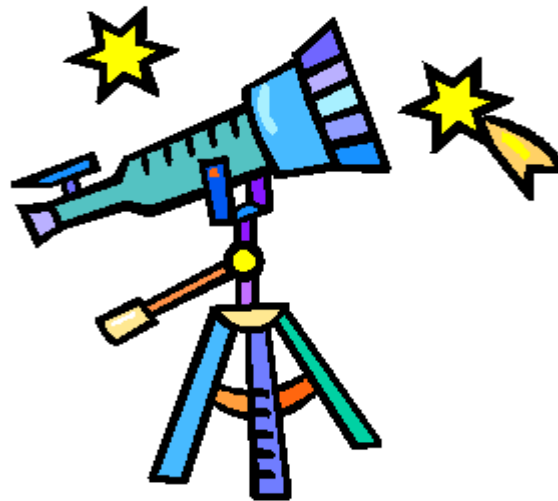


Picayune School District

Gifted Program

Instructional Management Plan



FOCUS

Fostering Originality, Creativity, Unique ideas, and Self direction

School board Approved. August 22, 2017

Policies and Procedures
Picayune School District Gifted Education Program
For Intellectually Gifted

MISSION STATEMENT

The primary outcome for the Picayune School District Gifted Education Program is Metacognition, a process skill requiring mastery of and use of many other process skills. Metacognition is the ability to understand one's own thinking processes combined with the ability to bring together one's total learning experiences (cognitive and affective) to bear on a new situation, enabling one to appropriately apply that understanding to and empower the new endeavor, action responsibly to enjoy the self-motivated discovery of new ideas and or solutions.

INSTRUCTIONAL MANAGEMENT PLAN

The Picayune School District Gifted Education Instructional Management Plan (IMP) provides six major Outcome categories as a way to help organize the thoughts/ideas that are encompassed by and contribute to the development and working understanding of the metacognitive process. These categories are: Thinking Skills, Creativity, Information Literacy, Success Skills, Affective Skills, and Communication Skills. The IMP is flexible in that it recognizes the strengths, needs, and interests of the student and provides challenging learning opportunities reflective of these areas. The IMP includes the components of the Mississippi Gifted Education Program Outcomes. Outcomes are taught in accordance with the Scope and Sequence for each grade level.

Students are evaluated on their performance in the Gifted Education Program. Students receive a performance report for the gifted program, which evaluates their performance on various skills with a ranking system of 1—3 (Not Yet to Exceed Expectations). Students will receive Gifted Performance Report in the first week of November and February.

A committee shall meet at least annually to reassess each gifted student's continuation in the gifted program. The committee must include at least the student's teacher of the gifted and a designated administrative representative. Documentation of the meeting must be maintained and must 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, students should remain in the gifted program as long as they are being successful in the program. Grades and/or success in the regular education program are the responsibility of the regular classroom teachers and should not be considered as a reason for removal from the gifted program. Should the committee determine that a student should exit the program due to lack of progress in the program and/or unsatisfactory participation in the program, the student's parents will be notified in writing and given the opportunity to discuss the decision with the committee before the student is removed. Should the parents not agree to the removal of the student from the program, the local district shall grant the parents a hearing.

Gifted Education

Competencies

<p style="text-align: center;">THINKING SKILLS</p> <p>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.</p>	<p style="text-align: center;">CREATIVITY</p> <p>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).</p>
<p style="text-align: center;">INFORMATION LITERACY</p> <p>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.</p>	<p style="text-align: center;">COMMUNICATION SKILLS</p> <p>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.</p>
<p style="text-align: center;">AFFECTIVE SKILLS</p> <p>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.</p>	<p style="text-align: center;">SUCCESS SKILLS</p> <p>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.</p>

Thinking Skills

Suggested Activities	Resources
<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Explain each step of the model and what each step means 2. Use questioning techniques to stimulate group discussions 3. Direct students to create lists for comparison and contrast 4. Hand out lists of trigger words for developing questions based on Bloom's Taxonomy 5. Direct students to write questions based on Bloom's Taxonomy in their interest areas. 	<p>Resources may include, but are not limited to:</p> <p>Bloom's Taxonomy</p> <p>Resource manuals</p> <ul style="list-style-type: none"> • <i>Critical Thinking Across the Curriculum</i> • <i>Critical Thinking for Multiple Learning Styles</i> • <i>Able & Ambitious Projects</i> • <i>The Wonder of Magic Squares</i> • <i>Challenge Boxes</i> • <i>SeaPerch</i> • <i>Bloom's Taxonomy...At a Glance</i> • <i>Manipulating Bloom's Taxonomy</i> • <i>What If?</i>

Suggested Activities	Resources
<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Explain the differences in inductive and deductive reasoning 2. Allow students to generate examples from real life situations. 3. Direct students in using the inductive reasoning chart. 	<p>Resources may include, but are not limited to:</p> <p>Bloom's Taxonomy</p> <p>Resource manuals</p> <ul style="list-style-type: none"> • <i>Brain Benders for Beginners</i> • <i>Discovering Logic</i> • <i>Critical Thinking Grades 4 - 6</i> • <i>The Ambidextrous Mind Book</i> • <i>Primarily Thinking</i> • <i>Critical Thinking Across the Curriculum</i> • <i>Fascinating Fibonacci's</i>

Suggested Activities	Resources
<p>The teacher will.</p> <ol style="list-style-type: none"> 1. Define deductive reasoning 2. Explain the deductive reasoning process by utilizing a diagram of Bloom's Taxonomy 3. Explain the differences inductive and inductive reasoning 4. Provide opportunities for the students to use the various steps involved 	<p>Resources may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>Quizzles</i> • <i>Venn Perplexors – Rhyme and Reason</i> • <i>Brain Benders</i> • <i>Critical Thinking Activities</i> • <i>Orbiting With Logic</i> • <i>Logic, Anyone?</i> • <i>Daily Brain Starters</i> • <i>Smart Snips</i> • <i>What If?</i>

Suggested Activities	Resources
<p>The teacher will.</p> <p>Provide activities that include:</p> <ul style="list-style-type: none"> • Shape analysis and matching • Finding and combining shapes • Evaluation and producing equal shapes • Recognition of shapes necessary to complete a whole figure • Reducing or enlarging shapes • Symmetry • Recognizing the next figure in a sequence • Producing the next shape in a sequence • Recognizing rotation and reflection of plane and solid figures • Paper folding • Pattern folding 	<p>Resources may include, but are not limited to:</p> <ul style="list-style-type: none"> • Venn Diagrams • Origami patterns • Midwest Publications: <ul style="list-style-type: none"> <i>Figural Classifications</i> <i>Figural Analogies</i> <i>Building Thinking Skills</i> • <i>Introduction to Tessellations</i> • <i>Teaching Tessellating Art</i> • <i>Tessellation Winners</i> • <i>Graphic Organizers</i> • <i>Line Designs</i> • <i>Venn Perplexors – Rhyme and Reason</i>

Suggested Activities	Resources
<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Explain skillful predictions 2. Discuss why skillful predictions are necessary for creating a better future 3. Explain the three common defaults in the way we make predictions: <ul style="list-style-type: none"> • We don't raise questions about what might happen as the result of a particular circumstance • We don't consider how likely our predictions are • We don't take into account all the relevant evidence 4. Facilitate brainstorming sessions which will stress possible, probable, and preferable futures 	<p>Resources may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>25 Real Life Math Investigations</i> • <i>Exploring the Future: Basic Skills and Activities for the Futuristic Thinker</i> • <i>Future Pathways</i> • <i>The Future Traveler</i> • <i>Creative Ventures: The Future</i> • <i>Statistics for Kids Grades 4 - 6</i>

Creativity

Suggested Activities	Resources
<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Define and explain the terms; fluency, flexibility, originality, and elaboration 2. Provide activities within the various units of study to develop all of the skills of creative thinking. 	<p>Resources may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>Flights of Fantasy</i> • <i>Creativity Calendar</i> • <i>Sunflowering</i> • <i>Thinking Creatively with Sounds and Words</i> • <i>The Ambidextrous Mind Book</i> • <i>Creative X4</i> • <i>Surprise in the Middle</i> • <i>My Personal Projects</i> • <i>Gerful</i>

Suggested Activities	Resources
<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Explain the components of visual thinking; seeing, imagining, and drawing 2. Provide problems or puzzles that involve application of spatial perception skills 3. Provide Activities that require students to imagine 	<p>Resources may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>Imaging: A Different Way of Thinking</i> • <i>Flights of Fantasy</i> • <i>Sunflowering</i> • <i>Curriculum Capers</i> • <i>What If?</i> • <i>My Personal Projects</i>

Suggested Activities	Resources
<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Guide the student through the steps of attribute listing 2. Provide opportunities for the student to identify the attributes of a product, process, or problem 3. Provide opportunities for the student to develop and transfer the identified attributes to increase the student's creativity 	<p>Resources may include, but are not limited to:</p> <ul style="list-style-type: none"> • Divergent Questioning Model • <i>Logic, Anyone?</i> • <i>Fingerprinting</i> • <i>Thinking Tasks: Critical Thinking Activities</i> • <i>Creativity Calendar</i> • <i>What If?</i>

Suggested Activities	Resources
<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Discuss the elements of art, principles of designs, and the variety of mediums used by artists 2. Provide opportunities for the student to research, compare, and critique periods of art and artists. 3. Allow student to choose an artist to research within his/her own interest. 4. Allow students to design and create artwork. 5. Provide students with the opportunities to experience the performing arts. 	<p>Resources may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>Art Throughout the Ages</i> • New Orleans Museum of Art • Walter Anderson Museum • Lauren Rogers Museum • Ohr-O'Keefe Museum of Art • <i>Famous Artists</i> • <i>How to Teach Art to Children</i> • <i>The Big Messy Art Book</i> • <i>Focus on Artists</i> • High School Drama Club

Suggested Activities	Resources
<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Guide the student through the steps of Creative Problem Solving 2. Provide opportunities to analyze situations to determine the problem 3. Provide opportunities to synthesize solutions 4. Provide opportunities to determine criteria by which to evaluate the possible solutions 5. Provide opportunities to formulate plans with consideration of possible consequences 	<p>Resources may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>Primarily Problem Solving</i> • <i>Creative Problem Solving for Kids</i> • <i>What If?</i> • <i>SeaPerch</i>

Suggested Activities	Resources
<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Introduce the four affective behaviors of Williams' Model (curiosity, risk taking, complexity, imagination) 2. Provide activities in which the student will be able to identify the four behaviors in self and others. 3. Introduce the elements of simulations: <ol style="list-style-type: none"> a. Statement of problem b. objectives of the game c. scenarios d. characters and then goals e. point in time f. resources g. rules and then administration h. evaluation and feedback 4. Provide simulation activities in which the students participate 	<p>Resources may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>The Gifted Kid's Survival Guide</i> • <i>Classroom Ideas for Encouraging Thinking and Feeling</i> • <i>Taming Butterflies</i> • <i>Stories From Beyond the Double Rainbow</i> • <i>Connecting Rainbows</i> • Simulations: <i>King Lexicon</i> <i>Greek Forum</i>

Information Literacy

Suggested Activities	Resources
<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Explain the differences in the three basic types of research: <ul style="list-style-type: none"> • Definitional or descriptive • Historical • Experimental or projective 2. Allow each student to choose a research topic within his/her own interest area 3. Help the student work through the research process 4. Allow students to present their findings and conclusions in a creative manner to an audience 5. Assist the student in the evaluation of their finished product and the formulation of plans for future investigation 	<p>Resources may include, but are not limited to:</p> <ul style="list-style-type: none"> • Library reference materials • Classroom reference materials • Internet references • Expert speakers • Field trips • <i>Independent Study Program</i> • <i>Primary Independent Study</i> • <i>How to Become An Expert</i> • <i>Creative Investigations</i> • <i>The Do-It-Yourself Project Book</i> • <i>101 Product Ideas</i> • <i>Project Planner</i> • <i>Painless Research Projects</i>

Communication Skills

Suggested Activities	Resources
<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Define and guide the students through the live stages of listening 2. Provide students with ample opportunity to practice good listening skills 3. Have students role play good listening skills and inappropriate listening skills 	<p>Resources may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>MSDE's Suggested Teaching Strategies Notebook Activities</i> • <i>Play by the Rules</i> • <i>Smart Steps</i> • <i>Listening: The Basic Connection</i> • <i>Developing Listening Skills</i>

Suggested Activities	Resources
<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Explain the definition of propaganda 2. Explain the role of personal bias used in propaganda 3. Discuss the importance of learning how to recognize and identify propaganda techniques and personal bias 4. Provide opportunities for the exploration of a variety of propaganda techniques such as bandwagon, testimonial, name calling, glittering generality, and appeal to emotions 	<p>Resources may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>Psychology for Kids, Books I and II</i> • <i>Building Communication Skills</i> • <i>More Effective Communication</i> • <i>Critical Viewing</i>

Suggested Activities	Resources
<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Provide students with the debate model and lead a group discussion of the model 2. Provide opportunities for the students to participate in debates, both individually and as a team 	<p>Resources may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>You Be the Judge</i> • <i>Psychology for Kids, Books I and II</i> • <i>More Effective Communication</i> • <i>Connecting Rainbows</i> • <i>On Trial: Criminal Trial Simulation</i>

Suggested Activities	Resources
<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Provide informal opportunities for the students to speak in front of the class 2. Identify and explain the characteristics of a variety of types of speeches, such as: <ul style="list-style-type: none"> • Speech of introduction • Speech to persuade • Speech to inform • Speech to present an award • Speech to receive an award • Speech to demonstrate 3. Provide opportunities for the student to research, write, and deliver a variety of speeches 	<p>Resources may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>Speakers Club</i> • <i>Developing Speaking Skills</i> • <i>Effective Communication: Handbook of Discussion</i> • <i>Interaction: More Effective Communication</i> • <i>Teach Speech: Oral Presentation Strategies</i> • <i>Building Communication Skills</i>

Suggested Activities	Resources
<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Explain the importance of following a writing process 2. Provide students with the opportunity to use the writing process in completing a variety of writing activities 3. Provide opportunities for the student to research, write and deliver a variety of speeches 	<p>Resources may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>Art and Writing Throughout the Year</i> • <i>Daily Writing Activities</i> • <i>If You're Trying to Teach Kids to Write</i> • <i>Paper, Pen, and Think</i> • <i>Writing is Too Fun!</i> • <i>Writing Brainstorms</i> • <i>Think!Draw!Write! Level 2</i> • <i>Imagine and Write</i> • <i>Poetivities</i> • <i>Calliope</i>

Affective Skills

Suggested Activities	Resources
<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Define moods, temperaments, motivations, and intentions 2. Initiate discussions/activities that allow the students to identify the moods, motivations, temperaments, and intentions of others 3. Allow the students to perform role playing demonstrations that depict people's motivations, moods, temperaments, and intentions. 4. During role play, the students will utilize words, facial expressions, and/or body language. 	<p>Resources may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>I've Got Me and I'm Glad</i> • <i>Classroom Ideas for Encouraging Thinking and Feeling</i> • <i>Feeling Good About Yourself</i> • <i>The Gifted Kid's Survival Guide</i> • <i>Connecting Rainbows</i>

Suggested Activities	Resources
<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Define risk taking as having the courage to: <ul style="list-style-type: none"> • Be open to criticism • Give input • Work under unstructured situations • Defend ideas 2. Provide risk-taking opportunities 3. Facilitate debate of pros and cons 	<p>Resources may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>Building Communication Skills</i> • <i>Feeling Good About Yourself</i> • <i>Hard Choices: Ethics, Dilemmas, and Points of View</i> • <i>Investigating Morals and Values in Today's Society</i>

Success Skills

Suggested Activities	Resources
<p>The teacher will:</p> <ol style="list-style-type: none">1. Explain the differences between:<ul style="list-style-type: none">• career• occupation• job2. Provide a wide variety of typical and atypical careers.3. Allow each student to choose a career to research within his/her own interest area4. Assist the student in the evaluation of their finished product and the formulation of plans for future investigation	<p>Resources may include, but are not limited to:</p> <ul style="list-style-type: none">• http://www.vacareerview.org/careers• Stennis Space Center• University of Southern Mississippi• <i>Girls and Young Women Entrepreneurs</i>• Guest Speakers• Job Shadowing

Suggested Activities	Resources
<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Lead the class in an understanding of the definition of leader, leadership, and the functions of a leader 2. Explain the three types of leaders legal, traditional, and charismatic 3. Define three styles of leadership: participative or democratic, dictatorial or autocratic, and free rein or laissez faire 4. Provide students with opportunities to recognize their own leadership styles and the leadership styles of others 5. Provide opportunities for students to practice effective leadership techniques 6. Present real and fictitious situations in which students utilize the Hersey and Blanchard model to diagnose, adapt, and communicate with the group 	<p>Resources may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>Leadership Skills Inventory</i> • <i>Leadership Skills Activity Book</i> • <i>Creative Encounters With Creative People</i> • <i>Twentieth Century Leaders</i> • <i>DISC Personality Profile</i>

Scope and Sequence

I = Introduce

D= Developing

E = Exemplary

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

CREATIVE EXPRESSION <i>Visual and Performing Arts</i>	CR 3.11 Make, explain, and justify connections between artists and artwork or artwork and history		I	D	D	E
	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		I	D	D	E
FOURTH GRADE OBJECTIVES		GRADE LEVEL				
		2	3	4	5	MS
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			I	D	D
	CR 4.2 Apply flexibility by adapting generated ideas, thoughts, products, or plans for many different creative uses to solve a given problem			I	D	D
	CR 4.3 Apply originality in generating original ideas or alternative solutions to given problems			I	D	D
	CR 4.4 Elaborate on identified ideas, thoughts, products or plans to solve a given problem			I	D	D
	CR 4.5 Apply curiosity in compiling questions to be answered to solve a given problem			I	D	D
	CR 4.6 Apply risk-taking by making predictions and experimenting in an unstructured setting to solve a given problem			I	D	D
	CR 4.7 Apply complexity of thought to organize logical steps needed to solve a given problem			I	D	D
	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			I	D	D
	CR 4.9 Demonstrate the ability to follow the Creative Problem Solving (CPS) process to solve a given problem 1. Identify and define a problem 2. Gather ideas and data 3. Brainstorm aspects of the problem 4. Identify underlying problems or sub-problems			I	D	D

	<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

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 Communicate in complete thoughts with clarity to an audience in formal and informal settings		I	D	D	E
	CM 3.2 Give precise directions and instructions for complex activities		I	D	D	E
LISTENING	CM 3.3 Demonstrate effective listening behaviors in formal and informal settings		I	D	D	E
	CM 3.4 Give appropriate feedback and contributions of relevant information		I	D	D	E
	CM 3.5 Follow oral directions with three or more steps		I	D	D	E
WRITING	CM 3.6 Analyze informal writing styles (essays, journals, diaries, and blogs)		I	D	D	E
	CM 3.7 Utilize informal writing styles (essays, journals, diaries, and blogs) to communicate ideas and feelings		I	D	D	E
	CM 3.8 Support opinions with written reasoning based on facts		I	D	D	E
FOURTH GRADE OBJECTIVES		GRADE LEVEL				
		2	3	4	5	MS
SPEAKING	CM 4.1 Communicate complete thoughts and information with clarity to an appropriate audience			I	D	D
	CM 4.2 Give precise instructions for complex tasks and self-evaluate utilizing preset criteria			I	D	D
	CM 4.3 Participate in a variety of formal/ informal speaking activities and self-evaluate utilizing preset criteria			I	D	D
LISTENING	CM 4.4 Demonstrate effective listening behaviors in formal and informal settings			I	D	D
	CM 4.5 Identify the purpose, content, organization, and delivery of oral communication and evaluate based upon preset criteria developed by teacher and class			I	D	D
	CM 4.6 Listen to oral directions for understanding and organize directions for complex tasks			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
		GRADE LEVEL				
FIFTH GRADE OBJECTIVES		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