Aligning Curricular and

Core Competencies





# Communication Competency

## Communicate Collaborate

#### COMMUNICATE

**Communication Competency Sample K-4 “I Can” Statements**

Connect and engage with others (to share and develop ideas):

* I can ask simple questions
* I can listen actively
* I can focus on the speaker

Acquire, interpret, and present information (include inquiries)

* I can understand and share information
* I can present information clearly
* I can present information and ideas to an audience I may not know

#### COLLABORATE

Collaborate to plan, carry out, and review constructions and activities

* I can work with others toward a goal
* I can take on roles and responsibilities in a group
* I can share important ideas and understand the ways we agree
* I can see different points-of-view and I can disagree respectfully

Recount, reflect and integrate experiences and accomplishments

* I can give, receive, and act on feedback
* I can explain experiences and connect to others’ experiences
* I can connect my learning to my experiences and to others’ experiences

**Communication Competency – Communicate**

### Sample from Kindergarten Science:

I can ask simple questions to get information.

I can talk about what I see, hear, and feel.

I can talk about my ideas.

**Communication Competency - Collaborate**

### Sample from Kindergarten Science:

I can talk about and share what I see, hear, and feel.



I can talk about my ideas with others.

I can work with others towards a goal.

Curricular Competency: Ask simple questions about familiar objects and events

### **Notice It:** Inquiry lessons, wonder wall, centres, field trips

**Name It:** I can ask simple questions to get information. **Nurture It:** “Wow! That’s an interesting question about…” “I see that you’re really thinking about…”

Curricular Competencies: Make exploratory observations using their senses. Discuss observations

### **Notice It:** Science labs, community walks, morning meetings, sharing, centres

**Name It:** I can talk about what I see, hear, and feel. **Nurture It:** “I love the way you’re looking really closely at…” “I see that you’re using all your senses to explore…”

Curricular Competency: Share observations and ideas orally

**Notice It:** Sharing circles, partner talks, exit slips

### **Name It:** I can share my observations and ideas

**Nurture It:** “Thank you for helping us see/understand what

### you’re thinking…”

**I can ask simple questions to get information.**

With support…

I am learning to…

* ask simple questions to get information.

I am beginning to… I can sometimes…

* ask simple questions to get information.

I can…

I am able to…

I can independently…

* ask simple questions to get information.

  

# Thinking Competency

## Creative Thinking

Critical & Reflective Thinking

#### CREATIVE

Novelty and Value

* I can get ideas when I play. My ideas are fun for me and make me happy
* I can share ideas that are new to my classmates
* I can show you the things I am interested in by the things I create

Generating Ideas

* I can get ideas when I use my senses to explore
* I can build on others ideas (and sometimes add my own ideas) to solve a problem
* I can thoughtfully learn a lot about something (e.g. by doing research, talking to others or practicing) so that I am able to create new ideas or ideas just pop into my head

Developing Ideas

* I can make my ideas work or change what I am doing
* I can build on the skills I need to make my idea work, and usually succeed, even if it takes a few tries
* I can use the skills I have learned to solve future problems

#### CRITICAL AND REFLECTIVE

Analyze and Critique

* I can show if I like something or not
* I can explore and appreciate things I learn about other people
* I can show and explain my thinking when I work on different projects

Question and Investigate

* I can ask open-ended questions and collect information
* I can find more than one to way to explore something
* I can tell the difference between what’s real, what is made up, and appreciate when others think different from me

Develop and Design

* I can experiment by doing things differently
* I can reach my goals by trying a variety of ways
* I can engage my audience in different ways

Reflective

* I am able to reflect to on my thinking skills
* I am able to reflect on what I have learned
* I able to to think of things in new ways (Aha moment!)

**Thinking Competency - Creative**

### Sample from Kindergarten Science:

I can use the skills I have learned to solve future problems.

I can change what I’m doing to solve a problem.



I can get new ideas when I play.

Curricular Competency: Demonstrate curiosity and a sense of wonder about the world

**Notice It:** Inquiry lessons/projects, play, place, field trips

**Name It:** I can wonder about the world around me. **Nurture It:** “I love that you are thinking about…” “I wonder what made you think of this…” “What connections can you make…”

Curricular Competency: Experience and interpret the local environment

### **Notice It:** Neighbourhood walks, forest walks, field trips, place, sit spots

**Name it:** I can recognize, tell you, describe what is in my

local environment

**Nurture It:** “Wow! Have you seen something like this before…” “Could you build it…” “How do you think it got here”

Curricular Competency: Generate and introduce new or refined ideas when problem solving

### **Notice It:** Science experiments, play, role-modeling, neighbourhood and forest walks

**Name It:** I can solve problems in many (creative) ways **Nurture It:** “I wonder if there is a way to solve this…” “I like you used your creative or critical thinking skills to…”

**I can wonder about the world around me.**

With support…

I am learning to…

* become curious about the world around me.

I am beginning to… I can sometimes…

* be curious about the world around me.

I can…

I am able to…

I can independently…

* show my curiosity about the world around me.

  

# Personal & Social Competency

## Personal Awareness & Responsibility Positive Personal & Cultural Identity

Social Responsibility

#### PERSONAL AWARENESS AND RESPONSIBILITY

Self-Determination:

* I can show a sense of accomplishment and joy
* I can celebrate my efforts and accomplishments
* I can advocate for myself and my ideas

Self-Regulation:

* I can sometimes recognize emotions
* I can use strategies that help me manage my feelings and emotions
* I can persevere with challenging tasks

Well-Being:

* I can participate in activities that support my well-being
* I can participate in activities that support my well-being and tell/show how they help me
* I can take some responsibility for my physical and emotional well-being
* I can make choices that benefit my well-being and keep me safe in my community, including my online interactions

#### POSITIVE PERSONAL & CULTURAL IDENTITY

Relationships and cultural contexts:

* I can describe my family and community
* I am able to identify the different groups that I belong to
* I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer group)

Personal values and choices:

* I can tell what is important to me
* I can explain what my values are and how they affect choices I make

Personal strengths and abilities:

* I can identify my individual characteristics
* I can describe/express my attributes, characteristics, and skills

Contributing to community and caring for the environment:

* With some support, I can be part of a group
* I can participate in classroom and group activities
* I can participate in classroom and group activities to improve the classroom school, community, or natural world
* I contribute to group activities that make my classroom, school, community, or natural world a better place
* I can identify how my actions and the actions of others affect my community

Solving problems in peaceful ways:

* I can solve some problems myself and can identify when to ask for help
* I can identify problems and compare potential problem-solving strategies
* I can clarify problems, consider alternatives, and evaluate strategies
* I can clarify problems or issues, generate multiple strategies, and consider consequences

Valuing diversity:

* With some direction, I can demonstrate respectful and inclusive behavior
* I can explain when something is unfair
* I can advocate for others

Building relationships:

* + With some support, I can be part of a group
	+ I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing
	+ I can identify when others need support and provide it
	+ I am aware of how others may feel and take steps to help them feel included
	+ I build and sustain positive relationships with diverse people, including people from different generations

**Personal Awareness and Responsibility**

### Sample from Kindergarten Science

I can celebrate my efforts and accomplishments. I can persevere with challenging tasks.

**Positive Personal and Cultural Identity**

Sample from Kindergarten Science

I can describe my family and community. I can tell what is important to me.



**Social Responsibility**

Sample from Kindergarten Science

I can solve some problems myself and can identify when to ask for help.

I can participate in classroom and group activities.



Curricular Competency: Share observations and ideas orally

**Name It:** I can share what is important to me

### **Notice It:** During observation walks, science experiments, class discussions, reflections, observational drawings **Nurture It:** “ I like how you told us about…” “You clearly showed your thinking and explained why…”

Curricular Competency: Express and reflect on personal experiences of place

### **Name It:** I can describe my family and community **Notice It:** Neighbourhood walks, brainstorming, sharing/ show and tell, circle, observations of seasonal changes **Nurture It:** “I like how you connected it to…” “Does that remind you of a time…”

Curricular Competency: Take part in caring for self, family, classroom and school through personal approaches

**Name It:** I can participate in classroom and group activities to improve

the classroom school, community, or natural world

**Notice It:** Being prepared, helping cleanup, identifying how students do things

**Nurture It:** “Thank you for helping tidy up…” “I saw that you

helped your classmate…”

**I can share what is important to me.**

With support…

I am learning to…

* share my ideas.

I am beginning to… I can sometimes…

* share my ideas.

I can…

I am able to…

I can independently…

* share my ideas.

  

**Cheat Sheet Prompts to Help “Nurture” Core Competencies**

* Wow! That’s an interesting question about…
* I see that you are really thinking about…
* I like the way you are really looking closely at…
* I see that you are using your senses to

explore…

* I wonder what made you think of this...?
* I love that you are thinking about…
* I wonder if there is a way to solve this…?
* Wow! Have you seen something like this before…?
* I like that you used your creative/critical thinking skills to…
* I like how you told us about…
* You clearly showed your thinking and explained why…
* I like how you connected to…
* Does that remind you of a time…?
* I noticed that your helped your classmate…
* Thank you for helping
* What makes you say that…?
* What could you have done differently…?
* How did you work with your group to develop your ideas…?
* How did you come up with your ideas…?
* Did you share your ideas with someone else…?
* What does this make you think of…?
* Did everyone in your group have the same/different ides…?
* What helped your learning…?
* What got in the way of your learning…?
* How did you feel when you were doing…?
* I noticed that you…

**Probing Questions to Support Deeper Self-Reflection**

* + Wow! How did you get to be so good at ?
	+ What did you need to do to achieve ?
	+ What do you need to do to improve ?
	+ What do you plan to do to achieve ?
	+ What strategies will help you ?
	+ How will you feel when you achieve ?



**I can ask simple questions to get information.**

With support… I am learning to…

* ask simple questions to get information

I am starting to…

* ask simple questions to get information

I can sometimes…

* ask simple questions to get information.

I am able to…

* ask simple questions to get information.

I am consistently able to…

* ask simple questions to get information.

