Curriculum Guide

Kindergarten

Campbell

UNION SCHOOL DISTRICT

Self-Directed
Auto-Dirijido

Innovative
Innovador

Critical Thinker
Pensador Crítico

Collaborative
Colaborativo

Empathetic
Empático

Introduction

Standards-based teaching and learning is how we approach instruction in Campbell Union School District. In order to best meet the needs of every child, teachers collaboratively engage in cycles of inquiry focused on student learning. Using common formative assessments based on essential standards, they consider the four questions of a Professional Learning Community:

- What do we want our students to learn?
- How do we know our students have learned it?
- What do we do when students don't learn it?
- What do we do when students learn it/already know it?

Essential Standards

We answer question #1 above by identifying standards students need to master. All standards are not equally significant, however. Some standards have a greater impact beyond the current grade level and are relevant across multiple courses and disciplines. Others seem to deepen understanding and skills only within a certain course or discipline. The most essential standards for every grade level and course have been identified by teams of CUSD teachers, administrators, and instructional coaches using the following criteria:

- **Endurance:** standards that provide students with knowledge and skills beyond a single test date
- **Leverage:** standards that provide knowledge and skills that will be valuable in multiple disciplines or content areas
- **Readiness:** standards that provide knowledge and skills for success in the next grade or level of instruction

CUSD students are exposed to the full and diverse range of standards associated with a grade level or course; however, essential standards clarify areas of acute focus, and guide teachers in decision-making about allocation of instructional time and resources. Essential standards help clarify *what* our students learn, and our [Elements of Quality First Instruction](#) guide teachers in thinking about *how* to ensure students learn:

Learning Targets   **Assessments**   **Differentiation**   **Responsive Teaching for All**

Evaluation and Reporting

Just as essential standards guide areas of instructional focus, evaluation of student learning leads teachers to dynamic instructional decision-making. Data regarding student successes and

needs are gleaned through a variety of assessments including formative, summative, informal/ "ongoing classroom observation", and performance tasks. These help to answer PLC question #2. With clear assessment data, teachers then consider next steps for each student relative to deep and rigorous understanding of the standards (PLC questions 3 and 4). Teachers anticipate and plan for successful outcomes for ALL students.

The CUSD Mastery Rubric has been created to assist teachers in identifying next steps for student learning and to guide the reporting of learning outcomes for parents. The essential standards will be listed on student report cards and evaluated using the following mastery rubric:

CUSD Mastery Rubric			
4 Beyond Mastery	3 Mastery	2 Developing	1 Beginning
The student demonstrates not only mastery of the standard but also can make in-depth inferences and applications that go beyond the requirement. The student has no gaps in understanding and makes minimal errors in application.	The student is able to apply the knowledge or skills assessed and can create original work. The student may have some non-critical gaps in understanding or errors in application.	The student is able to recall or reproduce skills of the standard. The student demonstrates some gaps in understanding, significant errors in application, or a need for teacher assistance to complete a task.	The student may or may not be able to recall or reproduce basic knowledge or skills and cannot independently or accurately apply them. The student has significant gaps in understanding, major errors in application, and may require continuous teacher guidance in order to complete a task.

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This guide is intended to provide clarity about course content including areas of focus in each major content area. While the broad set of knowledge and skills are listed, **essential standards are highlighted in blue.** These are the standards you'll see on the report card.

English Language Arts

Reading - Literature

K.RL.01	With prompting & support, ask & answer questions about key details in a text.
K.RL.02	With prompting & support, retell familiar stories, including key details.
K.RL.03	With prompting & support, identify characters, settings, & major events in a story.
K.RL.04	Ask & answer questions about unknown words in a text.
K.RL.05	Recognize common types of texts (e.g., storybooks, poems).
K.RL.06	With prompting & support, name the author & illustrator of a story & define the role of each in telling the story.
K.RL.07	With prompting & support, describe the relationship between illustrations & the story in which they appear (e.g., what moment in a story an illustration depicts).
K.RL.09	With prompting & support, compare & contrast the adventures & experiences of characters in familiar stories.
K.RL.10	Actively engage in group reading activities with purpose & understanding.

Reading - Informational Text

K.RI.01	With prompting & support, ask & answer questions about key details in a text.
K.RI.02	With prompting & support, identify the main topic & retell key details of a text.
K.RI.03	With prompting & support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
K.RI.04	With prompting & support, ask & answer questions about unknown words in a text.
K.RI.05	Identify the front cover, back cover, & title page of a book.
K.RI.06	Name the author & illustrator of a text & define the role of each in presenting the ideas or information in a text.
K.RI.07	With prompting & support, describe the relationship between illustrations & the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
K.RI.08	With prompting & support, identify the reasons an author gives to support points in a text.
K.RI.09	With prompting & support, identify basic similarities in & differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
K.RI.10	Actively engage in group reading activities with purpose & understanding.
1.RI.10a	Activate prior knowledge related to the information and events in a text. CA
1.RI.10b	Use illustrations and context to make predictions about text. CA

Reading - Foundational Skills

K.RF.01	Demonstrate understanding of the organization & basic features of print.
K.RF.01a	Follow words from left to right, top to bottom, & page by page.
K.RF.01b	Recognize that spoken words are represented in written language by specific sequences of letters.
K.RF.01c	Understand that words are separated by spaces in print.
K.RF.01d	Recognize & name all upper- & lowercase letters of the alphabet.
K.RF.02	Demonstrate understanding of spoken words, syllables, & sounds (phonemes).
K.RF.02a	Recognize & produce rhyming words.
K.RF.02b	Count, pronounce, blend, & segment syllables in spoken words.
K.RF.02c	Blend & segment onsets & rimes of single-syllable spoken words.
K.RF.02d	Isolate & pronounce the initial, medial vowel, & final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
K.RF.02e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
K.RF.03	Know & apply grade-level phonics & word analysis skills in decoding words. Both in isolation and in text.
K.RF.03a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
K.RF.03b	Associate the long & short sounds with common spellings (graphemes) for the five major vowels.
K.RF.03c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
K.RF.03d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
K.RF.04	Read emergent-reader texts with purpose & understanding.

Writing

K.W.01	Use a combination of drawing, dictating, & writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about & state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
K.W.02	Use a combination of drawing, dictating, & writing to compose informative/explanatory texts in which they name what they are writing about & supply some information about the topic.
K.W.03	Use a combination of drawing, dictating, & writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, & provide a reaction to what happened.
K.W.05	With guidance & support from adults, respond to questions & suggestions from peers & add details to strengthen writing as needed.
K.W.06	With guidance & support from adults, explore a variety of digital tools to produce & publish writing, including in collaboration with peers.
K.W.07	Participate in shared research & writing projects (e.g., explore a number of books by a favorite author & express opinions about them).
K.W.08	With guidance & support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

K.SL.01	Participate in collaborative conversations with diverse partners about kindergarten topics & texts with peers & adults in small & larger groups.
K.SL.01a	**Follow agreed-upon rules for discussions (e.g., listening to others & taking turns speaking about the topics & texts under discussion).**
K.SL.01b	**Continue a conversation through multiple exchanges.**
K.SL.02	Confirm understanding of a text read aloud or information presented orally or through other media by asking & answering questions about key details & requesting clarification if something is not understood.
K.SL.03	Ask & answer questions in order to seek help, get information, or clarify something that is not understood.
K.SL.04	Describe familiar people, places, things, & events and, with prompting & support, provide additional detail.
K.SL.05	Add drawings or other visual displays to descriptions as desired to provide additional detail.
K.SL.06	Speak audibly & express thoughts, feelings, & ideas clearly.

Language	
K.L.01	Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.
K.L.01a	**Print many upper- & lowercase letters.**
K.L.01b	**Use frequently occurring nouns & verbs.**
K.L.01c	**Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).**
K.L.01d	**Understand & use question words (interrogatives) (e.g., who, what, where, when, why, how).**
K.L.01e	**Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).**
K.L.01f	**Produce & expand complete sentences in shared language activities.**
K.L.02	Demonstrate command of the conventions of standard English capitalization, punctuation, & spelling when writing.
K.L.02a	**Capitalize the first word in a sentence & the pronoun I.**
K.L.02b	**Recognize & name end punctuation.**
K.L.02c	**Write a letter or letters for most consonant & short-vowel sounds (phonemes).**
K.L.02d	**Spell simple words phonetically, drawing on knowledge of sound-letter relationships.**
K.L.04	Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on kindergarten reading & content.
K.L.04a	**Identify new meanings for familiar words & apply them accurately (e.g., knowing duck is a bird & learning the verb to duck).**
K.L.04b	**Use the most frequently occurring inflections & affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.**
K.L.05	With guidance & support from adults, explore word relationships & nuances in word meanings.
K.L.05a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
K.L.05b	Demonstrate understanding of frequently occurring verbs & adjectives by relating them to their opposites (antonyms).
K.L.05c	Identify real-life connections between words & their use (e.g., note places at school that are colorful).
K.L.05d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
K.L.06	Use words & phrases acquired through conversations, reading & being read to, & responding to texts.
K.W.07	Participate in shared research & writing projects (e.g., explore a number of books by a favorite author & express opinions about them).
K.W.08	With guidance & support from adults, recall information from experiences or gather information from provided sources to answer a question.

English Language Development

The full range of California English Language Development Standards include a comprehensive set of learning outcomes for interacting in meaningful ways in English and learning about how English works. Listed below are only the ELD standards identified as essential for how to interact in meaningful ways in English. All of the standards focusing on how English works are essential and needed for students to develop fluency in English. Successes in mastery of these standards are reported only for English Learners.

	Emerging	Expanding	Bridging	
ELD.PI.K.1	Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using gestures, words, and simple phrases.	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	**Exchanging Information and Ideas**
ELD.PI.K.2	Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology, where appropriate, for publishing, graphics, and the like.	Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology, where appropriate, for publishing, graphics, and the like.	Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology, where appropriate, for publishing, graphics, and the like.	**Interacting via Written English**
ELD.PI.K.3	Offer opinions and ideas in conversations using a small set of learned phrases (e.g., *I think X*), as well as open responses.	Offer opinions in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X*), as well as open responses, in order to gain and/or hold the floor.	Offer opinions in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X, but…*), as well as open responses, in order to gain and/or hold the floor or add information to an idea.	**Offering Opinions**
ELD.PI.K.5	Demonstrate active listening to read-alouds and oral presentations by asking and answering yes-no and wh-questions with oral sentence frames and substantial prompting and support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	**Listening Actively**
ELD.PI.K.9	Plan and deliver very brief oral presentations (e.g.,	Plan and deliver brief oral presentations on a variety of	Plan and deliver longer oral presentations on a variety	**Presenting**

	show and tell, describing a picture).	topics (e.g., show and tell, author's chair, recounting an experience, describing an animal).	of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).	
ELD.PI.K.12	a. Retell texts and recount experiences using a select set of key words. b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word *spicy* to describe a favorite food, using the word *larva* when explaining insect metamorphosis) while speaking and composing.	a. Retell texts and recount experiences, using complete sentences and key words. b. Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning (e.g. using the word *scurry* versus *run*) while speaking and composing.	a. Retell texts and recount experiences using increasingly detailed complete sentences and key words. b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect (e.g., using the word *suddenly* to signal a change) or to create shades of meaning (e.g., The cat's fur was *as white as snow)* while speaking and composing.	**Selecting Language Resources**

Mathematics

Counting and Cardinality

K.CC.01	Count to 100 by ones and by tens.
K.CC.02	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
K.CC.03	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
K.CC.04	Understand the relationship between numbers and quantities; connect counting to cardinality.
K.CC.04a	**When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.**
K.CC.04b	**Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.**
K.CC.04c	**Understand that each successive number name refers to a quantity that is one larger.**
K.CC.05	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
K.CC.06	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
K.CC.07	Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking

K.OA.01	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
K.OA.02	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
K.OA.03	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
K.OA.04	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
K.OA.05	Fluently add and subtract within 5.

Number and Operations in Base Ten

K.NBT.01	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data

K.MD.01	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
K.MD.02	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
K.MD.03	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Geometry

K.G.01	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
K.G.02	Correctly name shapes regardless of their orientations or overall size.
K.G.03	Identify shapes as two-dimensional (lying in a plane, "flat") or three- dimensional ("solid").
K.G.04	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
K.G.05	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
K.G.06	Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

Science

Science and Engineering Practices

K.SEP.1	Ask questions based on observations to find more information about the natural and/or designed world(s); ask and/or identify questions that can be answered by an investigation; define a simple problem that can be solved through the development of a new or improved object or tool.	**Asking Questions and Defining Problems**
K.SEP.2	Distinguish between a model and the actual object, process, and/or events the model represents; compare models to identify common features and differences; develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s); develop a simple model based on evidence to represent a proposed object or tool.	**Developing and Using Models**
K.SEP.3	With guidance, plan and conduct an investigation in collaboration with peers (for K); plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question; evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question; make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons; make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal; make predictions based on prior experiences.	**Planning and Carrying Out Investigations**
K.SEP.7	Identify arguments that are supported by evidence; distinguish between explanations that account for all gathered evidence and those that do not; analyze why some evidence is relevant to a scientific question and some is not; distinguish between opinions and evidence in one's own explanations; listen actively to arguments to indicate agreement or disagreement based on evidence, and/or to retell the main points of the argument; construct an argument with evidence to support a claim; make a claim about the effectiveness of an object, tool, or solution that is supported by relevant evidence.	**Engaging in Argument from Evidence**

Science Content

K.LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.	**Life Science**
K.ESS3-3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	**Earth & Space Science**
K.PS3-2	Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	**Physical Science**
K.ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	**Engineering (STEAM)**

DDigital Literacy

CUSD students are learning to think critically about the web and build their digital literacy skills through their use of technology. In kindergarten, students will answer these essential questions:

1. How do I demonstrate digital citizenship?
2. How do I go places safely on the web for learning?
3. How do I create and share my learning?

Physical Education

Goal 1	**Manipulative Skills** 1.1 Overhand Throw 1.13 Striking 1.12 / 1.14 Dribble 1.15	**General Movement Concepts**
Goal 2	**Transfer of Movement Skills to Other Physical Activites** 2.2	**Movement Concepts**
Goal 3	**Knowledge and Self Assessment** 3.1 **Body Composition** 3.6	**Fitness Concepts**
Goal 4	**Identify and Apply** **Aerobic Capacity** 4.5 **Muscular Strength/Endurance** **Flexibility** 4.9	**Fitness Concepts**
Goal 5	**Social Responsibility** **Social Interaction** 5.3 **Group Dynamics** 5.5	**Social Interaction Concepts**

Collaborative

Collaboration Definition:

Learners who are collaborative systematically and interdependently work towards a common goal while communicating and being flexible throughout the exchange of ideas.

Skills and Behaviors/ Dispositions:

- <u>Listening</u>: Actively hear, paraphrase, and summarize other's ideas to deeply understand alternative or competing perspectives.

- <u>Contributing</u>: Offer new, radical, and sometimes unpopular views.

- <u>Accept and provide growth oriented feedback:</u> Specific feedback that guides individuals toward mastery of individual efforts rather than performance or compliance.

- <u>Committing to work through conflict:</u> Productively engage in and move through conflict.

- <u>Consensus Building:</u> Find ways to compromise to provide solutions.

Learning Target Progression:

TK-2 Learning Targets
1. I can receive feedback with an open mind. 2. I can listen to and ask questions of others to get their ideas. 3. I can share in a positive way with my partner or team.
3rd - 5th Grade Learning Targets
1. I can give and receive feedback that is respectful, specific, and helpful. 2. I can respectfully listen to, consider, and build on different points of view. 3. I can adapt to various working situations. 4. I can productively contribute to the group. 5. I can present information about a topic of choice in multiple ways.
6th-8th Grade Learning Targets
1. I can internalize feedback received to contribute to a collaborative conversation. 2. I can work interdependently with my team in a respectful manner to reach a common goal. 3. I can respectfully agree/disagree with ideas instead of people. 4. I can apply productive feedback from others. 5. I can actively listen to ensure that all team members are equally heard.

Empathetic

Empathetic Definition:
Learners who are empathetic are socially aware and able to respond appropriately to the needs of multiple perspectives.

Skills and Behaviors:
- Sensitivity to other's emotions: Develop an "emotional radar" to pick up on what people are feeling by watching body language and facial expressions to pick up on any meaning they are showing transparently.
- Self Awareness: Understand how your emotions or feelings may be affecting your thoughts and actions.
- Open-Mindedness: Allow yourself to be influenced by the thoughts and feelings of others.
- Imagination/Curiosity: Think about what it would be like to be in their shoes and take time to be curious about what people think to understand their point of view.

Learning Target Progression:

TK-2 Learning Targets
1. I can recognize what someone else may be thinking and feeling.
2. I can describe how my actions impact others.
3. I can treat others with respect and kindness.
4. I can listen with my eyes, ears, and heart.

3rd - 5th Grade Learning Targets
1. I can offer help when someone is in need.
2. I can respond appropriately to the feelings of others.
3. I can actively listen to understand another point of view.
4. I can recognize that everyone has different experiences which contribute to who they are and their view of the world.

6th-8th Grade Learning Targets
1. I can offer help when someone is in need.
2. I can anticipate how others might respond to my actions.
3. I can actively listen to understand another point of view.
4. I can apply my understanding of multiple perspectives and individual differences in various contexts.
5. I can stand up for others when I see mistreatment in and outside the classroom.

Self-Directed

Self-Directed Definition:
Learners who are self-directed continuously assess their present state of being and plan and execute steps to continue growing.

Skills and Behaviors:
- Focus on goals: Set individual growth goals and create steps to achieve them.
- Focus on strengths: Learn and capitalize on individual strengths.
- Knowing what to do when you don't know: Embrace uncertainty with questions and a commitment to pursue information and next steps.
- Perseverance: Continuing to push through challenges

Learning Target Progression:

TK -2 Learning Targets
1. I can make a plan to finish what I start.
2. I can explore different learning strategies.
3. I can select resources to support my learning goal.
4. I can ask questions to help me understand.
5. I can try again when learning is hard.

3rd - 5th Grade Learning Targets
1. I can set goals for my learning needs.
2. I can choose a strategy to support my learning goals.
3. I can seek help in an appropriate way from reliable sources to complete tasks.
4. I can ask deeper questions to help me understand.
5. I can persevere when learning gets tough.

6th-8th Grade Learning Targets
1. I can set goals for my own learning with steps that help me manage projects and accomplish tasks.
2. I can identify and use learning strategies that work best for me.
3. I take initiative to use the resources available to me when I don't understand something.
4. I can engage in inquiry to extend my learning.
5. I can persevere through difficult tasks and situations and adjust my goals as needed.

A Critical Thinker

Critical Thinker Definition:
Learners who are critical thinkers question their current level of understanding and work to deepen or challenge that understanding.

Skills and Behaviors:
- Investigation: Ask questions and formulate a process for problem solving
- Analyzing and Interpreting: Identify and define a specific problem
- Sourcing: Discern the reliability of information and distinguish fact from opinion.
- Connecting: See patterns and create connections
- Drawing Conclusions: Use information that is implied or inferred to make a judgement, summarize information to assess your next steps

Learning Target Progression:

TK-2 Learning Targets
1. I can ask a question.
2. I can discover and understand different sources of information and how to apply them.
3. I can use information from other sources to form my own ideas.
4. I can say why an idea is a good one.
5. I can make related connections.

3rd - 5th Grade Learning Targets
1. I can ask questions that further my understanding.
2. I can evaluate the credibility and relevance of a source.
3. I can incorporate sources from multiple perspectives.
4. I can analyze details within the content I am studying to extract important information to support my learning/understanding.
5. I can make connections between academic and real-world concepts.

6th-8th Grade Learning Targets
1. I can ask questions to deepen knowledge, find the optimal solution, and improve.
2. I can evaluate evidence and the credibility of the sources.
3. I can consider multiple sources of information in order to gain perspective and identify my own and other's bias.
4. I can analyze and generate multiple solutions to the same problem.
5. I can connect ideas, themes, and applications, to related and unrelated concepts.

Innovative

Innovative Definition:
Learners who are innovative surpass conventional thinking and take risks to develop something unique and new to creatively meet another's needs.

Skills and Behaviors:
- Displaying Curiosity: Notice, ask questions, and observe
- Synthesizing: Blend ideas from competing or unrelated perspectives to create something new.
- Creativity: Perceive the world in new ways, find hidden patterns, and make connections between unrelated phenomena
- Contribute: Offer ideas, learn from failure, and learn from others

Learning Target Progression:

TK - 2 Learning Targets
1. I can make mistakes and learn from them.
2. I can use my imagination to think about new ideas.
3. I can brainstorm.
4. I can look for creative solutions when faced with a set back.
5. I can contribute ideas to improve my community.

3rd - 5th Grade Learning Targets
1. I can take creative risks knowing I will be able to learn from my failures.
2. I can revise and refine my ideas.
3. I can brainstorm beyond the most common ideas.
4. I can look at problems as design opportunities.
5. I can offer solutions to community and real-world problems.

6th-8th Grade Learning Targets
1. I can demonstrate a rapid prototyping process, learning from each phase.
2. I can connect new information as I work to refine my ideas.
3. I can build on and elaborate on others' ideas through a brainstorming process.
4. I can create through the designing and engineering process.
5. I can find creative solutions within real-world criteria and constraints.

Social and Emotional Learning

- SELF-AWARENESS
- SELF-MANAGEMENT
- RESPONSIBLE DECISION-MAKING
- RELATIONSHIP SKILLS
- SOCIAL AWARENESS

HOMES AND COMMUNITIES
SCHOOLS
CLASSROOMS
SEL CURRICULUM AND INSTRUCTION
SCHOOLWIDE PRACTICES AND POLICIES
FAMILY AND COMMUNITY PARTNERSHIPS

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ➲ Identifying emotions
- ➲ Accurate self-perception
- ➲ Recognizing strengths
- ➲ Self-confidence
- ➲ Self-efficacy

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ➲ Impulse control
- ➲ Stress management
- ➲ Self-discipline
- ➲ Self-motivation
- ➲ Goal setting
- ➲ Organizational skills

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ➲ Perspective-taking
- ➲ Empathy
- ➲ Appreciating diversity
- ➲ Respect for others

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ➲ Communication
- ➲ Social engagement
- ➲ Relationship building
- ➲ Teamwork

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ➲ Identifying problems
- ➲ Analyzing situations
- ➲ Solving problems
- ➲ Evaluating
- ➲ Reflecting
- ➲ Ethical responsibility