessed for an intellectually gifted eligibility, and who did not satisfy all of the required minimal acceptable referral criteria but did meet at least one referral criterion, shall have their results reviewed by the LSC and a licensed examiner. If the student scores at or above the 91st percentile on the individual test of intelligence (composite score or approved subtest score as per publisher) or, in the opinion of the reviewing committee, would benefit from participation in the intellectually gifted program, the student may be granted a provisional eligibility for the intellectually gifted program for a period of one (1) year. At the end of that year, the student's teacher of the gifted shall meet with the review committee to discuss the student's performance in the program. If the student has demonstrated success in the program, the LSC may change the eligibility status from provisional to regular eligibility. If the student has not been successful in the program, the provisional eligibility may be revoked.

STAGE 5: ASSESSMENT REPORT

District personnel shall write an Assessment Report, which must contain the following components:

1. Student's name;

2. Name of at least three measures from Stage 1: Referral measures that were used to determine the need to administer an individual test of intelligence,
3. Results of each measure;
4. Name of individual who administered or completed each measure and the date each measure was administered or completed;
5. Test behaviors for any individually administered test(s);
6. Interpretation of the results of each individually administered test(s);
7. Name of the person who administered the individual test of intelligence and date test was administered;
8. Qualifications of the individual who administered the individual test of intelligence;
9. Results of the individual test of intelligence to include scores on all subtests and identified strengths and weaknesses;
10. Name of the person responsible for writing the Assessment Report, his/her signature, and position; and
11. Date of the Assessment Report.

STAGE 6: LSC ELIGIBILITY DETERMINATION

Once the Assessment Report is finished, the LSC shall meet to review all data and determine whether eligibility criteria have or have not been satisfied. The LSC shall rule that the student is or is not eligible for the intellectually gifted program and shall document this ruling on the student's *GPPDS*.

Parental Notification

District personnel shall notify parents in writing regarding the assessment results and the eligibility determination as well as their rights according to *FERPA*.

Subsequent Intelligence Testing

The Corinth School District shall pay for two (2) administrations of an intelligence test, unless there is adequate evidence the child would not satisfy the minimum criteria for a gifted program. Payment for any subsequent evaluations shall be the responsibility of the parent, unless qualified personnel deem a previous administration to be inappropriate or invalid.

If a parent chooses to pay for a third individual intelligence test to be administered by a licensed examiner not employed by the district, the parent may present the examiner's assessment report to the LSC for eligibility consideration.

IDENTIFICATION OF ARTISTICALLY GIFTED STUDENTS

The Artistically Gifted Program currently serves grades 7 through 12. Students are enrolled in courses appropriate to their grade placement and eligibility ruling as creatively gifted in the area of art. The teacher for the Artistically Gifted Program has a valid teaching license in the appropriate secondary area and a gifted endorsement. The teacher follows the IMP program for the appropriate art course.

STAGE 1: REFERRAL

A teacher, administrator, counselor, parent, peer, self, or any other person having reason to believe that the student may be artistically gifted may refer a student. The person initiating the referral shall sign the referral form and date it. The district contact person shall collect the data required to satisfy the district's referral criteria. Only the LSC shall be able to stop the identification process once a referral has been signed and dated.

Referral Criteria

The referral criteria must include a statement from an individual with documented expertise in the visual arts that the student is in the top 10% of age peers in ability in the visual arts and has an exceptionally high degree of creativity, plus one (1) of the following:

- Published checklist of creativity or norm-referenced test of creativity with local minimal acceptance criteria of at least the superior range (e.g., 91st percentile for *SIGS* measure of creativity and 95th percentile for *GES* measure of creativity and/or *GES* measure of performing & visual arts),
- Published checklist of characteristics for the visual arts or a published test of ability in the visual arts with local minimal acceptance criteria of at least the superior range (e.g., 95th percentile for the *GES* measure of performing & visual arts),
- Individual accomplishment in the visual arts such as recognition at the state level or above,
- Portfolio of the student's work evaluated using a rubric with local minimal acceptance criteria of at least 36 out of 40 points possible, or
- Other indicators of an exceptionally high degree of ability in the visual arts (with prior approval of the MDE).

STAGE 2: LSC REVIEW OF REFERRAL DATA

Once the referral data has been collected, the LSC shall review all data and make one of the following recommendations:

- The student has satisfied minimal criteria and should move forward to the assessment stage,
- The student has not satisfied the minimal criteria. However, the LSC feels strongly that additional data should be collected and the student reconsidered at that time, or

- The student has not satisfied minimal criteria, and the identification process should stop.

STAGE 3: PARENTAL PERMISSION FOR TESTING

At this time, district personnel shall obtain written parental permission for testing and notify parents in writing about their rights under *FERPA*.

STAGE 4: ASSESSMENT

Once the LSC has determined that the student should move forward to the assessment stage, the assigned contact person shall review all available data before deciding which measures are most appropriate to be used during the assessment.

The contact person shall collect measures from at least two (2) of the assessment criteria noted below. At least one (1) of the criteria shall be a measure of creativity. A student must satisfy minimal acceptable criteria for the measures used.

Assessment Criteria

- Published checklist of creativity with a score in at least the superior range, or a published test of creativity with a score in at least the superior range (e.g., 91st percentile for *SIGS* measure of creativity and 95th percentile for *GES* measure of creativity and/or *GES* measure of performing & visual arts),
- Published checklist of characteristics for the visual arts with a score in at least the superior range, or a published test of ability in the visual arts with a score in at least the superior range (e.g., 95th percentile for the *GES* measure of performing & visual arts), or
- Portfolio of the student's work (all components of the portfolio shall be the individual efforts of the student and completed during the past twelve months) evaluated using a rubric (with prior approval by the MDE) by an individual who derives his/her main source of income from working in the visual arts area and who certifies in writing that the student has an exceptionally high degree of creativity and ability in the visual arts which places them in the top 5% of their age peers in that visual arts area. The local minimal acceptance criteria for the portfolio rubric shall be at least 36 out of 40 points possible.

Individual Audition

If the student has satisfied minimal criteria as outlined above, the student shall successfully complete an individual live audition before a Panel of Experts. There must be at least three (3) experts on the panel with no more than one (1) being an employee of the district. The teacher in the program may not be a member of the panel. All members of the panel shall meet the following criteria:

1. Possess an advanced degree in the appropriate visual arts area or
2. Derive their main source of income from working in the appropriate visual arts area.

The district shall maintain written documentation confirming the qualifications of each member of the panel. The members of the panel shall observe the student performing in the appropriate visual arts area. The evaluation of the panel shall be performed simultaneously, independently, and without discussion of the results. Each member of the panel shall complete a rubric (with prior approval by the MDE) and sign a statement certifying that they find the student has an exceptionally high degree of creativity and exceptionally high ability in the visual arts that places them in the top 5% of age peers. The local minimal acceptance criteria for the portfolio rubric shall be at least 36 out of 40 points possible.

STAGE 5: ASSESSMENT REPORT

The district contact person for the Visual Arts Program shall write an Assessment Report, which must contain the following components:

- Student's name;
- Names of at least two measures, including the scores on each measure, that were used to determine that the student satisfied minimal acceptable assessment criteria;
- Individual audition summary;
- Date that each measure was administered or completed;
- Completed rubric signed and dated by each member of the panel;
- Signed statement by each member of the panel certifying the student's creativity and ability in the visual arts;
- Name of the person responsible for writing the Assessment Report, signature and position; and
- Date of the Assessment Report.

STAGE 6: ELIGIBILITY DETERMINATION

Once the Assessment Report is finished, the LSC shall meet and review all data and determine whether the student is or is not eligible for the Artistically Gifted Program.

Parental Notification

The district contact person for the gifted program shall provide written notification of the assessment results to the parents of each student assessed for the Artistically Gifted Program. The results shall be explained to any parent who has questions, and the parents shall be notified in writing about their rights under *FERPA*.

OUT-OF-STATE ELIGIBILITIES

As each state has a unique set of eligibility criteria for placement in a gifted program, a student moving to Mississippi with a gifted eligibility from another state must satisfy Mississippi eligibility criteria before being considered for placement in the gifted program. The eligibility ruling from another state may be used to initiate the referral process in Mississippi. Documentation collected from the original state may be used to satisfy referral criteria if parent checklists cannot be completed. There is no temporary placement in the gifted program while the student goes through the eligibility process within the district.

NOTE: Students who have a valid Mississippi gifted eligibility ruling do not have to be reevaluated. A Mississippi eligibility determination shall be accepted by all school districts within state provided the district has a program in the particular area for which the student has eligibility.

OUT-OF-STATE TRANSFERS, MILITARY FAMILIES

The district shall collect any data available from the previous school district regarding gifted eligibility. That documentation should be used to meet all referral criteria as required by the *Regulations for Gifted Education Programs 2013*. The identification process should be expedited by arranging for a licensed examiner to assess the student(s) with an individual assessment and to provide eligibility determinations to the family within one (1) week from the time that documentation was received by the district.

HOMEWORK / CLASS WORK

As outlined in *Regulations for the Gifted Education Programs in Mississippi 2013*, gifted students in grades 2-8 may not be required to make-up class work missed when they are scheduled to be in the gifted classroom. Gifted students shall be held accountable for demonstrating mastery of concepts and information on regularly scheduled tests. It should be noted that some gifted students will not be high academic achievers for a variety of reasons. It is not reasonable to expect intellectually gifted students, artistically gifted students, and/or creatively gifted students to make all A's and B's.

VOLUNTARY REVOCATION OF CONSENT FOR PARTICIPATION

The decision to participate or not to participate in the gifted program rests with the student and his/her parent or guardian once the LSC committee has made the recommendation for placement. If for any reason a parent/guardian of a student does not wish for his/her student to participate in the program, he/she may elect not to sign consent for initial placement. If the student is currently participating in the program based on prior written consent for placement, a parent/guardian may revoke, in writing, the consent for participation. If the parent/guardian later decides to provide written consent for participation again, he/she may request to sign a new consent for placement.

ANNUAL REASSESSMENT

A committee shall meet at least annually to reassess each gifted student's continuation in the program. The committee shall include at least the student's teacher of the gifted and a designated administrative representative. Documentation of the meeting shall be maintained and shall include the name(s) of the student(s) discussed, a list of the committee members present, and the date of the meeting.

Since participation in the gifted program is an entitlement under law, the student should remain in the program as long as they are being successful in the program. Grades and/or success in the regular classroom should not be considered as a reason for removal from the gifted program. Withholding permission for a student to attend the gifted classes should not be used as a disciplinary measure. Failure to complete enrichment class assignments can be used as grounds for dismissal from the program.

In the event a student has difficulty keeping up with the regular classroom work, a conference shall be held with the parent, classroom teacher, teacher of the gifted, and the student to discuss the problem and to determine an appropriate course of action. The conference and plan of action shall be documented and follow-up conferences shall be held as needed.

If the committee recommends that a student be removed from the gifted program due to lack of progress in the program and/or unsatisfactory participation in the program, the student's parents shall be notified and given an opportunity to discuss the decision with the committee before the student is removed. Should the parents not agree to the removal of the student, the local district shall grant the parents a hearing.

HEARING / APPEAL PROCESS

Parent(s) who are not in agreement with the school-based committee decision to remove their student from the gifted program or not to place their student in the program shall present their concerns, orally or in writing, to the principal of the school. The principal and parent shall attempt to resolve the matter informally.

If the parents are not satisfied with the action taken by the principal, the parents must document their concerns in writing within five (5) days and present these concerns to the district contact person for gifted programming.

The gifted program contact person for the district shall schedule a meeting within five (5) school days or a timeframe agreed upon by the parent(s). Parent(s) shall be extended an invitation to attend the meeting. The committee shall render a written decision based on information shared during the meeting.

If the parent disagrees with the committee's decision and wishes to make another appeal, the parent must follow the district's local policies governing the appeals process.

REINSTATEMENT PROCEDURES

Students shall be considered for reinstatement into the gifted program at the request of the parents and/or with the recommendation of the classroom teacher(s). Consideration and arrangements for reinstatement into the program shall be made through the LSC, with parent(s) in attendance and with written documentation of the decision. The parent's signature on an LSC minutes form shall provide documentation of parental permission to reinstate the student into the program.

CORINTH SCHOOL DISTRICT INSTRUCTIONAL MANAGEMENT PLAN “Challenge” Program for Intellectually Gifted Students Scope and Sequence of Process Skill Development, Objectives, and Outcomes

Students in the “Challenge” program work under specific Instructional Management Plan (IMP) objectives. The IMP is comprised of six process skills and 42 objectives. These process skills are organized by scope and sequence and introduced, developed, and extended over a period of time. The goal of instruction is to guide students to develop higher order critical thinking skills. In accordance with the Mississippi Department of Education recommendations, the Intellectually Gifted Program is evaluated annually by a variety of stakeholders (parents, students, administrators, and teachers) through a survey process. The information gathered is used to improve and strengthen the program and to assist in providing quality programming for Intellectually Gifted Students. The Instructional Management Plan is reviewed and updated annually based upon the results of the gifted program evaluation.

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

Thinking Skills

COMPETENCY

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

SECOND GRADE OBJECTIVES

METACOGNITION <i>(Abstract Thinking and Reflection)</i>	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 <i>(Logical Thinking)</i>	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 <i>(Decision Making)</i>	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 <i>(Abstract Thinking and Reflection)</i>	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 <i>(Logical Thinking)</i>	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 <i>(Decision Making)</i>	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 <i>(Abstract Thinking and Reflection)</i>	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 <i>(Logical Thinking)</i>	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 <i>(Decision Making)</i>	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 <i>(Abstract Thinking and Reflection)</i>	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 <i>(Logical Thinking)</i>	TS 5.3 Demonstrate depth of thought in deductive reasoning by evaluating and justifying data that supports logical conclusions drawn
CRITICAL THINKING <i>(Decision Making)</i>	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 <i>(Abstract Thinking and Reflection)</i>	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 <i>(Logical Thinking)</i>	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 <i>(Decision Making)</i>	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

COMPETENCY

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

SECOND GRADE OBJECTIVES

CREATIVE THINKING Williams Model: Cognitive Domain <i>(Fluency/Flexibility/Originality/ Elaboration/Synthesis)</i>	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 <i>Visual and Performing Arts</i>	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 <i>(Fluency/Flexibility/Originality/ Elaboration/Synthesis)</i>	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 <i>(Curiosity/Risk-Taking/Complexity/Imagination)</i>	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 <i>Visual and Performing Arts</i>	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 <i>(Fluency/Flexibility/Originality/Elaboration/Synthesis)</i>	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 <i>(Curiosity/Risk-Taking/Complexity/Imagination)</i>	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 <ol style="list-style-type: none"> 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 <i>Visual and Performing Arts</i>	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 <ol style="list-style-type: none"> 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 <i>Visual and Performing Arts</i>	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 <i>Visual and Performing Arts</i>	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

COMPETENCY

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

COMPETENCY

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

SECOND GRADE OBJECTIVES	
SUCCESS SKILLS	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

COMPETENCY

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

SECOND GRADE OBJECTIVES		
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 5.6	Analyze a variety of written genres (Comedy, Satire, Thriller, Action, etc.)
	CM 5.7	Communicate ideas and feelings through application of a chosen genre
	CM 5.8	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.7	Analyze the writing style of arguments and debates
	CM MS.8	Write arguments and debates to support claims with clear reasons and relevant evidence to communicate ideas and feelings
	CM MS.9	Write over an extended time frame (multiple class times)

Thinking Skills

COMPETENCY

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

SECOND GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
METACOGNITION <i>(Abstract Thinking and Reflection)</i>	TS 2.1	Analyze abstract thinking skills modeled by others	I	D	D	E	E
	TS 2.2	Compose lower-level questions to develop a foundation for higher-level inquiry	I	D	D	E	E
	TS 2.3	Reflect upon learning experiences	I	D	D	E	E
CONVERGENT THINKING <i>(Logical Thinking)</i>	TS 2.4	Apply analogical thinking to identify relationships between two familiar items or events to identify an unknown	I	D	D	E	E
	TS 2.5	Apply deductive reasoning of general to specific information to analyze and organize sets of limited clues and reach logical conclusions	I	D	D	E	E
CRITICAL THINKING <i>(Decision Making)</i>	TS 2.6	Distinguish facts from opinions	I	D	D	E	E
	TS 2.7	Inventory, compare, and contrast attributes of varying objects and ideas	I	D	D	E	E
	TS 2.8	Identify, analyze, and evaluate information in order to make decisions, solve problems, and establish priorities	I	D	D	E	E
	TS 2.9	Appraise implications and consequences of personal actions and decisions	I	D	D	E	E

THIRD GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
METACOGNITION <i>(Abstract Thinking and Reflection)</i>	TS 3.1	Apply abstract thinking skills modeled by others		I	D	D	E
	TS 3.2	Compose elaborating questions to extend and stretch learning		I	D	D	E
	TS 3.3	Analyze, reflect upon, and justify learning experiences		I	D	D	E
	TS 3.4	Observe and analyze reflective thinking modeled by others		I	D	D	E
CONVERGENT THINKING <i>(Logical Thinking)</i>	TS 3.5	Apply inductive reasoning from specific to general information to predict probable conclusions		I	D	D	E
	TS 3.6	Apply abstract reasoning to identify relationships in figural analogies from possible options		I	D	D	E
CRITICAL THINKING <i>(Decision Making)</i>	TS 3.7	Construct questions to deepen understanding		I	D	D	E
	TS 3.8	Classify information into logical categories		I	D	D	E
	TS 3.9	Discuss and analyze events in the news to develop an awareness of social issues and world cultures		I	D	D	E
	TS 3.10	Identify and analyze relationship between ideas and data to determine cause and effect of actions and events		I	D	D	E
FOURTH GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
METACOGNITION <i>(Abstract Thinking and Reflection)</i>	TS 4.1	Observe, analyze, and apply abstract thinking skills			I	D	D
	TS 4.2	Develop hypothetical questions to explore possibilities			I	D	D
	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			I	D	D

CONVERGENT THINKING <i>(Logical Thinking)</i>	TS 4.4	Demonstrate an understanding of analogical reasoning by identifying, explaining, and giving examples of the forms of analogies			I	D	D
	TS 4.5	Utilize analogical reasoning to create analogies using multiple categories			I	D	D
	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			I	D	D
CRITICAL THINKING <i>(Decision Making)</i>	TS 4.7	Utilize intuitive thinking to deepen understanding and analyze varying perspectives			I	D	D
	TS 4.8	Discuss and analyze events and issues for problem identification			I	D	D
	TS 4.9	Assess the organization, content, value, effectiveness, and results of actions/decisions			I	D	D
	TS 4.10	Appraise implications and consequences of personal actions and decisions			I	D	D
FIFTH GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
METACOGNITION <i>(Abstract Thinking and Reflection)</i>	TS 5.1	Develop and ask hypothetical questions to explore possibilities and test relationships				I	D
	TS 5.2	Analyze and establish needs for exploration of chosen topics				I	D
CONVERGENT THINKING <i>(Logical Thinking)</i>	TS 5.3	Demonstrate depth of thought in deductive reasoning by evaluating and justifying data that supports logical conclusions drawn				I	D

CRITICAL THINKING <i>(Decision Making)</i>	TS 5.4 Appraise evaluation techniques for decision making				I	D
	TS 5.5 Assess and analyze local, national, and world issues and defend opinions with supporting evidence				I	D
	TS 5.6 Appraise implications and consequences of local and national events and decisions				I	D
	TS 5.7 Prove or disprove ideas by presenting evidence				I	D
MIDDLE SCHOOL OBJECTIVES		GRADE LEVEL				
		2	3	4	5	MS
METACOGNITION <i>(Abstract Thinking and Reflection)</i>	TS MS.1 Develop and ask higher-level questions to clarify the coherence and logic of given information					I
	TS MS.2 Reflect upon learning strengths and needs and establish learning goals for independent thinking and autonomous learning					I
CONVERGENT THINKING <i>(Logical Thinking)</i>	TS MS.3 Demonstrate an understanding of analogical reasoning by identifying, explaining, and giving examples of the forms of analogies to support thoughts/ideas					I
	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					I
CRITICAL THINKING <i>(Decision Making)</i>	TS MS.5 Identify, analyze, evaluate, and justify information in order to make decisions, form beliefs, solve problems, and set priorities based on evidence					I
	TS MS.6 Appraise global implications and consequences of historic and current world events					I
	TS MS.7 Recognize and assess hidden agendas					I
	TS MS.8 Assess accuracy and relevance of points used to support conclusions and make decisions					I

Creativity

COMPETENCY

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

SECOND GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
CREATIVE THINKING Williams Model: Cognitive Domain <i>(Fluency/Flexibility/ Originality/Elaboration /Synthesis)</i>	CR 2.1	Demonstrate fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to a given prompt	I	D	D	E	E
	CR 2.2	Demonstrate flexibility by adapting given ideas, thoughts, products, or plans for many different uses	I	D	D	E	E
	CR 2.3	Demonstrate originality by using given objects in ways different from their intended purposes	I	D	D	E	E
	CR 2.4	Elaborate on given ideas, thoughts, products, or plans to create new possibilities	I	D	D	E	E
	CR 2.5	Demonstrate synthesis by combining given ideas, thoughts, products, or plans in unusual ways	I	D	D	E	E
CREATIVE EXPRESSION <i>Visual and Performing Arts</i>	CR 2.6	Experiment with various materials and tools to create products related to personal interest or subject matter	I	D	D	E	E
	CR 2.7	Identify and explain how and where different cultures record and illustrate stories and history of life through art	I	D	D	E	E

THIRD GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
CREATIVE THINKING Williams Model: Cognitive Domain <i>(Fluency/Flexibility/ Originality/Elaboration/ Synthesis)</i>	CR 3.1	Apply fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to a selected prompt		I	D	D	E
	CR 3.2	Apply flexibility by adapting selected ideas, thoughts, products, or plans for many different uses		I	D	D	E
	CR 3.3	Apply originality by using selected objects in ways different from their intended purposes		I	D	D	E
	CR 3.4	Apply elaboration to selected ideas, thoughts, products or plans to create new possibilities		I	D	D	E
	CR 3.5	Apply synthesis by combining selected ideas, thoughts, products or plans in unusual ways (morphological analysis)		I	D	D	E
	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		I	D	D	E
	CR 3.7	Demonstrate risk-taking by making predictions and experimenting in an unstructured training situation		I	D	D	E
	CR 3.8	Demonstrate complexity by organizing logical steps needed to accomplish selected ideas in a training activity		I	D	D	E
	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		I	D	D	E
	CR 3.10	Apply methods to overcome creative blocks (Brainstorm, SCAMPER, etc.)		I	D	D	E

THIRD GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
CREATIVE THINKING Williams Model: Cognitive Domain <i>(Fluency/Flexibility/ Originality/Elaboration/ Synthesis)</i>	CR 3.1	Apply fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to a selected prompt		I	D	D	E
	CR 3.2	Apply flexibility by adapting selected ideas, thoughts, products, or plans for many different uses		I	D	D	E
	CR 3.3	Apply originality by using selected objects in ways different from their intended purposes		I	D	D	E
	CR 3.4	Apply elaboration to selected ideas, thoughts, products or plans to create new possibilities		I	D	D	E
	CR 3.5	Apply synthesis by combining selected ideas, thoughts, products or plans in unusual ways (morphological analysis)		I	D	D	E
	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		I	D	D	E
	CR 3.7	Demonstrate risk-taking by making predictions and experimenting in an unstructured training situation		I	D	D	E
	CR 3.8	Demonstrate complexity by organizing logical steps needed to accomplish selected ideas in a training activity		I	D	D	E
	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		I	D	D	E
	CR 3.10	Apply methods to overcome creative blocks (Brainstorm, SCAMPER, etc.)		I	D	D	E

	<ul style="list-style-type: none"> 5. Produce alternative solutions 6. Develop criteria for judging solutions 7. Evaluate alternative solutions using the criteria Select and implement chosen solutions					
CREATIVE EXPRESSION <i>Visual and Performing Arts</i>	CR 4.10 Interpret art by analyzing the mood suggested by a work of art and describing relevant subject matter			I	D	D
	CR 4.11 Analyze and utilize principles of design (contrast, repetition, alignment, proximity) to create various products based on subject matter or personal interest			I	D	D
FIFTH GRADE OBJECTIVES		GRADE LEVEL				
		2	3	4	5	MS
CREATIVE THINKING	CR 5.1 Apply the CPS process to solve an identified problem <ul style="list-style-type: none"> 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 Select and implement chosen solutions				I	D
	CR 5.2 Reframe ideas through various points of view to enhance meaning				I	D
	CR 5.3 Examine various meanings, contexts, and points of view including humor and opportunities for change				I	D
	CR 5.4 Apply thinking strategies modeled by mentors				I	D
CREATIVE EXPRESSION <i>Visual and Performing Arts</i>	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				I	D
	CR 5.6 Develop criteria to analyze a work of art, design, or media to meet an identified goal				I	D

MIDDLE SCHOOL OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
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					I
	CR MS.2	Manage creative flow					I
	CR MS.3	Set goals with purpose and meaning					I
	CR MS.4	Adjust the creative process based on feedback					I
	CR MS.5	Focus on the task at hand and long-term goal without distraction					I
CREATIVE EXPRESSION <i>Visual and Performing Arts</i>	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					I
	CR MS.7	Apply relevant criteria to examine, reflect upon, and plan revisions to a product in process					I

Information Literacy

COMPETENCY

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			GRADE LEVEL				
			2	3	4	5	MS
INFORMATION LITERACY	IL 2.1	Identify topics for research based on interests	I	D	D	E	E
	IL 2.2	Formulate questions for study	I	D	D	E	E
	IL 2.3	Analyze topics to determine needed research	I	D	D	E	E
	IL 2.4	Interpret research from teacher-approved resources	I	D	D	E	E
	IL 2.5	Assemble information to provide new knowledge or understanding in a particular area	I	D	D	E	E
THIRD GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
INFORMATION LITERACY	IL 3.1	Examine a historical event or person by analyzing and synthesizing historical information		I	D	D	E
	IL 3.2	Assemble information by conducting interviews related to research topics		I	D	D	E
	IL 3.3	Employ various digital tools, media, and strategies to locate and collect accurate and reliable information		I	D	D	E
	IL 3.4	Create and visually organize information using maps, webs, chronological order, sequence, or compare/contrast		I	D	D	E

	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		I	D	D	E
FOURTH GRADE OBJECTIVES		GRADE LEVEL				
		2	3	4	5	MS
INFORMATION LITERACY	IL 4.1 Conduct experiments and investigations by effectively utilizing the Scientific Method			I	D	D
	IL 4.2 Assemble information by utilizing effective survey techniques			I	D	D
	IL 4.3 Create and visually organize information using charts, tables, graphs, evidence, or patterns			I	D	D
	IL 4.4 Justify conclusions and generalizations based upon data gathered through research			I	D	D
FIFTH GRADE OBJECTIVES		GRADE LEVEL				
		2	3	4	5	MS
INFORMATION LITERACY	IL 5.1 Analyze the difference between primary and secondary sources				I	D
	IL 5.2 Utilize primary and secondary sources to provide new knowledge or understanding in a particular area				I	D
	IL 5.3 Define and identify use of propaganda techniques to clarify ideas, judge information, solve problems, and evaluate reliability of information				I	D
	IL 5.4 Assess the validity, reliability, and relevance of the information collected				I	D
	IL 5.5 Apply a fundamental understanding of the ethical and legal issues surrounding the access and use of information				I	D

Information Literacy

COMPETENCY

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			GRADE LEVEL				
			2	3	4	5	MS
INFORMATION LITERACY	IL 2.1	Identify topics for research based on interests	I	D	D	E	E
	IL 2.2	Formulate questions for study	I	D	D	E	E
	IL 2.3	Analyze topics to determine needed research	I	D	D	E	E
	IL 2.4	Interpret research from teacher-approved resources	I	D	D	E	E
	IL 2.5	Assemble information to provide new knowledge or understanding in a particular area	I	D	D	E	E
THIRD GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
INFORMATION LITERACY	IL 3.1	Examine a historical event or person by analyzing and synthesizing historical information		I	D	D	E
	IL 3.2	Assemble information by conducting interviews related to research topics		I	D	D	E
	IL 3.3	Employ various digital tools, media, and strategies to locate and collect accurate and reliable information		I	D	D	E
	IL 3.4	Create and visually organize information using maps, webs, chronological order, sequence, or compare/contrast		I	D	D	E

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

Success Skills

COMPETENCY

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

SECOND GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
SUCCESS SKILLS	SS 2.1	Individually demonstrate the ability to maintain self-control of emotions and actions in a variety of situations	I	D	D	E	E
	SS 2.2	Individually identify and assess the merit and or importance of personal characteristics, ideas, interests, preferences, and products	I	D	D	E	E
CAREER EXPLORATION	SS 2.3	Identify occupational areas of personal interest and aptitude through classroom experiences	I	D	D	E	E
LIFE SKILLS	SS 2.4	Demonstrate the ability to accept responsibility for given tasks and consequences for actions in a variety of situations	I	D	D	E	E
	SS 2.5	Demonstrate the ability to organize, prioritize, and complete tasks in a timely manner	I	D	D	E	E
COLLABORATION SKILLS	SS 2.6	As a group leader, effectively work with group members to keep the group on task	I	D	D	E	E
	SS 2.7	As a group member, demonstrate effective speaking and listening skills	I	D	D	E	E

THIRD GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
SUCCESS SKILLS	SS 3.1	Individually demonstrate the ability to organize materials, set priorities, and evaluate progress for task completion		I	D	D	E
	SS 3.2	Individually demonstrate strategies for managing stress, coping with difficulties, and effectively approaching conflict with others		I	D	D	E
CAREER EXPLORATION	SS 3.3	Identify occupational areas of personal interest and aptitude for possible vocational development		I	D	D	E
LIFE SKILLS	SS 3.4	Study and apply the accepted rules of etiquette for interpersonal interaction in a variety of social situations		I	D	D	E
	SS 3.5	Demonstrate initiative in accepting and successfully meeting challenges in a variety of situations		I	D	D	E
COLLABORATION SKILLS	SS 3.6	As a group leader, effectively work with group members to identify problems, ideas, and solutions		I	D	D	E
	SS 3.7	As a group member, work collaboratively in a group (know when to speak and know when to listen)		I	D	D	E
FOURTH GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
DECISION MAKING AND PROBLEM-SOLVING SKILLS	SS 4.1	Individually identify personal problems, utilize visualization to weigh the possibilities, make judgements, and defend decisions			I	D	D
CAREER EXPLORATION	SS 4.2	Identify career options through experiences and interviews with experts in the field and career counselors			I	D	D
LIFE SKILLS	SS 4.3	Demonstrate the ability to establish budgets and manage money in a variety of situations			I	D	D
COLLABORATION SKILLS	SS 4.4	As a group leader, effectively work with group members to establish goals and objectives for successful collaboration			I	D	D

	SS 4.5 As a group member, work collaboratively to achieve a common goal			I	D	D
FIFTH GRADE OBJECTIVES		GRADE LEVEL				
		2	3	4	5	MS
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				I	D
PERSEVERANCE/TASK COMMITMENT	SS 5.2 Individually demonstrate the ability to persevere and successfully complete tasks in a timely manner even under adverse circumstances				I	D
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				I	D
LIFE SKILLS	SS 5.4 Examine and apply the accepted rules of business protocol in a variety of business and social situations				I	D
	SS 5.5 Adapt to varied roles, job responsibilities, schedules, and context				I	D
COLLABORATION SKILLS	SS 5.6 As a group leader, effectively work with group members to identify ethical implications of group processes and decisions				I	D
	SS 5.7 As a group member, take a stand for personal convictions and demonstrate respect/tolerance for other points of view				I	D

MIDDLE SCHOOL OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
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					I
ETHICAL AWARENESS	SS MS.2	Individually demonstrate the ability to behave in an honorable and truthful manner under adverse circumstances					I
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					I
LIFE SKILLS	SS MS.4	Demonstrate the ability to adapt to change in a climate of changing expectations and priorities					I
COLLABORATION SKILLS	SS MS.5	As a group leader, assure and defend that the decisions of the group are effective and ethical					I
	SS MS.6	As a group member, demonstrate the ability to work cooperatively to detect moods, temperaments, motivations, and intentions of others					I

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			GRADE LEVEL				
			2	3	4	5	MS
AFFECTIVE SKILLS	AS 2.1	Assess individual learning styles, interests, personality styles, and expression preferences	I	D	D	E	E
	AS 2.2	Identify feelings and emotions in self	I	D	D	E	E
	AS 2.3	Develop behavioral strategies appropriate to the situation	I	D	D	E	E
	AS 2.4	Identify and assess strengths and weaknesses as a baseline for improvement	I	D	D	E	E
	AS 2.5	Analyze, evaluate, and respond appropriately to various forms of body language (non-verbal cues)	I	D	D	E	E
	AS 2.6	Participate in community-building skills	I	D	D	E	E
	AS 2.7	Recognize contributions and achievements of various cultures	I	D	D	E	E

THIRD GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
AFFECTIVE SKILLS	AS 3.1	Demonstrate an understanding of personal asynchronous development		I	D	D	E
	AS 3.2	Understand and analyze feelings and emotions in self		I	D	D	E
	AS 3.3	Express and manage emotions in positive ways		I	D	D	E
	AS 3.4	Accept responsibility for choices made		I	D	D	E
	AS 3.5	Analyze, evaluate, and respond appropriately to various forms of body language (non-verbal cues)		I	D	D	E
	AS 3.6	Recognize contributions and achievements of various cultures		I	D	D	E
FOURTH GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
AFFECTIVE SKILLS	AS 4.1	Demonstrate an understanding of and reflect upon personal gifted characteristics			I	D	D
	AS 4.2	Demonstrate an understanding and assess the social, emotional and academic implications of giftedness			I	D	D
	AS 4.3	Identify sources and possible solutions of stress and anxiety			I	D	D
	AS 4.4	Develop and model self-discipline			I	D	D
	AS 4.5	Show evidence of delayed gratification and impulse control			I	D	D
	AS 4.6	Demonstrate respect and empathy for others			I	D	D

FIFTH GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
AFFECTIVE SKILLS	AS 5.1	Develop and demonstrate appropriate self-efficacy and self-talk				I	D
	AS 5.2	Identify and utilize appropriate personal perceptual filters and defense systems for situations				I	D
	AS 5.3	Develop and demonstrate a healthy perception of perfectionism in accomplishing tasks				I	D
	AS 5.4	Demonstrate an understanding of how attitudes, attention, and commitment can affect one's knowledge and self-control				I	D
	AS 5.5	Demonstrate the ability to accept failure as a part of growth				I	D
	AS 5.6	Differentiate constructive and destructive criticism				I	D
MIDDLE SCHOOL OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
AFFECTIVE SKILLS	AS MS.1	Demonstrate an understanding of ethical practices					I
	AS MS.2	Develop and demonstrate a healthy response toward peer pressure and expectations of others					I
	AS MS.3	Demonstrate and understanding of ways in which attitudes, attention, and commitment can affect one's knowledge and self-control					I
	AS MS.4	Set goals for self-improvement and take the necessary steps to reach them					I
	AS MS.5	Differentiate constructive and destructive criticism					I
	AS MS.6	Recognize and assess various forms of bias in self and others and demonstrate strategies for addressing bias in social situations					I

Communication Skills

COMPETENCY

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

SECOND GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
SPEAKING	CM 2.1	Communicate complete thoughts, give directions and instructions, participate in informal speaking activities and storytelling activities	I	D	D	E	E
LISTENING	CM 2.2	Demonstrate effective listening behaviors in formal and informal settings	I	D	D	E	E
	CM 2.3	Give appropriate feedback and contributions of relevant information	I	D	D	E	E
	CM 2.4	Follow oral directions with three or more steps	I	D	D	E	E
WRITING	CM 2.5	Analyze various types of writing (including poetry)	I	D	D	E	E
	CM 2.6	Create original written products based on real or imagined circumstances to communicate ideas and feelings	I	D	D	E	E
	CM 2.7	Write over short time frames (a single sitting or a few class times)	I	D	D	E	E

THIRD GRADE OBJECTIVES		GRADE LEVEL				
		2	3	4	5	MS
SPEAKING	CM 3.1		I	D	D	E
	CM 3.2		I	D	D	E
LISTENING	CM 3.3		I	D	D	E
	CM 3.4		I	D	D	E
	CM 3.5		I	D	D	E
WRITING	CM 3.6		I	D	D	E
	CM 3.7		I	D	D	E
	CM 3.8		I	D	D	E
FOURTH GRADE OBJECTIVES		GRADE LEVEL				
		2	3	4	5	MS
SPEAKING	CM 4.1			I	D	D
	CM 4.2			I	D	D
	CM 4.3			I	D	D
LISTENING	CM 4.4			I	D	D
	CM 4.5			I	D	D
	CM 4.6			I	D	D

WRITING	CM 4.7	Analyze the writing style of scripts (commercials, plays, etc.)			I	D	D
	CM 4.8	Create scripts (commercials, plays, etc.) to communicate ideas and feelings			I	D	D
	CM 4.9	Utilize dialog to develop characters			I	D	D
FIFTH GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
SPEAKING	CM 5.1	Use appropriate oral communication for a variety of purposes, and communicate effectively to establish a relationship with an audience				I	D
	CM 5.2	Participate in a variety of formal/ informal speaking activities, evaluating self and peers on criteria determined by the student or others				I	D
LISTENING	CM 5.3	Demonstrate effective listening behaviors (understanding, organizing, and evaluating information)				I	D
	CM 5.4	Identify the purpose, content, organization, and delivery of oral communication, and evaluate based upon preset criteria developed by teacher and class				I	D
	CM 5.5	Listen to oral directions for understanding and organize directions for doing complex tasks				I	D
WRITING	CM 5.6	Analyze a variety of written genres (Comedy, Satire, Thriller, Action, etc.)				I	D
	CM 5.7	Communicate ideas and feelings through application of a chosen genre				I	D
	CM 5.8	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events				I	D

MIDDLE SCHOOL OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
SPEAKING	CM MS.1	Utilize appropriate oral communication a variety of purposes and communication effectively to establish, build and maintain a relationship with audience					I
	CM MS.2	Participate in a variety of formal/ informal speaking activities evaluating self and peers on criteria determined by the student or others					I
	CM MS.3	Demonstrate the ability to persuade through oral expression by assimilating multiple facts and opinions to support an argument					I
LISTENING	CM MS.4	Demonstrate effective listening skills in formal and informal settings to facilitate communication					I
	CM MS.5	Identify the purposes, content, organization and delivery of oral communication and evaluate based on preset criteria developed by the student					I
	CM MS.6	Listen to oral directions for understanding and organize directions for doing complex tasks					I
WRITING	CM MS.7	Analyze the writing style of arguments and debates					I
	CM MS.8	Write arguments and debates to support claims with clear reasons and relevant evidence to communicate ideas and feelings					I
	CM MS.9	Write over an extended time frame (multiple class times)					I

INSTRUCTIONAL / ASSESSMENT STRATEGIES

Advanced Organizers	Direct Instruction	Metacognition
Active Participation	Drill and Practice	Mind Mapping
Activity Centers	Essays	Mini Lessons
Addressing Special Needs Students	Expository, Narrative, and Persuasive	Miscue Analysis
Addressing Student Learning Styles	Writing	Modeling
Audiotape Readings	Feedback	Monitoring/Adjusting
Author's Chair	Field Trips	Motivation Strategies
Benchmark Testing	Formative Assessments	Nonlinguistic Representations
Book Talks	Four Corners	Note-Taking
Brainstorming	Generating and Testing Hypotheses	Novel Studies
Call out	Graphic Organizers	Oral Reading
Case Studies	Guided Practice	Peer Coaching/Tutoring
Categorizing/Classifying	Hands-On Activities	Pneumonic Device
Checking for Understanding	Identifying Key Words	Portfolios
Choral	Independent Practice	Praise/Recognition
Classroom Routines/Management	Individual Work	Probing Questions
Cloze Procedure	Inquiry	Problem Solving
Comparing Similarities and Differences	Interviewing	QAR-Question and Response
Concept Attainment	Jigsaw	Questioning Strategies
Concept Formation	Journal Writing	Quiet Time/Rest Time
Concept Maps	KWL	Volunteer vs. Non-volunteer
Connect to Prior Knowledge	Learning Centers	RAFT
Considering Multiple Intelligences	Learning Contracts	Read, Reflect, & Respond
Cooperative Learning	Learning Logs	Readers' Theater
Cueing Students	Lecture/Presentation	Reciprocal Teaching
Debates	Listen/Visualize	Research Projects
Demonstration	Literature-Based Instruction	Response Journal
Didactic Questions	Literature Circles	Role Playing
Differentiating Instruction	Manipulatives	Round Robin Reading

Rubrics
Scaffolding
Science Fairs
Self-Monitoring Strategies
Shadowing
Simulations
Small Group Instruction
SQ3R
Story Mapping
Structured Controversy
Student Demonstrations

Student Projects
Student Planners
Student Worksheet
Student Predictions
Summary/Closure
Surveys
Sustained Silent Reading
Talking Circles
Technology
Think Alouds
Think Pair Share

Three Minute Pause
Timed Reading
Visual Imaging
Vocabulary Development
Wait Time
WebQuests
Whole Group Instruction
Writer's Workshop
Word Walls

What Should Be Seen in a Gifted Classroom?	What Should <u>NOT</u> Be Seen in a Gifted Classroom?
<ul style="list-style-type: none"> • Focus on specific and unique identified needs of the gifted students • Focus on the identified learning styles of the student • Focus on CREATING new ideas and products • Focus on analysis, synthesis, and evaluation • Focus on discovery, open-endedness, and reasoning • Focus on specific interests of the gifted child • Focus on identification of real problems, real investigation, and real audiences • Focus on self-understanding • Focus on self-directed learning • Focus on self-initiated, lifelong learning • Focus on creativity • Focus on process skills • Focus on Metacognition • Focus on development of individual strengths and individual interests • Focus on small group and individual investigations 	<ul style="list-style-type: none"> • More of the same kind of work from the regular education program • Focus on the use of activity books and/or the “worksheet” of the day • Focus on recall of facts, information, and knowledge • Focus on pre-packed units and/or mini-units that have no relevance to the needs of the gifted students being served • Focus on hobbies and interests of the teacher of the gifted • Focus on competitions and educational games • Focus on cookbook approaches to classroom activities • Focus on “things” simply because they are not covered in the regular education program • Traditional classroom setting • Focus on a single learning style

--Adapted from “What You Should Not See and What You Should See in the Gifted Classroom” by Conrad Castle, PhD.; Past coordinator of MDE Gifted Education