

PACE Services	Performance Standard 1 Creativity and Innovation		Park City Schools
Connection UCCS: ELA 3.3, 4.3, 5.3 (using imagination to produce written work) Arts: Standard 3 - Creating- this standard lends itself to interdisciplinary connections.	Thinking Skills Lesson: Brainstorming/Creativity (Fluency, Flexibility, Elaboration, Originality) Grades K-5		
Enduring Understanding(s): <ul style="list-style-type: none"> • Creating, interpreting, and responding in key subject areas stimulate the imagination and encourage innovation and <i>creative</i> risk-taking. • Cognition and reflection are required to appreciate, interpret, and create with an innovative approach. • Brainstorming produces unique ideas. 	Essential Question(s): <ul style="list-style-type: none"> • How does creativity relate to innovation? • How does understanding context influence our creative approaches to developing new ideas? • What higher-level thinking skills are needed to promote creativity? 		
Students will know... <ul style="list-style-type: none"> • Process of Brainstorming • Parts to creative thinking • Evaluative Thinking 	Students will be able to... <ul style="list-style-type: none"> • Demonstrate tenacity • Offers many ideas • See different perspectives • Offer unique ideas • Change course • Elaborate • Flexibility of perspective 	<ul style="list-style-type: none"> • Use advanced vocabulary • Use analytical thinking strategies • Recognize flawed reasoning • Defer judgment • See an interrelationship of clues (piggybacking) • Jigsaw 	
Stage 2 – Assessment Evidence			
Performance Task(s): <ul style="list-style-type: none"> • Use brainstorming skills as well as the concepts of fluency, flexibility, originality, and elaboration, to produce creative and/ or innovative ideas. 	Other Evidence: <ul style="list-style-type: none"> • Rubrics • Portfolios • Advancing complexity • Observation 		
Stage 3 – Learning Plan			
Possible Learning Activities: <ul style="list-style-type: none"> • Sample Lesson <ul style="list-style-type: none"> ○ Rules of brainstorming ○ Evaluate for fluency and originality ○ SCAMPER ○ RAFTS ○ Inventive thinking ○ Forced Analogies 			
Integration/Resources: <ul style="list-style-type: none"> • <u>Primarily Creativity Grades 1-3, Judy Leimbach, (pp. 22-26)</u> • Brainstorming: http://elsmar.com/Brainstorming/sld001.htm • Rules of Brainstorming: http://www.brainstorming.co.uk/tutorials/brainstormingrules.html • Process Guide: http://projects.edtech.sandi.net/staffdev/tpss99/processguides/brainstorming.html • P.E.T.S (Primary Education Thinking Skills) 			

PACE Services	Performance Standard 2 Critical Thinking		Park City Schools
Connection UCES: Standards for Mathematical Practice (1-8)	Unit: Thinking Skills Lesson (s): Higher Order Thinking Skills/Analyzing/Abstract reasoning		
Enduring Understanding(s): <ul style="list-style-type: none"> • Critical thinking is essential for making informed decisions, generating original ideas, and engaging in a global community. 	Essential Question(s): <ul style="list-style-type: none"> • How do we apply higher level thinking skills to help us solve problems? • How to we use reasoning to analyze information? 		
Students will know... <ul style="list-style-type: none"> • Relationships (Compare/Contrast, Cause/Effect) • Analogies • Sequences • Deduction • Inference • Logical Reasoning • Generalizations 	Students will be able to... <ul style="list-style-type: none"> • Demonstrate perseverance • Communicate various ideas • See different perspectives • Change course • Elaborate 	<ul style="list-style-type: none"> • Use advanced content vocabulary • Recognize relationships • Use analytical thinking strategies • Recognize flawed reasoning • Defend judgment • See an interrelationship of disciplines 	
Assessment Evidence			
Performance Task(s): <ul style="list-style-type: none"> • Organize evidence to support conclusions in variety situations. • Analyze and recognize patterns. • Students will use critical thinking skills to ask higher order questions. 	Other Evidence: <ul style="list-style-type: none"> • Original work in the specific modality • Observation • Discussion 		
Learning Plan			
Possible Learning Activities: <ul style="list-style-type: none"> • Syllogisms • Solve puzzles using a matrix • Solving mathematical problems in a variety of ways • Demonstrate use of analogies, figurative language, metaphors, similes • Venn diagrams • Questioning skills • Presenting Arguments. 			
Integration/Resources: <ul style="list-style-type: none"> • <u>Logic Countdown</u>, Bonnie Lou Risby • <u>Logic Liftoff</u>, Bonnie Lou Risby • <u>Orbiting With Logic</u>, Bonnie Lou Risby • <u>Connections Activities for Deductive Thinking Gr. 3-4</u>, Bonnie Lou Risby • <u>Connections Activities for Deductive Thinking Gr. 5-6</u>, Bonnie Lou Risby • <u>Connections Activities for Deductive Thinking Gr. 6-8</u>, Bonnie Lou Risby 	<ul style="list-style-type: none"> • <u>Thinking Through Analogies Gr. 3-8</u>, Bonnie Lou Risby • <u>Logic Safari Book 2</u>, Bonnie Lou Risby • <u>Logic Safari Book 3</u>, Bonnie Lou Risby • <u>The Great Chocolate Caper Gr. 5-8</u>, Mary Ann Carr • <u>More One-Hour Mysteries Gr. 4-8</u>, Mary Ann Carr • <u>Venn Perplexors Level B</u>, Evelyn B. Christensen • <u>Nathan Levy's Stories With Holes</u>, Nathan Levy 		

PACE Services	Performance Standard 3 Problem Solving		Park City Schools
<p>Connection UCCS: Standards for Mathematical Practice (1-8) Intended Learning Outcomes for Science (ILO's) 1. Science Processing And Thinking Skills 2. Attitudes and Interest 3. Understanding Concepts and Principles 4. Reasoning for Communication</p>	<p>Thinking Skills Lesson (s): Analytical thinking/Creative and Scientific Problem Solving.</p>		
<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Successful problem solvers possess a set of core beliefs that support their work: problem solving is important, takes significant time and repeated efforts, and requires reflection. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How do we apply higher level thinking skills to help us solve problems? • How do we search for, and synthesize appropriate information to problem solve? 		
<p>Students will know...</p> <ul style="list-style-type: none"> • Convergent/Divergent Thinking • Evaluative Thinking • Develop multiple ideas and solutions • Problem Solving Skills • Inquiry Skills 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Demonstrate perseverance • Recognize a problem • Generate meaningful questions about a real-world problem • Use advanced content vocabulary 	<ul style="list-style-type: none"> • Use analytical thinking strategies • Recognize flawed reasoning • Defend conclusions • See an interrelationship of content 	
Assessment Evidence			
<p>Performance Task(s):</p> <ul style="list-style-type: none"> • Utilize problem-solving skills and develop strategies that can be applied to real-life situations. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Observation • Portfolio • Projects/Products (science fair) 		
Learning Plan			
<p>Possible Learning Activities:</p> <ul style="list-style-type: none"> • Sample Lesson <ul style="list-style-type: none"> ○ Science Fair ○ Divergent and Convergent Thinking ○ Engineering Design ○ Rube Goldberg ○ 5 E's of Inquiry 			

Integration/Resources:**Primary:**

- Primary Education Thinking Skills 1-3, Jody Nichols, Sally Thomson, Margaret Wolfe, & Dodie Merritt
- Detective Club Mysteries for Young Thinkers Grades 2-4, Judy Leimbach & Sharon Eckert
- Primarily Logic, Judy Leimbach
- Connections, Activities for Deductive Thinking Grades 2-4, Bonnie Lou Risby
- Hands-On Logic Primary, Natalie Herendez

Intermediate:

- Logic Countdown, Bonnie Lou Risby
- Logic Liftoff, Bonnie Lou Risby
- Orbiting With Logic, Bonnie Lou Risby
- Connections Activities for Deductive Thinking Gr. 3-4, Bonnie Lou Risby
- Connections Activities for Deductive Thinking Gr. 5-6, Bonnie Lou Risby
- Connections Activities for Deductive Thinking Gr. 6-8, Bonnie Lou Risby
- Thinking Through Analogies Gr. 3-8, Bonnie Lou Risby
- Logic Safari Book 2, Bonnie Lou Risby
- Logic Safari Book 3, Bonnie Lou Risby
- The Great Chocolate Caper Gr. 5-8, Mary Ann Carr
- More One-Hour Mysteries Gr. 4-8, Mary Ann Carr

PACE Services	Performance Standard 4 Research/Independent Learning	Park City Schools
<p>Connection UCCS: Connection UCCS: Standards for Mathematical Practice (1-8) Intended Learning Outcomes for Science (ILO's) 1. Science Processing And Thinking Skills 2. Attitudes and Interest 3. Understanding Concepts and Principles 4. Reasoning for Communication ELA 5.7 Conduct a research Project to Build Knowledge through investigation ELA 5.9 Draw evidence from text to support analysis, reflection and research.</p>	<p>Unit: Research/Independent Learning</p>	
<p>Enduring Understanding(s): Inquiry provides a basis for learning Relevance of a topic creates endurance and value. Good researchers compare, infer, synthesize and make connections.</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How does research help us to better understand facts and information that we come in contact with daily? • How can I find and use the best sources of information? • What would be the most effective way to share learned information? • Why is my topic significant to others, to the world, at this time in history? 	
<p>Students will know...</p> <ul style="list-style-type: none"> • Research process • Product development • Research ethics • Presentation strategies 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Define and limit a self-selected topic • Explain why the topic was chosen (relevance) • Tell what is known prior to the study on the topic • Generate quality research questions • Use multiple resources, both primary and secondary sources • Extrapolate information • Take notes (paraphrase without copying) • Develop a formal bibliography • Create an outline to organize information • Plan, generate, and share a creative product / presentation • Evaluate process and product and feedback 	
<p>Assessment Evidence</p>		
<p>Performance Task(s):</p> <ul style="list-style-type: none"> • Build on your prior knowledge of your selected topic through the formal research methods and demonstrate the process of generating questions, taking notes. • Present your knowledge to others to hook them to know more about / care more about your topic • Consider problems / generate possible solutions, future implications about your topic <p>* These can be written into one specific performance task.</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Final products may include, but are not limited to <ul style="list-style-type: none"> ○ Presentation board ○ PowerPoint Presentation ○ Video ○ Book ○ Web site ○ Plays, skits ○ Demonstrations ○ Experiments ○ Models ○ Projects (science fair) 	
<p>Learning Plan</p>		

Possible Learning Activities:

- Brainstorm topics, limit topic to “do-able”
- Determine types of questioning (open and closed ended)
- Generate questions, qualify and categorize them
- Set up and enter info on note cards using paraphrasing, key words

- Cite sources accurately
 - Create an outline to organize information
 - Design a presentation incorporating quality public speaking skills
- Source: Independent Study Resource Book (Created by G.A.P. Teachers)*
- Self & Peer Evaluation, lessons on constructive criticism & feedback

Integration/Resources:

Define my topic <http://www.noodletools.com/noodlequest/>

Selecting the right resource <http://www.kn.pacbell.com/wired/21stcent/lrightsourc.html>

Using web sites for kids <http://www.eduplace.com/kids/usingweb/index.html>

Ebsco and Novelists Periodicals: <http://search.epnet.com/>

Guidelines to How to Write a Bibliography in MLA Style : <http://www.aresearchguide.com/11guide.html>

EasyBib: Bibliography Composer: <http://www.easybib.com/><http://www.easybib.com/>

Writers' Express

Investigator Dandy Lion Publications

Draze, Dianne *Blueprints: A Guide for 16 Independent Study Projects*

ISBN: 978-1-59363-055-3 <http://www.prufrog.com/productdetails.cfm?PC=435>

Folette, Nancy *The Research Book* ISBN: 978-1-880505-91-5 <http://www.prufrog.com/productdetails.cfm?PC=152>

Evaluate note taking and sources <http://www.markville.ss.yrdsb.edu.on.ca/history/history/definingmomentsrubric.html>

Evaluate a Powerpoint Presentation <http://www.uwstout.edu/soe/profdev/pptrubric.html>

Evaluate a Web page <http://www.uwstout.edu/soe/profdev/webpagerubric.html>

Evaluate a pod cast <http://www.uwstout.edu/soe/profdev/podcastrubric.html>

Evaluate a poster http://www.bcpl.net/%7Esullivan/modules/tips/rubrics_elem/poster.html

Evaluate a video project <http://www.uwstout.edu/soe/profdev/videorubric.html>

Evaluate research process <http://www.sdst.org/shs/library/resrub.html>

Evaluate the process of research <http://www.fno.org/libskill.html>

Steps to the research cycle, self evaluation <http://www.bham.wednet.edu/studentgal/onlineresearch/oldonline/mod8low.htm>

Self Reflection essay on the research process <http://www.sdst.org/shs/library/reflecting.html>

Checklist for research skills <http://www.sdst.org/shs/library/chechbric.html>

Analyzing a primary source rubric http://www.phschool.com/professional_development/assessment/rub_analyzing_prim_src.html

Evaluate student presentations <http://www.ncsu.edu:80/midlink/rub.pres.html>

Taking notes <http://www.trinity.wa.edu.au/plduffyrc/library/study/note.htm>

How to research <http://www.trinity.wa.edu.au/plduffyrc/library/study/default.htm>

Kids Simple Guide to the internet <http://library.thinkquest.org/4658/index.htm>

Fact or folly (evaluate web site credibility) http://www.media-awareness.ca/english/teachers/wa_teachers/fact_or_folly_teachers/index.cfm

PACE Services	Performance Standard 5 Communication and Collaboration	Park City Schools
Connection UCCS:	Unit: Various forms of communication and collaboration	
Enduring Understanding(s): Inquiry provides a basis for learning Relevance of a topic creates endurance and value. Good researchers compare, infer, synthesize and make connections .	Essential Question(s): <ul style="list-style-type: none"> • How does research help us to better understand facts and information that we come in contact with daily? • How can I find and use the best sources of information? • What would be the most effective way to share learned information? • Why is my topic significant to others, to the world, at this time in history? 	
Students will know... <ul style="list-style-type: none"> • Research process • Product development • Research ethics • Presentation strategies 	Students will be able to... <ul style="list-style-type: none"> • Define and limit a self-selected topic • Explain why the topic was chosen (relevance) • Tell what is known prior to the study on the topic • Generate quality research questions • Use multiple resources, both primary and secondary sources • Extrapolate information • Take notes (paraphrase without copying) • Develop a formal bibliography • Create an outline to organize information • Plan, generate, and share a creative product / presentation • Evaluate process and product and feedback 	
Assessment Evidence		
Performance Task(s): <ul style="list-style-type: none"> • Build on your prior knowledge of your selected topic through the formal research methods and demonstrate the process of generating questions, taking notes. • Present your knowledge to others to hook them to know more about / care more about your topic • Consider problems / generate possible solutions, future implications about your topic * These can be written into one specific performance task.	Other Evidence: <ul style="list-style-type: none"> • Final products may include, but are not limited to <ul style="list-style-type: none"> ○ Presentation board ○ PowerPoint Presentation ○ Video ○ Book ○ Web site ○ Plays, skits ○ Demonstrations ○ Experiments ○ Models ○ Projects (science fair) 	
Learning Plan		

Possible Learning Activities:

- Brainstorm topics, limit topic to “do-able”
- Determine types of questioning (open and closed ended)
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- Cite sources accurately
 - Create an outline to organize information
 - Design a presentation incorporating quality public speaking skills
- Source: Independent Study Resource Book (Created by G.A.P. Teachers)*
- Self & Peer Evaluation, lessons on constructive criticism & feedback

Integration/Resources:

Define my topic <http://www.noodletools.com/noodlequest/>

Selecting the right resource <http://www.kn.pacbell.com/wired/21stcent/lrightsourc.html>

Fact or folly (evaluate web site credibility) http://www.media-awareness.ca/english/teachers/wa_teachers/fact_or_folly_teachers/index.cfm

PACE Services	Performance Standard 6 Affective Education/Leadership	Park City Schools
CONNECTION UCCS: 3.1, 4.1.1, 5.3		Unit: Affective – “The Gifted Me” (Grades 3-5)
Enduring Understanding(s): <ul style="list-style-type: none"> • Gifted students have life experiences and issues that are different. • Gifted students are responsible to extend their potential and become life long learners. 	Essential Question(s): <ul style="list-style-type: none"> • How does awareness of affective needs enhance my learning and social success? • How can I use my understanding of self to extend my potential? • How do my behaviors impact my environment? 	
Students will know... <ul style="list-style-type: none"> • Learning Styles • Characteristics of gifted children • The socio-emotional dimensions of giftedness • Gardner’s Multiple Intelligences • Behavior modification strategies 	Students will be able to... <ul style="list-style-type: none"> • Set personal, and academic goals • Apply behavior modification strategies • Recognize cause & effect • Recognize strengths & weaknesses • Develop group process skills • Recognize diversity of group members • Examine leadership styles 	
Assessment Evidence		
Performance Task(s): <ul style="list-style-type: none"> • As a gifted student you will use a variety of self-evaluative instruments to identify your strengths and weaknesses and set goals for improvement. 	Other Evidence: <ul style="list-style-type: none"> • Rubric • Journals • Surveys • Checklists • Observation 	
Learning Plan		
Possible Learning Activities: <ul style="list-style-type: none"> • Learning activities include the following topics: <ul style="list-style-type: none"> ◦ Pacing, asynchronous development, taking risks, bossiness, hypersensitivity, perfectionism, absentmindedness, time management, socialization, organization • Dramatization & role playing • Classroom discussion/reflection • Bibliotherapy 		
Integration/Resources: <ul style="list-style-type: none"> • <u>What Would You Do? Book A-1</u>, Michael O. Baker • <u>Get Organized Without Losing It</u>, Janet S. Fox • <u>How to Do Homework Throwing Up</u>, Trevor Romain & Elizabeth Verdick • <u>True or False? Tests Stink!</u>, Trevor Romain & Elizabeth Verdick • <u>Stress Can Really Get on Your Nerves!</u>, Trevor Romain & Elizabeth Verdick • <u>Cliques, Phonies, & Other Baloney</u>, Trevor Romain & Elizabeth Verdick • <u>Bullies Are a Pain in the Brain</u>, Trevor Romain & Elizabeth Verdick • <u>How to Take the Grrrr Out of Anger</u>, Trevor Romain & Elizabeth Verdick 	<ul style="list-style-type: none"> • <u>The Essential 55</u>, Ron Clark • <u>On the Social & Emotional Lives of Gifted Children</u>, Tracey L. Cross, Ph.D • <u>When Gifted Kids Don’t Have All the Answers</u>, Jim Delisle, Ph.D., & Judy Galbraith, M.A. • <u>The Gifted Kids Survival Guide For Ages 10 & Under</u>, Judy Galbraith • <u>The Gifted Kids Survival Guide For Ages 11 & Up</u>, Judy Galbraith • Howard Gardner: http://www.howardgardner.com/ • Bloom’s Revised Taxonomy: http://coe.sdsu.edu/eet/articles/bloomrev/ • <u>The Ungame, All Ages Version</u>, Rhea Zakich, Talicor Inc. 	