

Conditional Grant # 2021-0172

Final Report TAAPCS Stakeholder Engagement Draft K-6 Curriculum



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TAAPCS Stakeholder Engagement - Draft K-6 Curriculum

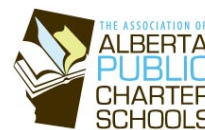


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Message from TAAPCS Board of Directors and School Superintendents

All Charter Schools were given the opportunity to provide input into the draft curriculum and their input has been valuable. Superintendents and the Board of Directors strongly supported the process and provided support for as many educators as possible to participate in the process (despite many challenges given the issues with covid, providing substitute teachers and adequate coverage in schools so that individuals could be released).

The Calgary Regional Consortium provided a solid process to collect feedback from a diversity of sources and to include it in this report.

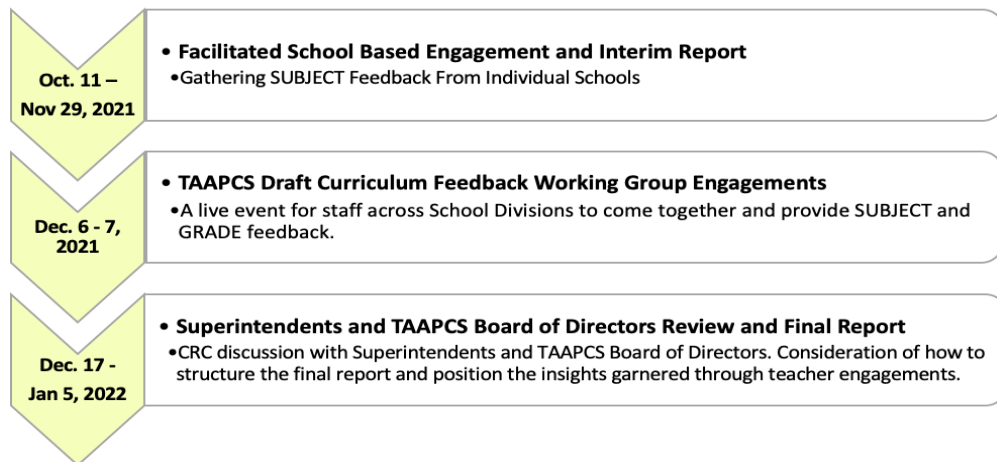
A hopeful outcome of the process is that the recommendations are viewed seriously and may positively inform a final draft curriculum that will serve Alberta students with the knowledge, skills, and attitudes necessary for a successful future.

Deliverables

1. Conduct an engagement process with the TAAPCS membership to collect detailed and specific feedback on the draft K-6 curriculum.
 - Engagements to be completed no later than Dec 31, 2021
2. Provide a description of the engagement process undertaken by the organisation.
3. Provide detailed and specific feedback, by grade and or subject, outlining:
 - Areas of strengths and opportunities in the draft K-6 curriculum,
 - Potential adjustments to the scope of learning,
 - Recommendations on age appropriateness,
 - Potential refinements to the sequencing of learning,
 - Perspectives on the content load, and,
 - Identifying supports school authorities and teachers will need to consider as a part of the planning for provincial implementation.

Engagement Process: Overview

TAAPCS has secured the services of the Calgary Regional Consortium (CRC) to provide an engagement process and the supporting infrastructure with which to engage TAAPCS members. Initiated on October 11th, the engagement process was originally planned using the timeline below. Modifications were made as school-based commitments and demands on teacher time made this difficult to implement. The Superintendents and TAAPCS Board of Directors Review took place from December 17, 2021 - January 5, 2022.



Phase 1: School Based Engagements

Between October 18th and November 29th, individual members of TAPCS schools, small school based groups, or entire staff teams provided feedback through a website prepared by the CRC to guide staff in completing a school based feedback process:

[TAPCS K-6 Draft Curriculum Review WEBSITE](#)



For this round of engagements educators were engaged with the TAPCS K-6 Draft Curriculum Review Website individually, in small groups, or as a whole staff, ***and were encouraged to respond with consideration of their particular Charter mandates.*** The process followed the steps below:

- 1 Review the subject area Fact Sheet, as well as the Guiding Questions and Learning Outcomes for the subject area at their grade level, including the knowledge, understanding and skills & procedures before providing individual responses to questions as follows:

Related to a particular grade level and subject area:

- List or describe *strengths* of this part of the curriculum.
- List or describe *opportunities* that may improve this part of the curriculum.
- List or describe potential adjustments that could be made to the *scope* of learning in the *[grade level, subject area]* draft curriculum. The *scope* refers to the areas of development addressed by the curriculum.

- List recommendations you have on the *age appropriateness* of the content within the [grade level, subject area] draft curriculum.
- List your perspective on the *content load* of the [grade level, subject area] draft curriculum.

- 2 Examine the Guiding Questions and Learning Outcomes for the grade levels before and after the grade level they are reviewing within their subject area to provide individual responses to questions as follows:
- List potential refinements that could be made to the *sequencing* of the learning between the grade levels.
 - When considering your charter school's specific mandate, what *supports and resources* would be needed to implement the draft curriculum as it is currently written?
 - Any further comments?

Phase 2: TAAPCS Working Group Engagements

Working groups with representation across TAAPCS schools were brought together in on-line facilitated working groups for the second phase of the engagement strategy on December 6 and December 7, 2021. This phase aimed to:

- Summarise the feedback garnered in phase 1 across grade levels for each subject area.
- Make recommendations from a teacher perspective about the supports and resources required for implementation, especially from the perspective of various Charter mandates.
- Consider alignment between the draft curriculum and:
 - The Competency, Literacy, and Numeracy Progressions
 - The Citizenship and Practical Skills Fact Sheets.

In facilitated on-line sessions, working groups followed the steps below:

- 1 Review the data collected from a subject area across grades, and then provide individual responses to the following:
- Was feedback provided for all grade levels in this subject?
 - Yes
 - No - list the grades that were included
 - Provide a summary of the *strengths* of this part of the curriculum.
 - Provide a summary of *opportunities* that may improve this part of the curriculum.
 - Provide a summary of themes or patterns that emerged regarding *potential adjustments* to the scope of learning across grade levels in this subject.
 - Provide a summary of themes or patterns that emerged regarding the *age appropriateness* of content in this subject across grade levels.

- Provide a summary of themes or patterns that emerged regarding the *sequencing of learning outcomes* in this subject across grade levels.
- Provide a summary of themes or patterns that emerged regarding *content load* in this subject.
- Compile a consolidated list of *supports and resources* that will be needed as part of the implementation.

2 Examine the Competency, Literacy and Numeracy Progressions as well as the Citizenship and Practical Skills Fact Sheets to provide individual responses to questions as follows:

- To what degree do the Progressions continue to align with the Draft Curriculum in support of student learning? (1 not aligned - 5 strongly aligned)
 - Comments:
- To what degree do the Fact Sheets support stakeholders in supporting the development of students' skills and competencies for future success? (1 not aligned - 5 strongly aligned)
 - Comments:
- To what degree do the Fact Sheets align with the Draft Curriculum? (1 not aligned - 5 strongly aligned)
 - Comments:
- To what degree do the Fact Sheets clarify curricular intentions? (1 not aligned - 5 strongly aligned)
 - Comments:

Phase 3: Superintendents and TAAPCS Board of Directors Review

In the final phase of the engagement strategy, TAAPCS Superintendents and Board of Directors came together in a facilitated on-line opportunity to review the summaries created in the previous phase. The summaries were reviewed together, and these leaders provided further reflections for inclusion in the report. Consideration of what support might be required within the Charter context for the implementation of the draft curriculum were discussed and included in the final report. Final summative comments are also included.

Participation and Representation Results

Of the 13 Charter School Authorities, 8 participated in the feedback engagement. Challenges and barriers for those schools who have chosen not to participate include:

- Concerns about teacher workload and/or well-being, especially in light of the on-going pandemic.
- Perceptions about how or if the feedback will be utilized.
- Beliefs that the field would have been better engaged earlier in the process.

It is important to note that participating Charter School Authorities do not currently use the French Language Arts & Literature curriculum. As such, this Report does not include this subject curriculum.

The summary provided below represents responses from participants, representing 8 school authorities. Table 1.0 below depicts the number of data sources used by the Working Groups in Phase 2. In some cases, multiple teachers worked together to compile a singular response.

Table 1.0 Response numbers by grade level and subject

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
English LA	2	4	5	6	5	3	2
Fine Arts	4	4	3	3	4	3	4
Math	3	3	3	3	3	3	4
PE & Wellness	2	2	2	2	4	4	4
Science	0	0	0	0	1	1	1
Social Studies	0	0	0	0	1	1	1
Total Responses Per Grade	11	13	13	14	18	15	16

Table 2.0 Working Group Participation by Subject

Subject	Number of Participants engaged in creation of summary for Final Report
English LA	2
Fine Arts	3
Math	3
PE & Wellness	1
Science	1

Working group details of note:

- On December 6, 2021, seven people worked to summarize the feedback collected for English Language Arts & Literature, Math, Physical Education & Wellness, Science and Social Studies.
- Math, PE & Wellness, and Science had one person each working on the summary
- Once a subject area was complete, members offered support to other subject areas by means of rereading content for clarity, ensuring emerging themes were represented, and all feedback was considered
- Cheryl Babin (facilitator from the Calgary Regional Consortium) also listened, supported and asked questions of working individuals and groups throughout the process
- On December 7, 2021, three people worked to summarize Fine Arts, and two people worked to use feedback from phase 1 and the initial Math summary created on Dec 6 to write final Math summary
- Calgary Regional Consortium used all summaries to formulate the final report. Editing for clarity and

Summary Comments by Subject

English Language Arts & Literature

Strengths

1. **Specificity** in outcomes, skills and procedures has provided clarity in this subject area, particularly in areas such as grammar, spelling, use of conventions, etc. Reading and writing outcomes are clear.
2. Progression of skill development outlined in scope and sequence is viewed as **logical** and **sequential**. Reading strategies in the early grades are important and appropriate. Emphasis on phonemic knowledge will support foundational decoding skills which is supported by current research. The “text forms and structures” section is clear, outlining what needs to be taught.
3. The addition of oral traditions is viewed as a positive.
4. First Nations, Métis and Inuit connections included in the draft are an improvement from the current program of studies.

Opportunities

1. **Content is overloaded**, especially in earlier grades which causes concern for students to be **behind** in the acquisition of skills and development of understanding by grade 4 or 5.
2. **Heavy emphasis on low level skills** - ‘identify, determine, describe, discuss’; need to elevate critical thinking in application. With too many learning outcomes, teachers will be forced to move quickly through content at a **surface-level** making it challenging for students to achieve deep understanding of important concepts.
3. **This ELAL curriculum requires clarity** with regard to organizing ideas, guiding questions, learning outcomes, knowledge, skills & procedures. Many aspects overlap and read as additional specific knowledge outcomes which implies they need to be taught in isolation to achieve coverage but it is not clear how these are meant to be

interconnected. Clarity would help teachers and students see how the skills support the acquisition of knowledge and development of understanding.

4. There is a need for **clear expectations about assessment** of outcomes, knowledge and understanding. As well, teachers need **explicit expectations for how outcomes will be addressed through standardized assessments and implementation accountability**.
5. Some **knowledge aspects are unnecessary** and **unrelatable** (eg. Mnemosyne was the ancient Greek goddess of memory, whose nine daughters, the Muses, were the patronesses of the arts. Calliope was one of the daughters of Mnemosyne and the patroness of epic poetry).
6. Significant need for resources to support implementation.
7. **First Nations, Métis and Inuit perspectives should not be presented as or in association with mythology**. There needs to be consistency in the manner in which First Nations, Métis and Inuit content is woven into the outcomes in each area of development. There needs to be clear delineation and emphasis for the cultural importance of literature and poetry that is included; examples include Haiku and land-based literacy.
8. **Background knowledge and resources must be provided** to ensure that teachers understand exactly what needs to be taught (types of texts and genres) and to teach it properly (land as text, First Nations, Métis and Inuit stories). Teachers need the support to **ensure cultural intention** and process is addressed respectfully and correctly.
9. Organization of the outcomes, with **numbers for ease of reference and access**, needs to be improved. Connection between the literacy progressions and the Fact Sheets would be more evident if included in the same documents.

Adjustments to Scope and Sequence

1. Understandings and skills/procedures **need to align** to each other, and the literacy progressions, and fact sheets.
2. Sequencing seems mostly appropriate, but **the shift** of some higher level skills to younger grades, plus the addition of more outcomes **has made the content load unmanageable**.

3. The scope and sequence seems logical and builds from grade to grade. However, the sequencing **within a grade is unclear** and makes it difficult to determine a starting point and scaffold students' learning.
 - i.
4. All grades: When it comes to terminology, **it is unclear what students need to do**. Clearly state if students should define terms, identify terms, or apply terms to their own writing (for example, the terms "subject" and "predicate"). This should be more clear in the KUSPs with regard to what is appropriate at different grade levels and how this should be sequenced.
5. Some areas, such as spelling words, are **extremely specific** and do not need to be, while other areas like words-per-minute typing have **no guidance**. (It may be more helpful to give a conceptual base followed by some specific, developmentally appropriate skill outcome guidelines rather than to have specific skills required with no guidance on where students should be at in them.)
6. The following question arose regarding **consistency of language**: "Is there a significant difference between the use of "sensory details" in grade 3 writing knowledge and in grade 4 where it is listed as "sensory language?" Is this a result of a natural progression, and if not, would similar terminology be of benefit?"
7. **The time required for students to learn** outcomes would be **significant**; too many outcomes without enough time will leave students at a **disadvantage**, facing gaps and misunderstandings as they move forward with new content.
8. The development of a **growth mindset and necessary competencies** should be explicit and included throughout the ELAL document.

Age Appropriateness

1. **Conflicting views on kindergarten** have been voiced. Some feel that the overall load across all subject areas is too much, but others feel that literacy expectations are too low for the end of kindergarten in the ELA draft. Some feel that expectations are appropriate, and note that based on research from the expert at the summer institute (George Georgiou), the knowledge and skills are developmentally appropriate. **Professional learning opportunities and ample resources will be necessary for teachers to support the learning needs of students who come into school with varying readiness skills.**

	<ol style="list-style-type: none"> 2. Grade 5/6: There is concern that some things are not developmentally appropriate. For example, introducing iambic pentameter at the grade 5 levels does not seem developmentally appropriate. This is typically introduced in grade 7 and 8 and is met with struggles by many students. In Grade 6, there are concerns regarding the outcomes of Iambic pentameter and students reciting Shakespearian poems at this age. There would be a need to teach the plays and characters to students, and finding age-appropriate content may be difficult. 3. Understanding worldview comes too early in sequencing. This is not age appropriate.
	<p><i>Content Load</i></p> <ol style="list-style-type: none"> 1. The heavy content load does not support learners to achieve mastery but rather is a “vast blast of exposure”. 2. The content load is so vast that teachers will have great difficulty covering the material with sufficient time for students to practice or engage in learning activities that promote depth. This will cause further inequity for students as teachers will be forced to choose or prioritize outcomes because time limits students opportunities to find success within each outcome.
	<p><i>Required Resources and Support for Implementation</i> In order to make this curriculum successful, teachers need...</p> <ol style="list-style-type: none"> 1. Time is the resource most requested by teachers. Time is required for professional development, to deeply understand the new curriculum, vet and design resources, base practices in research and support students to grow from where they are in their own development. Time is also required for teachers to support parents in their understanding of curriculum, pedagogy and assessment of their child’s learning. 2. Professional development to ensure all teachers have the background knowledge and pedagogical expertise to teach students to read and write. Emphasis on phonetics and morphology, as well as oral literacy would be of benefit. 3. Professional development and supporting resources to support teachers’ Indigenous foundational knowledge is required. Multiple sources of feedback called for

professional development and teaching resources to support the delivery and understanding of **land literacy and land as a text form**. Out of respect for Indigenous ways of knowing, teachers expressed the need to have specific resources and access to people to allow students to “listen to **oral traditions** shared by first nations”. Teachers need resources specific to their concerns about cultural appropriation and a respectful, correct way to address outcomes specific to **Indigenous knowledge and cultures from around the world**.

4. **Clear recommendations for resources** would benefit teachers and learners alike. Teaching resources need to be Canadian (for spelling) and clear with regard to lists of words, letter-sound progressions, and developmental progressions. Suggested resources for non-fiction texts that include content from other subject areas (social studies, science, math, fine arts, wellness, etc.) is essential.
5. Teaching resources and supporting research for **cursive writing**.
6. **Academic benchmarks and indicators** for reading and writing. Student work samples with accompanying rubrics are necessary to articulate levels of achievement and assessment data.
7. **A manageable implementation plan** is necessary to help teachers plan for the wide range of learners at each grade level. Teachers need support to address significant background knowledge deficits and gaps in skill development that will impede the roll-out of new curriculum from Kindergarten and up. Additional funding (human resources and time) is necessary to support students who do not reach grade level benchmarks.
8. **Improvements and additions to the New Learn Alberta** site are needed. Interactive features such as the ability to sort outcomes or search by keyword within a specific grade and subject is necessary. The resource section is essential and is needed now. The original Learn Alberta resource section was a great asset to teachers.

Fine Arts

**Please note: for the purpose of this review, Visual Arts, Drama, Music and Dance have all been included in each category.*

Strengths

1. **Guiding Question 1 is generally age appropriate** across most Fine Arts curricula (all 4 disciplines) and across most grades. In Guiding Question 1, there is an attempt to include foundational understandings and skills such as empathy (in drama), line (visual art) and rhythm basics (music).
2. There are **possibilities for cross-curricular** learning, both across the Fine Arts and other subject areas.
3. There is some **diversity in recommended artists** and genres to explore, including some Canadian content. For example, there is an inclusion of musical theatre in the grade 2 music curriculum.
4. In the recommendation of art movements (i.e. Harlem Renaissance in visual art, dragon dance in dance) there is an attempt at breadth or diversity.
5. Dance curriculum is based on **safety practices** for the body.
6. Logical progression of skills through foundational elements. **Foundational Elements** and Principles, and Creating and Presenting sections are well formed.
7. Drama curriculum is age appropriate and developmentally feasible.
8. Incorporates **story and play**, supports **collaboration** and development of **speaking skills**.
9. Introduction of **empathy** in Grade 3 is good - possible to introduce earlier.
10. Skills and procedures section of Drama is useful and appropriate.
11. Musical variety is good. **Some representation of world music** samples, and a few examples from Indigenous, First Nations, Métis & Inuit culture.
12. Easy for parents to understand.

Opportunities

1. Arts educators believe that **students should explore with a variety of skills and then reflect and refine**. For example, the draft music curriculum, overall, is not written in the way musicians talk and use musical vocabulary. This is true across all the Fine Arts draft curriculum.

2. Cross-curricular connections and references are targeted specifically in the social studies/history realm, **limiting authentic and age appropriate possibilities** that emerge authentically through student or teacher creativity.
3. A **Euro-centric, colonial perspective** is used which supplants the opportunity to be anti-racist and **sets back the TRC's calls to action**.
4. The **language of "goodness, beauty, and truth"** in the third organizing idea is deeply troubling; limiting artistic expression for multiple purposes and interpretation as judgment of quality.
5. Guiding **questions need revision**: for example question # 3 is not relevant to grade 5 and the parts on the Protestant Reformation and Catholic Counter-Reformation should specifically be removed.
6. The **words used to describe student engagement** - such as "understand" and "identify" **don't allow for students to do the things they need to do**. K-6 students should be primarily rooted in active engagement in these disciplines. All new fine arts curriculum should use more *doing* verbs like "explore", "create", "play", "make", "discover", "design", "develop", "practice", "interpret", as well as subject specific words like "sculpt", "listen", "react", "move", "analyse", "connect", etc. Further, the balance of *exploration*, *play*, and *experiment* to knowledge acquisition is not appropriate. Across all Fine Arts, students in K-6 should be *doing*, *exploring* and *gathering skills* through action not through lecture.
7. **More time for process-based learning is required**. We suggest removing entirely the third Guiding Question across all curricula.
8. The **examples** within music, art, dance, and drama **do not connect to the technique** students are being asked to explore (For example, Matisse's Icarus is a bad example of line - it better demonstrates shape and colour). Rather than having examples/suggestions within the curriculum, you could have a bank of resources and art examples, separate from the curriculum, for teachers to access while doing the skills and process sections.
9. This draft curriculum is **not based on best practice philosophies** of education (teaching and learning) OR art. Modifications should be made to re-write from a perspective that the Fine Arts curriculum provides a framework for developing skills

and attitudes in the Fine Arts, rather than assuming that one common pot of knowledge will suit every student in Alberta.

- These skills and attitudes should come from exploration, play and process. Foundationally, the Fine Arts curricula should include a focus on understanding and practicing ideation, the design process and contemporary practices (including digital arts). These key foci can be meaningfully explored at K-6 as the groundwork is laid for students to think and work like artists.

10. There is an opportunity for the curriculum to **move towards a conceptual lens**. For example, if the idea of learning about empathy was carefully embedded across all drama curricula, with space for teachers to choose meaningful activities, students would deepen their understanding of this concept each year and would improve students' skills and understandings in drama. This curriculum is rooted in knowledge; the use of big ideas or conceptual understandings would allow teachers to use examples and connect to the needs of students' local contexts and experiences.
11. **Big, essential questions** like *Who is art for? Who makes art? What is art? Who is able to access art? Where do you see art? What is an audience? Why do we need art?* etc. are not given time and are not connected through the various grades. Rather, the questions in this draft curriculum are narrow and suppose 1 right answer. For example, the guiding question statement "how can narrative contribute to understanding diverse stories" in grade 5, builds off previous years' explorations of expression. This presupposes that building a story is the one purpose of art. It also leads to problematic use of words like artifacts and myths that categorize diverse cultural expressions and indicate that Indigenous stories are fictional while biblical stories are grounded as truth. This section also foregrounds western story structures through the use of terms such as quest and redemption.
12. One fundamental thing that is missing across all Fine Arts curricula is exposure to **art that is not about story**. Even young arts students should encounter different schools of thought about art such as art as protest, art as community building, art as personal expression, art as celebration, art as symbolism, art as persuasion etc., not just art as narrative. Further, students should understand art as being more than just about "beauty, goodness and truth," as is suggested in guiding question 3.
13. The Fine Arts curricula as presented have a **strong western lens**. The music curriculum, for example, only includes the four western instrument families.

Instruments from other cultures and musical traditions would enhance both the ability to explore sound and music, and also the students' exposure to greater variety.

14. It is **unclear what the assessment goals** are with this curriculum. If teachers are to be assessing every single item on the curricula equally, it is **unwieldy and impossible**. Assessing knowledge acquisition in the Fine Arts should be downplayed compared to competencies with skills and attitudes.

Across Grade Levels

1. **Front matter is needed** to establish philosophy, purpose and context to teachers, parents and community members. This is currently absent.
2. Curriculum is **heavy on knowledge** components, with **far less emphasis on students doing** or performing aspects of their learning.
3. Consistent and repeated reference to social studies curriculum and knowledge of specific aspects of **history is inappropriate, unrelatable** and difficult for this age group.
4. This curriculum does not consider the teacher - it should allow for access from a **generalist's perspective, or allow for choice or for a teacher** to focus on their areas of expertise, or allow time to gain a deep understanding about the specific historical/cultural contexts being presented in the "appreciation" section.

Adjustments to Scope and Sequence

1. **Visual Arts** needs to **introduce concepts earlier**. Only line is introduced prior to Grade 3.
2. There is **no real technical skill development** presented that would allow students to express themselves authentically. For example, in visual art grade 6 it asks students to "make artistic choices in the creation of artworks" without enough guidance and scaffolding of techniques such as the many that an artist could use to create depth in a drawing (i.e. shading is just one. Mark making, different media, different line thicknesses are others).
3. **The inclusion of "pre-colonial Indigenous art in the US"** is too narrow and reads like a token, homogenized cultural nod. It ignores the vast diversity of Indigenous cultures across time and geography. If one culture is chosen, it may be better to be Blackfoot or Cree (on lands AB students now inhabit). The language of "evolved as more people

came” is uncomfortably colonial. Being asked to make art in the style of “an American artist” is vast, disconnected from students’ Canadian context, and doesn’t indicate to the teacher WHY or what they should be assessing. Students should not be tasked with creating art in the style of traditionally marginalized communities/artists (i.e. those from the Harlem Renaissance or pre-colonization Indigenous communities in the US). Including Indigenous music in the same category as ancient culture ignores the vibrant Indigenous communities which currently exist. Providing lists of Indigenous art forms all grouped together (for example, bone carving lumped in a list with soapstone, quillwork, beading, etc. supposes that all First Nations are the same, rather than recognizing the uniqueness of each individual group.)

4. The knowledge based, history content in the Fine Arts **Guiding Question 3 sections do not connect to the draft Social Studies** curriculum. This drastically reduces the opportunity for cross-curricular learning between the arts and social studies classes.
5. Often, the introduction of **skills is out of sequence** and/or relies on or assumes previous knowledge that students at these ages do not have. For example, a student must read music on a 2-3 line staff (music, grade 1) before being explicitly taught the musical staff. Also, sometimes the skills are introduced too early, such as students learning accents (music grade 1), although that is a difficult, more advanced concept. In drama, skills like listening, reacting, offering and observing are missing, with a too-early focus on characterization and expressing. In music, this curriculum for grade 1 takes accents from the current grade 2, staccato and legato from the current grade 4 curriculum, and playing barred instruments from the current grade 3 curriculum. This is too heavy, and too early.
6. Students will be **lacking in necessary background knowledge**. With the rollout of this curriculum planned to happen all at once, all subjects and all K-6 grades, the students in Year 5, for example, will not have had any of the K-4 content that looks to build up to Year 5 topics. This will be a very big shift in philosophy, approach and trajectory from what they are used to.

Age Appropriateness

1. There are some **foundational skills that are missing** that would be age appropriate.
 - In visual art, **shape and colour should be introduced in Kindergarten**
 - In drama, **play is absent** or introduced after characterization (which is backwards).
 - Similarly, **listening is ignored while “expressing” is a focus.**

2. In dance, **“movement” is not defined** enough (grade 4), or seems to be a placeholder word for choreography when it should be a foundational, play-based skill. Instead, ballet is introduced too early. A more general exploration of what is movement and how to be more articulate with your body is missing.
3. The history of the dramatic arts section is **very challenging** and not age appropriate.
4. The Grade 6 guiding question "How did societal change influence drama in the Enlightenment, French Revolution, and throughout the history of the United States of America?" is not appropriate. The content required to respond to this question is **far too much for students at this age**.
5. The **overt focus on Christianity** is not age appropriate. Families should be responsible for choosing when and how the concept of religion appears for students at these ages. In grade 5, students explore the Protestant Reformation and Catholic counter-reformation. They would not be able to understand these movements because the context is missing and not appropriate at this age because they would only understand a surface level description that a teacher would share. Overt references to religious-based knowledge are also prevalent in curricula for grades 3, 4 and 6.
6. There is **too much knowledge**, particularly in the third Guiding Question strand. That strand is **not rooted in any current arts based pedagogies**, or understanding of how young children learn. The concepts are too abstract and don't start with the child/self/family/community as would be appropriate. Students are not able to understand, engage or extrapolate understandings to make sense of their own experience when introduced to “prehistoric times” and other historical time periods so early. Developmentally, Kindergarten and Div 1 students cannot understand chronology as this curriculum demands. For example, when a student is just learning their numbers to 10, or 20, they cannot meaningfully understand thousands of years in the past. With a focus on relationship and self, students could more meaningfully generate ideas and actually make connections at their level.
7. Beginning in Kindergarten, the curriculum asks students to recognize **“beauty, goodness and truth” as well as “cultural contexts”** but students at this age through to grade 6, do not have the ability to cognitively grasp these concepts. It also presumes that there is one standard of beauty, goodness and truth that a teacher should point a student towards. This is false. The danger here is that students are asked to all be on

the same journey towards one way of experiencing or making art. This does not allow for age appropriate discovery of unique identities/self. Being introduced to 1-3 cultures and time periods per grade teaches students that art can and should be broken down into categories, rather than seeking connection. The Fine Arts should be taught through the arts themselves and then connected across cultures and times (i.e. examine clay vessels across time and culture). This curriculum misses the opportunity to show students connections between skills, cultures and contemporary art practices. On the whole, the examples referred to are from historical art movements, with limited connection to contemporary art of the late 1900's and early 2000's.

Content Load

1. The **Visual Arts curriculum needs to be more robust** in order to avoid teacher-led crafts.
2. **Music theory** is introduced **too early and with too much content**.
3. **Overall, the content load is extremely high** considering the amount of time allocated to each aspect of the Fine Arts curriculum. **Assumption of background knowledge** from previous grades is very high.
4. **The appreciation section is both too heavy and inappropriate**, oftentimes random and is not meaningful to students.
5. Overall, students at these grade levels would struggle to see themselves in the curriculum because the **tasks and concepts are too complex**. For example, across all Fine Arts curricula in grade 6, the guiding question asks students to understand “the Enlightenment, the French Revolution, and throughout the history of the USA”. It goes on to ask students to explore all of history from pre-colonization, during colonization and up to 1938 US history. This time span is obviously too broad and impossibly complex, there is also no reference to contemporary cultures or experiences, or how modern times are built on and influenced by the past.
6. In general, all the **Fine Arts curricula in the draft are too loaded with content**. They include too many outcomes to meaningfully teach in one year or one subject. Any teacher who would attempt to ‘cover’ all the outcomes, especially under the third strand of Guiding Question 3, would only skim the surface. For example, currently the Renaissance is a Social Studies topic in Grade 8 and students at that age take up to half a year to begin to understand the main concepts which, in this draft, Grade 5 students are expected to understand as just one third of a course that should be 10%

of their schedule. Additionally, the more discipline specific outcomes are also too substantial to actually explore meaningfully.

7. Additionally, this draft curriculum is on a linear trajectory of content so students encounter **huge concepts at a young age, but only once**. This presumes that knowledge or information accumulates in a child's brain from K-6, which is not reflected in up to date pedagogical or neurological research.

Required Resources and Support for Implementation

1. **Specific training and resources are necessary** to properly support the Fine Arts curriculum. This relates to specialist teachers and generalists who will be expected to understand, teach and assess this curriculum.
2. **Clarity** is required with regard to **assessment**: expectations, work samples and benchmarks are required for teachers to be able to implement this with success.
3. **Time** and **funding** for **professional development** is required.
4. **Resources to support background knowledge**, historical content and cross-curriculum references would be an asset. Student resources to support learning are also necessary.
5. **Students need instruments**. The music curriculum **assumes access to the four western instrument families** and French Canadian instruments which will be a barrier to many K-6 schools. Currently, it is at Grade 7 that many schools have all these instruments.
6. **A complete set of resources and professional development** for fine arts teachers in order to teach history chronologically, accurately and meaningfully. This draft curriculum supposes that teachers have both arts-specific expertise as well as history expertise at a university level. The fine arts in K-6 are often taught by generalist teachers who have neither. For example, the curriculum says that students should note that line has different attributes, but it doesn't explain what teachers should ask students to do, and it presupposes that teachers have expertise in visual art and understand everything about line.
7. **Assessment expectations and resources are required**. Teachers need to understand if students are to be assessed on every knowledge point, or if the knowledge is to be touched on as skill development is foregrounded. The latter would be best. So much

contextual history knowledge is needed, that most students will not be successful if being assessed on that knowledge.

8. **Teachers would need access to authentic ways of learning cultural knowledge** before teaching it. For example, in visual arts (grade 6), the coastal Indigenous communities in Haida Gwaii are to be explored. To do this with integrity, teachers need a lot of access to authentic resources including Elders. Another example is with Greek dances.
9. Teachers would need **access to local support** for exploring some topics such as architecture. Calgary, for example, has limited architectural styles.
10. **Examples need to be provided.** Some of the resources in the curriculum, for example “Prayer Ties My People, Poitras” (grade 6) is a painting that does not appear in Google searches. How would a teacher access this resource?
11. **Hardware and software for technology is required.** In visual art, digital media and animation is mentioned in grade 6 and that assumes access to uniform apps and technology. Teachers would need access to a class set of iPads, stylus and software licences.
12. **Teachers will need professional development** to understand what is meant in foundational visual arts knowledge about asking artists permission for replicating their art, while the curriculum also asks teachers to replicate various art forms. In this draft curriculum, complexities in the realm of inspiration, appropriation and intellectual/artistic property are ignored.
13. Teachers will need **large amounts of time** to learn and plan how to revolutionize their teaching practice and resources to begin teaching entirely new curriculum across every subject area in one year.

Mathematics

Strengths

1. Many outcomes are **similar to the current** curriculum. The strands of math have been addressed/included. The side by side grade **layout helps** to see what skills and knowledge the students should have acquired in the previous year. **Organizing ideas are overarching connections between grades K-12.**

2. Emphasis on mathematical **fluency** included. Consistency of mathematical language is stronger and can continue to build on this K-12.
3. Procedural knowledge is an asset WHEN conceptual understanding has been achieved. Inclusion of **traditional algorithms an asset**.
4. Estimation skills and assessing the **reasonableness** of an answer is worth practicing.
5. **Concepts flow** and progress in a linear fashion across grade levels. Concepts are designed with real world context so that students can carry out activities and solve problems in a way that reflects the nature of such tasks in the real world. (Numeracy Progressions)

Opportunities

1. Students learning traditional **algorithms need to be supported with an understanding** of why they work in order to be able to transfer this learning to more complex situations.
2. There is a need for **more clarity between knowledge, understanding, skills and procedures**. For example: “Percent of a number can be determined by multiplying the number by the percent and dividing by 100.” - This is under the heading of knowledge and is a procedure with no link to understanding or why this works.
3. Use **key mathematical terminology** K-6 (and eventually to 12) as much as possible for student clarity.
4. **Visual representations/models** in the outcomes are missing from the curriculum draft, but necessary for student development of understanding. Include illustrative examples of what needs to be taught.
5. **Delay implementation** until teaching and learning resources are accessible. Within the current pandemic context, there is a risk of overwhelming teachers with the transition to the new math curriculum and its implementation in the fall of 2022 without access to foundational teaching and learning resources.

6. Make **guiding questions student friendly** so that they can be used right away by teachers instead of needing to be changed to fit the grade level.
7. **Embed numeracy progressions** into each curriculum where it links together as one, making it easier for teachers to use them.
8. **Clarify Indigenous and Francophone knowledge** or resources to support this integration within the mathematics curriculum. For example in Gr.1, which cultural group's knowledge and understanding supports Indigenous understanding of the passage of time, stars, etc.

Across Grade Levels

1. **Front matter** required.
2. Many **concepts are combined** in Grade 6 outcomes; Need to be separated out for clarity and manageability for students.
3. Multiplication and division with fractions and decimals is complex and has been moved from higher grades. Deeper understanding of concepts is needed.
4. Teachers expressed concern for **how best to meet the learning and readiness needs** of students who are encountering new concepts without the proper background knowledge to support their new learning. The need for **significant background knowledge** that is currently missing from previous grade levels puts students at a starting point that is disadvantaged and will contribute to student anxiety around math.
5. Some of the requirements for students to **only learn standard or traditional algorithms** goes against Charter mandates to learn through a disposition of inquiry.

Adjustments to Scope and Sequence

1. Build in opportunities for **practice and mastery** throughout the grade levels to scaffold learning more effectively and build confidence to make learning feel easy and attainable.
2. The scope **moves too quickly** with too much content to allow time to develop conceptual understanding with real world applications.

3. **Fraction concepts come too soon**, without real opportunity to create deep understanding and concept exploration. The concepts taught in the upper elementary come too soon. However, introduction to basic fractions/parts of a whole in Grade 2 may be beneficial for the development of future understanding.
4. The scope and sequence of curriculum appears to be linear in nature with opportunities to scaffold knowledge, but it would be beneficial to add more opportunities to **build in spiral curriculum opportunities** to revisit and review concepts and skills for mastery.

Age Appropriateness

1. Geometry outcomes seem age appropriate.
2. Many comments reflect **concerns about concepts being brought to lower grades**. It was suggested that skills moved from division 3 curriculum be brought back to the higher grades to reduce volume and ensure age appropriate content that is manageable for students.
3. With concepts being introduced from higher grades will lead to **surface level understanding** with rote learning. The pace for teaching and getting through content will be faster than some students will be able to grasp.
4. What does converting from **imperial to metric** look like? Are students expected to do the conversions or is there a chart that they can use? Converting for grade 3 students would be a challenging concept for them to do.

Content Load

1. **The content load is overwhelming**. Teachers will be challenged to find the time to cover all the outcomes, making sure students understand them before applying them with the competencies and the progressions. The opportunity to explore real-world applications will be limited with teachers trying to cover all the outcomes.
2. Many students struggle with the current curriculum. Additional outcomes will complicate and exacerbate this concern.
3. Support mastery learning by **decreasing the number of outcomes** to make learning attainable and embedding a spiral curriculum where concepts are reviewed and

repeated as students move from one grade to the next. With the increased number of knowledge, understandings, skills, and processes (KUSPs), expectations for students have significantly increased within the draft math curriculum, and mastery and numerical confidence may be more challenging to achieve. These additional expectations have the potential to overwhelm students if they don't have a solid foundation and concrete understanding of concepts given COVID learning disruptions.

4. Students will be expected to **know more without building a solid foundation** and concrete understanding.
5. Students that are currently struggling will **need additional support** with the potential for more learning gaps with additional outcomes.

Required Resources and Support for Implementation

1. There are many concerns about implementation; with outcomes being moved down to lower grades, the students coming to the next grade would be **missing foundational knowledge**. How would we catch them up? One example would be having current grade 6 outcomes put into grade 4, where the new students would have just completed the current grade 3 outcomes.
2. Resources and support for **real-life examples are necessary. PD is required.**
3. **Clarify Indigenous and Francophone knowledge** or resources to support this integration within the mathematics curriculum. For example in Gr.1, which cultural group's knowledge and understanding supports Indigenous understanding of the passage of time, stars, etc.
4. Add more **opportunities for concrete application** of mathematical concepts within the learning outcomes, and bolstering the progression between concrete, pictorial, and symbolic or abstract understandings with illustrated examples.
5. Struggling **students will need more support** to succeed given gaps in knowledge, understanding, skills, and processes in the first year following implementation.
6. **Teachers need access to resources** aligned with curriculum to utilize to support teaching and learning in advance of implementation i.e., textbooks, workbooks, digital resources etc.

7. Create resources to share **Indigenous knowledge** authentically. Make this knowledge accessible to all jurisdictions. i.e., LearnAlberta.ca (add to new.learnalberta)
8. **Create a concise list of recommended books/resources/digital resource database** with easily accessible and shareable links.
9. **Increasing EA time and the necessary funding**, to support the students with gaps from being online during the pandemic. They will need to be caught up to grade level before jumping up a new level in the new curriculum.
10. **Illustrative examples** are needed as a valuable tool to ensure teachers know what is expected to be taught and achieved.
11. **Assessment and reporting guidance documents** are necessary to ensure alignment and accountability across school authorities.

Physical Education & Wellness

Strengths

1. The inclusion of **spatial awareness**, teaching **phases of movement skills**, focusing on **fitness and goal setting** are seen as strengths. It is positive to include ways of thinking about physical activity and wellness rather than just as a functional activity.
2. There is a lot more **inclusion of First Nations, Métis and Inuit ways of knowing** in the new curriculum, and their perspectives can be found throughout many of the outcomes, which is a great step towards reconciliation. An example of this is in the outcome section: 'students analyse strategies and tactics that support improvement of performance'. Traditional ways of knowing and understanding are clearly outlined in how Canada's Indigenous groups have value in their knowledge of adapting to geographical surroundings and their ability to survive off of the land. This is also shown to have importance in contemporary settings.
3. An emphasis on **team-building and conflict resolution** is a strength. The outcome 'Students analyze the influence of conflict resolution on physical activity', was well laid out and is important for grade 6 students to learn at this stage. The ability to practice conflict resolution is very important for grade 6 students who are moving into junior high and more intense club sports. It's also important to focus on working as a team and providing the tools necessary to have success as a group.

Opportunities

1. Knowledge, Understanding, Skills and Procedures need to be **numbered or labelled properly** to aid in use and reference.
2. A better balance could be achieved between students **improving skills and wellness**/activity goals.
3. Modify outcome referring to specific/Olympic sports; change javelin to pool noodle javelin to support student engagement in this experience.
4. One opportunity to improve this part of the curriculum is under the learning outcome: 'Students examine how development and puberty are connected'. There is an important focus of knowledge that is included about the **natural development of puberty**, and biological progressions in the understanding section. It was also important that **other cultures and First Nations, Métis and Inuit perspectives were included**. An important absence across knowledge, understanding, and skills and procedures was the **lack of mention of the LGBTQ2S+community** and their perspectives on puberty. It would be a wonderful opportunity for members of that community to be consulted to include their perspectives.
5. Under the learning outcome: Students examine **risk and identify the factors** that influence action, it mentions that 'risk involves taking action that may evoke a feeling of uncertainty, fear, and vulnerability'. This is part of taking risks, however this would be a good opportunity to include the positives to risk taking such as increased engagement and working in the zone of proximal development. The focus of risk in the draft curriculum has a fairly narrow focus on risks involved in consent and digital safety, which is important, but the outcome should also include benefits of risk taking that foster engagement, courage, and confidence building.
6. In the grade 5 curriculum, there ought to be language that supports **LGBTQ+ family creation** (i.e. the sperm and egg can be joined together using science instead of through sexual intercourse only). This should be reiterated in grade 6 when discussing that "pregnancy is a natural human process" (as not all babies are conceived the "natural" way).

Across Grade Levels

1. Locomotor **skills are not sequenced appropriately** (order and pacing).
2. There is a **disconnect between safety in grade 4/5 and responsibility in grade 6**; these concepts should be connected across grades.

Adjustments to Scope and Sequence

1. Learning outcomes about body changes should begin in kindergarten and continue each year.
2. **Increase clarity of language**/reword outcomes and clarify if something is a research project or an activity. As well, reduce use of discussion and explanation so students can **focus on action**.
3. One adjustment that could be made to the scope of learning would be to further discuss, practice, and role-play **friendship making skills** from grade 3. When students enter grade 4, friendships continue to play a huge role in their daily lives and, prior to discussing how to solve conflicts, it would be very valuable to take a deeper look into what it means to be a good friend. An additional adjustment could be to include language around practicing/role-playing the conflict-resolution strategies that are discussed.
4. In the grade 4 curriculum there was plenty of mention of First Nations, Métis and Inuit knowledge and ways of knowing, but outside of a small mention in the grade 5 curriculum under nutrition, there was an **absence in the sequence between grades 4-6**.

Age Appropriateness

1. Place **more emphasis** on foundational **movement** skills beginning in kindergarten to support active lifestyle.
2. **Revise outcomes** that refer to choices students make such as actions like **pre-activity meals** and logging activity time; this is inappropriate as students don't necessarily have control over this aspect of their lives.
3. Content related to **puberty** is framed in an **age-inappropriate manner**. Content related to puberty (more specifically the fact that body-image issues can occur during puberty) feels early. This could be re-framed to heavily promote self-confidence and having a positive body image.
4. Nutritional choices are framed using math concepts that are too advanced.
5. Discussing '**financial investing**' in **grade 3** seems too early. Discussing spending/saving money is reasonable for this age group but 'investing' is too early.
6. In terms of scope, the area that could be changed would be in the learning outcome: Students establish and communicate how motivation supports personal growth

through active living. Students in grade 6 generally don't lack **motivation**, and are full of energy and enthusiasm. The outline for the learning outcome is good, but it would be better suited for either the end of grade 7, or the beginning of grade 8, which has shown to be a big transitional year for students in terms of their motivation.

Content Load

1. **Content load is manageable** but integrating health outcomes requires more time for students to achieve understanding.
2. K-3 is too light.
3. The content load is manageable and would be achievable to reach these outcomes in their grade 6 year.

Required Resources and Support for Implementation

1. Teachers require access to **First Nations, Métis and Inuit resources**, as well as experts such as Elders and members of the LGBTQ+ community to share knowledge and inform practice. Resources need to be online content, as well as access to regional First Nations, Métis and Inuit Elders, members of the **LGBTQ+ community** and should be made available through Alberta Education to share their perspectives and knowledge.
2. Specific pre-made lessons should be developed to support **lessons about puberty**, reproduction and pregnancy for parents to preview for opt-in/opt-out and preparation.
3. Guidance is required to **support assessment expectations** and accountability.
4. **PD for non-physical education specialists.**
5. **Time** is required for teachers to build cross-curricular connections and design meaningful experiences for students to engage.
6. This curriculum draft does not include modifications or support to plan for students who are **differently-abled**.

Science	<p><i>*Only Grades 4, 5 and 6 reflections are included in this summary.</i></p> <p>Strengths</p> <ol style="list-style-type: none"> 1. There may be some opportunities to connect math and a few science outcomes. 2. First Nations, Métis and Inuit peoples are mentioned. 3. Climate change is mentioned. 4. Organization around guiding questions that progress through the grade levels is effective.
	<p>Opportunities</p> <ol style="list-style-type: none"> 1. It is important that students go deeper into First Nations, Métis and Inuit ways of knowing, and the science behind climate change. 2. Consider revising value-laden terms such as ‘trustworthiness’. Instead of ‘trustworthy’, ‘reliable’ would be a more appropriate term to describe the scientific method - for example: (Evaluate the trustworthiness of conclusions drawn during simple investigations based on the data, evidence, and methods used.) Another example: Using the word ‘designed’ to describe organisms is not accurate. They have evolved, not “been designed”. 3. Evolution and adaptation are missing from this curriculum. 4. Increase connection or application of the physical properties of the states of matter to real-life for student understanding. 5. There are too many outcomes that are not really linked or give opportunity for a true scientific inquiry.
	<p>Across Grade Levels</p> <ol style="list-style-type: none"> 1. Need outcomes that incorporate the scientific method as they relate to the topics - should not be presented as its own unit.
	<p>Adjustments to Scope and Sequence</p>

	<ol style="list-style-type: none"> 1. Students who have not learned all previous grades in Alberta would have no hope of acquiring the information presented in order to find success at any entered grade level.
	<p><i>Age Appropriateness</i></p> <ol style="list-style-type: none"> 1. The content is not age appropriate due to the high number of outcomes but also subject matter and conceptual understanding.
	<p><i>Content Load</i></p> <ol style="list-style-type: none"> 1. Due to interrupted learning because of the pandemic, implementation of this content-heavy new curriculum will be unmanageable for students and teachers. 2. The sequencing is usually logical, but unmanageable in terms of amount.
	<p><i>Required Resources and Support for Implementation</i></p> <ol style="list-style-type: none"> 1. More time is required to cover all the content. It was suggested that by extending each year of curriculum over multiple years/moving some of the content back up to older grades, the presented content could be learned effectively. 2. Implementation should be staggered over multiple years. For example: year 1: Kindergarten only; year 2 K and 1; year 3 K, 1, 2; year 4 K, 1, 2, 3 etc.

Social Studies	<p><i>*Only Grades 4, 5 and 6 reflections are included in this summary.</i></p>
	<p><i>Strengths</i></p> <ol style="list-style-type: none"> 1. The Guiding Questions are clear and allow for inquiry and exploration that allow students to demonstrate an understanding of the concept. 2. The Skills and Procedures are generally clear and point to clear outcomes which a teacher can provide resources to allow students to answer and assess whether they

have demonstrated a clear understanding.

3. The idea that the **same overarching organizing idea** is present for all grades is a good one.
4. There is a match between the economic outcome question and the geographic organizing question, so that provides an **opportunity for concurrent teaching** and connections.

Opportunities

1. Some of the Learning **outcomes are vague**, for example, “explain the extent to which the United States and Canada share a continent”. What does the term “share” imply? Geographically? Culturally? Economically?
2. The Knowledge outcomes are often very brief statements that **do not provide enough context**.
3. Curriculum is **too focused on minute facts** and knowledge. Implementing this curriculum would require students to **spend most of their time consuming** and repeating facts, rather than demonstrating understanding of the larger learning outcomes and guiding questions.
4. **Clarity** of learning outcomes is **required**; for example in grade 5, the outcome, “explain the extent to which the United States and Canada share a continent” is confusing; what does the term “share” imply? Geographically? Culturally? Economically?
5. Provide clarity and streamline redundancies in organization and content; for example what is the difference between knowledge, understanding, skills & procedure columns; there is a lot of overlap; they are not necessarily distinct from each other.
6. Content is **too Christian-focused** which does not reflect current or historical Alberta.
7. Increase diversity and appropriate representation i.e., rebuild the knowledge and understandings from a less Eurocentric perspective.
8. This curriculum is **not focussed on the future**. As written, it will not allow teachers to be responsive to changes in the world over the next 10-15 years; it is so prescriptive that instead of supporting the idea of a common understanding it restricts the opportunities to explore, inquire, and understand. This curriculum was written with skills, competencies, and processes of the past in mind, rather than the future; this will not prepare our children for the future of our world where critical thinking, creativity, and understanding are essential.

	<ol style="list-style-type: none"> Students with learning challenges will not be able to find success in this curriculum. Students who are learning English as an additional language will struggle with this information-heavy curriculum. Overall, the curriculum is too focused on minute facts and knowledge; implementing this curriculum would require students to spend most of their time consuming and repeating facts, rather than demonstrating understanding of the larger learning outcomes and guiding questions; fewer knowledge outcomes would allow students to engage more deeply and ultimately demonstrate a better understanding of the overarching learning outcomes and guiding questions.
	<p><i>Across Grade Levels</i></p> <ol style="list-style-type: none"> Remove much of the content and specific, prescriptive outcomes. The scope is too broad. There is far too much. Many of the understandings are also just more knowledge and the skills and processes are mostly just activities. They are not skills and processes that would easily transfer. The knowledge requirements in this part of the curriculum are not developmentally appropriate. The content load is excessive for the number of minutes that students would be spending on Social Studies. There is quite simply too much content. Too many discrete and small facts. Too many dates and specific people that students are expected to learn. The social studies curriculum is lacking historical thinking concepts. Inquiry and critical thinking seem to have been removed entirely.
	<p><i>Adjustments to Scope and Sequence</i></p> <ol style="list-style-type: none"> The scope is far too difficult and is not age appropriate. Sequencing of outcomes chronologically does not make sense for the youngest students who are still learning to understand the concept of past, present and future.
	<p><i>Age Appropriateness</i></p>

	<ol style="list-style-type: none"> 1. Students who have not learned all previous levels in Alberta would have no hope of acquiring the required information in order to find success at the grade level they jump into. 2. Students are unable to personally connect and engage because of a lack of conceptual understanding issues and the sheer amount of information they are expected to know. For example, students are being asked to understand chronology at grades where working with time as an abstract concept is developmentally inappropriate
	<p><i>Content Load</i></p> <ol style="list-style-type: none"> 1. The content load is overwhelming for both students and teachers. 2. Vast amount of outcomes spread across far too many disciplines. Structure limits opportunities for depth of understanding.
	<p><i>Required Resources and Support for Implementation</i></p> <ol style="list-style-type: none"> 1. <i>This draft needs to be re-written before implementation.</i>

Alignment of Draft K-6 Curriculum to Literacy, Numeracy and Competency Progressions

Working group members reflected on the alignment between the Draft K-6 Curriculum for each subject area and the [Literacy Progressions](#) [Numeracy Progressions](#) and [Competency Progressions](#). The following reflections were made in each subject area:

<p>English Language Arts and Literature</p> <p>To what degree does the English Language Arts and Literature Draft Curriculum align with the progressions? (1 - not aligned, 5 strongly aligned)</p>	<p>Rating</p> <p>2</p>
<p>Summary:</p> <p>We feel that the load of this curriculum will sadly diminish opportunities to engage with the competencies or literacy progressions. There are many good points in this new draft, but teachers will have so much to cover that it will be hard to engage in activities that support the competencies.</p>	

Critical Thinking is better served with this curriculum as the breadth allows students to better challenge their perspectives and explore how their thoughts are similar and different from others. However due to the scope, there is not enough time to ponder and meditate on what they have discovered.

Conversely, Problem Solving is more difficult as it requires a great deal of time to learn from mistakes and to revise and reflect on approaches creatively improving upon them, which a broad approach simply does not afford.

Research and Management would also be difficult due to the time constraints. There is a great amount of material to explore, yet the depth of understanding of that material would be surface only and thus create headline thinking rather than researchers.

Creativity and Innovation would be well served in finding new things that the student wants to try and explore ways to express themselves, if they had the resources, time, and opportunity to work with the new ideas, materials or resources, before being whisked away into the next concept. Perhaps better scaffolding of concepts of genre would help here. Spending a year on Poetry and its different genres would allow them to really explore it, then moving into another form of writing for another year where they can be both exposed, inspired, and given the chance to express themselves in it.

Communication has a huge boon in this draft as there is a great deal of cross curricular opportunities as well as methods and ways to express in this new draft from oral traditions, to a variety genres of literature given emphasis.

Collaboration is unchanged in this curriculum if there is enough time to work in groups with all the additions.

Citizenship and Personal Growth and Wellbeing are left out because there are so few outcomes focused on engagement and joy of reading and writing. Nor is there time to read for the joy of it or incorporate student choice.

Literacy Progressions: There may be gaps in personal insight and purpose (specifically, enjoyment) based on the outcomes being quite content-heavy with less time left for reflection and engagement. Task analysis also seems to be somewhat missing.

Fine Arts

To what degree does the Fine Arts Draft Curriculum align with the progressions?
(1 - not aligned, 5 strongly aligned)

Rating

1

Comments:

The music curriculum assumes access to the four western instrument families and French Canadian instruments which will be a barrier to many K-6 schools. Currently, it is at Grade 7 that many schools have all these instruments.

This draft curriculum supposes access to a whole set of resources and professional development for fine arts teachers in order to teach history chronologically, accurately and meaningfully. This draft curriculum supposes that teachers have both arts-specific expertise as well as history expertise at a university level. The fine arts in K-6 are often taught by generalist teachers who have neither. For example, the curriculum says that students should note that line has different attributes, but it doesn't explain what teachers should ask students to do, and it presupposes that teachers have expertise in visual art and understand everything about line.

The knowledge sections are long. Teachers need to understand if students are to be assessed on every knowledge point, or if the knowledge is to be touched on as skill development is foregrounded. The latter would be best. So much contextual history knowledge is needed, that most students will not be successful if being assessed on that knowledge.

Teachers would need access to authentic ways of learning cultural knowledge before teaching it. For example, in visual arts (grade 6), the coastal Indigenous communities in Haida Gwaii are to be explored. To do this with integrity, teachers need a lot of access to authentic resources including Elders. Another example is with Greek dances.

Teachers would need access to local support for exploring some topics such as architecture. Calgary, for example, has limited architectural styles.

Some of the resources in the curriculum, for example "Prayer Ties My People, Poitras" (grade 6) is a painting that does not appear in Google searches. How would a teacher access this resource?

In visual art, digital media and animation is mentioned in grade 6 and that assumes access to uniform apps and technology. Teachers would need access to a class set of iPads, stylus and software licences.

Teachers will need professional development to understand what is meant in foundational visual arts knowledge about asking artists permission for replicating their art, while the curriculum also asks teachers to replicate various art forms. In this draft curriculum, complexities in the realm of inspiration, appropriation and intellectual/artistic property are ignored.

Teachers will not have enough time to learn and plan how to revolutionize their teaching practice and resources to begin teaching entirely new curriculum across every subject area in one year.

Asking teachers to implement this full curriculum, K-6, across all subjects in one year is asking way too much, especially during the COVID-19 pandemic with it's accompanying uptick in mental health crises in students and staff.

Mathematics

To what degree does the Mathematics Draft Curriculum align with the progressions?
(1 - not aligned, 5 strongly aligned)

Rating
3

Comments:

Competency Progressions: -It would be easier if these were embedded into the draft curriculum. Some competencies fit better with the math outcomes than others. (Critical Thinking, Problem Solving, Communication, Collaboration, Personal Growth). Other competencies like Research, Creativity, Innovation, Well Being, don't seem to align as well.

Literacy Progressions:

- Literacy task analysis and vocabulary are necessary to understanding the task.
- Students need to be able to evaluate important information in problem solving.
- Use of comprehension strategies could be used to understand math problems and what the questions are asking.

Numeracy Progressions:

- Where are the personal insights incorporated into the curriculum? Is this based on testing results?
- Quantitative Information says "students will calculate using whole numbers and decimals in real life situations", yet the curriculum for Grade 6 alone has students multiplying fractions and integers.
- Many of the outcomes in the numeracy progressions would naturally occur while teaching the math curriculum. (Using addition and subtraction, organizing objects, collecting and using data in graphs, using measurement tools and referents, estimation)
- The Management of Space subheading in Spatial Progression is unclear. Where is this represented in the curriculum?

Progressions: It would be easier to have all of these progressions embedded in the math curriculum. Having them all in one place where it links together is easier for a teacher to see where it fits in, instead of doing it separately. I believe that the last draft had all these places for each outcome.

Physical Education and Wellness To what degree does the Physical Education and Wellness Draft Curriculum align with the progressions? (1 - not aligned, 5 strongly aligned)	n/a
Comments: <i>*The working groups did not complete this portion of the summary.</i>	

Science To what degree does the Science Draft Curriculum align with the progressions? (1 - not aligned, 5 strongly aligned)	Rating 2
Comments: Very little of the science draft relates to either the competency or numeracy progression in any meaningful way. The primary problem is that the curriculum is written in a siloed manner with small focus areas at a time, and therefore the broader attitudes towards thinking/learning/knowing which are described in the progressions are not reflected in the curriculum. The curriculum doesn't seem to align with the real-world competencies of the progressions. Some elements of the curriculum are aligned with small parts of the competencies progression, or can be interpreted that way: <ul style="list-style-type: none"> • Critical Thinking is demonstrated to some extent in the Scientific Methods portion of the draft curriculum • Researching and managing information is similarly relevant to Scientific Methods • Creativity and Innovation is aligned with the Computer Science portion of the draft curriculum Some elements of the numeracy progression can also be considered aligned with the science curriculum: <ul style="list-style-type: none"> • Task analysis, using numbers, and data (from the numeracy progression), can be seen to be aligned with the Scientific Methods portion of the curriculum. 	

Social Studies To what degree does the Social Studies Draft Curriculum align with the progressions?	Rating 3
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(1 - not aligned, 5 strongly aligned)

Comments:

The curriculum and the progressions are well-aligned as they both need to be stretched out over more years. For example, the Competency Progressions for kindergarten should be stretched out over kindergarten and grade 1, and so on. The curriculum should also be stretched in that manner, as well as adjusted for many other components.

Additional Reflections to Note

In addition to the explicit reflections teachers made about the Draft K-6 Curriculum, it is worthwhile to note that throughout the working group facilitation, a dominating conversation and dialogue theme was concerns about how this curriculum would be implemented with students. Summary highlights of conversation threads include:

1. There was a sincere **concern for student well-being** as a common thread in discussions. Teachers expressed worry for students who would be challenged by the content load and pace that would be required to ensure coverage of the number of outcomes included in each subject.
2. **Implementation of all curriculum areas at once** was also an expressed concern, highlighting the professionalism and work ethic of the teachers involved who spoke of the **time and learning required** of them to learn new content, design engaging learning experiences and meet the increasingly diverse needs of the students in their care.
3. The **absence of supporting resources** through the pilot and review period left teachers with apprehension and worry about how they would help their students find success.
4. **Care must be taken to address the learning needs of ALL students.** Assessment results reveal that student achievement and readiness for new content is widely diverse in every Alberta classroom. Implementation of this content-heavy curriculum will widen these achievement gaps, increase inequity and disadvantage many students in our care.
5. Questions about **assessment** - what, when, and how - were pervasive in every conversation. Guidance in this area will support teachers through their understanding of the outcomes and how they will support students to move forward with their learning.

Charter School Representation

In addition to this facilitated process, 8 schools have either already begun a review process within their school communities or plan to engage further in this curriculum review. Where a review process had been completed prior to this facilitated process, data sources have been shared in Appendix A.

Details of each can be found via the links below:

[Almadina Language Charter Academy](#)

[Calgary Arts Academy](#) (*Calgary Arts Academy compiled additional relevant feedback on the Draft K-6 Curriculum that has been included in this document. Please see enclosed.)

[Calgary Girls' Charter School](#)

[Centre for Academic and Personal Excellence \(CAPE\)](#)

[Connect Charter School](#)

[Foundations for the Future Charter Academy](#)

[Suzuki Charter School](#)

[Westmount Charter School](#)

Appendix

Appendix A: Raw Data and Subject Summaries by Subject

[English Language Arts and Literature](#)

[Fine Arts](#)

[Mathematics](#)

[Physical Education and Wellness](#)

[Science](#)

[Social Studies](#)