NORTH CENTRAL ARKANSAS EDUCATIONAL COOPERATIVE

GIFTED AND TALENTED EDUCATION
FRAMEWORKS

PREFACE

In an attempt to better meet the needs of Gifted and Talented students in the North Central Arkansas Educational Cooperative, this Gifted and Talented Frameworks document was developed through a collaborative effort of the Northeast Arkansas Education Cooperative coordinators/facilitators of gifted students during the 2004-2005 school year. The student learning expectations in this document were developed through a consensus of the coordinators/facilitators using the latest research, best practices, models and developments in the field of gifted education and revising existing "scope and sequence" documents to meet the current trend of frameworks for education and alignment of curriculum. It is also our desire to continually challenge students as they progress as lifelong learners.

Core Team:

Jill Clogston: Supervisor of Gifted/Talented—Northeast Arkansas Educational Cooperative--Walnut Ridge
Kem Drake: Coordinator of Gifted/Talented—Greene County Tech Public Schools
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Linda Glickert: Coordinator of Gifted/Talented—Paragould Public Schools
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Kay McFall: Facilitator of Gifted/Talented grades 3-9—Pocahontas Public Schools

The following categories will guide the documents' format:

STRAND: A major area of study that may be broken down into other specialized areas.

      1. Creative Thinking

2. **Critical Thinking**
3. **Research/Independent Learning**
4. **Communication**
5. **Affective Development**

FOCUS: **An area of study connected to a strand that specifies a focus or specific direction for the strand.**

CONTENT STANDARD: **A statement about what student learners should be capable of doing if they meet the expectation or standard of the Focus area.**

STUDENT LEARNING EXPECTATION: **A specific statement of what a learner should be capable of doing within the Content Standard.**

SCOPE/BENCHMARK: **When and how a student learner should accomplish the Student Learning Expectation. There are four grade levels established: K-4, 5-7, 8-9, and 10-12. There are also four levels of benchmarks: Introduce, Develop, Master, and Extend.**

INTRODUCE: The Student Learning Expectation will be introduced to the student at the grade level established.

DEVELOP: The Student Learning Expectation will be developed by the use of further activities or lessons.

MASTER: The Student Learning Expectation should be mastered by the student learner to such a level as to be considered proficient by the facilitator of gifted/talented students.

EXTEND: The facilitator of gifted/talented students will develop lessons/activities to assist the student learner to extend their ability to utilize the Student Learning Expectation beyond the proficient level.

BLOOM'S: The level of Bloom's Taxonomy of the Cognitive Domain at which the particular Student Learning Expectation should be taught or experienced.

KRATHWOHL'S: The level of Krathwohl's Taxonomy of the Affective Domain at which the particular Student Learning Expectation should be taught or experienced.

ASSESSMENT OPTIONS: The way in which the facilitator may choose to assess or find out how or if a student has met the Student Learning Expectation. They may include variations of the following: Checklist (C), Demonstration (D), Exhibition (E), Journal or Log (JL), Observation, (O), Performance (PE), Portfolio (PF), Project (PR), Writing (W), Statewide testing (S), Teacher made tests (T).

FOR REFERENCE:

BLOOM'S TAXONOMY OF THE COGNITIVE DOMAIN *:

1. KNOWLEDGE—The learner recalls data or previously learned material. **Key Words** might include: names, matches, identifies, lists, arranges or defines.

2. COMPREHENSION---The learner understands the meanings, translations of informational materials. **Key Words** might include: describes, discusses, explains, give examples, summarizes or classifies.

3. APPLICATION: The learner uses what was learned in a new situation. **Key Words** might include: determines, implements, compares, relates, or contrasts.

4. SYNTHESIS: The learner puts parts together to form a whole with a new meaning or structure. **Key Words** might include: combines, reconstructs, modifies, creates or rewrites.

5. EVALUATION: The learner looks at materials or ideas and makes judgments. **Key Words** might include: criticizes, defends, justifies, supports or concludes.

FOR REFERENCE:

KRATHWOHL'S TAXONOMY OF THE AFFECTIVE DOMAIN *:

1. RECEIVING: Being sensitive to or aware of the existence of certain phenomena, ideas or materials.   **Examples:** to listen to others with respect or to accept.

2. RESPONDING: Committing in measure (even if small) to the phenomena, ideas, or materials by responding in some way to them. **Examples:** to participate in class discussions or to question new concepts in order to understand them.

3. VALUING: Having a willingness to be perceived by others as valuing certain phenomena, ideas, or materials. **Examples:** to be sensitive toward differences or to show the ability to solve problems.

4. ORGANIZATION: Organizing valuing by prioritizing and resolving conflicts. **Examples:** to compare, relate and synthesize or to formulate.

5. CHARACTERIZATION BY VALUE SET: Internalizing values and acting in accordance. **Examples:** to revise, to resolve, to avoid or to manage.

*References:

Krathwohl, D. R., Bloom, B. S., and Masia, B. B. (1964). *Taxonomy of Educational Objectives: Handbook I: Cognitive Domain.* New York: David McKay Co.

Krathwohl, D. R., Bloom, B. S. and Masia, B. B. (1964). *Taxonomy of Educational Objectives: Handbook II: Affective Domain.* New York: David McKay Co.

GIFTED AND TALENTED EDUCATION FRAMEWORKS

STRAND 1:   CREATIVE THINKING

STRAND 1--CREATIVE THINKING

FOCUS: FLUENCY

CONTENT STANDARD 1:   Students will increase their ability to generate original and varied ideas and solutions to problems through the use of fluency.

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S	ASSESSMENT OPTIONS
		K-4	5-7	8-9	10-12		
1.1.1	The learner will generate many alternatives in problem finding and problem solving					Synthesis	C, D, E, JL, O, PE, PF, PR, W
1.1.2	The learner will utilize brainstorming techniques.					Application	C, D, E, JL, O, PE, PF, PR, W
1.1.3	The learner will generate a list of pros and cons.					Synthesis	C, D, E, JL, O, PE, PF, PR, W
1.1.4	The learner will generate a list of attributes.					Analysis/Synthesis	C, D, E, JL, O, PE, PF, PR, W

STRAND 1--CREATIVE THINKING

FOCUS: **FLEXIBILITY**

CONTENT STANDARD 2:   **Students will increase their ability to generate original and varied ideas and solutions to problems through the use of flexibility**.

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S	ASSESSMENT OPTIONS
		K-4	5-7	8-9	10-12		
1.2.1	The learner will utilize new and different approaches to problems.					Application	C, D, E, JL, O, PE, PF, PR, W
1.2.2	The learner will minify, magnify and/or modify ideas or concepts.					Analysis/Synthesis	C, D, E, JL, O, PE, PF, PR, W
1.2.3	The learner will adapt a single idea or material to many different uses.					Synthesis	C, D, E, JL, O, PE, PF, PR, W
1.2.4	The learner will explore unexplained or unknown concepts.					Analysis	C, D, E, JL, O, PE, PF, PR, W
1.2.5	The learner will apply a						

	principle or concept to different areas.					Application	C, D, E, JL, O, PE, PF, PR, W

STRAND 1--CREATIVE THINKING

FOCUS: ORIGINALITY

CONTENT STANDARD 3: Students will increase their ability to generate original and varied ideas and solutions to problems through the use of originality.

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S	ASSESSMENT OPTIONS
		K-4	5-7	8-9	10-12		
1.3.1	The learner will create unique products or ideas by combining, rearranging, redesigning, reversing or substituting unusual concepts or materials.					Synthesis	C, D, E, JL, O, PE, PF, PR, W
1.3.2	The learner will generate unusual solutions to problems.					Synthesis	C, D, E, JL, O, PE, PF, PR, W
1.3.3	The learner will generate unusual answers to questions.					Synthesis	C, D, E, JL, O, PE, PF, PR, W
1.3.4	The learner will develop new ideas or concepts by synthesizing seemingly unconnected information.					Analysis/Synthesis	C, D, E, JL, O, PE, PF, PR, W
1.3.5	The learner will reorganize a body of information and						C, D, E, JL, O, PE, PF,

make original additions to it.					**Synthesis/Evaluation**	**PR, W**

STRAND 1--CREATIVE THINKING

FOCUS: ELABORATION
CONTENT STANDARD 4: __Students will increase their ability to generate original and varied ideas and solutions to problems through the use of elaboration__.

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S	ASSESSMENT OPTIONS
		K-4	5-7	8-9	10-12		
1.4.1	The learner will recognize the need for detail.					Comprehension	C, D, E, JL, O, PE, PF, PR, W
1.4.2	The learner will use detail to embellish or enhance objects, concepts or questions.					Application	C, D, E, JL, O, PE, PF, PR, W
1.4.3	The learner will use familiar objects in ways different from their intended purpose.					Synthesis	C, D, E, JL, O, PE, PF, PR, W
1.4.4	The learner will distinguish between detail and the necessary components of concepts or products.					Evaluation	C, D, E, JL, O, PE, PF, PR, W

STRAND 1--CREATIVE THINKING

FOCUS: **CURIOSITY**

CONTENT STANDARD 5: **Students will increase their ability to generate original and varied ideas and solutions to problems through the use of curiosity**.

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S	ASSESSMENT OPTIONS
		K-4	5-7	8-9	10-12		
1.5.1	The learner will pose questions.					Application/Analysis	C, D, E, JL, O, PE, PF, PR, W
1.5.2	The learner will recognize the relationship between problem-finding and problem-solving.					Comprehension/Analysis	C, D, E, JL, O, PE, PF, PR, W
1.5.3	The learner will question relationships and interpretation.					Synthesis/Evaluation	C, D, E, JL, O, PE, PF, PR, W

STRAND 1--CREATIVE THINKING

FOCUS: **IMAGINATION**

CONTENT STANDARD 6: **Students will increase their ability to generate original and varied ideas and solutions to problems through the use of imagination**.

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S	ASSESSMENT OPTIONS
		K-4	5-7	8-9	10-12	KRATHWOHL'S	
1.6.1	The learner will create alternate outcomes for reality through imagination.					Synthesis	C, D, E, JL, O, PE, PF, PR, W
						Responding	
1.6.2	The learner will give human traits to inanimate objects.					Synthesis	C, D, E, JL, O, PE, PF, PR, W
1.6.3	The learner will demonstrate an ability to overcome the constraints of time, environment, logic and responsibility.					Application/Analysis/Synthesis	C, D, E, JL, O, PE, PF, PR, W
						Valuing	

GIFTED AND TALENTED EDUCATION FRAMEWORKS

STRAND 2 :_____CRITICAL THINKING___

STRAND 2: CRITICAL THINKING

FOCUS: ANALYSIS

CONTENT STANDARD 1:   Students will develop the higher order thinking skill of analysis to reason and show evidence of their thought processes.

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S	ASSESSMENT OPTIONS
		K-4	5-7	8-9	10-12		
2.1.1	The learner will identify a main idea in oral, written or non-verbal form.					Comprehension	C, O, D, E, JL, O, PE, PF, PR, W, S, T
2.1.2	The learner will recognize relationships among ideas and data.					Analysis	C, O, D, E, JL, O, PE, PF, PR, W, S, T
2.1.3	The learner will provide supportive evidence for a particular idea, principle or generalization.					Evaluation	C, O, D, E, JL, O, PE, PF, PR, W, S, T
2.1.4	The learner will classify information into logical categories.					Comprehension/Application	C, O, D, E, JL, O, PE, PF, PR, W, S, T
2.1.5	The learner will deduce information and draw conclusions.					Analysis/Evaluation	C, O, D, E, JL, O, PE, PF, PR, W, S, T
2.1.6	The learner will compare attributes of varying ideas.					Analysis	C, O, D, E, JL, O, PE, PF, PR, W, S, T
2.1.7	The learner will sequence information to make a point or verify a solution.					Analysis	C, O, D, E, JL, O, PE, PF, PR, W, S, T

STRAND 2: CRITICAL THINKING

FOCUS: SYNTHESIS

CONTENT STANDARD 2:   Students will develop the higher order thinking skill of synthesis to reason and show evidence of their thought processes.

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S	ASSESSMENT OPTIONS
		K-4	5-7	8-9	10-12		
2.2.1	The learner will combine concepts, principles and generalizations to generate a new relationship/understanding.					Synthesis	C, O, D, E, JL, O, PE, PF, PR, W
2.2.2	The learner will modify and adapt information, materials and ideas to be used in a different manner.					Synthesis	C, O, D, E, JL, O, PE, PF, PR, W, S, T
2.2.3	The learner will make valid predictions based on available information or as a result of an action.					Synthesis/Evaluation	C, O, D, E, JL, O, PE, PF, PR, W, S, T
2.2.4	The learner will formulate alternatives to a problem or issue.					Synthesis	C, O, D, E, JL, O, PE, PF, PR, W

STRAND 2: CRITICAL THINKING

FOCUS: EVALUATION
CONTENT STANDARD 3: Students will develop the higher order thinking skill of evaluation to reason and show evidence of their thought processes.

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S	ASSESSMENT OPTIONS
		K-4	5-7	8-9	10-12		
2.3.1	The learner will develop evaluation/assessment criteria.					Analysis/Synthesis	C, O, D, E, JL, O, PE, PF, PR, W
2.3.2	The learner will utilize criteria to assess the organization, content, value and effectiveness of a product or process.					Evaluation	C, O, D, E, JL, O, PE, PF, PR, W, S, T
2.3.3	The learner will assess the accuracy and relevance of points used to support an argument.					Evaluation	C, O, D, E, JL, O, PE, PF, PR, W, S, T
2.3.4	The learner will prove or disprove ideas by presenting evidence.					Evaluation	C, O, D, E, JL, O, PE, PF, PR, W, S, T

STRAND 2: CRITICAL THINKING

FOCUS: **PROBLEM SOLVING**

CONTENT STANDARD 4: **Students will utilize problem solving skills and develop strategies that can be applied to real-life situations.**

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S	ASSESSMENT OPTIONS
		K-4	5-7	8-9	10-12		
2.4.1	The learner will recognize a problem (understand a given situation).					Comprehension	C, O, D, E, JL, O, PE, PF, PR, W, S, T
2.4.2	The learner will define the problem.					Application	C, O, D, E, JL, O, PE, PF, PR, W, S, T
2.4.3	The learner will gather ideas and data related to the problem.					Comprehension	C, O, D, E, JL, O, PE, PF, PR, W, S, T
2.4.4	The learner will brainstorm varying aspects of the problem					Analysis	C, O, D, E, JL, O, PE, PF, PR, W
2.4.5	The learner will identify underlying problems and sub-problems.					Synthesis/Evaluation	C, O, D, E, JL, O, PE, PF, PR, W

GIFTED AND TALENTED EDUCATION FRAMEWORKS

STRAND 3 : **RESEARCH/INDEPENDENT LEARNING**

STRAND 3: RESEARCH/INDEPENDENT LEARNING

FOCUS: **SELECT/DEVELOP TOPIC**

CONTENT STANDARD 1: **Students will acquire research/independent learning skills by selecting and developing a topic.**

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S	ASSESSMENT OPTIONS
		K-4	5-7	8-9	10-12		
3.1.1	The learner will brainstorm for a topic.					Knowledge	C, D, E, JL, O, PE, PF, PR, W
3.1.2	The learner will formulate questions to guide research.					Synthesis	C, D, E, JL, O, PE, PF, PR, W
3.1.3	The learner will develop a hypothesis.					Synthesis	C, D, E, JL, O, PE, PF, PR, W, S, T
3.1.4	The learner will determine materials and technical resources needed.					Application/Analysis	C, D, E, JL, O, PE, PF, PR, W
3.1.5	The learner will develop a plan and time line for gathering information.					Analysis/Synthesis	C, D, E, JL, O, PE, PF, PR, W
3.1.6	The learner will develop criteria to evaluate a product.					Analysis/Synthesis	C, D, E, JL, O, PE, PF, PR, W

STRAND 3: RESEARCH/INDEPENDENT LEARNING

FOCUS: DATA COLLECTION

CONTENT STANDARD 2:   Students will utilize data collection to acquire research/independent learning skills.

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S	ASSESSMENT OPTIONS
		K-4	5-7	8-9	10-12		
3.2.1	The learner will develop a research outline.					Analysis	C, D, E, JL, O, PE, PF, PR, W
3.2.2	The learner will acquire information from various resources...					Knowledge	C, D, E, JL, O, PE, PF, PR, W
3.2.3	The learner will use various media sources (such as computers, videos and other electronic devices, etc.).					Application	C, D, E, JL, O, PE, PF, PR, W
3.2.4	The learner will utilize individuals and community resources.					Application	C, D, E, JL, O, PE, PF, PR, W
3.2.5	The learner will use appropriate research methods (such as case studies, historical studies, interviews, surveys and polls).					Application	C, D, E, JL, O, PE, PF, PR, W
3.2.6	The learner will use various skills (such as note taking, outlining, photography, graphs, tables, etc.) to collect					Application	C, D, E, JL, O, PE, PF, PR, W, S, T

	data.						
3.2.7	The learner will read/interpret and validate data.					Analysis/Evaluation	C, D, E, JL, O, PE, PF, PR, W, S, T

STRAND 3: RESEARCH/INDEPENDENT LEARNING

FOCUS: ORGANIZING/ANALYZING DATA

CONTENT STANDARD 3:   Students will acquire research/independent learning skills by organizing and analyzing data.

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S	ASSESSMENT OPTIONS
		K-4	5-7	8-9	10-12		
3.3.1	The learner will organize and interpret data.					Analysis	C, D, E, JL, O, PE, PF, PR, W, S, T
3.3.2	The learner will modify hypothesis if needed.					Synthesis	C, D, E, JL, O, PE, PF, PR, W
3.3.3	The learner will document the authenticity of sources.					Application	C, D, E, JL, O, PE, PF, PR, W
3.3.4	The learner will develop data into an illustrative form for appropriate media.					Analysis/Synthesis	C, D, E, JL, O, PE, PF, PR, W

STRAND 3: RESEARCH/INDEPENDENT LEARNING

FOCUS: PRESENTATION AND EVALUATION OF PRODUCT
CONTENT STANDARD 4: Students will develop research/independent learning skills by the presentation and evaluation of a research product.

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S	ASSESSMENT OPTIONS
		K-4	5-7	8-9	10-12		
3.4.1	The learner will synthesize the data.					Synthesis	C, D, E, JL, O, PE, PF, PR, W
3.4.2	The learner will establish procedures for developing and improving a final presentation.					Analysis	C, D, E, JL, O, PE, PF, PR, W
3.4.3	The learner will develop an original product to accompany the presentation of the selected topic.					Synthesis	C, D, E, JL, O, PE, PF, PR, W
3.4.4	The learner will apply evaluative criteria to the product.					Evaluation	C, D, E, JL, O, PE, PF, PR, W
3.4.5	The learner will present information on the selected topic to an appropriate audience.					Application	C, D, E, JL, O, PE, PF, PR, W

GIFTED AND TALENTED EDUCATION FRAMEWORKS

STRAND 4 : <u>COMMUNICATION</u>

STRAND 4: COMMUNICATION

FOCUS: **VERBAL**

CONTENT STANDARD 1:   **Students will develop their verbal communication skills.**

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S KRATHWOHL	ASSESSMENT OPTIONS
		K-4	5-7	8-9	10-12		
4.1.1	The learner will verbally express ideas, opinions and feelings.					Application Responding	C, D, E, JL, O, PE, PF, PR, W
4.1.2	The learner will organize material for an oral presentation.					Analysis	C, D, E, JL, O, PE, PF, PR, W
4.1.3	The learner will vary content and style according to purpose and audience.					Synthesis/Evaluation	C, D, E, JL, O, PE, PF, PR, W
4.1.4	The learner will present material to an appropriate audience.					Application	C, D, E, JL, O, PE, PF, PR, W

STRAND 4: COMMUNICATION

FOCUS: NON-VERBAL

CONTENT STANDARD 2:   Students will develop their non-verbal communication skills.

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S	ASSESSMENT OPTIONS
		K-4	5-7	8-9	10-12	KRATHWOHL	
4.2.1	The learner will nonverbally express ideas, opinions and feelings.					Application — Responding	C, D, E, JL, O, PE, PF, PR, W
4.2.2	The learner will translate verbal communication into another medium.					Synthesis	C, D, E, JL, O, PE, PF, PR, W
4.2.3	The learner will recognize non-verbal methods that influence thinking.					Analysis	C, D, E, JL, O, PE, PF, PR, W
4.2.4	The learner will vary content and style according to purpose and audience.					Synthesis/Evaluation	C, D, E, JL, O, PE, PF, PR, W
4.2.5	The learner will enhance a presentation by using non-verbal forms of expression.					Application	C, D, E, JL, O, PE, PF, PR, W

STRAND 4: COMMUNICATION

FOCUS: __WRITTEN__
CONTENT STANDARD 3:__ Students will develop their written communication skills.__

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S	ASSESSMENT OPTIONS
		K-4	5-7	8-9	10-12		
4.3.1	The learner will recognize and use various types of written communication.					Application	C, D, E, JL, O, PE, PF, PR, W, S, T
4.3.2	The learner will develop appropriate techniques related to a specific writing project.					Synthesis	C, D, E, JL, O, PE, PF, PR, W, S, T
4.3.3	The learner will plan a written document.					Synthesis	C, D, E, JL, O, PE, PF, PR, W, S, T
4.3.4	The learner will vary content and style according to purpose and audience.					Synthesis/Evaluation	C, D, E, JL, O, PE, PF, PR, W, S, T
4.3.5	The learner will present material to an appropriate audience.					Application	C, D, E, JL, O, PE, PF, PR, W, S, T

STRAND 4: COMMUNICATION

FOCUS: LISTENING

CONTENT STANDARD 4:   Students will develop their listening skills.

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S	ASSESSMENT OPTIONS
		K-4	5-7	8-9	10-12		
4.4.1	The learner will identify and demonstrate various skills of listening (such as eye-contact, observation, attentiveness, etc.).					Comprehension/Application	C, D, E, JL, O, PE, PF, PR, W
4.4.2	The learner will demonstrate effective body language while listening.					Application	C, D, E, JL, O, PE, PF, PR, W
4.4.3	The learner will evaluate the benefits of effective listening skills.					Evaluation	C, D, E, JL, O, PE, PF, PR, W

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GIFTED AND TALENTED EDUCATION FRAMEWORKS

STRAND 5 : _____**AFFECTIVE DEVELOPMENT**___

STRAND 5: AFFECTIVE DEVELOPMENT

FOCUS: SELF CONCEPT

CONTENT STANDARD 1:   Students will develop an awareness of self through activities/experiences designed to foster their ability to enhance self concept.

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S KRATHWOHL	ASSESSMENT OPTIONS
		K-4	5-7	8-9	10-12		
5.1.1	The learner will recognize and understand one's own special abilities and limitations.					Comprehension	C, D, E, JL, O, PE, PF, PR, W
						Receiving	
5.1.2	The learner will set standards and goals appropriate to ability level.					Analysis/Evaluation	C, D, E, JL, O, PE, PF, PR, W
						Responding	
5.1.3	The learner will develop a belief in the ability to succeed.					Synthesis	C, D, E, JL, O, PE, PF, PR, W
						Valuing	
5.1.4	The learner will identify and demonstrate an awareness of various emotions and values.					Application	C, D, E, JL, O, PE, PF, PR, W
						Organization	
5.1.5	The learner put positive and negative feedback into perspective.					Analysis/Evaluation	C, D, E, JL, O, PE, PF, PR, W
						Organization	

STRAND 5: AFFECTIVE DEVELOPMENT

FOCUS: **INTERPERSONAL RELATIONS**

CONTENT STANDARD 2: **Students will develop the ability to enhance interpersonal relations.**

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S	ASSESSMENT OPTIONS
		K-4	5-7	8-9	10-12	KRATHWOHL	
5.2.1	The learner will discover and respect the uniqueness of others.					Comprehension/Application / Receiving	C, D, E, JL, O, PE, PF, PR, W
5.2.2	The learner will recognize one's own role in various groups.					Comprehension / Responding	C, D, E, JL, O, PE, PF, PR, W
5.2.3	The learner will offer and accept constructive feedback.					Analysis/Synthesis/Evaluation / Responding	C, D, E, JL, O, PE, PF, PR, W
5.2.4	The learner will anticipate interpersonal conflicts and accept responsibility for consequences of actions.					Analysis/Synthesis/Evaluation / Valuing	C, D, E, JL, O, PE, PF, PR, W
5.2.5	The learner will develop awareness that cooperation and competition are aspects of interpersonal relations.					Analysis/Synthesis / Valuing	C, D, E, JL, O, PE, PF, PR, W
5.2.6	The learner will recognize and evaluate the expectations of adults and peers.					Evaluation / Valuing	C, D, E, JL, O, PE, PF, PR, W

STRAND 5: AFFECTIVE DEVELOPMENT

FOCUS: **PERSONAL DECISION MAKING**

CONTENT STANDARD 3: **Students will develop personal decision making skills.**

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S KRATHWOHL	ASSESSMENT OPTIONS
		K-4	5-7	8-9	10-12		
5.3.1	The learner will establish priorities and set realistic goals.					Analysis/Evaluation / Responding/Valuing	C, D, E, JL, O, PE, PF, PR, W
5.3.2	The learner will review all positive alternatives.					Analysis / Receiving	C, D, E, JL, O, PE, PF, PR, W
5.3.3	The learner will weigh pros and cons of each alternative.					Evaluation / Receiving	C, D, E, JL, O, PE, PF, PR, W
5.3.4	The learner will choose the best alternative.					Evaluation / Responding	C, D, E, JL, O, PE, PF, PR, W
5.3.5	The learner will evaluate the alternative and support the decision.					Evaluation / Valuing	C, D, E, JL, O, PE, PF, PR, W
5.3.6	The learner will develop skills necessary for self learning.					Synthesis / Organization	C, D, E, JL, O, PE, PF, PR, W
5.3.7	The learner will investigate varied career options.					Analysis	C, D, E, JL, O, PE, PF, PR, W

STRAND 5: AFFECTIVE DEVELOPMENT

FOCUS: __RISK TAKING__

CONTENT STANDARD 4: __Students will learn to cope with success and failure by developing risk taking skills.__

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S KRATHWOHL	ASSESSMENT OPTIONS
		K-4	5-7	8-9	10-12		
5.4.1	The learner will risk a mistake or failure.					Application — Responding	C, D, E, JL, O, PE, PF, PR, W
5.4.2	The learner will explore new experiences and attempt difficult tasks.					Application — Receiving/Responding	C, D, E, JL, O, PE, PF, PR, W
5.4.3	The learner will analyze discrepancies in thought or information and develop alternative perspectives.					Analysis/Synthesis — Receiving	C, D, E, JL, O, PE, PF, PR, W
5.4.4	The learner will risk criticism in support of own beliefs and ideas.					Application/Synthesis — Valuing	C, D, E, JL, O, PE, PF, PR, W
5.4.5	The learner will predict consequences of risk taking and assume responsibility for a course of action.					Synthesis — Valuing	C, D, E, JL, O, PE, PF, PR, W

STRAND 5: AFFECTIVE DEVELOPMENT

FOCUS: LEADERSHIP

CONTENT STANDARD 5:   Students will develop effective leadership skills.

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S	ASSESSMENT OPTIONS
		K-4	5-7	8-9	10-12	KRATHWOHL	
5.5.1	The learner will define and assess characteristics of leadership.					Evaluation Receiving	C, D, E, JL, O, PE, PF, PR, W
5.5.2	The learner will discriminate between positive and negative attributes of a leader.					Evaluation Receiving	C, D, E, JL, O, PE, PF, PR, W
5.5.3	The learner will assess the motivational aspects of effective leadership.					Evaluation Receiving	C, D, E, JL, O, PE, PF, PR, W
5.5.4	The learner will participate in activities that develop effective leadership roles.					Application/Synthesis Responding	C, D, E, JL, O, PE, PF, PR, W

STRAND 5: AFFECTIVE DEVELOPMENT

FOCUS: **SURVIVAL SKILLS**

CONTENT STANDARD 6:   **Students will develop survival skills necessary to thrive as a gifted learner.**

#	STUDENT LEARNING EXPECTATION	SCOPE/BENCHMARK				BLOOM'S	ASSESSMENT OPTIONS
		K-4	5-7	8-9	10-12	KRATHWOHL	
5.6.1	The learner will explore coping strategies in such areas as perfectionism, gifted characteristics, gifted females, gifted males, gifted underachievement and twice exceptional students					Analysis	C, D, E, JL, O, PE, PF, PR, W
						Receiving	
5.6.2	The learner will accept opportunities to attempt new challenges leading to task commitment or possible lifelong passions in learning.					Synthesis	C, D, E, JL, O, PE, PF, PR, W
						Responding	
5.6.3	The learner will demonstrate effective use of time.					Application	C, D, E, JL, O, PE, PF, PR, W
						Responding	
5.6.4	The learner will assess/reassess obligations in individual and group endeavors to fulfill guidelines established by the learner and/or the teacher/facilitator.					Evaluation	C, D, E, JL, O, PE, PF, PR, W
						Responding	