

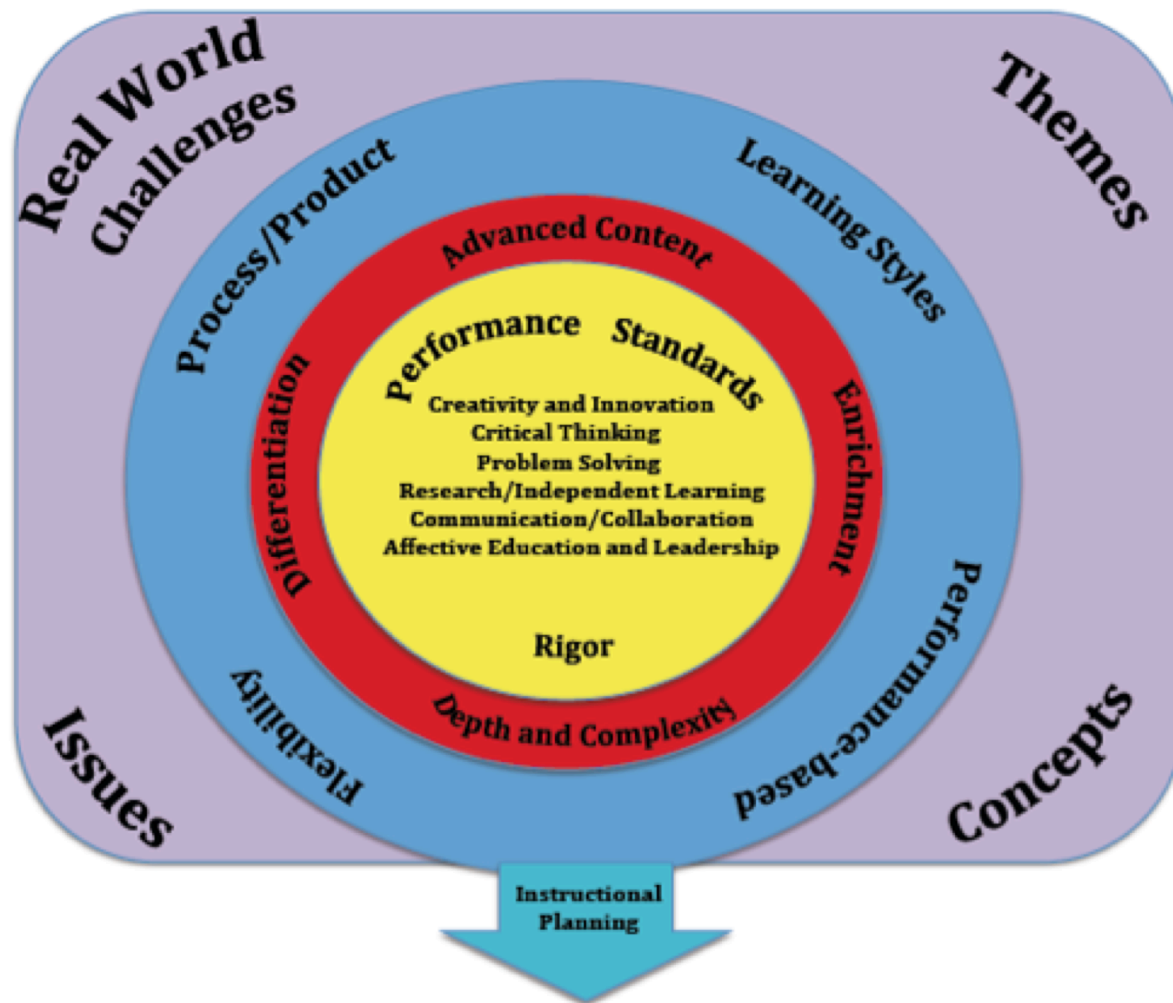
**Park City School District  
PACE  
Teaching and Learning Model  
Scope and Sequence  
(DRAFT)**

# PACE Teaching and Learning Model

MODEL: The PACE program is based on a modified Integrated Curriculum Model (ICM; VanTassel-Baska). Recognizing the unique learning characteristics and needs of gifted and high ability learners, this model provides complexity, rigor, and enrichment experiences. The Integrated Curriculum Model has three dimensions:

- Advanced Content - promotes more depth within the curriculum
- Process-Product – creative, performance-based, flexible, varied learning styles
- Concepts/Themes – integration across learning domains

The Park City model incorporates an additional dimension of defined performance standards.



## Students with Intellectual Gifts and High Ability Talents (PACE) Scope and Sequence

The Park City School District PACE scope and sequence is based on six performance standards correlated to the Utah Common Core Anchor Standards and the National Association for Gifted Children (NAGC) Gifted Programming Standards. The PACE scope and sequence supports these standards by encouraging students to ask higher-level questions and perform more challenging complex tasks. This includes critical-thinking, creative thinking, problem-solving, reasoning, and applying analytical skills that are required for success in college, career, and life. These six PACE standards are broken down into specific process skills, and identify what students should be able to do by the end of grades K-2, 3, 4, 5.

<b>PACE Performance Standards</b>	<b>Process Skills/Student Outcomes</b>	<b>NAGC Standards Evidence-Based Practices</b>
Creativity & Innovation	<ul style="list-style-type: none"> <li>• Fluency &amp; Brainstorming</li> <li>• Flexibility</li> <li>• Originality</li> <li>• Elaboration</li> <li>• Curiosity</li> </ul>	<p><b>3.3.1.</b> Educators select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to diversity.</p> <p><b>3.4.2.</b> Educators use creative-thinking strategies to meet the needs of students with gifts and talents.</p>
Critical Thinking	<ul style="list-style-type: none"> <li>• Use reasoning</li> <li>• Use facts</li> <li>• Explain relationships</li> <li>• Compare &amp; Contrast</li> <li>• Making Inferences</li> </ul>	<p><b>3.4.1.</b> Educators use critical-thinking strategies to meet the needs of students with gifts and talents.</p>
Problem Solving	<ul style="list-style-type: none"> <li>• Recognize a problem</li> <li>• Use problem solving strategies</li> <li>• Develop a solution</li> <li>• Use analytical thinking</li> <li>• Make sense of problems and persevere in solving them.</li> </ul>	<p><b>3.4.3.</b> Educators use problem-solving model strategies to meet the needs of students with gifts and talents.</p> <p><b>3.4.4.</b> Educators use inquiry models to meet the needs of students with gifts and talents.</p>

Research/Independent Learning	<ul style="list-style-type: none"> <li>• Develop research questions for independent inquiry</li> <li>• Gather information</li> <li>• Organize information</li> <li>• Analyze information</li> <li>• Apply information</li> <li>• Presentation</li> </ul>	<p><b>3.6.1.</b> Teachers and administrators demonstrate familiarity with sources for high quality resources and materials that are appropriate for learners with gifts and talents.</p> <p><b>3.3.3.</b> Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.</p>
Communication & Collaboration	<ul style="list-style-type: none"> <li>• Articulate thoughts and ideas using verbal, non-verbal, and written communication</li> <li>• Demonstrate effective listening</li> <li>• Assume shared responsibility for collaborative work</li> </ul>	<p><b>4.5.2.</b> Educators provide resources to enhance oral, written, and artistic forms of communication, recognizing students' cultural context.</p> <p><b>4.5.3.</b> Educators ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.</p>
Affective Education & Leadership	<ul style="list-style-type: none"> <li>• Develop self-concept</li> <li>• Self-Understanding and Awareness of needs</li> <li>• Goal Setting</li> <li>• Work as a leader</li> <li>• Make meaningful contributions to society</li> </ul>	<p><b>1.2.1.</b> Educators develop activities that match each student's developmental level and culture-based learning needs.</p> <p><b>1.3.2.</b> Educators model respect for individuals with diverse abilities, strengths, and goals.</p> <p><b>1.8.2.</b> Teachers and counselors implement a curriculum scope and sequence that contains person/social awareness and adjustment, academic planning, and vocational and career awareness.</p>

SCOPE/BENCHMARK: Defines when and how a student learner should accomplish the Student Learning Expectation. There are four grade levels established: K-2, 3, 4, 5. 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.  
(Level I, II, III Services)

DEVELOP: The Student Learning Expectation will be developed by the use of further activities or lessons.  
(Level II, III Services)

MASTER: The Student Learning Expectation should be mastered by the student learner to such a level as to be considered proficient by the PACE specialist. (Level II, III Services)

EXTEND: The PACE specialist will develop lessons/activities to assist the student learner to extend their ability to utilize the Student Learning Expectation beyond proficient (Level III Services)

DEPTH OF KNOWLEDGE (DOK): The DOK Level of the Cognitive Domain at which the particular Student Learning Expectation should be experienced. This level can vary according to student readiness, service level, planned lessons and activity.

DEPTH OF KNOWLEDGE WITHIN THE COGNITIVE DOMAIN :

**1. Level 1: Recall/Reproduction**

**Recall a fact, information, or procedure. Process information on a low level.**

**2. Level 2: Skill/Concept**

**Use information or conceptual knowledge, two or more steps.**

**3. Level 3: Strategic Thinking**

**Requires reasoning, developing a plan or a sequence of steps, some complexity, more than one reasonable approach.**

**4. Level 4: Extended Thinking**

**Requires an investigation, time to think and process multiple conditions of the problem. Requires connections and extensions with high cognitive demand and complexity.**

ASSESSMENT OPTIONS: The way in which the PACE Specialist 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).

## PACE PERFORMANCE STANDARD 1: CREATIVITY & INNOVATION

### FOCUS: FLUENCY

**CONTENT STANDARD 1:** Students will increase their ability to generate original and varied ideas for multiple situations through the use of fluency.

#	STUDENT LEARNING EXPECTATION	K-2	3	4	5	DOK
1.1.1	The learner will generate many alternatives in a given situation.	I/D	M	M/E	M/E	1
1.1.2	The learner will utilize brainstorming techniques	I/D	M	M/E	M/E	1/2
1.1.3	The learner will generate a list of pros and cons.	I	D	D/M	M/E	1/2
1.1.4	The learner will generate a list of attributes.	I/D	D/M	M/E	M/E	1/2

### FOCUS: FLEXIBILITY

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

#	STUDENT LEARNING EXPECTATION	K-2	3	4	5	DOK
1.2.1	The learner will utilize new and different approaches to situations.	I	D	M	M/E	2
1.2.2	The learner will minify, magnify and/or modify ideas or concepts.	I	I/D	D/M	M/E	2/3
1.2.3	The learner will adapt a single idea or material to many different uses.	I/D	D/M	M	M/E	2
1.2.4	The learner will explore unexplained or unknown concepts.	I	I/D	D/M	M/E	2/3
1.2.5	The learner will apply a principle or concept to different areas.		I	I/D	D/M	2/3

**FOCUS: ORIGINALITY**

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

#	STUDENT LEARNING EXPECTATION	K-2	3	4	5	DOK
1.3.1	The learner will create unique products or ideas by combining, rearranging, redesigning, reversing or substituting unusual concepts or materials.		I/D	D	D/M/E	2/3/4
1.3.2	The learner will generate unusual ideas through the use of imagination.		I/D	D/M	D/M	2/3
1.3.3	The learner will generate unusual answers to questions.	I	I/D	D/M	M	2
1.3.4	The learner will develop new ideas or concepts by synthesizing seemingly unconnected information.		I	D	D/M	2/3/4
1.3.5	The learner will reorganize a body of information and make original additions to it.		I/D	D	D/M	2/3



**FOCUS: ELABORATION**

**CONTENT STANDARD 4:** Students will increase their ability to generate original and varied ideas for multiple situations through the use of elaboration.

#	STUDENT LEARNING EXPECTATION	K-2	3	4	5	DOK
1.4.1	The learner will recognize the need for detail.	I/D	D	M	M/E	1
1.4.2	The learner will generate details to embellish or enhance objects, concepts or questions.	I/D	D	D/M	M/E	1/2
1.4.3	The learner will use familiar objects in ways different from their intended purpose.	I	D/M	D/M	M/E	1/2
1.4.4	The learner will distinguish between detail and the necessary components of concepts or products.		I/D	D/M	M/E	2/3

**FOCUS: CURIOSITY**

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

#	STUDENT LEARNING EXPECTATION	K-2	3	4	5	DOK
1.5.1	The learner will pose questions.	I/D	D/M	M	M/E	1
1.5.2	The learner will utilize innovative thinking, to maximize the use of curiosity and complexity.	I/D	D/M	M	M/E	1/2
1.5.3	The learner will question relationships, point of view and interpretation.	I	I/D	D/M	M/E	1/2/3

## PACE PERFORMANCE STANDARD 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	K-2	3	4	5	DOK
2.1.1	The learner will identify a main idea in oral, written or non-verbal form.	I/D	D/M	M	M/E	1
2.1.2	The learner will recognize relationships among ideas and data.	I	D	M/E	M/E	2
2.1.3	The learner will provide supportive evidence for a particular idea, principle or generalization.	I	I/D	D/M	M/E	2/3/4
2.1.4	The learner will classify information into logical categories	I/D	D/M	M/E	M/E	2
2.1.5	The learner will deduce information and draw conclusions.	I	I/D	D/M	M/E	3
2.1.6	The learner will compare attributes of varying ideas.	I	I/D	D/M	M/E	3
2.1.7	The learner will sequence information to make a point or verify a solution.	I	I/D	D/M	M/E	2/3/4

**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	K-2	3	4	5	DOK
2.2.1	The learner will combine concepts, principles and generalizations to generate a new relationship/ understanding.		I/D	D	D/M	3
2.2.2	The learner will modify and adapt information, materials and ideas to be used in a different manner.		I/D	D	D/M	3
2.2.3	The learner will make valid predictions based on available information or as a result of an action.		I/D	D	D/M	3
2.2.4	The learner will formulate alternatives to a problem or issue.		I/D	D	D/M	3/4

**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	K-2	3	4	5	DOK
2.3.1	The learner will develop evaluation/assessment criteria.	I	I/D	D/M	M/E	2/3
2.3.2	The learner will utilize criteria to assess the organization, content, value and effectiveness of a product or process.		I/D	D	D/M	3
2.3.3	The learner will assess the accuracy and relevance of points used to support an argument.		I/D	D	D/M	3
2.3.4	The learner will prove or disprove ideas by presenting evidence.		I/D	D	D/M	3/4

## PACE PERFORMANCE STANDARD 3: PROBLEM SOLVING

Focus: Analytical Thinking

**CONTENT STANDARD 1:** Students will utilize problem solving skills and develop strategies that can be applied to real-life situations.

#	STUDENT LEARNING EXPECTATION	K-2	3	4	5	DOK
3.1.1	The learner will recognize a problem (understand a given situation).	I	D/M	M/E	M/E	1/2
3.1.2	The learner will define the problem	I	D	M	M/E	1/2
3.1.3	The learner will gather ideas and data related to the problem.	I	D	M	M/E	2
3.1.4	The learner will evaluate varying aspects of the problem.	I	D/M	M	M/E	3
3.1.5	The learner will analyze underlying problems and sub-problems.		I/D	D	D/M	3/4

Focus: Creative Problem Solving

**CONTENT STANDARD 2:** Students will be able to use divergent and convergent thinking to develop multiple ideas and solutions.

#	STUDENT LEARNING EXPECTATION	K-2	3	4	5	DOK
3.2.1	The learner will approach a problem or challenge in an imaginative and innovative way.	I/D	D	M	M/E	2
3.2.2	The learner will generate ideas that will lead to one or more understandings or perspectives.	I	D	M	M/E	2/3
3.2.3	The learner will utilize a variety of ideas from several sources to produce one solution.	I	D	M	M/E	3
3.2.4	The learner will compare and evaluate solutions from different perspectives of a single problem.		I/D	D	M	3/4
3.2.5	Select the best solution to a problem and explain the reasoning.	I	I/D	D/M	M/E	3

**Focus: Scientific Problem Solving****CONTENT STANDARD 3: Students will use inquiry skills to solve problems.**

#	STUDENT LEARNING EXPECTATION	K-2	3	4	5	DOK
3.3.1	The learner will generate meaningful questions about a real-world selected problem.	I	I/D	D/M	M/E	2
3.3.2	The learner will gather information to formulate a workable hypothesis.	I	I/D	D/M	M/E	2
3.3.3	The learner will develop a procedure to investigate a selected question.	I	I/D	D/M	M/E	3/4
3.3.4	The learner will analyze and draw conclusions from data collected from an investigation.		I/D	D/M	M/E	3/4
3.3.5	Communicate findings in a presentable format.		I/D	D/M	M/E	2

## PACE PERFORMANCE STANDARD 4: 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	K-2	3	4	5	DOK
4.1.1	The learner will brainstorm for a topic.	I	D	M	M/E	1
4.1.2	The learner will formulate questions to guide research.	I	D	M	M/E	2
4.1.3	The learner will determine materials and technical resources needed.	I	D	M	M/E	1
4.1.4	The learner will develop a plan and time line for gathering information.	I	D	D/M	M/E	1/2
4.1.5	The learner will develop criteria to evaluate a product.	I	D	D/M	M/E	3

**FOCUS: DATA COLLECTION, ORGANIZATION & ANALYSIS**

**CONTENT STANDARD 2: Students will collect, organize, and analyze data to acquire research/independent learning skills.**

#	STUDENT LEARNING EXPECTATION	K-2	3	4	5	DOK
4.2.1	The learner will develop a research outline.		I/D	D	M	2
4.2.2	The learner will acquire information from various resources.	I/D	D/M	M/E	M/E	2
4.2.3	The learner will utilize individuals and community resources	I	I/D	M	M/E	2
4.2.4	The learner will use appropriate research methods (such as case studies, historical studies, interviews, surveys, polls)		I/D	D/M	M/E	2/3/4
4.2.5	The learner will use various skills (such as note taking, outlining, photography, graphs, tables, etc.) to collect data.	I	I/D	D/M	M/E	2/3
4.2.6	The learner will document the authenticity of sources.	I	I/D	D/M	M/E	2
4.2.7	The learner will read/interpret and validate data.	I	I/D	D/M	M/E	2/3
4.2.8	The learner will develop data into an illustrative form.	I	I/D	D/M	M/E	2

**FOCUS: PRESENTATION AND EVALUATION OF PRODUCT**

**CONTENT STANDARD 3: Students will develop research/independent learning skills by the presentation and evaluation of a research product.**

#	STUDENT LEARNING EXPECTATION	K-2	3	4	5	DOK
4.3.1	The learner will establish procedures for developing and improving a final presentation.	I	I/D	D/M	M/E	2
4.3.2	The learner will develop an original product to accompany the presentation of the selected topic.		I/D	D/M	M/E	3/4
4.4.3	The learner will apply evaluative criteria to the product.		I/D	D/M	M/E	3
4.4.4	The learner will present information on the selected topic to an appropriate audience.	I	D	D/M	M/E	2

## PACE PERFORMANCE STANDARD 5: COMMUNICATION AND COLLABORATION

### FOCUS: VERBAL

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

#	STUDENT LEARNING EXPECTATION	K-2	3	4	5	DOK
5.1.1	The learner will verbally express ideas, opinions and feelings.	I/D	D/M	D/M	M/E	1
5.1.2	The learner will organize material for an oral presentation.	I/D	D/M	M	M/E	2
5.1.3	The learner will vary content and style according to purpose.		I/D	D	M	2/3

### FOCUS: NON-VERBAL

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

#	STUDENT LEARNING EXPECTATION	K-2	3	4	5	DOK
5.2.1	The learner will recognize non-verbal methods that influence thinking.	I	I/D	D/M	M	2
5.2.2	The learner will recognize non-verbal cues as it relates to social interaction.	I	D	D/M	D/M	2
5.2.3	The learner will enhance a presentation by using non-verbal forms of expression.	I	I/D	M	M/E	2



**FOCUS: WRITTEN****CONTENT STANDARD 3: Students will develop their written communication skills.**

#	STUDENT LEARNING EXPECTATION	K-2	3	4	5	DOK
5.3.1	The learner will recognize and use various types of written communication.	I/D	D/M	M	M/E	2/3
5.3.2	The learner will develop appropriate techniques related to a specific writing project.	I/D	D/M	M/E	M/E	2
5.3.3	The learner will vary content and style according to purpose and audience.		I/D	D/M	M/E	2/3

**FOCUS: LISTENING****CONTENT STANDARD 4: Students will develop their listening skills.**

#	STUDENT LEARNING EXPECTATION	K-2	3	4	5	DOK
5.4.1	The learner will identify and demonstrate various skills of listening (such as eye-contact, observation, attentiveness, etc.).	I/D	D/M	M	M	1
5.4.2	The learner will listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions.	I	I/D	D/M	M	2
5.4.3	The learner will evaluate the benefits of effective listening skills.		I/D	D/M	M	2/3

## PACE PERFORMANCE STANDARD 6: AFFECTIVE EDUCATION & LEADERSHIP

### 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	K-2	3	4	5	
6.1.1	The learner will recognize and understand one's own special abilities and limitations	I/D	D/M	M	M/E	
6.1.2	The learner will set standards and goals appropriate to ability level.	I	D/M	M	M/E	
6.1.3	The learner will develop a belief in the ability to succeed.	I/D	D	M	M/E	
6.1.4	The learner will identify and demonstrate an awareness of various emotions and values.	I/D	D	M	M/E	
6.1.5	The learner puts positive and negative feedback into perspective.	I/D	D	M	M/E	

### FOCUS: RISK TAKING

**CONTENT STANDARD 2:** Students will learn to cope with success and failure by developing risk-taking skills.

#	STUDENT LEARNING EXPECTATION	K-2	3	4	5	
6.2.1	The learner will risk a mistake or failure.	I/D	D/M	M	M/E	
6.2.2	The learner will explore new experiences and attempt difficult tasks.	I/D	D/M	M	M/E	
6.2.3	The learner will analyze discrepancies in thought or information and develop alternative perspectives.	I/D	D/M	M	M/E	
6.2.4	The learner will risk criticism in support of own Beliefs and ideas.	I/D	D/M	M	M/E	

**FOCUS: INTERPERSONAL RELATIONS****CONTENT STANDARD 3: Students will develop the ability to enhance interpersonal relations.**

#	STUDENT LEARNING EXPECTATION	K-2	3	4	5	
6.3.1	The learner will discover and respect the uniqueness of others.	I/D	D/M	M	M/E	
6.3.2	The learner will recognize one's own role in various groups.	I/D	D/M	M	M/E	
6.3.3	The learner will offer and accept constructive feedback.	I/D	D/M	M	M/E	
6.3.4	The learner will anticipate interpersonal conflicts and accept responsibility for consequences of actions.	I/D	D/M	M	M/E	
6.3.5	The learner will develop awareness that cooperation and competition are aspects of interpersonal relations.	I/D	D/M	M	M/E	
6.3.6	The learner will recognize and evaluate the expectations of adults and peers.	I/D	D/M	M	M/E	

**FOCUS: PERSONAL DECISION MAKING****CONTENT STANDARD 4: Students will develop personal decision making skills.**

#	STUDENT LEARNING EXPECTATION	K-2	3	4	5	
6.4.1	The learner will establish priorities and set realistic goals.	I	D/M	M	M/E	
6.4.2	The learner will review all positive alternatives.	I	D/M	M	M/E	
6.4.3	The learner will weigh pros and cons of each alternative.	I	D/M	M	M/E	
6.4.4	The learner will choose the best alternative.	I/D	D/M	M	M/E	
6.4.5	The learner will evaluate the alternative and support the decision.	I/D	D/M	M	M/E	

**FOCUS: LEADERSHIP****CONTENT STANDARD 5: Students will develop effective leadership skills.**

#	STUDENT LEARNING EXPECTATION	K-2	3	4	5	
6.5.1	The learner will define and assess characteristics of leadership.	I/D	D/M	M	M/E	
6.5.2	The learner will discriminate between positive and negative attributes of a leader.	I/D	D/M	M	M/E	
6.5.3	The learner will assess the motivational aspects of effective leadership.	I/D	D/M	M	M/E	
6.5.4	The learner will participate in activities that develop effective leadership roles.	I/D	D/M	M	M/E	