



GRIFFIN VALUES

GRADE BAND	<p>TENACITY: the ability to look beyond short-term concerns to longer-term or more important goals; tenacity is also being able to withstand challenges and setbacks to persevere toward these goals.</p> <p>LT: I can have TENACITY, which means that I can be determined to grasp new learning.</p>
K, 1, 2	<ul style="list-style-type: none">• I can do my best to finish what I start.• I can keep trying even when things are hard.• I can ask for help when I need it.
3 - 4	<ul style="list-style-type: none">• I can finish independent work to the best of my ability.• I can push myself to keep trying when things get hard.• I can recognize when I need to get help and when I should keep trying on my own.
5 - 6	<ul style="list-style-type: none">• I can complete high quality tasks using my best effort, with support if necessary.• I can identify resources and strategies to help me overcome a difficult task.• I can persevere through challenges both in school and at home, using additional support resources if necessary.
7 - 8	<ul style="list-style-type: none">• I can use my best effort to complete high quality work on time.• I can use appropriate strategies and resources(within the school or community) to help me overcome a difficult task.• I can persevere through challenges in school, at home, and in the community.
9 - 10	<ul style="list-style-type: none">• I can earn credits for classes that may challenge me in order to meet high school graduation requirements.• I can independently use strategies and seek resources (within the school or community) to help me overcome a difficult task.• I can persevere through challenges in school, at home, and in the community.
11 - 12	<ul style="list-style-type: none">• I can recognize areas of need/frustration and independently utilize resources/people to develop and implement plans for success.• I can evaluate my plans for success and make changes as needed.• I can successfully work through obstacles and frustrations to independently revise and complete major projects/tasks to prepare for my future (i.e. college applications, financial aid forms, long-term projects).

<p>GRADE BAND</p>	<p>INTEGRITY: the quality of being honest and having strong moral principles; moral uprightness Doing the right thing, because it's the right thing to do.</p> <p>LT: I can demonstrate INTEGRITY, which means I can be honest and fair.</p>
<p>K, 1, 2</p>	<ul style="list-style-type: none"> • I can be honest about my choices and tell the truth. • I can follow directions. • I can do my own work and not copy and not give others answers.
<p>3 - 4</p>	<ul style="list-style-type: none"> • I can be respectfully honest with myself and others about my choices and apologize when necessary. • I can follow the rules wherever I am and no matter whom I am with, while striving to represent the values of the WOIS Community. • I can produce work which makes my school, family, and me proud.
<p>5 - 6</p>	<ul style="list-style-type: none"> • I can be respectfully honest with myself and others about my choices and describe appropriate ways to show responsibility for my actions. • I can do the right thing and encourage my friends to make good choice to represent Griffin Values whether people are watching me or not. • I can produce my own work which makes my school, family, community and me proud.
<p>7 - 8</p>	<ul style="list-style-type: none"> • I can be respectfully honest with myself and others about my choices and initiate appropriate ways to show responsibility for my actions. • I can commit to treating myself, my peers, and adults with dignity and respect with both words and action and encourage others to uphold the Griffin Values. • I can demonstrate my best effort and produce original work which makes my school, family, community and me proud.
<p>9 - 10</p>	<ul style="list-style-type: none"> • I can be respectfully honest with myself and others about my choices and demonstrate appropriate ways to show responsibility for my actions. • I can commit to do the right thing and encourage others to uphold the Griffin Values while standing up for the rights of others. • I make positive choices, that will benefit myself and others, at all times.
<p>11 - 12</p>	<ul style="list-style-type: none"> • I can be respectfully honest with myself and others about my choices and consistently demonstrate appropriate ways to show responsibility for my actions. • I can commit to do the right thing and encourage others to uphold the Griffin Values while advocating for the rights of others at school and in the community. • I can demonstrate academic integrity in all areas of my school work, which includes citing appropriate sources, data, and evidence that communicates work that is precise and accurate.

<p>GRADE BAND</p>	<p>COMPASSION: I take into consideration the feelings of others as much as my own. I am mindful of the perspectives and needs of others and have a desire to help.</p> <p>LT: I can exhibit COMPASSION, which means I can be mindful of the feelings and perspectives of others and can help if needed.</p>
<p>K, 1, 2</p>	<ul style="list-style-type: none"> • I can describe how I am feeling and recognize the emotions of others. • I can treat others and myself with care and kindness. • I help my teachers and classmates whenever I can.
<p>3 - 4</p>	<ul style="list-style-type: none"> • I can accept that others have different feelings and beliefs from my own. • I can understand how my words and actions affect others in different ways. • I can help others and allow others to help me.
<p>5 - 6</p>	<ul style="list-style-type: none"> • I can be accepting of other’s feelings, perspectives and points of view. • I can work to understand, learn about, and welcome those who seem different than me. • I can demonstrate genuine concern and advocate for the needs of my peers.
<p>7 - 8</p>	<ul style="list-style-type: none"> • I can collaborate with others to allow for all voices and perspectives to be heard. • I can collaborate in a team by actively listening to others, providing appropriate feedback, and accepting the contributions of others. • I can demonstrate genuine concern and advocate for the needs of others in the school.
<p>9 - 10</p>	<ul style="list-style-type: none"> • I can demonstrate empathy that considers multiple perspectives and implications in terms of justice, freedom, and human rights. • I can collaborate in a team by participating fully, actively listening to others, providing appropriate constructive feedback and guidance, and appreciating the contributions of others. • I can demonstrate genuine concern and advocate for the needs of others in the school, and the community.
<p>11 - 12</p>	<ul style="list-style-type: none"> • I can demonstrate empathy in ways that value multiple perspectives and considers implications in terms of justice, freedom, and human rights. • I can assess how my collaboration and contributions in a team has contributed to its success and describe ways I could improve my performance. • I can consistently demonstrate genuine concern and advocate for the needs of others in the school, the community, and the world. • I can assess the impact of my compassion driven actions.

<p>GRADE BAND</p>	<p>SELF-DISCIPLINE: Self-discipline means being responsible for one’s actions, attitudes, and academics. LT: I can develop SELF-DISCIPLINE, which means I can be responsible for my own actions, attitude, and academics.</p>
<p>K, 1, 2</p>	<ul style="list-style-type: none"> • I can keep my hands and feet to myself. • I can wait for my turn even if it takes a long time. • I can listen when others are talking to me. • I can stay focused so I can complete my work.
<p>3 - 4</p>	<ul style="list-style-type: none"> • I can allow others to speak without disruption. • I can actively listen when others are talking to me and ask clarifying questions if I am confused. • I can remain calm even when criticized or otherwise provoked. • I can independently stay focused on a task and resist distraction so I can complete my work in a timely manner.
<p>5 - 6</p>	<ul style="list-style-type: none"> • I can be prepared daily by wearing my Crew Wear, having my classroom materials, and homework. • I can politely follow the expectations of all my classrooms. • I can use feedback from others to reflect on how I can improve my academic work or individual actions. • I can independently stay focused on a task and ignore distractions so I can complete my work in a timely manner.
<p>7 - 8</p>	<ul style="list-style-type: none"> • I can be prepared daily by wearing my uniform properly and having all classroom materials. • I can respectfully follow the expectations of all my classrooms, which includes considering the consequences for my actions and solving my problems in a positive, productive way. • I can put in the necessary effort, based on feedback, to revise and improve my work to create high quality products. • I can utilize support from my family and teachers to balance my academic and personal time in order to complete my school work with quality and on time.
<p>9 - 10</p>	<ul style="list-style-type: none"> • I can respectfully follow the expectations and norms of our school, which includes evaluating the consequences for my actions and solving my problems in a positive, productive way. • I can put in the necessary effort, based on feedback, to consistently revise and improve my work to create high quality products. • I can balance my academic and personal time in order to complete my school work with high quality and on time, seeking support if needed.
<p>11 - 12</p>	<ul style="list-style-type: none"> • I can respectfully follow the expectations and norms of our school, which includes evaluating the consequences for my actions and solving my problems in a positive, productive way. • I can put in the necessary effort, based on feedback, to independently revise and improve my work to create high quality products that reflect my best effort. • I can prioritize tasks and manage time to complete my academic, personal, and graduation requirements.

GRADE BAND	<p>INQUIRY: pursuing our natural curiosity using critical thinking and asking questions to discover new information!</p> <p>LT: I can INQUIRE, which means I can be curious and investigate my wonderings.</p>
K, 1, 2	<ul style="list-style-type: none"> • I can ask questions. • I can cooperate in a variety of activities inside and outside of school to find answers to my questions. • I can participate in the sharing of the results of our inquiry.
3 - 4	<ul style="list-style-type: none"> • I can ask relevant questions that build on background knowledge to deepen my understanding. • I can actively participate in a variety of activities inside and outside of school to find answers to my questions. • I can share the results of my inquiry.
5 - 6	<ul style="list-style-type: none"> • I can ask higher level questions to guide my inquiry that reflect analysis of background knowledge. • I can actively participate in a variety of activities inside and outside of school to independently find answers to my questions. • I can share the results of my inquiry in an engaging way.
7 - 8	<ul style="list-style-type: none"> • I can ask higher level questions to guide my inquiry that reflect synthesis of initial research and background knowledge. • I can determine the quality of the source of information as I pursue answers to my questions through a variety of activities. • I can accurately report the results of my inquiry in an authentic and engaging way.
9 - 10	<ul style="list-style-type: none"> • I can develop deep, probing questions and/or theories based on initial research and background knowledge. • I can locate diverse and high quality resources in the community that help me answer my questions and deepen my understanding. • I can synthesize my finds into a product that is authentic and engaging to a specific audience.
11 - 12	<ul style="list-style-type: none"> • I can develop deep, probing questions and/or theories based on extensive research and background knowledge. • I can locate diverse and quality resources in the world that help me answer my questions and deepen my understanding to generate new knowledge. • I can synthesize and evaluate my research into a product that is authentic and engaging to a specific audience.