

Parent Engagement on Draft K-6 Curriculum Rocky View Schools November 2021

What do you want to see in the curriculum K-6?

Summary Statement:

Parents spoke sincerely about their desire for their children to be well equipped with literacy and numeracy skills, financial literacy, and modern technology skills. Indigenous education and a deeper understanding of the history of our province and country, including Indigenous perspectives and how Indigenous people shaped our province and country were indicated. Parents wanted their children to grow socially, emotionally including art, culture, play and an understanding of how we think, not necessarily what to think. Further to that, parents want their children exposed to an experience that avoids memorization and teaches them scientific literacy, allows them to be creative and explore their passions.

Captured comments:

- Literacy
- Financial literacy
- Math
- Cursive writing
- Shop class
- Trades
- WHAT THEY ARE DOING NOW!
- Cooking
- Life skills
- Budgeting and financial literacy
- Scientific method and principles--the earlier the better
- Life-skills
- Emotional well-being and management
- Indigenous education
- Social interactions
- I have four students in RVS - I would like to see more measurable outcomes, clearer goal posts. We'd like to be able to plan our time and know what concepts/lessons are upcoming. I'd like to see more structure, measured goals. Instruction is great, but we are often in the dark.
- I have three kids in RVS (K, 3, 5) - Curricular expectations to be simplified and developmentally appropriate. I want teachers to have time and ability to form relationships. I want teachers to have the flexibility to adapt curricular expectations. They should have options to play, create, explore, move.
- Field trips and guest speakers. Curriculum should be simpler to allow for students to explore and be set up for success in secondary.

- One kid in French Immersion. I want her to learn another language. The cultural component has been another journey. Students should learn the process of learning balanced with content. Content is easier to wrap my mind around, and the process is more dependent on the skill of the teacher. Students need to know how to cooperate, be a good citizen, and live in a community. Both should be balanced in the curriculum.
- Arts, music. I am worried if I mention specifics, it will leave out other important topics.
- Indigenous ways of learning are important. French culture is also important. It's important that my child learn the scientific process. I want my child to be able to read novels by the end of Grade 6. I'd like my child to be comfortable with Math. She should be able to write stories and put together coherent thoughts.
- Solid foundation of reading, writing and math early on. Scaling back Social and Science because they evolve if there is a foundation. Learning through music and moving in PE, using materials is important. I worry that there can be too many Social Studies, Science expectations.
- Need a foundation of reading before adulthood. Students in elementary school are leveled by letters. I imagine that should be exhausted by Grade 6. They should be able to open any book and read it. Same with Math.
- Are there topics that are appropriate at K-6? Reconciliation, yes. Residential schools, no. There are tragedies in the world that students at 10, 11, 12 may not need to experience or understand.
- Things that are applicable to the world that we are living in
- Questioning things- Who we are and how we treat one another
- Diversity
- Thinking about how we teach Canadian history (and what was not taught to us)
- Understanding of each other
- Need to help our students to think
- Creativity is important
- Memorizing is NOT something worthwhile for our students to know (seconded)
- Memorizing has a place to build some skills (e.g., times tables) but memorizing some historical facts is not needed
- The ways that we are teaching tech is not well done in the draft curriculum- not a great way of teaching them
- Need to draw people in without focusing on pen and paper tasks
- The value of language and using language to become global citizens is important- there is a lack of regard for language
- Having an education in French is important; having the option at a younger grade level
- Indigenous cultures - Education in this area should be prioritized
- Financial Literacy
- Focus on Math and technology
- Consider future of employment; change in the workforce is coming, focus on humanities/social sciences
- Simple arithmetic isn't as important as it once was
- French beginning sooner
- Integration of principles into life skills

- More focus on the legal groundings of concepts in Social Studies
- Scientific principles and technology; application of material
- More content about early civilizations, ancient history
- Emotional wellbeing, mindful meditation
- Social interactions, diverse cultural history, indigenous education
- Focus on play-based learning in early grades
- Literacy, building blocks of good reading and writing skills. Making sure sight words are practiced. Reading aloud and reading together. I want them to learn thinking skills instead of being answer based.
- Building blocks for Mathematics. Breaking down Mathematics into different ways of tackling problems.
- Looked closely at the social studies curriculum it is very important to have those critical thinking skills
- Work on creative thinking and critical thinking skills
- Learning to navigate technology in an appropriate way.
- Memorizing dates is not important. I'd like to see it more about skills and less about facts.
- Problem solving skills are important.
- Truth and reconciliation, Indigenous learning is very important and needs to continue.
- Wanting children to be exposed to engaging subject matter.
- Hands-on experiences for children.
- Collaboration, community, family, cooperation, and friendship
- Support from the majority of teachers in the province.
- Physical literacy
- Learning through experiences
- Inclusive, open, tactile environment
- The opportunity to explore options
- Learning about real world issues
- Teachers and curriculum specialists should be fully on board with any curriculum that is going to be rolled out.
- Updated
- Liked the community aspect
- LGBTQIA+ Focus on diversity at an early age
- Consent, Sexual health. Getting consent & receiving consent.
- More information on geography (mapping, where things are in the world)
- Math skills, enrichment
- Math application (real life/world life examples)
- Scaffolding
- Math technology tools should be grade level
- Clearer understanding of Math
- Math/budgeting/life skills
- More technology focus at an earlier age (access to tools). Hands-on experiences with technology. Software development focus
- Experiences with computer tools & coding at a younger age

- More tech and also penmanship skills
- Reading focus, reading levels
- Cursive
- PE wellness - More focused on healthy bodies
- Things missed in the current draft that can harm students
- There are things included that may harm children
- Huge opportunity in the curriculum to give students skills live more effectively that was missed
- Comprehensive curriculum at all grade levels about consent
- Stronger sense of personal boundaries
- Consult therapist and counselors to bring more mental health components to the curriculum
- Science is black and white more aboriginal portion - put aboriginal portion in into the Social Studies curriculum
- There is a lot of ideology and left leaning topics
- Leave option to be open and not so left leaning
- Minimize tech and system so that they use more pen a paper
- Fundamental of reading and writing before using tech such as Google to help with this.
- Parents haven't had a chance to explore curriculum in depth
- A council member
- Support teachers
- Class sizes if smaller
- Developmentally appropriate activities for students
- Literacy
- Numeracy
- Learning the basics without spell check and calculator
- Wellness and components about movement
- Health
- Lifelong skills

What skills do feel are the skills that students in Rocky View need by grade 6? By Graduation?

Summary Statement:

Themes in the responses to this question were similar to those above. If the curriculum includes the skills listed above, then their children should finish high school with solid money management skills, social skills, tech skills, ability to understand information and form their own opinions, data analysis skills, physical literacy skills, critical thinking skills, knowledge of the global world beyond our borders, and to appreciate diversity and how to be a good citizen.

Captured comments:

- I'd love them to be able to have friends, and to have friendships that don't work out and know how to deal with those issues appropriately
- I'd love my kids to be able to grow their own vegetables, survival skills, camping tips and tricks.
- Bring back the basics - sewing, cooking, home economics are what they need to know
- Finances, budgeting, mortgages, insurance will be helpful for them to learn
- Investing
- How to pay insurance, how to get insurance, how to get a bank account
- Financial literacy from Grade 6 up
- Things cost money - there are taxes that kids don't understand
- Grade 6 onwards - it's ok to be your own person. You don't have to fit in one group! You are okay to be you, they are okay to be them, we don't have to all be friends, but we have to get along! (Great role model for us adults too!)
- In High School- How to find a job? How to make a resume? How to apply for a job?
- We have moved beyond a world where you stay with the same company for your entire career- they need to know how to plan for their financial future.
- Technological skills
- Freelance
- Entrepreneurship
- Skills that match their developmental level
- What's the point? What are the bigger contexts we need children to understand?
- Well balanced in their health, their image of themselves, in their relationships with other children
- Think critically
- Children are given too much content in this curriculum, they need thinking skills
- We need to raise thinkers
- We need children that want to learn
- I want my son to leave Grade 6 and be excited about grade 7
- I don't want their Alberta high school diploma to limit their opportunities
- Stewards for the environment
- Accountability
- Understanding that their action affects others at all levels, starting from their classrooms and moving out to community and world
- Fact v. opinion
- How to receive a piece of information and discern if it's true or not, or from a reliable source
- Learning Math and Science that prepare them for the future, not what we learned 40 years ago
- Coding with pencil and paper not appropriate, needs to be modernized
- We need to have our kids be able to compete with other kids in other universities
- Some Math changes seem positive-we want our children to have basic Math skills
- I want my children to know where they come from, their community, stewards of their community and environment

- Good citizens
- Start small - understanding their place in the world and then moving out
- Teaching kids how to think not what to think
- Needs to be understanding and not memorizing, they should understand the Math, not just memorize it
- Needs to be a standard grading system
- By the end of each grade, there should be standards of what they are supposed to be able to do
- Kids needs to understand that there are things they won't excel at, and that's okay
- Real world skills-ability to collect feedback and make changes
- Physical wellness-physical health matters, can't live in a virtual world for the rest of their lives
- Understanding of technology
- Socialize properly and control emotions
- Knowing basic Math facts is important, but not as important as being able to work in a team, communication skills and negotiation skills
- Strengthen social setting skills: how to identify bullying; what to do about it; accountability
- Technology skills: applying scientific method and scientific principles
- Basic finances: basic education in how money works, budgeting
- Time management skills
- Solid foundation in Literacy and Numeracy skills
- Tolerance and respect for other cultures and people
- Critical thinking skills
- Problem solving
- Data analysis
- Teamwork - many projects are now involving cross-continental collaboration
- Business: CALM courses
- How to participate in government
- Analogy of going grocery shopping. Grade 6 should be able to tally and budget. High school students need life skills. There are many academic skills that should be utilized for life skills. Life skills are closely related to academic success.
- Broad topics that could be broken down into each core subject.
- Enjoyment, love of learning, curiosity, being part of a community, being able to express ideas and listen, knowing where to go for resources, confidence as a learner.
- If you break down some of those subjects, you want the ability to be a learner as a foundation.
- They need to know why.
- I don't think our kids need a lot of content by Grade 6, they need to know how to find or access the information.
- Specifics are hard because we rely on the Education system for those.
- Budgeting, day to day things, life skills. I'd like students to be comfortable with technology and to think critically about technology, to manage its place in their lives.

- Jr. and Sr. high school years have a lot of influences. It's reasonable at Grade 6 to be able to have a question, plan an answer, and consider how others will receive that information.
- I'd like my kid to be able to have a conversation in French, to be able to converse and travel in French.
- Technology may be appropriate in Grades 4-6, but younger learners may use technology too much. They should have more hands-on experiences, move their bodies. There are important aspects of their development for their success later on.
- K-2 should be structured more like Kindergarten. More play and play materials, social skills. We sometimes push curricular objectives too high too early.
- For grade 12, I want him to know what is available and a bit of a plan for what he wants to try. Skill set is comparable to his peers, but I want him to have the ability to know where to look. I know what I like and what I don't. I want him to be able to have a goal and know how to make a plan to get there. We are going to teach him to study, read, do Math, but he should leave the age of 18 with an idea of what he's interested in, and how he might get there.
- The vocational part that might be missing is an understanding of different vocations. Just because you like culinary arts doesn't mean you have to do it for 25 years. We recruit people now hoping they will stay for 8-10 years. I'd like to see schools catch up. They should know that they have many options.
- Not every student will go on to post-secondary, but they should be prepared for the demands of post-secondary. There is quite a bit of self-direction, planning and preparation. They should be prepared for the leap.
- By the end of Grade 12, they should have a passion or interest in continuing learning. They should be ready to transition into adulthood, with things they love as leisure activities, to know what brings them joy. They need skills for productivity, to make money, and also skills for self-care.
- Hygiene, but also planning and managing - grocery shopping, meal planning. Are we preparing Grade 12 students to take care of themselves?
- Be able to look back at high school and have good memories. Not stressful or something to get through. More should be able to look back and feel that it was one of the best years of their lives.
- Critical thinking is important
- That they can think for themselves and make decisions
- That they are citizens in our community and globally
- Citizenship - rights and responsibilities to others
- There needs to be a balance between Social Studies and studying our social world
- Ex. students currently are studying India- they are looking at climate, geography. There are cross-curricular ties with the current curriculum, but these are missing from the draft curriculum. The draft curriculum lacks cohesiveness.
- The draft curriculum seems like a "to do list" or a "checklist" it lacks a holistic approach
- They need a significant basis of Canadian history (good and bad). Ex. John A McDonald's- controversial figure. They need to understand both sides of the story.

- The new curriculum looks like a Grade 10 history class of our time. The “nuts and bolts” without the social aspects of the history
- Control emotions and socialize
- Knowing multiplication tables by memory no longer as important a skill as it was
- Emotional intelligence, very important with social media
- Negotiation skills
- Accountability
- Well versed in technology
- Application of scientific principles
- Time management
- Organization skills
- Foundation in reading and literacy, math, and science
- Graduates
 - Tolerance for other cultures and diverse perspectives
 - How to think critically and evaluate
 - Problem solving
 - Creative thinking
 - Data analytics
 - Teamwork
 - Basic finances
 - Early principles of budgeting
 - Ability to participate in government
 - Ability to start your own business
 - Critical thinking skills
 - Ability to manage stress - awareness of mental health
- Solid understanding of evaluating sources, different perspectives and perspective taking.
- Critical thinking skills around where / how we get information, who is putting information out there. Reliable vs unreliable information.
- Literacy and Numeracy skills.
- Creativity and have multiple ways of learning.
- Students should be learning about diversity.
- Technology skills.
- Developing a love of learning.
- Social skills
- Confidence to ask questions and advocate for themselves
- Be able to express themselves in a positive way
- Able to appropriately interact with peers.
- Learn “how” to learn
- Try and learn how to fail (learning through failure)
- Critical thinking - look at everything with a critical lens
- How to ask questions (embrace the grey areas)
- Learning how to be a part of society
- Collaboration / cooperation learning how to work with all types of people
- Being a good member of their community

- Lifelong learning
- Ability to understand their own interests
- Scientific literacy. Learning about the scientific consensus on important issues
- Knowledge about foundational concepts
- Able to form opinions based on critical thinking
- Processes
- Knowledge about global issues (global awareness / geography)
- Apply critical skills to micro and macro environments
- Being able to work independently and in a group
- Ability and confidence to follow passions
- Life skills, cooperation
- Leadership skills, inquirer
- Build self-confidence
- Mentorship opportunities
- Conflict resolution skills (self + in groups)
- Current social studies focus (what's going on in the world now)
- Canadian focus for geography
- Digital safety & digital citizenship. How to research online safely
- Digital literacy skills
- Resilience & perseverance
- Mental health (Social Emotional Focus)
- Ability to critically think
- Social Studies needs to be more culturally broad, should talk about all cultures not just isolated cultures
- What has happened in Alberta and in Western Canada
- Basic Budgeting skills
- All different cultures
- More Canadian content
- Transferable skills that will help them be successful in life
- Interpersonal skills
- Soft skills
- Problem Solving
- Consent piece
- Comprehensive exploration of diversity and learning differences
- Create space for acceptance and understanding
- Discussion of LGBTQ
- Contextualize experiences
- Centered learning
- Emotional regulation
- How to handle big feelings
- Teacher who can meet the need of all students
- Incorporating mindfulness practices
- Creating resilience in students
- Skills to set student up for life around emotional regulation

- Taxes and investment
- Finding information on the internet
- Gathered resources
- Digital literacy skills
- How to research on the internet
- More Science focus on Middle School (transition)
- Critical thinking skills
- What are credible websites, how to vet
- Financial Literacy & budgeting, saving, spending, what is a mortgage, balance a budget etc. Loans etc.

Overall comments or feedback

Summary Statement:

Parents overall comments indicate concern with the developmental appropriateness of this curriculum and provided many specific examples which are captured in the comments below. Parents spoke passionately about the challenge for both their children and teachers in implementing this curriculum as it stands and included comments about leaving the province if this is implemented and moving to home schooling as options. There were concerns about the experts that provided the content and helped to arrange the scope and sequence. There were very few positive comments regarding the draft curriculum and called for an inspiring curriculum that would set all students up for success.

Captured Comments:

- This curriculum seems overwhelming for such a young age group (particularly the Grade 2)
- The back history component. Yes, knowing where we came from is important, but the plague is perhaps unnecessary. Especially with Covid on kids minds
- How does knowing about Genghis Khan help a Canadian child to understand their own history?
- Social studies: lots of information to be shared with 5-year-olds. The detail for Kindergarten is disturbing for us as adults, so would be so disturbing to young children
- The curriculum is not age appropriate- there is a lot of adult information that they don't need to know. Specifically of a historic or sexual nature.
- A lot of the curriculum is not appropriate to their age. They will need to learn and discuss, but that time frame is too young.
- Why rewrite the entire curriculum? Why not just do some revisions to the current curriculum, to update some of the parts that are "missing" from the current curriculum.
- The depth is too much for the little ones. It's too much. Kids are not emotionally ready to deal with the heavy and in-depth part of our history
- The scope and sequence is awkward.
- Concerns over the fact that so many teachers are against this new curriculum- if the teachers are against it, how is it going to be properly implemented?

- It will be a slow adjustment. Teachers are going to have to change the ways that they teach and do things. Teachers will pivot and be adaptable and support each other. Can we simplify this new curriculum so that it's not such a difficult target for teachers to reach?
- Age appropriateness is a huge concern.
- If this has to go through, can we simplify it?
- Our kids already have a significant amount of anxiety, why do we want to make our kids more anxious by discussing these heavy topics?
- Why was it not just updated vs a complete overhaul?
- Wishful for the parent/teacher voice to be heard!
- Can there be more structured recess time?
- Recognize the population that's not here, many children and families that don't speak English, or require supports from OT, PT, SLP, too much focus on input at a young age, teachers will be focused on trying to get through everything, no ability to tailor the curriculum to population
- Children that are able to 'sort it out' shouldn't have to
- This curriculum is for children that will do well no matter what they have thrown at them, not children how have differences in learning
- Don't trust that this has been drafted by experts
- Pulled out of Wikipedia
- Many pieces inaccurate-wouldn't be acceptable in university, how can this be used to guide the education of our children
- Great concern over this curriculum
- Math curriculum should be drafted for now and future
- Residential schools; the prospect of it being reframed or removed from the curriculum is concerning
- Indigenous history is two steps forward and 3 steps back
- Too much memorization in history-doesn't teach anything to memorize dates and facts
- How can we not repeat mistakes in history? Learn it in context, not memorize facts
- What's next? Implement this sub-standard curriculum for our elementary kids and then another comes in for high school, along the same vein, when our kids graduate from high school and apply to universities, how will they view these grades outside of this province?
- Struggled to look at the whole thing
- FLA - focus on FLA and across the curriculum, on memorization across the curriculum is concerning
- You need authentic experiences to understand a language and be able to apply it
- Repetition is not equal to understanding
- The way the curriculum is set up without the thought of assessment, appears to be a huge disconnect between how we know kids should be learning and this curriculum
- Focus is on tests to check off that they have been "taught" and not "learned"
- No space for experiential learning
- Very concerned that experts are saying they weren't consulted

- Health-research says there shouldn't be a focus on BMI, what's healthy/not healthy and reading labels because it leads to more stress and anxiety and eating disorders-why is that a focus in the curriculum?
- How can we trust a curriculum like this, when our own experience and experts say it's all backwards?
- Speaking to consent; great that it is mentioned, but it is placed on the victim. If something happens, it's on the victim that didn't make it clear. This is not accurate and concerning
- Government has provided many opportunities for feedback, but nothing seems to have changed or even being taken into consideration
- Irate at this curriculum, my child's potential and development is on the line
- Family has talked about leaving the province because of this curriculum, the type of learners they will become, the learning experience they will have, the content is concerning
- In her research as a mother, there is a document called The Common Language Framework for Teaching and Assessment that has been used to develop second language learning, has not been used in the creation of this program
- FLA program is mostly taught to children has a second language, and that needs to be acknowledged
- Many experts in the field have not been acknowledged, opinions have not been asked, and research has not been included in this curriculum
- It's difficult to reconcile when we know that this health curriculum will lead to more body image issues and concerns for children
- How can we possibly be okay with this?
- Former draft curriculum that was created under previous government made sense and parent felt good about it
- Little input by Metis Nation
- Worried and frustrated at the amount of memorizing facts that don't have meaning to children this young
- Tying Canadian history to American history
- Doesn't make sense
- Alberta Education makes it sound really good, until I heard more of the story and heard from experts and teachers
- Absolutely crazy to go ahead with a curriculum when 2% of the province's teacher and student population is piloting it
- This feedback loop seems meaningless-there has been a lot of feedback provided and no one is listening
- Not enough teachers have piloted it to provide meaningful feedback
- If this goes ahead-family leaving the province and taking her business with her
- On the whole, it feels like we are going backwards
- Coming from a place of ideology, rather than wanting better for our kids
- Because climate change is mentioned in the old curriculum, we have to chuck it out on principle?

- What is the government really trying to achieve? To keep our kids dumb and keep voting for this government
- Panicked feeling about being stuck with this curriculum for 10 years
- Haven't justified this curriculum and what was wrong with the previously created draft curriculum
- Previous curriculum was based on oil and gas and being sensitive about climate change being mentioned?
- Is all this feedback performative? Does this feedback go anywhere or do anything?
- Education should not be a partisan thing. It should be void of any ideological influence and students
- This curriculum is too biased
- Public school should be secular, if I wanted my child in the Catholic program that's where she'd be
- It's ludicrous to teach religion at these young ages
- Math curriculum
- Glad to see Math is changing
- Needs to be a focus on how people are going to learn Math
- Different ways of doing math-students need foundational skills
- Learning about money and finances
- Finance is getting more complex; students need to learn it young
- More to finance than using cash and not having debt
- This curriculum has too much content that is not age appropriate
- American history is too heavy in the curriculum
- Especially at a young age, students should learn about Alberta and Canada
- Contexts-still learning basic Math, how to put world history into context
- I hope that feedback is taken into consideration so that the pilot can be modified before it becomes reality
- Numbers matter
- Technology is important
- Social studies should be age appropriate
- Math is not robust enough. Too juvenile
- Social Studies needs a more local focus and stronger focus on Alberta/ Canada
- Amount of content is daunting
- Generally, more robust curriculum
- More coding, ethics, algorithms
- I'm not an educator, but I want to be able to trust I'm sending my daughter to a school with a curriculum made by experts
- Concern with this draft, from perspective of a non-expert, not drafted by experts
- Some sections that it seems to have been pulled out of Wikipedia
- This being used to guide the education of our children is concerning
- Important to me that Math is drafted to prepare our kids for technology, future economy etc.
- Residential schools, history of Indigenous peoples

- History and how its memorization and it is not in context. We need to learn everything in context
- There are politically charged ads, but I haven't been able to find anything that shows me why it's bad. What specifically are we worried about? No data.
- There is a lot to go through. I want a plain language summary of what would happen - the implications - if we transitioned. The amount of content makes it difficult to include the important processes we've mentioned before.
- What I've gone through. The Social Studies curriculum is not developmentally appropriate to our communities.
- I want my students to be great humans who are kind, considerate and are able to be successful in middle/high school.
- Current curriculum, Iqaluit- economics, social situations, environmental situations are studied currently- many strange (Math, Phys Ed. etc.) were all studied with the holistic approach of Iqaluit. This type of study is missing from draft curriculum
- Students need to think holistically and in an interconnected manner which is lacking from the draft curriculum.
- Will be unmotivating as a professional to teach the draft curriculum. The opportunity for cross curricular work as teachers will be missing.
- We need a strong guideline to empower teachers to work in a connected manner to strengthen the school as a whole. The students pick up on this collaborative approach
- A strong curriculum will set everyone up for success. The draft curriculum is not inspiring for finding connections
- Want a balanced approach to things with the new curriculum. Teachers can impart their personal views into the curriculum, and having a guided curriculum is important to leaving out personal views.
- In terms of environment, we need to understand Alberta's role in energy and Alberta's role in environmental responsibility
- Current curriculum (Grade 3) students will learn about several different places globally and then Canada in subsequent years. A balanced approach! In the draft curriculum, the approach is compartmentalized with very little social impact. Lots of memorized facts with too many nuts and bolts.
- Current curriculum- separate health and career management. Draft curriculum has these topics lumped into Phys. Ed. It appears that human development and life skills have been lumped in. This life skills part is so important to our student's development and there is a worry that these are getting lost in the draft curriculum
- Current curriculum has combinations into topics/cross curricular in a meaningful way. This is engaging! The draft curriculum has far too many things to memorize etc. for it to be taught/learned in a meaningful way
- Math - too juvenile beginning in Grade 1
- Social Studies - weave in more of a local focus
- Amount of content in Social Studies curriculum- too much
- Applaud inclusion of more coding, algorithms, and scientific methods
- Need to have greater opportunities for students' own creative expressions
- Multifaceted problem-solving skills are missing from all areas of the curriculum

- Focus on memorization is an issue for children.
- Lack of hands-on learning in the new curriculum
- Teachers were not consulted as much as they should have been in the creation of the new curriculum.
- There are glaring issues in the curriculum
- Concerns on the process of how it was developed, not including teachers' child development. Was not piloted by enough school boards to have an accurate idea of what it would look like
- Concerns that there is not a lot of content in diversity LGBTQ + two-spirit etc. not a lot of valuable content for indigenous learning.
- Concerns about rolling out a new curriculum after the pandemic. There is already so much pressure on teachers, and children.
- All grade levels are age inappropriate.
- Too content heavy, no connection to the child's developmental age. We need to be starting with what kids are familiar with and build outwards. Social studies focuses on ancient ideas.
- Inclusion of religious instruction has no place in public school. Teachers are not equipped to teach this.
- Emphasis on the Christian perspective instead of diversity.
- Impossible to cover all of this content and facts in one year.
- Replacing how to think about our world with memorization and facts.
- Parents should be responsible for children's spirituality and introduction to religion.
- There needs to be more than just information given to students. It has to be about actual learning, skill development rather than memorization of facts.
- The curriculum is inappropriate
- Going over things rather than digging into things. Very superficial.
- I really hope this feedback is taken into consideration.
- Parents rely on teachers to approve of the curriculum. Parents rely on teacher knowledge
- Input from professionals (i.e., teachers
- Too much focus on the memorization of facts. Children should be learning "how to learn"
- Why now? What is the rush to implement? After two years of covid school why are we putting this on teachers and children? Kids have been so much already. It seems needless to rush a new curriculum implementation.
- Will teachers even have the resources they need to implement it?
- This is not age appropriate from an emotional standpoint. Heavy matter for ages (i.e., comparing death tolls in black plague in Grade 2 and death tolls from natural disasters in Grade 1) Young children are not ready to talk about that objectively at that age. Could be very traumatic.
- Not age appropriate from an academic standpoint either. (Grade 2 - Chinese military conquest, Greek and Roman governance structures, war studies).
- The curriculum is much too heavy content-wise
- Students who are struggling are just going to fall further back much faster.

- There are no critical thinking skills in this curriculum.
- This curriculum is much too focused on facts and regurgitation of fact
- There is no creativity and
- Heavy content / amount and pace. This could really hurt a child's confidence.
- This curriculum doesn't support inclusion of students with differing abilities and needs.
- This curriculum is jam-packed content wise. Too much for an adult, so how could a child do this
- Teachers need broader big ideas to work within to meet students' needs in different communities.
- Why are we not trusting teachers with the autonomy to work within a broader framework? Why are teachers not consulted?
- We want students to have skills rather than simply learning facts.
- We don't want to be stuck in a mentality from years ago. We need to continue to progress and move forward. This curriculum is only taking us steps backwards.
- We shouldn't force a new curriculum that does not fit our students and teachers.
- If there must be a roll out, why not slow down and do small pieces at a time. Staged approach instead of a mass roll-out.
- Are there age appropriate resources and materials for teachers to be able to teach this new curriculum?
- It feels like this is not a natural roll out. It feels forced.
- This curriculum seems to be raising a lot of red flags.
- This curriculum is rooted in the past.
- Spelling and grammatical errors are everywhere in the curriculum. (Presentation doesn't inspire confidence).
- Why bring outside experts instead of working with the professionals in our own province for more relevance.
- This curriculum is very American based. Diversity is important, but why only from an American perspective?
- The consensus is that this curriculum is irredeemable.
- It's important for the feedback that is given to actually be taken into consideration.
- Race issues; it is very tokenistic
- Needs to go back to the drawing board
- Highly opposed to the new draft
- Go back to the previous draft version that was taken away
- Too much religious aspects of religion
- Teachers should not be required to teach religion
- How do we expect teachers to adapt to the sudden grade level shift and support learners with the change?
- Deep study is better than just the facts the new curriculum has
- Don't bring in personal financial info into the class (the new curriculum was too personal)
- New curriculum not age appropriate
- Not evidence-based
- Culturally insensitive

- Curriculum needs less American content
- Too fact based
- Needs to stop being a political curriculum
- Curriculum developed by educational experts and not redone
- Everyone has their fair say in what is going into the curriculum
- Don't have to change it based on political party in power
- Support for teachers who need this support with students
- Biggest concern about the curriculum the current curriculum is a breeding ground for eating disorders
- Experts in area not consulted
- Need to help students to understand that bodies come in all shapes and sizes
- Curriculum is body specific as to what is healthy and what is not
- Read labels on food
- Should not be tracking this
- Creates dichotomy of healthy and not healthy
- Setting fitness goals
- Age inappropriate view of bodies
- Should look for visible signs of puberty
- No discussion about difference in development
- Major concerns about the whole wellness curriculum
- Needs to work with child psychologist with experience with eating disorders
- This wellness curriculum could cause students to die
- Age appropriate learning we are trying to get students to grow up more quickly than they need to
- I like fact-based learning but need to also teach critical thinking and problem solving and let students decide on their own and to question the facts and have discussions.
- Curriculum feels rushed and on a tight timeline worried that it is so tight. Can we implement this correctly?
- Curriculum feels like each subject is written in its own silo and we miss some really rich learning opportunities, and those rich real-life experiences are not there.
- Most concerned for P.E. and wellness and Social Studies curriculum for many reasons
- Most feedback if you pilot it disappointed that we would not pilot to have a better say on what works and what does to give the district more leverage.
- Why is inclusion so important?
- Not working
- Behaviors dragging all others down
- Age appropriate tasks