

K-12 OER and the New AB Curriculum

OpenCon 2019 K-12 Athabasca

Friday, January 25, 2019

Beth Cormier, BA/Bed, MLIS

Faculty of Education Curriculum Laboratory

University of Lethbridge

U Lethbridge

Faculty of Education Curriculum Lab

Today's 20-25 minute presentation will address:

- Who we are and what we do.
- What tools do we provide for connecting resources to curriculum?
- How are we preparing for the shift to new provincial curriculum?
- What are the opportunities for growth and collaboration?



- Materials and Instruction connect our pre-service teachers to resources that support Alberta Curriculum

Faculty of Education

University of Lethbridge

Library / LibGuides / Curriab / Social Studies / General Resources

Social Studies: General Resources

Resources for Teaching Social Studies in Alberta

General Resources | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10-1 | - | 20-1 | - | 30-1 | -

Search Curriculum Lab Collection


Search Curriculum Lab materials and resources

Advanced Search

SOCIAL STUDIES RESOURCES BY GRADE

- KINDERGARTEN
- GRADE 1
- GRADE 2
- GRADE 3
- GRADE 4
- GRADE 5
- GRADE 6
- GRADE 7
- GRADE 8
- GRADE 9
- S.S. 10-1
- S.S. 10-2
- S.S. 10-4
- S.S. 20-1
- S.S. 20-2
- S.S. 20-4
- S.S. 30-1
- S.S. 30-2

Literature


 Social Studies Literature Connections K-12
Comprehensive lists identifying literature that matches SS outcomes.


Authorized Resources

- Alberta Education Authorized Resources Database
Search the Database for the complete list of AB Ed. recommended resources. Basic Texts by grade level are listed above.

LearnAlberta


Quality digital resources accessible to all Alberta students, parents and schools. U of L login provided in PS 1.

 LearnAlberta Programs of Study Browse
Browse outcomes from the Programs of Study to identify resources associated with a specific outcome.


 LearnAlberta Resource Search
Search for student and teacher resources (videos, lesson material, games etc.) by subject and grade.

AB Ed. Programs of Study


Critical Inquiry

 The Critical Thinking Consortium
Vancouver based advocate for critical thinking and inquiry. Now available through Curr. Lab Digital subscriptions.

Alberta Assessment Consortium

 AAC Assessment Materials
Sample Rubrics and performance tasks, searchable by grade. U of L Login provided in PS 1.

First Nations, Métis and Inuit Perspectives

 FNMI Curriculum Collection
U of L Faculty of Education. Collection of resources to support inclusion of FNMI content across subjects and grades.

We create Web-based guides that not only highlight key sources by subject, but are also specific by grade (or even topic) within that subject.

Faculty of Education Curriculum Lab (2017)
University of Lethbridge.
<http://libguides.uleth.ca/ss>

Social Studies: 4

Resources for Teaching Social Studies in Alberta

Search this Guide

Search

General Resources | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10-1 | - | 20-1 | - | 30-1 | -

Search Curriculum Lab Collection

Search Curriculum Lab materials and resources

Search

Advanced Search

AB Programs of Study



• SS Programs of Study Gr. K-8

AB Ed. Program Supports

COMPETENCIES

Program Supports K-8

Include how the six Competencies (Critical Thinking, Collaboration, etc.) relate to Social Studies.

Lesson Plan Search Sites



ASPEN foundation for Labour Education
AB organization supporting work and social justice issues. Teaching units cite AB outcomes.

Literature



Social Studies Literature Connections

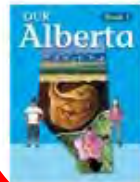
Printed list is also at Curr Lab Reference Desk.

Basic Authorized Texts



Voices of Alberta: People, Places, and Possibilities by Pearson Canada

Call Number: 971.23 Voi Gr.4



Our Alberta by Nelson Canada

Call Number: 971.23 Tye Gr.4

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Critical Inquiry



Overarching Critical Inquiry

Comprehensive support for an inquiry based approach to AB Social Studies in Kindergarten (Critical Challenges, in partnership with Alberta Education). Many specific outcomes can be addressed by inviting students to consider the overarching and related questions.

- How do Alberta's diverse natural features influence people and how they use the land?
General Outcome 4.1
- How do stories, history and culture help us to better understand the richness of the province's past?
General Outcome 4.2
- How can Alberta's significant growth and change since 1905 be told in a story?
General Outcome 4.3

Critical Thinking



The Critical Thinking Consortium

Vancouver based advocate

for critical thinking and inquiry. Now available through Curr. Lab Digital subscriptions.

Key Sources:

- Programs of Study
AB Ed program Supports
- LearnAlberta.ca
- Authorized Texts
- Other Subscription and open resources

Faculty of Education Curriculum Lab
(2017) University of Lethbridge.
<http://libguides.uleth.ca/ss/4>

Some of the Sources we Draw on (Primarily OER)

Black Gold Regional Schools



BLACK GOLD REGIONAL DIVISION NO. 18

BGRS: Engaging Students

BGRS shares their Robust collection of staff-contributed resources available freely via Google sites. Save yourself time making visuals and lesson materials. Always cite sources you draw from.


2learn.ca



2learn.ca

Now run by ATA. Curates free Interactive resources and aligns them with AB Curriculum.

Sample Courses: ADLC



ADLC Alberta Distance Learning Centre

View Social Studies 1 Course

Access provided to current U of L students & Faculty. See Currlab Passwords.

- How All AB Teachers Can Access for Free

Literature



Social Studies Literature Connections K-12

Comprehensive lists identifying literature that matches SS outcomes.



Calgary Board of Education

AISI Alberta Initiative for School Improvement

- **A Trade Book Library for Elementary Science**


A bibliography of children's literature for Teaching and Learning Elementary Science in Alberta Schools. Centre for Mathematics, Science and Technology Education (CMASTE), University of Alberta (2008).



Media Smarts

CANADA'S CENTRE FOR DIGITAL AND MEDIA LITERACY

First Nations, Métis and Inuit Curriculum Collection



U Lethbridge Faculty of Education: lessons & resources




ninjablans

Ninja Plans

User-contributed lesson plans, masters, long-range plans etc. on all K-12 subjects. Under RESOURCES you can browse before you sign up (free). We encourage you to get an account and start contributing!


LearnAlberta

Quality digital resources accessible to all Alberta students, parents and schools. U of L login provided in PS 1.



LearnAlberta Programs of Study Browse

Browse outcomes from the Programs of Study to identify resources associated with a specific outcome.



LearnAlberta Resource Search


Search for student and teacher resources (videos, lesson material, games etc.) by subject and grade.



ARPDC Professional Development Resources

Dedicated to ongoing professional learning at the local, regional and provincial level.

LearnAlberta's Online Reference Centre (ORC)



Online Reference Centre

Quality databases to support inquiry. Faculty of Ed. and all schools have their own login through the Province.

Science Literature Grades 4-6: Grade 4

A selection of trade books that support the Alberta Programs of study, encourage student inquiry, and allow for integration of literature into Division II Science instruction. Created Nov. 2018.

[General Resources](#)[Grade 4](#)[Grade 5](#)[Grade 6](#)[Search Curriculum Lab Materials](#)[Advanced Search](#)[Grade 4](#)[A. Waste and Our World](#)[B: Wheels and Levers](#)[C: Building Devices and Vehicles that Move](#)[D: Light and Shadows](#)[E: Plant Growth and Changes](#)

[What's Sprouting in My Trash?](#) by Esmer Porter

Call Number: 631.875 Por

ISBN: 9781620650479

Publication Date: 2013-01-01



[Plastic, Ahoy!](#) by Patricia Newman; Annie Crawley (Illustrator)

ISBN: 9781467712835

Publication Date: 2014-01-04

(SLE 2,4,7) Follow a team of researchers as they explore the Great Pacific Garbage Patch, where millions of pieces of plastic have collected. You'll learn about how scientists studied the Garbage Patch--and what alarming discoveries they made.



[What Milly Did](#) by Elise Moser; Scot Ritchie (Illustrator)

ISBN: 9781554988938

Publication Date: 2016-08-09

(SLE 8, 11) On a trip to Japan in 1978, Milly noticed that people were putting little bundles out on the street each morning. They were recycling -- something that hadn't taken hold in North America. When she returned to Sauk City, Wisconsin, she discovered that her town's landfill was nearing capacity, and that plastic made up a large part of the garbage. Milly and her friend bought a huge industrial grinder and established E-Z Recycling. They worked with local school children and their community, and they helped other communities start their own recycling programs. But Milly knew that the large-scale recycling of plastics would never work unless people could easily identify the seven types. She came up with the idea of placing an identifying number in the little recycling triangle, which has become the international standard.



[How Can We Reduce Household Waste?](#) by Mary K. Pratt

Call Number: 363.72 Pra

ISBN: 9781467795173

Publication Date: 2016-04-01

(SLE 8) Americans throw away millions of tons of waste at home every year. But much of this household waste can be recycled and there are ways to turn this waste into energy. Learn how you can be part of the solution.



[Ada's Violin](#) by Susan Hood; Sally Wern Comport (Illustrator)

Call Number: 784.206 Hoo

ISBN: 9781467795173

We are interested in connecting resources with specific outcomes to help educators find what they need, when they need it.

Faculty of Education Curriculum Lab
(2017) University of Lethbridge.
<http://libguides.uleth.ca/sciencetrade/>
4

Programs of Study are Changing...So What Now?

- Currlab guides heavily reflect the emphasis on content and knowledge that is historically predominant in Curriculum.
- New K-12 curriculum is a deliberate shift away from that emphasis on knowledge.
- So as we think about how we can reorganize and restructure our own supports, we first need to understand those shifts.



Resources developed by the **Edmonton Regional Learning Consortium (ERLC)** and members of **Alberta Regional Professional Development Consortia (ARPDC)** as a result of funding from Alberta Education to support implementation.



Images:

Edmonton Regional Learning Consortium (ERLC) & Alberta Regional Consortia (ARPDC) (2017). Curriculum Implementation for Alberta Educators

<https://sites.google.com/erlc.ca/curriculum/home>



Teacher Resources for Envisioning New Curriculum: Understanding the New AB Curriculum

Search this Guide

Search

[Understanding the New AB Curriculum](#)
[What Might My Classroom Look Like?](#)
[Preparing for New AB Curriculum](#)

Where Do I Start?

Faculty of Education Curriculum Laboratory

<http://www.uleth.ca/education/curriab>

(403) 329-2288 Twitter @curriab Contact us with Questions

ERLC and ARPDC



Resources developed by the **Edmonton Regional Learning Consortium (ERLC)** and members of **Alberta Regional Professional Development Consortia (ARPDC)** as a result of funding from Alberta Education to support implementation.

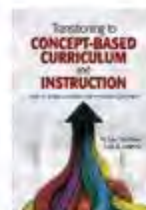
***Links below are a good starting point, but the entire site is recommended.*

- [AB Curriculum 101](#)
Succinct slide show outlining what is changing and why..
- [New LearnAlberta.ca Site](#)
Information and link from ERLC/ARPDC illustrates how new.learnalberta.ca will support teachers.

Foundational Documents and Texts



Concept-Based Curriculum and Instruction for the Thinking Classroom
by H. Lynn Erickson; Lois A. Lanning;
Rachel French
ISBN: 9781506355399
Publication Date: 2017-03-01



Transitioning to Concept-Based Curriculum and Instruction by H. Lynn Erickson; Lois A. Lanning
ISBN: 9781452290195
Publication Date: 2013-12-27



Stirring the Head, Heart, and Soul by H. Lynn Erickson
ISBN: 9781412925228
Publication Date: 2007-12-14

Alberta Education



Guiding Framework for the Design and Development of K-12 Programs of Study

- [Curriculum Development Site](#)
FAQs, background documents on development of new curriculum.

Understanding the Vision and Philosophy of Concept-based Curriculum

- Curriculum Implementation for Educators (ERLC/ARPDC resource) is a good starting place.
- Books listed here are referenced in AB Ed. and ARPDC resources.
- Alberta Ed. Guiding Framework document outlines the components and structure of the new Curriculum.

Faculty of Education Curriculum Lab (2019), Teacher Resources for Envisioning New Curriculum
<https://libguides.uleth.ca/newcurric/undertanding>

University of Lethbridge

Faculty of Education

Library / LibGuides / Curriab / Teacher Resources for Envisioning New Curriculum / What Might My Classroom Look Like?

Teacher Resources for Envisioning New Curriculum: What Might My Classroom Look Like?

Search this Guide Search

Understanding the New AB Curriculum What Might My Classroom Look Like?

Preparing for New AB Curriculum

Faculty of Education Curriculum Laboratory
<http://www.uleth.ca/education/curriab>
 (403) 329-2288 Contact Us

Open Resources (OER) to Support Competencies & Concept-Based Instruction

Deep Thinking

Think!
 From the Middle
 Rochester Community Schools

Thinking Routines

Thinking creatively and deeply. Practical Teacher Toolbox includes Comprehension, Metacognition, discourse and Formative Assessment.

Digital Citizenship

Media Smarts
 CANADA'S CENTRE FOR DIGITAL AND MEDIA LITERACY

Digital Literacy 101

Comprehensive Toolkit, key concepts and lesson material for teaching Digital Literacy.

- Media Literacy 101

Key concepts of Media Literacy plus lesson material to use with students.

common sense education
 Common Sense Education

The Good Project

Our Space: Being a Responsible Citizen of the Digital World

Through role-playing activities and reflective exercises, high school students

Citizenship

The Goodwork Toolkit
 (Elementary)
 Citizenship in the Classroom

Community: Lessons and booklist on Excellence, Ethics and Engagement.
 Harvard Graduate School of Education.

GOODWORK
 TOOLKIT

EXCELLENCE • ETHICS • ENGAGEMENT

The Goodwork Toolkit

Secondary: A unique tool that engages individuals and groups in reflection and conversation about good work, offering valuable preparation for future jobs and careers. Activities, reflection and narratives focus on excellence, ethics and engagement.

Instructional Approaches

5 Lesson Frameworks and Concept-Based Instruction

Succinct examples of how established approaches (PBL, Writing workshop,

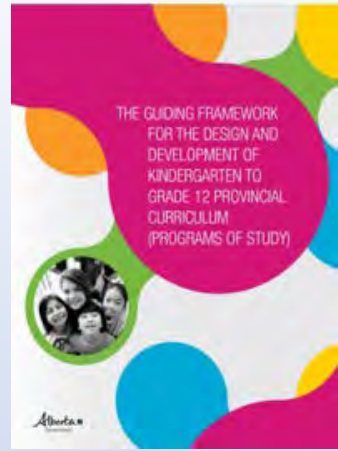
A number of open tools are referenced in *ARPDC Guide for Educators*.

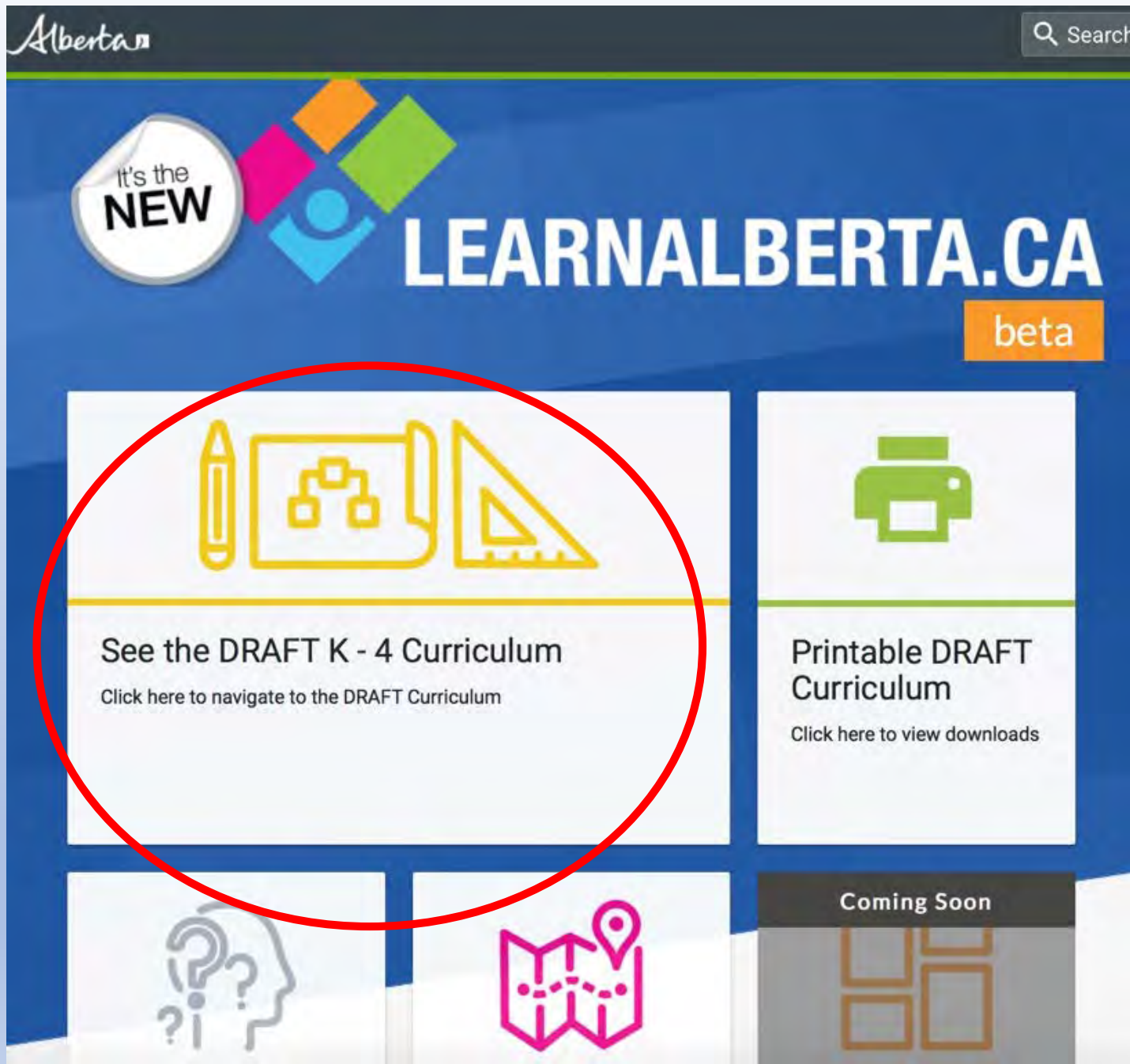
- Deep Thinking
- Digital Citizenship
- Examples of Concept-based instruction

Faculty of Education Curriculum Lab (2019), Teacher Resources for Envisioning New Curriculum
<https://libguides.uleth.ca/newcurric/toolsforthe classroom>

From *The Guiding Framework*

- “The common architecture and design, along with the common language and the common approach to the development of learning outcomes, **facilitate teacher planning in and across all subjects and grades, interdisciplinary teaching, cross-curricular learning experiences for students and comprehensive professional development**”. (p. 13)
- “The common architecture and design ensure that each subject consistently focuses on **competencies, literacy and numeracy; supports inclusion, pluralism and diversity; includes Francophone cultures and perspectives; includes First Nations, Métis and Inuit cultures and perspectives, and advances First Nations, Métis and Inuit education for reconciliation**”. (p. 18)





New.LearnAlberta.ca

- This platform is intended for delivery of the new curriculum
- Note: Printable Draft does not allow for the customizable views that enable better understanding of the new Curriculum

Alberta Education (2018), LearnALberta.ca (beta).
<https://new.learnalberta.ca>

Social Studies DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society.				
Guiding Questions	How can I participate in my diverse communities?	How can I contribute to my diverse communities?	How can contributions to our diverse communities help us to support one another?	How can people's actions strengthen our own and surrounding diverse communities?	In what ways can individuals and groups take action to promote the vitality of their diverse communities?
Learning Outcomes	Children explore and share how people participate in their diverse communities.	Students investigate and represent ways individuals contribute to diverse communities.	Students examine and describe ways that people can support one another within diverse local communities.	Students explain how people's actions can strengthen diverse local and surrounding communities.	Students analyze how individuals and groups can contribute to the vitality of their diverse communities, past and present.
Conceptual Knowledge	<ul style="list-style-type: none"> • individuals belong to communities • communities are diverse in a variety of ways • individuals have roles in communities • children are active participants in communities, including the playing environments • children participate in communities by leading, sharing, and helping one another • ideas and opinions are important to share with one another • awareness of activities and events in familiar contexts can build connections in communities 	<ul style="list-style-type: none"> • people with diverse experiences, interests, and needs contribute to communities in various ways • people can feel a sense of belonging by sharing ideas and volunteering in communities • awareness of and participation in local activities and events can build connections in communities 	<ul style="list-style-type: none"> • communities include people with diverse experiences, interests, and needs • individuals have roles and responsibilities within and beyond local communities • actions taken to support one another within local communities can build a sense of belonging • local issues focus on topics or subjects about which people are concerned and may have differing opinions • awareness of current local needs and issues can inspire a commitment to take action within and beyond local communities 	<ul style="list-style-type: none"> • diversity, including social, cultural, and linguistic diversity, can shape communities • individuals and groups within diverse communities have rights that need to be recognized and protected • individuals within communities have a responsibility to acknowledge and respect diversity • people demonstrate active citizenship by contributing to communities • active engagement can contribute to a sense of belonging • actions informed by current topics and issues, including expressing views and taking initiative on community projects, can strengthen communities 	<ul style="list-style-type: none"> • community vitality involves the capacity of communities to thrive and change • vital communities are characterized by strong, active, and inclusive relationships • the actions of individuals and groups can promote or hinder community vitality • the actions of individuals and groups prior to 1905 in what is now Alberta influenced the vitality of communities • groups can contribute to the vitality of their communities by sharing their views and taking action to promote rights • current events, from local to global, can inform understandings of how communities thrive and change
Procedural Knowledge	<ul style="list-style-type: none"> • explore various diverse communities to which individuals can belong • explore various roles individuals have in communities • generate ideas about ways to participate in communities • share opinions respectfully • listen respectfully to ideas and opinions • recognize that participating in activities and events in familiar contexts can foster a sense of belonging 	<ul style="list-style-type: none"> • explore events and places that bring people together in a community • investigate various roles people have in their communities • discuss various ways that individuals contribute to their communities • recognize that participating in local community activities and events can build a sense of belonging 	<ul style="list-style-type: none"> • investigate how local needs and issues can be addressed by individuals who take an active role in communities • identify roles and responsibilities of individuals in local communities • discuss various ways individuals can help one another in their communities • recognize that helping one another can build a sense of belonging in local communities • explore how responsibility of individuals to communities can promote actions to address local needs and issues 	<ul style="list-style-type: none"> • recognize types of diversity in local and surrounding communities • generate ideas about the ways that individuals and groups can contribute to communities • investigate ways that active engagement in communities creates a sense of belonging and responsibility to one another • propose actions that can strengthen communities by supporting the rights of one another 	<ul style="list-style-type: none"> • examine ways that First Nations, Métis, and Inuit affected change in and contributed to the vitality of communities • examine ways that settlers, including Francophone settlers, affected change in and contributed to the vitality of communities • discuss types of contributions made by individuals and groups that can promote a sense of belonging • investigate how the rights of individuals and groups, including treaty rights, affected relationships within communities • discuss current events, from local to global, about change in communities • propose actions that can strengthen relationships within communities



LEARNALBERTA.CA

DRAFT K to 4 Curriculum

Select Grades:

K 1 2 3 4

See DRAFT Curriculum

Choose Subjects: ?

- ☐ French Language Arts
- ☐ Mathematics
- ☐ Science
- ☒ Social Studies
- ☐ Wellness Education



Example:

- Search for Grade 4 Social Studies

Alberta Education (2018), Draft K-4 Curriculum.
<https://new.learnalberta.ca/?x=9FDE164E>

Curriculum View ?

Preamble

View the subject introduct...

Organize By

Essential Understandings

← Grade 3 🔍

Grade 4 🔍

Essential Understanding ■ Social Studies

Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society.

■ Social Studies ^

Guiding Question

How can people's actions strengthen our own and surrounding diverse communities?

Guiding Question

How can individuals and groups make fair decisions within diverse communities?

■ Social Studies ^

Guiding Question

In what ways can individuals and groups take action to promote the vitality of their diverse communities?

Guiding Question

In what ways can individual and group decision making support equity within diverse communities?

Essential Understanding ■ Social Studies

Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.

■ Social Studies ^

Guiding Question

■ Social Studies ^

Guiding Question

Example: Grade 4 Social Studies

- 4 Essential Understandings (*Same from K-12*)
- Guiding Questions within each Essential Understanding (*Guiding Questions are unique within each grade*)
- Within Gr. 4 Social Studies, there are 12 Guiding Questions

Alberta Education (2018), Draft K-4 Curriculum.

<https://new.learnalberta.ca/?x=65A8FA92>

Preamble

View the subject introduction... Essential Understandings

Grade 3 Grade 4

Essential Understanding Social Studies

Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society.

Essential Understanding Social Studies

Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.

Social Studies

Guiding Question

What can we learn from stories of our own and surrounding diverse communities, past and present?

Social Studies

Guiding Question

How are stories and histories of Alberta shaped by diverse experiences and perspectives?

Learning Outcome

Students examine and explain how stories and histories of Alberta are shaped by diverse experiences and perspectives.

Essential Understanding Social Studies

Exploring connections strengthens our understandings of relationships to help us make meaning of the world.

Essential Understanding Social Studies

Developing and affirming identity contributes to well-being and understandings of self and one another.

Curriculum Components

Conceptual Knowledge

stories and histories of what is now Alberta are shaped by events and developments prior to 1905, including the fur trade, the signed treaties, and Métis scrip

information and knowledge about Alberta's past comes from a variety of sources, including primary and secondary sources

sources of information and knowledge include oral traditions, ceremonies, celebrations, and written documents

stories of Alberta's past reflect diverse First Nations, Métis, and Inuit perspectives

stories of Alberta's past reflect diverse perspectives of Francophones and diverse settler communities

Procedural Knowledge

Literacy

ACQUIRE INFORMATION: Access

Access

Students select, sort, and analyze information from a variety of sources* to respond to a problem, question, or topic. With guidance, students identify areas or gaps to determine further information needs.

*Source(s) may include traditional print, digital sources, videos, oral stories, experts, Elders, and primary and secondary accounts.

Example: Expanding a Learning Outcome Includes:

- conceptual knowledge
- procedural knowledge
- Literacy
- Numeracy
- Francophone and FNMI components

Alberta Education (2018),
Draft K-4 Curriculum.
<https://new.learnalberta.ca/?x=371EB94B>

Alberta

Search English Login

Home

DRAFT Curriculum

Literacy

1 Numeracy

Competencies

Grade & Subject Filters

Preamble

View the subject introduction... Essential Understandings

Grade 3 Grade 4

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Literacy

Numeracy

Competencies

Critical Thinking

Cultural and Global Citizenship

See in current grades and subjects →

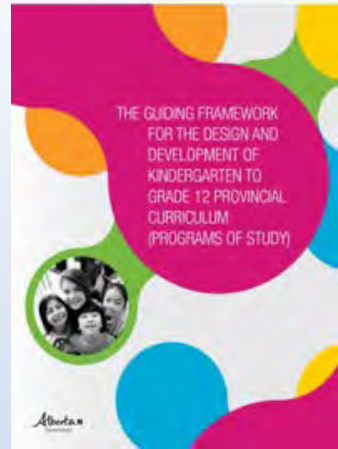
See in all grades and subjects →

Website Feedback

**Example:
Specific
Competencies
are Referenced.**

Alberta Education
(2018), Draft K-4
Curriculum.
<https://new.learnalberta.ca/?x=3406B6C6>

An “Outcome” is Defined in *The Guiding Framework*

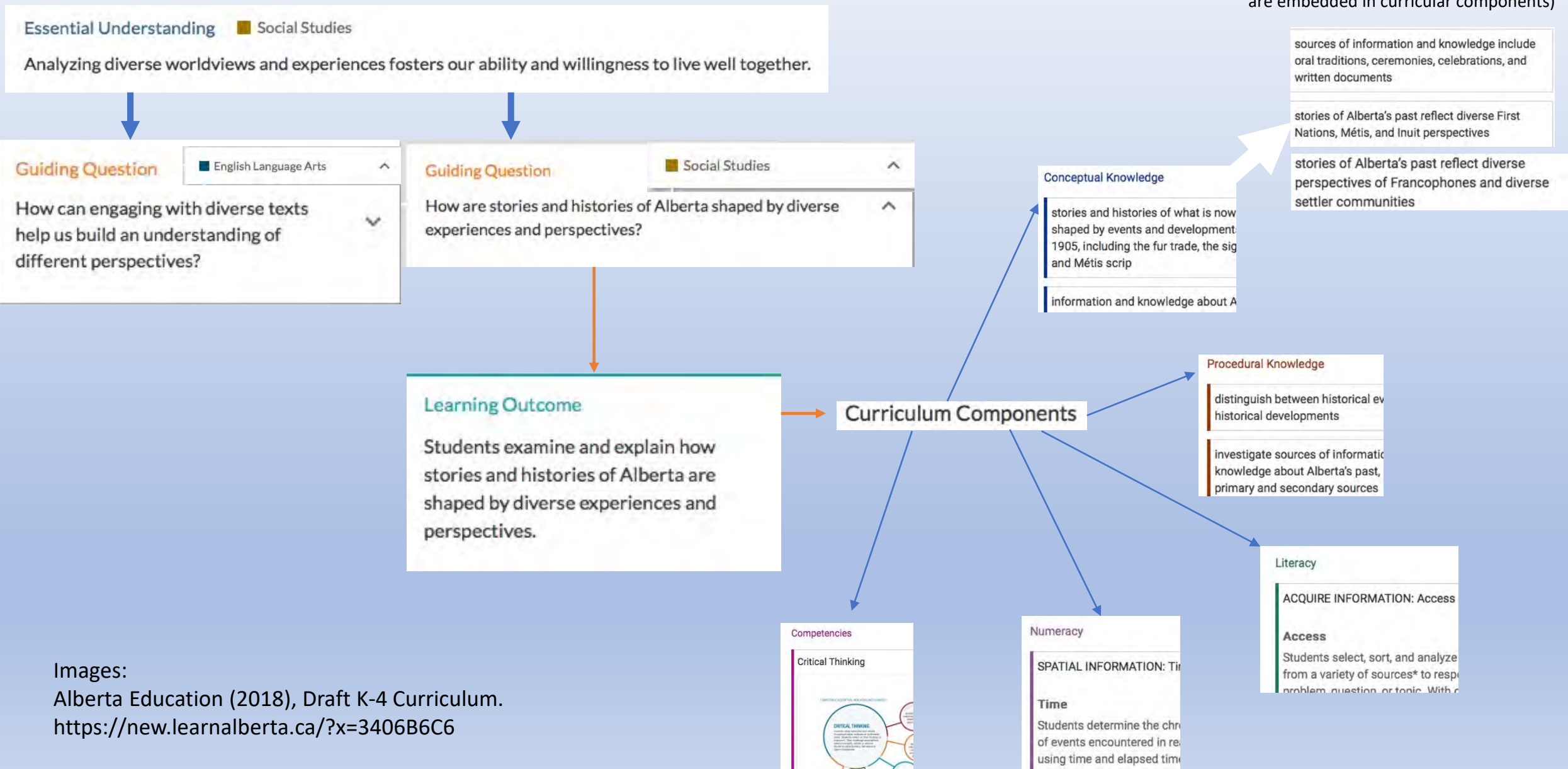


Outcomes:

1. Learning outcome = conceptual and/or procedural knowledge + competency/ies \longleftrightarrow [Literacy and/or
2. Learning outcome = conceptual and/or procedural knowledge + competency/ies \longleftrightarrow Numeracy]
3. Learning outcome = conceptual and/or procedural knowledge + competency/ies \longleftrightarrow

Alberta Education (2016) The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum (Programs of Study). <https://open.alberta.ca/publications/9781460130971> (p. 22)

One Outcome essentially follows this Structure:



Images:
Alberta Education (2018), Draft K-4 Curriculum.
<https://new.learnalberta.ca/?x=3406B6C6>

Curriculum View ?

Preamble

View the subject introduct...

Organize By

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← Grade 3 🔍

Grade 4 🔍

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■ Social Studies ^

Guiding Question

■ Social Studies ^

Guiding Question

Essential Understanding

Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.

■ Social Studies (K-4)

Also in:

French Language Arts (K-4), Français langue première (K-4), English Language Arts (K-4)

Resources

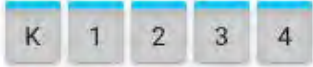
No resources linked

Note the reference to other Gr. 4 subjects containing the same essential understanding.

Alberta Education (2018), Draft K-4 Curriculum.
<https://new.learnalberta.ca/?x=1B2D8810>

Grade & Subject Filters

Early Years



Middle Years



Later Years



Choose Subjects

English Language Arts, Social Studies



Curriculum View ?

Organize By

View the subject i...

Essential Understandi...

Preamble



Grade 3



Grade 4



Essential Understanding ■ English Language Arts ■ Social Studies

Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.



English Language Arts



Guiding Question

How can engaging with diverse texts help us understand one another's views?



Social Studies



Guiding Question

What can we learn from stories of our own and surrounding diverse communities, past and present?



English Language Arts



Guiding Question

How can engaging with diverse texts help us build an understanding of different perspectives?



Social Studies



Guiding Question

How are stories and histories of Alberta shaped by diverse experiences and perspectives?



We Can Add an Additional Subject Filter

- Now we can see the ELA Guiding Question under the same essential Essential Understanding.

Alberta Education (2018), Draft K-4 Curriculum.
<https://new.learnalberta.ca/?x=3406B6C6>

Resources are Part of the New.LearnAlberta.ca Platform

The screenshot displays the New.LearnAlberta.ca platform interface. At the top, there is a navigation bar with a dropdown menu labeled "View the subject introduction..." and a section titled "Organize By" with a dropdown menu set to "Essential Understandings". Below this, a blue bar indicates "Grade 4". The main content area is divided into two columns. The left column contains a list of "Essential Understandings" with expandable/collapsible arrows. One understanding is expanded, showing a "Guiding Question" and a "Learning Outcome". The right column is titled "Curriculum Components" and lists several categories: "Conceptual Knowledge", "Procedural Knowledge", "Literacy", "Numeracy", and "Competencies". A red circle highlights the "Resources" section at the bottom of the right column, which currently shows "No Items Added Yet."

View the subject introduction... Organize By Essential Understandings

Grade 4

promote pluralism among diverse people in a democratic society.

willingness to live well together.

Social Studies

Guiding Question

How are stories and histories of Alberta shaped by diverse experiences and perspectives?

Learning Outcome

Students examine and explain how stories and histories of Alberta are shaped by diverse experiences and perspectives.

Learning Outcome

Students examine and explain how stories and histories of Alberta are shaped by diverse experiences and perspectives.

Social Studies

Curriculum Components

Conceptual Knowledge

Procedural Knowledge

Literacy

Numeracy

Competencies

Resources

No Items Added Yet.


Alberta Education (2018), Draft K-4 Curriculum.
<https://new.learnalberta.ca/?x=3406B6C6>


New.LearnAlberta.ca

- Alberta Education's Resource strategy for the new curriculum is not yet released. OER will likely be included on some level.
- The beta version is available online for testing, and LearnAlberta continues to seek feedback.
- To access the teacher workspace (myboards) and the collaborative features, educators must register for a PED account (See ARPDC instructions at <https://sites.google.com/erlc.ca/curriculum/curriculum-components/new-learnalberta-ca?authuser=0>)
- Connecting our Pre-Service Teachers and Faculty to this platform will be an important part of preparing for curriculum changes.

How Might U Lethbridge CurrLab Supports Evolve?

- Our efforts to date were driven by a desire to see key sources available in one place. New.LearnAlberta.ca is envisioned as playing that role.
- It would be redundant and unnecessary to try and duplicate the comprehensive structure of New.LearnAlberta.ca.
- We would want the ability to share other resources we have identified, particularly those that support our local context.
- Our current method of organization (by subject and grade, focused on content) does not support an interdisciplinary, concept-based approach.


Faculty of Education



Library / LibGuides / Curriab / Grade 4

Grade 4

The Draft K-4 Curriculum (2016) is built around essential understandings that are consistent across the grades. The Guiding Questions that lead to outcomes are unique for each grade. Use New.LearnAlberta.ca for complete outcomes.

Exploring Connections

Engaging with Various Forms of Communication

Artworks Take various forms

Developing and Affirming Identity

Analyzing Diverse Worldviews

Applying Logical Thought and Creativity

Organizing and Representing Quantitative Information

Visualizing and Describing Spatial Relationships

Investigating Change and the Diversity of Earth's Systems

Investigating Matter and Energy

Active Citizenship Contributes to the Vitality of Communities

Developing Movement Competence

Making Meaning of Healthy Living

Essential Understandings


English Language Arts

Social Studies

Essential Understanding

Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.

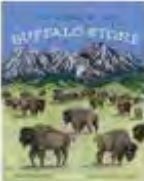
Blackfoot Stories: Glenbow Museum Virtual Exhibit



The Story of The Blackfoot People

The Glenbow Museum's virtual exhibit introduces the Blackfoot culture and includes traditional stories, worldviews, relationship with the Land, and a link to a comprehensive "Teacher Toolkit".

Suggested Literature



The Legend of the Buffalo Stone by Dawn Welykochy; Charles Bulshields (Illustrator); Dawn Sprung

Call Number: 398.2089 Wel

ISBN: 9781927527412

Publication Date: 2015-08-01

For twelve-year-old Hanata, everything is connected to the innii, or buffalo, which the Blackfoot people rely on for food, clothing and even the toys they play with. When a winter storm descends on the land, the buffalo disappear and the people begin to grow hungry. All hope is lost until Hanata has a dream that will lead her on a search for a magical stone with the power to bring back the innii. Based on a traditional Blackfoot story.

(Some Questions and Ideas About How to Connect Educators with Additional Resources/NER)

How Would we Organize Additional Resources we Discover/Create?

- Listing all the Essential Understandings from one grade preserves the intent of cross-curricular connections.

Faculty of Education Curriculum Lab (2019). Grade 4 (Draft)
University of Lethbridge
Alberta, Canada
<https://libguides.uleth.ca/grade-four>

Active Citizenship Contributes to the
Vitality of Communities

Developing Movement Competence

Making Meaning of Healthy Living

(Some Questions and Ideas About How to
Connect Educators with Additional
Resources/OER)

* Our intent in creating a guide is not to
duplicate anything that might be available via
New.LearnAlberta.ca, but to supplement it,
particularly from a perspective that might
support our local context of Southern Alberta.
For example, we are located in
Blackfoot/Treaty 7 Territory and will draw from
the perspectives of our local First Nations,
particularly Kainai and Piikani.

Some Questions:

What is the best way to organize and share
OER to support an Alberta-Specific Context?

How can we quickly connect an educator with
a resource for his/her context without
requiring navigation through a maze of links?

How do we avoid excessive duplication of
work?

Is there an opportunity for organizations
already involved in curating OER from an
Alberta-Specific Context to collaborate? What
would that look like?

Suggested Literature



The Legend of the Buffalo Stone by Dawn Welykochy; Charles Bullshields (Illustrator); Dawn Sprung

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Filipino Children's Favorite Stories by Liana Romulo; Joanne De Leon

Call Number: 398.2 Rom

ISBN: 9789625937656

Publication Date: 2000-09-01

The Philippines consist of over 7,000 islands. Only approximately 1,000 are inhabited, and most are very small, with the eleven largest islands comprising 95% of the country's area. Many Filipinos work in agriculture, producing much of the island's food. Many also live in cities, with pockets of extreme wealth and also deep poverty. Family is highly valued, and many Filipinos work in other countries to help support families at home. The thirteen folktales in this collection represent tales that are well-known in the Philippines. Students will notice a variation of "The Hare and Tortoise" and "Beauty and the Beast". The lush mountains, sparkling ocean, and diverse groups of people are all represented through vibrant art. "The Battle of the Sea and Sky" tells of the creation of the Philippine islands, and captures the drama of the landscape itself.



The Wise Fool by Micha Archer (Illustrator); Shahnaz M. Amin

Call Number: 398.20956 Sha

ISBN: 9781846862267

Publication Date: 2011-08-01

The introduction to this appealing collection of short tales is a perfect way to prepare students for these light-hearted tales. Each tale is very short, humorous, and will have students talking about the slight twists or morals. The references to Islamic traditions and practices fit seamlessly within the stories. References such as returning from a mosque or celebrating specific festivals capture the unique cultural context, as do the detailed illustrations. The glossary and pronunciation guide are particularly helpful. Note that the central character can also be known as Hodja or Goha depending on the region.

List of Literature

**EXPLORING THE WORLD:
Seven Continents in
One Global Micro-Library**



Exploring the World: 7 Continents in One Global Library

Website list accompanies the Box of Books available through the Curriculum Lab and the ATA Library. Project supported by the ATA Educational Trust.

How Do We Keep Lists
Relevant and
Manageable?

Specific resources,
already curated/aligned

vs.

Links to Lists or
Searchable sites that a
teacher needs to "mine"

Faculty of Education Curriculum
Lab (2019). Grade 4 (Draft)
University of Lethbridge
Alberta, Canada
<https://libguides.uleth.ca/grade-four>

How Can We Contribute To Identifying and Organizing OER in an AB context?

- Consider that some great open resources originated from the former Alberta Initiative for School Improvement (AIS). Will there be opportunities for formal contributions to creating/aligning resources to support new outcomes?
 - Eg. Black Gold Regional Schools *Engaging Students* resource banks.
 - Eg. Social Studies Literature Connections K-12 Lists (CBE and partners)
- How can the K-12 OER Teacher Network collaborate? What might the sharing of resources look like?

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