

# Curriculum Development

Alberta’s provincial curriculum is designed to help students achieve their individual potential and to create a positive future for themselves, their families, and their communities.

Alberta Education is developing curriculum, in English and French, in six subject areas: Arts, Language Arts (English, French Language Arts, and Français), Mathematics, Social Studies, Sciences, and Wellness.

## What is curriculum?

Alberta’s Kindergarten to Grade 12 (K–12) provincial curriculum, also known as programs of study, is defined as what students are expected to know, understand, and be able to do in each subject and grade.

Alberta’s future provincial curriculum will include some common elements that will make it easier for teachers to plan and organize learning opportunities that span subjects:

- **Subject Introductions** describe the spirit and nature of each subject and explain why the subject is learned.
- **Essential Understandings**, or big ideas, are broad statements that frame what students will learn.
- **Guiding Questions** help create engaging and challenging learning opportunities for students.
- **Subject Learning Outcomes** are what students are expected to know, understand, and be able to do in each subject and grade.
- **Conceptual Knowledge** outlines what students need to know and understand to achieve the learning outcome.
- **Procedural Knowledge** outlines what students need to be able to do to achieve the learning outcome.

## Why focus on literacy, numeracy, and competencies?

Literacy and numeracy have traditionally been thought of as reading, writing, and mathematics.

Although these are essential components of literacy and numeracy, we know that literacy and numeracy encompass much more.

Students will need literacy and numeracy skills for everyday life. Literacy and numeracy help us to make sense of the world around us and to make informed decisions.

## ALBERTA’S STUDENT COMPETENCIES

CRITICAL THINKING  
CREATIVITY & INNOVATION  
COMMUNICATION  
CULTURAL & GLOBAL CITIZENSHIP  
PROBLEM SOLVING  
COLLABORATION  
MANAGING INFORMATION  
PERSONAL GROWTH & WELL-BEING

## Who’s involved?

**Curriculum Working Groups** and **Teacher & Educator Focus Groups** are made up of K–12 teachers, post-secondary professors and instructors, inclusive education and early learning specialists, educators who have in-depth knowledge and experience within subjects and across grades, and Alberta Education staff.

Both groups include a balanced representation of Alberta’s geographic and demographic diversity, and also include representation from Francophone and First Nations, Métis, and Inuit teachers.

## How is curriculum developed?

Curriculum development is done in three interconnected and continuous phases: **Shaping**, **Developing**, and **Implementing**.

The **Shaping** phase includes a review of Alberta’s current curriculum; a review of current research about the specific subject; identifying the evolving learning needs of students; a review of curriculum in other national and international jurisdictions; and feedback from our online provincial curriculum surveys.

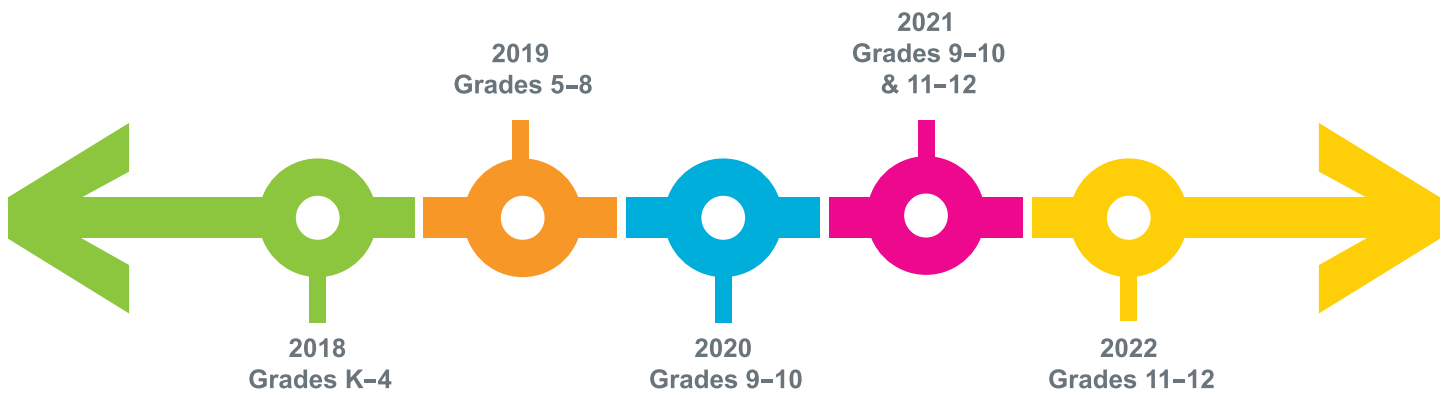
The **Developing** phase in each K–12 subject focuses on writing a draft curriculum which includes a subject introduction, learning outcomes, essential understandings, guiding questions, and conceptual and procedural knowledge. Learning outcomes in each subject are then developed, and are supported by the competencies and literacy and numeracy skills that students would develop and apply to achieve the learning outcomes. This phase includes ongoing reviews of current research and a process to review and validate curriculum drafts.

Our stakeholders will continue to collaborate with us during the **Implementing** phase. Their input will help us to develop a number of important elements required for implementation, including things like timelines, professional development, resources, and much more.



# What are the timelines for curriculum development?

We are working to ensure that curriculum is developed in a timely manner. We expect to have the final drafts of curriculum completed based on the timelines listed below. Education stakeholders will need time to prepare before future curriculum is implemented in classrooms, and timelines for implementation of future curriculum have yet to be set. Current curriculum will remain in effect until future curriculum is implemented.



Please visit us online at [www.education.alberta.ca/curriculum-development](http://www.education.alberta.ca/curriculum-development) to find out more about curriculum development or to access up-to-date information about timelines and opportunities to get involved.

## What will my child be learning in the future K-4 curriculum?

Building on the strengths of current K-4 curriculum, the future curriculum will allow students to:

### Arts

- express ideas and feelings through the arts
- learn about communities and cultures
- create and express art in many ways
- connect and respond in and through the arts
- connect to one another and the world

### English Language Arts

- read, write, speak, listen, view, and represent
- understand how to comprehend different text types
- understand how spelling, grammar, and conventions are used to communicate effectively
- listen to and present ideas and feelings clearly
- develop vocabulary
- explore ways to enjoy and engage with texts
- develop positive habits as readers and writers
- understand the impact of language and how it can be used to foster positive relationships

### Social Studies

- learn how individuals and diverse groups can contribute to their communities
- explore and learn about local and current events, topics, and issues
- learn the history behind events, developments, and communities, past and present
- observe the relationships that individuals and groups have with land and place
- uncover ways that people, places, and things help individuals and groups meet their needs and influence the quality of life in communities
- examine how personal and shared experiences shape diverse identities

### Wellness

- learn movement skills through a variety of physical activities
- develop a connection between physical, social, and mental well-being
- make healthy choices and develop habits that lead to an active lifestyle
- care for their body and how it contributes to healthy growth and development
- learn how respect and care for one another establishes and maintains healthy relationships
- make responsible and informed decisions that promote safety for themselves and others

### Science

- learn what science is about
- design and perform scientific investigations
- connect science to everyday life
- learn about diversity in living things
- observe and describe changes in the environment
- measure materials and construct objects
- investigate energy use and storage

### Mathematics

- learn addition, subtraction, multiplication, and division
- develop number sense through counting and place value
- learn parts of a whole using fractions
- understand the value of money
- tell time using digital and analog clocks
- measure using units and tools
- apply strategies to problem-solving situations

### French Language Arts

- understand links between culture and language
- learn how texts reflect society, diversity, values, and perspectives
- develop personal and collective identity as bilingual members of society
- use language in interactive situations to build relationships
- use language to relate stories, inform, and persuade
- learn how language is used to form sounds, words, and sentences when creating texts

### Français

- understand links between culture and language, and developing one's Francophone culture
- learn how texts reflect society, diversity, values, and perspectives
- develop personal and collective identity as Francophone members of society
- use language in interactive situations to build relationships
- use language to relate stories, inform, and persuade
- learn how language is used to form sounds, words, and sentences when creating texts