

# CRITICAL THINKING



## Analyze and Critique:

- I can show if I like something or not
- I can identify criteria that I can use to analyze evidence
- I can analyze evidence from different perspectives
- I can reflect on and evaluate my thinking, products, and actions
- I can analyze my own assumptions and beliefs and consider views that do not fit with them

## Question and Investigate:

- I can explore materials and actions
- I can ask open-ended questions and gather information
- I can consider more than one way to proceed an investigation
- I can evaluate the credibility of sources of information
- I can tell the difference between facts and interpretations, opinions, and judgments

## Develop and Design:

- I can experiment with different ways of doing things
- I can develop criteria for evaluating design options
- I can monitor my progress and adjust my actions to make sure I achieve what I want
- I can make choices that will help me create my intended impact on an audience or situation

# CREATIVE THINKING



## Novelty and value:

- I get ideas when I play. My ideas are fun for me and make me happy
- I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials
- I generate new ideas as I pursue my interests
- I get ideas that are new to my peers
- I can develop a body of creative work over time in an area I'm interested in or passionate about

## Generating Ideas:

- I get ideas when I use my senses to explore
- I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems

- I deliberately learn a lot about something (e.g. by doing research, talking to others or practicing) so that I am able to generate new ideas or ideas just pop into my head
- I have deliberate strategies for quieting my conscious mind (e.g. walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative
- I have interests and passions that I pursue over time

### **Developing Ideas:**

- I make my ideas work or I change what I am doing
- I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them
- I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries
- I use my experiences with various steps and attempts to direct my future work
- I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks, and use them to advance my thinking

## **COMMUNICATION**



### **Connect and engage with others (to share and develop ideas):**

- I ask and respond to simple, direct questions
- I am an active listener; I support and encourage the person speaking
- I recognize that there are different points-of-view and I can disagree respectfully



### **Acquire, interpret, and present information (include inquiries)**

- I can understand and share information about a topic that is important to me
- I present information clearly and in an organized way
- I can present information and ideas to an audience I may not know

### **Collaborate to plan, carry out, and review constructions and activities**

- I can work with others to achieve a common goal; I do my share
- I can take on roles and responsibilities in a group
- I can summarize key ideas and identify the ways we agree (commonalities)

### **Explain/recount and reflect on experiences and accomplishments**

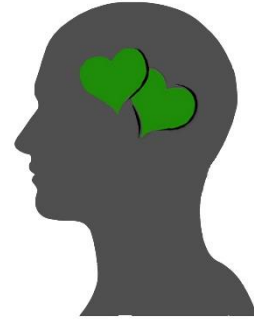
- I give, receive, and act on feedback
- I can recount simple experiences and activities and tell something I learned
- I can represent my learning, and tell how it connects to my experiences and efforts

## PERSONAL AWARENESS AND RESPONSIBILITY



### Self Determination:

- I can show a sense of accomplishment and joy
- I can celebrate my efforts and accomplishments
- I can advocate for myself and my ideas
- I can imagine and work toward change in myself and the world
- I take the initiative to inform myself about controversial issues



### Self-Regulation:

- I can sometimes recognize emotions
- I can use strategies that help me manage my feelings and emotions
- I can persevere with challenging tasks
- I can implement, monitor, and adjust a plan and assess the results
- I can take ownership of my goals, learning, and behaviour

### Well-being:

- I can participate in activities that support my well-being, and tell/show how they help me
- I can take some responsibility for my physical and emotional well-being
- I can make choices that benefit my well-being and keep me safe in my community, including my online interactions
- I can use strategies to find peace in stressful times
- I can sustain a healthy and balanced lifestyle

## POSITIVE PERSONAL &

## CULTURAL IDENTITY



### Relationships and cultural contexts:

- I can describe my family and community
- I am able to identify the different groups that I belong to
- I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer group)
- I understand that learning is continuous and my concept of self and identity will continue to evolve



### Personal values and choices:

- I can tell what is important to me
- I can explain what my values are and how they affect choices I make
- I can tell how some important aspects of my life have influenced my values
- I understand how my values shape my choices

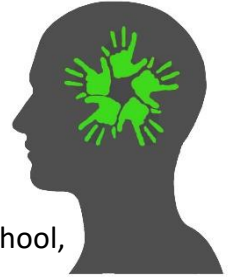
## Personal strengths and abilities:

- I can identify my individual characteristics
- I can describe/express my attributes, characteristics, and skills
- I can reflect on my strengths and identify my potential as a leaders in my community
- I understand I will continue to develop new abilities and strengths to help me meet new challenges

## SOCIAL RESPONSIBILITY

### Contributing to community and caring for the environment:

- With some support, I can be part of a group
- I can participate in classroom and group activities to improve the classroom school, community, or natural world
- I contribute to group activities that make my classroom, school, community, or natural world a better place
- I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change
- I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change



### Solving problems in peaceful ways:

- I can solve some problems myself and can identify when to ask for help
- I can identify problems and compare potential problem-solving strategies
- I can clarify problems, consider alternatives, and evaluate strategies
- I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions

### Valuing diversity:

- With some direction, I can demonstrate respectful and inclusive behaviour
- I can explain when something is unfair
- I can advocate for others
- I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.

### Building relationships:

- With some support, I can be part of a group
- I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing
- I can identify when others need support and provide it
- I am aware of how others may feel and take steps to help them feel included
- I build and sustain positive relationships with diverse people, including people from different generations