

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"> - Receptive and expressive language skills - Share thoughts, ideas, and learning - Get basic needs met - Work well with others on a common goal - Use technology and digital media 	<p>Key Concepts</p> <ul style="list-style-type: none"> - Generate new ideas - Move from having ideas to making ideas happen - Get ideas from others - Use imagination during play 	<p>Key Concepts</p> <ul style="list-style-type: none"> - Draw conclusions and make judgements - Perspective taking - Problem solve - Tell fact from opinion 	<p>Key Concepts</p> <ul style="list-style-type: none"> - Know about family, culture, and heritage - Have a positive personal identity - Respect others who are different - Make positive choices that help class, school and community 	<p>Key Concepts</p> <ul style="list-style-type: none"> - Regulate emotions - Make healthy choices - Persevere when stuck - Self-manage physical needs 	<p>Key Concepts</p> <ul style="list-style-type: none"> - Positively contribute to one's family, school, and community - Create and maintain healthy relationships
<p>C1 Connect and Engage with Others (to share & 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"> ➢ I ask and respond verbally or non-verbally (AAC, nod, smile, thumbs up) to simple, direct questions. ➢ I show active body listening. ➢ I can ask to for a partner or to join play. ➢ I can tell someone my needs (washroom, break) verbally or non-verbally (AAC, PECS, gestures). 	<p>CRE1 Novelty and Value</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"> ➢ I get ideas when I play. ➢ My ideas are fun & make me happy. ➢ I can get new ideas or build on other people's ideas. ➢ I generate new ideas as I pursue my interests. ➢ I can judge which of my ideas I like best. 	<p>CRIT1 Analyze and Critique</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"> ➢ I can show or tell if I like something or not. ➢ I can tell why I like something or not. ➢ I can show or tell one other perspective. ➢ I can reflect on and evaluate my thinking, products, and actions. ➢ I can set a learning goal to make tomorrow better. 	<p>PCI1 Relationships & Cultural Contexts</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"> ➢ I can say who is in my family. ➢ I can know the names of all my classmates. ➢ I am able to identify the different groups that I belong to. ➢ I can tell you at least 5 characteristics about myself. ➢ I understand that I will change as I get older 	<p>PAR1 Self-Determination</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"> ➢ I can show when I am happy. ➢ I can ask for help when I need it. ➢ I can celebrate my efforts & accomplishments. ➢ I can make safe choices by myself. ➢ I can follow routines and make safe transitions. ➢ I understand that learning sometimes takes more than one day. 	<p>SR1 Contributing to Community & Caring for the Environment</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"> ➢ With some support, I can be part of a group. ➢ I can participate in classroom activities. ➢ I contribute to group discussions. ➢ I can identify how my actions can affect other people. ➢ I can make by classroom, school, or community a better, safer place.
<p>C2 Acquire, Interpret, and Present Information (include inquiries)</p> <p>Students inquire into topics that interest them, and topics related to their school studies/life skills.</p> <p>Examples: "show & tell", read/share with partners, etc.</p> <ul style="list-style-type: none"> ➢ I can listen to others tell me about their interests. ➢ I can understand and share information about a topic that is important to me. ➢ I present, teach or show someone a book, video or website that I like and tell them why I like it. 	<p>CRE2 Generating Ideas</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"> ➢ I get ideas when I play and explore. ➢ I build on others' ideas and add new ideas of my own. ➢ I actively learn details about something I like (e.g. by doing research, talking to others or practicing). ➢ I can relax my mind when I need to ➢ I have interest and passions that I like to learn about. 	<p>CRIT2 Question and Investigate</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"> ➢ I can use books, materials and technology to answer who, what, when, where questions. ➢ I can tell a classmate some of the information I found. ➢ I can consider more than one way to proceed and can choose. ➢ I can tell fact from opinion. 	<p>PCI2 Personal Values & Choices</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"> ➢ I can tell what is important to me. ➢ I can explain the choices I make. ➢ I can tell the difference between safe/unsafe, appropriate/inappropriate, expected/unexpected behaviours. ➢ I understand classroom and community expectations. 	<p>PAR2 Self-Regulation</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"> ➢ I can stop and read the room before I enter. ➢ I can use strategies and tools to help me manage my feelings and emotions. ➢ I can persevere with challenging tasks. ➢ I can wait my turn. ➢ I can participate in classroom discussions. ➢ I can ask for breaks when I need them. ➢ I can adjust to changes in my routine. ➢ I can maintain focus for up to 15 minutes 	<p>SR2 Solving Problems in Peaceful Ways</p> <p>Students identify and develop an appreciation of different perspectives. They use strategies to resolve problems.</p> <ul style="list-style-type: none"> ➢ I can solve problems myself. ➢ I can use my words when upset. ➢ I can keep my hands and feet to myself when saying no, stop or I don't like that. ➢ I can choose from two options to calm myself.
<p>C3 Collaborate to Plan, Carry Out, and Review Constructions & Activities</p> <p>Students work together to accomplish goals either face to face, or through media.</p> <ul style="list-style-type: none"> ➢ I can work with others to achieve a common goal. ➢ I do my share. ➢ I can take on roles and responsibilities in a group. ➢ I can retell key ideas & identify the ways we agree. 	<p>CRE3 Developing Ideas</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"> ➢ I can shift my thinking when needed. ➢ I can problem solve with support. ➢ I try again if one idea didn't work. ➢ I use my experiences to think of ideas. ➢ I can handle it when my ideas don't work. 	<p>CRIT3 Develop and Design</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"> ➢ I can try different ways of doing things. ➢ I think about what my audience might want to hear or learn about. ➢ I can tell why I did a good job. ➢ I can tell the next step I have to take. ➢ I can make choices that will help me. 	<p>PCI3 Personal Strengths & Abilities</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"> ➢ I can identify what I am good at. ➢ I can say what I need to work on. ➢ I can describe/express my thoughts and opinions. ➢ I can be a leader in my school, at home or in my community. ➢ I understand I will continue to learn new things that will help me. 	<p>PAR3 Well-Being</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"> ➢ I can check my blood glucose monitor by myself. ➢ I can say when I need to use the washroom/drink. ➢ I can follow a washroom routine. ➢ I can find my way around the school. ➢ I can move in the hallway safely. ➢ I can make choices that are safe when playing in the playground. ➢ I know what to do when the fire alarm rings. ➢ I chew and swallow my food slowly. ➢ I can take a deep breath and choose a break when I feel stressed. 	<p>SR3 Valuing Diversity</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"> ➢ With some direction, I can ask for a partner ➢ I can tell/show at least one classroom expectation ➢ I can explain when something is unfair ➢ I can help someone else ➢ I can accept another way of doing things
<p>C4 Explain/Recount and Reflect on Experiences & Accomplishments</p> <p>Students tell about their experiences – share what they learned.</p> <ul style="list-style-type: none"> ➢ I give, receive, and act on feedback. ➢ I can recount simple experiences and activities and tell something I learned. ➢ I can represent my learning and tell how it connects to my experiences and efforts verbally, in a drawing or a paragraph. 	<p>CRE3 Developing Ideas</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"> ➢ I can shift my thinking when needed. ➢ I can problem solve with support. ➢ I try again if one idea didn't work. ➢ I use my experiences to think of ideas. ➢ I can handle it when my ideas don't work. 	<p>CRIT3 Develop and Design</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"> ➢ I can try different ways of doing things. ➢ I think about what my audience might want to hear or learn about. ➢ I can tell why I did a good job. ➢ I can tell the next step I have to take. ➢ I can make choices that will help me. 	<p>PCI3 Personal Strengths & Abilities</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"> ➢ I can identify what I am good at. ➢ I can say what I need to work on. ➢ I can describe/express my thoughts and opinions. ➢ I can be a leader in my school, at home or in my community. ➢ I understand I will continue to learn new things that will help me. 	<p>PAR3 Well-Being</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"> ➢ I can check my blood glucose monitor by myself. ➢ I can say when I need to use the washroom/drink. ➢ I can follow a washroom routine. ➢ I can find my way around the school. ➢ I can move in the hallway safely. ➢ I can make choices that are safe when playing in the playground. ➢ I know what to do when the fire alarm rings. ➢ I chew and swallow my food slowly. ➢ I can take a deep breath and choose a break when I feel stressed. 	<p>SR4 Building Relationships</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"> ➢ I can be part of a group. ➢ I am kind to others. ➢ I can identify when other need support & provide it. ➢ I am aware of how others may feel. ➢ I have at least one friend.