

Competencies and Current Programs of Study

K-9 HEALTH AND LIFE SKILLS AND HIGH SCHOOL CALM

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 9 (K–9) Health and Life Skills and High School Career and Life Management (CALM) programs of study.

CRITICAL THINKING in K–9 health and life skills and High School CALM involves synthesizing, analyzing and evaluating information to make informed health and life choices. Students:

- analyze factors that influence the emotional, intellectual, physical, social and spiritual dimensions of health;
- use criteria to make informed decisions regarding nutrition, life choices or social-emotional behaviours;
- examine and evaluate how values and beliefs influence behaviours, relationships or health and life choices;
- distinguish between needs and wants when making personal health and life choices; and
- demonstrate honesty and open-mindedness when making decisions about health and life choices.

MANAGING INFORMATION in K–9 health and life skills and High School CALM involves accessing, interpreting and applying information to support healthy choices and well-being. Students:

- select and use information or services to support life choices and improve well-being;
- consider authenticity, accuracy and reliability of information used to make health or life choices; and
- demonstrate ethics and integrity when sharing information with and about others.

PROBLEM SOLVING in K–9 health and life skills and High School CALM involves exploring options, anticipating consequences and taking action when making health and life choices. Students:

- identify needs and goals that support health and life choices;
- explore and use a variety of strategies and resources to balance emotional, intellectual, physical, social and spiritual well-being;
- assess health and life choices and their subsequent consequences in order to select courses of action; and
- demonstrate perseverance and adaptability when responding to health and life challenges.

CREATIVITY AND INNOVATION in K–9 health and life skills and High School CALM involves exploring or adapting supports for emotional, intellectual, physical, social and spiritual well-being. Students:

- create opportunities for self and others to engage in healthy activities and behaviours;
- explore the potential in resources, people and environments, to support personal or community well-being;
- evaluate and adapt ideas to make and realize personal plans; and
- demonstrate initiative, resourcefulness and willingness to take risks when transforming ideas into healthy actions for self and others.

COMMUNICATION in K–9 health and life skills and High School CALM involves exchanging ideas in oral, written or nonverbal formats to foster emotional, intellectual, physical, social or spiritual well-being. Students:

- use appropriate language and protocols to engage in healthy interactions in a variety of contexts;
- express or acknowledge needs, emotions and perspectives of self or others to build and maintain healthy relationships; and
- listen to and share ideas with respect and empathy.

CULTURAL AND GLOBAL CITIZENSHIP in K–9 health and life skills and High School CALM involves making informed and responsible choices that contribute to the well-being of communities. Students:

- respond appropriately to social and cultural norms and expectations to contribute to healthy relationships within communities;
- explore how cultural values and traditions are expressed in various emotional, intellectual, physical, social and spiritual activities;
- build on the strengths and perspectives of others to enrich diverse and healthy communities; and
- demonstrate confidence and commitment to act as agents of change through stewardship or community service.

COLLABORATION in K–9 health and life skills and High School CALM involves playing and working with others to nurture growth, learning and healthy lifestyles for self and others. Students:

- create positive group environments through active listening, social awareness and a willingness to help others;
- value the diverse strengths and gifts of individuals as essential to working effectively with others;
- build consensus through flexibility, negotiation and compromise; and
- understand that safe and caring interactions are built upon trust, respect and concern for others.

PERSONAL GROWTH AND WELL-BEING in K–9 health and life skills and High School CALM involves balancing emotional, intellectual, physical, social and spiritual well-being to enable students to reach their full potential. Students:

- make well-informed choices and develop behaviours that contribute to personal health and growth;
- engage with opportunities for learning and personal growth;
- relate personal strengths, skills and interests to potential career or life goals;
- take responsibility for personal and collective safety; and
- demonstrate self-efficacy and resourcefulness when making decisions or managing change that influence personal health and well-being.

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.