Primary to Grade 3—Competencies

| Citizenship:  Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyze cultural, economic, environmental, and social issues, make decisions, judgment, solve problems, and act as stewards in a local, national, and global context. | | | |
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| PRIMARY: LEARNERS WILL | GRADE 1: LEARNERS WILL | GRADE 2: LEARNERS WILL | GRADE 3: LEARNERS WILL |
| begin to consider possible consequences of decisions, judgments, and solutions to problems | consider possible consequences of decisions, judgments, and solutions to problems | consider possible consequences of decisions, judgments, and solutions to problems | consider possible consequences of decisions, judgments, and solutions to problems |
| begin to participate in civic activities that support social and cultural diversity and cohesion | begin to participate in civic activities that support social and cultural diversity and cohesion | continue to participate in civic activities that support social and cultural diversity and cohesion | participate in civic activities that support social and cultural diversity and cohesion |
| begin to develop an understanding of environmental sustainability | begin to develop an understanding of and to contribute towards environmental sustainability | begin to develop an understanding of and contribute towards environmental sustainability | demonstrate understanding of and contribute towards environmental sustainability |
| begin to consider issues of fairness | consider issues of fairness | begin to consider issues surrounding human rights and equity through the lens of fairness | begin to consider issues surrounding human rights and equity through the lens of fairness |

Competency Codes: Citizenship (CZ), Personal-Career Development (PCD), Communication (COM), Creativity and Innovation (CI), Critical Thinking (CT), Technological Fluency (TF)

| Personal-Career Development:  Learners are expected to become self-aware and self-directed individuals who set and pursue goals. They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways. | | | |
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| PRIMARY: LEARNERS WILL | GRADE 1: LEARNERS WILL | GRADE 2: LEARNERS WILL | GRADE 3: LEARNERS WILL |
| demonstrate behaviours that contribute towards the well-being of self and others. | demonstrate behaviours that contribute towards the well-being of self and others | demonstrate behaviours that contribute towards the well-being of self and others | demonstrate behaviours (including personal goals) that contribute towards the well-being of self and others |
| begin to establish skills and habits to pursue physical and emotional and social well-being | establish skills and habits to pursue physical and emotional and social well-being | establish skills and habits to pursue physical and emotional and social well-being | establish skills and habits to pursue physical and emotional and social well-being |

Competency Codes: Citizenship (CZ), Personal-Career Development (PCD), Communication (COM), Creativity and Innovation (CI), Critical Thinking (CT), Technological Fluency (TF)

| Communication:  Learners are expected to interpret and express themselves effectively through a variety of media. They participate in critical dialogue, listen, read, view, and create for information, enrichment, and enjoyment. | | | |
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| PRIMARY: LEARNERS WILL | GRADE 1: LEARNERS WILL | GRADE 2: LEARNERS WILL | GRADE 3: LEARNERS WILL |
| work towards listening and interacting purposefully and respectfully in formal and informal contexts | work towards listening and interacting purposefully and respectfully in formal and informal contexts | listen and interact purposefully and respectfully in formal and informal contexts | listen and interact purposefully and respectfully in formal and informal contexts |
| express ideas, information, learnings, perceptions, and feelings | express ideas, information, learnings, perceptions, and feelings with consideration for purpose | express ideas, information, learnings, perceptions, and feelings with consideration for purpose | express ideas, information, learnings, perceptions, and feelings through multiple media forms, considering purpose and audience |
|  |  | begin to engage in constructive dialogue | begin to engage in constructive dialogue |
| begin to understand and respond to thoughts, ideas, and emotions presented through multiple media forms | understand and respond to thoughts, ideas, and emotions presented through multiple media forms | understand and respond to thoughts, ideas and emotions presented through multiple media forms | understand and respond to thoughts, ideas and emotions presented through multiple media forms |

Competency Codes: Citizenship (CZ), Personal-Career Development (PCD), Communication (COM), Creativity and Innovation (CI), Critical Thinking (CT), Technological Fluency (TF)

| Creativity and Innovation:  Learners are expected to demonstrate openness to new experiences, engage in creative processes, to make unexpected connections, and to generate new and dynamic ideas, techniques, and products. They value aesthetic expression, and appreciate the creative and innovative work of others. | | | |
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| PRIMARY: LEARNERS WILL | GRADE 1: LEARNERS WILL | GRADE 2: LEARNERS WILL | GRADE 3: LEARNERS WILL |
| gather information through all senses to imagine, create, and innovate | gather information through all senses to imagine, create, and innovate | gather information through all senses to imagine, create, and innovate | gather information through all senses to imagine, create, and innovate |
| develop and apply creative abilities to communicate ideas, perceptions, and feelings | develop and apply creative abilities to communicate ideas, perceptions, and feelings | develop and apply creative abilities to communicate ideas, perceptions, and feelings | develop and apply creative abilities to communicate ideas, perceptions, and feelings |
| collaborate to create and innovate | collaborate to create and innovate | collaborate to create and innovate | collaborate to create and innovate |
| learn from trial and error | begin to reflect and learn from trial and error | reflect and learn from trial and error | reflect and learn from trial and error |
| begin to take responsible risks | begin to take responsible risks and consider critical feedback | begin to take responsible risks and consider critical feedback | begin to take responsible risks and accept critical feedback |

Competency Codes: Citizenship (CZ), Personal-Career Development (PCD), Communication (COM), Creativity and Innovation (CI), Critical Thinking (CT), Technological Fluency (TF)

| Critical Thinking:  Learners are expected to analyze and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes. | | | |
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| PRIMARY: LEARNERS WILL | GRADE 1: LEARNERS WILL | GRADE 2: LEARNERS WILL | GRADE 3: LEARNERS WILL |
| use critical-thinking skills to inquire, make decisions, and solve problems(form opinions) | use critical-thinking skills to inquire, make decisions, and solve problems (form opinions) | use critical-thinking skills to inquire, make decisions, and solve problems (form opinions) | use critical-thinking skills to inquire, make decisions, and solve problems (form opinions) |
| demonstrate curiosity, inquisitiveness, and creativity | demonstrate curiosity, inquisitiveness, and creativity | demonstrate curiosity, inquisitiveness, creativity, and flexibility | demonstrate curiosity, inquisitiveness, creativity, flexibility, persistence, and open- and fair-mindedness |
| ask questions that support inquiry, decision making, and problem solving | ask questions that support inquiry, decision making, and problem solving | ask questions that support inquiry, decision making, and problem solving | ask questions that support inquiry, decision making, and problem solving |
| begin to work individually and co-operatively to draw conclusions, make decisions, and solve problems | begin to work individually and co-operatively to draw conclusions, make decisions, and solve problems | work individually, co-operatively, and collaboratively to draw conclusions, make decisions, and solve problems | consider and begin to value the ideas and contributions of others who hold diverse points of view |
| express ideas, information, learnings, perceptions, and feelings with consideration for purpose | express ideas, information, learnings, perceptions, and feelings with consideration for purpose | express ideas, information, learnings, perceptions, and feelings with consideration for purpose, and begin to consider audience | express ideas, information, learnings, perceptions, and feelings through multiple media forms, considering purpose and audience |
| begin to consider the ideas and contributions of others who hold different points of view | consider the ideas and contributions of others who hold different points of view | consider and begin to value the ideas and contributions of those who hold different points of view | work individually, cooperatively, and collaboratively to draw conclusions, make decisions, and solve problems based on evidence |

Competency Codes: Citizenship (CZ), Personal-Career Development (PCD), Communication (COM), Creativity and Innovation (CI), Critical Thinking (CT), Technological Fluency (TF)

| Technological Fluency:  Learners are expected to use and apply technology to collaborate, communicate, create, innovate, and solve problems. They use technology in a legal, safe, and ethically responsible manner to support and enhance learning. | | | |
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| PRIMARY: LEARNERS WILL | GRADE 1: LEARNERS WILL | GRADE 2: LEARNERS WILL | GRADE 3: LEARNERS WILL |
| use and interact with technology to create new (to students) knowledge | use and interact with technology to create new knowledge | use and interact with technology to create new knowledge | use and interact with technology to create new knowledge |
|  | begin to apply digital technology to gather, filter, organize, evaluate, use, adapt, create, and share information | begin to apply digital technology to gather, filter, organize, evaluate, use, adapt, create, and share information | begin to apply digital technology to gather, filter, organize, evaluate, use, adapt, create, and share information |
| begin to select and use technology to create and innovate | begin to select and use technology to create and innovate | begin to select and use technology to create and innovate | select and use technology to create and innovate |

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