

InVenture Challenge Standard Alignment

<p>G1 - Critical Thinking</p> <p>Students will utilize higher order reasoning and reflect upon their thinking.</p>		
<p>a. Apply the core critical thinking skills to various situations: metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarize, evaluation, synthesis, explanation, transferring.</p> <p>b. Cultivate critical thinking through the use of: clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness.</p>	<ul style="list-style-type: none"> ● Vocabulary Activities (1) ● 11th Invention ● School Problem ● Patent ● Testing Inventions 	
<p>G2 – Convergent Thinking</p> <p>Students will reason logically using induction and deduction.</p>		
<p>a. Solve problems using logical reasoning.</p> <p>b. Support opinions, theories, conjectures, and conclusions with logical reasoning.</p> <p>c. Analyze logic to determine if it sufficiently supports opinions, theories, conjectures, and conclusions.</p>	<ul style="list-style-type: none"> ● SCAMPER (1) ● 11th Invention ● Shopping Cart – Ideate ● Patent ● Testing Inventions ● Data information 	

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<p>G4 - Divergent Thinking</p> <p>Students will think creatively to generate innovative ideas, products, or solutions to problems.</p>		
<p>a. Assess ideas, products and solutions for the components of divergent thinking to modify original work.</p> <ul style="list-style-type: none"> • Fluency • Flexibility • Originality • Elaboration <p>b. Apply components of divergent thinking to ideas, products, and problem-solving situations.</p> <p>c. Recognize that the components of divergent thinking improve ideas, products, and solutions.</p>	<ul style="list-style-type: none"> • SCAMPER (1) • Ideate – Shopping Cart • School Problem Activity • Pitch/Presentation • Surveys 	
<p>G5 - Evaluative Thinking</p> <p>Students will evaluate and solve a variety of authentic problems.</p>		
<p>a. Implement the evaluative thinking process.</p> <p>b. Apply and adapt a variety of strategies to resolve problems and dilemmas, and evaluate their effectiveness.</p> <p>c. Choose appropriate problems and dilemmas to research and resolve.</p> <p>d. Develop tools to assess performance-based products and personal goals.</p>	<ul style="list-style-type: none"> • SCAMPER (1) • Ideate – various activities • 11th Invention • Testing Inventions • School Problem • Blueprint/construction • Patent Search 	

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<p>G6 - Relationships & Connections</p> <p>Students will make relationships and connections among various topics and disciplines.</p>		
<p>a. Explore and demonstrate an understanding of the relationships within and connections across topics and disciplines.</p> <p>b. Formulate thought-provoking questions to explore relationships and connections.</p> <p>c. Research topics or real-world problems to develop a body of knowledge and depth of understanding beyond the grade level CCGPS.</p> <p>d. Seek opportunities to become a productive/proactive community member.</p>	<ul style="list-style-type: none"> ● Empathize ● 11th Invention ● School Problem ● Ideate – shopping cart ● Research Paper ● Pitch/Presentation ● Patent ● Survey participants ● Websites 	
<p>G7 – Communication</p> <p>Students will interact and exchange ideas, feelings, information, thoughts, and knowledge with others.</p>		
<p>a. Effectively communicate both verbally and nonverbally using a variety of modalities.</p> <p>b. Understand and adjust communication for a given audience.</p> <p>c. Read and respond to a variety of texts.</p> <p>d. Write for a variety of purposes.</p> <p>e. Use knowledge of language and appropriate conventions when writing, speaking, reading, and listening.</p>	<ul style="list-style-type: none"> ● Interview Process ● Tile Activity ● Survey Monkey ● School Problem ● Ideate- Shopping Cart ● Pitch/Presentation ● Invention Convention ● GA Tech Competition 	

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<p>G8 - Collaboration</p> <p>Students will work toward a common goal with shared accountability for the final outcome.</p>		
<p>a. Develop a shared sense of responsibility for participation, decision making, and outcomes.</p> <p>b. Engage in exchanges of constructive/critical feedback for instructional purpose.</p>	<ul style="list-style-type: none"> ● Tile Design Activity ● 11th Invention ● Ideate – Shopping Cart ● School Problem ● Invention Convention ● Pitch Presentation 	
<p>G9 - Self-Reflection</p> <p>Students will reflect upon their abilities.</p>		
<p>a. Develop areas of strength in self.</p> <p>b. Recognize areas of weakness in self and develop strategies for improvement.</p> <p>c. Recognize multiple intelligences in self.</p> <p>d. Reflect upon personal learning styles and use the knowledge to facilitate self-growth.</p>	<ul style="list-style-type: none"> ● Daily journal ● Final Reflection ● Tile Design ● Group participation 	

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<p>G10 - Respect For Others</p> <p>Students will be respectful members of their communities.</p>		
<p>a. Respect the input of others.</p> <p>b. Recognize the value of individual differences.</p> <p>c. Recognize the strengths of others.</p> <p>d. Actively listen to others in various situations.</p>	<ul style="list-style-type: none"> ● Empathize – School Problem ● Tile Design ● Ideate- Shopping Cart ● Invention Convention ● Choosing main problem for group ● Pitch presentation 	
<p>G11 - Self-Directed Learner</p> <p>Students will be self-directed learners.</p>		
<p>a. Establish and work toward short and long term goals.</p> <p>b. Persevere in the face of obstacles.</p> <p>c. Advocate for self.</p> <p>d. Set appropriately high standards for work and behavior.</p> <p>e. Take initiative to pursue opportunities to share and use abilities.</p> <p>f. Seek opportunities for self-growth through risk-taking, curiosity, and use of complexity and imagination.</p>	<ul style="list-style-type: none"> ● Tile Design ● School Problem ● Ideate – Shopping cart ● Invention Convention 	