Alberta’s Future Provincial Curriculum
Parent/Guardian Presentation
Spring 2018
Goals for Our Session

1. Share information about Alberta’s curriculum journey
2. Create an awareness of the differences between current and future curriculum
3. Share draft Kindergarten to Grade 4 curriculum for your feedback
Curriculum Journey

Background and Context
Alberta’s Future Provincial Curriculum

• Developing Kindergarten to Grade 12 curriculum over six years in the following subject areas:
  – Arts Education
  – Language Arts (English, French, Français)
  – Mathematics
  – Social Studies
  – Sciences
  – Wellness Education
What is changing?

- Curriculum will have a consistent design across subjects and grades.
- Students will have more opportunities to learn subject content across grades and subjects.
- Students will develop competencies and a solid foundation in literacy and numeracy in all subjects.
- Curriculum will focus on the application of important knowledge and skills.
• **Current curriculum** focuses on what students **know** and can **do**.

• **Future curriculum** focuses on students’ **understanding** of subject content so they can **apply their learning** to future situations.
<table>
<thead>
<tr>
<th>Essential Understanding: Developing communication and expression allows us to represent and interpret our understandings of the world in multiple ways.</th>
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<tbody>
<tr>
<td>Guiding Question: How do words and word units communicate meaning?</td>
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<tr>
<td>Learning Outcome: Students apply knowledge of word units and context when constructing and expressing meaning.</td>
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</tbody>
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**Grade Two**

**Conceptual Knowledge:** Students know and understand that...

- association of sounds with letter combinations, including blends, digraphs, vowels, and patterns, helps to read and spell unfamiliar words
- word units can be a single letter or a combination of letters that convey meaning
- images and context (meaning), parts of word (graphophonics), and sentence (structure) help to read unfamiliar words

**Procedural Knowledge**

- reading increasingly more complex patterns in text
- applying word knowledge, patterns, or phonics to read and spell unfamiliar words in context
- constructing meaning from word units, including compound words, contractions, basic root words, and word endings
- constructing meaning of an increasing amount of high-utility words and some subject-specific words while reading

**Competencies**

- Communication
- Problem Solving

**Literacy Progression**

- LKU1a.1: Word Formation
- LKU3b.1: Vocabulary

**Numeracy Progression**

- None identified
What is assessed and reported?

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