

APPROACHES TO LEARNING – Student Learning Expectations GRADE 6 ESTABLISHING

ORGANIZATIONAL SKILLS	COLLABORATION	COMMUNICATION	INFORMATION LITERACY	REFLECTION	THINKING SKILLS	CONNECT IDEAS
<p><u>Organize materials</u></p> <ul style="list-style-type: none"> - Bring correct resources & equipment to class -Organize materials and lockers <p><u>Organize own work</u></p> <ul style="list-style-type: none"> -Use a daily homework recordbook -Record information accurately and take notes - Keep an organized notebook <p><u>Manage Time</u></p> <ul style="list-style-type: none"> -Be punctual -Have a daily plan -Meet deadlines <p><u>Manage Assignments</u></p> <ul style="list-style-type: none"> -Set goals & plan tasks -Complete &hand in homework on time <p><u>Engage With Learning</u></p> <ul style="list-style-type: none"> -Work independently -Pay attention in class -Follow instructions <p><u>Present work</u></p> <ul style="list-style-type: none"> -Present work clearly & confidently 	<p><u>Accept others</u></p> <ul style="list-style-type: none"> -Ask & accept other people’s ideas -Respect others <p><u>Help others</u></p> <ul style="list-style-type: none"> Cooperate with others <p><u>Face Challenges</u></p> <ul style="list-style-type: none"> Talk about different ideas & choose best options <p><u>Work In Groups</u></p> <ul style="list-style-type: none"> -Work effectively in groups -Follow directions -Identify others’ strengths & weaknesses 	<p><u>Be Literate</u></p> <ul style="list-style-type: none"> -Know about different reading strategies -Understand information from various sources -Express different forms of expression <p><u>Learn With Others</u></p> <ul style="list-style-type: none"> -Respond to teachers’ questions -Ask for help in class -Listen to others carefully -Follow peers’ and teachers instructions -Ask questions <p><u>Use media</u></p> <ul style="list-style-type: none"> Use Word and PowerPoint as presentation resources <p><u>Be Informed</u></p> <ul style="list-style-type: none"> Find ideas & information from different sources <p><u>Inform Others</u></p> <ul style="list-style-type: none"> -Describe simple forms & ideas -Explain a simple process -Keep teacher informed 	<p><u>Access information</u></p> <ul style="list-style-type: none"> -Use the library -Use the parts of books & magazines -Use the Internet -Use a dictionary -Find and use appropriate sources with guidance -Read simple graphs charts and maps <p><u>Select and Organize Information</u></p> <ul style="list-style-type: none"> -Choose useful information -Use a variety of information sources <p><u>Be Honest</u></p> <ul style="list-style-type: none"> -Use bibliography to reference websites and books - Understand plagiarism 	<p><u>Be Self Aware</u></p> <ul style="list-style-type: none"> -Be aware of own strengths & weaknesses -Understand the value of self analysis/ criticism -Identify learning styles <p><u>Improve Ideas & Work</u></p> <ul style="list-style-type: none"> -Use criteria to assess peers & self -Describe & evaluate work processes -Describe own study targets -Choose ways to achieve targets -Use portfolios 	<p><u>Apply Past Knowledge</u></p> <ul style="list-style-type: none"> Form your own opinion referring to previous experiences <p><u>Generate Ideas</u></p> <ul style="list-style-type: none"> Use simple thinking tools <p><u>Organise Ideas</u></p> <ul style="list-style-type: none"> Arrange & categorize information and ideas <p><u>Inquire</u></p> <ul style="list-style-type: none"> -Create and use own questions -Interpret written information <p><u>Problem solving & Decision Making</u></p> <ul style="list-style-type: none"> -Identify needs -Identify causes and effects - Learn to make decisions and evaluate the implications of the decisions 	<p><u>Make Connections</u></p> <ul style="list-style-type: none"> -Recognise similar contexts -Use ideas and skills taught in one subject, in another subject <p><u>Connect the AOIs</u></p> <ul style="list-style-type: none"> Connect ideas & experiences with the AOIs <p><u>Appreciate Culture</u></p> <ul style="list-style-type: none"> -Engage with simple aspects of different cultures -Respect your own culture and other -Identify the similarities and differences of different cultures

APPROACHES TO LEARNING – Student Learning Expectations GRADE 7-8 DEVELOPING

ORGANIZATIONAL SKILLS	COLLABORATION	COMMUNICATION	INFORMATION LITERACY	REFLECTION	THINKING SKILLS	CONNECT IDEAS
<p><u>Organize materials</u> Manage own materials and resources</p> <p><u>Organize Own Work</u></p> <ul style="list-style-type: none"> -Use a Homework recordbook -Record information systematically -Take notes <p><u>Manage Time</u></p> <ul style="list-style-type: none"> -Plan a weekly schedule -Meet deadlines <p><u>Manage Assignments</u></p> <ul style="list-style-type: none"> -Identify study priorities -Use task sheets and criteria to focus effort <p><u>Engage With Learning</u></p> <ul style="list-style-type: none"> -Show initiative -Give constructive feedback -Question, support, or challenge ideas -Persist through difficulties -Revise work <p><u>Present work</u></p> <ul style="list-style-type: none"> -Explain work product & process -Work for accuracy 	<p><u>Accept Others</u></p> <ul style="list-style-type: none"> -Ask others for their ideas -Use strategies to understand & empathise with others <p><u>Help Others</u></p> <ul style="list-style-type: none"> -Participate in group work -Help others to improve <p><u>Face Challenges</u></p> <p>Work as a team member to investigate, solve a problem, produce a product, or perform</p> <p><u>Work In Groups</u></p> <ul style="list-style-type: none"> -Work effectively to achieve results -Work with all members of the group -Use teammates' strengths and make up for their weaknesses 	<p><u>Be Literate</u></p> <ul style="list-style-type: none"> -Use reading strategies -Identify important and supporting ideas -Identify what is confusing in texts <p><u>Learn With Others</u></p> <ul style="list-style-type: none"> -Ask for help outside of class time if necessary -Participate in discussions -Give reasonable feedback to others <p><u>Use Media</u></p> <ul style="list-style-type: none"> -Use technology in composing and presenting work -Use appropriate forms and techniques to present ideas in different ways <p><u>Be Informed</u></p> <ul style="list-style-type: none"> -Connect sets of different ideas -Read widely <p><u>Inform Others</u></p> <ul style="list-style-type: none"> -Present information in organised, relevant forms -Use quotations to support arguments -Select appropriate written and spoken forms of expressions for different contexts -Explain a process -Provide a reasoned opinion -Keep teacher informed of working process 	<p><u>Access information</u></p> <ul style="list-style-type: none"> -Use the library & Internet -Choose relevant information from texts, graphs, & tables -Research information independently -Use the most appropriate information source for research and investigation <p><u>Select & Organise Information</u></p> <ul style="list-style-type: none"> -Use relevant information & resources -Write information in own words -Organise key ideas when taking notes <p><u>Be Honest</u></p> <ul style="list-style-type: none"> -Include a bibliography -Paraphrase information -Use footnote referencing for texts, interview, graphs etc. -Respect the concepts of plagiarism 	<p><u>Be Self Aware</u></p> <ul style="list-style-type: none"> -Use reflection to evaluate achievement of goals -Analyse a situation -Be self-critical in a positive fashion <p><u>Improve Ideas & Work</u></p> <ul style="list-style-type: none"> -Update portfolios -Use reflection as a tool to expand ideas -Use reflection to refine work processes -Use self & peer assessment to improve work 	<p><u>Apply Past Knowledge</u></p> <ul style="list-style-type: none"> -Use previous experience to make comparisons & predictions -Draw logical conclusions from evidence <p><u>Generate Ideas</u></p> <ul style="list-style-type: none"> -Use a variety of thinking strategies -Look for multiple points of view, different perspectives <p><u>Organise Ideas</u></p> <ul style="list-style-type: none"> -Use planning & outlining strategies -Identify key variables & main ideas in problems <p><u>Inquire</u></p> <p>Create higher level thinking guiding questions</p> <p><u>Problem solving & Decision Making</u></p> <ul style="list-style-type: none"> -Understand causes, effects, solutions, & consequences in real world problems -Apply the decision making process to their work and evaluate the implications of the decisions they make 	<p><u>Make Connections</u></p> <ul style="list-style-type: none"> -Apply knowledge & understanding from one subject to another -Use techniques & strategies taught in one subject in others -Understand the relationships between common processes in different subjects <p><u>Connect the AOIs</u></p> <ul style="list-style-type: none"> -Use AOI perspectives to organise learning <p>Appreciate Culture</p> <ul style="list-style-type: none"> -Contribute to different cultural activities -Respect cultures and cultural perspectives

APPROACHES TO LEARNING – Student Learning Expectations GRADE 9-10 EXTENDING

ORGANIZATIONAL SKILLS	COLLABORATION	COMMUNICATION	INFORMATION LITERACY	REFLECTION	THINKING SKILLS	CONNECT IDEAS
<p><u>Organize Resources</u> Be responsible & independent</p> <p><u>Organize Own Work</u> -Take good quality notes in lessons -Be systematic</p> <p><u>Manage Time</u> -Make & keep appointments -Schedule priorities -Meet deadlines</p> <p><u>Manage Assignments</u> -Identify various ways to complete a project -Analyse assignments & project into tasks -Apply a process to achieve results</p> <p><u>Engage With learning</u> -Take responsible risks -Initiate & maintain inquiry -Accept & give constructive feedback -Create new ideas -Discuss ideas</p> <p><u>Present work</u> -Present organised & accurate work -Evaluate product & process with confidence</p>	<p><u>Accept others</u> -Evaluate own understandings of others' ideas -Use others' ideas critically & appropriately</p> <p><u>Help others</u> -Encourage others -Take part in groups</p> <p><u>Face Challenges</u> -Resolve conflict -Strive to achieve goals -Use teamwork -Develop alternatives -Lead the group</p> <p><u>Work In Groups</u> -Delegate responsibilities -Support group members -Cope with difficulties -Cope with uncooperative, unreliable or unhelpful group members -Inspire others</p>	<p><u>Be Literate</u> -Use & talk about reading strategies -Use & talk about Q-A relationship -Interpret a wide range of content-specific & technical language</p> <p><u>Learn With Others</u> -Initiate discussions -Negotiate goals, limitations, and concerns with peers & teachers -Give constructive feedback</p> <p><u>Use Media</u> -Use a variety of graphic devices & technology to present spoken & written information & ideas -Use appropriate media to give presentations to a range of audiences</p> <p><u>Be Informed</u> -Synthesise different sets of ideas & information -Critically evaluate ideas & information</p> <p><u>Inform Others</u> -Use appropriate text conventions in writing tasks -Support central arguments -Compose clear, coherent, & organised writing -Keep teacher informed of working process</p>	<p><u>Access information</u> -Seek and use suitable resources -Use technology and a variety of relevant sources</p> <p><u>Select & Organise Information</u> -Use primary & secondary research according to task -Use paraphrasing & quotations -Identify point of view, bias. -Make inferences -Evaluate sources for reliability and accuracy</p> <p><u>Be Honest</u> -Use citing & footnote referencing when quoting interview, field research, database, & media sources -Respect the concepts of plagiarism</p>	<p><u>Be Self Aware</u> -Explore beyond own learning styles & preferences -Adapt to learning situations & requirements -Seek & appreciate criticism -Use self-analysis</p> <p><u>Improve Ideas & Work</u> -Use and Update learning journals -Use reflection to help others' improvement -Reflect at each stage of the learning process</p>	<p><u>Apply Past Knowledge</u> -Form reasoned opinions using past knowledge -Create questions and problems from different perspectives -Draw logical conclusions from evidence</p> <p><u>Generate ideas</u> -Make predictions and justify them -Consider different perspectives & creative thinking strategies -Evaluate ideas to create new ones</p> <p><u>Organise Ideas</u> Evaluate a planning & outlining strategy (PP)</p> <p><u>Inquire</u> -Evaluate, question, & challenge information & arguments -Develop guiding questions to focus & inform PP</p> <p><u>Problem solving & Decision Making</u> -Deduce problems -Apply & evaluate a solution to a real world problem -Evaluate the implications of their decisions and evaluate/reflect on the validity of their decisions</p>	<p><u>Make Connections</u> -Use knowledge across subjects to create products or solutions -Understand interdisciplinary tasks -Apply skills and knowledge to unfamiliar situations</p> <p><u>Connect the AOIs</u> Use the AOIs to structure & evaluate PP</p> <p><u>Appreciate Culture</u> -Respect cultures and explore cultural perspectives -Empathise with cultures -Participate in cultural excursions</p>

COMMUNITY AND SERVICE– Student Learning Expectations

	GRADE 6 MYP YEAR 1	GRADE 7 MYP YEAR 2	GRADE 8 MYP YEAR 3	GRADE 9 MYP YEAR 4	GRADE 10 MYP YEAR 5
AWARENESS AND UNDERSTANDING	<p>Understand basic service words (cooperate, share, volunteer, service, caring, etc.). Identify similarities and differences in social patterns across time and space and examines how these patterns shape the role of an individual and his/her community.</p> <p align="center">KEY QUESTIONS How do we live in relation to each other?</p>	<p>Define what a community is, and its various sub-systems. By stating his/her functions and responsibilities sees himself/herself as a part of this.</p> <p>Compare and contrast communities on the local and global levels.</p> <p align="center">KEY QUESTIONS What does “community” mean?</p>	<p>Understand the concept of justice/fairness in a simple context.</p> <p align="center">KEY QUESTIONS How do we live in relation to each other?</p>	<p>Understand the concept and relevance of equality and diversity (gender, economic, cultural, special needs).</p> <p align="center">KEY QUESTIONS How do we live in relation to each other?</p>	<p>Express a meaningful philosophy of life by integrating facts, values, ideas, and service experiences.</p> <p align="center">KEY QUESTIONS How can I make a difference?</p>
INVOLVEMENT AND SERVICE	<p>By participating in simple classroom projects that encourage cooperation with teacher’s guidance, learns and applies practical, everyday skills for his/her community .</p> <p align="center">KEY QUESTIONS How can I contribute to the community?</p>	<p>Apply knowledge and skills learned in the different subject areas to seek ways to resolve issues within communities. Develop a personal commitment to actively seek ways to resolve issues within communities.</p> <p align="center">KEY QUESTIONS How can I contribute to the community?</p>	<p>Perform simple service project outside the classroom involving their immediate community.</p> <p align="center">KEY QUESTIONS How can I help others?</p>	<p>Design service learning project (completes a proposal with reasonable/measurable goals and timeline) Evaluate own performance of service event that incorporates various media during or as a reflection of the event (public speaking, Power Point, written expression, etc.).</p> <p align="center">KEY QUESTIONS How can I help others?</p>	<p>Participate in a state or nation-wide service project/event. (Student Health Conference)</p> <p align="center">KEY QUESTIONS How can I help others?</p>
REFLECTION	<p>Reflect on various social attitudes including social patterns and ways of life in familiar situations using pre-identified teacher guided questions.</p> <p align="center">KEY QUESTIONS How do we live in relation to each other?</p>	<p>State examples of harmful impacts that individuals have on the environment and community. (litter, pollution, drugs, and crime)</p> <p align="center">KEY QUESTIONS How can I contribute to the community?</p>	<p>Examine interdependence between the communities and the individuals and how each responds to the other’s needs. (Organizations, NGOs)</p> <p>Understand and discuss functions, roles and needs of various systems in a society.</p> <p align="center">KEY QUESTIONS How are we related to each other?</p>	<p>Identify 3 ways service involvement can be a rewarding experience (appreciates own situation, gets recognized as a positive role model, gains a sense of pride, feels like they made a difference, etc.).</p> <p align="center">KEY QUESTIONS How can I help others?</p>	<p>Coordinate and evaluate a community service event and recognizes and discusses potential negative consequences due to lack of service/volunteerism Reflect upon the meaning of one’s service learning experience by delivering a simple oral presentation in class</p> <p align="center">KEY QUESTIONS How are we related to each other? How can I contribute to the community?</p>

Student Learning Expectations

	GRADE 6 MYP YEAR 1	GRADE 7 MYP YEAR 2	GRADE 8 MYP YEAR 3	GRADE 9 MYP YEAR 4	GRADE 10 MYP YEAR 5
AWARENESS	<p>With guidance the student understands the roles our local environments play in their lives .</p> <p align="center">KEY QUESTIONS How do my environments affect me? How do I interact with my environment? How do I affect my environments?</p>	<p>With guidance student understands the importance of environments .</p> <p align="center">KEY QUESTIONS How do my environments affect me? How do i interact with my environment? How do i affect my environments?</p>		<p>Student shows awareness of humankind ability to destroy environments</p> <p align="center">KEY QUESTIONS How do various environments affect people?</p>	<p>Gives solutions to local environmental issues</p> <p align="center">KEY QUESTIONS How do various environments affect people? How do organizations affect the environments?</p>
RESPONSE	<p>With guidance the student knows the local organizations that protect the environment</p> <p align="center">KEY QUESTIONS How can we make informed and responsible choices?</p>	<p>With guidance student knows the positive impact of local and global organizations.</p> <p align="center">KEY QUESTIONS: How can we make informed and responsible choices?</p>		<p>Student knows the positive impact of environmental organizations.</p> <p align="center">KEY QUESTIONS What are the effects of organizations on environments?</p>	<p>The student can independently investigates environmental organizations and their positive effects.</p> <p align="center">KEY QUESTIONS How do various different environments interact?</p>
REFLECTION	<p>With teacher guidance student identifies and is directed to reflect on their responsibility to the local environment.</p> <p align="center">KEY QUESTIONS How can we make informed and responsible choices?</p>	<p>With guidance student identifies and is directed to reflect on their responsibility to the local and global environment.</p> <p align="center">KEY QUESTIONS How can we make informed and responsible choices?</p>	<p>Student contributes to organized efforts to improve environments.</p> <p align="center">KEY QUESTIONS How can we make informed and responsible choices? What are the lifestyle implications of making environmental choices?</p>		<p>In order to show their responsibility to environments student contributes organizations</p> <p align="center">KEY QUESTIONS How can we make informed and responsible choices? What are the lifestyle implications of making environmental choices?</p>
ACTION	<p>With guidance students will identify means of taking action related to environmental issues and will take some action under close supervision.</p> <p align="center">KEY QUESTIONS What difference can I make as an individual?</p>	<p>With close guidance students will take action on a range of issues related to the environments.</p> <p align="center">KEY QUESTIONS What difference can I make as an individual?</p>		<p>The student will independently take action on a range of issues relating to environments that closely concern them</p> <p align="center">KEY QUESTIONS How can I be involved on larger scale?</p>	

Student Learning Expectations

	GRADE 6 MYP YEAR 1	GRADE 7 MYP YEAR 2	GRADE 8 MYP YEAR 3	GRADE 9 MYP YEAR 4	GRADE 10 MYP YEAR 5	
AWARENESS AND UNDERSTANDING OF OURSELVES AND SOCIETY	<p>With guidance demonstrate a basic understanding of issues such as freedom, personal well being, relationships, friendships, lifestyles, personal hygiene, dental care, diseases, anger management, growing up, respect for rules.</p> <p align="center">KEY QUESTIONS What is the importance of hygiene? What are some developmental matters I have to consider as I get older?</p>	<p>With guidance demonstrate an understanding of issues such as freedom, stress management, refusal skills (peer pressure), self-control, self-esteem, growing up, anger management, exercise, friendships, personal values.</p> <p align="center">KEY QUESTIONS Which health and social issues will I have to consider as I get older? Which health and social issues affect my age group? Can I deal with peer pressure and retain my identity and prestige within the group? How can I learn to say “no”?</p>	<p>With some guidance show a developing awareness of our human needs, freedom, personal identity, emotional relationships, diet, anger management, values, decision making, sensitivity, cultural differences.</p> <p align="center">KEY QUESTIONS Can I differentiate between needs and wants? Can I assess my own dietary habits? Can I express my needs clearly within the context of respects towards others and the environment? Can I act with tolerance towards students from other cultures?</p>	<p>The student can independently demonstrate an understanding and awareness of issues such as anger management, risk taking, decision making, refusal skills, empathy and respects, community and environmental responsibilities, bullying, government health policies, globalization.</p> <p align="center">KEY QUESTIONS Am I aware of the potential health and environmental risks of certain large scale projects? How do the global health and social issues impact my life?</p>	<p>Independently demonstrate an understanding and awareness of issues such as anger management, smoking, tobacco-related illnesses, heart disease, cancer, addiction, sexually transmitted diseases, AIDS, career decisions, morals and ethics, traffic awareness, globalization.</p> <p align="center">KEY QUESTIONS Am I aware of the risks of Aids and sexually transmitted diseases and how to avoid them?</p>	
	REFLECTION ON OUR RESPONSIBILITIES	<p>Analyze the ways in which our health and social choices impact us and others. With guidance identify and reflect on issues such as family responsibilities.</p> <p align="center">KEY QUESTIONS Do I enjoy family relationships? What social and developmental responsibilities do I have?</p>	<p>Analyze personal health and social responsibilities and how they can influence systems and groups.</p> <p align="center">KEY QUESTIONS Am I able to accept responsibility within group activities and tasks? How am I changing? What school responsibilities do I have?</p>	<p>Begin to examine and evaluate practices related to personal hygiene, disease prevention.</p> <p align="center">KEY QUESTIONS What social and developmental responsibilities do I have?</p>	<p>With guidance use self identified questions and reflect on issues such as environmental responsibilities, relationships, government health policies, globalization.</p> <p align="center">KEY QUESTIONS What are the rights and responsibilities of people in a community?</p>	<p>Outline their duties in society as a responsible citizen. Identify ways they can influence the choices of others.</p> <p align="center">KEY QUESTIONS What skills do I need to be a responsible citizen?</p>
		ACTIONS & OUR CHOICES	<p>Analyze how we make choices regarding behaviour, values, wants and needs and healthy living. Distinguish between beneficial and harmful choices.</p> <p align="center">KEY QUESTIONS Where can my choices take me? What should I do to ensure my wellness?</p>	<p>With guidance identify and make choices on how to look after themselves in relation to diet and exercise.</p> <p align="center">KEY QUESTIONS What social and developmental choices have I already made? How do I know my choices are good ones?</p>	<p>Independently make choices for themselves and the wider community in relation to behaviour and ethics. Outline positive and negative impacts of their social choices.</p> <p align="center">KEY QUESTIONS What do I need to consider so I can make the right choice? What skills do I need to make the right choice?</p>	<p>Independently identify and self initiate choices on how to look after themselves in relation to diet and exercise.</p> <p align="center">KEY QUESTIONS How can I look after myself and others? What are the consequences of making poor choices?</p>

Student Learning Expectations

	GRADE 6 MYP YEAR 1	GRADE 7 MYP YEAR 2	GRADE 8 MYP YEAR 3	GRADE 9 MYP YEAR 4	GRADE 10 MYP YEAR 5
AWARENESS AND UNDERSTANDING	<p>Analyses a product according to its benefits.</p> <p align="center">KEY QUESTIONS Why do people create, develop and change? Why do solutions and products change over time?</p>	<p>Knows famous inventors and scientists in the world. Tries to learn about the lives of these scientists.</p> <p align="center">KEY QUESTIONS Why do people create, develop and change? Why do solutions and products change over time?</p>	<p>Examines the inventions changed the human life throughout history, and knows the benefits of these inventions for the human life.</p> <p align="center">KEY QUESTIONS Why do people create, develop and change? Why do solutions and products change over time?</p>	<p>With guidance reviews the existing products and understands the changes that occur over time.</p> <p align="center">KEY QUESTIONS What are the important discoveries in our life? How much importance do we give to these discoveries?</p>	<p>Seeks the reasons that lead humans to create.</p> <p align="center">KEY QUESTIONS What are the important discoveries in our life? How much importance do we give to these discoveries?</p>
	<p>With the help of teachers, identifies and discusses the impacts of the inventions on individuals and society.</p> <p align="center">KEY QUESTIONS What kind of inventions can be happen in the future? Can I predict them now?</p>	<p>Identifies and discusses the impacts of the inventions on individuals and society.</p> <p align="center">KEY QUESTIONS What kind of inventions can be happen in the future? Can I predict them now?</p>	<p>Appreciate the products and the inventors.</p> <p align="center">KEY QUESTIONS What kind of inventions can be happen in the future? Can I predict them now?</p>	<p>Discusses the importance of creating a new product by using previous studies.</p> <p align="center">KEY QUESTIONS What are the results of human creations? What are the impacts of the creations on individuals, people and society?</p>	<p>Analyzes and evaluates specific products in terms of scientific, ethical, aesthetic, technological, economic and political meaning.</p> <p align="center">KEY QUESTIONS What are the results of human creations? What are the impacts of the creations on individuals, people and society?</p>
	<p>By using the technology, finds solutions for the problems s/he encounters in daily life.</p> <p align="center">KEY QUESTIONS What are the difficulties I encounter and how can I cope with them? To solve a problem, which steps should I follow?</p>	<p>Tries to find solutions to his individual problems by using his/her creativity.</p> <p align="center">KEY QUESTIONS What are the difficulties I encounter and how can I cope with them? To solve a problem, which steps should I follow?</p>	<p>Tries to find solutions to his individual problems by using his/her creativity.</p> <p align="center">KEY QUESTIONS What are the difficulties I encounter and how can I cope with them? To solve a problem, which steps should I follow?</p>	<p>Develops the products produced previously by finding out the problems related to them.</p> <p align="center">KEY QUESTIONS How can I transfer my knowledge to another subject?</p>	<p>By analyzing previous inventions, develops a product to resolve the needs of community.</p> <p align="center">KEY QUESTIONS How can I transfer my knowledge to another subject?</p>
ACTIONS					