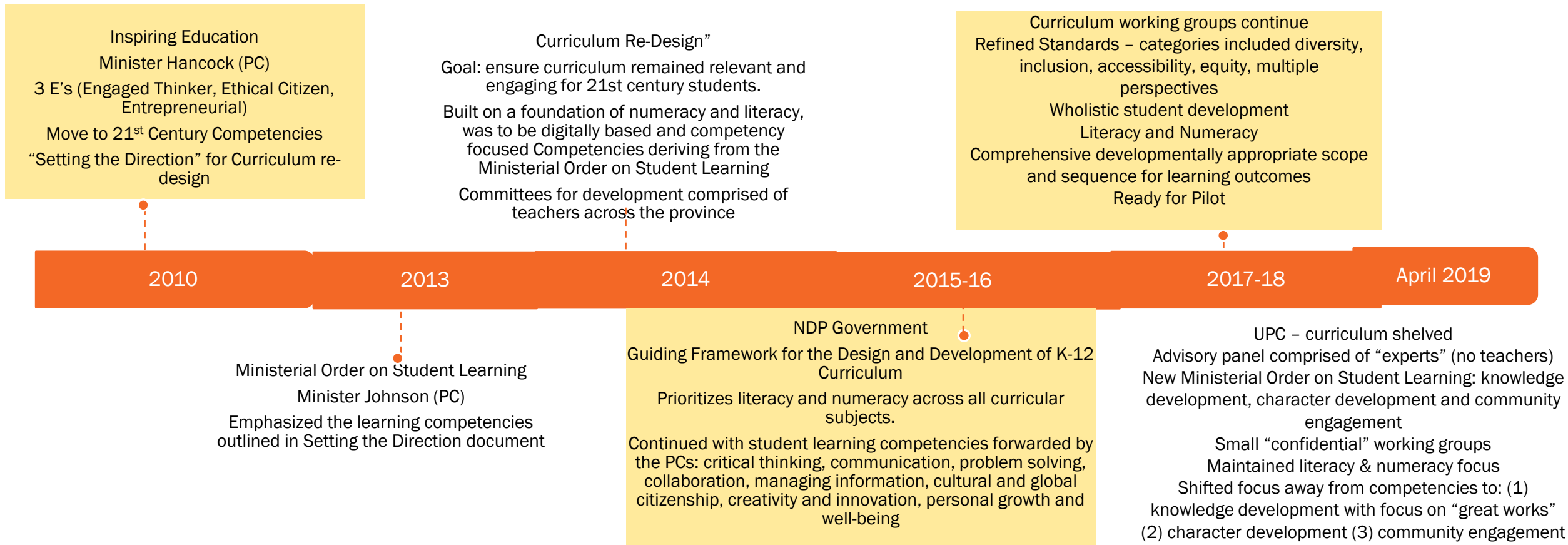


Draft
Alberta K-6
Curriculum



History of Development



Recent Development

August to November 2020 – Design and Development

- Design and development based on:
 - The new Ministerial Order on Student Learning
 - The Guiding Framework for Curriculum Design and Development
 - Foundations for learning are literacy and numeracy (maintained from previous draft curriculum)
 - Outcomes: Knowledge Development, Character Development; Community Engagement
 - Subject specific guidelines are outlined in:
 - Language Arts and Literature; Mathematics; Science; Social Studies; Physical Education and Wellness; Fine Arts
 - The Student Competencies carried over from previous draft are included in the Guide
 - Research and best practice from other jurisdictions (not identified)
 - Feedback from engagements
 - Input from curriculum working group (100 teachers)
 - Input from post-secondary partners

Recent Development

2021-22 School Year: Piloting of the *Draft* K-6 Curriculum.

- 58 of the 63 school divisions (Public, Separate, Francophone) refused to pilot

Full implementation scheduled for the 2022-2023 school year

- Wonder about how any recommendations can make a difference with this timeline
- Wonder about how resources will be selected and made available with this timeline

Next steps for implementation: Design, draft and review grades 7-10 in 2021-2022; Pilot in 2022-23; Implement 2023-24. Grades 11-12 scheduled for implementation 2023-24

FEEDBACK BEING GATHERED — IMPORTANT TO ENGAGE

Alberta Education has tasked stakeholders with providing feedback including:
Alberta Teachers' Association (ATA)
College of Alberta School Superintendents (CASS)
Alberta School Council Association (ASCA)
Alberta School Board Association (ASBA)

Alberta Education also has a feedback site open for all individuals and groups to provide feedback. Link: [Have your say | Alberta.ca](#)

Each School Board has the opportunity to provide a brief to inform the overall ASBA report to the Minister of Education regarding the curriculum
Lethbridge School Division is seeking parent and community perspective to inform the brief by the Board of Lethbridge School Division.

Two strategies:

As part of this evening, you will have the opportunity to break into a smaller discussion group and bring back any common themes to the whole group. The common themes will be noted and summarized for the Board.

There is a feedback loop on the Lethbridge School Division Engagement Website. The feedback loop is open now and will be closed the end of the day November 1st so that it can be synthesized and summarized.

The Engagement Site provides links to information regarding the curriculum. The feedback loop is organized to gather thoughts in the areas that the Minister has requested: Developmental Appropriateness; Diverse Perspectives and Cultures; Content. Link to the Feedback Loop: [Curriculum Feedback | Public Engagement \(schoolsites.ca\)](#)

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."

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

BREAKOUT GROUPS

Think about the three areas that the Minister is seeking feedback about: Developmental Appropriateness, Diverse Perspectives and Cultures, and Content.

In your group, ask one person to take notes.

Discuss:

1. What do you support about the *draft* curriculum: Do you see any strengths related to developmental appropriateness, diverse perspectives or content?
2. What do you find problematic about the *draft* curriculum in the areas of developmental appropriateness, diverse perspectives or content?

As a group, try to decide on three responses for each question to share with the whole group when the breakout group is finished.