# CORE COMPETENCY "I CAN" STATEMENTS

### **CRITICAL THINKING**

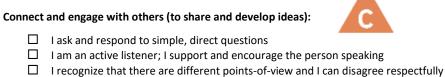
nalyze and Critique:			
	I can show if I like something or not I can identify criteria that I can use to analyze evidence I can analyze evidence from different perspectives I can reflect on and evaluate my thinking, products, and actions I can analyze my own assumptions and beliefs and consider views that do not fit with them		
uestion	and Investigate:		
	I can explore materials and actions I can ask open-ended questions and gather information I can consider more than one way to proceed an investigation I can evaluate the credibility of sources of information I can tell the difference between facts and interpretations, opinions, and judgments		
evelop	and Design:		
	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 make sure I achieve what I want I can make choices that will help me create my intended impact on an audience or situation		
REATI	REATIVE THINKING		
ovelty	and value:		
	I get ideas when I play. My ideas are fun for me and make me happy 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 I generate new ideas as I pursue my interests I get ideas that are new to my peers I can develop a body of creative work over time in an area I'm interested in or passionate about		
enerati	ng Ideas:		
	I get ideas when I use my senses to explore I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems I deliberately learn a lot about something (e.g. by doing research, talking to others or practicing) so that I am able to generate new ideas or ideas just pop into my head 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 I have interests and passions that I pursue over time		
evelopi	ing Ideas:		
	I make my ideas work or I change what I am doing I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them I build the skills I need to make my ideas work, and usually succeed, even if it takes a		
	few tries  I use my experiences with various steps and attempts to direct my future work		

☐ I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure,

# PERSONAL AWARENESS AND RESPONSIBILITY **Self Determination:** ☐ I can show a sense of accomplishment and joy ☐ I can celebrate my efforts and accomplishments ☐ I can advocate for myself and my ideas ☐ I can imagine and work toward change in myself and the world $\ \square$ I take the initiative to inform myself about controversial issues **Self-Regulation:** ☐ I can sometimes recognize emotions ☐ I can use strategies that help me manage my feelings and emotions ☐ I can persevere with challenging tasks ☐ I can implement, monitor, and adjust a plan and assess the results ☐ I can take ownership of my goals, learning, and behaviour Well-being: ☐ I can participate in activities that support my well-being, and tell/show how they help ☐ I can take some responsibility for my physical and emotional well-being ☐ I can make choices that benefit my well0being and keep me safe in my community, including my online interactions ☐ I can use strategies to find peace in stressful times ☐ I can sustain a healthy and balanced lifestyle

# **COMMUNICATION**





# Acquire, interpret, and present information (include inquiries)

I can understand and share information about a topic that is important to me
I present information clearly and in an organized way
I can present information and ideas to an audience I may not know

# Collaborate to plan, carry out, and review constructions and activities

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 summarize key ideas and identify the ways we agree (commonalities)

# Explain/recount and reflect on experiences and accomplishments

I give, receive, and act on feedback
I can recount simple experiences and activites and tell something I learned
I can represent my learning, and tell how it connects to my experiences and efforts

#### **SOCIAL RESPONSIBILITY**

stributing to community and caring for the environment:			
	With some support, I can be part of a group		
	I can participate in classroom and group activities to improve the classroom school, community, or natural world		
	I contribute to group activities that make my classroom, school, community, or natura world a better place		
	I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change		
	I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change		
ving <sub> </sub>	ving problems in peaceful ways:		
	I can solve some problems myself and can identify when to ask for help		
	I can identify problems and compare potential problem-solving strategies		
	I can clarify problems, consider alternatives, and evaluate strategies		
	I can clarify problems or issues, generate multiple strategies, weigh consequences,		

# **Building relationships:**

Valuing diversity:

	With some support, I can be part of a group
	I am kind to others, can work or play co-operatively, and can build relationships wit
	people of my choosing
]	I can identify when others need support and provide it
]	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

☐ With some direction, I can demonstrate respectful and inclusive behaviour

diversity is beneficial for my community, including online.

 $\square$  I take action to support diversity and defend human rights, and can identify how

# **POSITIVE PERSONAL & CULTURAL IDENTITY**

☐ I can explain when something is unfair

☐ I can advocate for others

# Relationships and cultural contexts:

I can describe my family and community
I am able to identify the different groups that I belong to
I understand that my identity is made up of many interconnected aspects (such as life
experiences, family history, heritage, peer group)
I understand that learning is continuous and my concept of self and identity will continue to evolve

### Personal values and choices:

	I can tell what is important to me
	I can explain what my values are and how they affect choices I make
	I can tell how some important aspects of my life have influenced my value
	I understand how my values shape my choices

# Personal strengths and abilities:

I can identify my individual characteristics
I can describe/express my attributes, characteristics, and skills
I can reflect on my strengths and identify my potential as a leaders in my community
I understand I will continue to develop new abilities and strengths to help me meet ne
challenges

and setbacks, and use them to advance my thinking