

Scope and Sequence: Exploring First Nations, Métis, and Inuit Foundational Knowledge

Alberta Education has traditionally defined curriculum by a “program of study”, which was subject-based and grade-based. In each program of study, they provided teachers with a **scope** (what students were expected to learn in the form of outcomes) in a **sequence** (when students were expected to learn the outcomes). Presently, Alberta Education is in the midst of re-conceptualizing and rewriting curriculum, and they have articulated their approach in *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum* (September 2016). We have developed our scope and sequence from guiding principles in this framework as well as from collaborating with our Walking Together Consultant, Cheryl Devin, who is working with Alberta Education’s Curriculum Branch, First Nations, Métis, and Inuit Education Division.

We determined our “scope” by referring to the *Draft First Nations, Métis, and Inuit Foundational Knowledge* curriculum (See appendix) and considered which terms and concepts each book title explored. This document provided the “foundations for understanding concepts, terms, and knowledge to shift thinking and attitudes to advance reconciliation” (p.1). In our **Scope and Sequence Book List by Division and TC1-TC7**, we have listed the book titles for each division and detailed the connection to this draft curriculum for indigenous education. In *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum*, the ministry is focused on sequencing curriculum on a continuum “that aligns with the descriptions of the three transitions from early to middle to later schooling” that are meant to be “overlapping developmental progressions” (p. 10). For that reason, in our **Book List Annotations**, we have organized book titles into divisions:

Division One: Kindergarten-Grade 3, Division Two: Grades 4-6, Division Three: Grades 7-9, and Division Four: Grades 10-12. In our **Book Title Annotations**, each book title has been annotated with ideas for how to explore the terms and concepts from the indigenous education draft terms and concepts (TC1-TC7). We envisioned our scope as a **series of four learning progressions** for each division:

Exploring First, Nations, Métis, and Inuit Foundational Knowledge through Literature				
Learning Progression: Indigenous Terms and Concepts (TC1-TC7) are explored through stages of knowledge and skill development paralleled to divisions.	Initiating I define and explain key terms and concepts.	Developing I make connections with key terms and concepts to my life, other texts, and/or to the world	Consolidating I explain and analyze, terms and concepts based on my knowledge of varied connected texts.	Mastering I teach others about the terms and concepts using creative representations of ideas (e.g., analogies, metaphors).
	DIVISION ONE <i>(K-3)</i>	DIVISION TWO <i>(4-6)</i>	DIVISION THREE <i>(7-9)</i>	DIVISION FOUR <i>(10-12)</i>

On the following pages, you will see a sample book annotation with labels that show you where to find the scope and sequence within each book annotation.