

Integrating the Core Competencies – Classroom



For students to truly understand and develop their communication, thinking and personal and social skills the Core Competencies need to be seamlessly integrated into all areas of student learning.

The “**Notice it, Name it, Nurture it**” protocol provides a framework to assist with the integration of the Core Competencies in the classroom and in the school.

- **Notice it:** Being aware of what the Core Competencies are and when students demonstrate the Core Competencies.
- **Name it:** Using language from the Core Competencies to describe them; pointing out to students the specific proficiencies being demonstrated.
- **Nurture it:** Considering learning experiences and self-assessment opportunities for students to develop the competency.

This document provides an entry point to integrate each of the Core Competencies through the Curricular Competencies. For each section, you will find the information provided in the following manner: **Core Competency - a specific facet**

- Curricular Competency specific to the subject area
 - *Possible learning plan task(s) that the students may be asked to do to show their understanding, while concurrently providing opportunities for the teacher to NAME and/or NURTURE the Core Competency*



APPLIED DESIGNS, SKILLS, AND TECHNOLOGIES		
CC	Primary	Intermediate
Communication	<p>Reflect on their ability to collaborate to plan, carry out, and review</p> <ul style="list-style-type: none"> • Generate ideas from their experiences and interests • Add to other's ideas <ul style="list-style-type: none"> ○ <i>i.e. Create a story using sticks, Coding unplugged activities, Create/Build during centres/stations</i> 	<p>Reflect on their ability to collaborate to plan, carry out, and review</p> <ul style="list-style-type: none"> • Generate potential ideas and add to others' ideas • Evaluate personal, social, and environmental impacts and ethical considerations <ul style="list-style-type: none"> ○ <i>i.e. Work in groups to create Rube Goldberg machines</i>
Thinking	<p>Reflect on their ability to develop and design</p> <ul style="list-style-type: none"> • Use trial and error to make changes, solve problems, or incorporate new ideas from self or others <ul style="list-style-type: none"> ○ <i>i.e. Build a boat, building during centres/stations, coding unplugged activities</i> 	<p>Reflect on their ability to develop and design</p> <ul style="list-style-type: none"> • Construct a first version of the product or a prototype, as appropriate, making changes to tools, materials, and procedures as needed <ul style="list-style-type: none"> ○ <i>i.e. Design a coding unplugged game, Design and build a boat</i>
Personal and Social	<p>Reflect on their ability to solve problems in peaceful ways</p> <ul style="list-style-type: none"> • Reflect on their ability to work effectively both as individuals and collaboratively in a group <ul style="list-style-type: none"> ○ <i>i.e. Reflect on ability to work with partner/group on hands-on activity, such as coding a robot</i> 	<p>Reflect on their ability to solve problems in peaceful ways</p> <ul style="list-style-type: none"> • Reflect on their ability to work effectively both as individuals and collaboratively in a group <ul style="list-style-type: none"> ○ <i>i.e. Reflect on ability to work with partner/group on hands-on activity, such as coding a robot</i>



ARTS EDUCATION

CC	Primary	Intermediate
Communication	<p>Reflect on their ability to connect and engage with others</p> <ul style="list-style-type: none"> • Interpret symbols and how they can be used to express meaning through the arts • Observe and share how artists use processes, materials, movements, technologies, tools, and techniques • Experience, document, and share creative works in a variety of ways 	<p>Reflect on their ability to collaborate to plan, carry out, and review</p> <ul style="list-style-type: none"> • Creation of artistic works collaboratively • Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment
Thinking	<p>Reflect on their ability to explore new ideas and generate ideas</p> <ul style="list-style-type: none"> • Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts <p>Reflect on their ability to describe and respond to works of art</p> <ul style="list-style-type: none"> • Reflect on creative processes and make connections to others experiences 	<p>Reflect on their ability to generate, develop, and design ideas</p> <ul style="list-style-type: none"> • Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play <p>Reflect on their ability to analyze and critique ideas</p> <ul style="list-style-type: none"> • Describe, interpret, and respond to works of art and experiences
Personal and Social	<p>Reflect on their ability to identify their personal strengths, abilities, and/or values</p> <ul style="list-style-type: none"> • Express feelings, ideas, stories, observations, and experiences through the arts 	<p>Reflect on their ability to contribute to the community</p> <ul style="list-style-type: none"> • Examine relationships between the arts and the wider world

**Ideas for learning tasks can vary based on content area, such as creating a visual artwork, a musical performance, a dance performance, a skit, or a play. Other ideas include, analyzing artwork from various artists, examining the relationship between the artist and the community, responding to artwork, exploring various artistic elements or tools, and/or reflecting on the connections made during the process of creating or presenting performances...and much more!*



CAREER EDUCATION

CC	Primary	Intermediate
Communication	<p>Reflect on their ability to connect and engage with others</p> <ul style="list-style-type: none"> • Share ideas, information, personal feelings, and knowledge with others <ul style="list-style-type: none"> ○ <i>i.e. Risk-taking (try a new activity or make a new friend) and its role in self exploration</i> 	<p>Reflect on their ability to connect and engage with others</p> <ul style="list-style-type: none"> • Question self and others about how their personal public identity can have both positive and negative consequences <ul style="list-style-type: none"> ○ <i>i.e. Digital Citizens; Internet Safety</i>
Thinking	<p>Reflect on their ability to generate and develop ideas</p> <ul style="list-style-type: none"> • Set and achieve realistic learning goals for themselves <ul style="list-style-type: none"> ○ <i>i.e. Goal Setting</i> 	<p>Reflect on their ability to generate and develop ideas</p> <ul style="list-style-type: none"> • Set realistic short- and longer-term learning goals, define a path, and monitor progress <ul style="list-style-type: none"> ○ <i>i.e. Goal Setting</i>
Personal and Social	<p>Reflect on their ability to build relationships and contribute to community</p> <ul style="list-style-type: none"> • Identify and appreciate the roles and responsibilities of people in their schools, families, and communities <ul style="list-style-type: none"> ○ <i>i.e. Explore the Community - roles and responsibilities at school and at home, jobs in the local community</i> 	<p>Reflect on their ability to build relationships and contribute to community</p> <ul style="list-style-type: none"> • Recognize the influence of peers, family, and communities on career choices and attitudes toward work <ul style="list-style-type: none"> ○ <i>i.e. Career Project; Leadership</i>



CORE FRENCH

CC	Intermediate
Communication	<p>Reflect on ability to connect and engage with others</p> <ul style="list-style-type: none"> • Exchange ideas and information using complete sentences, orally and in writing <ul style="list-style-type: none"> ○ <i>i.e. Ask and answer questions in context</i>
Thinking	<p>Reflect on ability to generate ideas</p> <ul style="list-style-type: none"> • Share information using more than one mode of presentation <ul style="list-style-type: none"> ○ <i>i.e. Find various modes of presentation (create a comic, story, performance, visual representation, and/or digital presentation with the common elements of a story in mind while using set terms/language)</i>
Personal and Social	<p>Reflect on ability to understand relationships and various cultural contexts</p> <ul style="list-style-type: none"> • Demonstrate basic awareness that there are Francophone communities around the world • Identify, share, and compare information about Francophone and Francophone Metis communities in Canada • Identify cultural aspects of Francophone communities <ul style="list-style-type: none"> ○ <i>i.e. Explore Francophone and Francophone Metis communities across Canada</i>



ENGLISH LANGUAGE ARTS		
CC	Primary	Intermediate
Communication	<p>Reflect on ability to share ideas</p> <ul style="list-style-type: none"> • Explore oral storytelling processes <ul style="list-style-type: none"> ○ <i>Sharing; Special Helper</i> 	<p>Reflect on ability to connect and engage with others through storytelling</p> <ul style="list-style-type: none"> • Use and experiment with oral storytelling processes <ul style="list-style-type: none"> ○ <i>Story-telling</i>
Thinking	<p>Reflect on ability to develop ideas</p> <ul style="list-style-type: none"> • Use language to identify, create, and share ideas, feelings, opinions, and preferences <ul style="list-style-type: none"> ○ <i>Journal; Centres; Share a story about their creation in centres or their artwork</i> 	<p>Reflect on ability to develop and build on ideas</p> <ul style="list-style-type: none"> • Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences <ul style="list-style-type: none"> ○ <i>Story-writing</i> <p>Reflect on ability to explain/recount and reflect</p> <ul style="list-style-type: none"> • Transform ideas and information to create original texts <ul style="list-style-type: none"> ○ <i>Novel Study; Literature Circle</i>
Personal and Social	<p>Reflect on ability to understand similarities and differences (value diversity)</p> <ul style="list-style-type: none"> • Exchange ideas and perspectives to build shared understanding <ul style="list-style-type: none"> ○ <i>Community members share stories</i> ○ <i>Recognize the importance of story in personal, family, and community identity</i> ○ <i>All About Me type activities</i> <ul style="list-style-type: none"> ▪ <i>I am</i> ▪ <i>I like</i> ▪ <i>I would like to improve</i> ○ <i>Character Traits - Picture Books</i> <ul style="list-style-type: none"> ▪ <i>What makes the character unique?</i> ▪ <i>What makes me unique?</i> 	<p>Reflect on ability to value diversity</p> <ul style="list-style-type: none"> • Exchange ideas and viewpoints to build shared understanding and extend thinking <ul style="list-style-type: none"> ○ <i>i.e. Share stories from various backgrounds and experiences</i> <p>Reflect on ability to understand relationships</p> <ul style="list-style-type: none"> • Construct meaningful personal connections between self, text, and world <ul style="list-style-type: none"> ○ <i>Community members share stories</i> ○ <i>Students share stories of significance from their heritage/family backgrounds</i> ○ <i>Character Traits - Picture Books/Novels</i> <ul style="list-style-type: none"> ▪ <i>What attributes does the character have?</i> ▪ <i>What attributes do I have that make me unique?</i> ▪ <i>Describe how others would know that you have these attributes?</i>



MATHEMATICS

CC	Primary	Intermediate
Communication	<p>Reflect on their ability to explain/recount and reflect</p> <ul style="list-style-type: none"> • Communicate mathematical thinking in many ways <ul style="list-style-type: none"> ○ <i>i.e. Number Concepts</i> <p>Reflect on their ability to interpret and present information</p> <ul style="list-style-type: none"> • Represent mathematical ideas in concrete, pictorial, and symbolic forms <ul style="list-style-type: none"> ○ <i>i.e. Shapes, Concrete or pictorial graphs (such as the weather chart)</i> 	<p>Reflect on their ability to explain/recount and reflect</p> <ul style="list-style-type: none"> • Communicate mathematical thinking in many ways <ul style="list-style-type: none"> ○ <i>i.e. Fractions</i> <p>Reflect on their ability to acquire, interpret, and present information</p> <ul style="list-style-type: none"> • Represent mathematical ideas in concrete, pictorial, and symbolic forms <ul style="list-style-type: none"> ○ <i>i.e. Data Collection & Graphing</i>
Thinking	<p>Reflect on their ability to develop ideas</p> <ul style="list-style-type: none"> • Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving <ul style="list-style-type: none"> ○ <i>i.e. Patterns</i> 	<p>Reflect on their ability to develop and design</p> <ul style="list-style-type: none"> • Develop and use multiple strategies to engage in problem solving <ul style="list-style-type: none"> ○ <i>i.e. Word Problems</i>
Personal and Social	<p>Reflect on their ability to make personal choices</p> <ul style="list-style-type: none"> • Connect mathematical concepts to each other and to other areas and personal interests <ul style="list-style-type: none"> ○ <i>i.e. Financial Literacy</i> 	<p>Reflect on their ability to make personal choices</p> <ul style="list-style-type: none"> • Explain and justify mathematical ideas and decisions <ul style="list-style-type: none"> ○ <i>i.e. Financial Literacy</i>



PHYSICAL AND HEALTH EDUCATION		
CC	Primary	Intermediate
Communication	<p>Reflect on ability to connect and engage with others</p> <ul style="list-style-type: none"> Develop and demonstrate respectful behaviour when participating in activities with others <ul style="list-style-type: none"> <i>i.e. Safety during activities in gym or outside</i> 	<p>Reflect on ability to acquire, interpret, and present information</p> <ul style="list-style-type: none"> Develop and assess strategies for responding to discrimination, stereotyping, and bullying <ul style="list-style-type: none"> <i>i.e. Presentations for Pink Shirt Day, anti-bullying skits</i>
Thinking	<p>Reflect on ability to identify and develop ideas</p> <ul style="list-style-type: none"> Identify and describe a variety of unsafe and/or uncomfortable situations <ul style="list-style-type: none"> <i>i.e. Care Program</i> 	<p>Reflect on ability to develop, analyze, and design</p> <ul style="list-style-type: none"> Assess and communicate health information for various health issues Investigate and analyze influences on eating habits <ul style="list-style-type: none"> <i>i.e. Create a pamphlet or presentation on health issues</i>
Personal and Social	<p>Reflect on personal awareness towards well-being and ability to self-regulate</p> <ul style="list-style-type: none"> Identify personal skills, interests, and preferences Identify and describe feelings and worries <ul style="list-style-type: none"> <i>i.e. Zones of Regulation, Second Step</i> 	<p>Reflect on personal awareness towards well-being and ability to self-regulate</p> <ul style="list-style-type: none"> Describe and assess strategies for promoting mental well-being, for self and others <ul style="list-style-type: none"> <i>i.e. Zones of Regulation, Mindfulness</i>



SCIENCE

CC	Primary	Intermediate
Communication	<p>Reflect on ability to explain/recount and reflect</p> <ul style="list-style-type: none"> • Observe objects and events in familiar contexts • Experience and interpret the local environment • Share observations and ideas orally <ul style="list-style-type: none"> ○ <i>i.e. Nature walk to observe the local plants and animals</i> 	<p>Reflect on ability to collaborate to plan, carry out, and review</p> <ul style="list-style-type: none"> • Collaboratively plan a range of investigation types, including field work and experiments, to answer their questions or solve problems they have identified <ul style="list-style-type: none"> ○ <i>i.e. Design an experiment using the scientific method to test if a solution is an acid or base</i>
Thinking	<p>Reflect on ability to question and investigate</p> <ul style="list-style-type: none"> • Ask simple questions about familiar objects and events <ul style="list-style-type: none"> ○ <i>i.e. Investigate the effects of pushes/pulls on movement (Will the ball bounce, roll, or slide on this surface?)</i> 	<p>Reflect on ability to question and investigate</p> <ul style="list-style-type: none"> • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest <ul style="list-style-type: none"> ○ <i>i.e. Inquire into how a well-balanced healthy lifestyle can be lived with connections to the body systems</i>
Personal and Social	<p>Reflect on ability to understand contributions to the community and caring for the environment</p> <ul style="list-style-type: none"> • Express and reflect on personal experiences of place <ul style="list-style-type: none"> ○ <i>i.e. Explore local First Peoples uses of plants and animals and/or First Peoples knowledge of seasonal changes</i> 	<p>Reflect on ability to understand contributions to the community and caring for the environment</p> <ul style="list-style-type: none"> • Contribute to care for self, others, community, and world through personal or collaborative approaches <ul style="list-style-type: none"> ○ <i>i.e. Inquire into the evidence of climate change over geological time and the recent impacts of humans</i>



SOCIALS

CC	Primary	Intermediate
Communication	<p>Reflect on their ability to acquire and present information</p> <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; gather ideas; and communicate findings <ul style="list-style-type: none"> ○ <i>i.e. Share the rights, roles, and responsibilities of individuals (interview parent/guardian or a member of community about their role and present information to class)</i> 	<p>Reflect on their ability to acquire, interpret, and present information</p> <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to - ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions <ul style="list-style-type: none"> ○ <i>i.e. Create a presentation on the comparison of selected technologies from selected ancient cultures in terms of materials, purpose, and impact on society and daily life</i>
Thinking	<p>Reflect on their ability to generate ideas</p> <ul style="list-style-type: none"> • Explain the significance of personal or local events, objects, people, or places (significance) <ul style="list-style-type: none"> ○ <i>i.e. Share personal and family history and traditions; make connections of common traditions amongst peers</i> 	<p>Reflect on their ability to analyze and critique</p> <ul style="list-style-type: none"> • Assess the significance of people, places, events, or developments at particular times and places (significance) <ul style="list-style-type: none"> ○ <i>i.e. Analyze the features and characteristics of civilizations and factors that lead to their rise and fall</i>
Personal and Social	<p>Reflect on their ability to value similarities and differences (value diversity)</p> <ul style="list-style-type: none"> • Acknowledge different perspectives on people, places, issues, or events in their lives (perspective) <ul style="list-style-type: none"> ○ <i>i.e. Explore ways in which individuals and families differ and are the same</i> 	<p>Reflect on their ability to value diversity</p> <ul style="list-style-type: none"> • Explain different perspectives on past people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective) <ul style="list-style-type: none"> ○ <i>i.e. Compare various social roles within a selected ancient culture in terms of daily life and how people met their basic needs</i>