<table>
<thead>
<tr>
<th>PACE Services</th>
<th>Performance Standard 1 Creativity and Innovation</th>
<th>Park City Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Thinking Skills Lesson: Brainstorming/Creativity (Fluency, Flexibility. Elaboration, Originality) Grades K-5</td>
<td></td>
</tr>
</tbody>
</table>

**Enduring Understanding(s):**
- Creating, interpreting, and responding in key subject areas stimulate the imagination and encourage innovation and creative risk-taking.
- Cognition and reflection are required to appreciate, interpret, and create with an innovative approach.
- Brainstorming produces unique ideas.

**Essential Question(s):**
- 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?

**Stage 2 – Assessment Evidence**

**Performance Task(s):**
- Use brainstorming skills as well as the concepts of fluency, flexibility, originality, and elaboration, to produce creative and/ or innovative ideas.

**Other Evidence:**
- Use advanced vocabulary
- Use analytical thinking strategies
- Recognize flawed reasoning
- Defer judgment
- See an interrelationship of clues (piggybacking)
- Jigsaw

**Possible Learning Activities:**
- Sample Lesson
  - Rules of brainstorming
  - Evaluate for fluency and originality
  - SCAMPER
  - RAFTS
  - Inventive thinking
  - Forced Analogies

**Integration/Resources:**
- Primarily Creativity Grades 1-3, Judy Leimbach, (pp. 22-26)
- Brainstorming: [http://elsmar.com/Brainstorming/sld001.htm](http://elsmar.com/Brainstorming/sld001.htm)
- Rules of Brainstorming: [http://www.brainstorming.co.uk/tutorials/brainstormingrules.html](http://www.brainstorming.co.uk/tutorials/brainstormingrules.html)
- P.E.T.S (Primary Education Thinking Skills)
<table>
<thead>
<tr>
<th><strong>Enduring Understanding(s):</strong></th>
<th><strong>Essential Question(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Critical thinking is essential for making informed decisions, generating original ideas, and engaging in a global community.</td>
<td>• How do we apply higher level thinking skills to help us solve problems?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Students will know...</strong></th>
<th><strong>Students will be able to...</strong></th>
<th><strong>Other Evidence:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Relationships (Compare/Contrast, Cause/Effect)</td>
<td>• Demonstrate perseverance</td>
<td>• Use advanced content vocabulary</td>
</tr>
<tr>
<td>• Analogies</td>
<td>• Communicate various ideas</td>
<td>• Recognize relationships</td>
</tr>
<tr>
<td>• Sequences</td>
<td>• See different perspectives</td>
<td>• Use analytical thinking strategies</td>
</tr>
<tr>
<td>• Deduction</td>
<td>• Change course</td>
<td>• Recognize flawed reasoning</td>
</tr>
<tr>
<td>• Inference</td>
<td>• Elaborate</td>
<td>• Defend judgment</td>
</tr>
<tr>
<td>• Logical Reasoning</td>
<td></td>
<td>• See an interrelationship of disciplines</td>
</tr>
<tr>
<td>• Generalizations</td>
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</tbody>
</table>

### Assessment Evidence

<table>
<thead>
<tr>
<th><strong>Performance Task(s):</strong></th>
<th><strong>Other Evidence:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Organize evidence to support conclusions in variety situations.</td>
<td>• Original work in the specific modality</td>
</tr>
<tr>
<td>• Analyze and recognize patterns.</td>
<td>• Observation</td>
</tr>
<tr>
<td>• Students will use critical thinking skills to ask higher order questions.</td>
<td>• Discussion</td>
</tr>
</tbody>
</table>

### Learning Plan

**Possible Learning Activities:**

- 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:**

- 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
- Venn Perplexors Level B, Evelyn B. Christensen
- Nathan Levy’s Stories With Holes, Nathan Levy
### 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

### Performance Standard 3 Problem Solving

#### Thinking Skills Lesson (s): Analytical thinking/Creative and Scientific Problem Solving.

#### Enduring Understanding(s):
- 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.

#### Essential Question(s):
- 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?

#### Students will know...
- Convergent/Divergent Thinking
- Evaluative Thinking
- Develop multiple ideas and solutions
- Problem Solving Skills
- Inquiry Skills

#### Students will be able to...
- Demonstrate perseverance
- Recognize a problem
- Generate meaningful questions about a real-world problem
- Use advanced content vocabulary
- Use analytical thinking strategies
- Recognize flawed reasoning
- Defend conclusions
- See an interrelationship of content

### Assessment Evidence

#### Performance Task(s): 
- Utilize problem-solving skills and develop strategies that can be applied to real-life situations.

#### Other Evidence:
- Observation
- Portfolio
- Projects/Products (science fair)

### Learning Plan

#### Possible Learning Activities:
- Sample Lesson
  - 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
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- 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
<table>
<thead>
<tr>
<th>Connection UCCS: Connection UCCS: Standards for Mathematical Practice (1-8)</th>
<th>Intended Learning Outcomes for Science (ILO’s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Science Processing And Thinking Skills</td>
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<tr>
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<td>3. Understanding Concepts and Principles</td>
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<tr>
<td>4. Reasoning for Communication</td>
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</tbody>
</table>

**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):**
- 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...**
- Research process
- Product development
- Research ethics
- Presentation strategies

**Students will be able to...**
- 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

**Performance Task(s):**
- 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:**
- Final products may include, but are not limited to
  - Presentation board
  - PowerPoint Presentation
  - Video
  - Book
  - Web site
  - Plays, skits
  - Demonstrations
  - Experiments
  - Models
  - Projects (science fair)
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/1ightsource.html
Ebsco and Novelists Periodicals: http://search.epnet.com/
EasyBib: Bibliography Composer: http://www.easybib.com/
Writers’ Express
Investigator Dandy Lion Publications
Draze, Dianne Blueprints: A Guide for 16 Independent Study Projects
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 podcast: http://www.uwstout.edu/soe/profdev/podcastrubric.html
Evaluate a poster: http://www.bcpil.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/hs/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/onlinersearch/oldonline/mod8low.htm
Self Reflection essay on the research process: http://www.sdst.org/hs/library/reflecting.html
Checklist for research skills: http://www.sdst.org/hs/library/checkbric.html
Evaluate student presentations: http://www.ncsu.edu:80/midlink/rub.pres.html
How to research: http://www.trinity.wa.edu.au/plduffman/library/study/default.htm
Fact or folly (evaluate web site credibility): http://www.media-awareness.ca/english/teachers/wa_teachers/fact_or_folly_technicians/index.cfm
<table>
<thead>
<tr>
<th>PACE Services</th>
<th>Performance Standard 5 Communication and Collaboration</th>
<th>Park City Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connection UCCS:</td>
<td>Unit: Various forms of communication and collaboration</td>
<td></td>
</tr>
<tr>
<td><strong>Enduring Understanding(s):</strong></td>
<td><strong>Essential Question(s):</strong></td>
<td></td>
</tr>
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<td>Inquiry provides a basis for learning</td>
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  - Web site
  - Plays, skits
  - Demonstrations
  - Experiments
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  - Projects (science fair)

**Learning Plan**
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- 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:
Fact or folly (evaluate web site credibility) [http://www.media-awareness.ca/english/teachers/wa_teachers/fact_or_folly_teachers/index.cfm](http://www.media-awareness.ca/english/teachers/wa_teachers/fact_or_folly_teachers/index.cfm)
<table>
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<tr>
<th><strong>PACE Services</strong></th>
<th><strong>Performance Standard 6 Affective Education/Leadership</strong></th>
<th><strong>Park City Schools</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONNECTION UCCS: 3.1, 4.1.1, 5.3</strong></td>
<td><strong>Unit: Affective – “The Gifted Me” (Grades 3-5)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Enduring Understanding(s):</strong></td>
<td><strong>Essential Question(s):</strong></td>
<td></td>
</tr>
<tr>
<td>• Gifted students have life experiences and issues that are different.</td>
<td>• How does awareness of affective needs enhance my learning and social success?</td>
<td></td>
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<tr>
<td>• Gifted students are responsible to extend their potential and become life long learners.</td>
<td>• How can I use my understanding of self to extend my potential?</td>
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<tr>
<td>• Students will know...</td>
<td>• How do my behaviors impact my environment?</td>
<td></td>
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<tr>
<td>• Learning Styles</td>
<td></td>
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<tr>
<td>• Characteristics of gifted children</td>
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<td>• The socio-emotional dimensions of giftedness</td>
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<tr>
<td>• Gardner’s Multiple Intelligences</td>
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<td>• Behavior modification strategies</td>
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<td><strong>Assessment Evidence</strong></td>
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<td></td>
<td><strong>Students will be able to...</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Set personal, and academic goals</td>
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<tr>
<td></td>
<td></td>
<td>• Apply behavior modification strategies</td>
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<td></td>
<td></td>
<td>• Recognize cause &amp; effect</td>
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<td></td>
<td></td>
<td>• Recognize strengths &amp; weaknesses</td>
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<tr>
<td></td>
<td></td>
<td>• Develop group process skills</td>
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<td></td>
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<td>• Recognize diversity of group members</td>
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<td></td>
<td></td>
<td>• Examine leadership styles</td>
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<td><strong>Performance Task(s):</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• As a gifted student you will use a variety of self-evaluative instruments to identify your strengths and weaknesses and set goals for improvement.</td>
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<td><strong>Other Evidence:</strong></td>
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<td>• Rubric</td>
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<td>• Journals</td>
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<td>• Surveys</td>
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<td>• Checklists</td>
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<td>• Observation</td>
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<td></td>
<td><strong>Possible Learning Activities:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Learning activities include the following topics:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Pacing, asynchronous development, taking risks, bossiness, hypersensitivity, perfectionism, absentmindedness, time management, socialization, organization</td>
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<td></td>
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<td>• Dramatization &amp; role playing</td>
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<td>• Classroom discussion/reflection</td>
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<tr>
<td></td>
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<td>• Bibliotherapy</td>
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<tr>
<td></td>
<td></td>
<td><strong>Learning Plan</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The Essential 55, Ron Clark</td>
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<td></td>
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<td>• On the Social &amp; Emotional Lives of Gifted Children, Tracey L. Cross, Ph.D</td>
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<td>• When Gifted Kids Don't Have All the Answers, Jim Delisle, Ph.D., &amp; Judy Galbraith, M.A.</td>
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<td>• The Gifted Kids Survival Guide For Ages 10 &amp; Under, Judy Galbraith</td>
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<td></td>
<td>• The Gifted Kids Survival Guide For Ages 11 &amp; Up, Judy Galbraith</td>
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<td>• Bloom’s Revised Taxonomy: <a href="http://coe.sdsu.edu/eet/articles/bloomrev/">http://coe.sdsu.edu/eet/articles/bloomrev/</a></td>
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<tr>
<td></td>
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<td>• The Ungame, All Ages Version, Rhea Zakich, Talicor Inc.</td>
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<td></td>
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<td><strong>Integration/Resources:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What Would You Do? Book A-1, Michael O. Baker</td>
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<tr>
<td></td>
<td></td>
<td>• Get Organized Without Losing It, Janet S. Fox</td>
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<td>• How to Do Homework Throwing Up, Trevor Romain &amp; Elizabeth Verdi</td>
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<td>• True or False? Tests Stink!, Trevor Romain &amp; Elizabeth Verdi</td>
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<td>• Stress Can Really Get on Your Nerves!, Trevor Romain &amp; Elizabeth Verdi</td>
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<td>• Cliques, Phonies, &amp; Other Baloney, Trevor Romain &amp; Elizabeth Verdi</td>
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<td>• Bullies Are a Pain in the Brain, Trevor Romain &amp; Elizabeth Verdi</td>
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<td>• How to Take the Grrrr Out of Anger, Trevor Romain &amp; Elizabeth Verdi</td>
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