

The background of the slide is a blurred photograph of a desk. In the center, a pair of black-rimmed glasses rests on a stack of papers. To the right, a yellow pencil with a red eraser is visible. Below the glasses, several books are stacked, their pages and spines slightly out of focus. The overall lighting is soft and natural, creating a professional and academic atmosphere.

The Draft K-6 Curriculum

Dr. Amy von Heyking,
University of
Lethbridge

Questions:

How did we get here?

- What has the process of curriculum development been?

Where are we now?

- What are the key features of the draft K-6 program of studies?

What is high-quality curriculum?

- What should I be looking for when I review the program?



s textbook wars an ongoing
arrassment



cal race theory in the classroom erstanding the debate

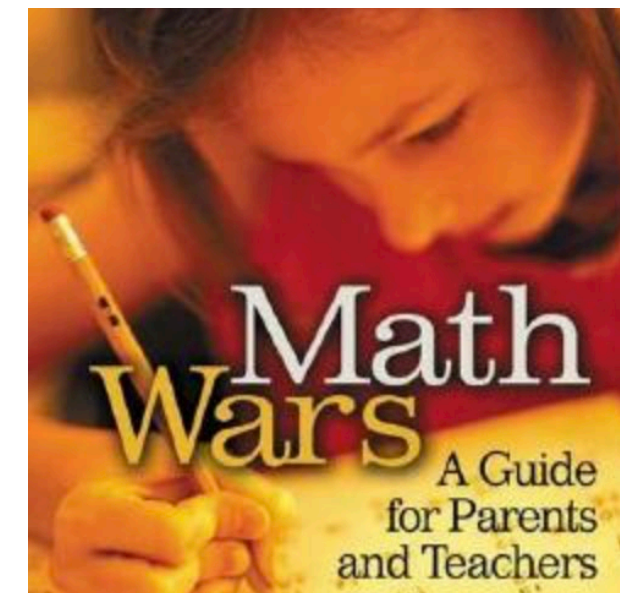
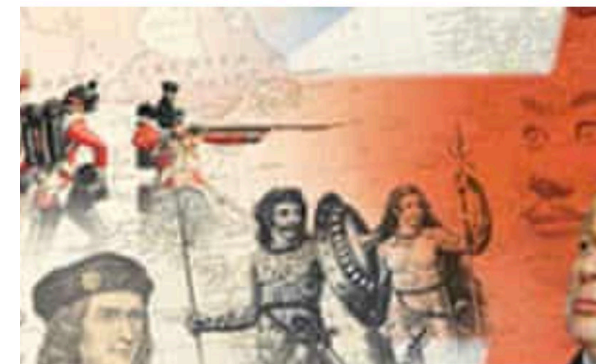
tes are placing limitations on racial inequality education

fonseca

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Gove's history wars

ecretary has abandoned his attempt to use the
ry in schools to impart a tub-thumping English
the history wars are far from over



Curriculum?

It is the course of studies; it's what we teach in schools

Curriculum as public policy

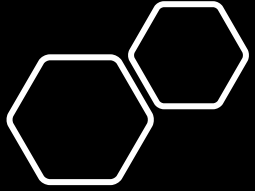
“The school curriculum embodies the state's answer to the question: ‘What must children learn so that they can function appropriately as adults in their society?’”

(Sutherland, 2008, p. xxv)

"By identifying those things we wish to convey to future generations, the curriculum in essence can tell us what we as a community cherish and wish to perpetuate as well as suggest what we fear and wish to eliminate."

(Franklin, 1986, p. 2)

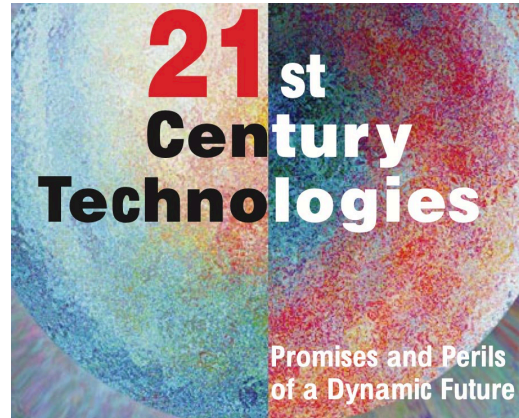
Curriculum for the common good



Curriculum design as collaborative problem- solving

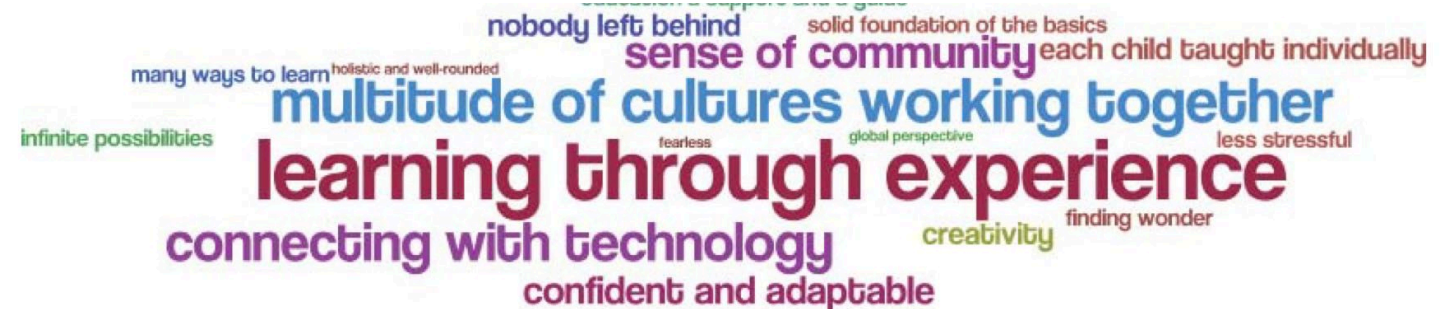
- Subject area expertise
- Expertise in students' learning in the subjects
- Learning theory, differentiation
- Assessment
- Pedagogy
- Diverse classroom contexts

Curriculum design as political performance



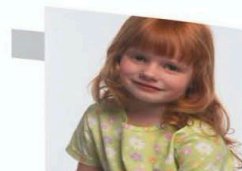
"We need to prepare kids for their future not our past"

Dr. Richard Moniuszko, Deputy Superintendent, Fairview County Public Schools, Virginia as quoted by Daniel Pink on October 18, 2009 in his presentation at the Inspiring Education Provincial Forum.



InspiringEducation
A DIALOGUE WITH ALBERTANS

The Steering Committee Report to the Honourable Dave Hancock, Minister of Education Government of Alberta April 2010



China, India, and other parts of the developing world are using education to power their economies.

Some developing countries are bypassing the industrial economy, and moving directly into a knowledge-based economy. The rate of change is accelerated by reforms in education and the availability of technology. Knowledge has become their new currency.

Albertans will require new skills to compete.

Long-term vision for Alberta education (2013):

- Engaged thinker
- Ethical citizen
- Entrepreneurial spirit

Building competencies:

- Critical thinking
- Problem-solving
- Creativity and innovation
- Communication
- Managing information
- Collaboration
- Personal growth and wellbeing
- Cultural and global citizenship

Working toward
transformation:

Ministerial Order on Student Learning
(2013)

Curriculum prototyping projects with
school divisions

Election of NDP government in 2015

MoA with ATA establishing partnership for
curriculum development

Curriculum working groups: 400 educators,
education researchers

A common framework for curriculum (2018)

Language
Arts

Mathematics

Science

Social
Studies

Fine Arts

Wellness

- Literacy
- Numeracy

- Competencies (critical thinking, problem-solving, creativity, collaboration, communication, managing information, personal growth and wellness, global citizenship)

Election of UCP government (2019)

- Minister of Education's Curriculum Advisory Panel (2019-20)
- Ministerial Order (2020)
- Curriculum consultants' revision
- K-6 draft curriculum (2021)

Where are we now?

<https://www.alberta.ca/curriculum.aspx>



English Français

← Curriculum and programs of study

Draft K-6 curriculum

Overview

Refocusing on essential knowledge in Alberta's elementary schools.

“Gives students a base of essential knowledge for future learning.”



Focus on literacy, numeracy, citizenship, and practical skills. These themes are applied in all grades across all subject areas.

Common framework for expressing learning outcomes in:

Language Arts and Literature (English, French First Language, French Immersion)

Fine Arts

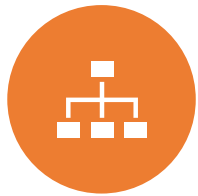
Mathematics

Physical Education and Wellness

Science

Social Studies

Common Framework?



Organizing Idea (overall subject-specific theme that may span multiple grades)



Guiding Question (a question that leads to the learning outcome)



Learning Outcome (what student must know, understand, and do by the end of grade)



Knowledge (what students know)



Understanding (how facts and knowledge fit together in a logical and meaningful order)



Skills and Procedures (what students learn to do to demonstrate their knowledge and understanding)

	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.								
Guiding Question	How can quantity contribute meaning to our daily lives?			How can we communicate quantity?			How can quantity contribute to our sense of number?		
Learning Outcome	Children acquire an understanding of quantity to 10.			Students interpret and explain quantity to 100.			Students analyze quantity to 1000.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Quantity can be expressed using</p> <ul style="list-style-type: none"> • objects • pictures • words • numerals 	Quantity can be the number of objects in a set.	<p>Recognize a number of familiar objects as a quantity.</p> <p>Express a quantity in different ways.</p> <p>Relate a numeral to a specific quantity.</p>	<p>The absence of quantity is represented by 0.</p> <p>Canadian money includes</p> <ul style="list-style-type: none"> • nickels • dimes • quarters • loonies • toonies • five-dollar bills • ten-dollar bills • twenty-dollar bills • fifty-dollar bills • hundred-dollar bills 	<p>Quantity is expressed in words and numerals based on patterns.</p> <p>Quantity in the world is represented in multiple ways, including with money.</p>	<p>Express quantities using words, objects, or pictures.</p> <p>Represent quantities using numerals.</p> <p>Identify a quantity of 0 in familiar situations.</p> <p>Express the value of each coin and bill within 100 dollars using words and numerals.</p>	<p>The number of objects in a set can be represented by a natural number.</p> <p>The number line is a spatial interpretation of quantity.</p>	<p>There are infinitely many natural numbers.</p> <p>Each natural number is associated with exactly one point on the number line.</p>	<p>Express quantities using words.</p> <p>Represent quantities using natural numbers.</p> <p>Relate a natural number to its position on the number line.</p>

Draft Science Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Earth Systems: Understandings of the living world, Earth, and space are deepened through investigating natural systems and their interactions.								
Guiding Question	What makes up my environment?			In what ways are elements of the environment interrelated?			What is important about our planet, Earth?		
Learning Outcome	Children examine and describe the surrounding environment.			Students analyze the environment and explain how its elements interact and change.			Students investigate Earth, its landforms, bodies of water, and relationship to the Sun.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Environments can be experienced using sight, hearing, smell, and touch.</p> <p>Environments can include plants, animals, and humans.</p> <p>Environments can include human-made structures such as buildings and roads.</p> <p>Environments can include land, water, and air.</p> <p>Environments can range in size.</p>	<p>Environment refers to physical surroundings.</p> <p>Environments can be explored, observed, and wondered about.</p>	<p>Use senses to make observations about environments.</p> <p>Ask questions about the surrounding environment.</p>	<p>The four seasons in Alberta include</p> <ul style="list-style-type: none"> • summer • autumn • winter • spring <p>Some places have two seasons, rainy and dry.</p>	<p>Changes in the environment include seasonal changes.</p>	<p>Observe seasonal changes in the environment.</p> <p>Observe the same local environments over time.</p> <p>Monitor and document signs of seasonal change over time.</p> <p>Share personal experiences with seasons.</p>	<p>Components of Earth include</p> <ul style="list-style-type: none"> • land • water • air • plants, animals, and humans <p>At this time, Earth is the only planet known to support life.</p> <p>Scientists are looking for life on other planets and moons.</p>	<p>Earth consists of many components that support life.</p>	<p>Identify and represent various components of Earth.</p> <p>Discuss how the various components of Earth interact to support life.</p>

Draft Social Studies Kindergarten to Grade 6 Curriculum

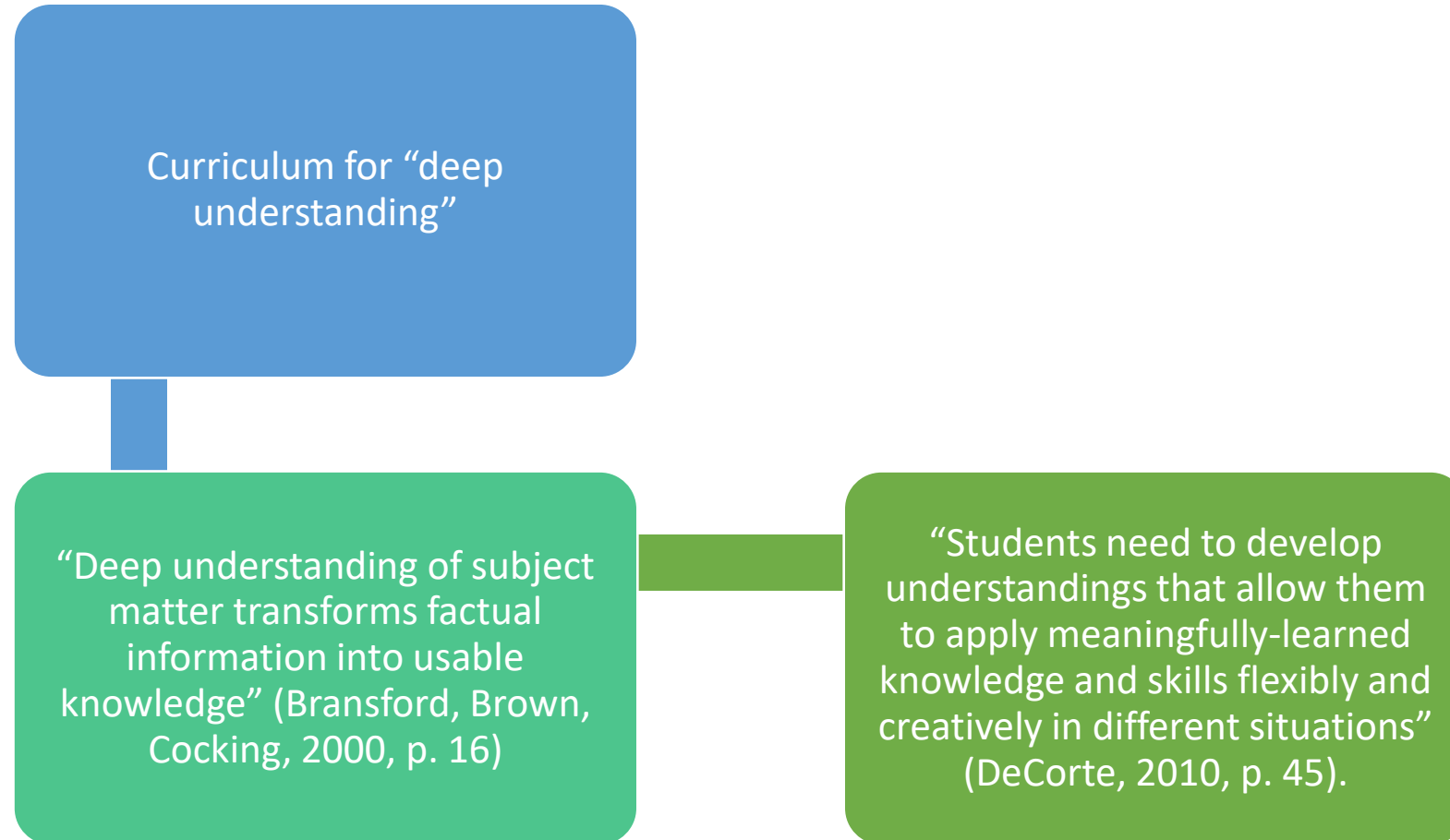
	Kindergarten			Grade 1			Grade 2		
Organizing Idea	History: Understanding the history of our province, nation, and world and developing cultural literacy allow us to appreciate the varied richness of our shared human inheritance of original writings, artifacts, stories, beliefs, ideas and great cultural and artistic achievements from different times and places. Lessons of the past and knowledge of diverse experiences help us overcome ignorance and prejudice and recognize our common humanity and dignity.								
Guiding Question	How do our personal stories compare with those from other times?			How do the origins and legacies of ancient civilizations relate to the present?			What aspects of past civilizations continue to influence the way we live?		
Learning Outcome	Children explore personal stories in relation to the experiences of others, particularly those in earlier times.			Students identify important ideas, social structures, cultural practices, and monumental legacies that ancient civilizations have contributed to modern day.			Students analyze some major contributions of ancient Western and Eastern civilizations to life and society today.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	my family and community, now and in the past (olden days)	Families and communities change, over time (now and back then).	Discuss how families and communities have changed over time.	<p>concepts and vocabulary associated with historical time:</p> <ul style="list-style-type: none"> before common era (BCE) common era (CE) hindsight looking back on the past years (weeks and months) past, present, future <p>ancient civilizations, exemplified by Mesopotamia, Egypt, and China</p> <p>stories, folk tales, and legends, such as</p> <ul style="list-style-type: none"> Napi and the Rock (Blackfoot) King Midas and the Golden Touch Pandora's Box (Greek) 	<p>Ancient civilizations existed but have vanished, leaving only traces remaining today.</p> <p>People continue to be fascinated with the events, ruins, and remains left behind by early peoples and civilizations.</p> <p>Ideas and remnants from the past have endured and continue to inspire spiritual beliefs, art, and literature.</p> <p>Stories, folk tales, fables, and legends capture cultural traditions.</p>	<p>Describe a variety of ancient civilizations in terms of their cultures, ideas, and monuments.</p> <p>Identify a few remnants and ancient artifacts, such as fire pits, petroglyphs, Clovis weapons, and fossils.</p> <p>Listen to, read aloud, and retell the stories of First Nations or Inuit peoples and folk tales of early civilizations.</p> <p>Illustrate an understanding of one or more stories or folk tales.</p>	<p>ancient Greece:</p> <ul style="list-style-type: none"> Athens as city-state Athens and Sparta gods and goddesses Alexander the Great Olympic Games Marathon Siege of Troy and Wooden Horse Athenian democracy <p>great thinkers: Socrates, Plato, and Aristotle asked new questions in a form now known as philosophy, which in Greek means "love of wisdom."</p> <p>Ancient Rome origin myths:</p> <ul style="list-style-type: none"> Romulus and 	<p>Ancient Greece contributed to the emergence of democracy, popular myths, athletics, culture, and the arts.</p> <p>Critical thinking was advanced by the Greeks.</p> <p>Roman traditions and culture, including Roman law and Roman infrastructure helped Roman influence spread and can still be seen today.</p> <p>Rome became an extensive empire, and both Judaism and Christianity spread via the Roman Empire.</p> <p>The three monotheistic religions of Judaism, Christianity, and Islam all originated in the Middle East and share</p>	<p>Explain the significance of Athens in the shaping of modern Western culture.</p> <p>Ask questions related to Athens and Sparta:</p> <ul style="list-style-type: none"> Which culture allowed more freedom? Which one put more emphasis on order and discipline? <p>Arrange events in chronological sequence. Create a timeline for the rise and fall of the Roman Empire.</p> <p>Distinguish between Roman and Greek contributions to modern life.</p> <p>Recognize cause and effect.</p>

“Gives students a base of essential knowledge for future learning.”



Focus on literacy, numeracy, citizenship, and practical skills. These themes are applied in all grades across all subject areas.

What is a high-quality curriculum?



Key features:



Clear sense of purpose (motivation)



Well-sequenced (connects to prior understandings)



Coherent structure (essential understandings, key concepts, form of inquiry)



Fosters critical thinking



Time to explore and connect

Questions to ask:

- Would my child be motivated to learn by this program?
- Can the content be connected to what my child already knows?
- Does it seem to be well sequenced? Would it build their understandings logically and coherently?
- Does it seem to be framed around “big ideas” that matter in the subject area and could make sense to my child?
- Would it help my child understand how to do the subject and think critically in the subject?
- Would the program be able to help my child connect to what they’re learning? Connect what they’re learning to the real world?

There's more ...

What does education for citizenship mean today
and for our children?

What should they learn?

- Is the content of the program reflective of who Albertans are as a community?
- Would it foster citizens with the knowledge and attributes you think they need?
- Would my child see and come to value themselves in this program?
- Would my child come to know and value others?
- Would our children learn what they need to help us as Albertans to flourish together?

Resources to examine:

Curriculum Analysis Website

<https://alberta-curriculum-analysis.ca/>

Curriculum for the common good?



[English](#) [Français](#)

[← Curriculum and programs of study](#)

Draft K-6 curriculum

Overview

Refocusing on essential knowledge in Alberta's elementary schools.

References:

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