Competencies Grades 4–6 Streamlined Curriculum

NOVA SCOTIA

CITIZENSHIP (CZ): 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.			
Grade 4: Learners are expected to be able to	**Grade 5:** Learners are expected to be able to	**Grade 6:** Learners are expected to be able to	**Grade 7:** Learners are expected to be able to
consider possible consequences of decisions, judgments, and solutions to problems and how they affect the community	consider possible consequences of decisions, judgments, and solutions to problems and begin to accept responsibility for their actions	consider possible consequences of decisions, judgments, and solutions to problems and accept responsibility for their actions	consider possible consequences of decisions, judgments, and solutions to problems and accept responsibility for their actions
participate in civic activities that support social and cultural diversity and cohesion	participate in civic activities that support social and cultural diversity and cohesion	select and participate in civic activities that support social and cultural diversity and cohesion	participate in civic activities that support social and cultural diversity and cohesion
participate in activities that promote environmental sustainability	participate in activities that promote environmental sustainability and begin to understand the impacts	select and participate in activities that promote environmental sustainability and understand the impacts	select and participate in activities that promote environmental sustainability and understand the impacts
consider issues surrounding human rights and equity through the lens of fairness	continue to consider issues surrounding human rights, social justice and equity through the lens of fairness	reflect on issues surrounding human rights, social justice and equity (local, national, global levels)	reflect upon issues surrounding human rights, social justice and equity (local, national, global levels)
demonstrate the skills necessary to demonstrate responsible citizenship(local level)	demonstrate the skills necessary to demonstrate responsible citizenship (local level)	develop and demonstrate the skills necessary for effective local, national and global citizenship	demonstrate the skills and the disposition necessary for effective local, national and global citizenship
n/a	n/a	n/a	begin to recognize the principles and actions of citizens in a just, pluralistic, and democratic society
n/a	n/a	n/a	consider the complexity and interconnectedness of factors in analyzing issues

COMMUNICATION (Com): Learners are expected to interpret and express themselves effectively and respectfully through a variety of media. They participate in critical dialogue, listen, read, view and create for information, enrichment and enjoyment.			
Grade 4: Learners are expected to be able to	**Grade 5:** Learners are expected to be able to	**Grade 6:** Learners are expected to be able to	**Grade 7:** Learners are expected to be able to
listen and interact purposefully and respectfully in a variety of contexts	listen and interact purposefully and respectfully in a variety of contexts	listen and interact purposefully and respectfully in a variety of contexts	listen and interact purposefully and respectfully in formal and informal contexts
express ideas, information, learnings, and feelings through various media, considering purpose and audience	express ideas, information, learnings, perceptions and feelings through various media, considering purpose and audience	express ideas, information, learnings, feelings and perspectives through various media, considering purpose and audience	express ideas, information, learnings, perceptions, perspectives, and feelings through various media, considering purpose and audience
engage in constructive dialogue	engage in constructive and critical dialogue	engage in constructive and critical dialogue	engage in constructive and critical dialogue
respond to thoughts, ideas, and emotions presented through multimedia forms	interpret and respond to thoughts, ideas, and emotions presented through multimedia forms	interpret, respond and reflect on thoughts, ideas, and emotions through multiple media forms	understand, interpret, and respond to thoughts, ideas, and emotions presented through multimedia forms
begin to consider the intended purpose, audience, and choice of media when communicating	consider the effectiveness of communication in relation to the intended purpose, audience, and choice of media	consider the effectiveness of communication and reflect on the intended purpose, audience, and choice of media	assess the effectiveness of communication and reflect on intended purpose, audience, and choice of media
n/a	n/a	begin to consider the impact of information communication technology on social equity	consider the impact of information communication technology on social equity
demonstrate the provincially-defined level of proficiency in a second official language	demonstrate the provincially-defined level of proficiency in a second official language	demonstrate the provincially-defined level of proficiency in a second official language	demonstrate the provincially-defined level of proficiency in a second official language

Citizenship (CZ) Communication (Com) Creativity and Innovation (CI) Critical Thinking (CT) Personal Career Development (PCD) Technological Fluency (TF)

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CREATIVITY AND INNOVATION (CI): Learners are expected to demonstrate openness to new experiences, engage in creative processes, make unexpected connections, and generate new and dynamic ideas, techniques, and products. They value expression and appreciate the creative and innovative work of others.

Grade 4: Learners are expected to be able to	**Grade 5:** Learners are expected to be able to	**Grade 6:** Learners are expected to be able to	**Grade 7:** Learners are expected to be able to
gather information through senses to imagine, create, and innovate	gather information through senses to imagine, create, and innovate	gather information through senses to imagine, create, and innovate	gather information through all senses to imagine, create, and innovate
develop and apply creativity 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
take responsible risk and accept constructive critical feedback	take responsible risk and accept constructive critical feedback	take responsible risk and accept constructive critical feedback	take responsible risk and accept constructive critical feedback
reflect and learn from trial and error	reflect and learn from trial and error	reflect and learn from trial and error	reflect and learn from trial and error
explore divergent thinking	explore divergent thinking	begin to think divergently and consider complexity and ambiguity	think divergently and embrace complexity and ambiguity
recognize the value of creative processes as they relate to innovation	recognize creative processes are vital to innovation	recognize creative processes are vital to innovation	recognize creative processes are vital to innovation
begin to use creation techniques to generate innovations	use creation techniques to generate innovations	use creation techniques to generate innovations	use creation techniques to generate innovations

CRITICAL THINKING (CT): 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.

Grade 4: Learners are expected to be able to	Grade 5: Learners are expected to be able to	Grade 6: Learners are expected to be able to	Grade 7: Learners are expected to be able to
use critical thinking skills to inquire, make decisions and solve problems (provide examples to support opinions)	use critical thinking skills to inquire, make decisions and solve problems (provide examples to support opinions)	use critical thinking skills to inquire, make decisions and solve problems (provide examples to support opinions)	use critical thinking skills to inquire, make decisions and solve problems
begin to understand that critical thinking is valuable	begin to understand that critical thinking is valuable	understand that critical thinking is valuable	recognize that critical thinking is purposeful
demonstrate curiosity, inquisitiveness, creativity, flexibility, and persistence	demonstrate curiosity, inquisitiveness, creativity, flexibility, and persistence	demonstrate curiosity, inquisitiveness, creativity, flexibility, and persistence	demonstrate curiosity, inquisitiveness, creativity, flexibility, persistence, and open and fair mindedness
ask relevant questions that support inquiry, decision making, and problem solving	ask relevant questions that support inquiry, decision-making, and problem solving	ask relevant questions that support inquiry, decision making, and problem solving	ask powerful questions that support inquiry, decision making, and problem solving
consider and begin to understand the value of ideas and contributions of those who hold diverse points of view	consider and value the ideas and contributions of those who hold diverse points of view	consider and value diverse ideas and contributions of those who hold diverse points of view	consider and value diverse ideas and contributions of others who hold diverse points of view
work individually, cooperatively, and collaboratively to draw conclusions, make decisions, and solve problems based on evidence	work individually, cooperatively, and collaboratively to draw conclusions, make decisions, and solve problems based on evidence	work individually, cooperatively, and collaboratively to draw conclusions, make decisions, and solve problems based on evidence, and begin to use various types of reasoning and strategies	work individually, cooperatively, and collaboratively to draw conclusions, make decisions, and solve problems based on evidence, and use various types of reasoning and strategies
communicate ideas, conclusions, decisions, and solutions through multiple media forms, considering purpose and audience	communicate ideas, conclusions, decisions, and solutions through multiple media forms, considering purpose and audience	communicate ideas, conclusions, decisions, and solutions through multiple media forms, considering purpose and audience	communicate ideas, conclusions, decisions, and solutions through multiple media forms, considering purpose and audience
begin to acquire and interpret information from a variety of sources	acquire, interpret, and begin to synthesize relevant and reliable information from a variety of sources	acquire, interpret, and begin to synthesize relevant and reliable information from a variety of sources	acquire, interpret, and synthesize relevant and reliable information from a variety of sources
begin to evaluate evidence, arguments, and ideas for relevance and reliability	evaluate evidence and begin to analyze, arguments and ideas for relevance and reliability	evaluate evidence and analyze arguments and ideas for relevance and reliability	analyze and evaluate evidence, arguments, and ideas for relevance and reliability

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PERSONAL CAREER DEVELOPMENT (PCD): 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.			
Grade 4: Learners are expected to be able to	**Grade 5:** Learners are expected to be able to	**Grade 6:** Learners are expected to be able to	**Grade 7:** Learners are expected to be able to
develop personal and class community goals that contribute to the well-being of self and others	develop and begin to apply strategies to achieve personal and class community goals that contribute to the well-being of self and others	apply strategies to achieve personal and class community goals that contribute to the well-being of self and others	demonstrate behaviours that contribute to the well-being of self and others
develop personal skills and habits to pursue physical and social-emotional well-being	develop and demonstrate skills and habits to pursue physical and social-emotional well-being	apply skills and strategies that contribute to physical and social-emotional well being	establish skills and habits to pursue physical and emotional well-being
begin to connect learning to personal development	connect learning opportunities related to personal and career development	connect and explore learning opportunities to personal and career development	begin to connect learning to personal and career development
begin to consider the importance of learning and working in diverse environments	consider the importance of learning and working in diverse environments	consider the importance of learning and working in diverse, evolving environments	consider the importance of learning and working in diverse, evolving environments
begin to develop the skills for building healthy personal relationships	develop the skills for building healthy personal relationships	develop the skills for building healthy personal and work relationships	demonstrate the importance of building healthy personal and work relationships

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TECHNOLOGICAL FLUENCY (TF): 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.

Grade 4: Learners are expected to be able to	Grade 5: Learners are expected to be able to	Grade 6: Learners are expected to be able to	Grade 7: Learners are expected to be able to
use technology to create and represent new understanding	use technology to create and represent new understanding	use technology to create and represent new understanding	use and interact with technology to the create new knowledge
apply digital technology to gather, filter, organize, evaluate, use, adapt, create, and share information in a responsible manner	apply digital technology to gather, filter, organize, evaluate, use, adapt, create, and share information in a responsible manner	apply digital technology to gather, filter, organize, evaluate, use, adapt, create, and share information in a responsible manner	begin to apply digital technology to gather, filter, organize, evaluate, use, adapt, create, and share information in a responsible manner
select and use technology to create and innovate	select and use technology to create and innovate	select and use technology to create and innovate	select and use technology to create and innovate
recognize technology encompasses a range of learning tools and contexts	recognize technology encompasses a range of learning tools and contexts	recognize technology encompasses a range of learning tools and contexts	recognize technology encompasses a range of learning tools and contexts
begin to apply technology effectively and productively	apply technology effectively and productively	apply technology effectively and productively	adopt, adapt, and apply technology efficiently, effectively, and productively
n/a	n/a	begin to consider how technology and society impact and advance one another	consider how technology and society impact and advance one another