

## SHIFTS IN THE K–4 ARTS EDUCATION CURRICULUM

FROM	TO	BENEFITS
<b>Skills Curriculum</b> Arts Education focuses on development of skills.	Greater focus on the development of creativity, relationships, and cultural connections while still maintaining the technical development unique to each discipline.	<ul style="list-style-type: none"> <li>Engaging in a wide range of artistic experiences allows students to explore how and why we communicate or express through the arts.</li> <li>Exploring creative processes allows students to make connections between self and various communities and cultures.</li> </ul>
<b>First Nations, Métis, and Inuit Perspectives</b> First Nations, Métis, and Inuit perspectives and cultures are inconsistently addressed.	First Nations, Métis, and Inuit perspectives and cultures are addressed in a more authentic, balanced, and comprehensive way.	<ul style="list-style-type: none"> <li>Experiencing First Nations, Métis, and Inuit art forms can promote artistic choice and inform students as artists.</li> <li>Learning about First Nations, Métis, and Inuit ways of knowing enriches students' learning experiences and their connection to nature.</li> </ul>
<b>Francophone Perspectives</b> Francophone cultures and perspectives are not evident.	The relationship between arts, identity, and Francophone cultures is addressed in an authentic manner.	<ul style="list-style-type: none"> <li>Experiencing art forms from various Francophone communities helps students build connections between themselves and one another.</li> <li>Exposing students to rich Francophone communities helps students understand and appreciate Francophone contributions to the arts.</li> </ul>

## SHIFTS IN THE K–4 ENGLISH LANGUAGE ARTS CURRICULUM

FROM	TO	BENEFITS
<b>Text</b> The understanding of text is limited to print, oral, and visual.	The understanding of texts includes oral, print, visual, digital, and multimedia resources, artifacts, land, and everyday communications.	<ul style="list-style-type: none"> <li>Students will have increased choices of texts that can support making connections to self and one another.</li> </ul>
<b>Oral Language</b> Oral language is not explicitly addressed in current curriculum.	Oral language focuses on students developing and expanding their speaking and listening skills for a variety of situations.	<ul style="list-style-type: none"> <li>Learning the skills connected to speaking and listening supports language learning.</li> </ul>
<b>Power and Language</b> Power and language are not explicitly addressed in current curriculum.	There is an explicit focus on power and language throughout the grades.	<ul style="list-style-type: none"> <li>Learning that their voice and ideas matter helps students to advocate and speak up for themselves and one another.</li> </ul>
<b>Enjoyment and Engagement</b> Enjoyment and engagement are not explicitly addressed in current curriculum.	There is an explicit focus on enjoyment and engagement.	<ul style="list-style-type: none"> <li>Encouraging students' desire to become readers and writers helps them become lifelong learners.</li> <li>Promoting the enjoyment of reading and writing stimulates student curiosity.</li> </ul>
<b>Thought and Language</b> Thought and language are not explicitly addressed in current curriculum.	There is an explicit focus on thought and language.	<ul style="list-style-type: none"> <li>Exploring how thoughts, feelings, and experiences relate to language helps students become critical thinkers.</li> </ul>
<b>Identity and Perspectives</b> Identity and perspectives are inconsistently addressed in current curriculum.	There is an explicit focus on identity and perspectives.	<ul style="list-style-type: none"> <li>Examining a variety of perspectives found in diverse texts helps students to understand self, one another, and communities.</li> </ul>

FROM	TO	BENEFITS
<b>First Nations, Métis, and Inuit Experiences and Perspectives</b> First Nations, Métis, and Inuit perspectives are not explicitly addressed in current curriculum.	There is an explicit authentic and comprehensive focus on First Nations, Métis, and Inuit perspectives and experiences.	<ul style="list-style-type: none"> <li>Students develop an appreciation of how language and oral storytelling are connected to First Nations, Métis, and Inuit cultures and foster reconciliation.</li> </ul>
<b>Francophone Cultures and Perspectives</b> There is no specific mention of Francophone perspectives in current curriculum.	Francophone perspectives are addressed authentically across grades.	<ul style="list-style-type: none"> <li>Students develop an appreciation of how Francophone perspectives build appreciation for diverse communities.</li> </ul>

## SHIFTS IN THE K–4 FRENCH LANGUAGE ARTS CURRICULUM

FROM	TO	BENEFITS
<b>The Language Arts</b> Listening, speaking, reading, and writing are presented in separate sections of the curriculum.	Listening, speaking, reading, writing, viewing, and representing are addressed together throughout the curriculum.	<ul style="list-style-type: none"> <li>• Providing more opportunities to use language authentically will prepare students to use language in real life and to transfer their knowledge from one language to another, and to other subjects.</li> </ul>
<b>Language for Life</b> The development of language skills for real-world contexts is implicit.	The curriculum explicitly develops language that applies to all aspects of life, including <ul style="list-style-type: none"> <li>• formal and informal oral communication</li> <li>• constructing meaning from texts</li> <li>• system of grammar</li> <li>• creating texts</li> </ul>	<ul style="list-style-type: none"> <li>• Building students' confidence in their French language proficiency supports students in developing their identity as bilingual learners.</li> </ul>
<b>Text</b> The understanding of text is limited to print, oral, and visual.	The understanding of text includes oral, print, visual, digital, and multimedia resources; artifacts; and everyday communications.	<ul style="list-style-type: none"> <li>• Increasing the choices of text provides more opportunities for students to make connections to self and one another.</li> <li>• A broader range of texts supports students' understanding of the diversity within Canadian, Francophone, and global contexts.</li> </ul>
<b>Enjoyment and Engagement</b> Enjoyment and engagement are not explicitly addressed in current curriculum.	There is an explicit focus on enjoyment and engagement.	<ul style="list-style-type: none"> <li>• Encouraging students' desire to become readers and writers helps them become lifelong learners.</li> </ul>

FROM	TO	BENEFITS
<b>First Nations, Métis, and Inuit Experiences and Perspectives</b> There is no specific mention of First Nations, Métis, or Inuit perspectives within the current FLA curriculum.	There is an explicit authentic and comprehensive focus on First Nations, Métis, and Inuit experiences and perspectives.	<ul style="list-style-type: none"> <li>• Developing students' appreciation of how language and oral storytelling are connected to First Nations, Métis, and Inuit cultures fosters reconciliation.</li> </ul>
<b>Francophone Cultures and Perspectives</b> An appreciation of the French language and Francophone cultures is developed in one section of the current FLA curriculum.	Francophone perspectives and cultures are addressed through a variety of texts and learning outcomes in each grade.	<ul style="list-style-type: none"> <li>• Building students' understandings of the contributions that Francophones have made to Alberta, Canada, and the world supports students in developing their identity as bilingual citizens.</li> </ul>

## SHIFTS IN THE K–4 FRANÇAIS CURRICULUM

FROM	TO	BENEFITS
<b>The Language Arts</b> Reading, writing, and oral communication are in separate sections of the curriculum.	The six language arts (listening, speaking, reading, writing, viewing, and representing) are integrated throughout the entire curriculum.	<ul style="list-style-type: none"> <li>• Providing more opportunities to use language authentically will prepare students for using language in real life and to transfer their knowledge from one language to another and to other subjects.</li> </ul>
<b>Language for Life</b> The development of language skills for real-world contexts is implicit.	Explicitly develops language that applies to all aspects of life, including <ul style="list-style-type: none"> <li>• formal and informal oral communication</li> <li>• constructing meaning from texts</li> <li>• system of grammar</li> <li>• creating texts</li> </ul>	<ul style="list-style-type: none"> <li>• Building students' confidence in their French language proficiency supports students' developing their identity as bilingual learners.</li> </ul>
<b>Text</b> The understanding of text is limited to print, oral, and visual.	The understanding of text includes oral, print, visual, digital and multimedia resources, artifacts, land, and everyday communications.	<ul style="list-style-type: none"> <li>• Increasing the choices of text provides more opportunities for students to make connections to self and one another.</li> <li>• A broader range of texts supports students' understanding of the diversity within Canadian, Francophone, and global contexts.</li> </ul>
<b>Enjoyment and Engagement</b> Enjoyment and engagement are not explicitly addressed in current curriculum.	There is an explicit focus on enjoyment and engagement.	<ul style="list-style-type: none"> <li>• Encouraging students' desire to become readers and writers helps them become lifelong learners.</li> </ul>

FROM	TO	BENEFITS
<b>First Nations, Métis, and Inuit Experiences and Perspectives</b> There is no specific mention of First Nations, Métis, or Inuit perspectives within the current curriculum.	There is an explicit focus on authentic and comprehensive First Nations, Métis, and Inuit perspectives and experiences.	<ul style="list-style-type: none"> <li>Developing students' appreciation of how language and oral story telling are connected to First Nations, Métis, and Inuit cultures fosters reconciliation.</li> </ul>
<b>Francophone Cultures and Perspectives</b> Francophone perspectives are not developed throughout the curriculum but strictly in the Culture and Identity section.	Francophone perspectives are incorporated throughout the curriculum.	<ul style="list-style-type: none"> <li>Emphasizing the vitality of Francophone communities provides opportunities for students to see themselves in texts written by Francophones and to develop their identity as Francophones in a minority-language context.</li> </ul>

## SHIFTS IN THE K–4 MATHEMATICS CURRICULUM

FROM	TO	BENEFITS
<b>Spatial Reasoning</b> There is limited focus on spatial reasoning at younger grades.	There is greater focus on spatial reasoning at younger grades.	<ul style="list-style-type: none"> <li>Emphasizing spatial reasoning enhances students' development of basic number concepts, early patterning and algebra, and geometric concepts.</li> </ul>
<b>Fractions</b> Fraction concepts are introduced in Grade 3.	Fraction concepts are introduced in Grade 1.	<ul style="list-style-type: none"> <li>Introducing fraction concepts earlier builds a strong foundation for proportional and algebraic reasoning.</li> </ul>
<b>Number Facts</b> The expectation of recalling number facts was implied in the 2008 mathematics curriculum. Clarifications were made in 2016.	Explicit expectations for learning and recalling number facts appears across many grades.	<ul style="list-style-type: none"> <li>Recalling number facts enables students to add, subtract, multiply, and divide efficiently with larger numbers.</li> </ul>
<b>Mathematics Confidence</b> Mathematics confidence is implicitly addressed in curriculum.	Explicit learning outcomes address building confidence and perseverance when doing mathematics.	<ul style="list-style-type: none"> <li>Building a student's positive attitude toward mathematics in the early grades reduces the risk of mathematics anxiety in future grades.</li> </ul>
<b>Computational Thinking</b> There are no explicit references to computational thinking (which supports coding).	Computational thinking concepts are introduced explicitly, starting in Kindergarten.	<ul style="list-style-type: none"> <li>Developing computational thinking improves students' skills and abilities to be problem solvers.</li> <li>Emphasizing computational thinking early on is foundational learning for coding and ensures that students are able to create instructions that people and computers can follow.</li> </ul>
<b>Financial Literacy</b> Financial concepts may be introduced as contexts in specific outcomes.	Financial literacy concepts are introduced explicitly as an application of other mathematics concepts.	<ul style="list-style-type: none"> <li>Learning money basics builds foundational financial literacy skills.</li> </ul>



## SHIFTS IN THE K–4 SCIENCE CURRICULUM

FROM	TO	BENEFITS
<b>Specific Units and Topics</b> The curriculum is organized by units and topics that are narrow.	By building on common big ideas in science across K–4, teachers have the flexibility to create meaningful learning opportunities specific to student experiences.	<ul style="list-style-type: none"> <li>• Focusing on big ideas develops deep understandings of science that connect to students' interests and everyday lives.</li> <li>• Engaging students' curiosity leads students to questioning and investigating the world around them.</li> </ul>
<b>Computational Thinking</b> There are no explicit references to computational thinking (which supports coding). Implied connections exist in building activities.	Computational thinking concepts are introduced explicitly through design, scientific investigations, and modelling.	<ul style="list-style-type: none"> <li>• Applying computational thinking helps develop competencies like problem solving, critical thinking, and communication.</li> </ul>
<b>First Nations, Métis, and Inuit Perspectives</b> The elementary science curriculum does not contain references to First Nations, Métis, and Inuit perspectives.	First Nations, Métis, and Inuit knowledge, practices, and perspectives are included.	<ul style="list-style-type: none"> <li>• Exploring the environment through Indigenous land-based approaches enhances students' understandings of their surroundings.</li> </ul>
<b>Science Components</b> The nature of science (what science is about) and scientific inquiry (how science works) are separate components.	The nature of science and scientific inquiry are integrated throughout the curriculum.	<ul style="list-style-type: none"> <li>• Applying inquiry skills and knowledge of what science is about supports students in developing confidence and the ability to investigate and understand the world around them.</li> </ul>

## SHIFTS IN THE K–4 SOCIAL STUDIES CURRICULUM

FROM	TO	BENEFITS
<b>Active Citizenship</b> Emphasis on citizenship varies from grade to grade.	There is a consistent and explicit focus on active citizenship at every grade level.	<ul style="list-style-type: none"> <li>• Emphasizing active citizenship helps students to become contributing community members.</li> <li>• Focusing on active citizenship will promote understanding and cooperation within our diverse and democratic society.</li> </ul>
<b>Disciplinary Thinking</b> History, geography, and other social studies-related disciplines are not addressed in a consistent way across grades.	Social studies-related disciplines, including history, geography, political science, economics, and law, are addressed at every grade level.	<ul style="list-style-type: none"> <li>• Building the foundational learning of history, geography, political science, economics, and law helps students to know who they are, where they came from, who they want to become, and how they can contribute to their communities.</li> </ul>
<b>Specific Themes or Topics</b> Some grades have narrow themes or topics that can limit students' learning experiences.	By building on common big ideas across K–4, teachers have the flexibility to create relevant and meaningful student learning experiences in their local context.	<ul style="list-style-type: none"> <li>• Engaging students in their learning provides greater opportunities for students to make connections to their everyday lives.</li> </ul>
<b>First Nations, Métis, and Inuit Perspectives</b> First Nations, Métis, and Inuit perspectives and history are inconsistently addressed across grades.	First Nations, Métis, and Inuit experiences and perspectives are addressed in a more authentic, balanced, and comprehensive way.	<ul style="list-style-type: none"> <li>• Emphasizing authentic First Nations, Métis, and Inuit experiences and perspectives promotes reconciliation and respect for diversity.</li> <li>• Learning about First Nations, Métis, and Inuit ways of knowing enriches students' learning experiences.</li> </ul>

FROM	TO	BENEFITS
<b>Francophone Perspectives</b> Emphasis on Francophone cultures and perspectives is inconsistent across the grades.	The diverse histories, cultures, and perspectives of Francophones are addressed in an authentic manner from Kindergarten to Grade 4.	<ul style="list-style-type: none"> <li>• Learning about diverse Francophone perspectives helps students to understand and appreciate the contributions of Francophones and their communities.</li> </ul>
<b>Current Affairs/Events</b> Current or local affairs are addressed inconsistently across grades and are often not directly connected to learning outcomes.	Current events or local affairs are explicitly addressed in a consistent and age-appropriate way across the grades.	<ul style="list-style-type: none"> <li>• Learning about current affairs and events helps students understand local, regional, national, and global issues.</li> <li>• Connecting students with the past and the present helps them become critical thinkers and informed decision makers.</li> </ul>
<b>Financial Literacy</b> Financial literacy is not explicitly addressed from Kindergarten to Grade 4.	Concepts related to financial literacy are explicitly and consistently addressed across the grades.	<ul style="list-style-type: none"> <li>• Including financial literacy reinforces foundational concepts related to economics that support informed decision making later in life.</li> </ul>

## SHIFTS IN THE K–4 WELLNESS CURRICULUM

FROM	TO	BENEFITS
<b>Subject Organization</b> Two separate curriculums: Health and Life Skills and Physical Education	Wellness Education includes Health and Life Skills, and Physical Education in one curriculum.	<ul style="list-style-type: none"> <li>• Supports a holistic focus to student health and well-being by addressing the aspects of student health and wellness, including physical, social, emotional, and mental well-being.</li> </ul>
<b>Financial Literacy</b> Ideas and concepts of financial literacy are found implicitly in Health and Life Skills curriculum.	Financial well-being is introduced in the Wellness Education curriculum in Grade 4.	<ul style="list-style-type: none"> <li>• Learning about the impact of healthy choices on spending and saving habits supports students in making informed financial decisions.</li> </ul>
<b>Social-emotional Health</b> Social and emotional learning concepts and ideas are implicit.	Social and emotional learning skills are explicit throughout the grades.	<ul style="list-style-type: none"> <li>• Learning the skills and strategies to support positive mental health practices helps students understand self and one another.</li> </ul>
<b>Consent</b> Opportunities for students to learn about consent are implicit.	Students will learn about consent explicitly throughout the curriculum.	<ul style="list-style-type: none"> <li>• Learning about consent, including ideas of personal space, boundaries, refusal, and permission, supports respect and caring for one another through healthy relationships.</li> </ul>