







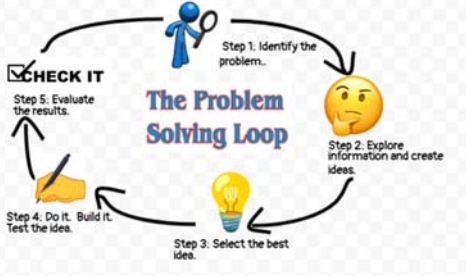



# G21 Elementary (3<sup>rd</sup> – 5<sup>th</sup>) Dispositions and Skills

G21 Impact	Performance Area	I Can:
 <p><b><u>Collaboration</u></b></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> <p>Effective Communication – engages in back and forth dialogue and respects ideas of others</p>	<p><b>I Can:</b></p> <ul style="list-style-type: none"> <li>• Use resources to complete tasks</li> <li>• Break larger tasks into smaller tasks</li> <li>• Contribute to group plans</li> <li>• Act as a team player</li> <li>• Explain my own thinking clearly</li> <li>• Seek ideas and thoughts from all team members</li> <li>• Seek to understand by asking questions</li> <li>• Give and seek feedback about task</li> </ul>
 <p><b><u>Communication</u></b></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> <p>Interpretive Communication – interprets literary and informative modes; understands how these build understanding</p>	<ul style="list-style-type: none"> <li>• Consider the audience and method when communicating</li> <li>• Seek to use creativity to support communication</li> <li>• Use background knowledge to enhance and share new learnings</li> <li>• Listen for understanding</li> <li>• Seek to understand complex messages</li> <li>• Make meaning by exploring multiple forms of communication</li> <li>• Recognize elements of communication</li> </ul>





## G21 Elementary (3<sup>rd</sup> – 5<sup>th</sup>) Dispositions and Skills

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







# G21 Elementary (3<sup>rd</sup> – 5<sup>th</sup>) Dispositions and Skills

G21 Impact	Performance Area	I Can:
<p data-bbox="590 410 814 435"><b><u>Global Competence</u></b></p> <p data-bbox="590 475 827 695"><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="867 410 1230 500">Global Awareness – takes action on issues that matter to them in order to make a positive change</p>	<ul data-bbox="1304 410 1986 565" style="list-style-type: none"> <li>• Demonstrate understating of roles, responsibilities and issues in the community and world</li> <li>• Understand that issues impact me and others in my family and community</li> <li>• Discover connections between and among cultures</li> </ul>
	<p data-bbox="867 581 1230 699">Citizenship – understands individual and community beliefs and how values contribute to actions</p>	<ul data-bbox="1304 581 1997 797" style="list-style-type: none"> <li>• Understand that other people and communities may have traditions that differ from my own</li> <li>• Explain the role of culture in everyday life by describing my own cultural traditions and comparing and contrasting with others</li> <li>• Demonstrate understanding of citizenship across communities</li> </ul>
	<p data-bbox="867 813 1230 932">Adaptability – investigates options and predicts possible outcomes when putting ideas into action</p> <p data-bbox="867 1105 1230 1195">Systems Thinking – understands cause and effect and the notion of change</p>	<ul data-bbox="1304 813 1986 1227" style="list-style-type: none"> <li>• Use a variety of tools and strategies to recognize different perspectives or approaches to an issue</li> <li>• Shifts strategies and ways of thinking as the situation calls for, accepting that there may be some uncertainty when working with dilemmas</li> <li>• Work effectively in a variety of situations, communicating ideas and listening to different perspectives</li> <li>• Take action after investigating options and possible outcomes</li> <li>• Investigate how various systems are connected</li> <li>• Recognize how parts of a system come together to make a whole</li> <li>• Explain the similarities and differences between systems</li> </ul>



## G21 Elementary (3<sup>rd</sup> – 5<sup>th</sup>) Dispositions and Skills

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