



I can engage with diverse ideas and a range of media to understand and critically examine the world around me.

|                                           | LEVEL 1                                                                                                                                                                                       | LEVEL 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | LEVEL 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | LEVEL 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | LEVEL 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | LEVEL 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Find inspiration and ideas                | <p>I can notice when something I observe, do, or learn makes me feel excited or curious.</p> <p>With guidance, I can come up with one or more ideas about what to do, try, or learn next.</p> | <p>I can notice <b>and keep track of activities or experiences</b> that make me feel excited or curious.</p> <p><b>I can come up with one or more questions or ideas about what I want to do, try, or learn next.</b></p>                                                                                                                                                                                                                                                                                       | <p>I can notice and keep track of <b>experiences that affect me emotionally</b> (e.g., excited, moved, curious).</p> <p>I can draw from a source of inspiration (e.g., experience, observation, interaction, pattern, text, new learning) to generate questions or ideas <b>and choose one to pursue that excites or motivates me.</b></p>                                                                                                                                                                                                                                                  | <p>I can notice and keep track of experiences that affect me emotionally <b>and reflect on why.</b></p> <p>I can draw from a source of inspiration to help me imagine something new, draw connections, or generate questions or ideas and choose one idea to pursue that energizes me <b>and/or is in line with my purpose.</b></p> <p><b>I can take steps to help me explore or pursue my question or idea.</b></p>                                                                                                                                                                   | <p>I can notice and keep track of experiences that affect me emotionally and reflect on why.</p> <p><b>I can respond to a source of inspiration by trying on or playing with ideas</b> (e.g., imagine, visualize, predict, pose questions, make connections), and I can choose one idea to pursue that energizes me and/or is in line with my purpose.</p> <p>I can take steps to further explore my question or idea <b>while making intentional choices about my approach</b> (e.g., choose my environment or setting, block dedicated time, engage thought partners, refresh sources of inspiration).</p>                                                                                                                                                 | <p>I can notice and keep track of experiences that affect me emotionally, and I can reflect on <b>and speculate about their meaning.</b></p> <p>I can respond to sources of inspiration by trying on, playing with, <b>or questioning ideas</b>, and I can pursue ideas that energize me and/or are in line with my purpose.</p> <p>I can take steps to further explore my questions or ideas while making intentional choices about my approach <b>to help me sustain my attention, energy, creativity, and/or inspiration.</b></p>                                                                                                                                                                                                  |
| Engage and critique perspectives          | <p>With guidance, I can give a summary of what a text (e.g., story, video, design) is about.</p> <p>I can share what I liked or didn't like about the text and why.</p>                       | <p><b>I can summarize a text and ask questions about the maker to better understand it.</b></p> <p>I can share what I liked and/or didn't like about the text and why, <b>and I can discuss how it connects to my own ideas or experiences.</b></p>                                                                                                                                                                                                                                                             | <p>I can summarize a text and ask questions about the maker to better understand the text and <b>its purpose and context.</b></p> <p>I can share what I liked and/or didn't like about a text and why, <b>and I can discuss how my own ideas and experiences influence my opinion about the text.</b></p>                                                                                                                                                                                                                                                                                   | <p><b>I can describe and characterize the key themes or ideas of a text, drawing on details from the text, and/or its purpose and context.</b></p> <p><b>I can use questions about the text's maker, supporting evidence, purpose, and context to evaluate its relevance and credibility.</b></p> <p>I can analyze and discuss how my own prior knowledge and experiences, <b>beliefs, and values inform my understanding and evaluation of the text.</b></p>                                                                                                                          | <p>I can describe and characterize the key themes or ideas of a text <b>and draw connections to past or present issues, events, or institutions</b> (e.g., political, religious, cultural, racial).</p> <p>I can <b>ask and answer</b> questions about the text's maker, supporting evidence, purpose, and/or context to evaluate <b>the quality, integrity, relevance, and/or significance of the text.</b></p> <p><b>I can reflect on my own biases and discuss the limitations of my perspectives, evidence base, or analysis of the text.</b></p>                                                                                                                                                                                                        | <p>I can describe and characterize the key themes or ideas of a text and their connections <b>to issues of power and identity in broader social, cultural, political, and/or professional contexts.</b></p> <p>I can ask and answer questions about the text's maker, supporting evidence, purpose, and context—<b>including their relationship to other positions, experts, or sources</b>—to evaluate the quality, integrity, relevance, and/or significance of the text.</p> <p>I can reflect on my own biases and discuss the limitations of my perspectives, evidence base, or analysis of a text.</p>                                                                                                                           |
| Evaluate use of techniques and technology | <p>With guidance, I can notice when an author/creator did something to attract my attention and describe it in my own words.</p> <p>I can say what I liked about the work and why.</p>        | <p><b>I can look for specific ways the maker did something to attract my attention and talk about the effect it had on me.</b></p> <p><b>I can share ideas about why the author/creator might have made choices about what to make stand out.</b></p>                                                                                                                                                                                                                                                           | <p>I can identify specific ways <b>the maker used media features</b> (e.g., words, phrases, images, music) to attract my attention, and I can <b>generate ideas about why these techniques were used.</b></p> <p><b>I can use a set of given criteria to evaluate a work.</b></p>                                                                                                                                                                                                                                                                                                           | <p><b>I can highlight examples of the maker's use of techniques and tools and discuss their purpose, effectiveness, and how they contribute to the overall effect of the work.</b></p> <p>I can use criteria to evaluate <b>and, when applicable, compare multiple works.</b></p>                                                                                                                                                                                                                                                                                                      | <p><b>I can evaluate the maker's use of techniques and tools and how well they served the maker's purpose.</b></p> <p><b>I can analyze how all the elements of a work</b> (e.g., subject, form, technique) <b>and its context combine to create effect.</b></p> <p><b>I can develop and use criteria</b> to evaluate and compare works.</p>                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>I can evaluate the maker's use of techniques and tools and how well they served the maker's purpose <b>and/or achieved beauty, power, or persuasiveness.</b></p> <p>I can analyze how all the elements of a work and its context combine to create effect, <b>as well as how different audiences might experience the work differently.</b></p> <p>I can develop and use criteria to evaluate and compare works, <b>considering such factors as production value, accessibility, or originality.</b></p>                                                                                                                                                                                                                           |
| Learn from the past                       | <p>With guidance, I can share some traditions or stories that are special to me.</p> <p>With guidance, I can name something from the past and connect it to something today.</p>              | <p><b>I can share traditions, stories, and/or cultural practices and explain why they are important to me, my family, and/or community.</b></p> <p><b>I can identify similarities and differences between aspects of life and/or events from the past and today.</b></p> <p><b>With guidance, I can compare different narratives of the same event and name some ways they differ.</b></p> <p><b>I can describe some ways that individuals or groups have tried to improve their communities over time.</b></p> | <p>I can share and explain my traditions, stories, and/or cultural practices <b>and ask others about theirs, sharing what I learn.</b></p> <p><b>With guidance, I can identify ways that past events and people have informed/ influenced our lives today.</b></p> <p><b>I can compare different narratives of the same event and explain how they differ.</b></p> <p><b>I can investigate strategies used in the past to help address an issue or build strength, including the unique roles that individuals, community groups, and/or governments played that were most helpful.</b></p> | <p>I can <b>research</b> and share my cultural heritage and history and the cultural heritage and histories of others.</p> <p><b>I can connect historical events with current ones and identify some patterns.</b></p> <p>I can compare <b>historical</b> narratives, explain how they differ, <b>and present possible reasons why.</b></p> <p>I can <b>evaluate the effectiveness</b> of strategies used in the past to address an issue or build upon strengths, including the unique roles that individuals, community groups, government, and/or <b>other entities</b> played.</p> | <p>I can research and share my cultural history and heritage, as well as the cultural histories and heritages of others, <b>and take actions to preserve them</b> (e.g., recording oral histories, participating in cultural preservation activities).</p> <p>I can connect and <b>analyze</b> historical events <b>and perspectives</b> with current ones, pointing out patterns <b>between and across times, cultures, and other contexts.</b></p> <p>I can compare historical narratives, explain how they differ, and present possible reasons why.</p> <p>I can evaluate the <b>strategies and roles of historical key players</b> (e.g., government, private sector, citizen sector) <b>in creating, improving, or enabling a current problem.</b></p> | <p>I can research, share, and <b>lead efforts to engage in and preserve cultural heritage</b> (e.g., creating digital archives, organizing community heritage projects).</p> <p>I can <b>hold broad and complex historical contexts</b> and patterns as I connect and analyze historical events and perspectives across times, cultures, and other contexts, including current ones.</p> <p>I can <b>critically analyze multiple historical narratives</b>, incorporating an understanding of shifting historiography as I do so.</p> <p>I can evaluate the strategies and roles of key historical <b>and contemporary players</b> in creating, enabling, or improving a current problem <b>or developing a current strength.</b></p> |