COSC Meeting
Alberta's New Curriculum
April 3, 2019

The History

Our Current “KSA” Curriculum

Why The Need to Shift?


BIG MAC
DOUBLE CHEESEBURGER
CHEESEBURGER
6 McNUGGETS
FRIES
COCA-COLA


order & pay here
order & pay here
FAST & EASY!
TOUCH TO START
McCafé

Concept -Based Curriculum:

Shifting From Learning to Understanding

Knowledge, Skills, and Attitudes	Concept -based
Is based primarily on topics, skills, and facts.	Focuses on the transfer of the important conceptual ideas of a discipline.
Content focuses on facts that are often isolated and disconnected. Knowledge is fragmented.	Concept -based focuses on making sense of facts and the world around us. Knowledge is presented as a “whole.” Understand the relationship between individual facts, principles, or generalizations.
Verbs are used to tell students what to know or do.	Concept -based is a thinking curriculum. The verb describes the ways through which we come to understand the concept.
Represents a two -dimensional design model that includes process and content knowledge.	Has a third dimension –conceptual understanding.
Content -based teaching may not get beyond the transmission of superficial learning.	Concept -based curriculum focuses on critical concepts and processes students will be able to transfer to new situations.
Asks teachers to cover long lists of content and skill objectives … but knowledge expands exponentially and there is not enough time to cover everything. Simply covering information does not result in deep understanding.	Key concepts (ideas) of a discipline become the “drivers” for learning, leading students to deeper understandings that transfer across different situations.

DRAFT Kindergarten to Grade 4 Mathematics

One of the big ideas of the subject/across subjects, K -12

Derived from the EU and frame LO(s) for the grade

What students are expected to know, understand, be able to do and put into action after planned learning experiences

What students should know and understand to achieve the learning outcome

What students should be able to do to achieve the Learning Outcome

Competencies, Literacy, and Numeracy

				Grade 3	Grade 4
Essential Understanding	Visualizing and describing spatial relationships through geometry enhances interpretations of the physical world.				
Guiding Questions	Where do			How can we replicate shapes using geometric properties?	How can we analyze and describe shapes using geometric properties?
Learning Outcomes	Children explore and recognize shapes in their surro	Students describe and compare shapes in	Students consider attributes and geometric	Students classify and create shapes using	Students analyze and visualize shapes using
Conceptual Knowledge	• 2-D and surround • size, colo used to • some 3-D shapes roll, stack, or slide • shapes can be combined together to create other shapes	(symmetry) • size and shape are not affected by orientation	corners, faces, and edges, are the mathematical characteristics used to sort 2-D and 3-D shapes	• geometric properties determine whether a shape is a regular or irregular polygon	• geometric properties, including parallel sides and faces, perpendicular sides and ces, and angles at vertices, allow for assification of shapes
Procedural Knowledge	• relating 2-D shape circles, rectangles, and triangles, to objects in their surroundings • sorting familiar 2-D shapes by a single attribute and describing the sorting rule • exploring rolling, s attributes of 3-D • composing and de D shapes	circles, rectangles, and triangles, and 3-D shapes, including cubes, cones, cylinders, and spheres, by a single attribute and describing the sorting rule shapes in varying orientations • composing and decomposing composite 2-D shapes • exploring symmetry concretely	quadrilaterals, pentagons, hexagons, and octagons, and 3-D shapes, including cubes, cones, cylinders, spheres, and pyramids, by one or two attributes and describing the • identifying and describing 2-D shapes in varying orientations • identifying 2-D shapes in composite 2-D shapes and designs • relating the faces of 3-D shapes to 2-D shapes • composing and decomposing composite 3-D shapes	geometric properties and describing the sorting rule • identifying and describing regular and irregular polygons, including triangles, gons, and -D shapes from verbal instructions, visualization, or memory • modelling 3-D shapes, including cubes and pyramids, concretely • identifying and describing 3-D shapes from different views	classifying and identifying quadrilaterals according to geometric properties • identifying and describing 3-D shapes, including right rectangular prisms and right triangular prisms, according to geometric properties • modelling 3-D shapes, including right rectangular prisms and right triangular prisms, concretely
Competencies	• Communication • Critical Thin	• Communication	• Critical Thinking g Information	• Critical Thinking • Creativity and Innovation	• Critical Thinking
Literacy	• LKU3b.K: Vo • LKU4a.K: Cl		Vocabulary Clarity	• LKU3b.1: Vocabulary • LKU4a.1: Clarity	• LKU3b.2: Vocabulary
Numeracy	• NA1a.K: Purpose • NKU1e.K: Organization of Data • NKU2a.K: Spatial Visualization • NKU3b.K: Interpretation and Representation of Spatial Information • NKU3c.K: Communication	• NA1a.1: Purpose • NKU1e.1: Organization of Data • NKU2a.1: Spatial Visualization • NKU3b.1: Interpretation and Representation of Spatial Information • NKU3c.1: Communication	• NA1a.1: Purpose • NKU1e.1: Organization of Data • NKU2a.1: Spatial Visualization • NKU3b.1: Interpretation and Representation of Spatial Information • NKU3c.1: Communication	• NA3a.1: Task Analysis • NKU1e.1: Organization of Data • NKU2a.1: Spatial Visualization • NKU3b.1: Interpretation and Representation of Spatial Information • NKU3c.1: Communication	• NA3a.1: Task Analysis • NKU1e.2: Organization of Data • NKU2a.2: Spatial Visualization • NKU3b.2: Interpretation and Representation of Spatial Information • NKU3c.2: Communication

What About “The Basics”?

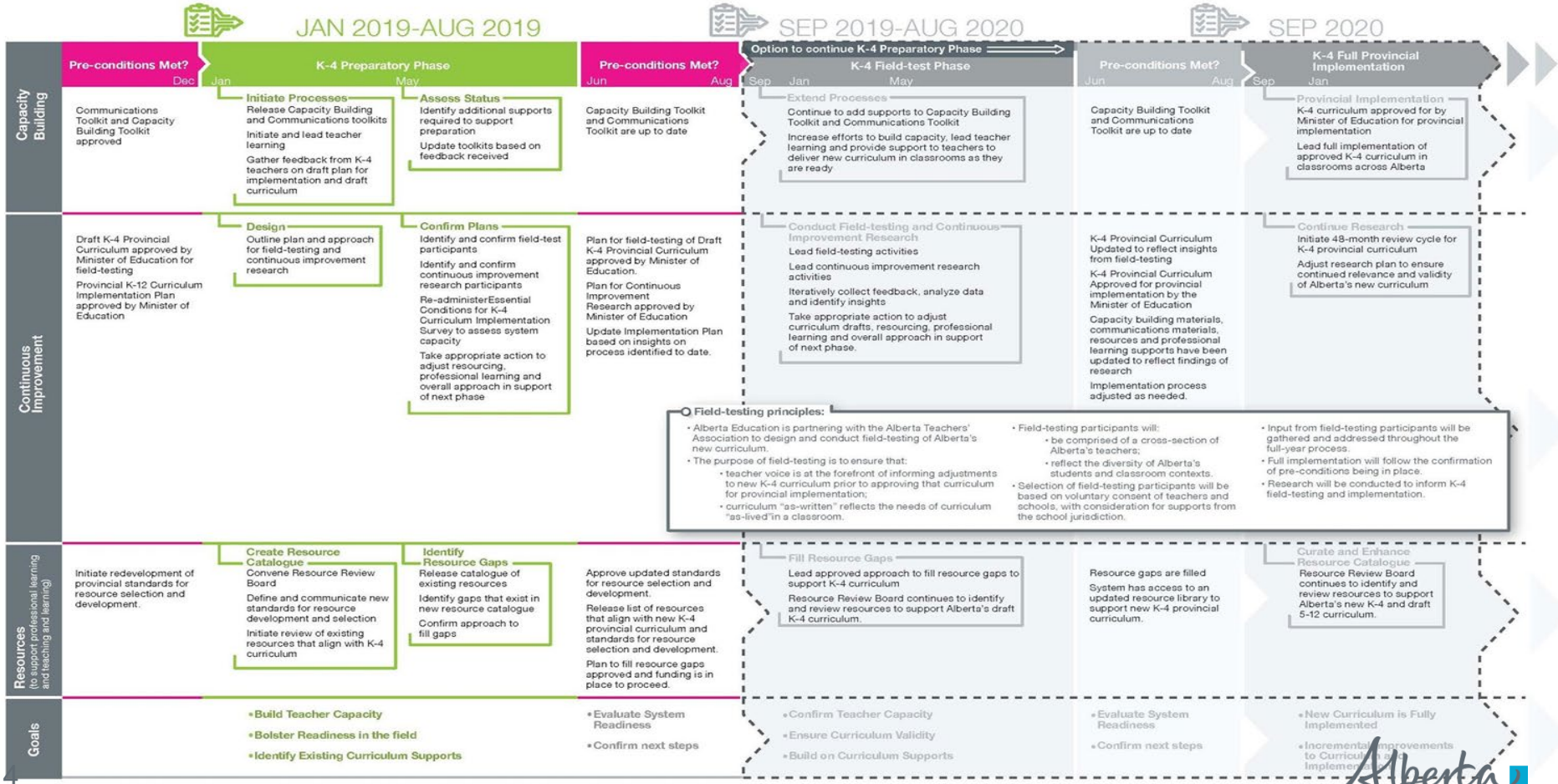
Capacity and Readiness

Timelines


2008–2015
SHAPING THE FUTURE: PRELIMINARY WORK, RESEARCH AND CONSULTATIONS
2016
SIMULTANEOUS DEVELOPMENT OF K–12 CURRICULUM IN ENGLISH AND FRENCH
2016
CURRICULUM WORKING GROUPS
2016
DEVELOPMENT OF DRAFT SUBJECT INTRODUCTIONS AND SCOPE AND SEQUENCES FOR EACH K–12 SUBJECT AREA
2016
FALL 2016 CURRICULUM SURVEY
2016
FACE-TO-FACE SESSIONS
2017
SPRING 2017 CURRICULUM SURVEY
2017
FACE-TO-FACE SESSIONS
2017
FOCUS GROUPS
2017
DEVELOPMENT OF DRAFT K–4 LEARNING OUTCOMES
2018
MINISTER'S YOUTH COUNCIL
2018
MINISTER'S YOUTH COUNCIL
2018
CURRICULUM CIRCLE
2018
CURRICULUM FOCUS GROUPS
2018
RELEASE OF UPDATED DRAFT K-4 PROVINCIAL CURRICULUM AND BETA LAUNCH OF NEW LEARNALBERTA.CA
2018
PARENT FEEDBACK SESSIONS
2018
DRAFT CURRICULUM IMPLEMENTATION PLAN
2018
MINISTER OF EDUCATION HOSTS TELE-TOWN HALLS
2018
DRAFT GRADES K–4 CURRICULUM MINISTER SIGN-OFF
2019
DRAFT GRADES 5–9 CURRICULUM MINISTER SIGN-OFF
2020-2022
DRAFT GRADES 10–12 CURRICULUM MINISTER SIGN-OFF

Provincial K-12 Curriculum Implementation Plan

Alberta Government



Alberta

Division Wide Focus


Questions