

Competencies and Current Programs of Study

ENGLISH LANGUAGE ARTS

Competencies are combinations of attitudes, skills and knowledge that students develop and apply for successful learning, living and working. In school, competencies help students achieve learning outcomes and transfer their learning to new situations. Alberta's curriculum promotes the development of eight competencies, which are a streamlined expression of the competencies identified in the Ministerial Order on Student Learning (#001/2013). The following are examples that describe how competencies may be expressed within the context of Alberta's current Kindergarten to Grade 12 English Language Arts programs of study.

CRITICAL THINKING in English language arts involves analyzing or synthesizing ideas to interact with text. Students:

- synthesize relevant background knowledge and information from language or text to extend or clarify understandings;
- generate questions, make inferences or confirm predictions when interacting with text;
- use criteria to select, create or evaluate text;
- analyze language or text considering context, perspectives, reasoning or assumptions; and
- demonstrate open-mindedness when selecting, creating or interpreting text.

MANAGING INFORMATION in English language arts involves listening, speaking, reading, writing, viewing and representing to construct meaning and express ideas. Students:

- gather, select and synthesize information from a variety of sources to develop ideas and understandings;
- assess and revise text to create intended effects;
- record and organize information when creating or sharing text;
- evaluate the authenticity, authorship or credibility of text; and
- use, share and record text ethically and effectively.

PROBLEM SOLVING in English language arts involves applying strategies to comprehend, compose or respond to text. Students:

- determine purpose or goals when creating, interpreting or responding to text;
- activate background knowledge, information or resources to seek clarification or enhance comprehension of text;
- build metacognitive skills to monitor comprehension of language or text;
- apply understandings of textual elements or literary devices to comprehend or compose text; and
- demonstrate perseverance, flexibility and creativity to realize language learning goals.

CREATIVITY AND INNOVATION in English language arts involves exploring language forms and features to express ideas, evoke emotions or provoke thought. Students:

- play with word choice, sentence structure or figurative language to create language or text;
- seek inspiration for creative or innovative ideas in traditional, contemporary or emergent world conditions;
- study the craft of text creators to develop expression or voice; and
- imagine possibilities and take risks when creating, representing or sharing ideas.

COMMUNICATION in English language arts involves using expressive and receptive language or text to support effective interactions with others. Students:

- develop and use language to share thoughts, feelings, ideas or experiences;
- select and use forms and conventions of language appropriate to specific purposes, contexts and audiences;
- develop and use stylistic techniques to enhance understanding or expression of text; and
- convey empathy, compassion and respect when using language or text.

CULTURAL AND GLOBAL CITIZENSHIP

in English language arts involves exploring language and literature that reflect Canadian and international perspectives, culture, values and the fundamentals of human existence. Students:

- recognize how language and text record and preserve the history and expressions of cultures;
- engage with texts from a variety of cultures to explore different ideas, perspectives and interpretations of the world;
- learn to understand themselves or empathize with the experiences and lives of others portrayed in stories and texts;
- acknowledge the authorship of a variety of texts; and
- use the power of language to initiate change, address issues, resolve conflict or contribute positively to society.

COLLABORATION in English language arts involves working with others to develop language, exchange ideas and enrich understandings. Students:

- use language and text to build upon ideas or expand understandings with others;
- seek out and consider the needs or perspectives of others when engaging with language or texts;
- offer constructive suggestions or ideas when collaboratively engaging with language or texts;
- share roles and responsibilities to construct knowledge of language or text; and
- respect how diverse expression, opinion and perspective enrich opportunities to create or appreciate a variety of text.

PERSONAL GROWTH AND WELL-BEING

in English language arts involves developing language to create and express personal identity, form relationships and contribute to communities. Students:

- discover how language and text help to make sense of and bring order to their world;
- use language and text to achieve academic, career, personal or community goals;
- explore language and text to expand interests, experiences and understandings;
- develop their own thinking and learning processes as they speak, listen, read, write, view and represent; and
- appreciate how language shapes personal identity, voice and self-confidence.

Evidence of competency development is contextualized by subject-area learning content. Educators are not required to formally evaluate and report on competencies separately from students' progress in achieving learning outcomes. Educators are encouraged to give students feedback on competency development as it relates to specific learning outcomes and activities.