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# **Kee Tas Kee Now Tribal Council Education Authority**

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Common, Consistent Curriculum

# What do YOU think curriculum is?



# Curriculum Defined

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## Mandated Curriculum

- Originates in the ministry office and guides the “what”
- Travels to the classroom to be taught by a teacher
- The curriculum lays out learner outcomes per grade for the year

## Lived Curriculum

- Unique, diverse, dynamic elements of student and teacher experiences
- Allows the students and to inform what is taught in the classroom
- Makes the curriculum come alive for the students



# Alberta Education's Curriculum

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Alberta's curriculum outlines what students are expected to learn and be able to do, in all subjects and grades. Alberta's kindergarten to grade 12 curriculum is outlined in legal documents called Programs of Study.

Each document outlines

- why the program is offered
- what students are expected to learn and
- the basic principles about how students are to achieve the required knowledge, skills and attitudes.

Textbooks are NOT the curriculum





# Vision Statement

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EXCELLENCE IN INDIGENOUS EDUCATION

# Mission Statement

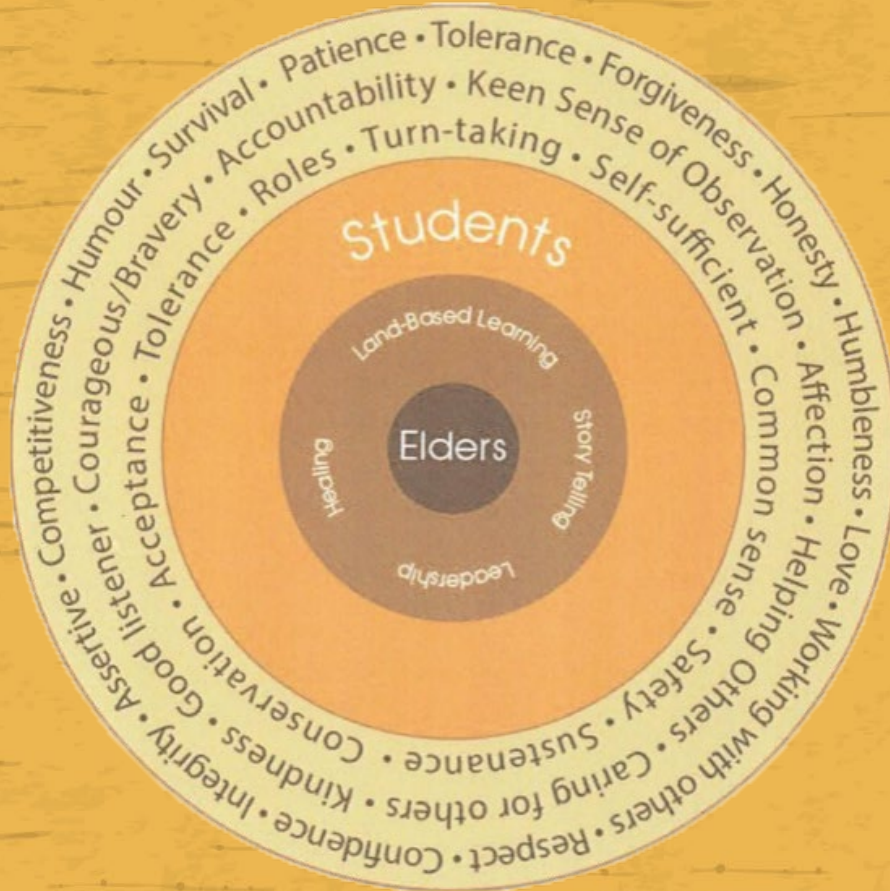
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We honour the vision of our Elders and leaders by coming together as one single authority responsible for the education of our children. Education is the legacy we collectively leave for present and future generations.

Our strength is the richness of our land and the uniqueness of our language, history, identity, and ways of being. Working closely with the members of the community, we are committed to ensuring traditional teachings are nurtured so that students know who and have pride in who they are.

Our actions and decisions are centered on what is best for students. We value holistic learning environments that promote respect, discipline, belonging, goodness, love, and encouragement. Our schools foster student success, well-being and lifelong learning.

# Draft Curriculum Framework





# Project Charter

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- Sustainability and relevance for our students
- Common Consistent Curriculum for all students and teachers
- Project charter kept mission and vision in sight, created transparency



# Project Charter - Purpose

PROJECT CHARTER – KTCEA AND ALBERTA  
EDUCATION

## PROJECT CHARTER

### COMMON AND CONSISTENT CURRICULUM PROJECT

#### PURPOSE

This project is to develop a common and consistent approach to curriculum that is responsive/reflective to the needs of Kee Tas Kee Now Tribal Council Education Authority (KTCEA) students, teachers and community. This approach will ensure that KTCEA schools teach each grade and subject areas in the same sequence and progression using community knowledge, history, land-based learning and the Cree language as its foundations in implementing the Alberta Program of Studies.

# Project Charter

Purpose

Project Overview

Objectives

Deliverables

Organization & Responsibilities

Critical Success Factors

Risks



# Plan to Date:

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- Develop a common language and understanding of the identified Essential Learning Outcomes in the Gr. 1-6 and Gr. 7 - 9 curriculum
- Develop a common, consistent Gr. 1-6 and Gr. 7 - 9 curriculum within KTCEA
- Learn about and utilize a process for prioritizing curriculum and identifying Essential Learning Outcomes
- Understand that Cree Ways of Knowing and Being, and Land Based Learning will form the foundation of KTCEA curriculum
- Create an Essential Learning Outcomes document that can be shared with all educators in your authority and beyond, and
- Create a calendar that identifies when essential outcomes will be taught. Seasonal with Fall (ending Dec 21), Winter (March 21), Spring (June 21).

# Professional Learning Communities on CCC

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All educators across KTCEA will have access to, and will be expected to follow the common and consistent curriculum for their assigned grade level:

- beginning teachers
- experienced teachers
- school leaders
- teachers new to a grade/subject
- teachers supporting learning at home



# Common Consistent Curriculum

 <b>INTEGRATE WITH GRADE ONE ENGLISH LANGUAGE ARTS AND LITERATURE</b> English Language Arts and Literature can be incorporated into all types of lessons and units as long as the teacher is following the community protocols.				
 Grade One SCIENCE: Colour, Animal and Plants, Me and My World, SOCIAL STUDIES: Moving Forward with the Past - My Family, My History, My Community, My World: Home, School and Community , LBL (1,2,3): - The Calling Season				
 Grade One SCIENCE: Building Things SOCIAL STUDIES: My World: Home, School and Community LBL (1,2,3): - Story Telling, Winter Transportation, Animal Tracking, Ice Fishing, Archery, Trapping, Basic Winter Survival Skills				
 Grade One SCIENCE: Seasonal Changes, Senses, SOCIAL STUDIES: Moving Forward with the Past - My Family, My History, My Community, LBL (1,2,3): Canoeing, Duck Hunting, Traditional Foods, Plants, Trees, Herbs, Making Fish				
<b>Knowledge</b> ELOs are bold (NICE TO KNOW are italics)	<b>Understanding</b> ELOs are bold (NICE TO KNOW are italics)	<b>Skills &amp; Procedures</b> ELOs are bold (NICE TO DO are italics)	<b>Season</b>	<b>Nehiyaw Ways of Knowing</b>
<b>ORGANIZING IDEA</b>		<b>Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.</b>		
<b>GUIDING QUESTION</b>		<b>How can the organization of ideas and information support the sharing of messages?</b>		
<b>LEARNING OUTCOME</b>		<b>Students examine ways that messages can be organized and presented for different purposes.</b>		
Messages can be shared for different reasons (purposes), including to learn, have fun, and stay safe.  Messages can depict ideas and information that are imaginary (fiction) or real (non-fiction).  Messages can be shared digitally or non-digitally through <ul style="list-style-type: none"> <li>• reading</li> <li>• writing</li> <li>• listening</li> <li>• speaking</li> <li>• viewing</li> <li>• representing</li> </ul>	Ideas and information can be organized by purpose, form, or structure.	Discuss reasons for messages to be shared.  Identify messages that provide enjoyment.  <i>Describe the differences between messages that are imaginary (fiction) or real (non-fiction).</i>  Discuss forms used to organize messages.  <i>Identify the beginning, middle, and ending in a message.</i>  <i>Identify messages in a variety of environmental print.</i>	 <ul style="list-style-type: none"> <li>• <b>Discuss reasons for sharing messages. For example, ice fishing:</b> <ul style="list-style-type: none"> <li>• Share how much fun ice fishing was</li> <li>• Learn how to stay safe on the ice (e.g., not going too close to the edge)</li> </ul> </li> <li>• <b>Share personal stories about experiences while rabbit snaring. Our children learn best when they have hands-on experiences first.</b></li> </ul>	

The Essential Learning Outcomes (ELOs) identified in these charts by the KTCEA working group are based on their local context. An educational authority from a different region of Alberta may identify different ELOs, based on their context. All outcomes in Alberta Education's Program of Studies must be taught, but what is deemed essential will look different, based on context.

# Benefits Include:

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- Common, consistent curriculum throughout KTCEA.
- Provides teachers and administrators with a **guide** for what students **need to learn** in order to be successful.
- Prevents **redundancies** in instruction.
- Guards **against gaps** in student learning.
- Assurance that students will be taught what is most important.
- Easy to see connections between programs of study.
- Ensures equity where all teachers have access to the same determined essential outcomes for all students this fall.
- Ensures efficiency when the new school year begins; all grade level teachers will have access to the same essential outcomes from the grade before and for their own grade.

# Understandings

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- To prioritize the curriculum, a teacher must have a thorough knowledge of the curriculum, understanding of student's learning needs and consideration of local context.
- The teacher must be able to translate the curriculum into “real language” and “relevance”: land-based, Cree ways of knowing and being.
- Prioritized curriculum allows greater emphasis on those outcome which must be understood and less time on things which must be known, practiced or reviewed.
- Prioritizing the curriculum is a **vertical** process. Concepts identified as essential in one grade must have the pre-requisite learning from the previous grade.
- Prioritized curriculum helps teachers understand what must be assessed (for and of) across disciplines.
- THIS IS AN EVOLVING PROCESS. The elementary common and consistent curriculum is currently going under a review, based on the past year's experience.



# How Do You Know?

- Collaborate on classroom walk-through checklist

## Principal Classroom Walkthrough for KTCEA CCC

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

items	in-person	Google classroom	Learning Packages	Comments
Lesson plan	Copy of lesson plan	Copy of lesson plan	Copy of lesson plan	
Evidence of KTCEA CCC in the Winter And Learning outcomes	Using the themes and ELO in the KTCEA CCC le: Winter	Using the themes and ELO in the KTCEA CCC le: Winter	Using the themes and ELO in the KTCEA CCC le: Winter	
Procedures	Method /steps for delivery Variety of activities	Method /steps for delivery Variety of activities to	Method /steps for delivery Variety of activities to	

# How Do You Know?

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- PLC's
- Language

## ANIMAL/BIRD CHALLENGE!!

**In this challenge, students are challenged to showcase a bird and mammals from the outdoors in their area! Students can give a visual, auditory and/or written description of two different birds or two different animals from the outdoors in their area.**

**Grade 1 focus on:** Colour of birds and mammals (Fall Science unit)

**Grade 2 focus on:** labelling the bird or animals (mammals) and/or differences between male & female. (1 each)

**Grade 3 focus on:** the different types of animal & birds calls/ recognition of sound.

### **This challenge requires students to:**

- Show through photographs, magazines, MUTE (app) pictures or drawings, two different birds and two different mammals in their outdoor area.
- Write the details of the experience;
- Describe the birds and mammals using words.
- Describe the location you saw the birds and mammals
- What do you think the birds and mammal eat mainly?
- Cree names for the birds and mammals you chose. - using the KTCEA Elders or community/family member to help.

### **In order to complete this challenge, students must submit;**

- A photo, picture or drawing of one or two different birds in the area (2 marks each) (/4)
- A picture or drawing of two different animals in the area (2 marks each) (/4)
- Written description of each bird and animal (2 marks each) (/8) - if applicable
- Cree names for each bird and animal (1 mark each) (4)

Total of 20 marks

# How Do You Know?

Topic & Grade	Student Achievement Outcome (What do we want to students to know by the end of the unit)	Ways to teach through LBL Cree Language (how can I work with the Cree Teacher to help with this).	ELA AO's focusing on this unit	How can students learn at home with this unit?
<p><b>Example</b></p> <p>Topic: Creating Colour (Science)</p> <p>Grade:1</p>	<p><i>Highlighted (Yellow) Science AO's along with ELA's.</i></p> <p><i>Need to be specific - WHAT IS THE BIG OUTCOME?</i></p> <p><i>Students can identify colour - how it is made (Science AO)</i></p> <p><i>Can share and present on colours of the leaves and label pictures.</i></p> <p><i>Present to the class.</i></p>	<p><i>Scavenger hunt for different coloured leaves, discussing how to make those colours.</i></p> <p><i>Look at Nehiyaw Ways of Knowing, along with YOUR ideas.</i></p> <p><i>Don't be afraid to talk to local teachers and the cree teachers for ideas</i></p>	<p>GO: 2</p> <ul style="list-style-type: none"> <li>- Tell or represent the beginning, middle and end of stories.</li> <li>- Know that stories have a beg, middle and end</li> <li>- Tell, represent or write about experiences similar or related ...</li> </ul> <p>GO: 4</p> <ul style="list-style-type: none"> <li>- Present ideas and information to a familiar audience and respond to questions.</li> <li>- Use details such as labels, captions and pictures to oral, print and other media texts.</li> </ul>	<p><i>Scavenger Hunt</i></p> <p><i>Students take pictures and send to teacher once found.</i></p> <p><i>Template made up for students to cut and paste Cree &amp; English words to picture they took (can send a few pictures - Students may be able to click and drag.</i></p>

# How Do You Know?

Rubric for assessment of: setting snares to catch Squirrels					
Score	Level or Score Got it! (4) independent	Level or Score Got it with support (3) Minimal support	Level or Score Needs too much support (2) Requires consistent instructional support	Level or score Does not 'have it' (1-0) Not independent Requires much support	Forms of Evidence (observation, performance task, project, portfolio)
Criteria					
Writing - steps to building/setting the snare	All key steps are included. Appropriate use of vocabulary Capitals and punctuation Recognizes and uses the words/key vocabulary from the word wall	Includes most of the steps to building/setting a snare. Recognizes and uses most of the key vocabulary. Uses capital and punctuation fairly consistently.		(0) Students does not include the steps to building/setting a snare. (1) Student has only 1 - 2 steps to building/setting) the snare (0) Very few vocabulary (1) One or two of the new vocabulary words No punctuation	Writing sample

# Land Based Learning Camp Program Outline

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- Students will be exposed to experiential learning activities
- Provides a unique form of delivery within their natural outdoor environment
- Addresses growing concern for conservation and sustainability of natural and cultural resources
- Students experience outdoor recreational activities and learn about natural environment in local and cultural context focused on traditional and contemporary Cree cultural practices



# Challenges

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- COVID
- Turnover of teachers
- Technology



# KTCEA Student video

[https://drive.google.com/drive/folders/14ywUJqtvLvny0dF\\_DvUA1Yz11OHRF3iQ?usp=sharing](https://drive.google.com/drive/folders/14ywUJqtvLvny0dF_DvUA1Yz11OHRF3iQ?usp=sharing)

# Closing Circle

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What resonated with you?

