











# G21 Middle School (6<sup>th</sup> – 8<sup>th</sup>) Dispositions and Skills

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





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<div style="text-align: center;">  </div> <p style="text-align: center;"><b><u>Creativity</u></b></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="text-align: center;">  </div>	<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"> <li>• Based on predictions, create multiple scenarios or solutions that illustrate ambiguities involved in a challenge, issue or dilemma</li> <li>• Anticipate and visualize potential obstacles and generate a variety of possible solutions</li> <li>• Adapt solutions to align to perspectives or needs of individuals</li> <li>• Combine ideas in a variety of ways and from a range of sources to create new possibilities</li> <li>• Explore idea generation strategies and techniques to build creative muscle</li> <li>• Use inferences to generate ideas by using models, prototypes and simulations</li> <li>• Embrace complexity and ambiguity; see these as manageable and exciting challenges</li> <li>• Build purposefully on the ideas of others and see links between seemingly unrelated ideas</li> <li>• Design and create options aligned to audience and purpose.</li> <li>• Investigate issues and propose potential solutions</li> <li>• Work to shift self and others from problem identifiers to problem solvers</li> <li>• Self-asses actions</li> </ul>
<div style="text-align: center;">  </div> <p style="text-align: center;"><b><u>Critical Thinking</u></b></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="text-align: center;">  </div>	<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"> <li>• Ask questions that promote and encourage further inquiry</li> <li>• Locate information from diverse sources and points of view</li> <li>• Analyze evidence</li> <li>• Use models and visual representations to analyze data</li> <li>• Understand that personal experience, belief and bias can influence interpretation</li> <li>• Draw inferences characterized by data</li> <li>• Interpret and evaluate significance of data, observation and information</li> <li>• Determine which conclusions are most strongly supported by evidence</li> <li>• Make predictions based on patterns</li> <li>• Communicate, document and justify a position or conclusion</li> </ul>







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<div style="text-align: center;">  </div> <p style="text-align: center;"><b><u>Global Competence</u></b></p> <p style="text-align: center;"><i>Considering a situation as it related to the rest of the world within economic, social, cultural and/or political contexts.</i></p> <div style="text-align: center;">  </div>	<p>Global Awareness – takes positive action for change on local and global issues while considering other perspectives (S)</p> <p>Citizenship – demonstrates how concepts such as cultural dimensions and ancestry impact values (D)</p> <p>Adaptability – investigates various perspectives to inform approaches to problems or dilemmas (S)</p> <p>Systems Thinking – considers challenges of parts within systems and takes action (S)</p>	<ul style="list-style-type: none"> <li>• Understand varied roles, responsibilities and issues in the community and world</li> <li>• Demonstrate understanding of local and global issues and the impacts they have on people and environments</li> <li>• Understand connections between local and global cultures</li> <li>• Understand the impact of significant historical events or trends on the development of cultures</li> <li>• Show respect for varied cultural identities</li> <li>• Demonstrate understanding of complex aspects of citizenship</li> <li>• Recognize own biases</li> <li>• Communicate multiple scenarios or solutions that illustrate ambiguities involved in an issue or dilemma</li> <li>• Anticipate obstacles and devise plans to surmount them</li> <li>• Take action by applying different ways of thinking and strategies to approach complex situations or dilemmas</li> <li>• Investigate how various systems influence other systems</li> <li>• Recognize how changing a part of a system can impact the system</li> <li>• Explain the relationships among systems</li> </ul>



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<p style="text-align: center;"><b><u>Self-Directed Learning</u></b></p> <p style="text-align: center;"><i>Use of independent initiative, responsibility and feedback to guide learning and growth.</i></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<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"> <li>• Use tools to plan and monitor learning goals</li> <li>• Adapt approaches to a goal based on reflection and/or results</li> <li>• Capitalize on strengths and work to enhance areas of need</li> <li>• Explain decisions based on perspective</li> <li>• Understand needs and make adjustments</li> <li>• Actively welcome opportunities to engage in new learning outside of comfort zone</li> <li>• Identify support needed to address challenges and seek the appropriate type of support</li> <li>• Reflect to determine needs and design a path to success</li> <li>• Provide evidence of growth toward goals</li> <li>• Explain reasons for success</li> <li>• Actively engage in learning in order to grow</li> <li>• Work through obstacles or challenges as part of the learning process</li> <li>• Self-reflect and determine what is needed to be successful</li> <li>• Develop strategies and tools to be a successful learner based on actionable and specific feedback from others</li> </ul>
<p style="text-align: center;"><b><u>Well-Being</u></b></p> <p style="text-align: center;"><i>A balanced sense of health, happiness and prosperity both within self and with others.</i></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<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"> <li>• Demonstrate choices that display understanding of emotional impact on peers and others</li> <li>• Display genuine change in behaviors based on apologies</li> <li>• Accept others’ opinions; know there is a time and place to defend beliefs</li> <li>• Listen to others; think before responding</li> <li>• Appreciate daily physical activities help exhibit engagement in learning</li> <li>• Explain positive choices in food and drink to maintain or enhance a healthy diet</li> <li>• Understand that adequate sleep influences health; sleep impacts concentration and the ability to fight infections</li> <li>• Identify specific and realistic goals based on money</li> <li>• Identify tactics used to make people want to make purchases</li> <li>• Compare prices</li> <li>• Keep financial information safe (does not share information)</li> <li>• Possess the ability to regulate and control how I react to my emotions</li> <li>• Communicate effectively in emotionally charged situations</li> <li>• Understand and can explain stress, emotions and impulses</li> </ul>