

**Marion School District
TEAM: Curriculum
Scope and Sequence**

Program Goal I: To assist students in improving their higher level thinking skills

Curriculum Objectives: Critical Thinking Skills (i.e. the analysis, synthesis, and evaluation of information to establish its validity, truth, and usability.)

MAJOR AREA: Critical Thinking

1. Analysis

1.1 Classify information into logical categories

1.2 Deduce information and draw conclusions based on given or discovered principles

1.3 Recognize relationships among ideas and data

2. Synthesis

2.1 Combine concepts, principles, and generalizations in order to generate a new understanding

2.2 Make valid predictions based on available information or as a result of an action.

3. Evaluation

3.1 Assess the organization, content, value, effectiveness, and results of an action or decision

3.2 Prove or disprove ideas by presenting evidence (hypothesis)

		Grade Level Ranges				
		K-1	2-3	4-6	7-9	10-12
	I	D	D	D	R	
		I	D	D	R	
		I	D	D	R	
			I	D	R	
	I	D	D	R	R	
		I	D	D	R	
			I	D	R	

I – Introduce

D – Develop

R - Reinforce

Program Goal II: To assist students in the development and expression of their creative abilities.

Curriculum Objectives: Creative Thinking Skills (i.e. That function which is both rational and intuitive and results in a discovery of a unique idea, process, or product.)

MAJOR AREA: Creative Thinking

1. Fluency

1.1 Brainstorming techniques; think of many ideas

2. Flexibility

2.1 Look at ideas in a new way

2.2 Generate new and different approaches to problems

3. Originality

3.1 Produce novel, unique, and unusual ideas, processes, or products

3.2 Generate unusual solutions to problems

4. Elaboration

4.1 Add interesting and meaningful details

Grade Level Ranges				
K-1	2-3	4-6	7-9	10-12
I	D	D	R	R
I	D	D	R	R
I	D	D	R	R
	I	D	D	R
I	D	D	R	R
I	D	D	R	R

I – Introduce

D – Develop

R - Reinforce

Program Goal III: To assist students in improving their affective development

Curriculum Objectives: Affective Skills (i.e. Those aspects of human behavior involving feelings, values, awareness or self and others, and the ability to communicate effectively.

MAJOR AREA: Affective Development

- 1. Self Concept
 - 1.1 Identify values, preferences, limitations, and special abilities of self
- 2. Communication
 - 2.1 Effectively express a feeling, concept, or an idea
 - 2.2 Self expression through various modes of communication
- 3. Leadership
 - 3.1 Participate in group activities; study role models; plan and implement activities

Grade Level Ranges				
K-1	2-3	4-6	7-9	10-12
I	D	D	D	R
I	D	D	R	R
	I	D	D	R
	I	D	D	R

I – Introduce

D – Develop

R - Reinforce

Program Goal IV: To assist students in improving their investigations

Curriculum Objectives: Group and Independent Investigation Skills (i.e The ability to locate and utilize needed information and to integrate all activities toward a meaningful goal.

MAJOR AREA: Investigation Skills

	Grade Level Ranges				
	K-1	2-3	4-6	7-9	10-12
1. Research					
1.1 Select a variety of appropriate sources for a project		I	D	D	R
1.2 Develop a plan which includes outline and hypothesis			I	D	R
1.3 Design an original product based on information gathered		I	D	D	R
1.4 Identify appropriate methods of presentation (charts, filmstrips, oral presentations, collections, etc.)		I	D	D	R
1.5 Use technology to enhance research results		I	D	D	R
2. Organization					
2.1 Establish realistic work schedule and sequence for completion		I	D	D	R
2.2 Establish realistic expectations and goals for project			I	D	R
3. Evaluation					
3.1 Present an original product to an appropriate audience		I	D	D	R
3.2 Evaluate self on project		I	D	D	R

I – Introduce

D – Develop

R - Reinforce