

learning, their personal and social identity and relationships, and the world in which they interact.

existing thoughts and concepts. The ideas available as raw material for creative thinking depend on previous experiences and learning, as well as one's cultural legacy

that or others, about information that they receive through observation, experience, and various forms of communication.

perspectives in a pluralistic society. Students value positive personal and cultural identity through cultural narratives, and understand how their identity. Supported by a sense of self-worth and positive identity, students become confident who take satisfaction in who they are, and contribute to their own well-being and to their family, community, & society.

1. Connect and Engage with Others (to share & develop ideas)

Students engage in informal and structured conversations where they listen, contribute, develop understanding and relationships, learn to consider diverse perspectives, and build consensus.

Examples: literature circles, book clubs, blogs, and small group discussions & decision making/informal debate

- 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

1. Novelty and Value

Students get creative ideas that are both novel and have value. Ideas may be: new to that student or their peers; may be novel for their age group or larger community, may be new in a particular context or absolutely new. The idea/product may also have value in a variety of ways and contexts it may: be fun; provide a sense of accomplishment; solve a naturally occurring problem; be a form of self expression; provide a new perspective that influences how people think about something or the actions people take. An idea can have an impact of the individual student, classmate, larger group of peers, in one's community, or on a global level

- I get ideas when I play. My ideas are fun & 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

1. Analyze and Critique

Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They consider purpose, focus on evidence, and use criteria (explicit or implicit) to draw conclusions and make defensible judgments or assessments. They consider a variety of perspectives. Some opportunities for analysis and critique are formal tasks; others are informal, ongoing activities (e.g. assessing a plan they are developing to solve a problem). Students often analyze and critique their own work as a key part of their learning.

- 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.

1. Relationships & Cultural

Students understand that their relationships help to shape who they are. In its broadest sense, including identity, ethnicity, nationality, language, ability, age, geographic region, sexuality and gender. Students define themselves in terms of their relationship to others and their relationship (people and place) around them.

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

2. Acquire, Interpret, and Present Information (include inquiries)

Students inquire into topics that interest them, and topics related to their school studies. They present their work for many purposes and audiences; their work often features media and technology.

Examples: "show & tell" explaining a concept, sharing a Power Point presentation about a research or inquiry topic, creating a video proposal

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

2. Generating Ideas

Students may generate creative ideas as a result of free play, engagement with someone else's ideas, a naturally occurring problem or constraints or interest or passion. New ideas and inspirations can spontaneously arise from the unconscious mind, which is why students often report that their ideas just "pop" into their heads. However, students can also become aware of, and use, ways to help their unconscious minds generate ideas –giving their unconscious minds lots of ideas and information to combine and recombine at random (e.g. by learning about something of interest), providing the incubation time for the unconscious to work, and quieting the filters and censors in the conscious and subconscious minds that tend to prevent novel ideas and inspirations from rising to the conscious mind (e.g. by doing relaxing or automatic activities)

- 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 interest and passions that I pursue over time

2. Question and Investigate

Students learn to engage in an inquiry investigation where they identify and explore questions or challenges related to key issues or problematic situations in their studies, their lives, their communities, and the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and draw reasoned conclusions. Some critical thinking activities focus on part of the process, such as questioning, while others may involve a complex inquiry into a local or global issue.

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

2. Personal Values & Choices

Students define what they value. They identify what they value has been influenced by their experiences. They identify ways in which their value helps to shape their choices in their lives.

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

3. Collaborate to Plan, Carry Out, and Review Constructions & Activities

Students work together to accomplish goals either face to face, or through media.

Examples: planning a construction, inquiry, or performance, solving a problem, conducting an inquiry, working together on a community project

- 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 & identify the ways we agree (commonalities)

3. Developing Ideas

After students get creative ideas, they evaluate them, decide which ones to develop, refine them, work to realize them in some way. The process of developing ideas may require building the necessary skills, sustaining perseverance, and using failure productively over time. It may require generating additional creative ideas to get solutions to problems along the way.

- 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 situation

3. Develop and Design

Students apply critical thinking to create or transform products, methods, performances, and representations in response to problems, events, issues, and needs. They work with clear purpose and consider the potential users or audience of their work. They explore possibilities, develop and refine plans, monitor their progress, and adjust their procedures in the light of criteria and feedback. They can determine the extent to which they have met their goals.

- I can experiment with different ways of doing things

3. Personal Strengths & Interests

Students acknowledge their strengths and explicitly consider these as assets that they use in all aspects of their lives. Students understand that they are unique and are a part of larger groups. They explain how they are using their strengths and abilities in their families, their relationships, and their communities.

- I can identify my individual characteristics and interests
- I can describe/express my attributes and skills.
- I can reflect on my strengths and interests

4. Explain/Recount and Reflect on Experiences & Accomplishments

Students tell about their experiences –especially their learning experiences – and reflect and share what they have learned.