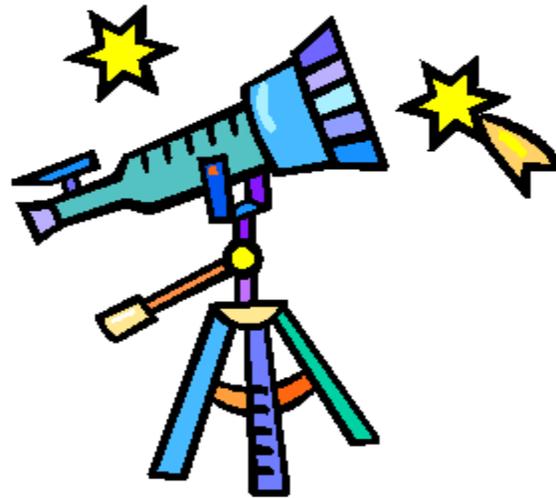


Picayune School District

Gifted Program

Instructional Management Plan



FOCUS

Fostering Originality, Creativity, Unique ideas, and Self direction

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 five major Outcome categories as a way to help organize the thoughts/ideas that are encompassed by and contribute to the development of working understanding of the metacognitive process. These categories are: Thinking Skills, Creativity, Leadership and Self-Concept, Communication, and Research and Independent Study. The IMP is flexible in that it recognizes the strengths, needs, and interests of the student and provides challenging learning opportunities reflecting these areas. The IMP includes the components of the Mississippi Gifted Education Program Standard and program outcomes for the specific program.

Students are evaluated on their performance in the Gifted Education Program. Students receive a separate report card for the gifted program, which evaluates their performance on various skills with a ranking system of 1—5 (Unsatisfactory to Outstanding). In the event a student fails to make progress or exhibits unsatisfactory participation in the program as indicated on the report card (56 or below), the student will be placed on probation for the next nine week period. Probationary status will be indicated on the report card. At this time, an intervention meeting will be scheduled.

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 students in grades four (4) through six (6) will be required each year to complete an independent project. The student will be allowed to pursue an in depth investigation of an area of special interest under the supervision of a teacher certified in gifted education. Guidelines for the completion of this project are described by the district's approved curriculum.

THINKING SKILLS

DEFINITION: Given the 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 beliefs and what is true from his/her understanding of what is logically and realistically possible.

Sub-categories

Higher Order Thinking Skills

Inductive Reasoning

Deductive Reasoning

Figural Reasoning

Probability and Prediction

CREATIVITY

DEFINITION: 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 solutions(s).

Sub-categories

Fluency, Flexibility, Originality, Elaboration (FFOE)

Visualization

Attribute Listing

Creative Problem Solving

Morphological Analysis

LEADERSHIP AND SELF-CONCEPT

DEFINITION: Given a real problem, the student will, as a group leader, select an appropriate leadership style and effectively work with group members identifying group goals and objectives, generating ideas for possible solutions, developing strategies for obtaining acceptance for the solutions(s), keeping the group on task, identifying ethical implications of the process and decision(s) of the group, using effective communication skills and appropriate interpersonal skills. As a member of a group (other than the leader), the student will participate in selecting group goals and objectives, generating ideas for the solution(s), using interpersonal skills and effective communication skills to try to gain acceptance for the idea(s) the students consider to be best, taking a stand for personal convictions, recognizing and pointing out to others in the group the ethical implications of the idea(s) being considered, and effectively working toward the agreed upon goals and objectives of the group.

Sub-categories

Effective Interpersonal Relationship Skills

Risk-taking

Respect for the Viewpoints of Others

Recognize a Variety of Leadership Styles

COMMUNICATION

DEFINITION: Given the need to retrieve and or disseminate information, the student will select and utilize the most appropriate media based upon available resources, technology, audience, and time available, for the most effective communication of information.

Sub-categories

Listening Skills

Identification of Bias (Propaganda Techniques)

Debating Skills (Arguing Both Sides of an Issue)

Effective Speaking Skills

Effective Written Expression

RESEARCH AND INDEPENDENT STUDY

RESEARCH

DEFINITION: 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(s), and present the results before an authentic audience.

INDEPENDENT STUDY:

DEFINITION:

Given an area of intense interest, the student will develop and in-depth investigation, producing a product appropriate to the design and area studied and will evaluate the product, determining how the investigation could be improved.

Sub-categories

Research Skills

Propose and Conduct a Research Plan

Create the Most Effective Presentation

Evaluate the Presentation

Formulate Plans for Future Investigations

CAREER EXPLORATION

CAREER:

DEFINITION: Career exploration is the students' process of finding a rewarding career path by pursuing personal interests, asking informative and probing questions, evaluating strengths and weaknesses, developing outstanding products of their creative intelligence, and critically examining the complexity of knowledge in the world. *Source: Florida Frameworks for K-12 Gifted Learners*

Sub-categories

Talent Assessment

Career Research Skills

Create the Most Effective Presentation

Evaluate the Presentation

Resume Development

VISUAL AND PERFORMING ARTS

VISUAL AND PERFORMING ARTS:

DEFINITION: As additional avenues to communicate ideas, events and beliefs, the student will be able to incorporate the visual and performing arts through the art disciplines, drama performances, visualization exercises and apply these techniques via art/drama/music as they create products incorporating various learning styles and technology skills.

Sub-categories

Visual Arts

Elements of Art

Principles of Design

Performing Arts

Research Skills

Thinking Skills

HIGHER ORDER THINKING SKILLS

Objectives	Suggested Activities	Resources
<p>The student will:</p> <ol style="list-style-type: none"> 1. Experience through explanation and application all levels of Bloom's Taxonomy 2. Understand the meaning of each level in Bloom's Taxonomy 3. Recognize and identify each level of Bloom's Taxonomy 4. Create a more in-depth understanding of his/her own thinking processes 5. Use rubrics and other measures to evaluate his/her performance in this area 	<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>

Thinking Skills

INDUCTIVE REASONING

Objectives	Suggested Activities	Resources
<p>The student will:</p> <ol style="list-style-type: none"> 1. List data, group items, and categorize groups (Concept formation) 2. Interpret, infer, and generalize data (Interpretation of data) 3. Use skills of predication, justification, and verification (Application of Principles) 4. Use rubrics and other measures to evaluate his/her performance in this area 	<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> • <i>The Thinking Bag</i> • <i>Curriculum Capers</i>

Thinking Skills

DEDUCTIVE REASONING

Objectives	Suggested Activities	Resources
<p>The student will:</p> <ol style="list-style-type: none">1. Identify the generalization related to the situation being considered2. Identify all components that must be in place for the generalization to apply3. Identify data, cases, and/or evidence which supports the generalization4. Assess the quality of data, cases, or evidence for each generalization5. Identify the specifics that you infer to be true based on the generalization or principles	<p>The teacher will:</p> <ol style="list-style-type: none">1. Define deductive reasoning2. Explain the deductive reasoning process by utilizing a diagram of Bloom's Taxonomy3. Explain the differences inductive and inductive reasoning4. 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>Quizzes</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>

Thinking Skills

FIGURAL REASONING

Objectives	Suggested Activities	Resources
<p>The student will:</p> <ol style="list-style-type: none"> 1. Exercise cognition in selecting the correct shape among subtly different ones (Figural Similarities) 2. Practice a variety of skills in sequencing , adding or subtracting detail in figures, changing size, shape or color of figures in a sequence, rotation and reflection of shapes and rearrangement of figures in a sequence (Figural Sequences) 3. Organize object by similar characteristics (Figural Classification) 4. Analyze the components, recognize the relationships and complete analogies by selecting and/or drawing the missing figure (Figural Analogies) 5. Use rubrics or other measures to evaluate his/her performance in this area 	<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: <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 Plexors – Rhyme and Reason</i>

Thinking Skills

PROBABILITY AND PREDICTION

Objectives	Suggested Activities	Resources
<p>The student will:</p> <ol style="list-style-type: none"> 1. Understand the need for making skillful predictions 2. Recognize common defaults in the way we make predictions 3. Identify three types of predictions: <ul style="list-style-type: none"> • Predicting trends and general conditions • Predicting the effects of a particular event • Predicting the consequences of options 4. Experience, through explanation and application, the sequence of important questions used in making skillful predictions 5. Create a more in depth understanding of how the changes we make today can create a better future 6. Use rubrics and other measure to evaluate his/her performance in this area 	<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

FLUENCY/FLEXIBILITY/ORIGINALITY/ELABORATION

Objectives	Suggested Activities	Resources
<p>The student will:</p> <ol style="list-style-type: none"> 1. Generate a number of ideas or responses (Fluency) 2. Change the way one approaches a problem or the way one perceives a situation (Flexibility) 3. Think of fresh, clever, unique, or unusual ideas (Originality) 4. Expand, develop or embellish a single idea by making changes or adding details (Elaboration) 5. Use rubrics and other measures to evaluate his/her performance in this area. 	<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>

Creativity

VISUALIZATION

Objectives	Suggested Activities	Resources
<p>The student will:</p> <ol style="list-style-type: none">1. Be able to use three kinds of visual imagery<ul style="list-style-type: none">• Thinking in context of seeing (seeing images)• Turning attention inward (Imagine when dreaming)• Expressing visual ideas graphically (Drawing, doodling, sketching)2. Use rubrics and other measures to evaluate his/her performance in this area	<p>The teacher will:</p> <ol style="list-style-type: none">1. Explain the components of visual thinking; seeing, imagining, and drawing2. Provide problems or puzzles that involve application of spatial perception skills3. 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>

Creativity

ATTRIBUTE LISTING

Objectives	Suggested Activities	Resources
<p>The student will:</p> <ol style="list-style-type: none">1. Identify the qualities, characteristics, and parts of a product, process, person, or problem2. Develop or modify attributes of a product, process, or problem3. Transfer attributes of a product, process, or problem to another4. Understand how attribute listing can increase a person's creativity5. Use rubrics and other measures to evaluate his/her performance in this area	<p>The teacher will:</p> <ol style="list-style-type: none">1. Guide the student through the steps of attribute listing2. Provide opportunities for the student to identify the attributes of a product, process, or problem3. 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>

Creativity

CREATIVE PROBLEM SOLVING

Objectives	Suggested Activities	Resources
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify the implied problem (Mess-finding) 2. List attributes, characteristics, and factors of the situation (Fact-finding) 3. Recognize and identify the “hidden” or real problem (Problem-finding) 4. Brainstorm a list of ideas and/or solutions to the problem (Idea-finding) 5. Generate criteria for evaluating ideas, proposed solutions, or courses of action (Solution-finding) 6. Use established criteria to evaluate and predict consequences of proposed solutions (Acceptance-finding) 7. Use rubrics and other measures to evaluate his/her performance in this area. 	<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>

Leadership and Self-Concept

EFFECTIVE INTERPERSONAL RELATIONSHIP SKILLS

Objectives	Suggested Activities	Resources
<p>The student will:</p> <ol style="list-style-type: none"> 1. Understand the moods, temperaments, motivations and intentions of others. 2. Examine the possible motivation and feelings of all people involved in conflict situations before making judgments about their actions or suggesting alternatives 3. Brainstorm words, facial expressions, and body language, which say one thing and mean another 4. Use rubrics and other measures to evaluate his/her performance 	<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>

Leadership and Self-Concept

RISK TAKING

Objectives	Suggested Activities	Resources
<p>The student will:</p> <ol style="list-style-type: none"> 1. Define risk taking 2. Deal appropriately with failure and criticism 3. Defend own ideas 4. Develop an understanding of the role risk taking plays in making future changes 5. Identify individuals who are/were risk takers and determine which of the four characteristics each person demonstrates 6. Use rubrics and other measures to evaluate his/her performance in this area. 	<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>

Leadership and Self-Concept

RESPECT FOR THE VIEWPOINTS OF OTHERS

Objectives	Suggested Activities	Resources
<p>The student will:</p> <ol style="list-style-type: none"> 1. Experience through explanation and application, all levels of Williams' Model: curiosity, risk taking, complexity, and imagination 2. Understand the meaning of each level in Williams' Model 3. Recognize and identify each level of Williams' Model as it is being used by himself/herself and/or others 4. Create a more in-depth understanding of his/her own thinking processes 5. Use rubrics and other measures to evaluate his/her performance in this area. 	<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>

Leadership and Self-Concept

RECOGNIZING A VARIETY OF LEADERSHIP STYLES

Objectives	Suggested Activities	Resources
<p>The student will:</p> <ol style="list-style-type: none"> 1. Define the functions of a leader 2. Identify three types of leaders 3. Identify three styles of leadership 4. Use Hersey and Blanchard's model for working in a group situation 5. Be aware of group behaviors in themselves and others which enable or hinder the progress of the group. 6. Use rubrics and other measures to evaluate his/her performance in this area 	<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>

Communication Skills

LISTENING SKILLS

Objectives	Suggested Activities	Resources
<p>The student will:</p> <ol style="list-style-type: none">1. Identify and define good listening skills2. Practice good listening skills by<ul style="list-style-type: none">• Sitting up straight• Looking at the person who is talking• Keeping a pleasant face• Thinking about what is being said• Not interrupting3. Identify and discuss situations when he/she practiced good listening skills and /or poor listening skills4. Correctly interpret body language and social cues5. Use rubrics and other measures to evaluate his/her performance in this area	<p>The teacher will:</p> <ol style="list-style-type: none">1. Define and guide the students through the live stages of listening2. Provide students with ample opportunity to practice good listening skills3. 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>

Communication Skills

IDENTIFICATION OF BIAS (PROPAGANDA TECHNIQUES)

Objectives	Suggested Activities	Resources
<p>The student will:</p> <ol style="list-style-type: none"> 1. Recognize that facts or knowledge may be tentative and biased 2. Develop skills in recognizing and eliminating bias from fact 3. Identify the pros and cons of bias in various situations 4. Discuss how opinions, attitudes, motivations, and/or behaviors can create bias 5. Identify the biases of various individuals 6. Use rubrics and other measures to evaluate his/her performance in this area 	<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>

Communication Skills

DEBATING SKILLS (ARGUING BOTH SIDES OF AN ISSUE)

Objectives	Suggested Activities	Resources
<p>The student will:</p> <ol style="list-style-type: none"> 1. Define and explain the importance of, and difference between, debate and discussion 2. Define and explain the terms used in debate 3. Identify possible arguments for and against a given proposition 4. Use reasoning skills and other thinking skills to form logical conclusions 5. Use rubrics and other measures to evaluate his/her performance in this area 	<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>

Communication Skills

EFFECTIVE SPEAKING SKILLS

Objectives	Suggested Activities	Resources
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify the characteristics of an effective speaker 2. Practice effective speaking by: <ul style="list-style-type: none"> • Maintaining good rapport with eye contact • Being enthusiastic • Using an appropriate level and rate • Employing good posture 3. Write and deliver a variety of types of speeches 4. Develop confidence in speaking in public 5. Use rubrics and other measures to evaluate his/her performance in this area 	<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>

Communication Skills

EFFECTIVE WRITTEN EXPRESSION

Objectives	Suggested Activities	Resources
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify and define the steps in the process of writing 2. Practice effective writing skills by: <ul style="list-style-type: none"> • Prewriting • Drafting • Revising • Proofreading/Editing • Publishing 3. Use rubrics and other measures to evaluate his/her performance in this area 	<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>

RESEARCH AND INDEPENDENT STUDY SKILLS

Objectives	Suggested Activities	Resources
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify the three basic types of research 2. Propose and conduct a research plan by: <ul style="list-style-type: none"> • Identifying a research topic • Developing questions related to the topic • Identifying and utilizing appropriate resources • Collecting, organizing, and synthesizing information related to the research topic • Presenting their findings to an appropriate audience • Evaluating their presentation with criteria set by the student researcher 3. Use rubrics and other measures to evaluate his/her performance in this area 	<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>

CAREER EXPLORATION

Objectives	Suggested Activities	Resources
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify the differences between career, occupation, and job. 2. Propose and conduct a research plan for chosen career. 3. Use rubrics and other measures to evaluate his/her performance in this area 4. Identify skills necessary for professional performance in a field of study 	<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Explain the differences between. <ul style="list-style-type: none"> • career • occupation • job 2. Provide a wide variety of typical and atypical careers. 3. Allow each student to choose a career to research within his/her own interest area 4. 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

VISUAL AND PERFORMING ARTS

Objectives	Suggested Activities	Resources
<p>The student will:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding and appreciation for the creative/visual arts. 2. Research, compare, and critique periods of art and the works of a variety of artists. 3. Study the art elements and a variety of mediums. 4. Design and create artwork using the elements of art and a variety of mediums. 5. View, summarize, and compare performing art experiences. 6. Apply creative expression through performing arts experiences. 7. Use rubrics and other measures to evaluate his/her performance in this area. 	<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

UNITS OF STUDY

To insure continuity within the district, the following broad units are used to teach process skills in the Picayune School District Gifted Education Program.

Units vary, but may include:

Grades 2 & 3

Mexico, Fairy Tales, Australia, Greek Forum (Public Speaking Simulation), Snakes

Grades 4, 5, & 6

Economics, Egypt, Primates, India, Space, King Lexicon/Middle Ages, Japan, Birds (Dictionary Simulation)

Optional units may include but not be limited to the following:

Human Body, Christopher Columbus, Human Brain, Art, Bubble-ology, Color, Robotics, Native Americans, Explorers, U.S. Presidents, Weather, Scientific Method, Forensic Science, Fingerprinting, Insects, Election

Scope and Sequence

UNITS	2 - 3 Grade						4 - 6 Grade									
	Fairy Tales	Columbus	Mexico	Australia	Greek Forum	Snakes	Economics	Egypt	Primates	India	Space	SeaPerch	King Lexicon Middle Ages	Color/Art	Birds	Japan
THINKING SKILLS																
Higher Order Thinking Skills	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Inductive Reasoning	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Deductive Reasoning	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Figural Reasoning		√	√	√	√				√				√	√		√
Probability and Prediction	√	√			√	√	√		√		√	√				
CREATIVITY																
Fluency, Flexibility, Originality, Elaboration	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Visualization	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Attribute Listing	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Creative Problem Solving		√									√	√			√	
Morphological Analysis				√				√			√	√				

UNITS	2 - 3 Grade						4 - 6 Grade									
	Fairy Tales	Columbus	Mexico	Australia	Greek Forum	Reptiles	Economics	Egypt	Primates	India	Space	SeaPerch	King Lexicon Middle Ages	Color/Art	Birds	Japan
RESEARCH AND INDEPENDENT STUDY																
Research Skills	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Propose and Conduct a Research Plan						√	√				√	√	√	√		
Create the Most Effective Presentation	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Evaluate Presentation	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Formulate Plans for Future Investigations							√				√	√				
CAREER EXPLORATION																
Research Skills	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Propose and Conduct a Research Plan							√				√			√		
Create the Most Effective Presentation							√				√			√		
Evaluate Presentation							√				√			√		
Formulate Plans for Future Investigations							√				√			√		

UNITS	2 - 3 Grade						4 - 6 Grade									
	Fairy Tales	Columbus	Mexico	Australia	Greek Forum	Reptiles	Economics	Egypt	Primates	India	Space	SeaPerch	King Lexicon Middle Ages	Color/Art	Birds	Japan
VISUAL AND PERFORMING ARTS																
Visual Arts	√		√	√				√		√	√		√	√		√
Performing Arts	√				√	√							√	√		√
Elements of Art								√						√		
Principles of Design														√		
Research Skills														√		