

CROSS-CURRICULAR COMPETENCIES

A cross-curricular competency is an interrelated set of attitudes, skills and knowledge that are drawn upon and applied to a particular context for successful learning and living. They are developed by every student, in every grade and across every subject/discipline area.

A. Know how to learn

B. Think critically

C. Identify and solve complex problems

D. Manage information

E. Innovate

F. Create opportunities

G. Apply multiple literacies

H. Demonstrate good communication skills and the ability to work cooperatively with others

I. Demonstrate global and cultural understanding

J. Identify and apply career and life skills

Think critically...

conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge

STUDENTS WHO THINK CRITICALLY ARE:

curious
fair-minded *humble*
open-minded
principled
reflective



KEY UNDERSTANDINGS

Alberta students:

- value intellectual integrity and courage by respectfully challenging or affirming beliefs, values, and actions;
- capture the heart of an idea and form reasoned conclusions;
- take personal responsibility for the ethical implication of their thoughts and actions;
- recognize that diverse thinking helps deepen and broaden understanding; and
- engage in critical thinking with respect, humility and an open mind.

IMPLICATIONS FOR ENABLING STUDENTS TO THINK CRITICALLY

Teachers design learning opportunities that...

- provide opportunities for students to experience a variety of sources and perspectives, and use the community as a source for experts, mentors and elders
- integrate technology and assistive technology to support innovation and discovery
- choose diverse approaches to assessment, including the use of qualitative measures

What other implications for designing learning opportunities can you identify?

While cultivating critical thinking abilities, students...

- identify situations that would benefit from deeper thinking
- question and analyze relevant information
- seek diverse perspectives
- synthesize thought and information to extend understandings
- evaluate the reasoning behind thoughts and actions
- advocate for taking personal responsibility for the ethical implications of thoughts and actions

What other implications for student learning can you identify?

QUESTIONS FOR REFLECTION AND DISCUSSION ?

- How do you understand the terms “conceptualize”, “apply”, “analyze”, “synthesize”, and “evaluate”?
- How does this information link to ways you currently infuse opportunities for critical thinking into learning experiences? How might you expand critical thinking learning opportunities for your students?



FOR MORE INFORMATION

- Alberta Education. (2010). Inspiring education: A dialogue with Albertans. Retrieved from <http://education.alberta.ca/media/7145083/inspiring%20education%20steering%20committee%20report.pdf>
- Alberta Education Curriculum Redesign website. Retrieved from <http://education.alberta.ca/department/ipr/curriculum.aspx>
- Alberta Education. (2013). Ministerial order on student learning. Retrieved from <http://education.alberta.ca/department/policy/standards/goals.aspx>



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