SCIENCE

Computer Science: Problem solving and scientific inquiry are developed through the knowledgeable application of creativity, design, and computational thinking.

Learning Outcome: Students follow instructions and relate them to outcomes

KNOWLEDGE	UNDERSTANDING	SKILLS AND PROCEDURES	ESCAPE CITY
Instructions are directions that can be followed and given in various forms, including verbal, audio, visual, and written.	The form in which instructions are given may not affect the outcome.	Follow instructions with two or three steps given in different forms.	During the Escape City experience students will be exposed to oral, visual, and written instructions in which following correctly is essential to the success of the experience.
Many types of instructions need to be in a specific order, such as: • directions • computer programs • safety protocols	Instructions are ordered in a way that will produce a desired outcome.	Determine if instructions with two or three steps given in different orders still produce the desired outcome. Sequence two or three instruction steps to achieve a desired outcome.	Students have the opportunity to experiment with how to follow instructions and determine if the order of instruction is essential to achieve the desired outcome.
Following instructions is a way to demonstrate respect and safety while investigating.	Instructions help to keep people safe.	Follow instructions during investigations.	Safety instruction will be given to the class in order to participate in the experiences.

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SCIENCE

Scientific Methods: Investigation of the physical world is enhanced through the use of scientific methods that attempt to remove human biases and increase objectivity.

Learning Outcome: Students engage in and describe an investigation.

KNOWLEDGE	UNDERSTANDING	SKILLS AND PROCEDURES	ESCAPE CITY
Investigations can be sparked by curiosity. Steps while investigating include: • asking questions • making predictions • gathering data • forming conclusions	Investigations are carried out to try to understand the world.	Ask a question sparked by curiosity. Describe steps of an investigation.	Students will be able to implement the process of an investigation through solving puzzles and testing out solutions.

COMPETENCIES

COMPETENCIES	ESCAPE CITY
Critical Thinking: • I ask relevant questions to learn. • I use simple criteria to form opinions or make decisions. • I synthesize new understandings by comparing and contrasting information. • I reflect on contexts or experiences that influence my thinking. • I consider how my thoughts may be similar to or different from others.	Through the exploration of problem solving in escape rooms and puzzle based stations the students have the opportunity to awaken their wonder by using their prior knowledge, make predictions and test out their conclusions. Wrapping up the activities with a debrief allows the students to reflect upon their experiences.

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COMPETENCIES

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Problem Solving: • I rephrase problems to clarify my understanding. • I determine information that is relevant to help me solve problems. • I consider the possible outcomes of solutions. • I work toward solving problems even when there are challenges.	The nature of the escape rooms provide an opportunity for students to solve problems in a group setting, while allowing for moments of individual contributions to shine through. Teamwork and resilience in trying out solutions are essential for success, while having a built in support system to ask questions to help guide the experience.
Research and Managing Information: • I collect information for a specific audience or purpose. • I organize and combine information from a number of sources. • I consider the content of information to determine its use. • I reference the source of information when using someone else's ideas.	Students are encouraged to interact with the puzzles by collecting puzzle pieces and using the gathered information to inform choices, communicate with their teammates, and make connections to find solutions.
Creativity and Innovation: • I create in a variety of environments for specific audiences and purposes. • I seek out the knowledge or resources needed to transform my ideas into creative works. • I use individual or group brainstorming to build or expand my ideas. • I work toward achieving creative goals even when there are challenges.	The experience allows for the students to create their own puzzle in the spirit of fun and challenge their peers while working within the limitations of guided puzzle creation, materials, environment, and time constraints while encouraging creativity.

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COMPETENCIES

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Communication: • I communicate with peers and adults for specific purposes. • I use a variety of formats to communicate. • I use language structures and conventions that are appropriate for the context to interact with others. • I consider the contributions and feelings of others when exchanging ideas or information. • I paraphrase or restate messages to confirm understanding.	Communication is essential for participation in the experience and is encouraged through the group work structure needed to overcome the challenges presented, as well as the students receive immediate feedback on their teamwork through the nature of success and failure of the challenges.
Collaboration: • I experience a variety of roles when engaging in collaborative activities. • I contribute actively and respectfully to group work. • I encourage others to contribute their points of view when working toward group goals.	The collaborative nature of the escape room experience encourages students to have fun while working in a group setting and rewards groups that collaborate effectively.
Citizenship: • I consider similar or different points of view across a variety of contexts. • I consider positive and negative outcomes of decisions made in familiar contexts. • I fulfill obligations to my groups and communities. • I advocate for fair treatment of members of my groups and communities.	Students have the opportunity to explore their role in a group when faced with a challenge while representing themselves, their group, and their class.

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COMPETENCIES

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Personal Growth and Well-Being: • I set goals to help address my wants or needs. • I connect available resources to choices and opportunities. • I recognize relationship boundaries. • I communicate how groups and individuals care for each other. • I adjust my actions in response to setbacks.	Through participation in the activities the students have the opportunity to exercise agency in new settings while having support to achieve success and enjoyment.

FOR MORE INFORMATION ABOUT OUR CURRICULAR CONNECTIONS PLEASE CONTACT US DIRECTLY AT:

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