

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.

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.

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

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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.

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

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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.

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

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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.

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

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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.

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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