

KINDERGARTEN TO GRADE 12 PROVINCIAL CURRICULUM

WHAT IS CURRICULUM?

Our Kindergarten to Grade 12 (K–12) provincial curriculum, also known as programs of study, is defined as “what” students are expected to know, understand, and be able to do in each subject and grade. While Alberta Education determines “what” students need to learn in provincial curriculum, teachers use their professional judgement to determine “how” students achieve the learning outcomes in the provincial curriculum.

The curriculum is designed to help student achieve their individual potential and create a positive future for themselves, their families and their communities.

SUBJECT INTRODUCTIONS describe the spirit and nature of the subject and how it is organized, practised and applied in real life.

SCOPE AND SEQUENCES outline what students will learn (scope) and when they will learn it (sequence).

ESSENTIAL UNDERSTANDINGS or big ideas, are broad statements that frame what students will learn.

e.g. Active citizenship builds inclusive, respectful and resilient communities in which diverse people live well together. (Social Studies)

e.g. Exploring a variety of texts provides opportunities to experience enjoyment, appreciate artistry and craft, broaden perspectives and worldviews, and build cross-cultural awareness. (English Language Arts)

e.g. Scientific inquiry and technological design involve individual and collaborative work from around the world that uses a variety of investigative methods to explain natural phenomena or connect understandings to practical applications or solutions. (Science)

GUIDING QUESTIONS are engaging and challenging questions for students and are written at a grade appropriate level.

e.g. How can stories teach me about others and being together? (Social Studies)

e.g. What is a text? (English Language Arts)

e.g. How can observing and questioning be used to learn about the world? (Science)

SUBJECT LEARNING OUTCOMES are “what” students are expected to know, understand, and be able to do in each subject and grade..

e.g. Students identify the use of persuasion in a variety of persuasive texts. (English Language Arts)

e.g. Students collect evident of current weather conditions using appropriate instruments. (Science)

e.g. Students explore and identify ways in which personal ideas, feelings or experiences can be reflected through artistic works. (Arts Education)

NOTE: The examples listed are drafts under development.

LITERACY AND NUMERACY Literacy and numeracy are more than reading, writing and arithmetic. We use literacy and numeracy every day when we interpret a utility bill, choose a cellphone plan, answer an email, interpret a message on social media, figure out how much paint to buy, or compare prices at the grocery store.

COMPETENCIES Competencies are combinations of knowledge, skills and attitudes that students develop and apply for successful learning, living and working. e.g. Critical Thinking, Problem Solving, Managing Information, Creativity and Innovation, Communication, Collaboration, Cultural and Global Citizenship, Personal Growth and Well-Being.

Literacy, numeracy and competencies are developed through subject learning outcomes. They open doors to opportunities for students to acquire the knowledge they need to achieve personal goals and build a better life.

WHO WILL BE INVOLVED?

This is the first time that Albertans have been involved so early on and throughout the provincial curriculum development process.

Over the next six years, we will gather input from **ALBERTANS** including our stakeholders and partners, which includes students, parents/caregivers, K–12 teachers, school administrators, representatives from post-secondary institutions, business and industry, non-for-profit and other community organizations, and individuals from Francophone and First Nations, Métis and Inuit communities.

Alberta Education is pleased to have the support of its education partners, including the **ALBERTA TEACHERS' ASSOCIATION**, as we undertake this important work. Stakeholders are critical to the development and implementation of curriculum and our government values their hard work and dedication.

CURRICULUM WORKING GROUPS are made up of ministry staff, K–12 teachers, post-secondary professors and instructors, inclusive education and early learning specialists, and educators who have in-depth knowledge and hands on experience within subjects and across grades. They include a balanced representation of Alberta's geographic and demographic diversity, and also include representation from Francophone and First Nations, Métis and Inuit teachers.

FOCUS GROUPS made up of teachers, educators, and representatives from education stakeholder organizations will review and provide insights to the overall subject content.

HOW IS CURRICULUM DEVELOPED?

Curriculum is being developed in alignment with *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum (Programs of Study) (The Guiding Framework) (2016)*.

The primary role of *The Guiding Framework* is to set a common direction for provincial curriculum development simultaneously in English and French. It describes the purpose of curriculum and includes the common principles and standards that guide the development of curriculum. Additionally, it identifies the common features of subject-based curriculum for Language Arts (English, French, Français), Mathematics, Social Studies, Sciences, Arts, and Wellness Education.

CURRICULUM DEVELOPMENT includes three interconnected phases - Shaping, Developing, and Implementing.

Shaping phase is now completed. It included a review of Alberta's current curriculum; a literature review of current research about the subject and the needs of students; a review of curriculum in other national and international jurisdictions, and the fall 2016 online curriculum survey.

The first step in the **Developing phase** is to write the subject introduction and the scope and sequence (essential understandings, guiding questions, concepts and procedures) in each K–12 subject.

The next step in the **Developing phase** is the validation process. The draft curriculum elements will be reviewed by Albertans, including teachers, and post-secondary professors and instructors in spring 2017.

The development of learning outcomes in the six subject areas will begin in fall 2017. The cycle of developing learning outcomes and validating the draft curriculum elements will continue through to December 2022.

Timelines for **Implementing** future provincial curriculum, once development is complete, have yet to be determined.

Alberta Education is preparing to initiate discussions with stakeholders in the fall 2017 on developing a provincial implementation model. This will include implementation timelines, roles and responsibilities of Alberta Education and various professional learning providers, supports, and readiness of school authorities for provincial curriculum implementation.

TARGETED TIMELINE FOR MINISTERIAL APPROVAL OF FUTURE CURRICULUM

- Grades K-4, December 2018
- Grades 5-8, December 2019
- Grades 9-10 (3 subject areas), December 2020
- Grades 9-10 (3 subject areas) + Grades 11-12 (3 subject areas), December 2021
- Grades 11-12 (3 subject areas), December 2022

WWW.EDUCATION.ALBERTA.CA

 Alberta Government

APRIL 2017