

Communication	
I. Communication skills	
How can students communicate through interaction?	<p><b>Exchanging thoughts, messages and information effectively through interaction</b></p> <ul style="list-style-type: none"> <li>• Give and receive meaningful feedback</li> <li>• Use intercultural understanding to interpret communication</li> <li>• Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>• Use appropriate forms of writing for different purposes and audiences</li> <li>• Use a variety of media to communicate with a range of audiences</li> <li>• Interpret and use effectively modes of non-verbal communication</li> <li>• Negotiate ideas and knowledge with peers and teachers</li> <li>• Participate in, and contribute to, digital social media networks</li> <li>• Collaborate with peers and experts using a variety of digital environments and media</li> <li>• Share ideas with multiple audiences using a variety of digital environments and media</li> </ul>
How can students demonstrate communication through language?	<p><b>Reading, writing and using language to gather and communicate information</b></p> <ul style="list-style-type: none"> <li>• Read critically and for comprehension</li> <li>• Read a variety of sources for information and for pleasure</li> <li>• Make inferences and draw conclusions</li> <li>• Use and interpret a range of discipline-specific terms and symbols</li> <li>• Write for different purposes</li> <li>• Understand and use mathematical notation</li> </ul>

	<ul style="list-style-type: none"> <li>• Paraphrase accurately and concisely</li> <li>• Preview and skim texts to build understanding</li> <li>• Take effective notes in class</li> <li>• Make effective summary notes for studying</li> <li>• Use a variety of organizers for academic writing tasks</li> <li>• Find information for disciplinary and interdisciplinary inquiries, using a variety of media</li> <li>• Organize and depict information logically</li> <li>• Structure information in summaries, essays and reports</li> </ul>
<b>Social</b>	
<b>II. Collaboration skills</b>	
How can students collaborate?	<p><b>Working effectively with others</b></p> <ul style="list-style-type: none"> <li>• Use social media networks appropriately to build and develop relationships</li> <li>• Practice empathy</li> <li>• Delegate and share responsibility for decision-making</li> <li>• Help others to succeed</li> <li>• Take responsibility for one's own actions</li> <li>• Manage and resolve conflict and work collaboratively in teams</li> <li>• Build consensus</li> <li>• Make fair and equitable decisions</li> <li>• Listen actively to other perspectives and ideas</li> <li>• Negotiate effectively</li> </ul>

	<ul style="list-style-type: none"> <li>• Encourage others to contribute</li> <li>• Exercise leadership and take on a variety of roles within groups</li> <li>• Give and receive meaningful feedback</li> <li>• Advocate for one's own rights and needs</li> </ul>
<b>Self Management</b>	
<b>III. Organization skills</b>	
How can students demonstrate organization skills?	<b>Managing time and tasks effectively</b> <ul style="list-style-type: none"> <li>• Plan short- and long-term assignments; meet deadlines</li> <li>• Create plans to prepare for summative assessments (examinations and performances)</li> <li>• Keep and use a weekly planner for assignments</li> <li>• Set goals that are challenging and realistic</li> <li>• Plan strategies and take action to achieve personal and academic goals</li> <li>• Bring necessary equipment and supplies to class</li> <li>• Keep an organized and logical system of information files/notebooks</li> <li>• Use appropriate strategies for organizing complex information</li> <li>• Understand and use sensory learning preferences (learning styles)</li> <li>• Select and use technology effectively and productively</li> </ul>
<b>IV. Affective skills</b>	
How can students manage their own state of mind?	<b>Managing state of mind</b> <ul style="list-style-type: none"> <li>• Mindfulness</li> <li>– Practice focus and concentration</li> <li>– Practice strategies to develop mental focus</li> </ul>

- Practice strategies to overcome distractions
- Practice being aware of body–mind connections
- Perseverance
  - Demonstrate persistence and perseverance
  - Practice delaying gratification
- Emotional management
  - Practice strategies to overcome impulsiveness and anger
  - Practice strategies to prevent and eliminate bullying
  - Practice strategies to reduce stress and anxiety
- Self-motivation
  - Practice analyzing and attributing causes for failure
  - Practice managing self-talk
  - Practice positive thinking
- Resilience
  - Practice “bouncing back” after adversity, mistakes and failures
  - Practice “failing well”
  - Practice dealing with disappointment and unmet expectations
  - Practice dealing with change

## V. Reflection skills

How can students be reflective?

### **(Re-)considering the process of learning; choosing and using ATL skills**

- Develop new skills, techniques and strategies for effective learning
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Demonstrate flexibility in the selection and use of learning strategies
- Try new ATL skills and evaluate their effectiveness
- Consider content
  - What did I learn about today?
  - What don't I yet understand?
  - What questions do I have now?
- Consider ATL skills development
  - What can I already do?
  - How can I share my skills to help peers who need more practice?
  - What will I work on next?
- Consider personal learning strategies
  - What can I do to become a more efficient and effective learner?
  - How can I become more flexible in my choice of learning strategies?
  - What factors are important for helping me learn well?
- Focus on the process of creating by imitating the work of others
- Consider ethical, cultural and environmental implications
- Keep a journal to record reflections

Research	
VI. Information literacy skills	
How can students demonstrate information literacy?	<p><b>Finding, interpreting, judging and creating information</b></p> <ul style="list-style-type: none"> <li>• Collect, record and verify data</li> <li>• Access information to be informed and inform others</li> <li>• Make connections between various sources of information</li> <li>• Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information</li> <li>• Use memory techniques to develop long-term memory</li> <li>• Present information in a variety of formats and platforms</li> <li>• Collect and analyze data to identify solutions and make informed decisions</li> <li>• Process data and report results</li> <li>• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks</li> <li>• Understand and use technology systems</li> <li>• Use critical literacy skills to analyze and interpret media communications</li> <li>• Understand and implement intellectual property rights</li> <li>• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions</li> <li>• Identify primary and secondary sources</li> </ul>

VII. Media literacy skills	
How can students demonstrate media literacy?	<p><b>Interacting with media to use and create ideas and information</b></p> <ul style="list-style-type: none"> <li>• Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)</li> <li>• Demonstrate awareness of media interpretations of events and ideas (including digital social media)</li> <li>• Make informed choices about personal viewing experiences</li> <li>• Understand the impact of media representations and modes of presentation</li> <li>• Seek a range of perspectives from multiple and varied sources</li> <li>• Communicate information and ideas effectively to multiple audiences using a variety of media and formats</li> <li>• Compare, contrast and draw connections among (multi)media resources</li> </ul>
Thinking	
VIII. Critical thinking skills	
How can students think critically?	<p><b>Analyzing and evaluating issues and ideas</b></p> <ul style="list-style-type: none"> <li>• Practice observing carefully in order to recognize problems</li> <li>• Gather and organize relevant information to formulate an argument</li> <li>• Recognize unstated assumptions and bias</li> <li>• Interpret data</li> <li>• Evaluate evidence and arguments</li> <li>• Recognize and evaluate propositions</li> <li>• Draw reasonable conclusions and generalizations</li> <li>• Test generalizations and conclusions</li> </ul>

	<ul style="list-style-type: none"> <li>• Revise understanding based on new information and evidence</li> <li>• Evaluate and manage risk</li> <li>• Formulate factual, topical, conceptual and debatable questions</li> <li>• Consider ideas from multiple perspectives</li> <li>• Develop contrary or opposing arguments</li> <li>• Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding</li> <li>• Propose and evaluate a variety of solutions</li> <li>• Identify obstacles and challenges</li> <li>• Use models and simulations to explore complex systems and issues</li> <li>• Identify trends and forecast possibilities</li> <li>• Troubleshoot systems and applications</li> </ul>
<b>IX. Creative thinking skills</b>	
How can students be creative?	<p><b>Generating novel ideas and considering new perspectives</b></p> <ul style="list-style-type: none"> <li>• Use brainstorming and visual diagrams to generate new ideas and inquiries</li> <li>• Consider multiple alternatives, including those that might be unlikely or impossible</li> <li>• Create novel solutions to authentic problems</li> <li>• Make unexpected or unusual connections between objects and/or ideas</li> <li>• Design improvements to existing machines, media and technologies</li> <li>• Design new machines, media and technologies</li> <li>• Make guesses, ask “what if” questions and generate testable hypotheses</li> <li>• Apply existing knowledge to generate new ideas, products or processes</li> </ul>



	<ul style="list-style-type: none"> <li>• Create original works and ideas; use existing works and ideas in new ways</li> <li>• Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments</li> <li>• Practice visible thinking strategies and techniques</li> <li>• Generate metaphors and analogies</li> </ul>
<b>X. Transfer skills</b>	
How can students transfer skills and knowledge among disciplines and subject groups?	<p><b>Utilizing skills and knowledge in multiple contexts</b></p> <ul style="list-style-type: none"> <li>• Utilize effective learning strategies in subject groups and disciplines</li> <li>• Apply skills and knowledge in unfamiliar situations</li> <li>• Inquire in different contexts to gain a different perspective</li> <li>• Compare conceptual understanding across multiple subject groups and disciplines</li> <li>• Make connections between subject groups and disciplines</li> <li>• Combine knowledge, understanding and skills to create products or solutions</li> <li>• Transfer current knowledge to learning of new technologies</li> <li>• Change the context of an inquiry to gain different perspectives</li> </ul>