



Gasconade R-2
Objective Course Curriculum Report for: SEEK 4 -
Fourth Grade

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Name

SEEK 4 Objective 1

Unit Objective

Measurable Learner Objectives: At the end of this unit students will be able to:
• Apply fluency of thought to a variety of creative thinking situations
• Classify information based on a variety of categories and qualifiers
• Elaborate on any element within any specific subject matter across the curriculum
• Originate unique ideas and responses to the form and function of a variety of stimulus
• Design personal creative thinking activities

Appraise the benefits of creative thinking tools: fluency, flexibility, originality, and elaboration

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Sequence

1

Assessment Methods

Essential Questions

Course

SEEK 4

Unit

Unit Title: Creative Thinking Grades: 3-5 Duration: 9 weeks Unit Rational: Creative thinking skills allow students to break through the common mental roadblocks faced by everyone. Students must learn to take chances, get messy, and make mistakes in order for their thinking to become fluent and flexible. As students begin to internalize these thinking tools they can move beyond the 'normal thinking processes' to become adventurous, risk takers that apply originality and elaborate details to every aspect of their thought processes. This then translates to application across the content area which will satisfy and motivate even the most obstinate gifted learners.

Objective used to assess students

Formative Assessment Activities

\$0Assessments:\$0 \$0Performance Task: Brainstorm multiple lists related to specific topics while applying fluency of thought\$0 \$0Performance Task: Create a prototype invention using items found in specific categories\$0 \$0Performance Event: Develop original narrative character using elaboration to make it come to life\$0 Performance Event: Summarize the impact of creative thinking tools in a demonstration portfolio , \$0Writing Prompt:After researching Extemore topic write a script that includes prescribed elements that address the given prompt \$0

Depth of Knowledge

Students must demonstrate proficiency at 80%

Learning Activity

Instructional Strategies:Working as a group students will:&middledot; Apply fluency of thought in a variety of activities across the curriculum&middledot; Evaluate the impact of fluent thought on their thinking processes&middledot; Brainstorm multiple transformations of concrete ideas&middledot; Explore their imagination and the effects of creative thought on real world situationsWorking in small groups students will:&middledot; Create categories for specific content related material&middledot; Elaborate on specific items that are considered to be complete&middledot; Develop a prototype and its implications for the development of unique products&middledot; reflect on the value of creative thinking tools in a group settingWorking individually students will:&middledot; Acquire the necessary skills to apply creative thinking in a variety of situations&middledot; Appraise the effects of creative thinking tools on the way in which they perceive the world around them&middledot; Determine appropriate situations in which to apply creative thinking tools&middledot; Cultivate an appreciation of the value of applying the tools

Research-based Instructional Strategies

Supporting Resources

Resources: Hagemann, B., Farris-Johnson, N. (2005) *The Thought-Full Classroom: Teaching, Thinking, Learning*. U.S.A. Pieces of Learning Publications

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

| Code | Subject | Grade | W |
|----------------------|-----------------|----------------------------|---|
| MSIP Equity Concepts | Equity Concepts | Workplace/job preparedness | T |

Show-Me Standards

| Code | Subject | Grade | Standard | Goal |
|------|--------------------|--------------|--|------|
| 1 | Communication Arts | Grades: K-12 | speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | |
| 4 | Communication Arts | Grades: K-12 | writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | |
| 5 | Communication Arts | Grades: K-12 | comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | |
| 6 | Communication Arts | Grades: K-12 | participating in formal and informal presentations and discussions of issues and ideas | |
| 2 | Science | Grades: K-12 | properties and principles of force and motion | |
| 7 | Science | Grades: K-12 | processes of scientific inquiry (such as formulating and testing hypotheses) | |
| 8 | Science | Grades: K-12 | impact of science, technology and human activity on resources and the environment | |

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| 7 | Social Studies | Grades: K-12 | the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | |
| 1.1 | Knowledge Standards | Grades: K-12 | Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas. | Develop questions and ideas to initiate and refine research |
| 1.2 | Knowledge Standards | Grades: K-12 | Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas. | Conduct research to answer questions and evaluate information and ideas |
| 2.1 | Knowledge Standards | Grades: K-12 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| 2.2 | Knowledge Standards | Grades: K-12 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | Review and revise communications to improve accuracy and clarity |

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| 2.3 | Knowledge Standards | Grades: K-12 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | Exchange information, questions and ideas while recognizing the perspectives of others |
| 3.1 | Knowledge Standards | Grades: K-12 | Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. | Identify problems and define their scope and elements |
| 3.2 | Knowledge Standards | Grades: K-12 | Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. | Develop and apply strategies based on ways others have prevented or solved problems |
| 1.4 | Knowledge Standards | Grades: K-12 | Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas. | Use technological tools and other resources to locate, select and organize information |
| 1.5 | Knowledge Standards | Grades: K-12 | Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas. | Comprehend and evaluate written, visual and oral presentations and works |
| 1.6 | Knowledge Standards | Grades: K-12 | Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas. | Discover and evaluate patterns and relationships in information, ideas and structures |

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| 1.7 | Knowledge Standards | Grades: K-12 | Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas. | Evaluate the accuracy of information and the reliability of its sources |
| 1.8 | Knowledge Standards | Grades: K-12 | Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas. | Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| 2.5 | Knowledge Standards | Grades: K-12 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | Perform or produce works in the fine and practical arts |
| 2.7 | Knowledge Standards | Grades: K-12 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | Use technological tools to exchange information and ideas |
| 3.4 | Knowledge Standards | Grades: K-12 | Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. | Evaluate the processes used in recognizing and solving problems |

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| 3.5 | Knowledge Standards | Grades: K-12 | Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. | Reason inductively from a set of specific facts and deductively from general premises |
| 3.6 | Knowledge Standards | Grades: K-12 | Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. | Examine problems and proposed solutions from multiple perspectives |
| 4.1 | Knowledge Standards | Grades: K-12 | Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society. | Explain reasoning and identify information used to support decisions |
| 4.4 | Knowledge Standards | Grades: K-12 | Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society. | Recognize and practice honesty and integrity in academic work and in the workplace |
| 4.5 | Knowledge Standards | Grades: K-12 | Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society. | Develop, monitor and revise plans of action to meet deadlines and accomplish goals |

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement