

	Problem Solving and Higher-Level Thinking					Communication			Affective Skills	
	Brainstorming	Questioning	Generating Solutions for Real-World Problems	Compare and Contrast	Analysis and Synthesis of Information	Oral Communication	Written Communication	Technology	Self-Directed Thinking and Learning	Group Dynamics
K	Groups of students contribute to one chart	Distinguishing between questions and statements or stories	If given a problem students can generate a solution (may not be appropriate)	Compare and contrast concrete objects	Terminology for higher-level thinking will be introduced	Speak in a complete sentence with advanced vocabulary; retell and create new stories	Write a half page with inventive spelling	Create a story or picture using the computer (Students can dictate story on a tape recorder)	Each grade level will provide new and challenging activities designed to motivate students' thought processes. These activities will increase in difficulty as the child progresses through the program. Students will choose an area of interest to design and implement an individualized project. At 11 th and 12 th grade students may select to participate in a mentorship program with community members and will design and present an advanced product.	Each grade level will provide the students with challenging problems. In some cases the students will identify problems or situations on their own. Students will work cooperatively in groups to identify the task, develop an appropriate and workable plan, and then implement the steps necessary to complete the project. Each project shall be appropriate for the abilities of these children and should increase in complexity through the program. Communication of different ideas and diversity: At each grade level students
1	Small group	Who, what, where, why, when, how ... generating open ended questions	Students can state the problem and generate an appropriate solution	List similarities and differences of objects, ideas, opinions	Examples of higher-level thinking will be introduced, examples will be developed by students	Speak in a complete sentence with advanced vocabulary; speak in front of an audience; state the sequence of a story	Write full page response to a journal prompt using inventive spelling	Create a story with illustrations with Story Book Weaver (or similar program)		
2	Working with a partner	Who, what, where, why, when, how ... generating open ended questions	Students can begin to evaluate for the "best" solution if several are generated	Create a Venn diagram and use other graphic organizers to compare and contrast objects, ideas, opinions	Examples of higher-level thinking will be developed by students and shown through product development	Students will be able to present a report with the facts in the logical order. Students will be able to speak in front of varied audiences	Using information from several sources students will write a short report	Begin to work with Power Point; Use Kid Pix to compose		
3	Working with a partner with some experience working individually	Who, what, where, why, when, how ... generating open-ended questions. Students will begin to generate questions at the higher levels of Bloom's taxonomy	Students will continue to develop the skill of evaluating the "best" solution if several are generated	Create the appropriate graphic organizer to use for objects, ideas, opinions	During creative product development students will work in groups or pairs to analyze and synthesize information and evaluate their product	Present a report with the facts in the logical order; speak in front of varied audiences; summarize stories using advanced vocabulary	Write various types of stories using elaboration and originality	Begin Using Power Point, Word, Spreadsheets, digital camera and digital video camera		

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4	Mastery of individual student brainstorming	Who, what, where, why, when, how ... generating open-ended questions. Students will practice asking questions using the higher levels of Bloom's Taxonomy	Students will continue to develop the skill of evaluating the "best" solution if several are generated. Students will be expected to come up with "creative" solutions (different from what other students would normally think of)	Develop the skill of creating the appropriate graphic organizer to use for objects, ideas, opinions	During creative product development students will work in groups or pairs to analyze and synthesize information and evaluate their product	Teach a lesson to younger students; present to a group	Communicate in various writing styles using creativity, elaboration, and originality	Use Power Point, Word, Spreadsheets, digital camera and digital video camera. Begin adding sounds and animations. Introduce HyperStudio	Students will do a self-assessment of learning styles and career interest before selecting a mentor. Students will investigate their learning styles and apply to their own circumstances and how they are being affected by their surroundings (peers, teachers, etc) as well as recognizing strengths and weaknesses.	will demonstrate insight and sensitivity into the feelings and level of knowledge of others while communicating appropriately.
5	Lead a group in brainstorming and independent mastery	Create questions based on verb prompts for Bloom's Taxonomy	Given a topic students will identify the problem or issue and generate multiple solutions and select the most appropriate solution based on ethics, values, feasibility, etc.	Compare and contrast concrete and abstract ideas from multiple perspectives	During creative product development students will independently analyze and synthesize information and evaluate their product	Plan a presentation and present appropriately for the given audience	Communicate in various writing styles using creativity, elaboration, and originality; write for various purposes and audiences	Use Power Point, Word, Spreadsheets, digital camera and digital video camera; Import graphics, etc from Internet; Create project using HyperStudio	Students will (occasionally) participate in project design, timelines and evaluation.	

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6	Organize their ideas using a choice of graphic organizer using either webbing or outlining	Begin developing foundation for Socratic questioning (LA and History)	Students will be able to follow multiple steps in problem solving and eliminate extraneous information	Elaborate on ideas	Students will utilize a variety of resources to organize information in order to make predictions about general outcomes.	Defend a position and debate information as well as lead a discussion with their peers	Communicate personal response to literature; communicate information in a scientific report (scientific method); Write for various purposes and audiences; experiment with personal voice in writing	Use Power Point, Word, spreadsheets, digital camera and digital video camera; import graphics, etc from Internet; create project using HyperStudio; develop graphic organizers and storyboards using Inspiration		
7	Organize their ideas using a choice of graphic organizer using either webbing or outlining	Participation in Socratic questioning in all core subjects	Students will identify appropriate steps in problem solving	Elaborate and support ideas	Students will utilize a variety of resources to organize information in order to make predictions about general outcomes.	Learn how to establish parameters of communicating in a group situation; resist impulsivity and determine if more information is needed before formulating and sharing an opinion	Communicate personal response to literature; communicate information in a scientific report (scientific method); Write for various purposes and audiences; experiment with personal voice in writing	Use Power Point, Word, spreadsheets, digital camera and digital video camera; import graphics, etc from Internet; create project using HyperStudio; develop graphic organizers and storyboards using Inspiration; will create basic web pages		

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8	Organize their ideas using a choice of graphic organizer using either webbing or outlining	Student directed Socratic questioning in all areas	Students will create own steps to solve problems and re-evaluate solutions to determine most appropriate	Extend and defend using simulations and debates	Evaluate found information in order to make predictions about specific outcomes; use programs specific to content areas to interact with and evaluate subject matter to develop real world solutions; participate in web-based activities.	Communicate ideas, skills, and concepts to other students for the purpose of sharing knowledge	Communicate personal response to literature; communicate information in a scientific report (scientific method); Write for various purposes and audiences; experiment with personal voice in writing	Students will create and maintain a website		
9	Use brainstorming to generate questions to lead research topic	Students will begin generating questions using analysis, synthesis, and evaluation	Given a complex topic students will identify the problem or issue and generate multiple solutions and select the most appropriate solution based on ethics, values, feasibility, etc	Develop outcomes/ predictions from comparison/contrast of different modalities	Locate and evaluate information in order to make predictions about specific outcomes; manipulate data from graphing calculators to predict and solve real world problems	Develop and present in a variety of ways	Use formal writing in appropriate settings; continue developing personal voice	Students will effectively use technology skills to enhance communication with increasing complexity		

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10	Use brainstorming to create thesis statements or hypothesis	Students will begin generating questions using analysis, synthesis, and evaluation	Given a complex multi-step topic students will identify the problem or issue and generate multiple solutions and select the most appropriate solution based on ethics, values, feasibility, etc	Develop outcomes/ predictions from comparison/contrast of different modalities	Synthesize divergent resources to support a thesis statement; manipulate data from graphing calculators to predict and solve real world problems	Develop and present in a variety of ways.	Use formal writing in appropriate settings; continue developing personal voice	Students will effectively use technology skills to enhance communication with increasing complexity		
11	Use brainstorming to create thesis statements or hypothesis	Students will generate questions using analysis, synthesis, and evaluation	Given a complex multi-step topic students will identify the problem or issue and generate multiple solutions and select the most appropriate solution based on ethics, values, feasibility, etc	Develop outcomes/ predictions from comparison/contrast of different modalities	Synthesize divergent resources to defend a thesis statement; manipulate data from graphing calculators to predict and solve real world problems	Develop and present in a variety of ways and professional quality is stressed.	Use formal writing in appropriate settings; continue developing personal voice	Students will effectively use technology skills to enhance communication with increasing complexity		

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12	Use a variety of techniques to create thesis statements or hypothesis	Students will generate questions using analysis, synthesis, and evaluation	Given a complex multi-step topic students will identify the problem or issue and generate multiple solutions and select the most appropriate solution based on ethics, values, feasibility, etc	Develop outcomes/ predictions from comparison/contrast of different modalities	Synthesize divergent resources to defend a thesis statement; manipulate data to predict and solve real world problems	Develop and present in a variety of ways and professional quality is stressed.	Use formal writing in fiction and/or non-fiction in appropriate settings; continue developing personal voice;	Students will effectively use technology skills to enhance the professional level of communication		
Notes:						Synthesis of Communication Skills: Each student will be able to communicate effectively in increasingly complex verbal, technological, and written formats and will be able to distinguish appropriate uses for the purpose of the communication.				