Communication ISLO -

Students communicate effectively in many different situations, involving diverse people and viewpoints, when they are able to:

1.1 Reading: Locate, interpret and analyze various types of written texts ~~written information in prose and in documents, such as articles, essays, literature, mass communication, manuals, graphs, and schedules~~.

1.2 Writing: Communicate thoughts, ideas and information through effective and contextually appropriate ~~and messages in~~ writing.

> ~~Compose and create documents, such as essays, reports, letters, memorandums, and manuals, with correct grammar, spelling, punctuation, and appropriate language, style, and format.~~

> ~~Review, revise and edit written work for correct information, appropriate emphasis, form, style, and grammar.~~

> Use tables, graphs, charts and diagrams to explain concepts or ideas (Moved to 1.4).

1.3 Oral Communication ~~Dialogue~~**:** ~~Organize ideas and~~ Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience ~~situation~~.

> ~~Contribute constructively to conversations, discussions, and group activities.~~
> ~~Receive, interpret, analyze, evaluate and respond appropriately to verbal, visual and symbolic messages.~~
> ~~Ask questions to clarify the expressed messages of others and to evaluate whether their own messages have been clearly received by their audience~~.

1.4 Visual/Symbolic Communication: Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.

Critical Thinking ISLO -
Students are developing critical thinking when they use various approaches to:
2.1 Recognize and Define
a. Demonstrate observation skills
b. Identify and clearly define a problem to be solved, task to be performed or decision to be made
2.2 Gather and Evaluate Information
a. Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)
b. Evaluate information for accuracy, ~~reasonableness~~ **credibility** and usefulness
2.3 Reason
a. Use logic to make inferences and connections
b. ~~Use numbers, operations and the relationships between them efficiently, effectively and appropriately~~ **Use qualitative and quantitative data to analyze relationships between them. (question: is this item redundant?)**
c. Differentiate between facts, inferences, assumptions and conclusions
2.4 Solve Problems
a. Use mathematical thinking processes and skills ~~in interpreting and dealing with mathematical and non-mathematical situations.~~ **in problem solving and decision-making.**
b. Use scientific principles appropriately in problem solving and decision-making.
c. Apply the scientific method by organizing, analyzing, and interpreting data appropriately.
d. Identify ~~the~~ criteria to evaluate the solution, process, or decision
e. Communicate **and justify** procedures ~~used~~ and ~~justify~~ thinking used in solving ~~the~~ **a** problem **(question: does this item belong in the Communication ISLO?)**
f. Make connections between **different** ~~new/old and/or unrelated~~ ideas
g. ~~Combine information in new ways~~ **Synthesize information**
2.5 Make Decisions
a. Formulate alternative solutions, processes or decisions and identify potential consequences
b. Select the appropriate solution, process or decision
c. Recognize the role mathematics and science have had, and continue to have, in their own lives and in the world in the decision making process **(this item should be removed or moved to the Respect and Responsibility ISLO)**

Creativity and Aesthetics ISLO

Students demonstrate creativity and aesthetic awareness by:

3.1 Developing and implementing original ideas or perspectives ~~Acquire knowledge~~ using curiosity, imagination, and reflection;

3.2 Identifying and evaluating ~~Recognize~~ aesthetic and cultural values from diverse disciplines;

3.3 Analyzing, synthesizing, conceptualizing, and/or presenting ~~evaluate~~ creative and artistic expression ~~across a range of contexts and cultures~~;

3.4 Distinguishing and interpreting ~~Value the diversity of our cultural heritage and~~ the effects of artistic and/or philosophical influences across a range of contexts and cultural heritages;

3.5 Identifying the ways that creativity and aesthetics ~~Develop an appreciation of the ways that the arts and sciences~~ contribute to ~~culture~~ various academic disciplines and enrich life.

Respect and Responsibility ISLO -

By the time they leave LPC, students will be able to:
4.1 Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
4.2 Understand the importance of overcoming their own biases and respecting the rights, work, and contributions of others
4.3 Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
4.4 Identify conflict and work towards mutual agreement
4.5 Balance self-advocacy with the need to take direction and use constructive criticism effectively
4.6 Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
4.7 Recognize the impact of human activity (political, economic, social, technological) on local and global environments
4.8 Pursue opportunities for expanding intercultural knowledge and experiences
4.9 Recognize the commonality and differences between human experiences across cultures and communities [whether defined by race, ethnicity, etc.? and interact positively with others across cultural and communal divides

Old ISLO Language/ Edits
Respect and responsibility are practiced by students when they:
4.1 Self how do we assess? Supporting students in developing their capacity for self-assessment, metacognition . . .
a. Define personal values and ethics
b. Recognize their own biases is this done? How do we assess that they have done this? . Respect the rights, work, and contributions of others?
c. Assess ~~self worth~~, strengths (application of these), ~~weaknesses,~~ and potential for personal and intellectual growth building of resilience? Growth mindset? *Avoid current "fad" terms* To . Respond appropriately to challenging situations
d. Identify and manage personal resources including time, finances, support systems.
e. Set goals and devise strategies to reach them
f. ~~Respond appropriately to challenging situations~~
g. Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
h. Exhibit personal and professional ethics and academic honesty

4.2 Others
a. Respect the rights, work, and contributions of others (ethics?) teachers, other students . . .
b. Demonstrate "appropriate" social skills in a variety of situations, circumstances, and roles
Rising to expectations? [is this umbrella competency?]
c. Recognize conflict and work towards mutual agreement

advocate for both self and others in a constructive way?

4.3 Professionalism
a. Are dependable, reliable, and accountable
b. Work collaboratively and independently
c. Take direction and use constructive criticism effectively (combine with competencies in self/other?)

4.4 Communities (local to global) preparing people to be informed problem solvers in their local, national, and global communities?
a. Determining one's relationship to different communities? Define? What is my role? (relates to self)/Recognize importance of?/Assume personal responsibility for being informed, ethical and active citizens of their community, the nation, and the world
b. Act with an informed awareness of contemporary issues and their historical contexts
c. Exercise civic responsibility
d. Are cognizant of balancing human needs with the limitations of world resources
e. Recognize the impact of human activity (political, economic, social, technological, environmental) on local and global environments

4.5 Communities and Diversity
a. Recognize the commonality and differences between human experiences (end?) across cultures, including xyz
b. Recognize the human tendency to gravitate towards people and customs that are familiar
Seek opportunities for expanding intercultural knowledge and experiences
c. Recognize/understand the influence of cultural perspectives on human thought and behavior
d. Accept the rights of others to have different cultural beliefs and behaviors
e. Interact positively with diverse populations including those with different abilities, linguistic backgrounds, cultural, religious, lifestyle, national, and political backgrounds.

Technology ISLO

Students are developing technology skills when they are able to:

5.1 Determine which technology will effectively and efficiently produce the desired results

5.2 Use appropriate technology to acquire, organize, analyze, and communicate

5.3. Demonstrate ethical, legal, and safe practices when using technology (new - replaces 5.3 ~~Apply appropriate technology to solve problems~~)

5.4 Use critical thinking skills to identify and apply appropriate ~~approach and utilize new~~ technology to achieve objectives