







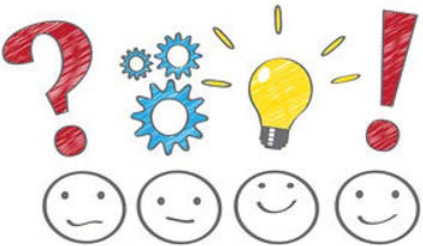
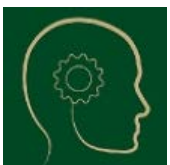


G21 Early Elementary (4K – 2nd) Dispositions and Skills

G21 Impact	Performance Area	I Can:
 <p><u>Collaboration</u></p> <p><i>Working with another or a group in order to achieve a common goal.</i></p> 	<p>Productive Group Interactions – works productively in small groups to complete tasks</p> <p>Effective Communication – understands the importance of individual in group discussion</p>	<p>I Can:</p> <ul style="list-style-type: none">• Understand different roles in groups• Perform tasks related to role• Demonstrate kindness to group members <p>• Explore and experiment with different ways of communicating</p> <p>• Use creativity to communicate</p> <p>• Communicate to an audience beyond self, using stories</p>
 <p><u>Communication</u></p> <p><i>The imparting or exchange of information, ideas and/or emotions in a variety of situations and for multiple purposes, audiences and across multiple media.</i></p> 	<p>Expressive Communication – articulates thoughts and ideas using different kinds of communication</p> <p>Interpretive Communication – interprets visuals used to communicate stories or information</p>	<p>• Explore and experiment with different ways of communicating</p> <p>• Use creativity to communicate</p> <p>• Communicate to an audience beyond self, using stories</p> <p>• Listen to gain information, asking clarifying questions when needed</p> <p>• Build on what others say about a communication to inform understanding</p> <p>• Observe and make sense of multiple modes of information</p> <p>• Identify positive aesthetic impact</p>





G21 Early Elementary (4K – 2nd) Dispositions and Skills

G21 Impact	Performance Area	I Can:
<p style="text-align: center;"><u>Creativity</u></p> <p style="text-align: center;"><i>The ability to see things in new ways or produce something new, whether tangible or intangible.</i></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="font-size: small;">VectorStock® VectorStock.com/19564117</p>	<p>Curiosity and Imagination – views or creates things in new ways and connects them to thinking that is different</p>	<ul style="list-style-type: none"> • Accept challenges and ideas that may be counter to my thinking • Navigate multiple situations in the classroom • Listen to the ideas of others
	<p>Developing and Exploring Ideas – identifies problems and generates possible solutions</p>	<ul style="list-style-type: none"> • Generate many ideas in response to a question • Demonstrate openness and originality in creating new things • Elaborate within given structures
	<p>Innovation – engages in discovery, exploration and experimentation to reach results</p>	<ul style="list-style-type: none"> • Seek others to help resolve ambiguity • Explore the perspectives of others • Design and create
	<p>Initiative – identifies ability to create positive change</p>	<ul style="list-style-type: none"> • Explore issues within various communities • Engage with others around a common issues • Reflect on the experience
<p style="text-align: center;"><u>Critical Thinking</u></p> <p style="text-align: center;"><i>Identifying patterns/relationships, make generalizations; identify exceptions and evaluate claims; arrive at opinions, conclusions and/or take action.</i></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Inquiry – generates ideas for inquiry</p>	<ul style="list-style-type: none"> • Ask questions about their world and role in it • Use questions to further explore an area of interest • Organize information
	<p>Analysis and Interpretation – connects ideas to observations and experiences</p>	<ul style="list-style-type: none"> • Activate prior knowledge in new setting • Consolidate meaning from sources of evidence • Narrow questions, problems or issues • Connect understanding in the world
	<p>Decision Making / Conclusions – draws conclusions based on investigation</p>	<ul style="list-style-type: none"> • Use data to construct an explanation to an inquiry • Apply understandings developed to my world • Communicate solutions / conclusions.







G21 Early Elementary (4K – 2nd) Dispositions and Skills

G21 Impact	Performance Area	I Can:
<p data-bbox="604 201 840 228"><u>Global Competence</u></p> <p data-bbox="604 269 894 431"><i>Considering a situation as it related to the rest of the world within economic, social, cultural and/or political contexts.</i></p>  	<p data-bbox="919 201 1289 331">Global Awareness – takes action on a local issue that matters to them in order to make a positive change</p>	<ul data-bbox="1360 201 1976 370" style="list-style-type: none"> • Investigate roles, responsibilities and issues in my world • Recognize that I can contribute to my family and community • Explore local and world cultures
	<p data-bbox="919 380 1289 470">Citizenship – understands beliefs and how actions connect to beliefs</p>	<ul data-bbox="1360 380 1961 581" style="list-style-type: none"> • Understand that different people have different traditions • Share the role of culture in everyday life by describing my own cultural traditions • Demonstrate understanding of citizenship in my own community
	<p data-bbox="919 591 1205 678">Adaptability – navigates multiple situations in the classroom</p>	<ul data-bbox="1360 591 1982 792" style="list-style-type: none"> • Listen to others’ ideas when working in a group • Use imagination to view or create thing in new ways and connect two things that seem different • Consider the perspective of others • Accept challenges and ideas that may be different from my current thinking
	<p data-bbox="919 802 1251 857">Systems Thinking – describes change at an event level</p>	<ul data-bbox="1360 802 1997 932" style="list-style-type: none"> • Identify basic systems within the world • Identify components of systems • Explain how actions can create consequences, both wanted and unwanted







G21 Early Elementary (4K – 2nd) Dispositions and Skills

G21 Impact	Performance Area	I Can:
<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p><u>Self-Directed Learning</u></p> <p><i>Use of independent initiative, responsibility and feedback to guide learning and growth.</i></p>  </div> </div>	Goal Setting – reflects on completion of a powerful learning goal	<ul style="list-style-type: none"> • Make choices for learning goals based on teacher-supplied strategies and tools • Identify strengths and areas to work on
	Self-Advocacy – shares interests and needs	<ul style="list-style-type: none"> • Talk with others about likes and dislikes • Identify feelings • Identify needs
	Resilience – frequently persists through challenges	<ul style="list-style-type: none"> • Demonstrate interest in new learning experiences • Seek assistance from others
	Metacognition – begins to learn about themselves as learners	<ul style="list-style-type: none"> • Understand that reflection is part of the learning process • Reflect on a learning experience • Identify evidence of progress toward meeting a goal
	Growth Mindset – believes in ability to accomplish a task	<ul style="list-style-type: none"> • Ask questions to learn more • Understand that hard can bring positive results
	Use of Feedback – reflects on a learning process or task	<ul style="list-style-type: none"> • Make choices for next steps in learning based on feedback • Identify strengths and areas to work on
<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p><u>Well-Being</u></p> <p><i>A balanced sense of health, happiness and prosperity both within self and with others.</i></p>  </div> </div>	Social Interaction – forms and maintains positive relationships	<ul style="list-style-type: none"> • Understand people have different feelings • Accept apologies and apologize when wrong • Express opinions • Listen to others
	Physical Nutrition and Sleep – understands elements of health	<ul style="list-style-type: none"> • Understand play is part of being healthy • Understand food and drink impact health • Understand that sleep is necessary for overall health, fitness and mental well-being
	Financial – understands things have value	<ul style="list-style-type: none"> • Understand that money has a value in society • Understand the concept of the exchange of goods
	Emotional – recognizes that emotions exist	<ul style="list-style-type: none"> • Identify my own emotions • Recognize others have emotions



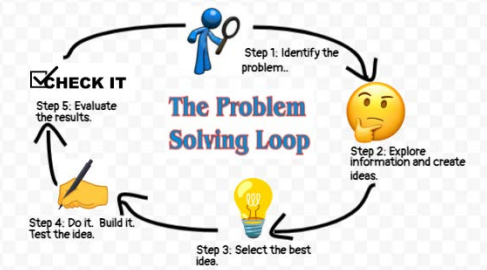



G21 Elementary (3rd – 5th) Dispositions and Skills

G21 Impact	Performance Area	I Can:
 <p><u>Collaboration</u></p> <p><i>Working with another or a group in order to achieve a common goal.</i></p> 	<p>Productive Group Interactions – works productively in groups</p> <hr/> <p>Effective Communication – engages in back and forth dialogue and respects ideas of others</p>	<ul style="list-style-type: none"> • Use resources to complete tasks • Break larger tasks into smaller tasks • Contribute to group plans • Act as a team player <hr/> <ul style="list-style-type: none"> • Explain my own thinking clearly • Seek ideas and thoughts from all team members • Seek to understand by asking questions • Give and seek feedback about task
 <p><u>Communication</u></p> <p><i>The imparting or exchange of information, ideas and/or emotions in a variety of situations and for multiple purposes, audiences and across multiple media.</i></p> 	<p>Expressive Communication – considers goals when choosing to use specific ways of communicating</p> <hr/> <p>Interpretive Communication – interprets literary and informative modes; understands how these build understanding</p>	<ul style="list-style-type: none"> • Consider the audience and method when communicating • Seek to use creativity to support communication • Use background knowledge to enhance and share new learnings <hr/> <ul style="list-style-type: none"> • Listen for understanding • Seek to understand complex messages • Make meaning by exploring multiple forms of communication • Recognize elements of communication





G21 Elementary (3rd – 5th) Dispositions and Skills

G21 Impact	Performance Area	I Can:
<p style="text-align: center;"><u>Creativity</u></p> <p style="text-align: center;"><i>The ability to see things in new ways or produce something new, whether tangible or intangible.</i></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Curiosity and Imagination – predicts possible outcomes when putting ideas into actions</p>	<ul style="list-style-type: none"> Use tools and strategies to explore different perspectives or approaches to a challenge, issue or dilemma Shift strategies or ways of thinking as the situation warrants (flexibility) Integrate the perspectives of others into proposed solutions
	<p>Developing and Exploring Ideas – generates multiple possibilities as a result of analyzing facts and patterns</p>	<ul style="list-style-type: none"> Create models that provide rationale for the idea within real-world constraints Use materials and techniques in non-traditional ways in order to further understand problems Expand on known ideas to create new and imaginative combinations
	<p>Innovation – discusses and revises ideas through trial and error; makes reasoned and supported guesses</p>	<ul style="list-style-type: none"> Use multiple sources to help resolve ambiguity Ask questions in order to create unusual, unique or clever products Design and create varied solutions
	<p>Initiate – acts in positive ways to contribute to improvement of issues in need of change</p>	<ul style="list-style-type: none"> Explore issues and propose solutions based on knowledge Work to shift myself and others from problem identifiers to problem solvers Self-assess actions
<p style="text-align: center;"><u>Critical Thinking</u></p> <p style="text-align: center;"><i>Identifying patterns/relationships, make generalizations; identify exceptions and evaluate claims; arrive at opinions, conclusions and/or take action.</i></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Inquiry – poses problems and asks questions about how things work and why things happen</p>	<ul style="list-style-type: none"> Recognize patterns in the natural world and make observations Ask questions that lead to additional wonderings Locate and organize information from sources
	<p>Analysis and Interpretation – identifies details and processes that represent patterns</p>	<ul style="list-style-type: none"> Make observations about patterns Distinguish fact from interpretation Use strategies to make sense of information (i.e. comparison, analysis, evaluation, explanation and reasoning)
	<p>Decision Making / Conclusions – identifies and justifies the thinking behind choices made</p>	<ul style="list-style-type: none"> Conduct evaluations using criteria or tests; conclusions through prototypes Develop explanations or draw conclusions using evidence to support that explanation / conclusion







G21 Elementary (3rd – 5th) Dispositions and Skills

G21 Impact	Performance Area	I Can:
<p><u>Global Competence</u></p> <p><i>Considering a situation as it related to the rest of the world within economic, social, cultural and/or political contexts.</i></p>  	<p>Global Awareness – takes action on issues that matter to them in order to make a positive change</p>	<ul style="list-style-type: none"> • Demonstrate understanding of roles, responsibilities and issues in the community and world • Understand that issues impact me and others in my family and community • Discover connections between and among cultures
	<p>Citizenship – understands individual and community beliefs and how values contribute to actions</p>	<ul style="list-style-type: none"> • Understand that other people and communities may have traditions that differ from my own • Explain the role of culture in everyday life by describing my own cultural traditions and comparing and contrasting with others • Demonstrate understanding of citizenship across communities
	<p>Adaptability – investigates options and predicts possible outcomes when putting ideas into action</p> <p>Systems Thinking – understands cause and effect and the notion of change</p>	<ul style="list-style-type: none"> • Use a variety of tools and strategies to recognize different perspectives or approaches to an issue • Shifts strategies and ways of thinking as the situation calls for, accepting that there may be some uncertainty when working with dilemmas • Work effectively in a variety of situations, communicating ideas and listening to different perspectives • Take action after investigating options and possible outcomes • Investigate how various systems are connected • Recognize how parts of a system come together to make a whole • Explain the similarities and differences between systems







G21 Elementary (3rd – 5th) Dispositions and Skills

G21 Impact	Performance Area	I Can:
<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>Self-Directed Learning</p> <p><i>Use of independent initiative, responsibility and feedback to guide learning and growth.</i></p>  </div> </div>	<p>Goal Setting – reflects on progress made toward an important learning goal</p>	<ul style="list-style-type: none"> • Select from a range of strategies and tools • Identify strengths and areas to improve
	<p>Self-Advocacy – expresses specific interest and needs</p>	<ul style="list-style-type: none"> • Identify tools to support needs • Clearly convey thoughts and ideas related to areas of interest • State learning preferences
	<p>Resilience – skillfully perseveres throughout challenging experiences</p>	<ul style="list-style-type: none"> • Venture outside of comfort zone in order to learn more • Use tools and strategies to evaluate the task at hand in order to anticipate challenges
	<p>Metacognition – explores ways in which s/he learns</p>	<ul style="list-style-type: none"> • Engage in reflection as an important part of the learning process • Consider my own learning needs • Identify what went well during a learning task • Communicate strengths and areas in need of improvement
	<p>Growth Mindset – responds to difficult tasks with effort</p>	<ul style="list-style-type: none"> • Understand skills grow with effort • Ask questions to learn more
	<p>Use of Feedback – reflects on progress during learning task</p>	<ul style="list-style-type: none"> • Choose a learning path based on feedback from self, teachers and/or peers • Select strategies and tools based on feedback
<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>Well-Being</p> <p><i>A balanced sense of health, happiness and prosperity both within self and with others.</i></p>  </div> </div>	<p>Social Interaction – forms and maintains productive relationships</p>	<ul style="list-style-type: none"> • Understand that emotions can impact relationships • Communicate mistakes; apologize sincerely • Recognize that different people have different opinions • Listen to understand, rather than just reply
	<p>Physical Nutrition and Sleep – understands connections between health and learning</p>	<ul style="list-style-type: none"> • Understand play increases mental and physical health • Understand the connection between and among food, drink and health • Understand proper rest and relaxation are important to give the mind and body time to recuperate
	<p>Financial – understands that there are different types of value</p>	<ul style="list-style-type: none"> • Understand that value is a relative concept • Distinguish needs and wants • Recognize the connection between earning and spending • Understand the value of saving over time
	<p>Emotional – recognizes that emotions exist and determine feelings</p>	<ul style="list-style-type: none"> • Recognize and manage my emotions • Know how to react to emotions to make good choices • Understand connections between actions and feelings







G21 Middle School (6th – 8th) Dispositions and Skills

G21 Impact	Performance Area <i>Skill (S) or Disposition (D)</i>	I Can:
 <p style="text-align: center;">TEAMWORK</p> <p style="text-align: center; font-size: small;">shutterstock.com • 1442307026</p> <p><u>Collaboration</u></p> <p><i>Working with another or a group in order to achieve a common goal.</i></p> 	<p>Productive Group Interactions – shows collective interest as opposed to self-interest (D)</p> <p>Effective Communication – encourages and guides others to meet goal(s) (D)</p>	<ul style="list-style-type: none"> • Remain engaged, open-minded, flexible, composed and focused • Adjust plans as needed • Co-construct and follows group norms • Adapt to the changing needs of the group and individual role • Share ideas and concerns • Acknowledge multiple perspectives • Seek varied approaches and solutions • Use kind and appropriate language to guide group progress
 <p style="text-align: center;">Communication</p> <p><u>Communication</u></p> <p><i>The imparting or exchange of information, ideas and/or emotions in a variety of situations and for multiple purposes, audiences and across multiple media.</i></p> 	<p>Expressive Communication – uses different kinds of communication (S)</p> <p>Interpretive Communication – interprets emotional and visual elements (S)</p>	<ul style="list-style-type: none"> • Develop methods to communicate to and to impact specific audiences • Apply visuals to communicate messages • Utilize techniques to achieve goals • Understand complex ideas • Understand the purpose and context of message • Seek more than one point of view • Apply understanding of visual and aesthetic technique





G21 Middle School (6th – 8th) Dispositions and Skills

G21 Impact	Performance Area <i>Skill (S) or Disposition (D)</i>	I Can:
 <p><u>Creativity</u></p> <p><i>The ability to see things in new ways or produce something new, whether tangible or intangible.</i></p> 	<p>Curiosity and Imagination – seeks to understand various perspectives to inform approaches to a challenge, problem or dilemma (D)</p> <p>Developing and Exploring Ideas – adapts, improves, modifies and expands existing thoughts or ideas to create solutions (S)</p> <p>Innovation – looks and thinks from multiple perspectives as a pathway for developing solutions to a challenge or problem (S)</p> <p>Initiative – targets actions to have the maximum positive impact (D)</p>	<ul style="list-style-type: none"> • Based on predictions, create multiple scenarios or solutions that illustrate ambiguities involved in a challenge, issue or dilemma • Anticipate and visualize potential obstacles and generate a variety of possible solutions • Adapt solutions to align to perspectives or needs of individuals • Combine ideas in a variety of ways and from a range of sources to create new possibilities • Explore idea generation strategies and techniques to build creative muscle • Use inferences to generate ideas by using models, prototypes and simulations • Embrace complexity and ambiguity; see these as manageable and exciting challenges • Build purposefully on the ideas of others and see links between seemingly unrelated ideas • Design and create options aligned to audience and purpose. • Investigate issues and propose potential solutions • Work to shift self and others from problem identifiers to problem solvers • Self-asses actions
 <p><u>Critical Thinking</u></p> <p><i>Identifying patterns/relationships, make generalizations; identify exceptions and evaluate claims; arrive at opinions, conclusions and/or take action.</i></p> 	<p>Inquiry – designs, conducts, monitors and evaluates investigations of a question or an idea (S)</p> <p>Analysis and Interpretation – classifies data, findings and opinions using a systematic approach (S)</p> <p>Decision Making / Conclusions – draws conclusions that reflect clear and logical links (S)</p>	<ul style="list-style-type: none"> • Ask questions that promote and encourage further inquiry • Locate information from diverse sources and points of view • Analyze evidence • Use models and visual representations to analyze data • Understand that personal experience, belief and bias can influence interpretation • Draw inferences characterized by data • Interpret and evaluate significance of data, observation and information • Determine which conclusions are most strongly supported by evidence • Make predictions based on patterns • Communicate, document and justify a position or conclusion







G21 Middle School (6th – 8th) Dispositions and Skills

G21 Impact	Performance Area <i>Skill (S) or Disposition (D)</i>	I Can:
<p data-bbox="732 212 932 237"><u>Global Competence</u></p> <p data-bbox="732 272 984 412"><i>Considering a situation as it related to the rest of the world within economic, social, cultural and/or political contexts.</i></p>  	<p data-bbox="1010 212 1346 326">Global Awareness – takes positive action for change on local and global issues while considering other perspectives (S)</p> <p data-bbox="1010 362 1325 475">Citizenship – demonstrates how concepts such as cultural dimensions and ancestry impact values (D)</p> <p data-bbox="1010 511 1310 625">Adaptability – investigates various perspectives to inform approaches to problems or dilemmas (S)</p> <p data-bbox="1010 660 1297 742">Systems Thinking – considers challenges of parts within systems and takes action (S)</p>	<ul data-bbox="1417 212 2018 833" style="list-style-type: none"> • Understand varied roles, responsibilities and issues in the community and world • Demonstrate understanding of local and global issues and the impacts they have on people and environments • Understand connections between local and global cultures • Understand the impact of significant historical events or trends on the development of cultures • Show respect for varied cultural identities • Demonstrate understanding of complex aspects of citizenship • Recognize own biases • Communicate multiple scenarios or solutions that illustrate ambiguities involved in an issue or dilemma • Anticipate obstacles and devise plans to surmount them • Take action by applying different ways of thinking and strategies to approach complex situations or dilemmas • Investigate how various systems influence other systems • Recognize how changing a part of a system can impact the system • Explain the relationships among systems





G21 Middle School (6th – 8th) Dispositions and Skills

G21 Impact	Performance Area <i>Skill (S) or Disposition (D)</i>	I Can:
<p style="text-align: center;"><u>Self-Directed Learning</u></p> <p style="text-align: center;"><i>Use of independent initiative, responsibility and feedback to guide learning and growth.</i></p>  	<p>Goal Setting – uses self-reflection to select from a range of possible paths (S)</p> <p>Self-Advocacy – confidently communicates viewpoints and needs (D)</p> <p>Resilience – confidently models the belief that they can accomplish a task (D)</p> <p>Metacognition – understands variables of success (i.e.: relevance, context, process and learning style) (D)</p> <p>Growth Mindset – believes s/he can continuously learn and grow (D)</p> <p>Use of Feedback – plans, monitors and regulates learning (D)</p>	<ul style="list-style-type: none"> • Use tools to plan and monitor learning goals • Adapt approaches to a goal based on reflection and/or results • Capitalize on strengths and work to enhance areas of need • Explain decisions based on perspective • Understand needs and make adjustments • Actively welcome opportunities to engage in new learning outside of comfort zone • Identify support needed to address challenges and seek the appropriate type of support • Reflect to determine needs and design a path to success • Provide evidence of growth toward goals • Explain reasons for success • Actively engage in learning in order to grow • Work through obstacles or challenges as part of the learning process • Self-reflect and determine what is needed to be successful • Develop strategies and tools to be a successful learner based on actionable and specific feedback from others
<p style="text-align: center;"><u>Well-Being</u></p> <p style="text-align: center;"><i>A balanced sense of health, happiness and prosperity both within self and with others.</i></p>  	<p>Social Interaction – forms and maintains relationships (S)</p> <p>Physical Nutrition and Sleep – applies understanding to habits of health (S)</p> <p>Financial – applies understanding that different people value different things (S)</p> <p>Emotional – understands that emotions could be temporary (surface); feelings are longer (deeper) (D)</p>	<ul style="list-style-type: none"> • Demonstrate choices that display understanding of emotional impact on peers and others • Display genuine change in behaviors based on apologies • Accept others’ opinions; know there is a time and place to defend beliefs • Listen to others; think before responding • Appreciate daily physical activities help exhibit engagement in learning • Explain positive choices in food and drink to maintain or enhance a healthy diet • Understand that adequate sleep influences health; sleep impacts concentration and the ability to fight infections • Identify specific and realistic goals based on money • Identify tactics used to make people want to make purchases • Compare prices • Keep financial information safe (does not share information) • Possess the ability to regulate and control how I react to my emotions • Communicate effectively in emotionally charged situations • Understand and can explain stress, emotions and impulses





G21 High School (9th - 12th) Dispositions and Skills

G21 Impact	Performance Area	Skill or Disposition	I Can:
<p>Collaboration</p> <p><i>Definition: Working with another or a group in order to achieve a common goal</i></p> 	<p>Productive Group Interactions</p> <p><i>Definition: Contribute to the effective functioning and positive well-being of a team</i></p>	<p><i>Disposition</i></p> <p>Connects own goals to the goals of others or of the group.</p>	<ul style="list-style-type: none"> • Gather information from my peers to reach goal • Monitor progress of group and make adjustments • Apply collaborative tools, skills and strategies • Reflect on interactive experiences in order to improve
	<p>Effective Communication</p> <p><i>Definition: Use verbal and non-verbal approaches to develop and support a high-performance team</i></p>	<p><i>Disposition</i></p> <p>Connects group learning and ideas to create new understandings and/or approaches</p>	<ul style="list-style-type: none"> • Empathize to understand different perspectives • Engage in problem solving as a part of group processes • Be responsive to changing needs of group • Make suggestions for moving forward
<p>Communication:</p> <p><i>Definition: The imparting, exchange and/or interpretation of information, ideas and/or emotions in a variety of situations and for multiple purposes and audiences and across multiple media formats</i></p> 	<p>Expressive Communication</p> <p><i>Makes one's ideas, thoughts and emotions known to others through multiple modes</i></p>	<p><i>Cognitive Skill</i></p> <p>Applies aesthetic and technical standards to gauge quality of communication product</p>	<ul style="list-style-type: none"> • Develop ideas from various sources • Communicate through the most appropriate media • Use sophisticated tools to communicate complex concepts
	<p>Interpretive Communication</p> <p><i>Definition: Explore various forms of communication in order to make meaning, gain perspective and engage aesthetically</i></p>	<p><i>Cognitive Skill</i></p> <p>Interprets text through a critical and knowledgeable lens</p>	<ul style="list-style-type: none"> • Synthesize content • Demonstrate interest in others' ideas; probes to understand multiple perspectives • Consider other perspectives • Recognize the impact of visuals and digital media




G21 High School (9th - 12th) Dispositions and Skills

G21 Impact	Performance Area	Skill or Disposition	I Can:
<p>Creativity:</p> <p><i>Definition: The ability to see things in new ways or produce something new, whether tangible or intangible</i></p> 	<p>Curiosity and Imagination</p> <p><i>Definition: The desire to learn or know about things and to form mental images and concepts</i></p>	<p><i>Disposition</i></p> <p>Tackles problems that do not have obvious solutions, despite challenges</p>	<ul style="list-style-type: none"> • Apply prior knowledge, improvise and visualize when the situation requires a new and novel solution • Know when to “unlearn” past solutions as a way to flexibly address new challenges • Assess risks, explain alternate ideas and look at the challenge from multiple perspectives
	<p>Developing and Exploring Ideas</p> <p><i>Definition: Generate original ideas and explore existing ideas</i></p>	<p><i>Cognitive Skill</i></p> <p>Synthesizes divergent perspectives and ideas into original thought</p>	<ul style="list-style-type: none"> • Apply prior knowledge to create and connect complex ideas • Produce unique ideas with minimal structure • Construct authentic and valuable ideas
	<p>Innovation</p> <p><i>Definition: Conceive of, and develop original ideas of value and find new approaches to address needs</i></p>	<p><i>Cognitive Skill</i></p> <p>Visualizes connections between common and seemingly unrelated ideas</p>	<ul style="list-style-type: none"> • Seek multiple perspectives and ideas • Change focus and goals as the situation demands • Produce solutions that are fresh, unique, original and well-developed for the setting
	<p>Initiative</p> <p><i>Definition: The readiness and ability to design novel ideas and the mindset to take action</i></p>	<p><i>Disposition</i></p> <p>Self-identifies as an agent capable of making positive change</p>	<ul style="list-style-type: none"> • Actively explore and propose solutions to issues in need of change • Engage in individual and group actions to solve problems • Reflect on impacts of taking action; use feedback to plan next steps
<p>Critical Thinking:</p> <p><i>Definition: Identify patterns/relationships, make generalizations, identify expectations and evaluate claims; arrive at opinions, conclusions and/or take action</i></p> 	<p>Inquiry</p> <p><i>Definition: Actively investigate information, perspectives and phenomenon with a desire to learn and gain understanding</i></p>	<p><i>Cognitive Skill</i></p> <p>Explores complex situations to uncover potential future problems</p>	<ul style="list-style-type: none"> • Formulate thought-provoking questions • Synthesize information from reliable sources • Uncover patterns across findings
	<p>Analysis and Interpretation</p> <p><i>Definition: Apply critical faculties and strategies to understand and assess ideas, proposals and information</i></p>	<p><i>Cognitive Skill</i></p> <p>Discovers relevant differences, similarities and patterns of finding</p>	<ul style="list-style-type: none"> • Formulate categories or distinctions to understand patterns • Extrapolate and generalize to describe notable patterns • Use complex models, analogies and/or simulations to represent thinking • Identify and account for personal bias within critical process
	<p>Decision Making / Conclusions</p> <p><i>Definition: Apply critical faculties and strategies to make choices, propose solutions and make arguments</i></p>	<p><i>Cognitive Skill</i></p> <p>Assesses risks and explains contingencies, taking account a range of perspectives.</p>	<ul style="list-style-type: none"> • Balance rational and irrational components of a complex or ambiguous problem to evaluate evidence • Draw conclusions from analysis that is well-reasoned • Communicate in ways aligned to context




G21 High School (9th - 12th) Dispositions and Skills

G21 Impact	Performance Area	Skill or Disposition	I Can:
<p>Global Competence:</p> <p><i>Definition: Considering a situation as it relates to the rest of the world within economic, social, cultural and/or political contexts</i></p> 	<p>Global Awareness</p> <p><i>Definition: Demonstrate knowledge and understanding of perspectives and issues in an international context</i></p>	<p><i>Cognitive Skill</i></p> <p>Takes positive action for change on local and global issues while considering diverse perspectives</p>	<ul style="list-style-type: none"> • Understand and act on the varied roles, responsibilities and issues in the community and world • Demonstrate understanding of complex local and global issues and the impacts they have on people and environments • Demonstrate understanding of unique and overlapping dimensions of cultures
	<p>Citizenship</p> <p><i>Definition: Demonstrate positive behaviors and interactions in support of the well-being of one's various communities</i></p>	<p><i>Disposition</i></p> <p>Seeks understanding across multiple contexts to deepen complexity of beliefs</p>	<ul style="list-style-type: none"> • Understand the potential and challenges of dimensions of culture in relation to intercultural communication • Demonstrate understanding of connectivity and uniqueness among cultures • Understand multiple perspectives and their role in citizenship
	<p>Adaptability</p> <p><i>Definition: Adjust one's thinking, interactions and actions readily to suit a variety of contexts and conditions</i></p>	<p><i>Cognitive Skill</i></p> <p>Investigates risks, perspectives and solutions to tackle challenging problems that do not have obvious solutions</p>	<ul style="list-style-type: none"> • Recognize my own biases and understand when I must "unlearn" past thinking in order to address new challenges • Demonstrate effective communication when listening, speaking and writing with others • Take action by effectively adapting to a variety of situations, individuals or groups • Tackle challenging problems despite potential for failure
	<p>Systems Thinking</p> <p><i>Definition: Act upon the understanding of the interdependent nature of systems, both natural and constructed</i></p>	<p><i>Cognitive Skill</i></p> <p>Considers challenges within and among systems and takes action</p>	<ul style="list-style-type: none"> • Investigate patterns in systems and form generalizations • Recognize the interaction of systems in relation to varied issues • Explain the relationships and interactions of complex interdependent systems




G21 High School (9th - 12th) Dispositions and Skills

G21 Impact	Performance Area	Skill or Disposition	I Can:
<p>Self-Directed Learning:</p> <p><i>Definition: Use of independent initiative, responsibility and feedback to guide learning and growth</i></p> 	<p>Goal Setting</p> <p><i>Definition: process to decide what one wants or needs to accomplish to grow, then devise and execute a plan to achieve the result</i></p>	<p><i>Cognitive Skill</i></p> <p>Regularly engages in self-reflection and goal setting</p>	<ul style="list-style-type: none"> • Select and apply effective strategies and tools • Plan, monitor, adjust and evaluate results
	<p>Self-Advocacy</p> <p><i>Definition: Actively represents oneself and speaks for one's needs, view or interests</i></p>	<p><i>Disposition</i></p> <p>Effectively communicates in order to achieve desired results</p>	<ul style="list-style-type: none"> • Demonstrate strategic use of strengths • Size up situations in order to best align resources • Select and utilize tools to support intended results
	<p>Resilience</p> <p><i>Definition: Demonstrate perseverance and character in the face of challenges and obstacles</i></p>	<p><i>Disposition</i></p> <p>Confidently respond to anticipated and unforeseen challenges</p>	<ul style="list-style-type: none"> • Maintain composure • Pose a range of possibilities to address demanding situations
	<p>Metacognition</p> <p><i>Definition: Demonstrate awareness, understanding, analysis and control of one's learning and cognitive processes</i></p>	<p><i>Disposition</i></p> <p>Independently plans, selects, connects, monitors and reflects to support success and learning</p>	<ul style="list-style-type: none"> • Use evidence to set challenging goals • Evaluate changes in learning over times • Engage in selecting, monitoring and evaluating strategies • Adjust learning path based on reflection and progress towards goal
	<p>Growth Mindset</p> <p><i>Definition: demonstrate positivity, ownership and control on one's learning success and growth</i></p>	<p><i>Disposition</i></p> <p>Demonstrates empowerment</p>	<ul style="list-style-type: none"> • Seek opportunities to engage in new learning • Act on what is learned from obstacles and/or challenges • Demonstrate self-confidence when faced with new challenges
	<p>Use of Feedback</p> <p><i>Definition: Give, take and apply evaluative information and reactions to observable actions or products for the purpose of growth and improvement</i></p>	<p><i>Disposition</i></p> <p>Adjusts learning path as needed based on ongoing reflection and feedback</p>	<ul style="list-style-type: none"> • Actively seek and use actionable and specific feedback • Apply strategies and tools to address areas of need as a learner



G21 High School (9th - 12th) Dispositions and Skills

G21 Impact	Performance Area	Skill or Disposition	I Can:
<p>Well Being:</p> <p><i>Definition: A balanced sense of health, happiness and prosperity; both within self and with others</i></p> 	<p>Social Interaction</p> <p><i>Definition: Demonstrate a positive and healthy sense of self as well the ability to interact with others positively</i></p>	<p><i>Cognitive Skill</i></p> <p>Forms and maintains effective relationships</p>	<ul style="list-style-type: none"> • Choose actions that are helpful to self and others • Encourage diverse opinions and use them to deepen understanding • Recognize the time and place to defend my beliefs while taking into account the beliefs of others • Listen to and seeks the perspective of others
	<p>Physical Nutrition and Sleep</p> <p><i>Definition: Practice positive habits in order to increase or maintain one's health and physical performance</i></p>	<p><i>Cognitive Skill</i></p> <p>Uses resources to inform and adjust habits of health</p>	<ul style="list-style-type: none"> • Seek a variety of ways to practice regular activities in order to positively impact health • Demonstrate healthy choices in foods and drinks • Understand the brain performs subconsciously to take in thoughts and learning experiences, and that the pathways of memory are created during sleep
	<p>Financial</p> <p><i>Definition: Demonstrate critical abilities and positive decision making in financial matters</i></p>	<p><i>Cognitive Skill</i></p> <p>Makes financial decisions based on informed stance</p>	<ul style="list-style-type: none"> • Design budgets based on essential needs • Monitor spending; explain the value of healthy financial decisions • Understand investing • Understand credit • Understand and safeguard financial information
	<p>Emotional</p> <p><i>Definition: Demonstrate the habits, traits and dispositions of mentally healthy people</i></p>	<p><i>Disposition</i></p> <p>Regulates and controls emotions</p>	<ul style="list-style-type: none"> • Accepts happiness as relative • Support others with understanding their emotions feelings • Communicate positivity by pointing out what is going well, even in challenging situations • Understand stress management techniques