

Thinking Skills

Thinking Skills (1.0-1.51)							
Subskill	Critical Thinking			Creative Thinking		Information Transfer	Metacognition & Reflection
	Analyzing	Evaluating	Forming Decisions	Generating Novel Ideas	Considering New Perspectives		
Early Learners Ages 3-6 Years	<p>1.0: Observe carefully</p> <p>1.1: Find unique characteristics</p> <p>1.2: Consider meaning taken from materials and events</p> <p>1.3: Synthesize new understandings by seeing relationships and connections</p>	<p>1.8: Organize information</p> <p>1.9: Evaluate evidence</p> <p>1.10: Test generalizations, strategies and/or ideas</p>	<p>1.20: Revise understandings based on new information and evidence</p> <p>1.21: Draw conclusions and generalizations</p> <p>1.22: Apply rules, strategies and ideas from one context to another</p>	<p>1.27: Use discussion and play to generate new ideas and investigations</p> <p>1.28: Make unexpected or unusual connections between objects and/or ideas</p> <p>1.29: Practice some 'visible thinking' routines</p>	<p>1.33: Seek information</p> <p>1.34: Consider alternative solutions, including those that might be unlikely or impossible, in play and other situations</p> <p>1.35: Ask 'what if' questions. Practice some visible thinking routines.</p>	<p>1.42: Apply skills and knowledge in unfamiliar situations or outside of school</p> <p>1.43: Make connections between units of inquiry</p>	<p>1.51: Identify strengths and areas for improvement</p> <p>1.52: Reflect on their learning by asking questions such as:</p> <p>a) What did I learn today?</p> <p>b) What can I do already?</p> <p>c) What will I work on next?</p>
6-11 Years	<p>1.4: Observe carefully in order to recognize problems</p> <p>1.5: Consider meaning of materials</p> <p>1.6: Take knowledge apart by separating them into component parts</p> <p>1.7: Use models and simulations to explore complex systems and issues</p>	<p>1.11: Organize relevant information to formulate an argument</p> <p>1.12: Evaluate evidence and arguments, and associated decisions</p> <p>1.13: Recognize unstated assumptions and biases</p> <p>1.14: Consider ideas from multiple perspectives</p> <p>1.15: Synthesize new understandings by finding unique characteristics; seeing relationships and connections</p> <p>1.16: Test generalizations and conclusions</p> <p>1.19: Identify obstacles and challenges</p>	<p>1.23: Develop contrary or opposing arguments</p> <p>1.24: Propose and evaluate a variety of solutions</p> <p>1.25: Revise understandings based on new information and evidence</p> <p>1.26: Draw conclusions and generalizations</p>	<p>1.30: Use discussions and diagrams to generate new ideas and inquiries. Practice 'visible thinking' strategies and techniques</p> <p>1.31: Make unexpected or unusual connections between objects and/or ideas</p> <p>1.32: Design improvements to existing products, processes, media and technologies</p>	<p>1.36: Ask 'what if' questions and generate testable hypotheses</p> <p>1.37: Apply existing knowledge to design new products, processes, media, and technologies</p> <p>1.38: Consider multiple alternatives, including those that might be unlikely or impossible</p> <p>1.39: Practice flexible thinking-develop multiple opposing, contradictory and complementary arguments</p> <p>1.40: Practice 'visible thinking strategies and techniques</p> <p>1.41: Generate metaphors and analogies</p>	<p>1.44: Use memory techniques to develop long-term memory</p> <p>1.45: Inquire in different contexts to gain different perspectives</p> <p>1.46: Make connections between units of inquiry and between subjects</p> <p>1.47: Transfer conceptual understandings across transdisciplinary themes and subjects</p> <p>1.48: Combine knowledge, conceptual understandings and skills to create products or solutions</p> <p>1.49: Apply skills and knowledge in unfamiliar situations or outside of school</p> <p>1.50: Help others develop conceptual understandings and skills</p>	<p>1.53: Identify strengths and areas for improvement</p> <p>1.54: Consider new skills, techniques and strategies for effective learning</p> <p>1.55: Record thinking and reflection processes</p> <p>1.56: Reflect on their learning by asking questions such as:</p> <p>a) What did I learn today?</p> <p>b) What don't I understand yet?</p> <p>c) What questions do I now have</p> <p>d) What can I already do</p> <p>e) What will I work on next</p> <p>f) What can I do to become a more effective learner?</p> <p>g) What factors are important for helping me learn well?</p> <p>h) Have I been a principled and balanced thinker?</p>

Research Skills

Research Skills						
Sub Skill	Information-Literacy				Media Literacy	Ethical Use
	Formulating & Planning	Data Gathering & Recording	Synthesizing & Interpreting	Evaluating & Communicating		
Early Learners Ages 3-6 Years	2.0: Ask or express questions through play that can be researched 2.1: Select information sources and digital tools	2.5: Gather information from a variety of sources (people, places, materials, literature) 2.6: Use all senses to observe and notice details 2.7: Record observation-drawing, charting, tallying-using emergent writing skills, when possible, to write comments, annotate	2.11: Sort and categorize information and materials; arrange into forms or order, for example, with graphs, marks or symbols using emergent writing skills 2.12: Analyze and interpret information	2.15: Notice relationships and patterns 2.16: Present information in a variety or modalities 2.17: Acknowledge sources, for example, from a movie, book, or peer	2.22: Draw connections among media resources 2.23: Use media to communicate, share, and connect with others 2.24: Communicate information and ideas using a variety of media (as their skills progress)	
6-11 Years	2.2: Ask or design relevant questions of interest that can be researched 2.3: Outline a plan for finding necessary information 2.4: Evaluate and select appropriate information sources and/or digital tools based on the task	2.8: Gather information from a variety of primary and secondary sources 2.9: Use all senses to find and notice relevant details 2.10: Record observations by drawing, note taking, charting, tallying, writing statements, annotating images	2.13: Sort and categorize information: arrange information into understandable forms such as narratives, explanatory and procedural writing, tables, timelines, graphs and diagrams 2.14: Use critical literacy skills to analyze and interpret information	2.18: Draw conclusions from relationships and patterns that emerge from data 2.19: Present information in a variety of formats and platforms 2.20: Understand the significance of academic integrity and intellectual property rights 2.21: Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions	2.25: Locate, organize, analyze, and synthesize information from a variety of trusted sources, social media and online networks 2.26: Compare, contrast, and draw connections among (multi) media resources 2.27: Seek a range of perspectives from multiple and varied sources 2.28: Demonstrate awareness of media interpretations of events and ideas 2.29: Communicate information and ideas effectively to multiple audiences using a variety of media and modalities	2.30: Use media ethically to share and connect with others 2.31: Differentiate reliable from unreliable resources 2.32: Understand the impact of media representations and modes of presentation

Communication Skills (3.0-3.44)

Sub Skills	Exchanging Information			Literacy/Symbolic Exploration & Expression		ICT
	Listening	Interpreting	Speaking	Reading	Writing	
Early Learners Ages 3-6 Years	3.0: Listen to information 3.1: Listen actively and respectfully while others' ideas 3.2: Ask for clarifications	3.7: Interpret visual, audio and oral communication: cognizing and recreating signs, interpreting and using symbols and sounds 3.8: Understand the ways in which images and language interact to convey ideas 3.9: Recognize the meaning of kinaesthetic communication (body language)	3.14: Express oneself using words and sentences 3.15: Participate in conversations 3.16: Negotiate ideas and knowledge with peers and teachers	Reading, Writing, and Mathematics 3.22: Take on pretend roles and situations 3.23: Understand symbols 3.24: Access a variety of sources for information and for pleasure 3.25: Make inferences and draw conclusions 3.26: Understand that mark-making carries meaning 3.27: Use mark-making to convey meaning 3.28: Document information and observations in a variety of ways 3.29: Communicate using a range of technologies and materials		
6-11 Years	3.3: Listen to, and follow the information and directions of others 3.4: Listen actively to other perspectives and ideas 3.5: Ask for clarifications 3.6: Listen actively and respectfully while others speak	3.10: Interpret visual, audio, and oral communication: recognizing and creating signs, interpreting and using symbols and sounds 3.11: Understand the ways in which images and language interact to convey ideas 3.12: Recognize the meaning of kinaesthetic communication (body language) 3.13: Be aware of cultural difference when providing and interpreting communication	3.17: Speak and express ideas clearly and logically in small and large groups 3.18: Give and receive meaningful feedback and feed forward 3.19: State opinions clearly, logically and respectfully 3.20: Discuss and negotiate ideas and knowledge with peers and teachers 3.21: Communicate with peers, experts, and members of the learning community using a variety of digital environments and media	3.30: Read a variety of sources for information and for pleasure 3.31: Read critically and for comprehension 3.32: Use and interpret a range of terms and symbols	3.33: Use appropriate forms of writing for different purposes and audiences 3.34: Paraphrase accurately and concisely 3.35: Record information and observations by hand and through digital technologies 3.36: Use a variety of scaffolding for writing tasks 3.37: Organize information logically 3.38: Make summary notes 3.39: Communicate using a range of technologies and media 3.40: Understand and use mathematical notation and other symbols 3.41: Responsibly participate in, and contribute to, digital social media networks	3.42: Understand the impact of media representations and modes of presentation 3.43: Make informed choices about modes of communication based on audience 3.44: Communicate information and ideas effectively to multiple audiences using a variety of media and modalities

Social Skills (4.0-4.22)

Sub Skills	Interpersonal Relationships	Social and Emotional Intelligence
Early Learners Ages 3-6 Years	4.0: Practice empathy and care for others 4.1: Listen closely to others 4.2: Be respectful of others 4.3: Play cooperatively in a group: sharing, taking turns 4.4: Help others	4.15: Be aware of own and others' feelings 4.16: Manage anger and resolve conflict 4.17: Be self and socially aware 4.18: Be aware of own and others' impact as a member of a learning group
6-11 Years	4.5: Practice empathy and care for others 4.6: Listen closely to others' perspectives and to instructions 4.7: Be respectful to others 4.8: Learn cooperatively in a group: being courteous, sharing, taking turns 4.9: Help others to succeed 4.10: Build consensus and negotiate effectively 4.11: Make fair and equitable solutions 4.12: Encourage others to contribute 4.13: Take on a variety of roles in group learning 4.14: Advocate for one's own rights and needs, and those of others	4.19: Be aware of own and others' emotions 4.20: Manage anger and resolve conflict 4.21: Be self and socially aware 4.22: Be aware of own and others' impact as a member of a learning group

Self-Management Skills (5.0-5.36)

Sub Skills	Organization	States of Mind				
		Mindfulness	Perseverance	Emotional Management	Self-Motivation	Resilience
Early Learners Ages 3-6 Years	5.0: Choose and complete tasks independently 5.1: Follow the directions of others 5.2: Follow classroom routines 5.3: Share responsibility for decision-making	5.13: Take responsibility for own well-being 5.14: Be aware of body-mind connections	5.18: Demonstrate persistence in tasks 5.19: Use strategies to problem-solve 5.20: Manage own emotions 5.21: Manage feelings and resolve conflict			5.30: Work through setbacks 5.31: Work through disappointment 5.32: Show ability to adjust to new situations
6-11 Years	5.4: Keep an organized and logical system to document learning 5.5: Understand and use learning preferences 5.6: Use technology effectively and productively 5.7: Take on and complete tasks as agreed 5.8: Delegate and share responsibility for decision-making 5.9: Plan short and long term goals 5.10: Set goals that are challenging and realistic 5.11: Use time effectively and appropriately 5.12: Bring necessary equipment and supplies to class	5.15: Use strategies to support concentration and overcoming distractions 5.16: Be aware of body-mind connections 5.17: Focus on specific breath techniques to better deal with stress, anxiety and other troubling emotions	5.22: Demonstrate persistence 5.23: Understand the role of mindset in developing perseverance 5.24: Use strategies to remove barriers	5.25: Take responsibility for one's own actions 5.26: Use strategies to prevent and eliminate bullying 5.27: Use strategies to reduce stress and anxiety 5.28: Manage anger and resolve conflict	5.29: Practice positive thinking and language that reinforces self-motivation	5.33: Manage setbacks 5.34: Work through adversity 5.35: Work through disappointment 5.36: Work through change