G21 Elementary School (2ⁿᵈ – 5ᵗʰ) Dispositions and Skills

G21 Impact		Performance Area	I Can:
Collaboration *Working with another or a group in order to achieve a common goal.*		Productive Group Interactions – works productively in groups	• Use resources to complete tasks • Break larger tasks into smaller tasks • Contribute to group plans • Act as a team player
		Effective Communication – engages in back and forth dialogue and respects ideas of others	• 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
Communication *The imparting or exchange of information, ideas and/or emotions in a variety of situations and for multiple purposes, audiences and across multiple media.*		Expressive Communication – considers goals when choosing to use specific ways of communicating	• Consider the audience and method when communicating • Seek to use creativity to support communication • Use background knowledge to enhance and share new learnings
		Interpretive Communication – interprets literary and informative modes; understands how these build understanding	• Listen for understanding • Seek to understand complex messages • Make meaning by exploring multiple forms of communication • Recognize elements of communication

G21 Impact		Performance Area	I Can:
	Creativity *The ability to see things in new ways or produce something new, whether tangible or intangible.* 	Curiosity and Imagination – predicts possible outcomes when putting ideas into actions	• 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
		Developing and Exploring Ideas – generates multiple possibilities as a result of analyzing facts and patterns	• 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
		Innovation – discusses and revises ideas through trial and error; makes reasoned and supported guesses	• Use multiple sources to help resolve ambiguity • Ask questions in order to create unusual, unique or clever products • Design and create varied solutions
		Initiate – acts in positive ways to contribute to improvement of issues in need of change	• Explore issues and propose solutions based on knowledge • Work to shift myself and others from problem identifiers to problem solvers • Self-assess actions
	Critical Thinking *Identifying patterns/relationships, make generalizations; identify exceptions and evaluate claims; arrive at opinions, conclusions and/or take action.* 	Inquiry – poses problems and asks questions about how things work and why things happen	• Recognize patterns in the natural world and make observations • Ask questions that lead to additional wonderings • Locate and organize information from sources
		Analysis and Interpretation – identifies details and processes that represent patterns	• Make observations about patterns • Distinguish fact from interpretation • Use strategies to make sense of information (i.e. comparison, analysis, evaluation, explanation and reasoning)
		Decision Making / Conclusions – identifies and justifies the thinking behind choices made	• Conduct evaluations using criteria or tests; conclusions through prototypes • Develop explanations or draw conclusions using evidence to support that explanation / conclusion
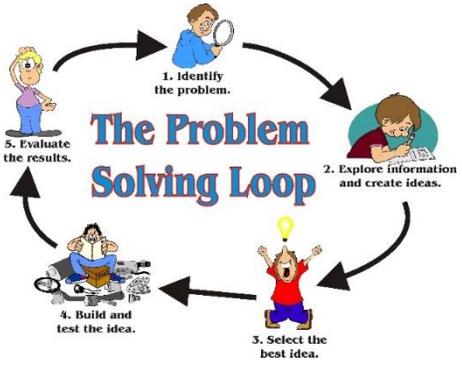
G21 Impact		Performance Area	I Can:
Global Competence *Considering a situation as it related to the rest of the world within economic, social, cultural and/or political contexts.*		Global Awareness – takes action on issues that matter to them in order to make a positive change	• Demonstrate understating 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
		Citizenship – understands individual and community beliefs and how values contribute to actions	• 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
		Adaptability – investigates options and predicts possible outcomes when putting ideas into action	• 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
		Systems Thinking – understands cause and effect and the notion of change	• 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

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	Self-Directed Learning *Use of independent initiative, responsibility and feedback to guide learning and growth.*	Goal Setting – reflects on progress made toward an important learning goal	• Select from a range of strategies and tools • Identify strengths and areas to improve
		Self-Advocacy – expresses specific interest and needs	• Identify tools to support needs • Clearly convey thoughts and ideas related to areas of interest • State learning preferences
		Resilience – skillfully perseveres throughout challenging experiences	• 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
		Metacognition – explores ways in which s/he learns	• Engage in reflection as an important part of the learning process • Consider my own learning needs • Identify what went well during a learning tsk • Communicate strengths and areas in need of improvement
		Growth Mindset – responds to difficult tasks with effort	• Understand skills grow with effort • Ask questions to learn more
		Use of Feedback – reflects on progress during learning task	• Choose a learning path based on feedback from self, teachers and/or peers • Select strategies and tools based on feedback
	Well-Being *A balanced sense of health, happiness and prosperity both within self and with others.*	Social Interaction – forms and maintains productive relationships	• Understand that emotions can impact relationships • Communicate mistakes; apologize sincerely • Recognize that different people have different opinions • Listen to understand, rather than just reply
		Physical Nutrition and Sleep – understands connections between health and learning	• 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
		Financial – understands that there are different types of value	• 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
		Emotional – recognizes that emotions exist and determine feelings	• Recognize and manage my emotions • Know how to react to emotions to make good choices • Understand connections between actions and feelings