

Enhancement Activities/Strategies for Gifted/High Ability Learners: Sample SCIENCE Learning Plan

Big Idea/ Topic

.The Solar System and Beyond:

Segment focuses on elements A and C of standard S6E1. Element C should be a continuation of the materials learned about the solar system in grade 4. The procession of the content related to this unit will reflect on models, origin, and the evidence of scientific theories as new information is discovered.

Standard Alignment

S6E1. Obtain, evaluate, and communicate information about current scientific view of the universe and how those views evolved.

- a. Ask questions to determine changes in models of Earth’s position in the solar system, and origins of the universe as evidence that scientific theories change with the addition of new information.
- c. Analyze and interpret data to compare and contrast the planets in our solar system in terms of: size relative to Earth, surface and atmospheric features, relative distance from the sun, and ability to support life.

Connection to other content areas:

ELAGSE6RI7, ELAGSE6W9, ELAGSE6SL4

Advanced Research

.Stepping back in time... Geocentric versus Heliocentric Model

You have been asked to be a guest speaker at the Great Debate between Geocentric and Heliocentric model theories. Your speech will greatly affect the opinion and outcome of the debate. Organize a persuasive speech/paper that will include all relative scientist, along with their theories/findings/research. Create a flipgrid video (link: <https://info.flipgrid.com/>) “commercial” that will highlight your proof and encourage others to read your further findings.

Communication

Brainstorming References:

Organize a persuasive speech/paper that will include all relative scientist, along with their theories/findings/research. Create a flipgrid video (link: <https://info.flipgrid.com/>) “commercial” that will highlight your proof and encourage others to read your further findings.

Record your responses/findings on Appendix 1: Graphic Organizer (end of document, Page 3)

Critical Thinking and Critical Problem-Solving Skills

.Stepping back in time... Geocentric versus Heliocentric Model

Planning and wording will be crucial to winning any debate.

Your findings must be scientifically sound and well thought out.

What scientist/theories should you include? What data findings can/will support your claim?

Record your responses/findings on Appendix 1: Graphic Organizer (end of document, Page 3)

Creative Thinking and Creative Problem-Solving Skills

Geocentric versus Heliocentric – The Great Debate:

In true debate style, others will question your thinking and justify their own claims. What points of view might the “other side” question, that would directly contradict your claim? Prepare in advance what might be important to include in your rebuttal response.

Awareness of Self—Student’s Well-being

In the real-world, you must be able to process information and decide if you agree or disagree. Not every claim is easy to decipher and sometimes your decision is not easy to make. What would be 3 guiding principles that you would consider as “essential and necessary” to help guide you in your decision-making process, regardless of the situation? Use these as your “Golden Rules” and reference points when you encounter a tough decision.

Feel free to create your own doodle creation OR you can use the template attachment:

http://www.newdesignfile.com/postpic/2010/02/free-printable-scroll-template_123698.jpg

