

POG AND KINDNESS

2/14/2020

Learn how our Caring Culture and POG SIIP Goals can work together.

POG AND KINDNESS

Valentine's Day prompts many of us to encourage acts of kindness in our classrooms. For some, the whole month of February features ways for students to practice random acts of kindness for others, both in the classroom and in their communities. For example, the Great Kindness Challenge can connect our Caring Culture and POG SIIP goals and benefit the whole school! Consider the connections to POG skills that students use when they are showing their kindness and friendship to others. These examples came from the [Vertical Articulation Chart](#). What other POG connections do you notice that can support your class?

Collaborator:

- I respectfully listen to the ideas of others.
- I encourage others to help the team.
- I try to see things from other people's side.

Ethical and Global Citizen:

- I try to understand how someone else is thinking and feeling.
- I help my community.
- I treat others with respect and kindness.
- I show I am a friend by making good choices.

Creative and Critical Thinker:

- I understand my choices affect the future.

Goal-Directed and Resilient Individual:

- I treat other people with kindness.
- I choose friends who make me feel good about myself and try to make other people feel good about themselves.

GIFT OF RESOURCES

Curriculum Framework

We are lucky to have a wealth of POG resources right at our fingertips. It can be overwhelming to find all the POG resources, ideas, handouts, etc. that we need to integrate POG skills into the academic content students are learning in our classrooms. Fortunately, an abundance of POG resources are available right from our [Curriculum Framework](#). Check out the photos below to learn where you can find all the POG resources you'll need.

Elementary Curriculum Framework



Quarter 1 P

POG Resources	Blended Learning Resources	L
Language Arts Throughout the Year: Reading, W		
Unit 1:		

Q1: Reading	Building a Community of Readers Suggested time: 4 weeks
Q1: Writing	Unit 1: Building a Community of Writers Suggested time: 4 weeks
	Q1: AAP

PLANNING DOCUMENTS

As teams are working together to revise their PBL units, most have added a column for planning how to incorporate opportunities for POG teaching and reflection into their daily plans. Check out the blank planning document below for an example.

Planning for instruction outside of a PBL? The county has also created a planning document for you to include POG into those lessons as well.

Title Daily Planning

Driving Question: How can we, as student curators, plan an exhibit to teach students?

Portrait of a Graduate Skill(s) Addressed:

WEEK 1 OF ____				
Day	Notes	Plan	Lesson	Assessment

Connecting a Unit of Study to POG

Use the table on the following page as a process for connecting POG to a unit of st classroom/school. You may fill in the table or use it as a discussion guide during pla template is also available in a 'make a copy' [google version](#).

Step 1:

- Enter the Portrait of a Graduate Attribute and official Language you are considering focus study in the left hand column (Attribute Language is available for copy/paste on Vertical / documents in the farthest left hand column). You may combine skills from different attrib need/school goals.

Step 2:

- Use the vertical articulation document to find the language appropriate for your grade lev skills. Enter the grade level relevant skills/language in the second column.

Step 3:

- Use the final column to brainstorm and make connections to your unit of study and POG connecting:
 - Standards/benchmarks, Concepts/Enduring Understandings
 - How the process of learning your students will experience connects to that POG ski Inquiry, Get2Green, STEAM)
 - Learning strategies
 - Area of foci for your school/team

Step 4:

- Based on the alignment of content/process/foci and POG skills, select three-ih skills to fi

FEATURED LESSON

FAMILY OUTREACH

Kudos to the Third Grade team for including a POG component to their PBL share. Much like second grade did with their PBL recently, the third grade AAP classes also shared their POG successes as part of their recent Cycles share fair. Parents experienced the different ways students chose to share their knowledge of cycles while learning more about students' successes as Collaborators.

Providing translation of parent-facing information is an important part of our Caring Culture SIIP goal. Translated POG resources and documents for parents are available and easily accessible, both through the resources in the [curriculum framework](#), and also as part of [FCPS' Website](#).



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Portrait of a Graduate Family Resources: K-6

Grades K-6

Family Conversations

- Consider telling your child when they are demonstrating a skill at home or in a social setting. Example:
 - During soccer practice this morning, when you missed the goal you didn't give up and kept trying hard to get the ball back to score. (Goal-directed and resilient)
 - When you were playing with your sister, you were being kind to her by sharing your toys and letting her choose a game to play. (Collaborator)
- Share examples of how you were a (collaborator, communicator, etc.) during your day or within your job. Provide specific details and explain how using these skills helped you. (e.g., I was a collaborator at work today when I _____. This was helpful because _____.)
- Instead of asking "What did you do in school today?" consider asking one of the questions below:



Students were also able to include their peers as part of this authentic audience, as Kristen Scudder's 3rd grade group visited the Cycles Museum as well. Equipped with a Critical and Creative Thinking lesson these students were able to learn more about cycles while also providing feedback to their peers on the projects.

