**This table was created to convey the 5 Essential Competencies (5 E’s) to students of varying ages and developmental levels. They are levelled in terms of complexity. Teachers in K-3 may choose to use Level 1 (picture symbols) when teaching the 5 E’s whereas a grade 8 classroom may choose to use the Level 4 definition. Some may also choose to use multiple (ex. Grade 6 may use a picture symbol from Level 1 paired with a hashtag #).**

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|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Enlightened** |  | #past&present#learnmore | I can discover how the past connects to the present. | **Historical events** have an **impact** on **today’s decisions** and **today’s understandings impact our perception and interpretation of historical and current events.** |
| **Empowered** |  | #getconnected#power | I can identify the rules and how they influence people. | Governance and public decision-making reflect **rights and responsibilities** and promote **societal well-being** amidst **different conceptions of public good.** |
| **Empathetic** |  | #diversitystrong#headsandheart | I can understand and respect how others think and feel. | **Diversity is strength** and should be **understood, respected, and affirmed.** |
| **Ethical** |  | #useyourvoice#standupspeakup | I can see that we all have rights & responsibilities. | Canadian **citizenship is lived, relational and experiential** and in Canada, requires **understanding of Aboriginal, treaty and human rights.** |
| **Engaged** |  | #getinvolved#dosomething | I can take actions to make the world a better place. | Each individual has a place in, and a responsibility to contribute to, an ethical civil society; likewise government has a reciprocal responsibility to each member of society. |

*Table created by Kaelyn Turberfield. Hashtags inspired by C. Toews.*