

PACE Services

Unit Planning Framework

Park City School District

Updated 2025 | Aligned to 2019 NAGC Gifted Programming Standards

Performance Standards Included:

- PS 1 — Creativity & Innovation
- PS 2 — Critical Thinking
- PS 3 — Problem Solving
- PS 4 — Research & Independent Learning
- PS 5 — Communication & Collaboration
- PS 6 — Affective Education & Leadership

How to Use This Framework

Each section of this document represents one PACE Performance Standard. For each standard, you will find:

- Stage 1 — Desired Results: The enduring understandings, essential questions, knowledge and skills students will develop, along with performance tasks and other evidence of learning.
- Stage 2 — Learning Plan: Suggested activities and resources to support planning.
- Teacher Planning Space: Blank sections for you to record your own activities, notes, and adaptations for your specific students and building context.

This framework is designed to be a living planning document. Use the suggested activities and resources as a starting point, then adapt and add your own ideas in the planning spaces provided.

PS 1 Creativity & Innovation

Grade Band	K–5
Tiers Served	Tier I (introduce) · Tier II (develop) · Tier III (master/extend)
NAGC Standards	3.3, 3.4, 4.1, 4.3
Utah Core	ELA 3.3, 4.3, 5.3 Arts Standard 3 – Creating

Stage 1 — Desired Results

Enduring Understandings	Essential Questions
- Creating and responding in key subject areas stimulates imagination and encourages creative risk-taking. - Cognition and reflection are required to appreciate, interpret, and create with an innovative approach. - Brainstorming produces unique ideas that can be refined through evaluative thinking. - Creativity is not a fixed trait — it develops through practice, feedback, and a safe environment that values risk-taking.	- How does creativity relate to innovation? - What higher-level thinking skills promote creativity and intellectual risk-taking? - How can we use curiosity to push beyond conventional and familiar solutions? - How does a diverse team generate more creative solutions than a homogeneous one?

Students Will Know...	Students Will Be Able To...	Performance Task(s)	Other Evidence
- Brainstorming: fluency, flexibility, originality, elaboration - SCAMPER and forced analogies as creative tools - Evaluative and analytical thinking strategies - Creative risk-taking as a teachable disposition - Diverse creators and innovators across history	- Generate many ideas (fluency); build on others' ideas - Demonstrate tenacity and intellectual risk-taking - Offer unique ideas; use imagination to develop original products - Use advanced vocabulary; apply analytical thinking strategies - Elaborate and refine ideas using evaluative criteria - Self-assess creative products using	- Produce an original creative product in response to a real-world challenge - Present and explain the creative process — including choices made and alternatives rejected — to an authentic audience - Self-evaluate the creative product using a student-developed rubric	- Portfolio of creative work over time showing growth - Rubrics co-created with students; assess thinking process, not only product - Observation of brainstorming and risk-taking behaviors - Exit tickets at DOK 3–4 (synthesis and evaluation)

	co-constructed rubrics		
--	------------------------	--	--

Stage 2 — Learning Plan

Suggested Learning Activities	Resources & Materials
- Rules of brainstorming — generate without judgment, then evaluate for fluency and originality - SCAMPER applied to real-world problems - RAFTS writing: students write from perspectives outside their own experience - Forced analogies using objects or ideas from different traditions - Engineering/design challenge with diverse team structures - Gallery walk of inventions and innovations - Student-created evaluation rubrics for creative products	- Creativity Grades 1–3, Judy Leimbach (pp. 22–26) - P.E.T.S. (Primary Education Thinking Skills) - Jamboard / Miro / Padlet — collaborative digital brainstorming - Book Creator / Adobe Express — multimodal creative expression - Student portfolio platforms (Seesaw, Google Sites)

Teacher Planning Space

Additional activities I plan to use with my students:

Additional resources, materials, or tools:

Notes on differentiation for my specific students (Tier I / II / III, 2E, ELL):

--

<i>Scheduling / pacing notes:</i>

<i>Assessment notes / modifications:</i>

PS 2 Critical Thinking

Grade Band	K–5
Tiers Served	Tier I (introduce) · Tier II (develop) · Tier III (master/extend)
NAGC Standards	3.3, 3.4, 3.5, 2.4–2.5
Utah Core	Standards for Mathematical Practice 1–8 ELA: Reading Informational Text

Stage 1 — Desired Results

Enduring Understandings	Essential Questions
• Critical thinking is essential for making informed decisions, generating original ideas, and engaging in a global community. • Reasoning skills — analysis, synthesis, and evaluation — can be taught, practiced, and improved. • Every argument has a perspective and a context; critical thinkers ask whose voice is present and whose is missing. • Evidence-based argument is the foundation of disciplinary thinking across all subjects. • Metacognition — thinking about your thinking — accelerates skill development and supports independent learning.	• How do we apply higher-level thinking skills to analyze information and evaluate arguments? • Whose perspectives are centered in this text, data, or problem — and whose are not? • How do we recognize bias and reason past it? • How do we use evidence to support conclusions while remaining open to revision? • What strategies help us monitor and improve our own thinking?

Students Will Know...	Students Will Be Able To...	Performance Task(s)	Other Evidence
• Analysis: compare/contrast, cause/effect, analogy, deduction, inference • Synthesis and evaluation as higher-order thinking processes • Logical reasoning; recognizing and testing generalizations • Perspective and bias in arguments and texts • Bloom's Revised Taxonomy as a	• Organize evidence to support conclusions in a variety of situations • Recognize patterns and relationships across disciplines • Identify whose perspective is centered; ask what's missing • Recognize logical fallacies, bias, and flawed reasoning in real texts • Pose and respond to higher-order questions (DOK 3–4)	• Analyze a real-world text, dataset, or argument for evidence quality, perspective, bias, and logical structure • Pose a higher-order question on a topic of personal significance, research multiple perspectives, and present a reasoned conclusion acknowledging counterarguments • Metacognitive reflection: document thinking strategies used and set a goal	• Analytical writing samples across genres and disciplines • Socratic seminar observation: quality of evidence use and perspective-taking • Student self-assessment of thinking strategies and reasoning growth • Exit tickets at DOK 3–4 • Media literacy product: analysis of a real digital text for

framework for question complexity • Metacognitive strategies: self-monitoring, goal-setting	• Present and defend a reasoned argument with evidence • Monitor and reflect on personal thinking strategies	for improving one reasoning skill	bias and logical reasoning
--	---	-----------------------------------	----------------------------

Stage 2 — Learning Plan

Suggested Learning Activities	Resources & Materials
- Syllogisms and formal logic — applied to social or cultural arguments - Matrix logic problems: structured reasoning in multiple contexts - Venn diagram comparisons of perspectives across texts or data sets - Socratic seminar with explicit norms for perspective-taking and disagreement - Analyzing arguments in media for bias and logical fallacies - Mathematical problem-solving in multiple ways; compare solution strategies - Digital fact-checking: evaluate online claims using verified sources - Metacognitive journaling: 'What thinking strategy did I use? What would I do differently?'	- Logic Countdown / Logic Liftoff / Orbiting With Logic, Bonnie Lou Risby - Connections Activities for Deductive Thinking (Gr. 3–4, 5–6, 6–8), Risby - Logic Safari Books 2 & 3 / Thinking Through Analogies Gr. 3–8, Risby - The Great Chocolate Caper Gr. 5–8 / More One-Hour Mysteries Gr. 4–8, Mary Ann Carr - Nathan Levy's Stories With Holes / Venn Perplexors Level B - Visible Thinking Routines (Project Zero, Harvard): See-Think-Wonder, Claim-Support-Question - AllSides.com / Ad Fontes Media — media bias and source reliability tools

Teacher Planning Space

Additional activities I plan to use with my students:

Additional resources, materials, or tools:

--

Notes on differentiation for my specific students (Tier I / II / III, 2E, ELL):

Scheduling / pacing notes:

Assessment notes / modifications:

PS 3 Problem Solving

Grade Band	K–5
Tiers Served	Tier I (introduce) · Tier II (develop) · Tier III (master/extend)
NAGC Standards	3.3, 3.4, 4.3, 3.5
Utah Core	Standards for Mathematical Practice 1–8 Science ILOs: Processing & Thinking Skills

Stage 1 — Desired Results

Enduring Understandings	Essential Questions
- Successful problem solvers believe: problems are worth solving, solutions take repeated effort and reflection, and diverse perspectives lead to better answers. - Real-world problems often have multiple valid solutions; the process and reasoning matter as much as the answer. - Divergent and convergent thinking are complementary — both are essential to rigorous problem-solving. - Solving real-world problems, especially those affecting our own communities, is an act of personal and social responsibility.	- How do we apply higher-level thinking skills to define, investigate, and solve complex problems? - Whose problem is this, and who is most affected by its solution? - What does it look like to approach a problem systematically versus creatively? - How does solving real-world problems contribute to our communities and reflect our values? - How do we evaluate the tradeoffs in our solution — who benefits, and who might not?

Students Will Know...	Students Will Be Able To...	Performance Task(s)	Other Evidence
- Convergent and divergent thinking strategies - Problem-solving models: CPS, design thinking, 5E inquiry - How to develop and test a hypothesis - Ethical dimensions of problem-solving: tradeoffs, equity, and impact - Examples of problem-solvers from diverse backgrounds who have addressed community needs	- Recognize and define a real-world problem, including who is affected - Generate meaningful questions; gather and synthesize information from multiple sources - Apply divergent thinking to generate multiple solutions; evaluate tradeoffs - Select and defend the best solution with evidence, considering equity of impact	- Identify a real problem in your school, neighborhood, or community; design, test, and present a solution to an authentic stakeholder audience, explaining who benefits and what tradeoffs exist - Conduct a 5E inquiry investigation, documenting each phase — including revisions and failed attempts — and present findings with conclusions	- Portfolio including design iterations, failures, and reflections - Science fair / engineering design project documentation - Stakeholder presentation and feedback - Student self-assessment of persistence and strategy use - Video or photo documentation of the design/inquiry process

	• Conduct inquiry investigations using the 5E model • Demonstrate perseverance through complex, ambiguous challenges • Present solutions to real, authentic audiences and invite critique	• Reflection essay: whose problem did you solve, whose expertise did you draw on, and what would you do differently?	
--	---	--	--

Stage 2 — Learning Plan

Suggested Learning Activities	Resources & Materials
• 5Es of Inquiry (Engage, Explore, Explain, Elaborate, Evaluate) — applied to community-sourced questions • Engineering design challenge: build, test, iterate — document all iterations including failures • Community problem-solving project: identify a local issue, propose a solution, present to stakeholders • Rube Goldberg machine — divergent/convergent thinking with intentional constraints • Case studies of diverse scientists and engineers who solved problems for underserved communities • Ethical tradeoff discussion: who benefits from this solution, and who might be left out? • Digital simulation and modeling of problem solutions	• Primary Education Thinking Skills 1–3, Jody Nichols et al. • Detective Club Mysteries for Young Thinkers Gr. 2–4, Leimbach & Eckert • Primarily Logic, Judy Leimbach / Hands-On Logic Primary, Natalie Herendez • Logic Countdown / Logic Liftoff / Orbiting With Logic, Risby • The Great Chocolate Caper Gr. 5–8 / More One-Hour Mysteries Gr. 4–8, Carr • Design for Change (dfcworld.com) — student-led real-world problem-solving • Tinkercad — digital engineering design and 3D modeling • Google Science Journal / PhET simulations — inquiry and data collection

Teacher Planning Space

Additional activities I plan to use with my students:

<i>Additional resources, materials, or tools:</i>

<i>Notes on differentiation for my specific students (Tier I / II / III, 2E, ELL):</i>

<i>Scheduling / pacing notes:</i>

<i>Assessment notes / modifications:</i>

PS 4 Research & Independent Learning

Grade Band	3–5
Tiers Served	Tier II (introduce/develop) · Tier III (master/extend)
NAGC Standards	3.5, 3.6, 2.4, 2.5, 3.3
Utah Core	ELA 5.7 (conduct research) ELA 5.9 (draw evidence from text) Standards for Mathematical Practice 1–8

Stage 1 — Desired Results

Enduring Understandings	Essential Questions
- Inquiry provides a basis for learning; well-formed questions drive the research process. - Relevance matters: the best researchers investigate what they genuinely care about and why it matters to the world. - Good researchers compare, infer, synthesize, and make connections across multiple, diverse sources. - Research ethics — attribution, honest note-taking, source diversity — are non-negotiable. - The research process is iterative: question, gather, analyze, revise, and present.	- How does research help us better understand facts and information — and how do we know which sources to trust? - Whose voices and perspectives are reflected in my sources? Whose are missing? - How can I find, evaluate, and use the best sources? - What is the most effective way to share learned information with a real audience? - Why is my topic significant to others, to the world, and at this moment in history? - How do I know when my research process has been ethical and rigorous?

Students Will Know...	Students Will Be Able To...	Performance Task(s)	Other Evidence
- The research process: question, gather, organize, analyze, present, reflect - Primary vs. secondary sources; diverse and non-dominant source types - Note-taking, paraphrasing, and outlining strategies - Research ethics: attribution, bibliography, avoiding plagiarism	- Define and limit a self-selected, personally relevant topic - Generate quality research questions including questions about perspective and representation - Locate and evaluate sources for credibility, bias, and diversity of perspective - Paraphrase, cite accurately, and build a bibliography in appropriate format	- Conduct a formal research investigation including: generating questions, locating diverse sources, taking ethical notes, building a bibliography, and organizing findings - Create and present an original product to a real audience that presents the research and explains why the topic matters and to whom	- Research process portfolio: planning through final product - Source diversity audit: student self-evaluates who is represented in their bibliography - Co-created presentation rubric: peer and self-assessment - Teacher observation of research process and metacognitive behaviors - Final products: board, video,

- Source evaluation: credibility, bias, perspective, currency - Metacognitive and self-monitoring strategies for independent learning	- Organize information into a logical outline; develop an original creative product - Present research to a real audience in a multimodal format - Set goals, monitor progress, and conduct a self-assessment of the process	Self-reflection essay: evaluate the research process, quality of sources, quality of the product, and what you would do differently	podcast, website, book, model, experiment
--	--	---	---

Stage 2 — Learning Plan

Suggested Learning Activities	Resources & Materials
- Brainstorm and narrow a topic; explain why it matters and to whom - Source diversity analysis: examine a sample bibliography — whose voices are represented? - Evaluate source credibility using CRAAP or SIFT frameworks - Note-taking and paraphrasing workshop; accurate citation practice - Outline and product design; public speaking rehearsal for final presentation - Peer feedback using co-created criteria; self-reflection essay - Digital research and presentation tool workshop	- Independent Study Resource Book (PCSD G.A.P. Teachers) - Blueprints: A Guide for 16 Independent Study Projects, Dianne Draze (Prufrock) - The Research Book, Nancy Polette (Prufrock) - Library of Congress primary source sets - Smithsonian Learning Lab — diverse cultural collections for student research - StoryCorps Archive — oral histories from diverse American communities - NoodleTools / EasyBib — source management and bibliography - Google Slides / Canva / WeVideo — multimodal product creation

Teacher Planning Space

Additional activities I plan to use with my students:

Additional resources, materials, or tools:

--

Notes on differentiation for my specific students (Tier I / II / III, 2E, ELL):

Scheduling / pacing notes:

Assessment notes / modifications:

PS 5 Communication & Collaboration

Grade Band	K–5
Tiers Served	Tier I (introduce) · Tier II (develop) · Tier III (master/extend)
NAGC Standards	4.4, 4.5, 3.3, 5.4
Utah Core	ELA Speaking & Listening SL.1–SL.6 ELA Writing W.1–W.9 Arts Standard 3

Stage 1 — Desired Results

Enduring Understandings	Essential Questions
- Effective communication requires intentional choices about content, form, audience, and purpose. - Culture, identity, and language profoundly shape how we communicate and how we interpret others. - Multilingualism is a communication strength; different languages and traditions carry different forms of expression. - Listening is an active, learned skill — not passive reception. - Advanced communicators are fluent across multiple modes: verbal, written, non-verbal, and digital. - Collaboration requires shared responsibility, cultural sensitivity, and genuine openness to diverse perspectives.	- How does culture shape what we communicate, how we communicate it, and how we understand others? - How do we communicate complex ideas clearly and persuasively across different modes and audiences? - What does it mean to listen deeply — and what gets in the way? - How can technology extend our ability to express complex ideas and reach diverse audiences? - How can we recognize and address bias in the way we talk about and to others?

Students Will Know...	Students Will Be Able To...	Performance Task(s)	Other Evidence
- Verbal, non-verbal, written, and digital communication modes - How culture, identity, and language shape communication - Multilingualism as an asset; code-switching as a sophisticated communication skill - Active listening: strategies, barriers, and cultural	- Express ideas verbally with clarity and elaboration, adapting style to purpose and audience - Recognize how cultural context shapes communication choices — theirs and others' - Use non-verbal communication effectively;	- Research and deliver a structured oral presentation on a self-selected topic for a specific audience, analyzing how cultural context shaped choices of content and style - Collaborate in a deliberately diverse group to produce a shared digital product; document individual contributions and	- Oral presentation rubric (teacher- and peer-assessed; honors diverse communication styles) - Written work samples across genres and audiences - Collaborative behavior observation: shared responsibility, cultural sensitivity

differences in listening norms • Collaboration structures; shared responsibility; navigating disagreement respectfully • Responsible digital communication: audience, ethics, digital citizenship	recognize its cultural variability • Produce written communication in multiple genres and for diverse audiences • Demonstrate effective listening: decipher meaning, values, attitudes, and intentions • Collaborate equitably in diverse teams, assuming shared responsibility • Use technology responsibly to communicate and create for authentic audiences	write a reflection on navigating difference • Analyze a set of communication examples from different cultural contexts — what is valued, what is emphasized, what is different? Present findings. • Self-assess listening skills during a Socratic seminar; set a specific listening growth goal	• Listening self-assessment • Digital product for an authentic audience (podcast, video, website)
---	--	--	--

Stage 2 — Learning Plan

Suggested Learning Activities	Resources & Materials
• Cultural communication analysis: compare communication norms across different cultural contexts (turn-taking, eye contact, silence, argument style) • Multilingual showcase: students who speak other languages share a communication style, story, or proverb from that tradition • Structured oral presentations — research-based, with explicit audience analysis • Socratic seminar with active listening norms; debrief on perspective-taking • Diverse orators and authors study: examine speakers/writers from underrepresented communities • Collaborative project with structured diverse teams and defined roles • Digital storytelling or podcast production for community/family audience • Responsible digital communication workshop: audience, ethics, digital footprint	• Cultures of Thinking, Ron Ritchhart — how cultural norms shape learning discourse • TED Talks from diverse global communicators — analysis of style and audience awareness • Socratic seminar protocols with equity norms built in • Collaborative learning structures: Jigsaw, World Café, Gallery Walk • Podcast: Anchor / Seesaw audio — student voice for authentic audiences • Video: iMovie / WeVideo — documentary and digital essay formats • Canva / Google Slides — design-intentional digital presentations

Teacher Planning Space

Additional activities I plan to use with my students:

Additional resources, materials, or tools:

Notes on differentiation for my specific students (Tier I / II / III, 2E, ELL):

Scheduling / pacing notes:

Assessment notes / modifications:

PS 6 Affective Education & Leadership

Grade Band	3–5
Tiers Served	Tier III (primary) · Tier II (enrichment as applicable)
NAGC Standards	1.1–1.3, 1.4, 1.5, 1.6, 3.2, 4.1, 4.2, 4.3
Utah Core	SEL Standards: self-awareness, self-management, social awareness, relationship skills, responsible decision-making (CASEL) UCCS 3.1, 4.1.1, 5.3

Stage 1 — Desired Results

Enduring Understandings	Essential Questions
- Gifted students have social-emotional needs that are often different from age-peers — shaped by both giftedness and by identity, culture, and background. - Gifted identity is complex and intersectional; not all gifted students look, act, or feel the same way about being gifted. - Self-awareness, resilience, goal-setting, and self-advocacy are learnable, teachable skills — not fixed traits. - Healthy relationships depend on mutual respect, perspective-taking, and the willingness to engage authentically across difference. - Effective leaders understand themselves deeply, work to understand others, and use their abilities to contribute meaningfully to their communities. - Students who feel seen — in their culture, language, and identity — develop stronger academic identity and greater resilience.	- How does awareness of my affective needs enhance my learning and social success? - How have my background, culture, and experiences shaped who I am as a learner and a person? - What makes giftedness look different for different students? - How can I use my understanding of self to extend my potential and set meaningful goals? - What does leadership look like in my community — and how does it differ from mainstream models? - How do I cope productively with perfectionism, intensity, imposter syndrome, or conflicting expectations?

Students Will Know...	Students Will Be Able To...	Performance Task(s)	Other Evidence
- Characteristics of giftedness: asynchronous development, perfectionism, intensity, sensitivity - Gifted identity as intersectional: race, culture, gender, language, 2E status	- Recognize and name one's own strengths, limitations, and emotional patterns - Examine assumptions about what giftedness looks like and who is typically identified	- Use self-evaluative instruments to identify strengths, limitations, and socio-emotional patterns; set specific goals for growth - Develop a Talent Development Plan connecting current strengths to future	- Ongoing reflective journal: self-understanding and growth over time - Student surveys and inventories: learning styles, strengths, interests, identity

all shape experience • Twice-exceptional (2E): giftedness co-exists with learning differences; self-advocacy is essential • Stereotype threat, imposter syndrome, and their particular impact on underrepresented gifted students • Goal-setting frameworks; self-management and self-advocacy strategies • Multiple and cultural models of leadership, including servant and community leadership • Career development: connecting strengths to future possibilities	• Set personal and academic goals; monitor and adjust them • Apply self-management and positive coping strategies • Recognize and articulate own 2E profile if applicable; advocate for needs • Develop group process skills; recognize and honor the diversity of group members • Examine and demonstrate multiple models of leadership, including cultural and community leadership • Identify outside-of-school resources and mentors matched to own interests and background	goals, including identification of community and outside-of-school resources • Participate in a leadership experience and write a reflection addressing: what leadership model you used, how your background shaped your approach, and who you led for and why • Bibliotherapy seminar: read and discuss a book featuring a gifted student; reflect on similarities and differences in the gifted experience	• Goal-setting and progress-monitoring documentation • Observation of social-emotional growth, peer relationships, leadership • Talent Development Plan with community resource connections
--	---	--	---

Stage 2 — Learning Plan

Suggested Learning Activities	Resources & Materials
• Gifted identity discussion: what does gifted look like? Who has historically been included/excluded and why? • Intersectionality activity: students map their own multiple identities and discuss how each shapes their experience as a learner • Bibliotherapy — books featuring gifted students from diverse racial, cultural, and family backgrounds • Stereotype threat and imposter syndrome: what it is, who it affects most, how to recognize and counter it • Goal-setting workshop: SMART goals, accountability partners, progress monitoring • Multiple leadership models: servant, community, cultural leadership	• On the Social & Emotional Lives of Gifted Children, Tracey L. Cross, Ph.D. • When Gifted Kids Don't Have All the Answers, Jim Delisle & Judy Galbraith • The Gifted Kids Survival Guide (Ages 10 & Under and 11 & Up), Judy Galbraith • Merci Suárez Changes Gears, Meg Medina (Latinx gifted student experience) • Front Desk, Kelly Yang (immigrant, ELL, gifted student identity) • The War That Saved My Life, Kimberly Brubaker Bradley (2E, disability, resilience) • Piecing Me Together, Renée Watson (gifted student of color navigating access/expectations) • Cliques, Phonies, & Other Baloney / Bullies Are a Pain in the Brain, Trevor Romain

- Talent Development Plan: connect strengths to future pathways; identify mentors and outside resources
- Dramatization and role-playing: practicing advocacy, navigating conflict, managing perfectionism

- Servant leadership readings and discussion frameworks
- Career interest inventories aligned to student strengths and backgrounds
- Digital journal / e-portfolio (Seesaw, Google Sites) for self-reflection over time

Teacher Planning Space

Additional activities I plan to use with my students:

Additional resources, materials, or tools:

Notes on differentiation for my specific students (Tier I / II / III, 2E, ELL):

Scheduling / pacing notes:

Assessment notes / modifications:

