



G21 Early Years (4K – 1st) 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 • Explore and experiment with different ways of communicating • Use creativity to communicate • Communicate to an audience beyond self, using stories
 <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>	<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 • 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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<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/19564117</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><small>VectorStock.com • 1209879590</small></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="625 483 919 711"><u>Global Competence</u> <i>Considering a situation as it related to the rest of the world within economic, social, cultural and/or political contexts.</i></p>  	Global Awareness – takes action on a local issue that matters to them in order to make a positive change	<ul 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
	Citizenship – understands beliefs and how actions connect to beliefs	<ul 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
	Adaptability – navigates multiple situations in the classroom	<ul 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
	Systems Thinking – describes change at an event level	<ul 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