

Identifying and Accessing Resources

Washtenaw County students know how to identify and locate information or resources for a range of purposes, from a variety of sources, and using diverse technological tools. They listen, view, discuss, and read to obtain, interpret, organize, and evaluate information. The information and resources include those related to languages, literature, mathematics, social science, science, technology, physical education and health, the arts, employability, career preparation, and daily life.

Essential competencies with milestones of progress

Asking: Students define an information problem by asking a good question.

<i>Exiting early elementary</i>	<i>Exiting later elementary</i>	<i>Exiting middle school</i>	<i>Exiting high school</i>
Students can pose a question that requires defining, identifying or bringing forth simple reproduction of facts.	Students can pose a question that requires hypothesizing, explaining, stating relationships, classifying or comparing and contrasting.	Students can develop a question that requires divergent thinking using prediction, inference, reconstruction and analysis.	Students can develop an essential question that requires imagination, supposition, defense, integration, discrimination or justification of an idea.

Planning: Students plan and use information-seeking strategies.

<i>Exiting early elementary</i>	<i>Exiting later elementary</i>	<i>Exiting middle school</i>	<i>Exiting high school</i>
Students can list ideas of how to identify and find needed information from standard reference tools (i.e. dictionary, encyclopedia, magazines and non-fiction books) in electronic and print formats.	Students can plan a search strategy that uses traditional and electronic sources and searches for multiple points of view in primary and secondary sources.	Students can design a search strategy that identifies relevant and credible information from multiple resources.	Students can construct a personal information gathering strategy which demonstrates an understanding and implementation of research techniques, unique resourcefulness and sophisticated databases that acknowledges the needs of varied disciplines.

Applying: Students access information.

<i>Exiting early elementary</i>	<i>Exiting later elementary</i>	<i>Exiting middle school</i>	<i>Exiting high school</i>
Students can locate information using keywords through knowledgeable people, library classification systems, and alphanumeric systems to access standard reference resources.	Students can use appropriate searching syntax to locate information through knowledgeable people, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses and library catalog systems to access a variety of resources.	Students can locate efficiently, using complex searching syntax, relevant and credible information through knowledgeable people, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses and library catalog systems to access a variety of resources.	Students can locate, independently, a variety of resources in primary and secondary source mediums with varying points of view and depths of coverage.

Analyzing: Students analyze information in light of original question.

<i>Exiting early elementary</i>	<i>Exiting later elementary</i>	<i>Exiting middle school</i>	<i>Exiting high school</i>
Students can recognize and select appropriate information from resources to define, identify or reproduce facts to answer original question.	Students can integrate information with prior knowledge by arranging, dividing, ranking and separating to answer original question.	Students can analyze information to compare, draw conclusions and classify to answer the question.	Students can analyze, comprehensively, information for: supporting arguments, accuracy, patterns, subtexts, components, inferences and parallels to draw personal conclusions and meanings while continually assessing the original question.

Complex Thinking

Washtenaw County students apply creative and complex planning, thinking, reasoning, and/or problem-solving skills to authentic issues, problems, or systems within science, technology, math, language arts and literature, social sciences, the arts, physical education, math, and interdisciplinary issues. These complex thinking skills include making important connections within and across disciplines, i.e., interdisciplinary thinking. Students understand what they are asked to do; can define the problem, issue, or request; can identify relevant information and resources; can outline approaches or solution strategies and carry them out successfully.

Essential competencies with milestones of progress

Students find and define problems that are increasingly far-reaching and complex.

<i>Exiting early elementary</i>	<i>Exiting later elementary</i>	<i>Exiting middle school</i>	<i>Exiting high school</i>
Students can find problems from a variety of classroom lessons and/or experiences.	Students can identify real-life problems within the context of a given curricular area.	Students can examine real-world problems that impact multiple curricular areas.	Students can define authentic problems through the study of complex global and societal issues.

Students recognize and apply relational thinking to similar and dissimilar ideas.

<i>Exiting early elementary</i>	<i>Exiting later elementary</i>	<i>Exiting middle school</i>	<i>Exiting high school</i>
Students can create connections among ideas.	Students can enlist brainstorming strategies to create meaningful questions and connections related to a problem or an issue.	Students can use divergent thinking by formulating relevant questions and connections from interdisciplinary resources.	Students can employ complex thinking by using a variety of multi-disciplinary resources to formulate substantive questions and integrate connections.

Students identify factors that make some solutions better than others.

<i>Exiting early elementary</i>	<i>Exiting later elementary</i>	<i>Exiting middle school</i>	<i>Exiting high school</i>
Students understand how ideas are alike and different.	Students examine ideas to make comparisons and contrasts in order to draw conclusions about a problem or an issue.	Students discriminate between and among potential solutions using multiple problem solving strategies .	Students apply a variety of heuristic approaches in analyzing collected results in order to reach a compelling and defensible set of conclusions.

Students use their acquired appraisal skills to defend a proposed solution.

<i>Exiting early elementary</i>	<i>Exiting later elementary</i>	<i>Exiting middle school</i>	<i>Exiting high school</i>
Students can choose a good solution to a problem and explain their choice.	Students can select the best proposed solution to a problem and use convincing reasons to justify that choice.	Students are able to assess the positives and negatives of various solutions to a problem and provide a rationale that supports the best solution.	Students are able to formulate complex sets of criteria that transcend personal consequences to include societal and global impact and use these criteria to evaluate the most responsible solution to a problem .

Students create an authentic product that makes their thinking visible to others.

Exiting early elementary

Students are able to create a product that explains their solution to a problem and share that product with peers .

Exiting later elementary

Students can produce an original product that promotes their solution to a problem and present that product in a persuasive manner to a real audience .

Exiting middle school

Students are able to create a product that includes a range of perspectives and a wide variety of resources and that clearly demonstrates a solution; students are able to provide a presentation that illustrates the viability of their solution.

Exiting high school

Students are able to design an authentic product that advances a thorough understanding of their solution, including an examination of future ramifications and a plan of action for implementation.

Communication

Washtenaw County students communicate information, knowledge, strategies, and personal opinions or expressions to a variety of audiences for a range of purposes and occasions. They speak and write well, and can be expressive as well as clear and concise, with control of the conventions of writing. They also communicate their ideas effectively in other modes, such as numeric, symbolic, graphic, video, and artistic. They employ good listening and speaking skills as they participate effectively in public discourse.

Essential competencies with milestones of progress

Students Assess and Adapt to the Communication Context.

Exiting early elementary

Students can identify situations in which they communicate, and they recognize the different voices they can use for various purposes and audiences.

Exiting later elementary

Students can assess audience, purpose and situation and experiment with various voices they can use when they speak and write for different purposes and audiences.

Exiting middle school

Students can demonstrate their ability to select and use different voices to inform, persuade, entertain and inspire a variety of audiences in a variety of situations and to reflect on the effectiveness of their choices.

Exiting high school

Students routinely assess and adapt communication to a variety of audiences for a variety of purposes and situations, including personal, social, occupational and civic.

Students understand and use communication processes effectively.

Exiting early elementary

Students can identify elements of the communication process, including sender, message and receiver, can recognize the role they play in the communication process, and begin to identify elements that enhance or disrupt the communication process, including the conventions of both written and oral language.

Exiting later elementary

Students continue to identify elements that enhance or disrupt the communication process, including the conventions of both written and oral language, and practice adjusting their written and oral communication to insure clarity, accuracy and appropriate style.

Exiting middle school

Students understand the communication process and practice the conventions of both written and oral language to help them convey meaning more consistently with clarity, accuracy and appropriate style.

Exiting high school

Students understand the communication process and have mastered the conventions of both written and oral language to an extent that they routinely convey meaning with confidence, clarity, accuracy and appropriate style.

Students listen to learn.

Exiting early elementary

Students can recognize listening as a learning tool and are able to focus, maintain attention, restate key ideas from oral messages, retell stories and generate pertinent questions.

Exiting later elementary

Students are able to use listening as a learning tool to expand their understanding of themselves, others and the world around them by sustaining attention, efficiently organizing what they hear, and questioning the accuracy of a statement.

Exiting middle school

Students can listen with empathy, seeking to understand another person's thoughts and ideas, and clarifying their understanding through summarizing what others have said and asking effective questions.

Exiting high school

Students are able to identify their personal biases and modes of thinking that affect their understanding of what they hear and are able to hold their own thoughts in abeyance so they can better perceive another person's point of view and emotions.

Students enhance communication through the use of appropriate technology.

Exiting early elementary

Students understand the potential of tools and technologies to enhance their ability to communicate and can use basic tools and simple technologies to communicate more effectively.

Exiting later elementary

Students are aware of multiple options available to enhance their ability to communicate and, with assistance, can make an effective choice and use their chosen tool or technology proficiently.

Exiting middle school

Students explore multiple options available to enhance their ability to communicate, make thoughtful choices, and reflect on the extent to which the tool or technology they choose enhances their communication.

Exiting high school

Students can identify and advocate for multiple options available to enhance their ability to communicate, make the most effective choice and have the knowledge to use their chosen tool or technology proficiently.

Personal and Interpersonal Skills

Washtenaw County students work well both independently and collaboratively in a variety of authentic settings, with people of diverse backgrounds, in a range of roles (e.g., team member, leader, teacher, advocate, mediator). They monitor their own behavior, exhibit self-control, resolve conflicts, evaluate progress (self-assess), adapt to change, and set personal goals

Essential competencies with milestones of progress

Self Awareness and Acceptance: Students develop and demonstrate a knowledge and appreciation of themselves.

<i>Exiting early elementary</i>	<i>Exiting later elementary</i>	<i>Exiting middle school</i>	<i>Exiting high school</i>
Students will begin to understand their strengths and will be able to say what they like about themselves.	Students can identify personal strengths, talents and challenges.	Students understand the physical, social and emotional changes of adolescence.	Students will understand, accept and have confidence in themselves.
Students can express thoughts and feelings that are important to them.	Students can recognize and identify a range of feelings and will be able to express a range of feelings appropriately.	Students have confidence in themselves and their ideas and opinions.	Students understand a range of emotions and how feelings impact behavior and learning.
	Students can distinguish when they can handle a situation or solve a problem themselves and when they need help.	Students can articulate their strengths, talents and interests and can identify some of their values.	Students understand their values, strengths, talents, interests and challenges and integrate them into daily decision making.
		Students understand the need for self-control and practice it. Students demonstrate beginning coping skills for dealing with problems and challenges.	Students understand that adapting to change is a part of personal growth. Students can create opportunities for personal renewal.

Interpersonal Skills: Students use a variety of interpersonal skills to navigate their various roles successfully.

<i>Exiting early elementary</i>	<i>Exiting later elementary</i>	<i>Exiting middle school</i>	<i>Exiting high school</i>
Students can tell the difference between helpful behaviors and destructive behaviors in the context of friendship.	Students can get along with people who are different from themselves.	Students demonstrate acceptance of differences among their peers.	Students demonstrate a personal interest in the welfare of others, locally and globally.
Students understand that all people are not alike.	Students take a personal interest in the welfare of those close to them.	Students demonstrate a personal interest in the welfare of others.	Students respect, accept and appreciate diversity in gender, lifestyle, ethnicity, beliefs, abilities, class, family composition and culture.
Students know how groups work and begin to be able to lead or follow when appropriate.	Students can serve some of the various functions in groups, including follower, leader, peacekeeper, negotiator and idea generator.	Students have the confidence, knowledge and skills to function in a variety of group roles.	Students comfortably serve in a variety of group roles as the situation dictates.
Students understand the importance of personal space, when it is being violated, and to ask for help if needed.	Students respect the personal space of others.	Students understand and respect the physical and emotional boundaries of self and others.	Students understand, respect and protect the physical and emotional boundaries of self and others.

Conflict Resolution: Students solve problems in their relationships with others by using conflict resolution skills.

Exiting early elementary

Students solve simple interpersonal conflicts by sharing their side of the story and their feelings, listening to another child without interrupting, exploring solutions and making a plan, and following through by doing what they say they will do.

Exiting later elementary

Students recognize that the behavior - not the person - is the problem, know when and whom to ask for help, express feelings using "I messages" and repeat the conflict resolution process when a plan is not working.

Exiting middle school

Students can understand someone else's feelings and point of view, use assertiveness skills, take personal responsibility, assess how the plan is working, and revise the plan if necessary when resolving conflicts.

Exiting high school

Students can listen with understanding, recognize multiple perspectives, accept personal responsibility and follow through to a resolution independently.

Goal Setting: Students accept responsibility for setting short- and long-term goals for themselves, including goals for life after high school.

Exiting early elementary

Students understand what a goal is and that there are several ways to reach a goal.

Students can set short-term goals and develop a plan to achieve them.

Students can describe how their plan worked.

Exiting later elementary

Students identify a short-term goal that is important to them and plan how they can work towards the goal.

Students generate independently several steps toward reaching their goal.

Students evaluate their success in moving toward the goal and will modify their plan as needed.

Exiting middle school

Students accept responsibility for setting short-term goals for themselves and reaching them .

Students understand the importance of, and are creating, long-term academic, personal and social goals.

Exiting high school

Students bring a spirit of future-thinking or planfulness into their lives, setting and working toward short- and long-term personal goals.

Students understand the importance and value of goal setting as a life-long tool.

Students evaluate their progress toward short- and long-term goals and modify their plans as needed for reaching academic, personal, social, emotional, and career growth.

Habits of Mind

Washtenaw County students display responsibility, confidence, integrity, eagerness and curiosity, as well as respect towards learning, others and self. They see themselves as continual learners, and show personal investment and pride in their work. They utilize their knowledge and skills as active, constructive participants and responsible citizens in our democratic society.

Essential competencies with milestones of progress

Continuous Learning: Students utilize their curiosity, experiences and resources to expand their learning about themselves and the world.

<i>Exiting early elementary</i>	<i>Exiting later elementary</i>	<i>Exiting middle school</i>	<i>Exiting high school</i>
Students respond positively to learning opportunities in their immediate environment (home, neighborhood and classroom).	Students seek out challenges and learning opportunities in the extended environment (family, community and school).	Students seek out challenges and learning opportunities in the physical and intellectual environment (themselves, their culture and their world).	Students create learning opportunities by challenging assumptions and conventions about themselves, cultures and the world.

Persisting: Students demonstrate patience and determination when accomplishing a task or confronting adversity.

<i>Exiting early elementary</i>	<i>Exiting later elementary</i>	<i>Exiting middle school</i>	<i>Exiting high school</i>
<p>Students try to complete tasks when the solutions are not readily available.</p> <p>Students can recognize the need to perform multiple trials to improve the quality of their work.</p>	<p>Students engage in tasks with the understanding that time management and diligence are inherent to success.</p> <p>Students show determination when performing multiple trials.</p>	<p>Students understand that time commitment and diligence are inherent to success.</p> <p>Students believe that excellence is attainable and worth pursuing when accomplishing a task.</p>	<p>Students independently engage in tasks with the understanding that time commitment and diligence are inherent to success.</p> <p>Students pursue excellence by engaging prior knowledge, feedback, self-reflection and perform multiple trials when necessary.</p>

Thinking Flexibly and Interdependently: Students find as many ways as possible to look at a situation and to positively impact the welfare of the community.

<i>Exiting early elementary</i>	<i>Exiting later elementary</i>	<i>Exiting middle school</i>	<i>Exiting high school</i>
<p>Students recognize that there are different points of view.</p> <p>Students can describe the impact of different points of view on themselves and others .</p> <p>Students engage in activities that contribute to the welfare of the classroom community.</p>	<p>Students practice considering, expressing and paraphrasing other people's points of view.</p> <p>Students discuss and plan actions that contribute meaningfully to the welfare of their extended community.</p>	<p>Students consider, express and paraphrase other people's points of view when participating in dialogue.</p> <p>Students engage in dialogue and activities that contribute to the welfare of the community.</p>	<p>Students consider, express and respond to other people's points of view or rationale.</p> <p>Students seek ways to engage in dialogue and activities that contribute to and shape the welfare of the community.</p>

Maintaining Accountability: Students consider the impact of their actions on themselves and others, accept the resulting consequences, and become constructive participants and responsible citizens in our democratic society.

Exiting early elementary

Students recognize that their opinions and actions have an impact on others.

Students recognize that they determine their actions and that there are resulting consequences.

Students can describe responsible and constructive ways to contribute to a democratic classroom environment.

Exiting later elementary

Students recognize that their own actions and value judgments have an impact on themselves and others.

Students can predict some of the consequences of their actions for themselves and others.

Students can recognize responsible and constructive ways to contribute to a democratic school environment.

Exiting middle school

Students recognize that they determine their actions and value judgments, and they both predict and accept the resulting consequences.

Students are active, constructive participants in a democratic school environment and responsible citizens in the local community.

Exiting high school

Students recognize that they determine their actions and value judgments and they accept the resulting intended and unintended consequences.

Students choose to be active, constructive participants and responsible citizens in our democratic society.