Mississippi Outcomes for Intellectually Gifted Education Programs

Fifth Grade

Thinking Skills

1 **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.**

1 METACOGNITION

1 Develop and ask hypothetical questions to explore possibilities and test relationships TS 5.1

2 Analyze and establish needs for exploration of chosen topics TS 5.2

2 CONVERGENT THINKING

3 Demonstrate depth of thought in deductive reasoning by evaluating and justifying data that supports logical conclusions drawn TS 5.3

3 CRITICAL THINKING

4 Appraise evaluation techniques for decision making TS 5.4

5 Assess and analyze local, national, and world issues and defend opinions with supporting evidence TS 5.5

6 Appraise implications and consequences of local and national events and decisions TS 5.6

7 Prove or disprove ideas by presenting evidence TS 5.7

Creativity

1 **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).**

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1 CREATIVE THINKING

1 Apply the CPS process to solve an identified problem CR 5.1

1 Identify and define a problem CR 5.1.1

2 Gather ideas and data CR 5.1.2

3 Brainstorm aspects of the problem CR 5.1.3

4 Identify underlying problems or subproblems CR 5.1.4

5 Produce alternative solutions CR 5.1.5

6 Develop criteria for judging solutions CR 5.1.6

7 Evaluate alternative solutions using the criteria CR 5.1.7

8 Select and implement chosen solutions. CR 5.1.8

2 Reframe ideas through various points of view to enhance meaning CR 5.2

3 Examine various meanings, contexts, and points of view including humor and opportunities for change CR 5.3

4 Apply thinking strategies modeled by mentors CR 5.4

2 CREATIVE EXPRESSION

5 Create a product (work of art, design, presentation, or media) to meet an identified goal based on personal interest or subject matter CR 5.5

6 Develop criteria to analyze a work of art, design, or media to meet an identified goal CR 5.6

Information Literacy

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

1 INFORMATION LITERACY

1 Analyze the difference between primary and secondary sources IL 5.1

2 Utilize primary and secondary sources to provide new knowledge or understanding in a particular area IL 5.2

3 Define and identify use of propaganda techniques to clarify ideas, judge information, solve problems, and evaluate reliability of information IL 5.3

4 Assess the validity, reliability, and relevance of the information collected IL 5.4

5 Apply a fundamental understanding of the ethical and legal issues surrounding the access and use of information IL 5.5

Success Skills

1 **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.**

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1 RISK-TAKING SKILLS

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 SS 5.1

2 PERSEVERANCE/TASK COMMITMENT

2 Individually demonstrate the ability to persevere and successfully complete tasks in a timely manner even under adverse circumstances SS 5.2

3 CAREER EXPLORATION

3 Demonstrate and practice the ability to interact in an appropriate manner in a variety of social and business related situations SS 5.3

4 LIFE SKILLS

4 Examine and apply the accepted rules of business protocol in a variety of business and social situations SS 5.4

5 Adapt to varied roles, job responsibilities, schedules, and context SS 5.5

5 COLLABORATION SKILLS

6 As a group leader, effectively work with group members to identify ethical implications of group processes and decisions SS 5.6

7 As a group member, take a stand for personal convictions and demonstrate respect/ tolerance for other points of view SS 5.7

Affective (Social and Emotional) Skills

1 **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.**

1 AFFECTIVE SKILLS

1 Develop and demonstrate appropriate self-efficacy and self-talk AS 5.1

2 Identify and utilize appropriate personal perceptual filters and defense systems for situations AS 5.2

3 Develop and demonstrate a healthy perception of perfectionism in accomplishing tasks AS 5.3

4 Demonstrate an understanding of how attitudes, attention, and commitment can affect one's knowledge and self-control AS 5.4

5 Demonstrate the ability to accept failure as a part of growth AS 5.5

6 Differentiate constructive and destructive criticism AS 5.6

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iiven the need to retrieve and/or disseminate information, the students will elect 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.

1 SPEAKING

1 Use appropriate oral communication for a variety of purposes, and communicate effectively to establish a relationship with an audience CM 5.1

2 Participate in a variety of formal/ informal speaking activities, evaluating self and peers on criteria determined by the student or others CM 5.2

2 LISTENING

3 Demonstrate effective listening behaviors (understanding, organizing, and evaluating information) CM 5.3

4 Identify the purpose, content, organization, and delivery of oral communication, and evaluate based upon preset criteria developed by teacher and class CM 5.4

5 Listen to oral directions for understanding and organize directions for doing complex tasks CM 5.5

3 WRITING

7 Analyze a variety of written genres (Comedy, Satire, Thriller, Action, etc.) CM 5.7

8 Communicate ideas and feelings through application of a chosen genre CM 5.8

9 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events CM 5.9