

# MyEducationBC



## Competency Based IEPs 2019/2020



# MyEd BC

## Competency Based IEPs

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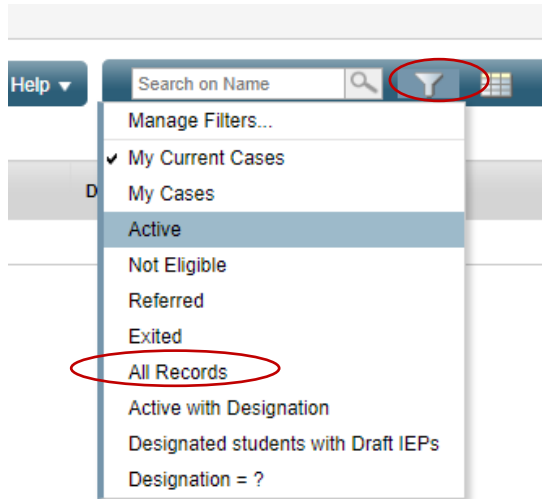
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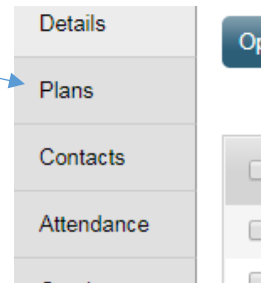
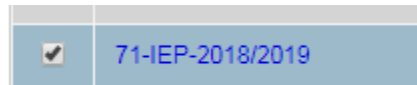
## My Education BC– Beginning a Competency Based Plan

### Open and login to MyEd

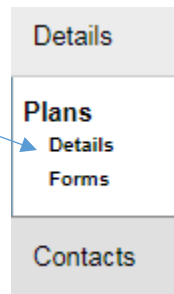
1. In Student Service View > School > Student Tab
2. You might need to select **All Records** under the Filter icon  if you do not see student names in the list.



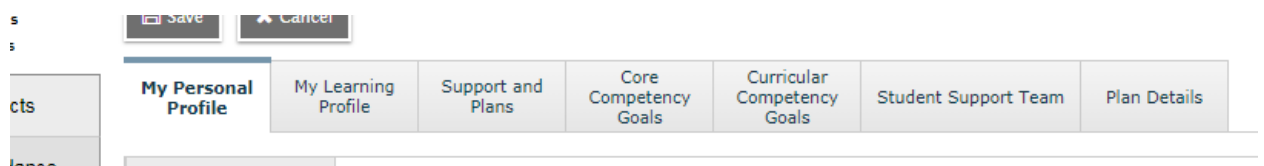
3. Choose student from list and then select Plan from side tab.
4. Click on current plan



5. Click on plan details to view plan



6. You are now in the Plan! Use the top tabs to navigate to the area you want to work in!



**\*\* NOTE: Baseline information and progress must be written within the objective area of plan.**

## Student Plans

The status of a student plan is determined by the start and end date of the plan.


- Active – the current plan used day-to-day to support the student
- Draft – a plan being prepared to support the student in the future
- Previous – a plan used to support the student in the past

A Draft Plan is created for a student upon enrollment in Student Services. If the start date is a current or past date and the plan has been saved, the Plan will be Active.

## Completing a Plan (You must be in Student Services View to work on a Plan)

*Student Services – District/School > Student > Plans > Details*

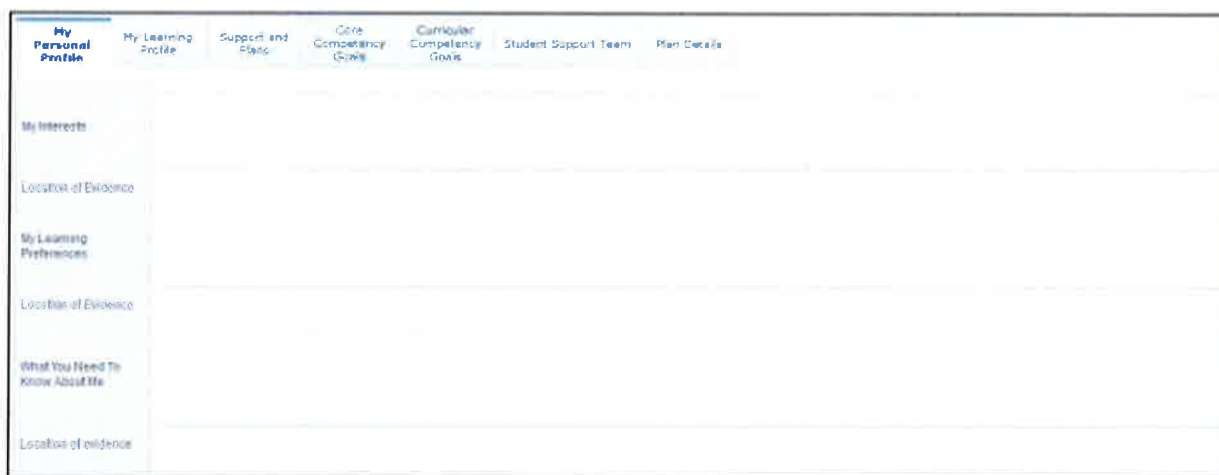
*Student Services – District/School > Plan > Details*

The Data Dictionary icon  can be used to view Inclusive Education plans, as well as Competency Based plans.



There are seven tabs in the Plan Details screen, as detailed in the following sections. All or a portion of the information can be completed as is appropriate for each student. Information can be added in any order, at any point in time.

### 1. Personal Profile Tab



- Have the student describe himself/herself in these areas. If you are unable to obtain student input (orally, in writing, or through pictures as appropriate) you may refer to parent and teacher input.
- If there are videos, pictures, or media about the student please indicate where to access them and/or include a URL link.

## 2. My Learning Profile Tab

- Core competencies are sets of intellectual, personal, and social proficiencies that all students need to develop.
- Select which area each strength and stretches are for.
- "Thoughts from my team" checkbox is used to indicate that the Learning profile was completed by the team members rather than in the student's own voice.
- Check the "My Focus Area" to indicate the competency that the student focus is on. Students may need guidance with this, depending on their ability.

## 3. Support and Plans Tab

## Competency Based IEPs

- Add Support category, type and description.
- Universal Classroom supports are supports that could be made available to any student to foster greater inclusion in the classroom. List supports here that are particularly helpful for this specific student.
- Essential Supports are identified through psycho-educational and/or medical testing and are necessary in order for the student to access the curriculum. They may require the use of technology or the direct involvement of specialist support staff.
- The Supplementary Plans are recorded here but are not attached. Optionally, enter the date that the plan was written. Refer to the student's confidential file to view the additional plans. Additional Supplementary Plan types can be added to the District reference table for Supplementary Plans by persons with District Support (Help Desk/Level 1) role.
- Enter Additional Comments as necessary.

### 4. Core Competency Goals Tab

- Add Core Competency Goals as required. As many goals can be added as required.
- You may select a goal or personalize it in relation to your student. This should be based on the student's identified focus area and their stretches in the "My Learning Profile" section.

Core Competency	Facet	Goal
<input type="checkbox"/> Communication	Connect and engage with others	I can work with others to achieve a common goal. I do my share

## Competency Based IEPs

- Click the Add button and the following input screen displays:

- Goal Number** – *Required* – *Must be entered first* – *Must be unique*. For Core Competency goals preface the goal number with CC to differentiate between Curricular Competency goals. Eg. CC1.
- Core Competency Area** – Select from the list
- Facet** – Select any number of facets by using the 🔍
- Core Goal** -- Use the ◀ to expand the Competency Area Bank. Add to or edit the Core Goal as required. ▶ will hide the selection screen.
- Objectives** – Create a student-specific measurable objective related to the goal. (eg. obtained through evidence, data collection, student reflection, observations, etc).
- Strategies** - Enter instructional resources, activities and staff that will aid the student in achieving the objective and explain how they will be used.

**WRITE YOUR BASELINE DATA INTO THE OBJECTIVE AREA**



**Objective**

I can request items that I want.

October 2018:  
I use point and make sounds when I really want something. When with adult he

February 2019:  
I am more willing to use my talker now and use it to choose my recess snack.

## Competency Based IEPs

### 5. Curricular Competency Goals tab

- **Big Ideas** – Use the ◀ to expand the Big Ideas Bank. Select the Area of Learning to filter the list. Select the Big Idea. Add to or edit the Big Ideas as required. ▶ will hide the selection screen.
- **Curricular Goals** – These are the learning standards as identified in the BC Curriculum

The following screen displays:

The screenshot shows a web application interface with a navigation menu at the top: My Personal Profile, My Learning Profile, Support and Plans, Core Competency Goals, **Curricular Competency Goals**, Student Support Team, and Plan Details. The main content area contains two paragraphs of text: "ELA: Using language in creative and playful ways helps us understand how language works." and "Mathematics: Linear relations can be identified and represented using expressions with variables and line graphs and can be used to form generalizations." Below this is a section titled "Big Ideas" which is currently empty. A table titled "Curricular Competency Goals" is displayed, with columns for ID, Area Of Learning, and Curricular Goal. One row is visible with ID "CR1", Area Of Learning "Mathematics", and Curricular Goal "Use mathematical vocabulary and language to contribute to mathematical discussions." At the bottom right of the table are "Add" and "Delete" buttons.

- Click the Add button and the following input screen displays:

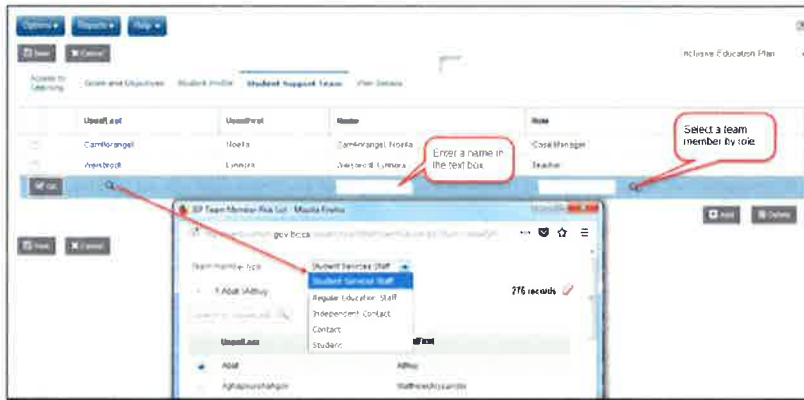
The screenshot shows an input form for adding a goal. It includes the following fields: "Goal Number" (CR1), "Teacher Responsible" (M. Smith), "Area Of Learning" (Mathematics), and "Learning Standard" (Represent mathematical ideas in concrete pictorial and symbolic forms). Below these fields is an "Objectives" table with columns for "Number", "Objective", and "Strategies". One row is visible with "Mathematics objective" in the Objective column and "Activities and resources" in the Strategies column. At the bottom right are "Add" and "Delete" buttons.

- **Goal Number** – *Required* – Must be unique. For Curricular Competency goals preface the goal number with CR to differentiate between Core Competency goals. Eg. CR1
- **Person Responsible** – Enter the name of person responsible for this goal
- **Area of Learning** - select from the list
- **Core Goal** -- Use the ◀ to expand the Learning Standard Bank. Add to or edit the Area of Learning as required. ▶ will hide the selection screen.
- **Objectives** – Create a student-specific measurable objective related to the goal. (eg. obtained through evidence, data collection, student reflection, observations, etc).
- **Strategies** - Enter instructional resources, activities and staff that will aid the student in achieving the objective and explain how they will be used.



## 6. Student Support Team tab

This allows individual team members to be added to the Plan, using the **Add** button at the bottom right, or removed using the **Delete** button. Names can be selected from the picklist or entered free form.



- **UsualLast** – The picklist displays a popup
  - **Team member type** – select the type from the dropdown list and select from the names displayed. Click **OK**.
- **UsualFirst** – Displays for the person selected.
- **Name** – Freeform text field for Name.
- **Role** – Select a staff member by role. Populates for selected staff when the role is assigned in Staff Details, or can be entered freeform.

## 7. Plan Details Tab

**Do NOT change start and end dates**

This displays the basic information of every student plan. All fields other than the student name and plan status are editable.

# My Education BC Competency Based Plans – Writing Goals and Objectives

- Once you are in the plan area, use the top tabs to navigate to the area you want to work in.



- Choose Core Competency Goals.

- Click Add.



- Name your goal (i.e. CC 1). Choose the Core Competency area and then the facet (the area within the competency) using the search icon.

- Write your goal.


- Or select from the drop down menu.




**Do NOT ever leave your working pane without clicking Ok!!**

Save often!




7. Click Add  to add an Objective. Number and then write your Objective. Remember to use student voice!

Number	Objective	Strategic
1	I can request items that I want	

8. Input your strategies.

**Strategies**



Clicking on this symbol will increase the view of your text box so that you can see all your words.

9. Write your base line information in the Objective area. This is also, where you will report progress.

### Objective

I can request items that I want.

October 2018:  
I use point and make sounds when I really want something. When with adult he

February 2019:  
I am more willing to use my talker now and use it to choose my recess snack.

\*\*\*\*\*

If you have left your work and want to re-visit/complete the goal at another time, you must click on the goal ID (or number) to open it.

ID	Core Competency	Facet	Go
cc1	Personal Awareness	Self-determination	I ca is €
cc2	Communication	Acquire, interpret, and present information	I pi

**\*\* NOTE: Baseline information and progress must be written within the objective area of plan.**

# Writing Core Competency Based Goals & Objectives

I can... (goal) by *doing*... (objective) by using... (strategy)

I can advocate for myself and my ideas by taking my turn in group discussion using a visual reminder.

Competency Area: Personal Awareness and Responsibility
Goal Area (facet): Self Determination

Goal: I can advocate for myself and my ideas	
Objective	Strategy
Take turns in group discussions	Visual reminder
Ask for help (a break etc.)	
Access technology supports	

Competency Area: Personal Awareness and Responsibility
Goal Area (facet): Self Regulation

Goal: I can take ownership over my learning/behaviour/	
Objective	Strategy
Stating learning intention	Group learning intention visual Adult check in
Following the group plan	Ready Do Done Visual schedule
Independently start classroom tasks that are at my ability level.	First then Look around the room
Work for 5 minutes on an independent task at my ability level without needing redirection from an adult.	Ready do Done Visual reminder on desk Positive reinforcement

Goal: I can use strategies that help me manage my feelings and emotions	
Objective	Strategy
Recognize when my body is too low energy/high energy.	Zones of Regulation
will use a self-regulation strategy to get myself in the green zone before beginning/returning to a task in the classroom	Break choice visual Daily check ins

**Competency Area: Social Responsibility**

Goal Area (facet): Building Relationships

Goal: I can be part of group/ I can develop/build peer relationships/	
Objective	Strategy
Initiate a social interaction/conversation	
Accept an invitation into a group	

Goal: I can be kind to others and work and play cooperatively	
Objective	Strategy
Have a positive experience at recess refraining from a physical altercation	Play plan Rehearsal prior to recess Supervision

**Competency Area: Communication**

Goal Area (facet): Acquire, interpret and present information

\*Goal: "I can present information clearly in an organized way" is adjusted.

Goal: I can present information clearly when speaking.	
Objective	Strategy
I can say sh, ch, j and I blend sounds clearly when speaking individual words	

Goal: I can clearly present information about a topic in writing.	
Objective	Strategy
Write in complete sentences	
Correctly spell the 200 most commonly used words	
Increase ability to use Word software as a writing tool and demonstrate use of spell check, copy and paste and at least three formatting tools.	
I can improve my keyboarding skills	

# Writing Curricular Competency Based Goals & Objectives

Curricular competency IEP goals are in addition to core competency goals and are not for all students.

<b>Supplemental</b>	<b>Replacement</b>
Goals <i>in addition</i> to the grade level curriculum	Goals that are <i>instead of</i> grade level curriculum
Students <b>DO NOT</b> have a cognitive disability	Students <b>DO</b> have a cognitive disability
e.g. A reading fluency goal in addition to the Language Arts curriculum	e.g. Developmentally appropriate literacy goal in place of Language Arts curriculum

## Common (useful) English Language Arts **Big Ideas**:

Playing with language helps us discover how language works

Stories and other texts can be shared through pictures and words

Stories and other texts connect us to ourselves, our families, and our communities

## Common (useful) English Language Arts **Learning Standards**:

Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation.

Use developmentally appropriate reading, (listening, and viewing) strategies to make meaning.

Use foundational concepts of print, oral, and visual texts

Read fluently at grade level.

Example:

<b>Area of Learning English Language Arts</b>	
<b>Big Idea: Stories and other texts can be shared through pictures and words</b>	
<b>Learning Standard (Goal)</b>	
Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation	
<b>Objective</b>	<b>Strategy</b>
Write in complete sentences	Small group instruction
Correctly spell the 200 most commonly used words	Word list Phoneme instruction
Increase ability to use Word software as a writing tool and demonstrate use of spell check, copy and paste and at least three formatting tools.	Daily practice Journal writing Small group tutorial
Write in a journal using a mixture of invented and traditional spelling at least once a week.	

Common (useful) Mathematics **Big Ideas**:

Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value

Numbers to 100 represent quantities that can be decomposed into 10s and 1s

Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing

Common (useful) Mathematics **Learning Standards**:

Develop mental math strategies and abilities to make sense of quantities

Estimate reasonably

Develop and use multiple strategies to engage in problem solving

Connect mathematical concepts to each other and to other areas and personal interests

Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving

Example:

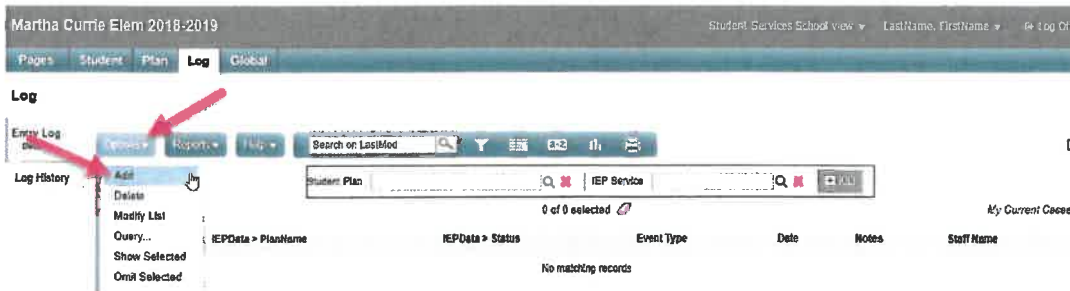
Area of Learning: Mathematics	
Big Idea: Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value	
<b>Learning Standard (Goal)</b> Develop mental math strategies and abilities to make sense of quantities	
<b>Objective</b>	<b>Strategy</b>
Add, subtract and multiply up to two-digit numbers	Base 10 blocks Small group instruction
Explain and use mental math strategies to compute simple addition, subtraction, multiplication and division facts	Grid paper Math maintenance and practice Small group instruction

Area of Learning: Mathematics	
Big Idea: Connect mathematical concepts to each other and to other areas and personal interests	
<b>Learning Standard (Goal)</b> Develop, demonstrate, and apply mathematical understanding of time.	
<b>Objective</b>	<b>Strategy</b>
Demonstrate understanding of time management by telling time to five-minute intervals and determining how much time will lapse before an event occurs	Clock or calendar

## Parent/Guardian Consultation

Parent/Guardian Consultation needs to be recorded on the **Log** top tab in order to populate the Parent/Guardian Consultation Date on the printed IEP report.

1. Click on the **Log** top tab > **Entry Log** side tab
2. From the **Options** menu, select **Add**



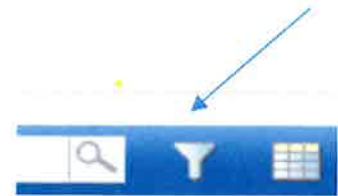
3. The **New Plan Log** window will open:

- **Name** - select the student using the magnifying glass
  - **Service type** - required field. Use the magnifying glass to select 'Plan'
  - **Date** - enter the Parent/Guardian Consultation Date
  - **Event type** - select **Parent Consultation** from the pick list
  - **Staff Name** – enter your first and last name
4. Click **SAVE**
  5. This log entry will populate the Parent/Guardian Consultation **Date** field on the printed IEP Report

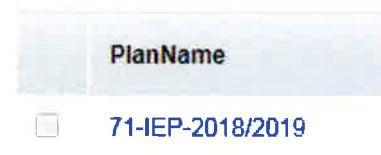
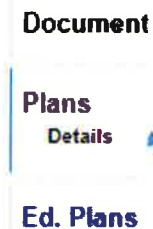


## My Ed BC – Printing the IEP

1. When viewing student list, select filter and then select “Active with designations” This will show all students who are designated in your class.
2. Click on student name.
3. Choose documents from the side tab.
4. Choose Plans.



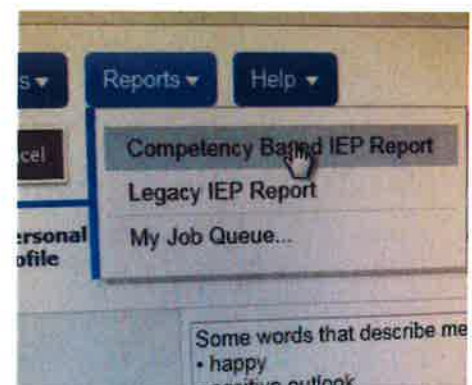
5. You will see the IEP and can view it by clicking on the plan name or by selecting Details under the Plans heading on the side tab.



6. Once you are in the details of the plan with top tabs showing, you can run the report.

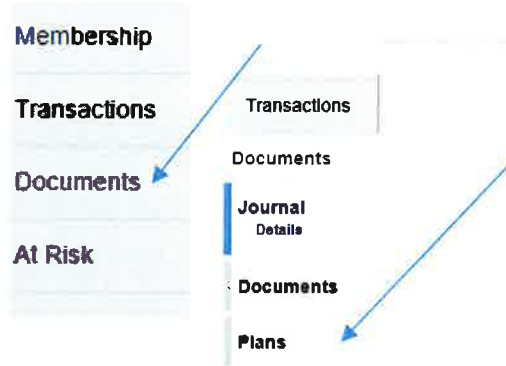
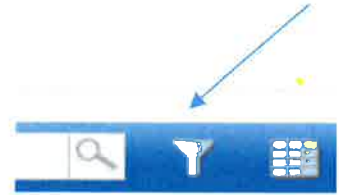


7. You can print or view the completed IEP from this report.

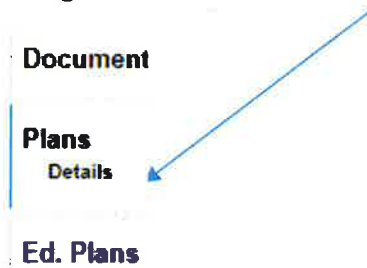


## My Ed BC - Viewing the IEP Details

1. When viewing student list, select filter and then select "Active with designations" This will show all students who are designated in your class.
2. Click on student name.
3. Choose documents from the side tab.
4. Choose Plans.

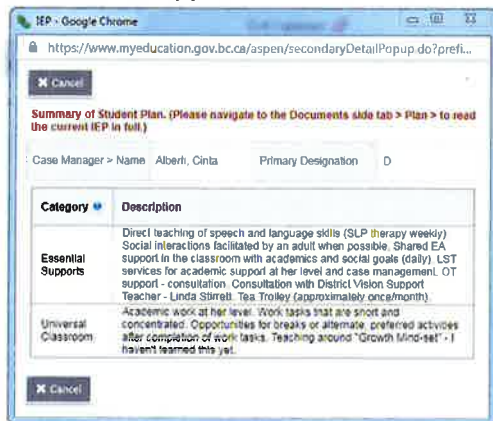


5. You will see the IEP and can view it by clicking on the plan name or by selecting Details under the Plans heading on the side tab.



\*\*\*\*\*

Clicking on the IEP Icon will give you a pop up that gives you some instant information including the Essential and Universal Supports identified for the student.



# Competency Based IEP – A Meeting Guide

Student: \_\_\_\_\_ Date: \_\_\_\_\_

In attendance: \_\_\_\_\_

Parent consulted \_\_\_\_\_

Thoughts from my team profile completed (Parent/Teacher)

Student profile completed

Student Profile			
Interests			
Learning Preferences			
Important to know			
Learning Profile			
	Personal (what I am able to do on my own)	Social (what I am able to do with others)	Intellectual (how I think)
<b>Strengths</b>			
Focus	Yes/No	Yes/No	Yes/No
<b>Stretches</b>			
Focus	Yes/No	Yes/No	Yes/No
Supports			
Universal Supports (See attached checklist)			
Essential Supports			

Core Competency:	
Goal Area (Facet):	
Goal:	
Objective	Strategy

Core Competency:	
Goal Area (Facet):	
Goal:	
Objective	Strategy

Area of Learning	
Big Idea	
Learning Standard (Goal)	
Objective	Strategy

Area of Learning	
Big Idea	
Learning Standard (Goal)	
Objective	Strategy

## Strength Based Student Profile

**Name:**

**School:**

**Class:**

**Grade:**

<p>This is a picture of me</p>	<p>Some words that describe me are:</p>   <p>Some things that I am interested in are:</p>
--------------------------------	--

<p>The best ways for me to show what I know are:</p>
<p>Some things that I need to you to know about me are:</p>
<p>Some things that I want to get better at this year are:</p>

<b>My Goal Areas</b>	<b>Strengths</b> <small>(What I am good at/ know a lot about)</small>	<b>Stretches</b> <small>(what I still need support with/ need to get better at)</small>
<p><b>Personal Goals</b> <small>(Things I can do on my own)</small></p>		
<p><b>Social Goals</b> <small>(Things I can do with other people)</small></p>		
<p><b>Intellectual Goals</b> <small>(Things I can learn and think about)</small></p>		

# My IEP- Learning Profile

**My Focus Area This Year** ☐

*These learning domains can inform the IEP development in these core competency areas.*

Core competency connections

Positive Personal +  
Personal awareness +



Core competency connections

Communication  
Social responsibility


Core competency connections

Creative thinking  
Critical thinking


	<b>Personal</b> What I am able to do on my own.	<b>Social</b> What I am able to do with others.	<b>Intellectual</b> How I think.
<b>My Strengths</b> (What I am already good at/ know a lot about)			
<b>My Stretches</b> (What I still need support with/need to get better at)			

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## My IEP- Personal Profile

**My Interests** (and words that describe me):

**My Learning Preferences** (and best ways to show what I know):

**What You Need to Know About Me:**

## Universal Classroom Supports for Access

<b>Universal Classroom Supports</b>	
These are supports that could be made available to any student to foster greater inclusion in the classroom.	
<b>Assessment / Response</b>	<b>Scheduling</b>
<p><b>Technology: *must specify (Text-to-speech, Speech-to-text)</b></p> <p><b>Alternatives to print</b> (audiobooks, movies, videos, digital media etc.)</p> <p><b>Oral instructions / reader</b> Use <b>simplified language</b>/directions</p> <p><b>Sound field system</b> in the classroom</p> <p><b>Visual presentations of verbal material</b> (word webs, visual organizers)</p> <p><b>High-contrast materials</b> with minimal visual clutter</p> <p><b>Lesson outlines</b></p> <p><b>Alternate ways of responding</b> (oral, dictation, <b>scribe</b>, written, drawing, word processor, media etc.)</p> <p><b>Separate settings</b></p> <p><b>Additional time</b></p> <p><b>Graphic organizers/Visual Supports</b> Use of a <b>spelling dictionary</b>, etc.</p> <p>Use of a <b>calculator</b>, table of math facts, number line, manipulatives</p> <p><b>Alternatives to assessments / essays</b> (demonstrations, conferences, projects etc.)</p>	<p><b>Visual classroom schedule</b></p> <p><b>Calendars</b> with special events</p> <p><b>Front-load schedule changes</b></p> <p>Provide <b>choice</b></p> <p>Allow <b>breaks</b></p>
<b>Content/Process</b>	<b>Self-Management/Organization</b>
<p><b>Reduce workload</b> (fewer questions, shorter assignments etc.)</p> <p><b>Reduce complexity</b> of content (more concrete, simplified vocabulary etc.)</p> <p><b>Increase complexity/abstractness</b> of content</p> <p>Allow <b>self-selected content/opportunities</b> to pursue individual interests</p> <p><b>Flexible pacing</b> Alternatives to <b>note-taking</b> (scribe, audio recording, teacher notes provided, take a photo etc.)</p>	<p><b>Planner</b></p> <p><b>Work organization system</b> (Colour coded files, binder etc.)</p> <p><b>Classroom visual supports</b></p>
<b>Environmental</b>	<b>Social-Emotional</b>
<p>Preferential / flexible <b>seating</b></p> <p>Special <b>lighting</b> or <b>acoustics</b>,</p> <p><b>Sound field system</b></p> <p>Good <b>sight lines</b> and placement and illumination to facilitate communication for oral and visual language</p> <p><b>Sensory tools</b> (fidget items, wiggle cushion, standing desks etc.)</p> <p><b>Ability to move</b> around indoor and outdoor spaces easily to access materials</p> <p>Classroom zones/<b>alternate work spaces</b></p>	<p><b>Calm space</b> in the classroom</p> <p><b>Check-ins</b></p>
<b>Instructional and Presentation</b>	<b>Timing</b>
<p><b>Text-to-speech</b> and <b>Speech-to-text</b></p> <p><b>Alternatives to print</b> (audiobooks, movies, videos, digital media etc.)</p> <p><b>Oral instructions / reader</b> Use <b>simplified language</b>/directions</p> <p><b>Sound field system</b> in the classroom</p> <p><b>Visual presentations</b> of verbal material (word webs, visual organizers)</p> <p><b>High-contrast materials</b> with minimal visual clutter</p> <p><b>Lesson outlines</b></p> <p><b>Alternatives to note-taking</b> (scribe, audio recording, teacher notes provided, take a photo etc.)</p> <p><b>Provide captioning</b> (open and closed captioning)</p>	<p><b>Additional time</b> for tasks and assignments</p> <p><b>Additional time</b> to process oral information and directions</p> <p>Use of a <b>timer</b> (visual, auditory) or countdown</p>
<b>Other</b>	



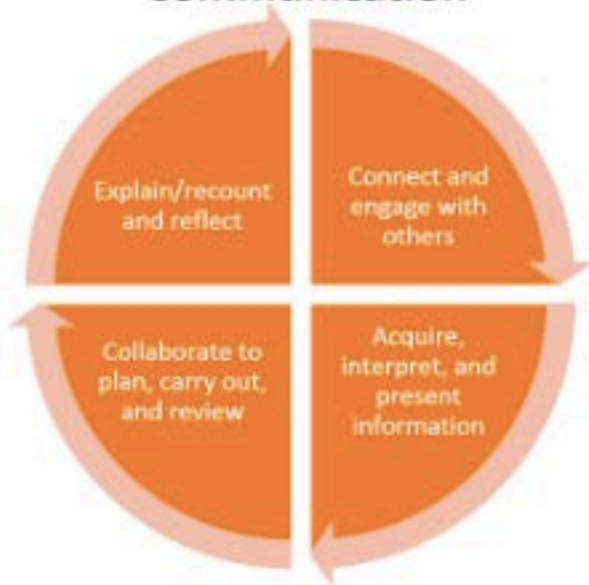
## Essential Supports for Access

<b>Essential Supports:</b>	
These are supports identified through psycho-educational and/or medical testing and are necessary in order for the student to access the curriculum.	
<b>Assessment / Response</b>	<b>Scheduling</b>
<b>Alternate formats</b> (Braille, specialized assistive technology) <b>Alternative and Augmentative Communication Device</b> (Talking Board, PECS, Hip Talk, Big Mac, Step-by-Step, PODDS, Touch Chat, Proloquo2go, Lamp Words for Life, Let me Talk, Eye Gaze etc.) <b>Signing</b> Assessment over <b>several timed sessions</b> Hand held <b>microphone</b> for RMT (Remote Microphone Technology)	Personal <b>visual schedule</b> Work/Break <b>schedule</b> Scheduled sensory/movement <b>breaks</b> <b>Choice zone</b>
<b>Content/Process</b>	<b>Self-Management/Organization</b>
<b>Acceleration</b> <b>Interactions with peers who have similar ability</b>	<b>Work organization</b> system (basket system) Personalized <b>Visual or tactile supports</b> Learning <b>Contract</b> Personal communication intent <b>dictionary</b>
<b>Environmental</b>	<b>Social-Emotional</b>
<b>Orientation and Mobility</b> Support (lift, walker, standing frame, cane, GPS etc.) Specialized <b>Seating</b> (Source of sound to stronger ear, individual wedges etc.) <b>Alternative personal work space</b> <b>Specialized equipment</b> (Slant board, switch interface, Powerlink, audio hub etc.)	<b>Scheduled Check-ins</b>
<b>Instructional and Presentation</b>	<b>Timing</b>
Designated <b>reader</b> or <b>scribe</b> Personal <b>hearing aid(s)</b> Personal <b>FM/RMT</b> (Remote Microphone Technology) system <b>ASL Interpreter</b> <b>Alternative formats</b> (Braille, large print, auditory, specialized assistive technology) Low <b>vision tools</b> (monocular and magnifiers)	Personal <b>countdown</b> script/visual timer Personal <b>visual timer</b>
<b>Other</b>	
Service dog	

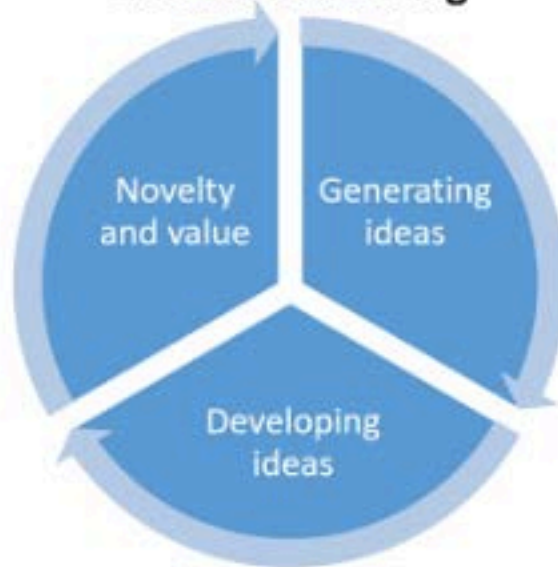
**Creating Competency-Based Goals from Domain Areas**  
Cheat Sheet

<b>'A' Designation</b>	<b>'B' Designation</b>	<b>'C' Designation</b>
<p><i>Consider the following domains (choose <u>at least two</u>):</i></p> <p>Communication (C1, C2, C3, C4)</p> <p>Self-Determination, Self-Regulation (PAR1, PAR2)</p> <p>Well-Being (feeding, dressing, toileting, mobility, personal hygiene) (PAR3)</p> <p>Social Interaction (SR1, SR4)</p> <hr/> <p><i>May include additional...</i></p> <p>Motor Development (mobility support, OT/PT) (PCI3)</p> <p>Functional and/or Academic Skills (C2)</p>	<p><i>Consider the following domains (choose <u>at least two</u>):</i></p> <p>Communication (C1, C2, C3, C4)</p> <p>Social Interaction (SR1, SR2, SR3, SR4)</p> <p>Orientation &amp; Mobility Skills (PAR1, PAR2, PAR3)</p> <hr/> <p><i>May include additional...</i></p> <p>Visual &amp; Auditory Skills (PCI3)</p> <p>Independent Living Skills (PAR3)</p> <p>Academic Skills (Curricular Competency)</p> <p>Specialized Skills in Reading/Math (Curricular Competency)</p> <p>Access to Technologies (Curricular Competency)</p> <p>Study Skills &amp; Other Strategies (Curricular Competency)</p>	<p><i>Consider the following domains (choose <u>at least two</u>):</i></p> <p>Self-Determination/Independence (PAR1, PAR2, PAR3)</p> <p>Social Skills (SR1, SR2, SR3, SR4)</p> <p>Social/Emotional Functioning (PC2, PC3)</p> <hr/> <p><i>May include additional...</i></p> <p>Cognitive Functioning (CRIT1)</p> <p>Independent Living/Life Skills (PCI3)</p> <p>Communication (C1, C2, C3, C4)</p> <p>Fine &amp; Gross Motor Development (Curricular Competency)</p> <p>Academics/Functional Academics (Curricular Competency)</p>
<b>'D' Designation</b>	<b>'E' Designation</b>	<b>'F' Designation</b>
<p><i>Consider the following domains (choose <u>at least two</u>):</i></p> <p>Physical Functioning (health &amp; safety) (PAR3)</p> <p>Communication (C1, C2, C3, C4)</p> <p>Social/Emotional Functioning (SR1, SR2, SR3, SR4)</p> <hr/> <p><i>May include additional...</i></p> <p>Self-Determination/Independence (PAR1)</p> <p>Academic / Intellectual Functioning (Curricular Competency)</p>	<p><i>Consider the following domains (choose <u>at least two</u>):</i></p> <p>Orientation &amp; Mobility (PAR1, PAR2, PAR3)</p> <p>Visual Skills (PCI3)</p> <p>Specialized Skills in Reading/Math (PAR1, SR2)</p> <hr/> <p><i>May include additional...</i></p> <p>Access to Technologies (CRE1, CRE2, CRE3, CRIT1, CRIT2, CRIT3)</p> <p>Daily Living Skills (PAR1, PAR2, PAR3)</p> <p>Vocational Planning/Skill Development (Curricular Competency)</p> <p>Study Skills &amp; Other Strategies (Curricular Competency)</p>	<p><i>Consider the following domains (choose <u>at least two</u>):</i></p> <p>Language/Auditory Development (C1, C2, C3, C4)</p> <p>Communication (signing, speech) (C1, C2, C3, C4)</p> <p>Social Interaction (SR2, SR4)</p> <hr/> <p><i>May include additional...</i></p> <p>Vocational Planning/Skill Development (Curricular Competency)</p> <p>Study Skills &amp; Other Strategies (Curricular Competency)</p> <p>Academic Skills (Curricular Competency)</p>
<b>'G' Designation</b>	<b>'H' Designation</b>	<b>'K' Designation</b>
<p><i>Consider the following domains (choose <u>at least two</u>):</i></p> <p>Social Interaction (SR4, SR2, C1, PR3)</p> <p>Communication (C1, C2, C3, C4)</p> <p>Behaviour/Emotional Functioning (SR1, SR2, SR3, SR4)</p> <hr/> <p><i>May include additional...</i></p> <p>Self-Determination &amp; Independent Living (PAR1, PAR2, PAR3)</p> <p>Health Factors (PAR3)</p> <p>Academics / Functional Academics (Curricular Competency)</p>	<p><i>Consider the following domains (choose <u>at least two</u>):</i></p> <p>Social/Emotional Functioning (PC2, PC3)</p> <p>Communication (C1, C2, C3, C4)</p> <p>Behaviour Skill Development (PAR2, SR2, SR4)</p> <hr/> <p><i>May include additional...</i></p> <p>Self-Determination/Independence (PAR1, PCI2, PCI3)</p> <p>Academic / Intellectual Functioning (Curricular Competency)</p>	<p><i>Consider the following domains (choose <u>at least two</u>):</i></p> <p>Communication (C1, C2, C3, C4)</p> <p>Social Interaction (SR1, SR2, SR3, SR4)</p> <p>Behaviour/Emotional Development (PAR1, PAR2, PAR3)</p> <hr/> <p><i>May include additional...</i></p> <p>Independent Living Skills (PCI1, PCI2, PCI3)</p> <p>Functional and/or Academic Skills (Curricular Competency)</p> <p>Motor Development (Fine &amp; Gross) (Curricular Competency)</p>
<b>'P' Designation</b>	<b>'Q' Designation</b>	<b>'R' Designation</b>
<p><i>Consider the following domains (choose <u>at least two</u>):</i></p> <p>Social Interaction (C1, C2, C3, C4, SR1, SR2, SR3, SR4)</p> <p>Differentiated Curriculum Opportunities (CRE1, CRE2, CRE3, CRIT1, CRIT2, CRIT3, Curricular Competency)</p> <p>Social/Emotional Development (PAR1, PAR2, PAR3)</p> <hr/> <p><i>May include additional...</i></p> <p>Community Experiences (SR1, PCI1)</p>	<p><i>Consider the following domains (choose <u>at least two</u>):</i></p> <p>Academic Interventions &amp; Remediation (Curricular Competency)</p> <p>Social/Emotional Development (SR1, SR2, SR3, SR4)</p> <p>Cognitive Functioning (CRIT1, CRIT2, CRIT3)</p> <hr/> <p><i>May include additional...</i></p> <p>Self-Determination/Independence (PAR1, PAR2, PAR3)</p>	<p><i>Consider the following domains (choose <u>at least two</u>):</i></p> <p>Social/Emotional Functioning (PC2, PC3)</p> <p>Communication (C1, C2, C3, C4)</p> <p>Behaviour Skill Development (PAR2, SR2, SR4)</p> <hr/> <p><i>May include additional...</i></p> <p>Self-Determination/Independence (PAR1, PCI2, PCI3)</p> <p>Academic/Intellectual Functioning (Curricular Competency)</p>

## Communication



## Creative Thinking



## Critical Thinking



## Social Responsibility



## Positive Personal and Cultural Identity



## Personal Awareness and Responsibility

COMMUNICATION- ADAPTED	THINKING- ADAPTED VERSION		PERSONAL AND SOCIAL- ADAPTED		
	CREATIVE THINKING	CRITICAL THINKING	PERSONAL & CULTURAL IDENTITY	PERSONAL AWARENESS & RESPONSIBILITY	SOCIAL RESPONSIBILITY
<p>Key Concepts</p> <ul style="list-style-type: none"> <li>- Receptive and expressive language skills</li> <li>- Share thoughts, ideas, and learning</li> <li>- Get basic needs met</li> <li>- Work well with others on a common goal</li> <li>- Use technology and digital media</li> </ul>	<p>Key Concepts</p> <ul style="list-style-type: none"> <li>- Generate new ideas</li> <li>- Move from having ideas to making ideas happen</li> <li>- Get ideas from others</li> <li>- Use imagination during play</li> </ul>	<p>Key Concepts</p> <ul style="list-style-type: none"> <li>- Draw conclusions and make judgements</li> <li>- Perspective taking</li> <li>- Problem solve</li> <li>- Tell fact from opinion</li> </ul>	<p>Key Concepts</p> <ul style="list-style-type: none"> <li>- Know about family, culture, and heritage</li> <li>- Have a positive personal identity</li> <li>- Respect others who are different</li> <li>- Make positive choices that help class, school and community</li> </ul>	<p>Key Concepts</p> <ul style="list-style-type: none"> <li>- Regulate emotions</li> <li>- Make healthy choices</li> <li>- Persevere when stuck</li> <li>- Self-manage physical needs</li> </ul>	<p>Key Concepts</p> <ul style="list-style-type: none"> <li>- Positively contribute to one's family, school, and community</li> <li>- Create and maintain healthy relationships</li> </ul>
<p><b>C1 Connect and Engage with Others</b> (to share &amp; develop ideas)</p> <p>Students begin to engage in informal and structured conversations where they listen, contribute, develop understanding and relationships.</p> <ul style="list-style-type: none"> <li>➤ I ask and respond verbally or non-verbally (AAC, nod, smile, thumbs up) to simple, direct questions.</li> <li>➤ I show active body listening.</li> <li>➤ I can ask to for a partner or to join play.</li> <li>➤ I can tell someone my needs (washroom, break) verbally or non-verbally (AAC, PECS, gestures).</li> </ul>	<p><b>CRE1 Novelty and Value</b></p> <p>Students get new ideas that have value. Ideas may be new to them, new to peers, new in context, or completely new. The ideas may be fun, solve problems, or as a form of self-expression.</p> <ul style="list-style-type: none"> <li>➤ I get ideas when I play.</li> <li>➤ My ideas are fun &amp; make me happy.</li> <li>➤ I can get new ideas or build on other people's ideas.</li> <li>➤ I generate new ideas as I pursue my interests.</li> <li>➤ I can judge which of my ideas I like best.</li> </ul>	<p><b>CRIT1 Analyze and Critique</b></p> <p>Students tell what they like and don't like and give a reason why. They can judge and evaluate (ie good, better, best). They can accept other's opinions.</p> <ul style="list-style-type: none"> <li>➤ I can show or tell if I like something or not.</li> <li>➤ I can tell why I like something or not.</li> <li>➤ I can show or tell one other perspective.</li> <li>➤ I can reflect on and evaluate my thinking, products, and actions.</li> <li>➤ I can set a learning goal to make tomorrow better.</li> </ul>	<p><b>PCI1 Relationships &amp; Cultural Contexts</b></p> <p>Students understand that their culture background (ethnicity, nationality, language, ability, sex/gender, age, sexuality, religion, geographic area) contributes to who they are.</p> <ul style="list-style-type: none"> <li>➤ I can say who is in my family.</li> <li>➤ I can know the names of all my classmates.</li> <li>➤ I am able to identify the different groups that I belong to.</li> <li>➤ I can tell you at least 5 characteristics about myself.</li> <li>➤ I understand that I will change as I get older</li> </ul>	<p><b>PAR1 Self-Determination</b></p> <p>Students are self-aware and are showing growth in confidence. They are able to identify needs and ask for help, when needed.</p> <ul style="list-style-type: none"> <li>➤ I can show when I am happy.</li> <li>➤ I can ask for help when I need it.</li> <li>➤ I can celebrate my efforts &amp; accomplishments.</li> <li>➤ I can make safe choices by myself.</li> <li>➤ I can follow routines and make safe transitions.</li> <li>➤ I understand that learning sometimes takes more than one day.</li> </ul>	<p><b>SR1 Contributing to Community &amp; Caring for the Environment</b></p> <p>Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities and the environment.</p> <ul style="list-style-type: none"> <li>➤ With some support, I can be part of a group.</li> <li>➤ I can participate in classroom activities.</li> <li>➤ I contribute to group discussions.</li> <li>➤ I can identify how my actions can affect other people.</li> <li>➤ I can make by classroom, school, or community a better, safer place.</li> </ul>
<p><b>C2 Acquire, Interpret, and Present Information</b> (include inquiries)</p> <p>Students inquire into topics that interest them, and topics related to their school studies/life skills.</p> <p>Examples: "show &amp; tell", read/share with partners, etc.</p> <ul style="list-style-type: none"> <li>➤ I can listen to others tell me about their interests.</li> <li>➤ I can understand and share information about a topic that is important to me.</li> <li>➤ I present, teach or show someone a book, video or website that I like and tell them why I like it.</li> </ul>	<p><b>CRE2 Generating Ideas</b></p> <p>Students may generate creative ideas as a result of free play, engagement with someone else's ideas, a naturally occurring problem or constraints or interest or passion.</p> <ul style="list-style-type: none"> <li>➤ I get ideas when I play and explore.</li> <li>➤ I build on others' ideas and add new ideas of my own.</li> <li>➤ I actively learn details about something I like (e.g. by doing research, talking to others or practicing).</li> <li>➤ I can relax my mind when I need to</li> <li>➤ I have interest and passions that I like to learn about.</li> </ul>	<p><b>CRIT2 Question and Investigate</b></p> <p>Students can learn and engage in an inquiry type projects. They can ask and answer questions or challenges related to their inquiry.</p> <ul style="list-style-type: none"> <li>➤ I can use books, materials and technology to answer who, what, when, where questions.</li> <li>➤ I can tell a classmate some of the information I found.</li> <li>➤ I can consider more than one way to proceed and can choose.</li> <li>➤ I can tell fact from opinion.</li> </ul>	<p><b>PCI2 Personal Values &amp; Choices</b></p> <p>Students can tell what they value. They understand that what they value has been influenced by their life experiences. They identify ways in which what they value helps to shape their choices in all contexts of their lives.</p> <ul style="list-style-type: none"> <li>➤ I can tell what is important to me.</li> <li>➤ I can explain the choices I make.</li> <li>➤ I can tell the difference between safe/unsafe, appropriate/inappropriate, expected/unexpected behaviours.</li> <li>➤ I understand classroom and community expectations.</li> </ul>	<p><b>PAR2 Self-Regulation</b></p> <p>Students take responsibility for their own choices and actions. They set goals, monitor progress, and understand and regulate their emotions. They are aware that learning involves patience and time. They are able to understand how their actions affect themselves and others.</p> <ul style="list-style-type: none"> <li>➤ I can stop and read the room before I enter.</li> <li>➤ I can use strategies and tools to help me manage my feelings and emotions.</li> <li>➤ I can persevere with challenging tasks.</li> <li>➤ I can wait my turn.</li> <li>➤ I can participate in classroom discussions.</li> <li>➤ I can ask for breaks when I need them.</li> <li>➤ I can adjust to changes in my routine.</li> <li>➤ I can maintain focus for up to 15 minutes</li> </ul>	<p><b>SR2 Solving Problems in Peaceful Ways</b></p> <p>Students identify and develop an appreciation of different perspectives. They use strategies to resolve problems.</p> <ul style="list-style-type: none"> <li>➤ I can solve problems myself.</li> <li>➤ I can use my words when upset.</li> <li>➤ I can keep my hands and feet to myself when saying no, stop or I don't like that.</li> <li>➤ I can choose from two options to calm myself.</li> </ul>
<p><b>C3 Collaborate to Plan, Carry Out, and Review</b> <b>Constructions &amp; Activities</b></p> <p>Students work together to accomplish goals either face to face, or through media.</p> <ul style="list-style-type: none"> <li>➤ I can work with others to achieve a common goal.</li> <li>➤ I do my share.</li> <li>➤ I can take on roles and responsibilities in a group.</li> <li>➤ I can retell key ideas &amp; identify the ways we agree.</li> </ul>	<p><b>CRE3 Developing Ideas</b></p> <p>After students get creative ideas, they evaluate them, decide which ones to develop, refine them, work to realize them in some way.</p> <ul style="list-style-type: none"> <li>➤ I can shift my thinking when needed.</li> <li>➤ I can problem solve with support.</li> <li>➤ I try again if one idea didn't work.</li> <li>➤ I use my experiences to think of ideas.</li> <li>➤ I can handle it when my ideas don't work.</li> </ul>	<p><b>CRIT3 Develop and Design</b></p> <p>Students consider the audience when telling their ideas. They can develop plans, monitor their progress, and change their procedures when needed. They can determine the extent to which they have met their goals.</p> <ul style="list-style-type: none"> <li>➤ I can try different ways of doing things.</li> <li>➤ I think about what my audience might want to hear or learn about.</li> <li>➤ I can tell why I did a good job.</li> <li>➤ I can tell the next step I have to take.</li> <li>➤ I can make choices that will help me.</li> </ul>	<p><b>PCI3 Personal Strengths &amp; Abilities</b></p> <p>Students acknowledge their strengths and abilities. They explain how they are using their strengths and abilities in their families, their relationships, and their communities.</p> <ul style="list-style-type: none"> <li>➤ I can identify what I am good at.</li> <li>➤ I can say what I need to work on.</li> <li>➤ I can describe/express my thoughts and opinions.</li> <li>➤ I can be a leader in my school, at home or in my community.</li> <li>➤ I understand I will continue to learn new things that will help me.</li> </ul>	<p><b>PAR3 Well-Being</b></p> <p>Students who are personally aware and responsible for mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being.</p> <ul style="list-style-type: none"> <li>➤ I can check my blood glucose monitor by myself.</li> <li>➤ I can say when I need to use the washroom/drink.</li> <li>➤ I can follow a washroom routine.</li> <li>➤ I can find my way around the school.</li> <li>➤ I can move in the hallway safely.</li> <li>➤ I can make choices that are safe when playing in the playground.</li> <li>➤ I know what to do when the fire alarm rings.</li> <li>➤ I chew and swallow my food slowly.</li> <li>➤ I can take a deep breath and choose a break when I feel stressed.</li> </ul>	<p><b>SR3 Valuing Diversity</b></p> <p>Students value different viewpoints, help others, and tell the difference between helpful/unhelpful, safe/unsafe, expected/unexpected behaviour.</p> <ul style="list-style-type: none"> <li>➤ With some direction, I can ask for a partner</li> <li>➤ I can tell/show at least one classroom expectation</li> <li>➤ I can explain when something is unfair</li> <li>➤ I can help someone else</li> <li>➤ I can accept another way of doing things</li> </ul>
<p><b>C4 Explain/Recount and Reflect on Experiences &amp; Accomplishments</b></p> <p>Students tell about their experiences – share what they learned.</p> <ul style="list-style-type: none"> <li>➤ I give, receive, and act on feedback.</li> <li>➤ I can recount simple experiences and activities and tell something I learned.</li> <li>➤ I can represent my learning and tell how it connects to my experiences and efforts verbally, in a drawing or a paragraph.</li> </ul>				<p><b>PAR4 Self-Management</b></p> <p>Students are able to manage their own behavior and emotions. They are able to identify and regulate their emotions. They are able to understand how their actions affect themselves and others.</p> <ul style="list-style-type: none"> <li>➤ I can identify my emotions.</li> <li>➤ I can identify the causes of my emotions.</li> <li>➤ I can use strategies to manage my emotions.</li> <li>➤ I can ask for help when I need it.</li> <li>➤ I can follow routines and make safe transitions.</li> <li>➤ I understand that learning sometimes takes more than one day.</li> </ul>	<p><b>SR4 Building Relationships</b></p> <p>Students develop and maintain diverse, and positive peer and intergenerational relationships in a variety of contexts.</p> <ul style="list-style-type: none"> <li>➤ I can be part of a group.</li> <li>➤ I am kind to others.</li> <li>➤ I can identify when other need support &amp; provide it.</li> <li>➤ I am aware of how others may feel.</li> <li>➤ I have at least one friend.</li> </ul>

COMMUNICATION	THINKING		PERSONAL AND SOCIAL		
	CREATIVE THINKING	CRITICAL THINKING	PERSONAL & CULTURAL IDENTITY	PERSONAL AWARENESS & RESPONSIBILITY	SOCIAL RESPONSIBILITY
<p>The set of abilities that students use to impart and exchange information, experiences, and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. Provides a bridge between students' learning, their personal and social identity and relationships, and the world in which they interact.</p>	<p>Involves the generation of new ideas and concepts that have value to the individual or others, and the development of these ideas and concepts from thought to reality. Creative thinking is deeply collaborative. New thoughts and concepts are built on combinations of existing thoughts and concepts. The ideas available as raw material for creative thinking depend on previous experiences and learning, as well as one's cultural legacy</p>	<p>Involves making judgments based on reasoning: students consider options; analyze these using specific criteria; and draw conclusions and make judgments. It encompasses a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.</p>	<p>Involves the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. Students who have a positive personal and cultural identity value their personal and cultural narratives, and understand how these shape their identity. Supported by a sense of self-worth, self-awareness, and positive identity, students become confident individuals who take satisfaction in who they are, and what they can do to contribute to their own well-being and to the well-being of their family, community, &amp; society.</p>	<p>Includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being.</p>	<p>Involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.</p>
<p><b>1. Connect and Engage with Others (to share &amp; develop ideas)</b> Students engage in informal and structured conversations where they listen, contribute, develop understanding and relationships, learn to consider diverse perspectives, and build consensus.  Examples: literature circles, book clubs, blogs, and small group discussions &amp; decision making/informal debate</p> <ul style="list-style-type: none"> <li>➢ I ask and respond to simple, direct questions</li> <li>➢ I am an active listener; I support and encourage the person speaking</li> <li>➢ I recognize that there are different points-of-view and I can disagree respectfully</li> </ul>	<p><b>1. Novelty and Value</b> Students get creative ideas that are both novel and have value. Ideas may be: new to that student or their peers; may be novel for their age group or larger community, may be new in a particular context or absolutely new. The idea/product may also have value in a variety of ways and contexts it may: be fun; provide a sense of accomplishment; solve a naturally occurring problem; be a form of self expression; provide a new perspective that influences how people think about something or the actions people take. An idea can have an impact of the individual student, classmate, larger group of peers, in one's community, or on a global level</p> <ul style="list-style-type: none"> <li>➢ I get ideas when I play. My ideas are fun &amp; make me happy.</li> <li>➢ I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials.</li> <li>➢ I generate new ideas as I pursue my interests.</li> <li>➢ I get ideas that are new to my peers.</li> <li>➢ I can develop a body of creative work over time in an area I'm interested in or passionate about</li> </ul>	<p><b>1. Analyze and Critique</b> Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They consider purpose, focus on evidence, and use criteria (explicit or implicit) to draw conclusions and make defensible judgments or assessments. They consider a variety of perspectives. Some opportunities for analysis and critique are formal tasks; others are informal, ongoing activities (e.g. assessing a plan they are developing to solve a problem). Students often analyze and critique their own work as a key part of their learning.</p> <ul style="list-style-type: none"> <li>➢ I can show if I like something or not.</li> <li>➢ I can identify criteria that I can use to analyze evidence.</li> <li>➢ I can analyze evidence from different perspectives.</li> <li>➢ I can reflect on and evaluate my thinking, products, and actions.</li> <li>➢ I can analyze my own assumptions and beliefs and consider views that do not fit with them.</li> </ul>	<p><b>1. Relationships &amp; Cultural Contexts</b> Students understand that their relationship and cultural contexts help to shape who they are ("Culture" meant in its broadest sense, including identifiers such as ethnicity, nationality, language, ability, sex/gender, age, geographic region, sexuality and religion) Students define themselves in terms of their relationship to others and their relationship to the world (people and place) around them.</p> <ul style="list-style-type: none"> <li>➢ I can describe my family and community.</li> <li>➢ I am able to identify the different groups that I belong to.</li> <li>➢ I understand that my identity is made up of many interconnected aspects (such as life experience, family history, heritage, peer groups)</li> <li>➢ I understand that learning is continuous and my concept of self identity will continue to evolve.</li> </ul>	<p><b>1. Self-Determination</b> Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when they need it, to find purpose and motivation and act on it, and to advocate for themselves.</p> <ul style="list-style-type: none"> <li>➢ I can show a sense of accomplishment &amp; joy</li> <li>➢ I can celebrate my efforts &amp; accomplishments.</li> <li>➢ I can advocate for myself and my ideas</li> <li>➢ I can imagine and work toward change in myself and the world.</li> <li>➢ I take the initiative to inform myself about controversial issues</li> </ul>	<p><b>1. Contributing to Community &amp; Caring for the Environment</b> Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities and the environment.</p> <ul style="list-style-type: none"> <li>➢ With some support, I can be part of a group.</li> <li>➢ I can participate in classroom and group activities to improve the classroom, school, community, or natural world.</li> <li>➢ I contribute to group activities that make my classroom, school, community, or natural world a better place.</li> <li>➢ I can identify how my actions &amp; the actions of others affect my community and the natural environment &amp; can work to make positive change</li> <li>➢ I can analyze social or environmental issues from multiple perspectives. I can take thoughtful action to influence positive, sustainable change.</li> </ul>
<p><b>2. Acquire, Interpret, and Present Information (include inquiries)</b> Students inquire into topics that interest them, and topics related to their school studies. They present for many purposes and audiences; their work often features media and technology.  Examples: "show &amp; tell" explaining a concept, sharing a Power Point presentation about a research or inquiry topic, creating a video proposal</p> <ul style="list-style-type: none"> <li>➢ I can understand and share information about a topic that is important to me</li> <li>➢ I present information clearly &amp; in an organized way</li> <li>➢ I can present information &amp; ideas to an audience I may not know</li> </ul>	<p><b>2. Generating Ideas</b> Students may generate creative ideas as a result of free play, engagement with someone else's ideas, a naturally occurring problem or constraints or interest or passion. New ideas and inspirations can spontaneously arise from the unconscious mind, which is why student often report that their ideas just "pop" into their heads. However, students can also become aware of, and use, ways to help their unconscious minds generate ideas –giving their unconscious minds lots of ideas and information to combine and recombine at random (e.g. by learning about something of interest), providing the incubation time for the unconscious to work, and quieting the filters and censors in the conscious and subconscious minds that tend to prevent novel ideas and inspirations from rising to the conscious mind (e.g. by doing relaxing or automatic activities)</p> <ul style="list-style-type: none"> <li>➢ I get ideas when I uses my senses to explore.</li> <li>➢ I build on others' ideas and add new ideas of y own, or combine other people's ideas in new ways to create new things or solve straightforward problems</li> <li>➢ I deliberately learn a lot about something (e.g. by doing research, talking to others or practising) so that I am able to generate new ideas or ideas just pop into my head.</li> <li>➢ I have deliberate strategies for quieting my conscious mind (e.g. walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative.</li> <li>➢ I have interest and passions that I pursue over time</li> </ul>	<p><b>2. Question and Investigate</b> Students learn to engage in an inquiry investigation where they identify and explore questions or challenges related to key issues or problematic situations in their studies, their lives, their communities, and the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and draw reasoned conclusions. Some critical thinking activities focus on part of the process, such as questioning, while others may involve a complex inquiry into a local or global issue.</p> <ul style="list-style-type: none"> <li>➢ I can explore materials and actions.</li> <li>➢ I can ask open-ended questions and gather information.</li> <li>➢ I can consider more than one way to proceed in an investigation.</li> <li>➢ I can evaluate the credibility of sources of information.</li> <li>➢ I can tell the difference between facts and interpretations, opinions, or judgments.</li> </ul>	<p><b>2. Personal Values &amp; Choices</b> Students define what they value. They understand how what they value has been influenced by their life experiences. They identify ways in which what they value helps to shape their choices in all contexts of their lives.</p> <ul style="list-style-type: none"> <li>➢ I can tell what is important to me.</li> <li>➢ I can explain what my values are and how they affect choices I make.</li> <li>➢ I can tell how some important aspect of my life have influenced my values</li> <li>➢ I understand how my values shape my choices.</li> </ul>	<p><b>2. Self-Regulation</b> Students who are personally aware and responsible take responsibility for their own choices and actions. They set goals, monitor progress, and understand and regulate their emotions. They are aware that learning involves patience and time. They are able to persevere in difficult situations, and to understand how their actions affect themselves and others.</p> <ul style="list-style-type: none"> <li>➢ I can sometimes recognize emotions.</li> <li>➢ I can use strategies that help me manage my feelings and emotions.</li> <li>➢ I can persevere with challenging tasks.</li> <li>➢ I can implement, monitor, and adjust a plan and assess the results.</li> <li>➢ I can take ownership of my goals, learning, &amp; behavior.</li> </ul>	<p><b>2. Solving Problems in Peaceful Ways</b> Students identify and develop an appreciation of different perspectives on issues; they generate, use, and evaluate strategies to resolve problems.</p> <ul style="list-style-type: none"> <li>➢ I can solve problems myself and can identify when to ask for help.</li> <li>➢ I can identify problems and compare potential problem-solving strategies</li> <li>➢ I can clarify problems, consider alternatives, and evaluate strategies.</li> <li>➢ I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.</li> </ul>
<p><b>3. Collaborate to Plan, Carry Out, and Review Constructions &amp; Activities</b> Students work together to accomplish goals either face to face, or through media.  Examples: planning a construction, inquiry, or performance, solving a problem, conducting an inquiry, working together on a community project</p> <ul style="list-style-type: none"> <li>➢ I can work with others to achieve a common goal, I do my share</li> <li>➢ I can take on roles and responsibilities in a group</li> <li>➢ I can summarize key ideas &amp; identify the ways we agree (commonalities)</li> </ul>	<p><b>3. Developing Ideas</b> After students get creative ideas, they evaluate them, decide which ones to develop, refine them, work to realize them in some way. The process of developing ideas may require building the necessary skills, sustaining perseverance, and using failure productively over time. It may require generating additional creative ideas to get solutions to problems along the way.</p> <ul style="list-style-type: none"> <li>➢ I make my ideas work or I change what I am doing.</li> <li>➢ I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them</li> <li>➢ I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries</li> <li>➢ I use my experiences with various steps and attempts to direct my future work</li> <li>➢ I can preserve over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks and use them to advance my thinking</li> </ul>	<p><b>3. Develop and Design</b> Students apply critical thinking to create or transform products, methods, performances, and representations in response to problems, events, issues, and needs. They work with clear purpose and consider the potential users or audience of their work. They explore possibilities develop and refine plans, monitor their progress, and adjust their procedures in the light of criteria and feedback. They can determine the extent to which they have met their goals.</p> <ul style="list-style-type: none"> <li>➢ I can experiment with different ways of doing things</li> <li>➢ I can develop criteria for evaluating design options.</li> <li>➢ I can monitor my progress and adjust my actions to make sure I achieve what I want.</li> <li>➢ I can make choices that will help me created my intended impact on an audience or situation.</li> </ul>	<p><b>3. Personal Strengths &amp; Abilities</b> Students acknowledge their strengths and abilities, and explicitly consider these as assets that can help them in all aspects of their lives. Students understand that they are unique and are a part of larger communities. They explain how they are using their strengths and abilities in their families, their relationships, and their communities.</p> <ul style="list-style-type: none"> <li>➢ I can identify my individual characteristics.</li> <li>➢ I can describe/express my attributes, characteristics, and skills.</li> <li>➢ I can reflect on my strengths and identify my potential as a leader in my community.</li> <li>➢ I understand I will continue to develop new abilities and strengths to help me meet new challenges.</li> </ul>	<p><b>3. Well-Being</b> Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including online interactions. They recognize the importance of happiness, and having strategies that help them find peace in challenging situations.</p> <ul style="list-style-type: none"> <li>➢ I can participate in activities that support my self-being, and tell/show how they help me.</li> <li>➢ I can take some responsibility for my physical and emotional well-being.</li> <li>➢ I can make choices that benefit my well-being and keep me safe in my community, including my online interactions.</li> <li>➢ I can use strategies to find peace in stressful times.</li> <li>➢ I can sustain a healthy and balanced lifestyle.</li> </ul>	<p><b>3. Valuing Diversity</b> Students value diversity, defend human rights, advocate for others, and act with a sense of ethics in interactions, including online.</p> <ul style="list-style-type: none"> <li>➢ With some direction, I can demonstrate respectful and inclusive behaviours.</li> <li>➢ I can explain when something is unfair.</li> <li>➢ I can advocate for others</li> <li>➢ I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.</li> </ul>
<p><b>4. Explain/Recount and Reflect on Experiences &amp; Accomplishments</b> Students tell about their experiences –especially their learning experiences – and reflect and share what they learned.  Examples: presentations of learning, self-assessment, and receiving/offering feedback</p> <ul style="list-style-type: none"> <li>➢ I give, receive, and act on feedback</li> <li>➢ I can recount simple experiences and activities and tell something I learned</li> <li>➢ I can represent my learning and tell how it connects to my experiences and efforts</li> </ul>	<p><b>3. Developing Ideas</b> After students get creative ideas, they evaluate them, decide which ones to develop, refine them, work to realize them in some way. The process of developing ideas may require building the necessary skills, sustaining perseverance, and using failure productively over time. It may require generating additional creative ideas to get solutions to problems along the way.</p> <ul style="list-style-type: none"> <li>➢ I make my ideas work or I change what I am doing.</li> <li>➢ I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them</li> <li>➢ I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries</li> <li>➢ I use my experiences with various steps and attempts to direct my future work</li> <li>➢ I can preserve over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks and use them to advance my thinking</li> </ul>	<p><b>3. Develop and Design</b> Students apply critical thinking to create or transform products, methods, performances, and representations in response to problems, events, issues, and needs. They work with clear purpose and consider the potential users or audience of their work. They explore possibilities develop and refine plans, monitor their progress, and adjust their procedures in the light of criteria and feedback. They can determine the extent to which they have met their goals.</p> <ul style="list-style-type: none"> <li>➢ I can experiment with different ways of doing things</li> <li>➢ I can develop criteria for evaluating design options.</li> <li>➢ I can monitor my progress and adjust my actions to make sure I achieve what I want.</li> <li>➢ I can make choices that will help me created my intended impact on an audience or situation.</li> </ul>	<p><b>3. Personal Strengths &amp; Abilities</b> Students acknowledge their strengths and abilities, and explicitly consider these as assets that can help them in all aspects of their lives. Students understand that they are unique and are a part of larger communities. They explain how they are using their strengths and abilities in their families, their relationships, and their communities.</p> <ul style="list-style-type: none"> <li>➢ I can identify my individual characteristics.</li> <li>➢ I can describe/express my attributes, characteristics, and skills.</li> <li>➢ I can reflect on my strengths and identify my potential as a leader in my community.</li> <li>➢ I understand I will continue to develop new abilities and strengths to help me meet new challenges.</li> </ul>	<p><b>3. Well-Being</b> Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including online interactions. They recognize the importance of happiness, and having strategies that help them find peace in challenging situations.</p> <ul style="list-style-type: none"> <li>➢ I can participate in activities that support my self-being, and tell/show how they help me.</li> <li>➢ I can take some responsibility for my physical and emotional well-being.</li> <li>➢ I can make choices that benefit my well-being and keep me safe in my community, including my online interactions.</li> <li>➢ I can use strategies to find peace in stressful times.</li> <li>➢ I can sustain a healthy and balanced lifestyle.</li> </ul>	<p><b>4. Building Relationships</b> Students develop and maintain diverse, and positive peer and intergenerational relationships in a variety of contexts.</p> <ul style="list-style-type: none"> <li>➢ With some support, I can be part of a group.</li> <li>➢ I am kind to others, can work or play, cooperatively, and can build relationships with people of my choosing.</li> <li>➢ I can identify when other need support &amp; provide it.</li> <li>➢ I am aware of how others may feel and take steps to help them feel included.</li> <li>➢ I build and sustain positive relationships with diverse people, including people from different generations.</li> </ul>