OUTCOMES

for

2017

The Mississippi Department of Education gratefully acknowledges the following individuals who worked to develop the Outcomes for Intellectually Gifted Education Programs 2017.

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The 2013 Regulations for Gifted Education Programs document defines intellectually gifted children as those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process. The purpose of Gifted Education Programs in Mississippi is to ensure that gifted children who demonstrate unusually high potential as described above are identified and offered an appropriate education based upon their exceptional abilities.

Gifted Education Programs in Mississippi shall be designed to meet the individual needs of gifted children and shall be in addition to and different from the regular program of instruction provided by the district. Gifted children require uniquely and qualitatively different educational experiences beyond those available in the general education setting. These educational experiences must address their asynchronous development by supporting cognitive, creative, and affective needs while helping them to realize abilities and maximize potential.

Gifted learners need learning experiences that are rich. That is, they need learning experiences that are organized by key concepts and principles of a discipline rather than by facts. They need content that is relevant to their lives, activities that cause them to process important ideas at a high level, and products that cause them to grapple with meaningful problems and pose defensible solutions. They need classrooms that are respectful to them, provide both structure and choice, and help them achieve more than they thought they could. These are needs shared by all learners, not just those who are gifted. But good instruction for gifted learners must begin there.

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In order for intellectually gifted students in Mississippi to be challenged to reach their full potential, a well-defined set of outcomes/competencies for gifted education programs is essential. Gifted learners have the ability to demonstrate mastery/understanding and the ability to use the process skills outlined in the outcomes/competencies at a much younger age and in greater depth and breadth than non-gifted learners. While many of the outcomes/competencies established in this document are desirable for all students, the point of introduction, pace, depth, and complexity of instruction require significant differentiation for gifted learners.

The overreaching competency for intellectually gifted programs is metacognition, a process skill requiring mastery and use of many other process skills. Simply put, metacognition is "thinking about your own thinking." Students should be aware of the mental processes they utilize while engaged in learning. They also should learn to self-regulate and oversee their own learning in order to make changes as needed. This cognitive goal should be the primary focus in guiding metacognitive practices and gifted instruction.

Differentiated curriculum in the gifted class should develop and enhance the process skills in the outcomes document, the teaching strategies notebook, and required components of the gifted program standards document. Some gifted education experiences should be short-

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CRITICAL THINKING	TS 3.7	Construct questions to deepen understanding
	TS 3.8	Classify information into logical categories
	TS 3.9	Discuss and analyze events in the news to develop an awareness of social issues and world cultures
	TS 3.10	Identify and analyze relationship between ideas and data to determine cause and effect of actions and events

FOURTH GRADE OBJECTIVES

METACOGNITION

MIDDLE SCHOOL

COMPETENCY

Given a real-

CREATIVE THINKING Williams Model: Affective Domain	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
	CR 3.7	Demonstrate risk-taking by making predictions and experimenting in an unstructured training situation
	CR 3.8	Demonstrate complexity by organizing logical steps needed to accomplish selected ideas in a training activity
	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

	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
	CR 4.9	

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		
INFORMATION LITERACY	IL 2.1	Identify topics for research based on interests
	IL 2.2	Formulate questions for study
	IL 2.3	Analyze topics to determine needed research
	IL 2.4	Interpret research from teacher-approved resources
	IL 2.5	Assemble information to provide new knowledge or understanding in a particular area

THIRD GRADE OBJECTIVES		
INFORMATION LITERACY	IL 3.1	Examine a historical event or person by analyzing and synthesizing historical information
	IL 3.2	Assemble information by conducting interviews related to research topics
	IL 3.3	Employ various digital tools, media, and strategies to locate and collect accurate and reliable information
	IL 3.4	Create and visually organize information using maps, webs, chronological order, sequence, or compare/ contrast

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		
SUCCESS SKILLS	SS 2.1	Individually demonstrate the ability to maintain self-control of emotions and actions in a variety of situations
	SS 2.2	Individually identify and assess the merit and or importance of personal characteristics, ideas, interests, preferences, and products
CAREER EXPLORATION	SS 2.3	Identify occupational areas of personal interest and aptitude through classroom experiences
LIFE SKILLS		

COLLABORATION SKILLS	SS 5.6	As a group leader, effectively work with group members to identify ethical implications of group processes and decisions
	SS 5.7	As a group member, take a stand for personal convictions and demonstrate respect/ tolerance for other points of view
MIDDLE SCHOOL OBJECTIVES		
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
ETHICAL AWARENESS		

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		
AFFECTIVE SKILLS	AS 2.1	Assess individual learning styles, interests, personality styles, and expression preferences
	AS 2.2	Identify feelings and emotions in self
	AS 2.3	Develop behavioral strategies appropriate to the situation
	AS 2.4	Identify and assess strengths and weaknesses as a baseline for improvement
	AS 2.5	Analyze, evaluate, and respond appropriately to various forms of body language (non-verbal cues)
	AS 2.6	Participate in community-building skills
	AS 2.7	Recognize contributions and achievements of various cultures
THIRD GRADE OBJECTIVES		
AFFECTIVE SKILLS	AS 3TE	

FOURTH GRADE OBJECTIVES		
AFFECTIVE SKILLS	AS 4.1	Demonstrate an understanding of and reflect upon personal gifted characteristics
	AS 4.2	Demonstrate an understanding and assess the social, emotional and academic implications of giftedness
	AS 4.3	Identify sources and possible solutions of stress and anxiety
	AS 4.4	Develop and model self-discipline
	AS 4.5	Show evidence of delayed gratification and impulse control
	AS 4.6	Demonstrate respect and empathy for others
FIFTH GRADE OBJECTIVES		
AFFECTIVE SKILLS	AS 5.1	Develop and demonstrate appropriate self-efficacy and self-talk
	AS 5.2	Identify and utilize appropriate personal perceptual filters and defense systems for situations
	AS 5.3	Develop and demonstrate a healthy perception of perfectionism in accomplishing tasks
	AS 5.4	Demonstrate an understanding of how attitudes, attention, and commitment can affect one's knowledge and self-control
	AS 5.5	Demonstrate the ability to accept failure as a part of growth
	AS 5.6	Differentiate constructive and destructive criticism
MIDDLE SCHOOL OBJECTIVES		
AFFECTIVE SKILLS	AS MS.1	Demonstrate an understanding of ethical practices
	AS MS.2	Develop and demonstrate a healthy response toward peer pressure and expectations of others
	AS MS.3	Demonstrate and understanding of ways in which attitudes, attention, and commitment can affect one's knowledge and self-control
	AS MS.4	Set goals for self-improvement and take the necessary steps to reach them
	AS MS.5	Differentiate constructive and destructive criticism
	AS MS.6	Recognize and assess various forms of bias in self and others and demonstrate strategies for addressing bias in social situations

WRITING	CM 5.6	Analyze a variety of written genres (Comedy, Satire, Thriller, Action, etc.)
	CM 5.7	Communicate ideas and feelings through application of a chosen genre
	CM 5.8	

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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

CR 2.3 Demonstrate originality by using given objects in

LIFE SKILLS	SS 2.4	Demonstrate the ability to accept responsibility for given tasks and consequences for actions in a variety of situations
	SS 2.5	Demonstrate the ability to organize, prioritize, and complete tasks in a timely manner
COLLABORATION SKILLS	SS 2.6	As a group leader, effectively work with group members to keep the group on task
		As a group member, demonstrate effective speaking and listening skills

AL AND EMOTIONAL) SKILLS

	CR 3.5	Apply synthesis by combining selected ideas, thoughts, products or plans in unusual ways (morphological analysis)
CREATIVE THINKING Williams Model: Affective Domain	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
	CR 3.7	Demonstrate risk-taking by making predictions and experimenting in an unstructured training situation
	CR 3.8	Demonstrate complexity by organizing logical steps needed to accomplish selected ideas in a training activity
	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
	CR 3.10	Apply methods to overcome creative blocks (Brainstorm, SCAMPER, etc.)
CREATIVE EXPRESSION	CR 3.11	Make, explain, and justify connections between artists and artwork or artwork and history
	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
INFORMATION LITERACY		
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.		
INFORMATION LITERACY	IL 3.1	Examine a historical event or person by analyzing and synthesizing historical information
	IL 3.2	Assemble information by conducting interviews related to research topics
	IL 3.3	Employ various digital tools, media, and strategies to locate and collect accurate and reliable information
	IL 3.4	Create and visually organize information using maps, webs, chronological order, sequence, or compare/contrast

	AS 3.4	Accept responsibility for choices made
	AS 3.5	Analyze, evaluate, and respond appropriately to various forms of body language (non-verbal cues)
	AS 3.6	Recognize contributions and achievements of various cultures
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.		
SPEAKING	CM 3.1	Communicate in complete thoughts with clarity to an audience in formal and informal settings
	CM 3.2	Give precise directions and instructions for complex activities
LISTENING	CM 3.3	Demonstrate effective listening behaviors in formal and informal settings
	CM 3.4	Give appropriate feedback and contributions of relevant information
	CM 3.5	Follow oral directions with three or more steps
WRITING	CM 3.6	Analyze informal writing styles (essays, journals, diaries, and blogs)
	CM 3.7	Utilize informal writing styles (essays, journals, diaries, and blogs) to communicate ideas and feelings
	CM 3.8	Support opinions with written reasoning based on facts

	CR 4.3	Apply originality in generating original ideas or alternative solutions to given problems
	CR 4.4	Elaborate on identified ideas, thoughts, products or plans to solve a given problem

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.

AFFECTIVE SKILLS	AS 4.1	Demonstrate an understanding of and reflect upon personal gifted characteristics
	AS 4.2	Demonstrate an understanding and assess the social, emotional and academic implications of giftedness
	AS 4.3	Identify sources and possible solutions of stress and anxiety
	AS 4.4	Develop and model self-discipline

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WRITING	CM 4.7	Analyze the writing style of scripts (commercials, plays, etc.)
	CM 4.8	Create scripts (commercials, plays, etc.) to communicate ideas and feelings
	CM 4.9	Utilize dialog to develop characters

CREATIVE EXPRESSION	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
	CR 5.6	Develop criteria to analyze a work of art, design, or media to meet an identified goal

INFORMATION LITERACY

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.

INFORMATION LITERACY	IL 5.1	Analyze the difference between primary and secondary sources
	IL 5.2	Utilize primary and secondary sources to provide new knowledge or understanding in a particular area
	IL 5.3	Define and identify use of propaganda techniques to clarify ideas, judge information, solve problems, and evaluate reliability of information
	IL 5.4	Assess the validity, reliability, and relevance of the information collected

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

CREATIVE EXPRESSION	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
	CR MS.7	Apply relevant criteria to examine, reflect upon, and plan revisions to a product in process
INFORMATION LITERACY		
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.		
INFORMATION LITERACY	IL MS.1	Identify areas of individual research based upon intense interest
	IL MS.2	Design investigations and defend processes and findings
	IL MS.3	Manage the flow of information by applying the appropriate research methodology
	IL MS.4	Demonstrate an understanding of hidden agendas by critical analysis and evaluation of information

During the development of the Intellectually Gifted Education Program Outcomes, the following documents were reviewed by members of the Gifted Education Work Group and Outcomes Sub-Committee:

Alabama Gifted Education Programs: Standards and Student Outcomes. Alabama State Department of Education, 2015.

Florida's Frameworks for K-12 Gifted Learners. Florida Department of Education Bureau of Exceptional Education and Student Services, 2013.

Gifted and Talented Program Approval Standards. Arkansas Department of Education, 2009.

Mississippi College and Career Ready Standards. Mississippi Department of Education, 2016.

NAGC Pre-K to Grade 12 Gifted Programming Standards. National Association for Gifted Children, 2010.

National Core arts Standards: A Conceptual Framework for Arts Learning. State Education Agency Directors of Arts Education, 2014.

P21 Common Core Toolkit. Partnership for the 21st Century Skills, 2011.

South Carolina Gifted and Talented Best Practices Manual. South Carolina Department of Education, 2006.

Suggested Outcomes for Intellectually Gifted Education Programs Grades 2-8 in Mississippi. Mississippi State Department of Education, 1994.

Twenty-first Century Student Outcomes. Partnership for 21st Century Learning (P21), 2007.