Mississippi Outcomes for Intellectually Gifted Education Programs

Third 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 Apply abstract thinking skills modeled by others TS 3.1

2 Compose elaborating questions to extend and stretch learning TS 3.2

3 Analyze, reflect upon, and justify learning experiences TS 3.3

4 Observe and analyze reflective thinking modeled by others TS 3.4

2 CONVERGENT THINKING

5 Apply inductive reasoning from specific to general information to predict probable conclusions TS 3.5

6 Apply abstract reasoning to identify relationships in figural analogies from possible options TS 3.6

3 CRITICAL THINKING

7 Construct questions to deepen understanding TS 3.7

8 Classify information into logical categories TS 3.8

9 Discuss and analyze events in the news to develop an awareness of social issues and world cultures TS 3.9

10 Identify and analyze relationship between ideas and data to determine cause and effect of actions and events TS 3.10

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 fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to a selected prompt CR 3.1

2 Apply flexibility by adapting selected ideas, thoughts, products, or plans for many different uses CR 3.2

3 Apply originality by using selected objects in ways different from their intended purposes CR 3.3

4 Apply elaboration to selected ideas, thoughts, products or plans to create new possibilities CR 3.4

5 Apply synthesis by combining selected ideas, thoughts, products or plans in unusual ways (morphological analysis) CR 3.5

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 3.6

7 Demonstrate risk-taking by making predictions and experimenting in an unstructured training situation CR 3.7

8 Demonstrate complexity by organizing logical steps needed to accomplish selected ideas in a training activity CR 3.8

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 3.9

10 Apply methods to overcome creative blocks (Brainstorm, SCAMPER, etc.) CR 3.10

2 CREATIVE EXPRESSION

11 Make, explain, and justify connections between artists and artwork or artwork and history CR 3.11

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 CR 3.12

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.**

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1 INFORMATION LITERACY

1 Examine a historical event or person by analyzing and synthesizing historical information IL 3.1

2 Assemble information by conducting interviews related to research topics IL 3.2

3 Employ various digital tools, media, and strategies to locate and collect accurate and reliable information IL 3.3

4 Create and visually organize information using maps, webs, chronological order, sequence, or compare/ contrast IL 3.4

5 Demonstrate ability to effectively interpret and evaluate information by distinguishing between fact and opinion/ point of view in a variety of situations IL 3.5

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 organize materials, set priorities, and evaluate progress for task completion SS 3.1

2 Individually demonstrate strategies for managing stress, coping with difficulties, and effectively approaching conflict with others SS 3.2

2 CAREER EXPLORATION

3 Identify occupational areas of personal interest and aptitude for possible vocational development SS 3.3

3 LIFE SKILLS

4 Study and apply the accepted rules of etiquette for interpersonal interaction in a variety of social situations SS 3.4

5 Demonstrate initiative in accepting and successfully meeting challenges in a variety of situations SS 3.5

4 COLLABORATION SKILLS

6 As a group leader, effectively work with group members to identify problems, ideas, and solutions SS 3.6

7 As a group member, work collaboratively in a group (know when to speak and know when to listen) SS 3.7

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**

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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 Demonstrate an understanding of personal asynchronous development AS 3.1

2 Understand and analyze feelings and emotions in self AS 3.2

3 Express and manage emotions in positive ways AS 3.3

4 Accept responsibility for choices made AS 3.4

5 Analyze, evaluate, and respond appropriately to various forms of body language (non-verbal cues) AS 3.5

6 Recognize contributions and achievements of various cultures AS 3.6

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 in complete thoughts with clarity to an audience in formal and informal settings CM 3.1

2 Give precise directions and instructions for complex activities CM 3.2

2 LISTENING

3 Demonstrate effective listening behaviors in formal and informal settings CM 3.3

4 Give appropriate feedback and contributions of relevant information CM 3.4

5 Follow oral directions with three or more steps CM 3.5

3 WRITING

6 Analyze informal writing styles (essays, journals, diaries, and blogs) CM 3.6

7 Utilize informal writing styles (essays, journals, diaries, and blogs) to communicate ideas and feelings CM 3.7

8 Support opinions with written reasoning based on facts CM 3.8