

# PACE Curriculum Design

The PACE elementary program is a pull-out program in grades 1 through 5, which means PACE students leave their general education class several hours each week for specialized instruction. Students continue to receive their basic math, language arts, science, and social studies instruction in the general education class. PACE is not a separate class for these subjects.

Students in grades 1 through 3 attend PACE pull-out two hours each week. Students in grades 4 and 5 attend PACE pull-out three hours each week. Classroom teachers differentiate general instruction for PACE students as needed to allow for the pull-out time.

Although the PACE class involves some homework, the curriculum is structured to accomplish most of the work during the pull-out time, which means PACE students are not assigned a steady stream of additional homework.

Students do not receive a traditional grade in the PACE pull-out class. Instead, families receive a progress report twice each year showing how their student has performed.

In general, the PACE elementary pull-out curriculum:

- extends selected aspects of the general education curriculum, emphasizing greater depth and complexity.
- is interdisciplinary (language arts, math, science, and social studies skills and content are interconnected in broad topics of study).
- emphasizes creative thinking, analysis, problem-solving, discovering information through research, and presenting ideas in multiple formats including through the use of technology.

# PACE Curriculum Syllabus

Elementary PACE students study at least one common unit district-wide at each grade level. Additional studies are selected from the district's list or appeal to class /student interest.

## KINDERGARTEN

Students explore lessons designed to build a strong logical, creative and critical thinking base for the types of elevated thinking skills required for success. Lessons include logical reasoning, the scientific method, analogous thinking, FFOE, and creative thinking strategies.

## FIRST GRADE

Students continue to explore creative and logical thinking in lessons on deduction, comparing, ordering, and drawing conclusions through different types of logic problems. Students will also explore interdisciplinary connections between literature, language, math, and science.

## SECOND GRADE

Students search for clues to a problem by solving mysteries or completing experiments as they make different 'stops' around the globe in game-like fashion. This study emphasizes problem solving skills, research skills, geography skills, science skills, and technology presentation skills.

## THIRD GRADE

Students learn that ideas and theories sometimes develop over time in this interdisciplinary study comparing and contrasting what the concept 'universe' has meant throughout history. Students explore historical perspectives of the universe beginning with Ptolemy, Galileo, and Copernicus, then contrast these views with current research. Our study of NASA, constellations and their related myths, the use of scientific notation in the math/science world, and the use of modern technology in space research engages students in a creative adventure 'somewhere out there.'

## FOURTH GRADE

While exploring the relationship between one generation's science fiction and another generation's science fact, students practice scientific thinking and variable manipulation through an interdisciplinary study of robots and the basic principles of robotics. Students learn team-building skills as they design and build a robot, program their robot through icon-driven sequencing, and create their own unique robotic performance tasks.

## FIFTH GRADE (two common units)

Unit 1: In preparation for middle school PACE expectations, students analyze, interpret, compare, contrast, and reflect upon a variety of works rich in connotative and figurative language and learn to recognize abstract themes within and between selections. This unit prepares students for the interpretive and creative expectations of the middle school PACE program.

Unit 2: In preparation for middle school PACE expectations, students apply their logic and analysis skills while learning about Constitutional law. Students review cases, both fictional and factual that relate to selected amendments, identify facts, interpret documents, analyze opposing points of view, and support arguments for both sides of the case. This unit prepares students for the analytical, evaluative, and expository expectations of the middle