

Learner Profile Scope and Sequence

| ATTITUDES | Kindergarten / 1st Grade | 2nd / 3rd Grade | 4th / 5th Grade |
|---|---|--|---|
| BALANCED | | | |
| ATTITUDES: <ul style="list-style-type: none"> •enthusiasm •commitment •independence •appreciation •creativity | STUDENTS will . . . <ul style="list-style-type: none"> • eat healthy food; • get a good night’s sleep; • participate in recess, PE, music, art and Spanish; • complete and turn in school work and homework; | STUDENTS will . . . <ul style="list-style-type: none"> • make healthy food choices; • get a good night’s sleep; • actively participate in class, PE, music, art and Spanish; • complete and turn in school work and homework; • demonstrate a variety of interests when talking and/or writing; | STUDENTS will . . . <ul style="list-style-type: none"> • generally make healthy food choices and practice moderation of sweets and snacks; • get a good night’s sleep; • actively participate in a variety of school activities (class, specials, clubs, service, etc.); • complete and turn in school work and homework; • communicate a variety of personal experiences and interests; |
| COMMUNICATOR | | | |
| ATTITUDES: <ul style="list-style-type: none"> •confidence •respect •integrity •independence •empathy | STUDENTS will . . . <ul style="list-style-type: none"> • listen to what others say by facing the speaker; • express ideas by speaking, drawing and using body language in a variety of group settings; • speak clearly; • speak basic Spanish vocabulary; • communicate in a cooperative manner with others; | STUDENTS will . . . <ul style="list-style-type: none"> • actively listen and be able to respond appropriately to what is said; • express ideas when speaking, writing, drawing and using body language; • speak clearly and confidently; • speak and write basic Spanish sentences; • communicates in a cooperative manner with others; | STUDENTS will . . . <ul style="list-style-type: none"> • actively listen and be able to respond appropriately to what is said; • express ideas on a given issue using appropriate vocabulary; • speak clearly and confidently; • speak and write more complex Spanish sentences; • communicates in a cooperative manner with others; |
| CARING | | | |
| ATTITUDES: <ul style="list-style-type: none"> •empathy •appreciation •respect •tolerance | STUDENTS will . . . <ul style="list-style-type: none"> • show kindness to others; • say kind things; • attempt to understand the feelings and needs of others; • share classroom materials; • take action to help others in need; • give others personal space; | STUDENTS will . . . <ul style="list-style-type: none"> • show respect and kindness for peers and adults; • understand the feelings and needs of others; • take action to help others in need within and beyond the classroom; • act to make a positive difference in the lives of others and in the environment; • give others personal space | STUDENTS will . . . <ul style="list-style-type: none"> • show respect and kindness for peers and adults both verbally and non-verbally; • understand the feelings and needs of others; • take action to help others in need within and beyond the school community; • act to make a positive difference within and beyond the school community; • give others personal space; |

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| KNOWLEDGEABLE | | | |
| ATTITUDES: •curiosity •confidence •commitment •independence •creativity | STUDENTS will . . . <ul style="list-style-type: none"> • learn about a variety of resources to find information; • show mastery of grade level CCSS by using it in their work and lives; • engage in classroom activities to explore concepts and ideas; | STUDENTS will . . . <ul style="list-style-type: none"> • learn about a variety of resources and independently use them to acquire knowledge; • show mastery of grade level CCSS by using it in their work and lives; • engage in classroom activities to explore concepts and ideas; | STUDENTS will . . . <ul style="list-style-type: none"> • independently use a variety of resources to acquire in-depth knowledge; • demonstrate an understanding of issues that have local and global significance; • develop knowledge across a broad and balanced range of disciplines; • show mastery of grade level CCSS by using it in their work and lives; • engage in classroom activities to explore concepts and ideas; |
| THINKER | | | |
| ATTITUDES: •independence •enthusiasm •confidence •creativity | STUDENTS will . . . <ul style="list-style-type: none"> • attempt to independently solve social issues/problems within the classroom; • take care of their own personal needs; • know when it's appropriate to ask for help; • apply what they have learned; • like to learn; • form an opinion and give a general reason for it; • access prior knowledge to tell what they already know about a topic; | STUDENTS will . . . <ul style="list-style-type: none"> • independently make good decisions in a variety of situations; • grasp concepts and new information in a variety of settings; • use prior knowledge to build new understandings; • solve problems with confidence; • demonstrate a desire to learn and think; • form an opinion and tell why with specific reasons; | STUDENTS will . . . <ul style="list-style-type: none"> • engage in solving complex problems; • make reasoned decisions about behavior and learning choices before acting; • take a stand or a side of an argument and support it with clear reasoning; • actively engage in thinking activities; |

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| REFLECTIVE | | | |
| ATTITUDES: •appreciation •empathy •tolerance •integrity | STUDENTS will . . . <ul style="list-style-type: none"> • tell, honestly what they like and don't like and explain why; • tell, honestly what is easy and hard for them to do; • reflect with the teacher and make improvements to their work and/or behavior; • appreciate a job well done; • engage in self-assessment of work and behavior; | STUDENTS will . . . <ul style="list-style-type: none"> • reflect and/or self-assess both academic and behavioral performances; • independently and honestly tell where improvement is needed on their work and/or behavior; • express personal reactions to experiences inside and out of the classroom; • reflect to determine fact from opinion; | STUDENTS will . . . <ul style="list-style-type: none"> • reflect and/or self-assess both academic and behavioral performances; • independently and honestly tell where improvement is needed and make appropriate changes; • reflect to make appropriate choices in learning and social situations; |
| INQUIRER | | | |
| ATTITUDES: •curiosity •enthusiasm •independence •cooperation •commitment | STUDENTS will . . . <ul style="list-style-type: none"> • know the difference between a statement and a question; • ask questions about a personal interest or new information presented; • tell one or more places to find the answer to a question; • as a group, find answers to questions; | STUDENTS will . . . <ul style="list-style-type: none"> • ask questions about new or previously learned information to clarify and deepen understanding; • identify two or more places to find answers to their questions; • follow a basic research model independently to conduct a structured inquiry; • locate information from both teacher specified and student chosen sources; • answer basic questions; | STUDENTS will . . . <ul style="list-style-type: none"> • ask questions to make connections to prior knowledge, across subjects to gain a deeper understanding; • follow a research model to conduct an independent inquiry, answer questions and present findings; • use learning to take further action or make further inquiries; |

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| PRINCIPLED | | | |
| ATTITUDES: <ul style="list-style-type: none"> • cooperation • respect • integrity | STUDENTS will . . . <ul style="list-style-type: none"> • be honest about personal actions; • tell the truth; • follow classroom rules and school essential agreements; • begin to demonstrate trustworthiness to do the right thing (even when no one is looking); | STUDENTS will . . . <ul style="list-style-type: none"> • be honest about personal actions and respectfully accept consequences for their actions; • follow classroom rules and school essential agreements; • demonstrate trustworthiness to do the right thing (even when no one is looking); | STUDENTS will . . . <ul style="list-style-type: none"> • stand up for others in need; • independently offer honest reflections of actions and take responsibility for the consequences; • follow classroom rules and procedures; • follow school essential agreements; • demonstrate trustworthiness to do the right thing (even when no one is looking); |
| RISK-TAKER | | | |
| ATTITUDES: <ul style="list-style-type: none"> • independence • curiosity • confidence • commitment | STUDENTS will . . . <ul style="list-style-type: none"> • willingly try new things; • share ideas and opinions; • solicit help for themselves or others; • keep trying even if its hard; | STUDENTS will . . . <ul style="list-style-type: none"> • willingly try new things personally and academically; • understand what they are comfortable with and what is actually a risk; • begin to demonstrate independent thinking by sharing ideas that may or may not be different from others; | STUDENTS will . . . <ul style="list-style-type: none"> • willingly try new things personally and academically; • evaluate the consequences of actions before they are taken; • take action outside personal comfort zone; • demonstrate independent thinking in group situations by communicating ideas that are different from others; |
| OPEN-MINDED | | | |
| ATTITUDES: <ul style="list-style-type: none"> • tolerance • respect • appreciation • empathy | STUDENTS will . . . <ul style="list-style-type: none"> • identify human similarities and differences; • listen to others' viewpoints; • begin to understand personal background and culture; • accept a compromise determined by the teacher or peers; • willingly work with peers; | STUDENTS will . . . <ul style="list-style-type: none"> • listen to and begin to inquire about other people's viewpoints; • demonstrate a basic understanding of different backgrounds and cultures; • accept a compromise determined by peers or the teacher; • willingly work with others; | STUDENTS will . . . <ul style="list-style-type: none"> • inquire about others viewpoints, opinions and experiences; • compare and contrast personal culture with other world cultures and seek to understand reasons for similarities and differences; • help determine and accept a compromise determined by the group; • willingly work with others; |