



	Subject	Grade 3 Math Example from the Draft Alberta Curriculum October 2018
<b>Essential Understanding (EU)</b>	<ul style="list-style-type: none"> <li>Broad statements that frame subject understandings of value to self, society and the subject</li> <li>Span over K–12 or be unique to a grade or series of grades. Some may be shared across subjects</li> <li>provide the context for and the relevance to guiding questions and learning outcomes</li> <li>Understanding comes about as a result of applying, analyzing, synthesizing, and evaluating. It is an outcome of thinking (IMPORTANT)</li> </ul>	<i>Organizing and representing quantitative information develops additive information and multiplicative thinking to make meaningful connections and support problem solving.</i>
<b>Guiding Question (GQ)</b>	<ul style="list-style-type: none"> <li>Are derived from essential understandings and frame learning outcome(s)</li> <li>Written at a grade-appropriate level</li> <li>Guides the selection of the conceptual knowledge and/or procedural knowledge that will be developed in the learning outcome</li> <li>Some subjects may have 1 guiding question per Essential Understanding, some may have several guiding questions per EU (e.g. ELA)</li> </ul>	<i>How can we share and group numbers?</i>
<b>Learning Outcome (LO)</b>	<ul style="list-style-type: none"> <li>What students are expected to know, understand, and be able to do in each subject and grade</li> <li>There may be more than more than Learning Outcome under a Guiding Question (e.g. Science)</li> <li>Only the outcomes are assessed and reported</li> </ul>	<i>Students represent and apply multiplicative thinking strategies.</i>
<b>Conceptual Knowledge (CK)</b>	<ul style="list-style-type: none"> <li>Comprised of concrete and abstract concepts that include facts, symbols, rules and principles “<u>learn about</u>”</li> <li>Frame the learning experience that the teacher provides</li> <li>Breadth and depth</li> </ul>	<ul style="list-style-type: none"> <li><i>Multiplication and division involve a whole, number of groups and a quantity in each group</i></li> <li><i>Multiplication and division are sharing and grouping situations that can be represented symbolically (<math>x, \div, =</math>)</i></li> </ul>
<b>Procedural Knowledge (PK)</b>	<ul style="list-style-type: none"> <li>Comprised of techniques, strategies and processes, and systematic approach to solve problems “<u>learn to do</u>”</li> <li>Frame the learning experience that the teacher provides</li> <li>Breadth and depth</li> </ul>	<ul style="list-style-type: none"> <li><i>Apply strategies to single-digit multiplication and number facts for products to 81 and related division number facts</i></li> <li><i>Relate place value to multiplication by 10</i></li> </ul>
<b>Literacy, Numeracy &amp; Competencies</b>	<ul style="list-style-type: none"> <li>Links to specific <b>competencies</b> and to <b>literacy</b> and <b>numeracy progressions</b> that students will apply and develop as they work towards achieving the learning outcome are identified explicitly</li> <li>The progressions provide educators with a common reference for literacy development within certain age ranges or divisions</li> <li>Should not be used to teach or to formally evaluate and report literacy and numeracy separately from subject learning outcomes</li> <li>Competencies cannot be acquired in isolation and only meaningful when integrated with subject knowledge. These are not assessed separately.</li> </ul>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li><i>Critical thinking &amp; Communication</i></li> </ul> <p><b>Literacy Progressions:</b></p> <ul style="list-style-type: none"> <li><i>Conventions, Vocabulary, Comprehension Strategies</i></li> </ul> <p><b>Numeracy Progressions:</b></p> <ul style="list-style-type: none"> <li><i>Calculations, Patterns and Relationships, Interpretation and Representation of Quantitative information, Strategies</i></li> </ul>