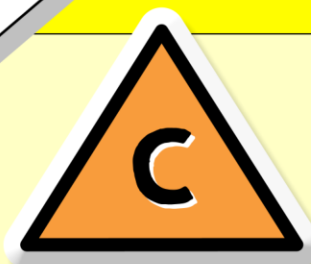


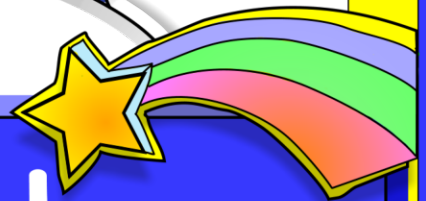
Editable!



BC COMPETENCIES



Created by Tanya Baker



PRIMARY Posters

THANKS FOR PREVIEWING :)

This resource contains A PDF FILE OF:

7 PRIMARY Posters



BC COMPETENCIES

The Primary Core Competency Posters
are a Full Page Each

The PDF file also contains:

7 Progressive 'I Can' Statement Posters

Communicating



- Connecting and engaging with others**
 - I can ask and respond to simple, direct questions.
 - I am an active listener. I can support and encourage the person.
 - I contribute to conversations and can ask thought-provoking questions to deepen my understanding.
- Focusing on intent and purpose**
 - I can communicate to share information, or connect with others.
 - I can choose an effective way to share or present information.
 - I can communicate for an intended purpose (e.g. teach, entertain, inform, persuade) and adjust my approach based on self-reflection and audience response.
- Acquiring and presenting information**
 - I can understand and share information about a topic that is new to me.
 - I can present information clearly and in an organized way.
 - I can use a variety of sources and provide a thoughtful analysis of the information.
 - I can present information and ideas to an audience I may not know.

Collaborating



- Working collectively**
 - I can listen respectfully and cooperate with others.
 - I can work in a group to achieve a common goal. I do my share.
 - I can monitor progress of the group and assist where needed.
 - I can step outside my comfort zone and work with unfamiliar people.
- Supporting group interactions**
 - I can share my ideas and help others to share their ideas, too.
 - I recognize that there are different points-of-view and I can communicate respectfully.
 - I value diverse perspectives and provide space for everyone's voice.
- Determining common purposes**
 - I can work with others to achieve a common goal.
 - I can plan with others and adjust our plans, according to the group's needs.
 - I give, receive, and act on constructive feedback to help reach our goals.
 - I can summarize key ideas and identify the ways we agree (consensus).

Creative Thinking



- Creating and innovating**
 - I get ideas when I play. My ideas are fun for me and make me happy.
 - I can get ideas, or build on other people's ideas, to create new things or solve a problem.
 - I generate new ideas as I pursue my interests.
 - I get ideas that are new to my peers, or provides a new perspective.
 - I can develop a body of creative work over time in an area I'm interested in.
- Generating and incubating**
 - I get ideas when I use my senses to explore.
 - I can use my imagination to come up with new ideas, or build on others' ideas.
 - I deliberately learn a lot about something (e.g. by doing research, talking to experts, practicing) so that new ideas pop into my head.
 - I have deliberate strategies for quieting my conscious mind (e.g. walking, daydreaming, doing something relaxing, being playful) so that I can be more creative.
 - I have interests and passions that I pursue over time.
- Evaluating and developing**
 - I make my ideas work or I change what I am doing.
 - I can usually make my ideas work if I keep playing with them.
 - I build the skills I need to make my ideas work, even if it takes a few tries.
 - I reflect on my experiences, and attempts, and use it to direct my future work.
 - I have a growth mindset, and can persevere over years if necessary to develop my ideas.

Critical & Reflective Thinking



- Analyzing and critiquing**
 - I can show if I like something or not.
 - I can identify criteria that I can use to make simple judgments.
 - I can reflect on and evaluate my thinking, work, and actions.
 - I can examine my own assumptions and beliefs, and consider different perspectives.
- Questioning and investigating**
 - I can explore materials and actions.
 - I can ask open-ended questions to gather information.
 - I can consider more than one way to proceed in an investigation.
 - I can evaluate and use credible sources of information.
 - I can tell the difference between facts, interpretations, opinions, and judgments.
- Designing and developing**
 - I can experiment with different ways of doing things.
 - I can develop criteria for evaluating design options.
 - I can monitor my progress and adjust my actions to achieve what I want.
 - I can make choices that will help me create my intended impact on an audience or situation.
- Reflecting and assessing**
 - I can share about something I have learned.
 - I can create goals for myself, or as part of a group.
 - I can give feedback to others, and act on feedback I have received.
 - I can analyze my work and determine the extent to which I have met my goals.

Personal Awareness & Responsibility



- Self-advocating**
 - I can show a sense of accomplishment and pride in my work.
 - I can express my needs and wants, and communicate my feelings.
 - I can advocate for myself and my ideas.
 - I can imagine and work toward change in my life.
 - I take the initiative to inform myself about my rights and responsibilities.
- Self-regulating**
 - I can sometimes recognize emotions.
 - I can use strategies that help me manage my emotions.
 - I can persevere with challenging tasks.
 - I can implement a plan, monitor progress, make adjustments, and achieve my goals.
 - I can take ownership of my actions, goals, and learning.
- Well-being**
 - I can participate in healthy activities and say how they contribute to my well-being.
 - I can take some responsibility for my physical and emotional well-being.
 - I can make choices that contribute to my well-being and the well-being of my community, including online communities.
 - I can use strategies to find peace in stressful situations.
 - I can sustain a healthy and balanced lifestyle.

Positive Personal & Cultural Identity



- Understanding relationships and cultural contexts**
 - I can describe my family and community.
 - I can identify different groups that I belong to.
 - I understand that my identity is influenced by many aspects (such as life experiences, family history, heritage, peer groups).
 - I understand that learning is continuous and my concept of self and identity will change over time.
- Recognizing personal values and choices**
 - I understand that it is important to have a sense of my values.
 - I understand how my values influence the choices I make.
 - I understand that my choices are influenced by my life experiences.
- Identifying strengths and abilities**
 - I understand that individual characteristics, experiences, and interests make me unique.
 - I understand that my strengths and abilities make me a leader in my community.
 - I understand that my strengths and abilities help me meet my goals.

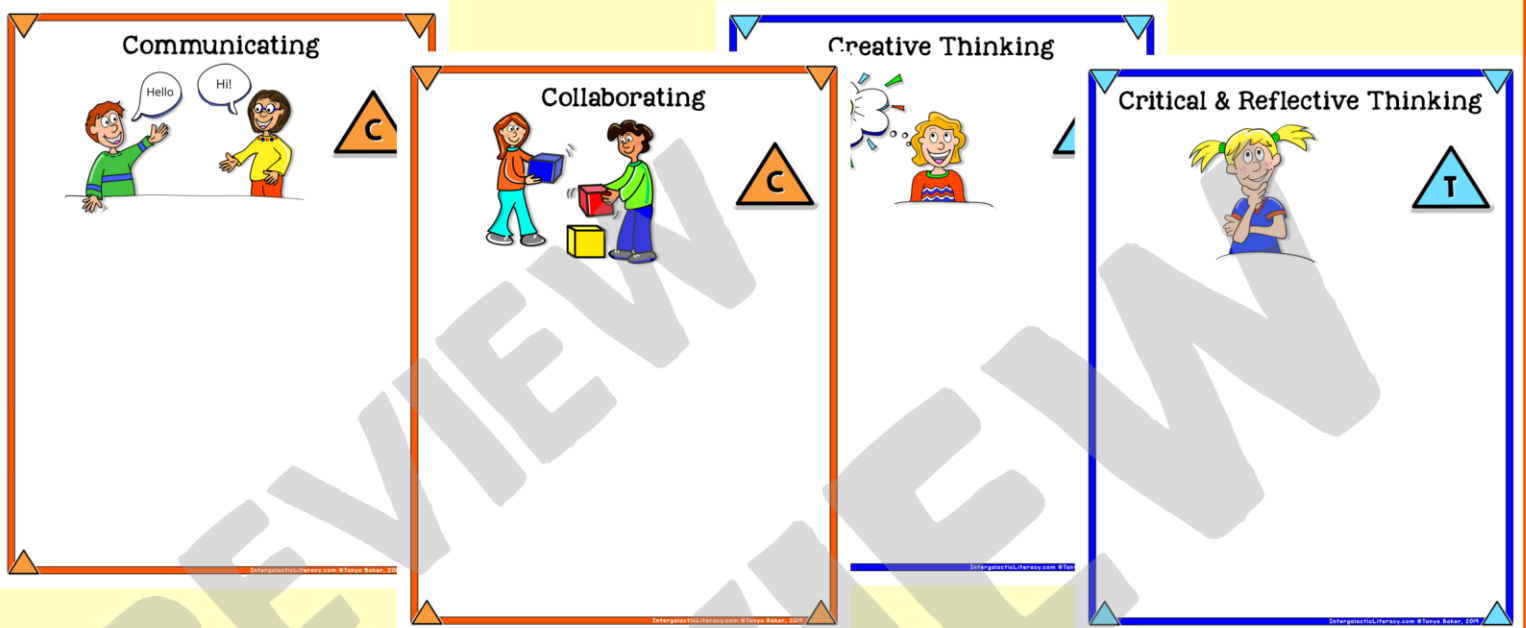
Social Awareness & Responsibility



- Building relationships**
 - I can work or play cooperatively with others.
 - I can share my feelings respectfully and be a thoughtful and supportive friend.
 - I am aware of how others may feel and take steps to help them feel included.
 - I build and sustain positive relationships with diverse people, including people from different generations.
- Contributing to community and caring for the environment**
 - I can be helpful and kind to others.
 - I can participate in activities to care for and improve my surroundings.
 - I can contribute to group activities that make my classroom, school, community, or world a better place.
 - I can advocate and take thoughtful actions to influence positive, sustainable change in my communities and in the world.
- Resolving problems**
 - I can solve some problems myself and can ask for help when needed.
 - I can identify problems and compare potential problem-solving strategies.
 - I can identify different perspectives on an issue, consider alternatives, and reflect on strategies.
 - I can clarify problems, come up with multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.
- Valuing diversity**
 - I can listen to others' ideas or concerns.
 - I can explain why something is fair or unfair.
 - I can demonstrate respectful and inclusive behaviour, and can help others do the same.
 - I take action to support diversity and defend human rights, and understand that diversity is beneficial for the communities I belong to.

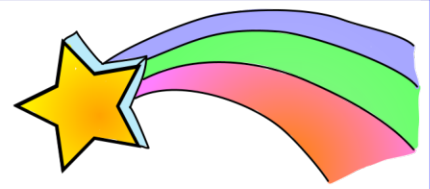
The progressive statement posters are the same in the Primary, Intermediate, and Middle School, Competency Poster Sets.

This resource ALSO CONTAINS **A PowerPoint Doc**



With 7 Editable Core Competency Posters!





This package contains two separate files.

- One is a pdf file containing 7 Primary Posters, and 7 Progressive Statement Posters, which are perfect for displaying on a wall in the classroom, and using as handouts. Teachers can draw attention to the posters to assist students in building their understanding of the BC Core Competencies. The Primary 'I Can' statements have been adapted from the SD 62 Learning Commons, and Progressive 'I Can' statements have been adapted from the BC Ministry of Education.
- The second file contained in this resource, is a PowerPoint file, which has 7 editable posters. These are fabulous for adding in your own 'I Can' statements to display in your class. Please note, headings and graphics are locked, with the main text box being editable. This file can be used with versions of PowerPoint, from 1997 onwards.
- Competencies included in this package are: Communicating, Collaborating, Creative Thinking, Critical & Reflective Thinking, Personal Awareness & Responsibility, Positive Personal & Cultural Identity, and Social Awareness & Responsibility.
- Please note, this resource is for personal classroom use by the original purchaser or licensee. All rights reserved by Tanya Baker @ IntergalacticLiteracy.com.

If you have any questions or wonderings about this resource, I am happy to help!
Please send messages to Info@IntergalacticLiteracy.com

With
Smiles

Tanya Baker

