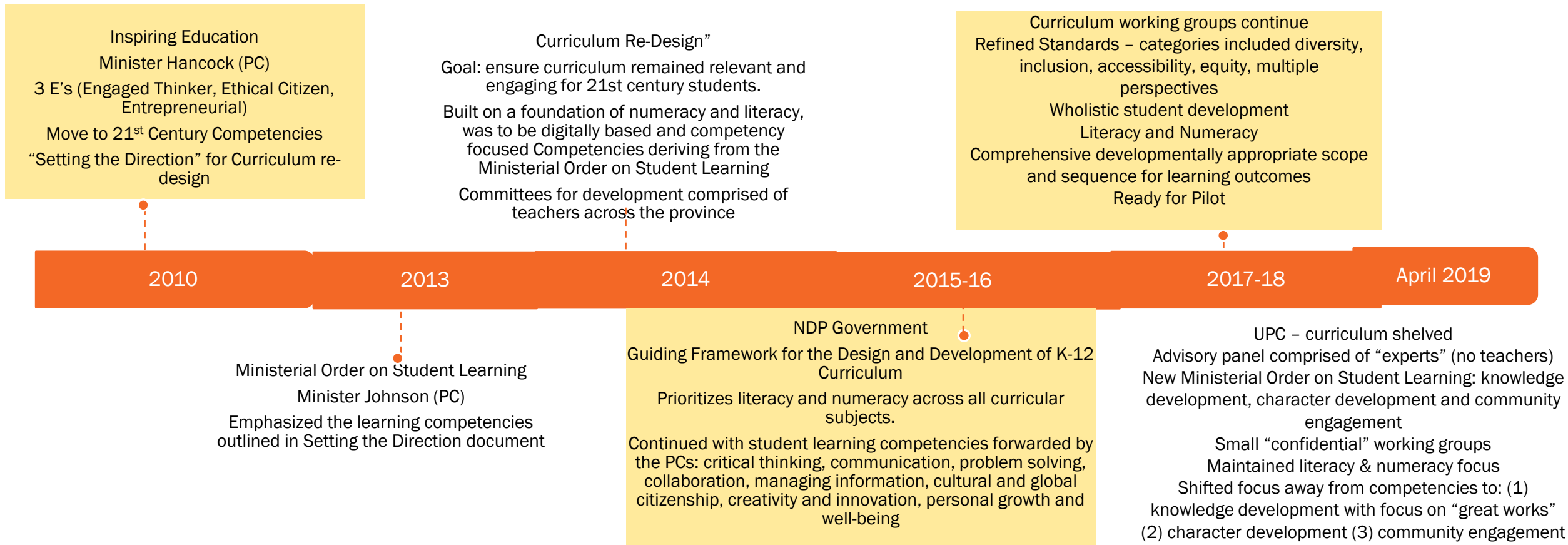


Draft
Alberta K-6
Curriculum



History of Development



Board Media Release April 10

Lethbridge School Division will not be participating in the 2021/2022 piloting of the Draft Alberta K-6 Curriculum, released by government on March 29.

School Division trustees and Division administration have reviewed the content and engaged in discussion regarding alignment of the draft curriculum with the vision, mission and priorities of Lethbridge School Division. Unfortunately, the draft curriculum does not support quality learning that will develop innovative thinkers or responsible citizens with inclusive mindsets.

We recognize that piloting curriculum typically comes with many benefits, including direct feedback opportunities and professional learning support.

The draft curriculum as presented, however, includes significant structural and content changes that alter how education is delivered. These types of major adjustments are typically not the outcome of a pilot.

"Alberta has been renowned for a world-class curriculum," said Christine Light, Chair of the Lethbridge School Division Board of Trustees. "The Board of Trustees does not believe it would be ethical or responsible to have our teachers and students navigate the proposed draft curriculum that has an abundance of content that is not age-appropriate, fails to adequately address diversity, fails to further contemporary learning competencies and lacks coherence and integration of ideas. We are committed to continuing to work with Alberta Education in whatever capacity we can to bring about change to the current draft document, as we believe it is not currently in a form we can support or pilot."

Lethbridge School Division calls for government to pause the pilot process, reflect on the resounding feedback that has been expressed province-wide regarding problematic content threaded throughout the draft, and engage in a process that is authentic, transparent and well-informed.

Lethbridge School Division is hopeful Alberta Education will work with stakeholders, including the Division's knowledgeable and highly capable teaching force, to bring forward a draft curriculum suitable for piloting that is research-based and grounded in the needs of contemporary learners.

"Minister LaGrange stated in a press conference on Saturday, April 10, that school divisions who participate in the pilot process for the curriculum will be "leaders" able to give "rich feedback". To this I say: Lethbridge School Division is a leader in our province," added Light. "Lethbridge School Division, along with the other divisions who are standing against the proposed curriculum and choosing to not participate in the validation process, are the leaders in our province. We are leaders in saying to the Minister, as well as the provincial government, that this curriculum is inadequate to meet the present and future needs of Alberta students."

Light added the curriculum does not align with the values, mission or vision of the school division.

"The mark is so far off that we are not allowing this pilot to enter into our front door. That fact alone should send a profound and rich message to the province. Again, we ask the minister to hear the voices of students, hear the voices of trustees, hear the voices of parents, and hear the voices of educators. Stop the pilot process, take this curriculum back, and create a rich curriculum that will benefit our students and our province going into the future."



Priorities

Achievement

Inclusion

Innovation

Mission and Vision

Mission Statement

Lethbridge School Division is inclusive, forward-thinking and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens.

Vision Statement

Learners are innovative thinkers who are successful, confident, respectful and caring.

Content that is not age- appropriate

- Overall, the draft is developmentally inappropriate given the kinds of topics elementary-aged students are expected to be knowledgeable of (e.g., ancient cultures in grade one SS, Gregorian Chant in grade 5 music).

Specific to ELA

The draft ELA and Literature curriculum is developmentally inappropriate more so in the early grades. One example of this in grade 1 is, "add or remove suffixes to change the tense of words." This is developmentally more appropriate for late grade 2. Students in grade 3 are expected to know and identify the poetic structure of sonnets.

Specific to Social Studies

Grade 1 students learn about the Renaissance, and Grade 2 students learn about the fall of Rome and the reign of Charlemagne.

Specific to Mathematics

The mathematics draft curriculum is not developmentally appropriate and does not align with the developmental ages identified in research and not even with Alberta Education's own Numeracy Progression. There is a major focus on procedures and skills (e.g. standard algorithms, foundational skills and procedures) with little attention to mathematical understanding.

Fails to adequately address diversity

- The curriculum lacks Indigenous history and perspectives in Grades K-2
- Minimal inclusion of minority and BIPOC (black, Indigenous and people of color) voices
- Does not uphold the recommendations of the Truth and Reconciliation Committee
- Social Studies, in general, is Eurocentric, has a colonial lens, and places emphasis on rote memorization of historical figures (again, from a Eurocentric delineation of history)

Examples specific to subjects provided in the brief

Fails to further contemporary learning competencies

The emphasis is on acquiring knowledge with little opportunity to understand it.

In a day when we can “google” historical facts and dates, this curriculum would push teachers back into being the knowledge keepers and disseminators.

This pedagogical approach (“sage on the stage”) has been proven to be ineffective in creating students who are independent thinkers and problem solvers

Specific examples in the Board’s brief

Lacks coherence and integration of ideas

- It is difficult to uncover connections from one topic of study to another.
- Scaffolds that ensure understanding and application to allow learning to go deeper from one topic or grade level to another is lacking.
- There are not a lot of specific examples because it is simply “lacking” attention to scaffolding, cross-curricular concepts, coherence across subjects, integration of ideas within and across subjects.



Lacking Identification and Development of Resources

- Curriculum people in school jurisdictions have been repeatedly told that the resources we currently use will align with the new curriculum.
- This is not possible as topics in this draft are either not in our current curriculum or are not introduced at the age level expected with the draft. This is significant for expectations with piloting.
- Historically, when a curriculum reaches a pilot level, it includes some basic resources that have been carefully selected over the course of a year by curriculum resource committees comprised of teachers across the province.

Plagiarism

Plagiarism is problematic on a number of fronts. First, the concept of plagiarism is in the curriculum to teach students that it is unethical.

How can we expect students to adhere to this when the curriculum itself is riddled with plagiarism? Second, the inclusion of plagiarized (word for word or close to word for word) work demonstrates a lack of careful review. It is sloppy academically.

Examples in Board Brief

PUBLIC FEEDBACK

SURVEY

[Have your say | Alberta.ca](#)

Parent and public virtual sessions

Albertans are invited to attend a virtual session hosted by Alberta Education staff.

Register now:

- [Wednesday, May 5 from 7 to 8:15 pm \(English\)](#)
- [Thursday, May 6 from 2 to 3:15 pm \(English\)](#)
- [Thursday, May 6 from 7 to 8:15 pm \(French\)](#)
- [Thursday, May 13 from 7 to 8:15 pm \(English\)](#)