

Year 7-9 (Grade 6-8) Portrait Attributes Developed Through Inquiry

Attributes	Independent Learning	Strong Self-Identity	Social and Emotional	Cultural Responsiveness	Voice and Agency	Growth Mindset
Year 7-9	I own my own learning because I have the skills to pursue meaningful inquiry, evaluate diverse perspectives, challenge misinformation, develop my own conclusions, and learn independently.	I have developed the aspects of my personal identity that are the most satisfying, identity-confirming, and culturally responsive.	I build trusting relationships with diverse peers and adults through collaboration and communication.	I demonstrate respect for diverse people and perspectives.	I confidently express myself in a way that is unique to me and effective in communicating my knowledge, opinions, and ideas to different audiences.	I am persistent and keep learning. I explore opportunities to prepare for the future.
Many skills and attitudes may be taught explicitly . Others may be included implicitly . Assessment strategies and Graphic Organizer numbers are noted for explicit teaching of skills and attitudes.						
Stages	Independent Learning	Strong Self-Identity	Social and Emotional	Cultural Responsiveness	Voice and Agency	Growth Mindset
Connect	I can state and verify what is known about the problem or question and make connections to my prior knowledge [6-8.3]	I can identify my misconceptions and revise my ideas as new information is gained [6-8.1]	I can listen carefully to the reasoning and ideas of others, engage in discussions, and change my own opinion when those ideas have merit [Class Discussion]	I can read laterally in the digital environment to discover divergent and conflicting information as well as corroborating information [6-8.7]	I can express my own opinion (with evidence and reasoning) in an appropriate manner, even when my opinion differs from the ideas of others [6-8.35; Class Discussion]	I can develop a research plan and timeline for following the inquiry process and completing an appropriate final product.
Wonder	I can write questions that would lead to an inquiry independently based on key ideas or areas of focus [6-8.8]			I can refine questions to guide my search for different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison) [6-8.9]		I can predict the answers and different perspectives that will most likely be discovered through the investigation.
Investigate	I can demonstrate critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, blogs, tweets, viral videos) [6-8.13]	I can identify and challenge misinformation and my own assumptions about community issues and diverse cultures by seeking and evaluating multiple viewpoints and cultural perspectives [6-8.20; 6-8.21]	I can deconstruct media claims and arguments by looking at logical fallacies, persuasive techniques, and the use of the language of the medium (e.g., use of color, pace, perspective, narrative structure, visuals) [6-8.26]	I can evaluate the effect of different perspectives and points of view on information (e.g., why some information is included, why other information is left out) [6-8.18]	I can demonstrate leadership and self-confidence by facilitating collaborative decision making and problem solving based on assessment of the current situation, feedback from others, and consideration of my own ethical and social responsibilities [Class Discussion; Observation]	I can explore opportunities to prepare for the future, including higher education, career training, vocational training [Observation; Book Checkout]
Construct	I can form opinions, judgments, and claims and back them up with supporting evidence and clear reasoning [6-8.34]	I can develop aspects of my personal identity that are the most satisfying, identity-confirming, and culturally responsive [6-8.2]	I can display resilience by pursuing alternative decisions or actions after failing or receiving negative feedback and learning from that failure [6-8.36]	I can engage effectively in collaborative discussions with diverse groups [Class Discussion]	I can exhibit effective skills in sharing knowledge gained through personal and academic pursuits [Observation]	I can display resilience by pursuing alternative decisions or actions after failing or receiving negative feedback and learning from that failure [6-8.36]
Express	I can work collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences [Observation; Assessment of Final Product]	I can make ethical decisions about the creation and sharing of information (e.g., respecting rights of creators, remixing, and using images and print within the guidelines of Fair Use) [6-8.40]	I can match the language of my presentation with audience, purpose, complexity of the content, and the intended impact [6-8.38; 6-8.39; 6-8.41]	I can demonstrate respect for diverse people and perspectives [Observation; Class Discussion]	I can display self-confidence in forming and sharing my own opinion and ideas (even when those ideas are different from or conflict with the ideas of others), but also in changing my ideas when appropriate [Observation]	I can develop the skills of public speaking (e.g., clear delivery, eye contact, body language, voice, pace) [6-8.42]
Reflect	I can identify and evaluate the importance of features for a good product, presentation, and engagement in the process of inquiry [6-8.45]		I can reflect on my own emotional and intellectual experience through the process of inquiry [6-8.46]		I can exhibit effective skills in sharing knowledge gained through personal and academic pursuits [Observation]	I can develop a growth mindset by identifying my own strengths and preferences in terms of future career [self-awareness] [6-8.48]