

KEY FINDINGS

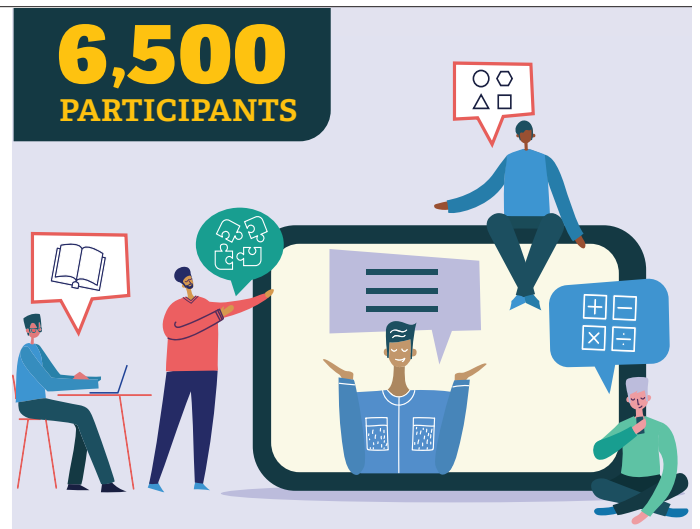
Curriculum Analysis and Critique

The Alberta Teachers' Association's *Professional Curriculum Analysis and Critique of Alberta Education's 2021 Draft K-6 Curriculum* is a detailed analysis and assessment of the draft curriculum by expert teachers.

The 6,500 teacher participants include elementary generalists, subject specialists, diversity specialists, and school and system leaders from across Alberta.

Key Findings

The draft curriculum does not meet Alberta Education's overall vision, guidelines and considerations for curriculum development.



- 1** **Little relationship between the government's own vision** and guidelines for student learning and the draft curriculum
- 2** **Not logically sequenced** and not appropriately designed for teacher use
- 3** **Developmentally inappropriate** learning outcomes that lack high academic standards and do not adequately describe what students must know and be able to do
- 4** **Narrowly defined content** that does not reflect the development of knowledge, understanding and skills for the 21st century
- 5** **Insufficient reinforcement** of essential knowledge and skills across subjects
- 6** **Lack of support** for all students to do their best **in an inclusive classroom**, and knowledge outcomes with **low-level learning** and thinking skills
- 7** **Inclusion of Indigenous content that is not authentic** and appears as tokenism
- 8** **Inadequate inclusion of francophone** histories, contributions and perspectives
- 9** Twice as many learning outcomes as the current curriculum, which means that teachers will have **less time to ensure student understanding** and that struggling students will be left behind
- 10** **Lack of support for** developing students' **acceptance of diversity** and sense of belonging, empathy and community, and a failure to acknowledge the *Alberta Human Rights Act*
Almost no content related to gender identity, gender expression and sexual orientation, which **discriminates against 2SLGBTQ+** students and their families
- 11** **Lack of respect for Alberta's diversity** and support for a peaceful, pluralistic society
- 12** **Failure to address racism, sexism and other forms of bigotry**, and the use of language that, in fact, promotes such bigotry
- 13** Inclusion of world religions as a mandatory topic in K-12, which **infringes on the religious freedoms** of Alberta parents
- 14** Language meant for the layperson, not for teachers with professional expertise, and **failure to provide the information and flexibility** they need to address classroom learning needs



angry frustrated appalled content disbelief grade shocked children horrified inappropriate racist learning disgusted curriculum thinking lack developmentally

Creativity is mentioned 14 times, but students are never asked to use their creativity to create anything.

The rote-learning, formula-based approach will likely increase student fear of mathematics and result in disengaged learners.

We are concerned that there is no reference to 2SLGBTQ+ persons in the entire document.

This curriculum assumes all students come from an English language-speaking, middle/upper class, Christian, European/Canadian background with extremely supportive, cis-gender, highly educated parents. In reality, most students do not fit into this category.

The curriculum requires students study dead language and literary practice by solely prescribing works of dead authors (usually white men) and ancient texts.

The First Nations, Métis and Inuit content seems to have been added in after the curriculum was finished.

Some of the vocabulary used in learning outcomes is high school level or even university level.

Canadian and Alberta content in the current curriculum is missing and has been replaced with a large amount of American content.

The draft curriculum does not require students to become proficient with technology and use it as a tool for productivity, communicating, inquiring, decision making and problem solving.

We find it offensive that Indigenous peoples are solely referred to in a historical perspective. Indigenous peoples are the first inhabitants and are still here.

