

## 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

# Demonstrate global and cultural understanding...

considering the economy and sustainable development

**STUDENTS WHO DEMONSTRATE GLOBAL AND CULTURAL UNDERSTANDING ARE:**

*action-oriented*  
*appreciative*  
*democratic*  
*financially literate*  
*informed responsible*



## KEY UNDERSTANDINGS

Alberta students understand global interconnectedness and contribute to the world economically, culturally, socially, and politically. Students:

- appreciate how individuals or groups with diverse social and cultural identities, roles, and interests collaborate to strengthen communities;
- value diversity in all people as ethical citizens;
- engage with many cultures, religions, and languages;
- demonstrate environmental stewardship;
- commit to democratic ideals; and
- take personal economic responsibility and appreciate the need for sustainable development and economic leadership, as financial literate citizens.

## IMPLICATIONS FOR ENABLING STUDENTS TO DEMONSTRATE GLOBAL AND CULTURAL UNDERSTANDING

### *Teachers design learning opportunities that...*

- integrate multiple perspectives, including cultural, into learning experiences
- include opportunities to reflect local and global cultural ties through leadership, teaching and advice from experts, mentors and elders in the community
- respect and value learners' differing needs, culture and abilities within inclusive learning environments
- utilize diverse approaches to assess learner competencies

*What other implications for designing learning opportunities can you identify?*

### *While demonstrating global and cultural understanding, students...*

- identify economic, environmental, political and cultural aspects of communities
- examine how diverse perspectives affect decisions made in communities
- evaluate the impact of community decisions and human activity on the economy and environment
- analyze how individuals or groups with diverse social and cultural identities, roles and interests collaborate to strengthen communities
- advocate choices and activities that promote healthy and sustainable communities
- take personal responsibility as a local and global contributor, and as an environmental steward
- demonstrate commitment to democratic ideals

*What other implications for student learning can you identify?*

## QUESTIONS FOR REFLECTION AND DISCUSSION ?

- What changes have you seen in the cultural demographics of your classroom and school community?
- What are some ways that you are already including cultural perspectives in student learning experiences?
- What do you still want to know about enabling students to demonstrate global and cultural understanding?



## 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>



Alberta Regional Consortia

