

## Fifth Grade

### THINKING SKILLS

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.

<b>METACOGNITION</b> <i>(Abstract Thinking and Reflection)</i>	<b>TS 5.1</b> Develop and ask hypothetical questions to explore possibilities and test relationships
	<b>TS 5.2</b> Analyze and establish needs for exploration of chosen topics
<b>CONVERGENT THINKING</b> <i>(Logical Thinking)</i>	<b>TS 5.3</b> Demonstrate depth of thought in deductive reasoning by evaluating and justifying data that supports logical conclusions drawn
<b>CRITICAL THINKING</b> <i>(Decision Making)</i>	<b>TS 5.4</b> Appraise evaluation techniques for decision making
	<b>TS 5.5</b> Assess and analyze local, national, and world issues and defend opinions with supporting evidence
	<b>TS 5.6</b> Appraise implications and consequences of local and national events and decisions
	<b>TS 5.7</b> Prove or disprove ideas by presenting evidence

### CREATIVITY

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).

<b>CREATIVE THINKING</b>	<b>CR 5.1</b> Apply the CPS process to solve an identified problem <ol style="list-style-type: none"> <li>1. Identify and define a problem</li> <li>2. Gather ideas and data</li> <li>3. Brainstorm aspects of the problem</li> <li>4. Identify underlying problems or sub-problems</li> <li>5. Produce alternative solutions</li> <li>6. Develop criteria for judging solutions</li> <li>7. Evaluate alternative solutions using the criteria</li> <li>8. Select and implement chosen solutions.</li> </ol>
	<b>CR 5.2</b> Reframe ideas through various points of view to enhance meaning
	<b>CR 5.3</b> Examine various meanings, contexts, and points of view including humor and opportunities for change
	<b>CR 5.4</b> Apply thinking strategies modeled by mentors

<b>CREATIVE EXPRESSION</b> <i>Visual and Performing Arts</i>	<b>CR 5.5</b> Create a product (work of art, design, presentation, or media) to meet an identified goal based on personal interest or subject matter
	<b>CR 5.6</b> Develop criteria to analyze a work of art, design, or media to meet an identified goal
<b>INFORMATION LITERACY</b>	
<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>	
<b>INFORMATION LITERACY</b>	<b>IL 5.1</b> Analyze the difference between primary and secondary sources
	<b>IL 5.2</b> Utilize primary and secondary sources to provide new knowledge or understanding in a particular area
	<b>IL 5.3</b> Define and identify use of propaganda techniques to clarify ideas, judge information, solve problems, and evaluate reliability of information
	<b>IL 5.4</b> Assess the validity, reliability, and relevance of the information collected
	<b>IL 5.5</b> Apply a fundamental understanding of the ethical and legal issues surrounding the access and use of information
<b>SUCCESS SKILLS</b>	
<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>	
<b>RISK-TAKING SKILLS</b>	<b>SS 5.1</b> 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
<b>PERSEVERANCE/TASK COMMITMENT</b>	<b>SS 5.2</b> Individually demonstrate the ability to persevere and successfully complete tasks in a timely manner even under adverse circumstances
<b>CAREER EXPLORATION</b>	<b>SS 5.3</b> Demonstrate and practice the ability to interact in an appropriate manner in a variety of social and business related situations

<b>LIFE SKILLS</b>	<b>SS 5.4</b> Examine and apply the accepted rules of business protocol in a variety of business and social situations
	<b>SS 5.5</b> Adapt to varied roles, job responsibilities, schedules, and context
<b>COLLABORATION SKILLS</b>	<b>SS 5.6</b> As a group leader, effectively work with group members to identify ethical implications of group processes and decisions
	<b>SS 5.7</b> As a group member, take a stand for personal convictions and demonstrate respect/ tolerance for other points of view

## AFFECTIVE (SOCIAL AND EMOTIONAL) SKILLS

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.

<b>AFFECTIVE SKILLS</b>	<b>AS 5.1</b> Develop and demonstrate appropriate self-efficacy and self-talk
	<b>AS 5.2</b> Identify and utilize appropriate personal perceptual filters and defense systems for situations
	<b>AS 5.3</b> Develop and demonstrate a healthy perception of perfectionism in accomplishing tasks
	<b>AS 5.4</b> Demonstrate an understanding of how attitudes, attention, and commitment can affect one's knowledge and self-control
	<b>AS 5.5</b> Demonstrate the ability to accept failure as a part of growth
	<b>AS 5.6</b> Differentiate constructive and destructive criticism

## COMMUNICATION SKILLS

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.

<b>SPEAKING</b>	<b>CM 5.1</b> Use appropriate oral communication for a variety of purposes, and communicate effectively to establish a relationship with an audience
	<b>CM 5.2</b> Participate in a variety of formal/ informal speaking activities, evaluating self and peers on criteria determined by the student or others

<b>LISTENING</b>	<b>CM 5.3</b> Demonstrate effective listening behaviors (understanding, organizing, and evaluating information)
	<b>CM 5.4</b> Identify the purpose, content, organization, and delivery of oral communication, and evaluate based upon preset criteria developed by teacher and class
	<b>CM 5.5</b> Listen to oral directions for understanding and organize directions for doing complex tasks
<b>WRITING</b>	<b>CM 5.6</b> Analyze a variety of written genres (Comedy, Satire, Thriller, Action, etc.)
	<b>CM 5.7</b> Communicate ideas and feelings through application of a chosen genre
	<b>CM 5.8</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events

## Middle School

### THINKING SKILLS

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.

<b>METACOGNITION</b> <i>(Abstract Thinking and Reflection)</i>	<b>TS MS.1</b> Develop and ask higher-level questions to clarify the coherence and logic of given information
	<b>TS MS.2</b> Reflect upon learning strengths and needs and establish learning goals for independent thinking and autonomous learning
<b>CONVERGENT THINKING</b> <i>(Logical Thinking)</i>	<b>TS MS.3</b> Demonstrate an understanding of analogical reasoning by identifying, explaining, and giving examples of the forms of analogies to support thoughts/ideas
	<b>TS MS.4</b> Demonstrate depth of thought in deductive reasoning by creating deductive reasoning problems with multi-faceted clues and justifying data included to support logical conclusions
<b>CRITICAL THINKING</b> <i>(Decision Making)</i>	<b>TS MS.5</b> Identify, analyze, evaluate, and justify information in order to make decisions, form beliefs, solve problems, and set priorities based on evidence
	<b>TS MS.6</b> Appraise global implications and consequences of historic and current world events
	<b>TS MS.7</b> Recognize and assess hidden agendas
	<b>TS MS.8</b> Assess accuracy and relevance of points used to support conclusions and make decisions

### CREATIVITY

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).

<b>CREATIVE THINKING</b>	<b>CR MS.1</b> Apply the CPS process to solve an identified problem, develop and present a plan of action to an authentic audience
	<b>CR MS.2</b> Manage creative flow
	<b>CR MS.3</b> Set goals with purpose and meaning
	<b>CR MS.4</b> Adjust the creative process based on feedback
	<b>CR MS.5</b> Focus on the task at hand and long term goal without distraction

<b>CREATIVE EXPRESSION</b> <i>Visual and Performing Arts</i>	<b>CR MS.6</b>	Select and apply principles of design and produce a product (work of art, design, or media) that clearly communicates information and ideas
	<b>CR MS.7</b>	Apply relevant criteria to examine, reflect upon, and plan revisions to a product in process
<b>INFORMATION LITERACY</b>		
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.		
<b>INFORMATION LITERACY</b>	<b>IL MS.1</b>	Identify areas of individual research based upon intense interest
	<b>IL MS.2</b>	Design investigations and defend processes and findings
	<b>IL MS.3</b>	Manage the flow of information by applying the appropriate research methodology
	<b>IL MS.4</b>	Demonstrate an understanding of hidden agendas by critical analysis and evaluation of information
	<b>IL MS.5</b>	Based upon data gathered through research, infer future trends, directions, similarities, and differences
<b>SUCCESS SKILLS</b>		
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.		
<b>GOAL SETTING</b>	<b>SS MS.1</b>	Individually use information gained through self-evaluation to establish attainable goals and set priorities for a variety of purposes and projects
<b>ETHICAL AWARENESS</b>	<b>SS MS.2</b>	Individually demonstrate the ability to behave in an honorable and truthful manner under adverse circumstances
<b>CAREER EXPLORATION</b>	<b>SS MS.3</b>	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
<b>LIFE SKILLS</b>	<b>SS MS.4</b>	Demonstrate the ability to adapt to change in a climate of changing expectations and priorities

<b>COLLABORATION SKILLS</b>	<b>SS MS.5</b> As a group leader, assure and defend that the decisions of the group are effective and ethical
	<b>SS MS.6</b> As a group member, demonstrate the ability to work cooperatively to detect moods, temperaments, motivations, and intentions of others

## AFFECTIVE (SOCIAL AND EMOTIONAL) SKILLS

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.

<b>AFFECTIVE SKILLS</b>	<b>AS MS.1</b> Demonstrate an understanding of ethical practices
	<b>AS MS.2</b> Develop and demonstrate a healthy response toward peer pressure and expectations of others
	<b>AS MS.3</b> Demonstrate and understanding of ways in which attitudes, attention, and commitment can affect one’s knowledge and self-control
	<b>AS MS.4</b> Set goals for self-improvement and take the necessary steps to reach them
	<b>AS MS.5</b> Differentiate constructive and destructive criticism
	<b>AS MS.6</b> Recognize and assess various forms of bias in self and others and demonstrate strategies for addressing bias in social situations

## COMMUNICATION SKILLS

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.

<b>SPEAKING</b>	<b>CM MS.1</b> Utilize appropriate oral communication a variety of purposes and communication effectively to establish, build and maintain a relationship with audience
	<b>CM MS.2</b> Participates in a variety of formal/ informal speaking activities evaluating self and peers on criteria determined by the student or others
	<b>CM MS.3</b> Demonstrate the ability to persuade through oral expression by assimilating multiple facts and opinions to support an argument

<b>LISTENING</b>	<b>CM MS.4</b>	Demonstrate effective listening skills in formal and informal settings to facilitate communication
	<b>CM MS.5</b>	Identify the purposes, content, organization and delivery of oral communication and evaluate based on preset criteria developed by the student
	<b>CM MS.6</b>	Listen to oral directions for understanding and organize directions for doing complex tasks
<b>WRITING</b>	<b>CM MS.7</b>	Analyze the writing style of arguments and debates
	<b>CM MS.8</b>	Write arguments and debates to support claims with clear reasons and relevant evidence to communicate ideas and feelings
	<b>CM MS.9</b>	Write over an extended time frame (multiple class times)