

Outcomes
for
Intellectually Gifted
Education Program
2017
Scope & Sequence

Thinking Skills

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

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: Affective Domain <i>(Curiosity/ Risk-Taking/ Complexity/ Imagination)</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 5. Produce alternative solutions 6. Develop criteria for judging solutions 7. Evaluate alternative solutions using the criteria 8. Select and implement chosen solutions.			I	D	D
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 Williams Model: Cognitive Domain <i>(Fluency/Flexibility/Originality/Elaboration/Synthesis)</i>	CR 5.1 Apply the CPS process to solve an identified 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 5. Produce alternative solutions 6. Develop criteria for judging solutions 7. Evaluate alternative solutions using the criteria 8. 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

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

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 Skills

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	E	E
	AS 3.2 Understand and analyze feelings and emotions in self		I	D	E	E
	AS 3.3 Express and manage emotions in positive ways		I	D	E	E
	AS 3.4 Accept responsibility for choices made		I	D	E	E
	AS 3.5 Analyze, evaluate, and respond appropriately to various forms of body language (non-verbal cues)		I	D	E	E
	AS 3.6 Recognize contributions and achievements of various cultures		I	D	E	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

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

Fifth Grade Objectives		Grade Level				
		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 Participates 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