







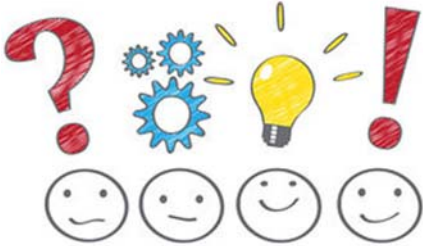



G21 Early Elementary (4K – 2nd) Dispositions and Skills

G21 Impact	Performance Area	I Can:
<div style="text-align: center;">  <p><u>Collaboration</u></p> <p><i>Working with another or a group in order to achieve a common goal.</i></p>  </div>	<p>Productive Group Interactions – works productively in small groups to complete tasks</p> <hr/> <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 <hr/> <ul style="list-style-type: none"> • Explore and experiment with different ways of communicating • Use creativity to communicate • Communicate to an audience beyond self, using stories
<div style="text-align: center;">  <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>  </div>	<p>Expressive Communication – articulates thoughts and ideas using different kinds of communication</p> <hr/> <p>Interpretive Communication – interprets visuals used to communicate stories or information</p>	<ul style="list-style-type: none"> • Explore and experiment with different ways of communicating • Use creativity to communicate • Communicate to an audience beyond self, using stories <hr/> <ul style="list-style-type: none"> • Listen to gain information, asking clarifying questions when needed • Build on what others say about a communication to inform understanding • Observe and make sense of multiple modes of information • Identify positive aesthetic impact





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G21 Impact	Performance Area	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><small>VectorStock® VectorStock.com/19964117</small></p>	<p>Curiosity and Imagination – views or creates things in new ways and connects them to thinking that is different</p> <p>Developing and Exploring Ideas – identifies problems and generates possible solutions</p> <p>Innovation – engages in discovery, exploration and experimentation to reach results</p> <p>Initiative – identifies ability to create positive change</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 • Generate many ideas in response to a question • Demonstrate openness and originality in creating new things • Elaborate within given structures • Seek others to help resolve ambiguity • Explore the perspectives of others • Design and create • Explore issues within various communities • Engage with others around a common issues • Reflect on the experience
<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 – generates ideas for inquiry</p> <p>Analysis and Interpretation – connects ideas to observations and experiences</p> <p>Decision Making / Conclusions – draws conclusions based on investigation</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 • Activate prior knowledge in new setting • Consolidate meaning from sources of evidence • Narrow questions, problems or issues • Connect understanding in the world • Use data to construct an explanation to an inquiry • Apply understandings developed to my world • Communicate solutions / conclusions.



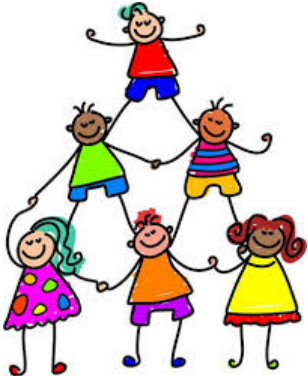



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<p data-bbox="625 479 856 505"><u>Global Competence</u></p> <p data-bbox="625 545 911 708"><i>Considering a situation as it related to the rest of the world within economic, social, cultural and/or political contexts.</i></p>  	<p data-bbox="940 479 1306 605">Global Awareness – takes action on a local issue that matters to them in order to make a positive change</p>	<ul data-bbox="1381 479 1997 646" 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="940 657 1306 748">Citizenship – understands beliefs and how actions connect to beliefs</p>	<ul data-bbox="1381 657 1976 857" 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="940 868 1222 959">Adaptability – navigates multiple situations in the classroom</p>	<ul data-bbox="1381 868 1997 1068" 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="940 1079 1270 1138">Systems Thinking – describes change at an event level</p>	<ul data-bbox="1381 1079 2011 1206" 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



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 <p><u>Self-Directed Learning</u></p> <p><i>Use of independent initiative, responsibility and feedback to guide learning and growth.</i></p> 	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
 <p><u>Well-Being</u></p> <p><i>A balanced sense of health, happiness and prosperity both within self and with others.</i></p> 	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