COMPETENCY PROGRESSIONS

Competencies are combinations of knowledge, skills, and characteristics that students develop and apply for successful learning, living, and working. They emphasize aspects of learning that apply within and across all subjects and enhance foundational literacy and numeracy. Competencies work together with learning outcomes to prepare Alberta students for successful and fulfilling lives and to make meaningful contributions to their communities and the world. The Competency Progressions identify behaviours that students may demonstrate by the end of the divisional age range.

	Kindergarten (ages 4–5)	Division 1 (ages 6–8)	
Critical Thinking involves reasoning logically to analyze and synthesize new knowledge with existing knowledge in a coherent way.	 I wonder about the world around me. I think about and share experiences or feelings. I make predictions based on prior knowledge. I make choices based on what I like or know. I recognize how my thoughts, words, or actions affect others and myself. 	 I ask relevant questions to help me learn. I use simple criteria to form opinions or make decisions. I synthesize new understandings by comparing and contrasting information. I reflect on contexts or experiences that influence my thinking. I consider how my thoughts may be similar to or different from those of others. 	 I pose I begin help to I evalu I make I cons
Problem Solving involves selecting strategies and resources to move from what is known to what is sought.	 I communicate when I have a problem. I ask questions to help me solve problems. I explore ways to overcome challenges independently or with others. I try new ways to solve problems. 	 I rephrase problems to clarify understandings. I determine information that is relevant to help me solve problems. I consider the possible outcomes of solutions. I work toward solving problems even when there are challenges. 	 I acqu I gene develo I pred I ident I reflet
Research and Managing Information involves research skills as well as organizing and using information for specific purposes.	 I use my senses to learn about the world around me. I connect new information with things I already know. I use information to understand my world and myself. I share my ideas and information. 	 I collect information for a specific audience or purpose. I organize and combine information from a number of sources. I consider the content of information to determine its use. I reference the source of information when using someone else's ideas. 	 I reflet neces I gath or clait I verify source I apply storing
Creativity and Innovation involves generating and applying knowledge and skill to create something new of value.	 I create to learn and have fun. I use my imagination to combine materials or ideas to create something new. I change my creations based on new ideas, information, or materials. I try new ways of doing things. 	 I create in a variety of environments for specific audiences and purposes. I seek out the knowledge or resources needed to transform my ideas into creative works. I use individual or group brainstorming to build or expand my ideas. I work toward achieving creative goals even when there are challenges. 	 I creat enhan I expe I evalutive respondence I under
Communication involves sharing ideas through oral, written, or nonverbal media.	 I listen to others and respond to simple questions. I communicate verbally or non-verbally. I describe or represent my experiences, ideas, or feelings. I communicate to interact, learn, or have fun. I use a range of terms and symbols to express or interpret messages. 	 I communicate with peers and adults for specific purposes. I use a variety of formats to communicate. I use language structures and conventions that are appropriate for the context to interact with others. I consider the contributions and feelings of others when exchanging ideas or information. I paraphrase or restate messages to confirm understandings. 	 I comr learnir I apply receivit I respension I const relatio I share using of

Division 2 (ages 9–11)

- se questions to analyze information or evidence.
- gin to analyze complex issues and ideas based on criteria I to develop.
- aluate the effectiveness of my own thinking or that of others. ake inferences, predictions, or decisions based on information. Insider perspectives that do not fit with my understandings.

quire and select information to identify problems. nerate solutions to complex problems based on criteria I help to elop.

- edict the possible outcomes of multiple courses of action. entify impacts of possible solutions.
- lect on and revise approaches to solve challenges creatively.

lect on information gathering processes and revise if essary.

- ther and organize information from multiple sources to enhance larify understandings.
- rify the accuracy of information collected from a variety of rces.
- ply socially accepted protocols when using, sharing, and ing information.

eate in a variety of contexts and with a variety of audiences to ance learning, develop abilities, or communicate an intent. periment with ideas, materials, or processes to express myself. aluate and adapt creative ideas, products, or services in ponse to emerging conditions.

derstand that new challenges can help me develop resilience.

mmunicate with audiences in a variety of contexts to enhance ning, develop relationships, or complete tasks.

- ply appropriate language conventions and protocols when
- eiving or expressing messages with varied audiences. spect social or cultural practices in formal and informal
- ations when communicating with others.
- nsider the influence of emotions on behaviour, learning, and tionships when building shared understandings.
- are interpretations of ideas or information logically and clearly, og effects to enhance communications.

COMPETENCY PROGRESSIONS

	Kindergarten (ages 4–5)	Division 1 (ages 6–8)	
Collaboration involves working with others to achieve worthy common goals.	 I interact in groups to learn and have fun. I take turns when learning and playing with others. I am a courteous member of my learning communities. 	 I experience a variety of roles when engaging in collaborative activities. I contribute actively and respectfully to group work. I encourage others to contribute their points of view when working toward group goals. 	 I exch digital I enco assoc succe I nurtu flexible I demo with o
Citizenship involves participating in the institutions of our society as educated citizens. Students share responsibilities and approach the world with empathy, intellectual curiosity, and humility.	 I interact with people in my communities. I advocate for myself to experience success in learning and play. I help others in familiar environments. I make decisions based on what I like or know. 	 I consider similar or different points of view across a variety of contexts. I consider positive and negative outcomes of decisions made in familiar contexts. I fulfill obligations to my groups and communities. I advocate for fair treatment of members of my groups and communities. 	 I ident betwe I use o or con I initia need. I expla decision
Personal Growth and Well-being involves managing emotional, intellectual, physical, social, and spiritual aspects of living well. Students develop character and talent and apply the virtues of wisdom, courage, self-control, justice, charity, and hope.	 I seek out experiences that make me happy. I recognize and share my interests. I participate in new learning situations. I explore relationships through day-to-day interactions. I communicate needs for comfort or assistance. 	 I set goals to help address my wants or needs. I connect available resources to choices and opportunities. I recognize relationship boundaries. I communicate how groups and individuals care for each other. I adjust my actions in response to setbacks. 	 I deve comm I use p suppo I exan makin I deve I perfo challe

Division 2 (ages 9–11)

- change ideas and information respectfully when collaborating in tal or non-digital environments.
- acourage or assist others to successfully fulfill obligations ociated with roles and responsibilities to contribute to group cess.
- rture positive relationships through compromise and being ible.
- monstrate sensitivity and respect for diversity when working others to achieve a common goal.

entify and apply approaches to reach shared understandings ween differing perspectives.

- se constructive decision-making processes to address individual common interests.
- itiate or organize activities or events that address a common ed.
- plain more than one perspective that is relevant to an idea, a ision, or an action.
- evelop and apply strategies to accomplish personal and nmon goals.
- se personal skills and abilities, programs, or relationships to port growth and well-being.
- amine potential risks to privacy or emotional safety when king healthy decisions.
- velop or maintain social networks to support well-being.
- rform multiple attempts and encourage others to persist with llenging tasks.