G21 Middle School (6th – 8th) Dispositions and Skills

G21 Impact		Performance Area *Skill (S) or Disposition (D)*	I Can:
	Collaboration *Working with another or a group in order to achieve a common goal.* 	Productive Group Interactions – shows collective interest as opposed to self-interest (D) Effective Communication – encourages and guides others to meet goal(s) (D)	• Remain engaged, open-minded, flexible, composed and focused • Adjust plans as needed • Co-construct and follows group norms • Adapt to the changing needs of the group and individual role • Share ideas and concerns • Acknowledge multiple perspectives • Seek varied approaches and solutions • Use kind and appropriate language to guide group progress
	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 – uses different kinds of communication (S) Interpretive Communication – interprets emotional and visual elements (S)	• Develop methods to communicate to and to impact specific audiences • Apply visuals to communicate messages • Utilize techniques to achieve goals • Understand complex ideas • Understand the purpose and context of message • Seek more than one point of view • Apply understanding of visual and aesthetic technique

G21 Impact		Performance Area *Skill (S) or Disposition (D)*	I Can:
	Creativity *The ability to see things in new ways or produce something new, whether tangible or intangible.*	Curiosity and Imagination – seeks to understand various perspectives to inform approaches to a challenge, problem or dilemma (D) Developing and Exploring Ideas – adapts, improves, modifies and expands existing thoughts or ideas to create solutions (S) Innovation – looks and thinks from multiple perspectives as a pathway for developing solutions to a challenge or problem (S) Initiative – targets actions to have the maximum positive impact (D)	- Based on predictions, create multiple scenarios or solutions that illustrate ambiguities involved in a challenge, issue or dilemma - Anticipate and visualize potential obstacles and generate a variety of possible solutions - Adapt solutions to align to perspectives or needs of individuals - Combine ideas in a variety of ways and from a range of sources to create new possibilities - Explore idea generation strategies and techniques to build creative muscle - Use inferences to generate ideas by using models, prototypes and simulations - Embrace complexity and ambiguity; see these as manageable and exciting challenges - Build purposefully on the ideas of others and see links between seemingly unrelated ideas - Design and create options aligned to audience and purpose. - Investigate issues and propose potential solutions - Work to shift self and others from problem identifiers to problem solvers - Self-asses actions
	Critical Thinking *Identifying patterns/relationships, make generalizations; identify exceptions and evaluate claims; arrive at opinions, conclusions and/or take action.*	Inquiry – designs, conducts, monitors and evaluates investigations of a question or an idea (S) Analysis and Interpretation – classifies data, findings and opinions using a systematic approach (S) Decision Making / Conclusions – draws conclusions that reflect clear and logical links (S)	- Ask questions that promote and encourage further inquiry - Locate information from diverse sources and points of view - Analyze evidence - Use models and visual representations to analyze data - Understand that personal experience, belief and bias can influence interpretation - Draw inferences characterized by data - Interpret and evaluate significance of data, observation and information - Determine which conclusions are most strongly supported by evidence - Make predictions based on patterns - Communicate, document and justify a position or conclusion

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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 positive action for change on local and global issues while considering other perspectives (S) Citizenship – demonstrates how concepts such as cultural dimensions and ancestry impact values (D) Adaptability – investigates various perspectives to inform approaches to problems or dilemmas (S) Systems Thinking – considers challenges of parts within systems and takes action (S)	• Understand varied roles, responsibilities and issues in the community and world • Demonstrate understanding of local and global issues and the impacts they have on people and environments • Understand connections between local and global cultures • Understand the impact of significant historical events or trends on the development of cultures • Show respect for varied cultural identities • Demonstrate understanding of complex aspects of citizenship • Recognize own biases • Communicate multiple scenarios or solutions that illustrate ambiguities involved in an issue or dilemma • Anticipate obstacles and devise plans to surmount them • Take action by applying different ways of thinking and strategies to approach complex situations or dilemmas • Investigate how various systems influence other systems • Recognize how changing a part of a system can impact the system • Explain the relationships among systems

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Self-Directed Learning *Use of independent initiative, responsibility and feedback to guide learning and growth.*	Goal Setting – uses self-reflection to select from a range of possible paths (S) Self-Advocacy – confidently communicates viewpoints and needs (D) Resilience – confidently models the belief that they can accomplish a task (D) Metacognition – understands variables of success (i.e.: relevance, context, process and learning style) (D) Growth Mindset – believes s/he can continuously learn and grow (D) Use of Feedback – plans, monitors and regulates learning (D)	• Use tools to plan and monitor learning goals • Adapt approaches to a goal based on reflection and/or results • Capitalize on strengths and work to enhance areas of need • Explain decisions based on perspective • Understand needs and make adjustments • Actively welcome opportunities to engage in new learning outside of comfort zone • Identify support needed to address challenges and seek the appropriate type of support • Reflect to determine needs and design a path to success • Provide evidence of growth toward goals • Explain reasons for success • Actively engage in learning in order to grow • Work through obstacles or challenges as part of the learning process • Self-reflect and determine what is needed to be successful • Develop strategies and tools to be a successful learner based on actionable and specific feedback from others
Well-Being *A balanced sense of health, happiness and prosperity both within self and with others.*	Social Interaction – forms and maintains relationships (S) Physical Nutrition and Sleep – applies understanding to habits of health (S) Financial – applies understanding that different people value different things (S) Emotional – understands that emotions could be temporary (surface); feelings are longer (deeper) (D)	• Demonstrate choices that display understanding of emotional impact on peers and others • Display genuine change in behaviors based on apologies • Accept others' opinions; know there is a time and place to defend beliefs • Listen to others; think before responding • Appreciate daily physical activities help exhibit engagement in learning • Explain positive choices in food and drink to maintain or enhance a healthy diet • Understand that adequate sleep influences health; sleep impacts concentration and the ability to fight infections • Identify specific and realistic goals based on money • Identify tactics used to make people want to make purchases • Compare prices • Keep financial information safe (does not share information) • Possess the ability to regulate and control how I react to my emotions • Communicate effectively in emotionally charged situations • Understand and can explain stress, emotions and impulses