Mississippi Outcomes for Intellectually Gifted Education Programs

Second 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 Analyze abstract thinking skills modeled by others TS 2.1
  - 2 Compose lower-level questions to develop a foundation for higher-level inquiry TS 2.2
  - 3 Reflect upon learning experiences TS 2.3
- 2 CONVERGENT THINKING
  - 4 Apply analogical thinking to identify relationships between two familiar items or events to identify an unknown TS 2.4
  - 5 Apply deductive reasoning of general to specific information to analyze and organize sets of limited clues and reach logical conclusions TS 2.5
- 3 CRITICAL THINKING
  - 6 Distinguish facts from opinions TS 2.6
  - 7 Inventory, compare, and contrast attributes of varying objects and ideas TS 2.7
  - 8 Identify, analyze, and evaluate information in order to make decisions, solve problems, and establish priorities TS 2.8
  - 9 Appraise implications and consequences of personal actions and decisions TS 2.9

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 Demonstrate fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to a given prompt CR 2.1

2 Demonstrate flexibility by adapting given ideas, thoughts, products, or plans for many different uses CR 2.2

3 Demonstrate originality by using given objects in ways different from their intended purposes CR 2.3

4 Elaborate on given ideas, thoughts, products, or plans to create new possibilities CR 2.4

5 Demonstrate synthesis by combining given ideas, thoughts, products, or plans in unusual ways CR 2.5

2 CREATIVE EXPRESSION

6 Experiment with various materials and tools to create products related to personal interest or subject matter CR 2.6

7 Identify and explain how and where different cultures record and illustrate stories and history of life through art CR 2.7

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 Identify topics for research based on interests IL 2.1

2 Formulate questions for study IL 2.2

3 Analyze topics to determine needed research IL 2.3

4 Interpret research from teacher-approved resources IL 2.4

5 Assemble information to provide new knowledge or understanding in a particular area IL 2.5

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.

1 SUCCESS SKILLS

1 Individually demonstrate the ability to maintain self-control of emotions and actions in a variety of situations SS 2.1

2 Individually identify and assess the merit and or importance of personal characteristics, ideas, interests, preferences, and products SS 2.2

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2 CAREER EXPLORATION

3 Identify occupational areas of personal interest and aptitude through classroom experiences SS 2.3

3 LIFE SKILLS

4 Demonstrate the ability to accept responsibility for given tasks and consequences for actions in a variety of situations SS 2.4

5 Demonstrate the ability to organize, prioritize, and complete tasks in a timely manner SS 2.5

4 COLLABORATION SKILLS

6 As a group leader, effectively work with group members to keep the group on task SS 2.6

7 As a group member, demonstrate effective speaking and listening skills SS 2.7

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 Assess individual learning styles, interests, personality styles, and expression preferences AS 2.1

2 Identify feelings and emotions in self AS 2.2

3 Develop behavioral strategies appropriate to the situation AS 2.3

4 Identify and assess strengths and weaknesses as a baseline for improvement AS 2.4

5 Analyze, evaluate, and respond appropriately to various forms of body language (non-verbal cues) AS 2.5

6 Participate in community-building skills AS 2.6

7 Recognize contributions and achievements of various cultures AS 2.7

Communication Skills

1 **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.**

1 SPEAKING

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

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2 LISTENING

2 Demonstrate effective listening behaviors in formal and informal settings CM 2.2

3 Give appropriate feedback and contributions of relevant information CM 2.3

4 Follow oral directions with three or more steps CM 2.4

3 WRITING

5 Analyze various types of writing (including poetry) CM 2.5

6 Create original written products based on real or imagined circumstances to communicate ideas and feelings CM 2.6

7 Write over short time frames (a single sitting or a few class times) CM 2.7