

	Problem Solving, Higher-Level, Critical and Creative Thinking Skills					Communication		Affective Skills – Social & Emotional		
	Brainstorming	Questioning	Generating Solutions for Real-World Problems	Strategies	Analysis and Synthesis of Information	Oral Communication	Technology	Social And Emotional	Self-Directed Thinking and Learning	Group Dynamics
<b>K</b>	Introduction to rules of brainstorming Groups of students contribute to one chart	Distinguishing between questions and statements Generate questions Identify statements as fact or opinion	If given a problem students can generate a solution or multiple (as necessary)	P.E.T.S. F2OE (Fluency, Flexibility, Originality, Elaboration) Introduce critical and creative thinking Introduce 2 of 6 of de Bono’s Thinking Hats Introduction to Thinking Maps	Terminology for higher-level thinking will be introduced	Speak in a complete sentences with advanced vocabulary.	Create a factual report using the computer. Copy & Paste Introduction to digital citizenship	Each group of students will learn appropriate social and emotional skills tailored to the needs of the group of students. These will include, but are not limited to Organizational skills, study skills, prioritizing skills, listening skills, decision making skills, actions and consequences, perfectionism, asynchronous development, learning styles,	Each grade level will be provided new and challenging activities designed to motivate students’ thought processes. These activities will increase in difficulty as the child progresses through the program.	Each grade level will be provided 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
<b>1</b>	Small group	Who, what, where, why, when, how ... generating open ended questions	Students can state the problem and generate an appropriate solution	P.E.T.S. F2OE (Fluency, Flexibility, Originality, Elaboration) P.M.I. Introduction to de Bono’s 6 Thinking Hats (lateral thinking) Thinking Maps	Examples of higher-level thinking will be introduced, examples will be developed by students	Speak in a complete sentence with advanced vocabulary and speak in front of an audience	Create a factual report using the computer. Use a search engine to locate facts using key words.	Students will participate in project design, timelines and evaluation. Students will choose an area of interest to		

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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	F2OE (Fluency, Flexibility, Originality, Elaboration) P.M.I. Scamper Thinking Maps	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.	Create a factual report using the computer. Use a search engine to locate information using key words. Distinguish between a search engine and a website.	Multiple intelligences, strengths and weaknesses, acceptance of self and others, conflict resolution, manners in various social settings, leadership skills,	design and implement an individualized advanced project. Students will do a self-assessment of learning styles. .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. Examples include: True	and will increase in complexity through the program. At each grade level students will demonstrate insight and sensitivity into the feelings and level of knowledge of others while communicating appropriately.
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 by ranking if several are generated	F2OE (Fluency, Flexibility, Originality, Elaboration) P.M.I. Scamper DeBono’s Thinking Hats Thinking Maps	During creative product development students will work alone, in groups or pairs to analyze and synthesize information and evaluate their product	Present a project with the facts and their conclusions in logical order; speak in front of varied audiences; summarize their learning.	Refine internet search skills. Use a variety of computer programs and apps to effectively present research. Begin using Google email. Introduction to Google apps and productivity tools.			

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4	Mastery of individual student brainstorming	Who, what, where, why, when, how ... generating open-ended questions. Students will practice asking and creating 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”and original solutions .	F2OE (Fluency, Flexibility, Originality, Elaboration) P.M.I. Scamper DeBono’s Thinking Hats Thinking Maps	During creative product development students will work alone, in groups or pairs to analyze and synthesize information and evaluate their product.	Present a project with the facts and their conclusions in logical order; speak in front of varied audiences; summarize their learning.	Continue fine tuning internet search skills. Use a variety of computer programs and apps to effectively present research. Use Google email to communicate with teacher. Use Google productivity tools.	.	Colors, Multiple Intelligences, Meyers Briggs	
5	Lead a group in brainstorming and independent mastery.	Begin developing foundation for Socratic questioning.	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.	F2OE (Fluency, Flexibility, Originality, Elaboration) P.M.I. DeBono’s Thinking Hats R.A.F.T. (Role, Audience, Format, Topic) Thinking Maps	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. Present a project with the facts and their conclusions in logical order; speak in front of varied audiences; summarize their learning.	Continue fine tuning internet search skills. Use a variety of computer programs and apps to effectively present research. Continue using Google Productivity Tools.			

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6	Organize their brainstormed ideas using appropriate thinking map.	Socratic questioning	Students will be able to follow multiple steps in problem solving and eliminate extraneous information.	F2OE (Fluency, Flexibility, Originality, Elaboration) P.M.I. DeBono’s Thinking Hats R.A.F.T. (Role, Audience, Format, Topic) Thinking Maps	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. Present a project with the facts and their conclusions in logical order; speak in front of varied audiences; summarize their learning.	Continue fine tuning internet search skills. Use a variety of computer programs and apps to effectively present research. Effectively use Google Productivity Tools.			