The Consortium
Alberta Professional Learning Consortium

Unpacking the New Draft Grades 7–9 Mathematics Curriculum: Part 1

Summer Institute
Math 7-9 New Curriculum

9:00 - 10:15 am
10:30 - 11:45 (optional)


The Consortium
Land
Acknowledgment

Designers of Professional Learning

We are happy to support professional learning in your jurisdiction or school!

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The Consortium

Session Outline

New Learn Alberta (where to find the curriculum)

Architecture (how the curriculum is set up)

Comparison (looking at the current 2007 and the draft 2026 curricula)

Optional 2nd hour: Continue the curriculum comparison and to look at how you might organize your year plan

Where to find the draft curriculum:

New Learn Alberta

Top 9 Tips

Link on NLA

2025-2026

- Mandatory implementation of K to 3 social studies
- Optional implementation of 4 to 6 social studies
- November 2025: Release of draft 7 to 9 career education and financial literacy for optional field testing
- Winter 2026: Optional field testing of draft 7 to 9 career education and financial literacy, draft 7 to 9 mathematics, draft 7 to 9 physical education and wellness, and draft 7 to 9 social studies
- June 2026:
  - Release of updated draft curriculums for 7 to 9 career education and financial literacy, 7 to 9 mathematics, 7 to 9 physical education and wellness, and 7 to 9 social studies, in preparation for optional classroom piloting

2026-27

- Mandatory implementation of 4 to 6 social studies
- Optional classroom piloting begins for draft 7 to 9 mathematics, draft 7 to 9 social studies, draft 7 to 9 physical education and wellness, and draft 7 to 9 career education and financial literacy
- Optional field testing begins for draft 7 to 9 science, Grade 10 career education and financial literacy, and Grade 10 physical education and wellness

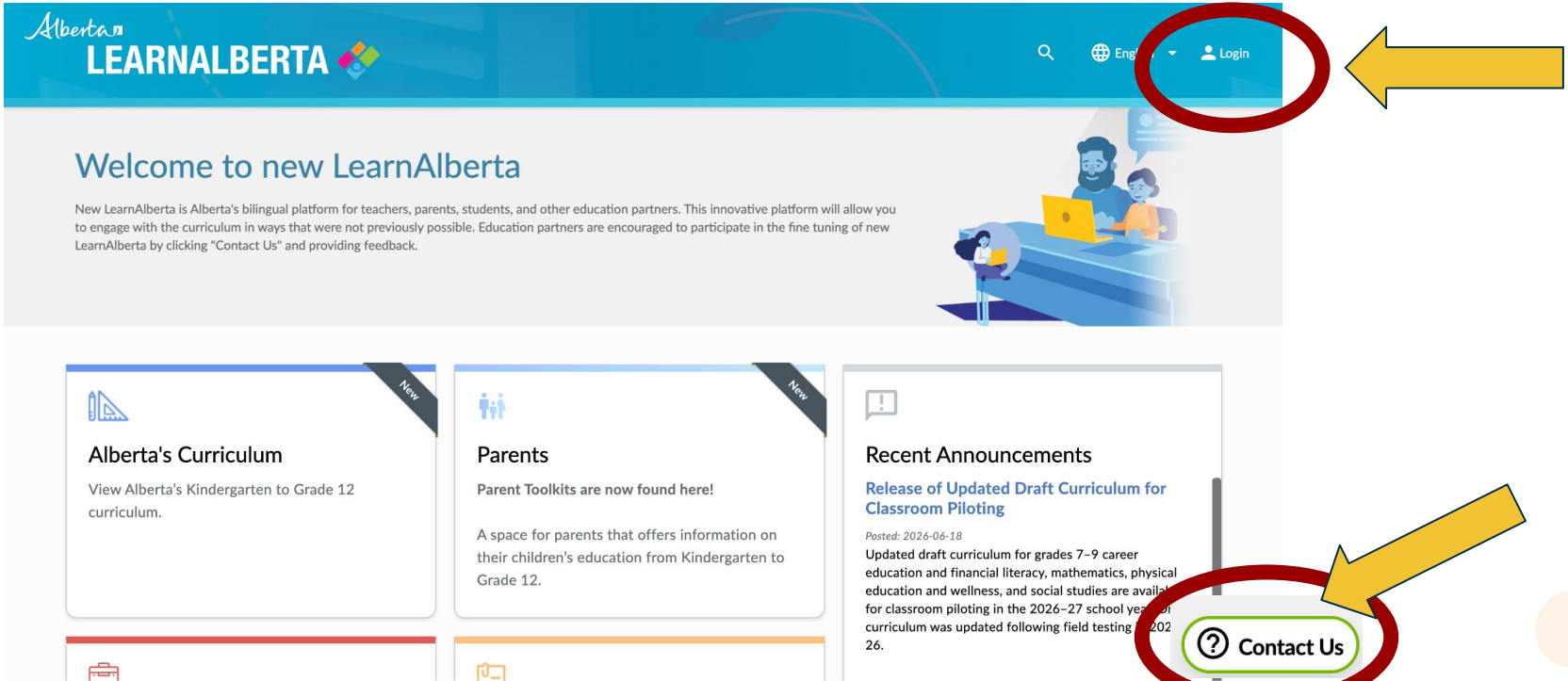
2027-28

- Mandatory implementation of 7 to 9 career education and financial literacy, 7 to 9 mathematics, 7 to 9 physical education and wellness, and 7 to 9 social studies
- Optional classroom piloting begins for draft 7 to 9 science, draft Grade 10 career education and financial literacy, and draft Grade 10 physical education and wellness

TIP 1

Take the time to create a new account and log in.

https://curriculum.learnalberta.ca

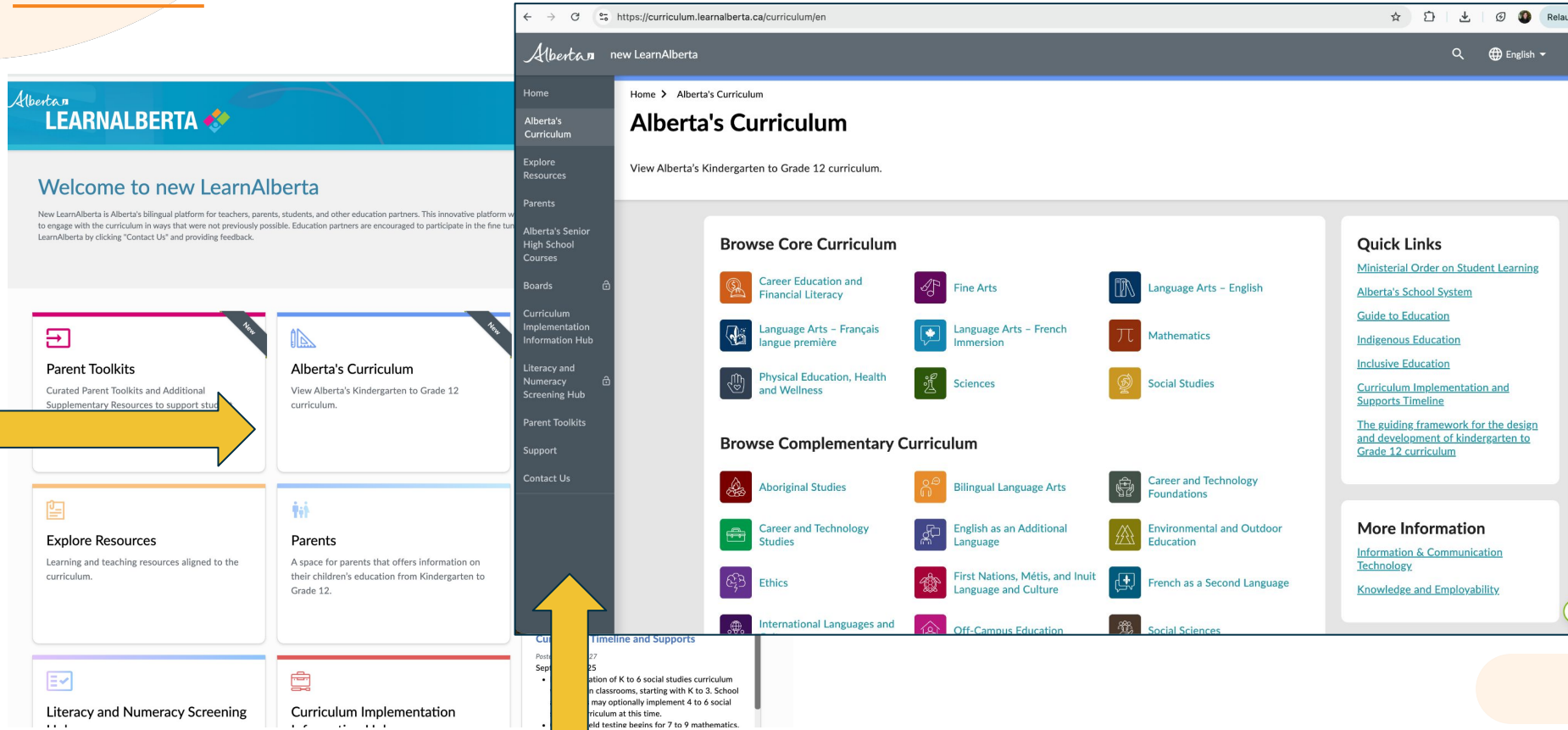


Supporting every educator
in every classroom

How to create a New LearnAlberta account

NLA Requesting Teacher Access

TIP 2 Multiple ways to Access Curriculum & Progressions



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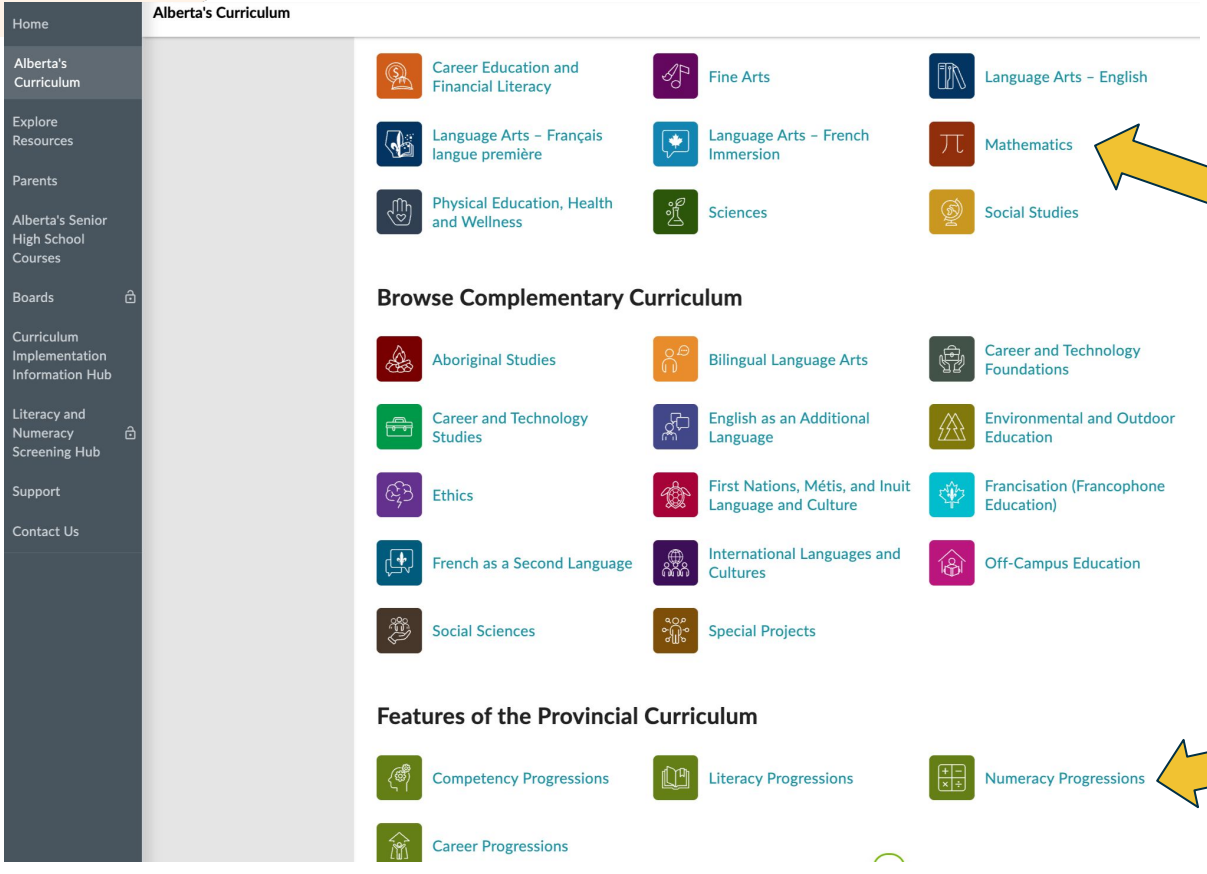


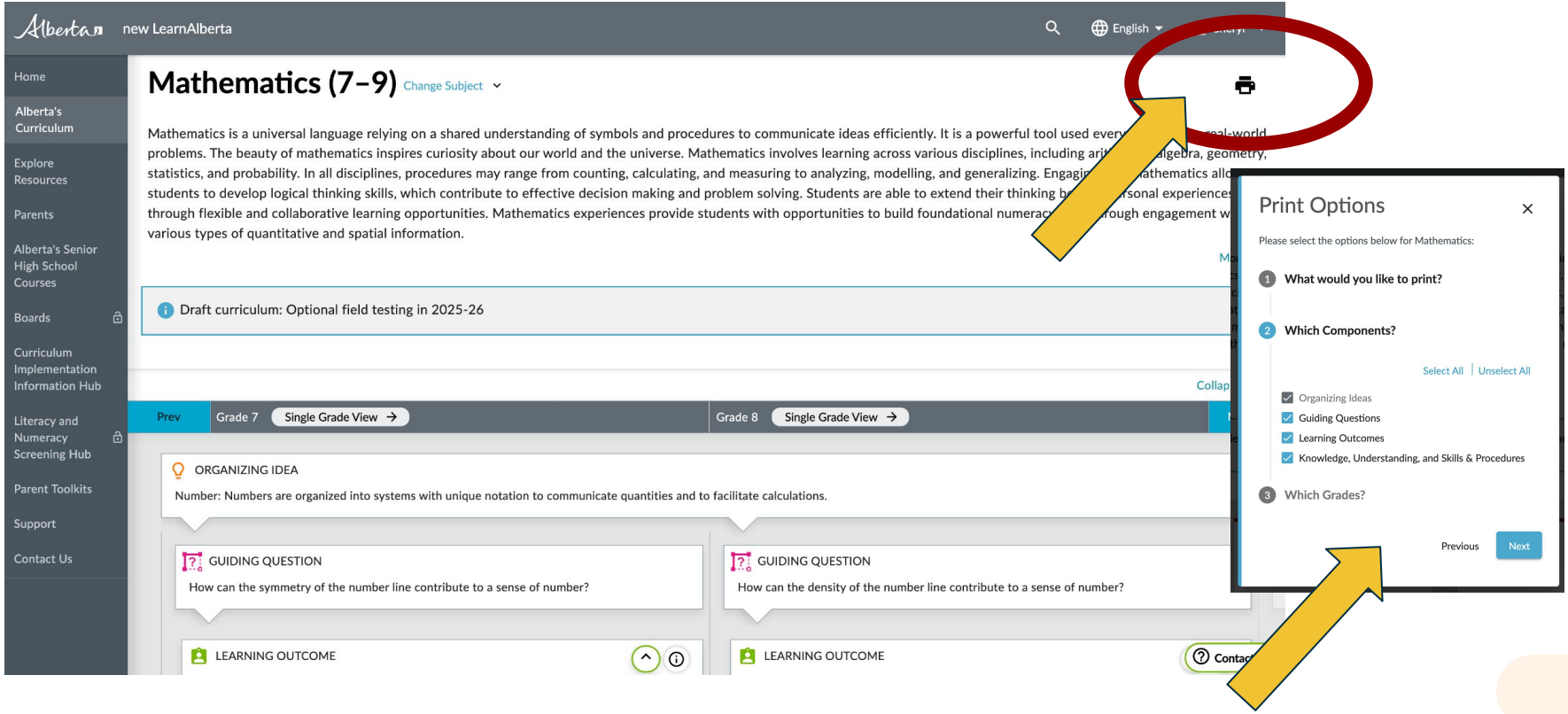
More Information

[Information & Communication Technology]

[Knowledge and Employability]

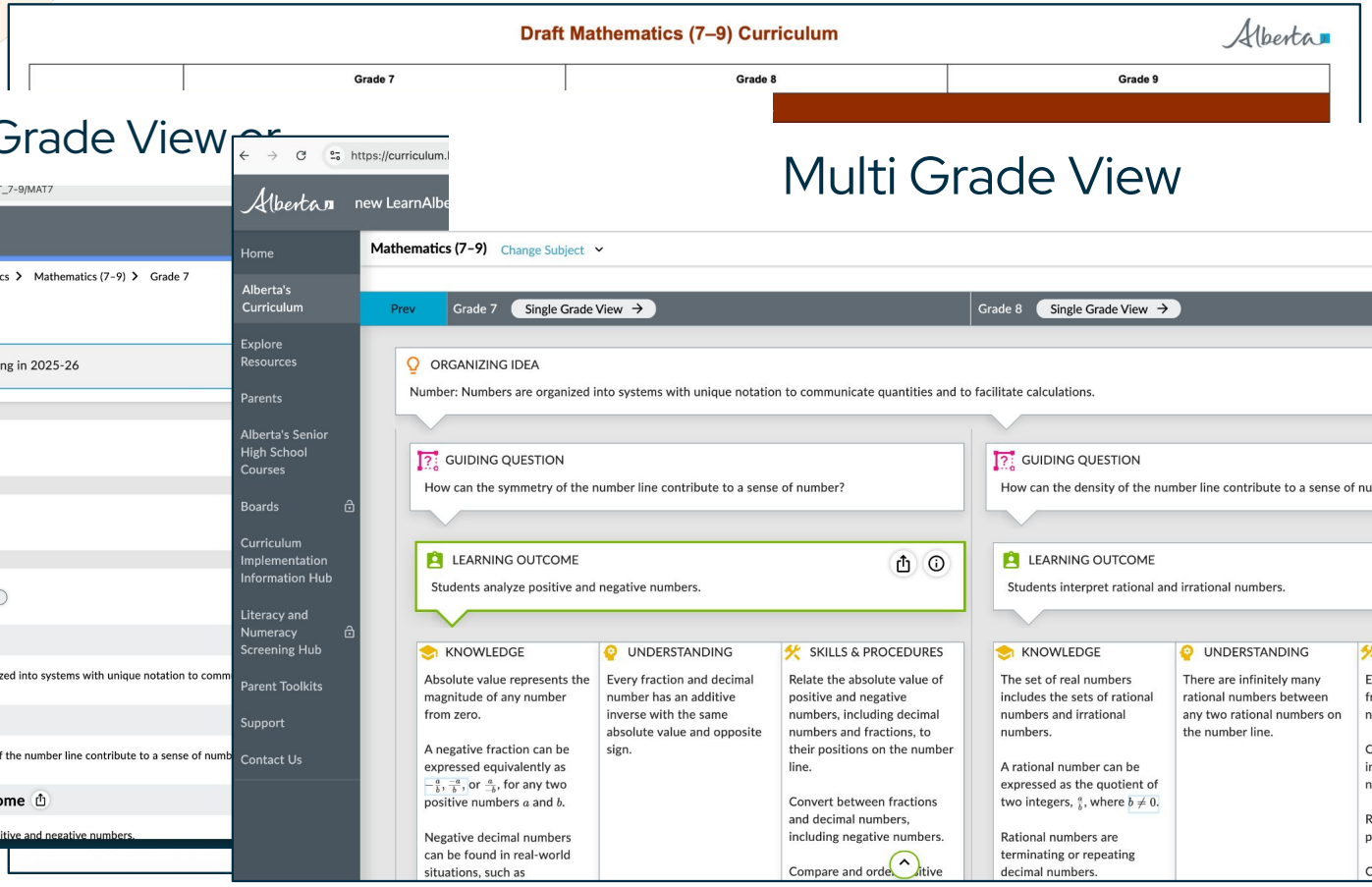
[Literacy, Numeracy, and Competencies for Grades 7 to 12]

TIP 3 If you like Paper.... Print Option



Multiple views

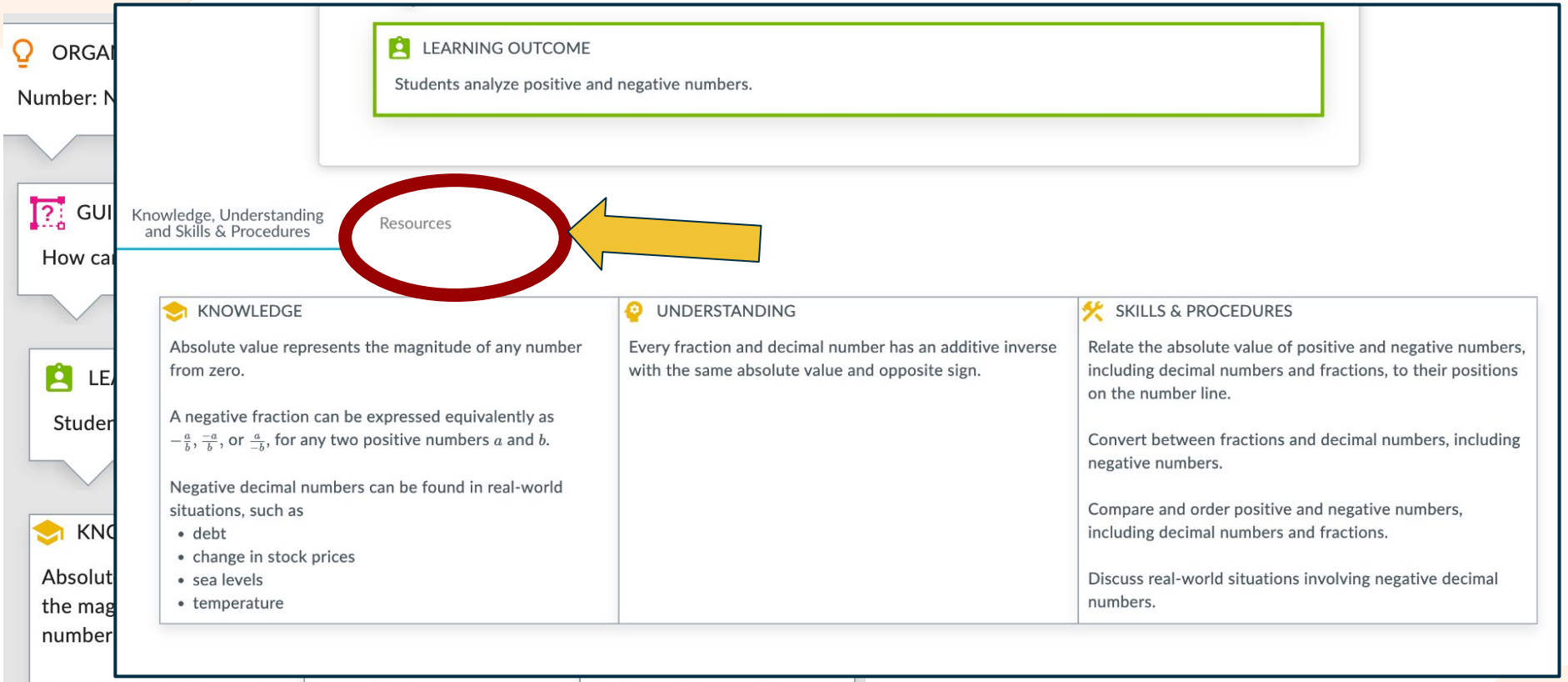
Printed or PDF



Single Grade View or

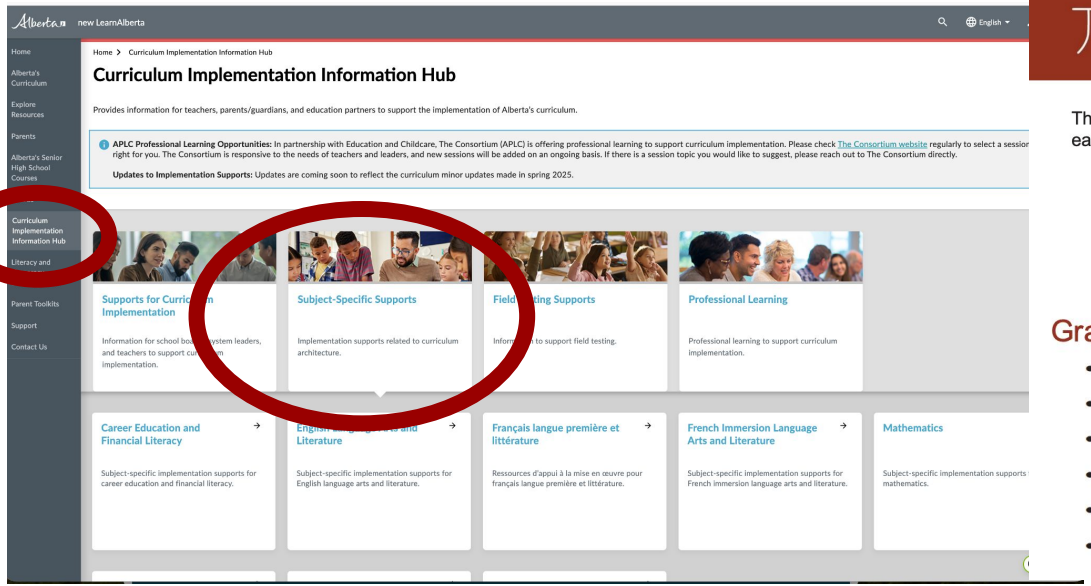
Multi Grade View

TIP 4 Flyouts. Hover then CLICK!



TIP 5 The Curriculum Implementation Hub

Subject Specific Overviews =
“Front Matter” + “Year at a Glance” for each grade level



The snapshot below provides an overview of some of the content students explore in each grade.

- The final K–6 mathematics curriculum was released in spring 2022.
- Draft 7–9 mathematics curriculum was updated following field testing in advance of optional classroom piloting in the 2026-27 school year.
- Optional classroom piloting of draft 7–9 mathematics will occur in the 2026-2027 school year, providing school boards an opportunity to pilot curriculum and provide feedback for final refinements.

Grade 7

- Add, subtract, multiply, and divide integers.
- Multiply and divide fractions.
- Solve equations with algebraic terms on both sides.
- Investigate circles and volume of prisms and cylinders.
- Interpret domain and range of functions.
- Calculate theoretical and experimental probability.

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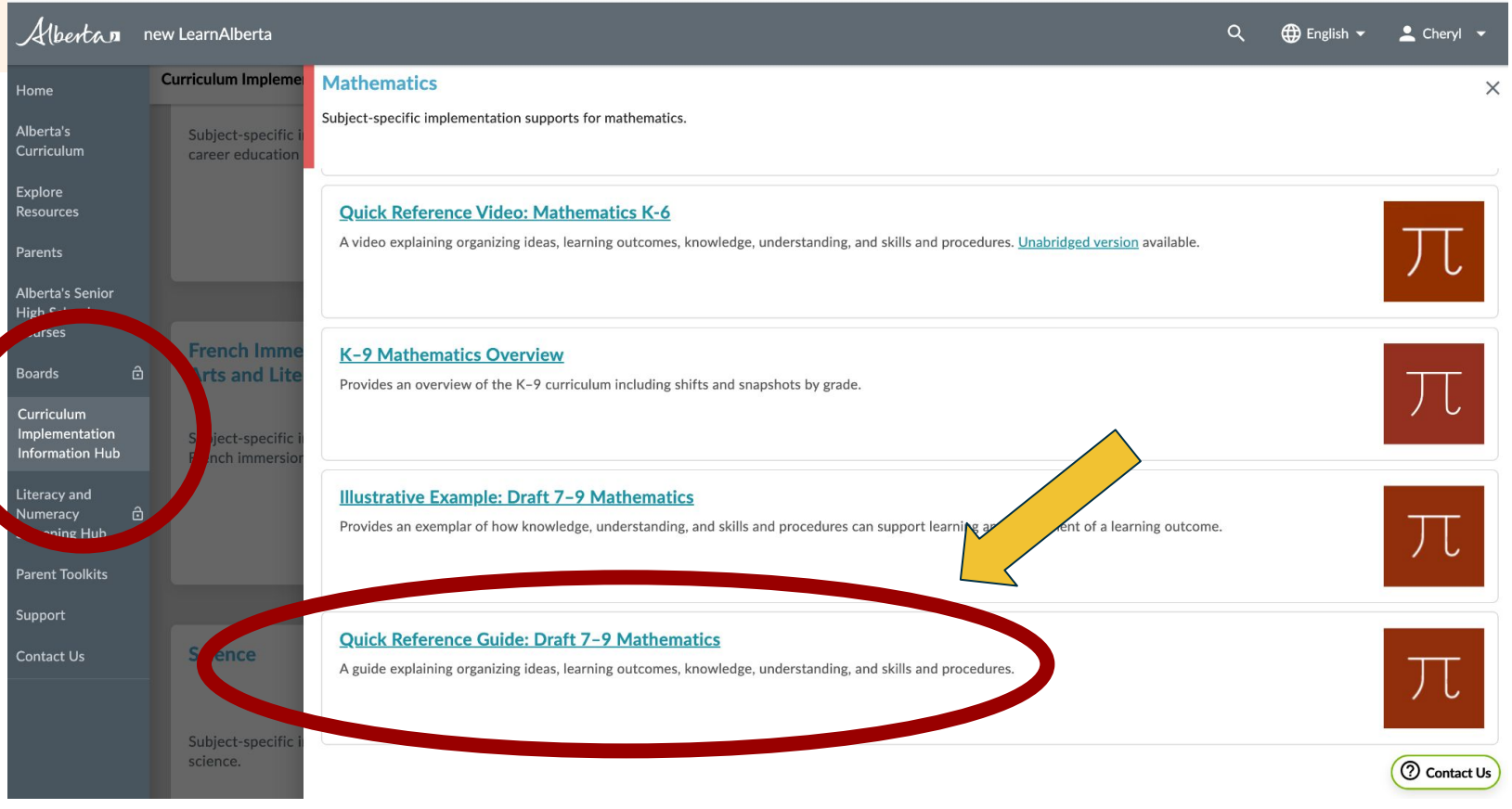
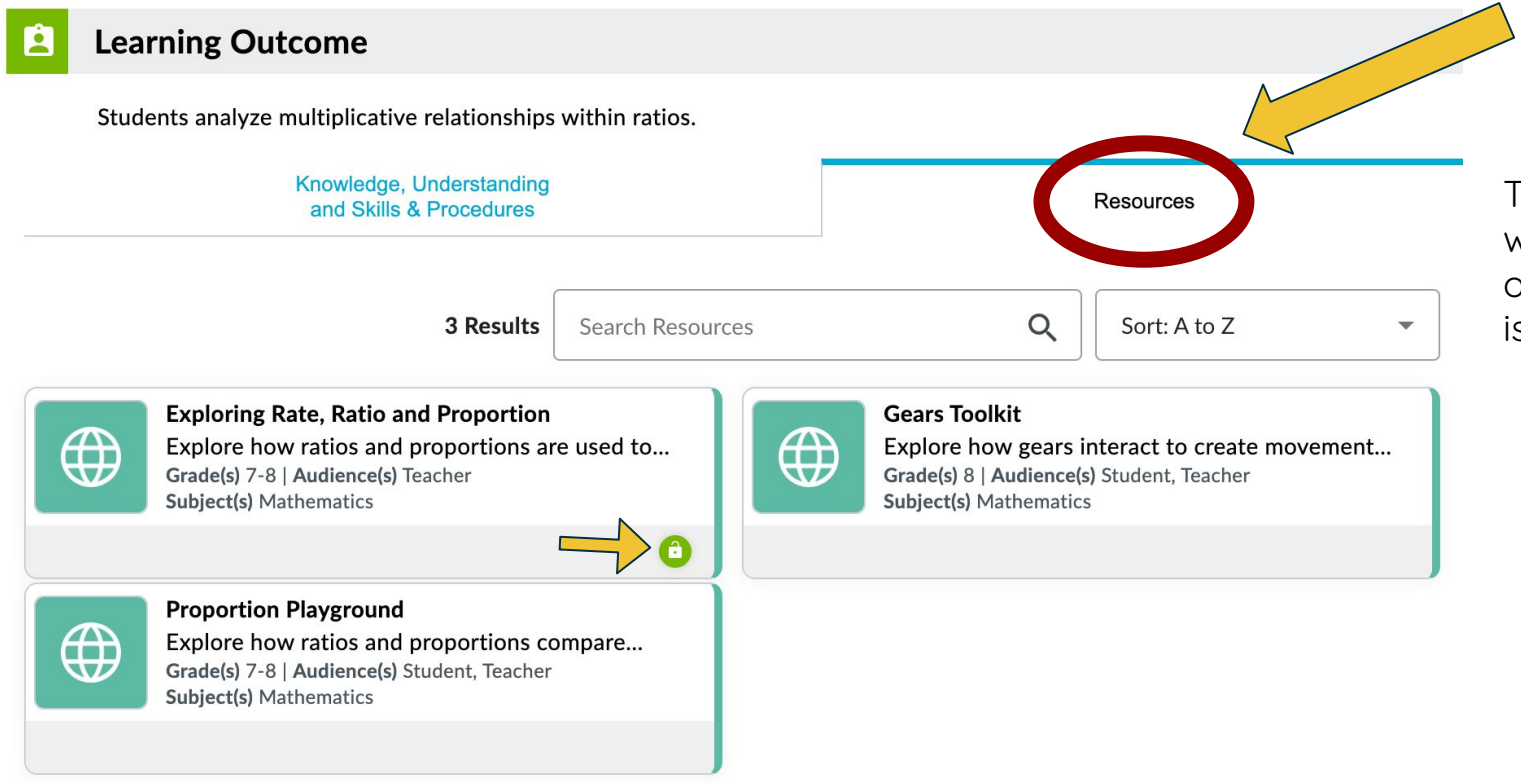
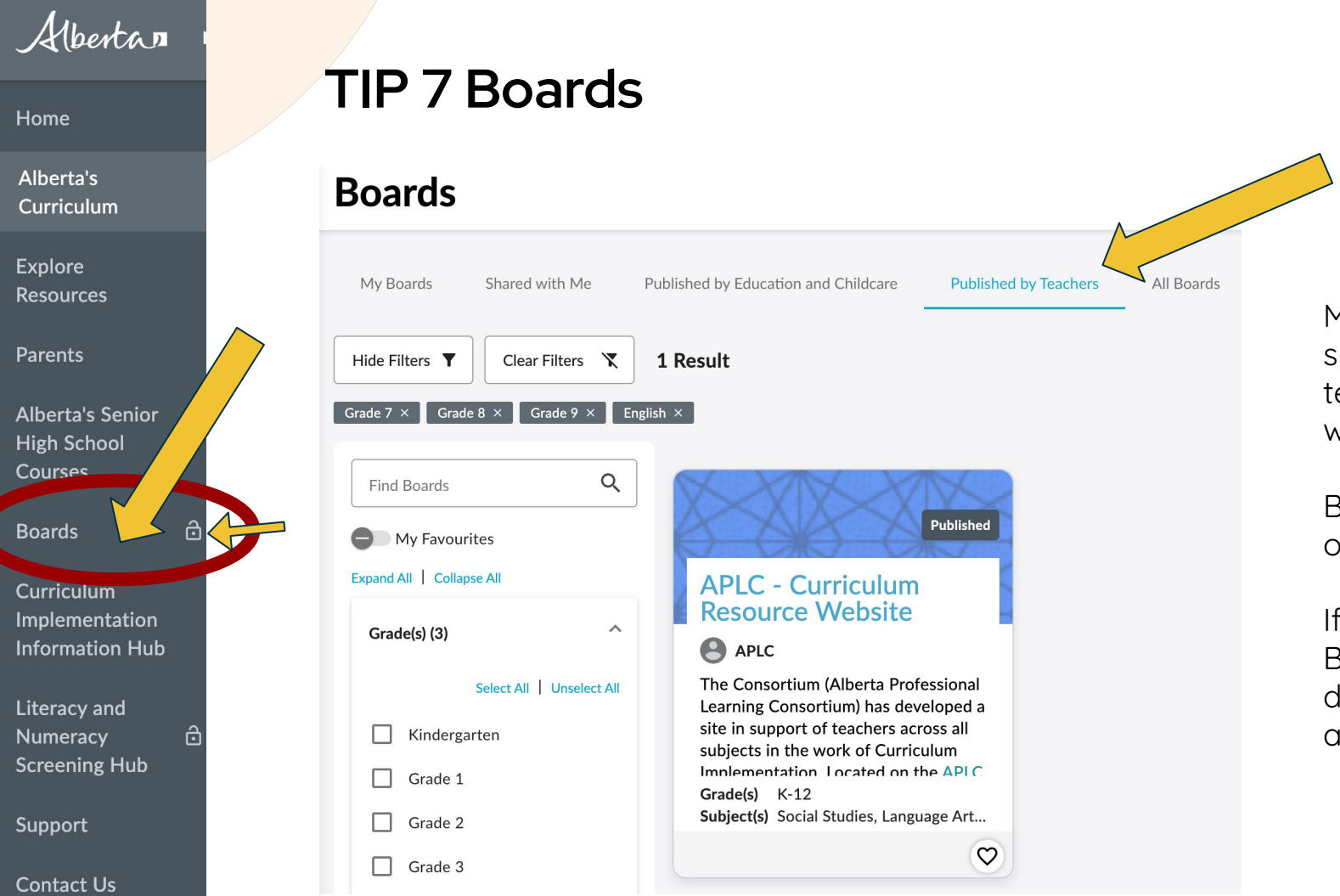


TIP 6 Resources



These are coming... watch for additions once the curriculum is no longer “draft”

TIP 7 Boards

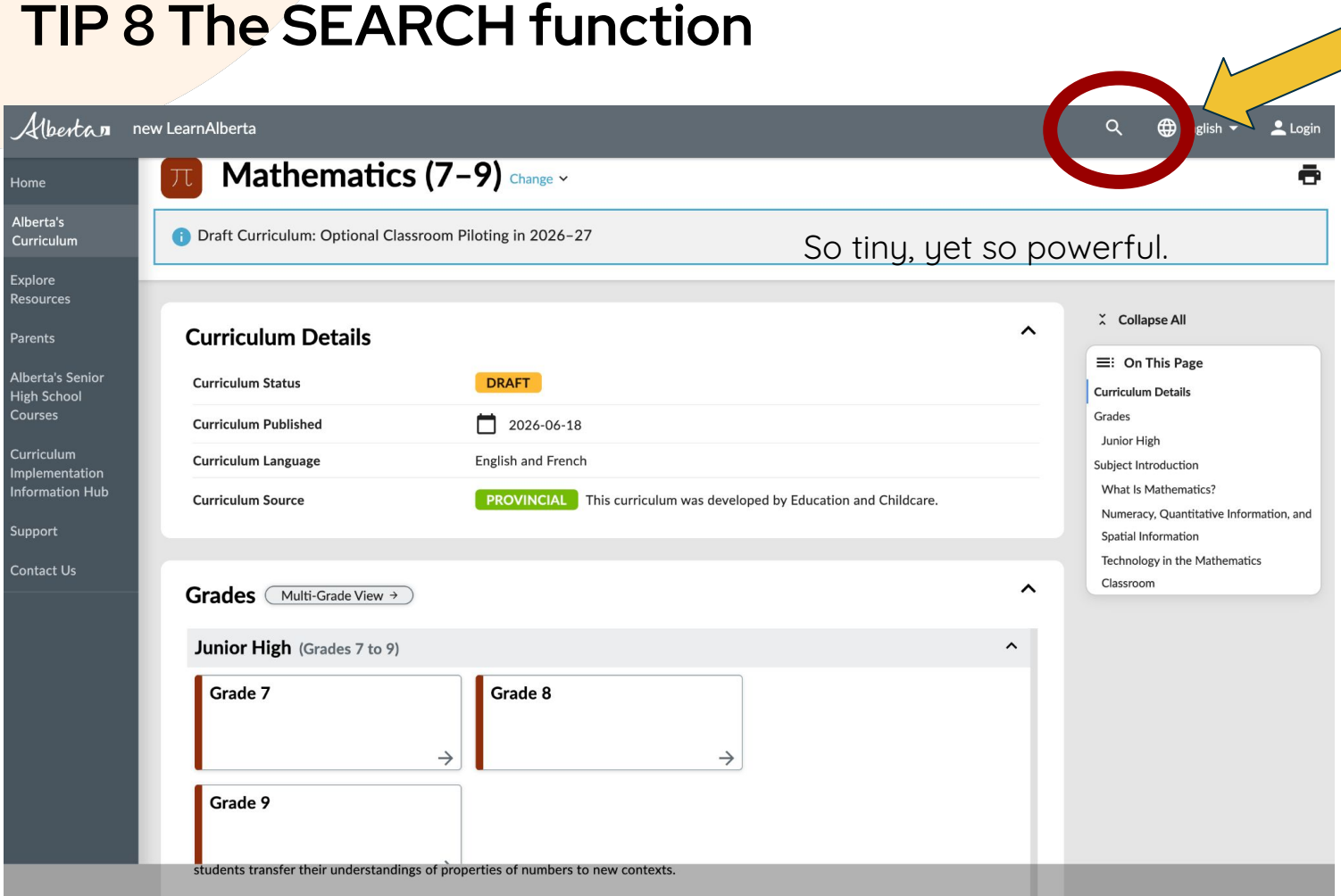


Meant to be a space where teachers can share with each other.

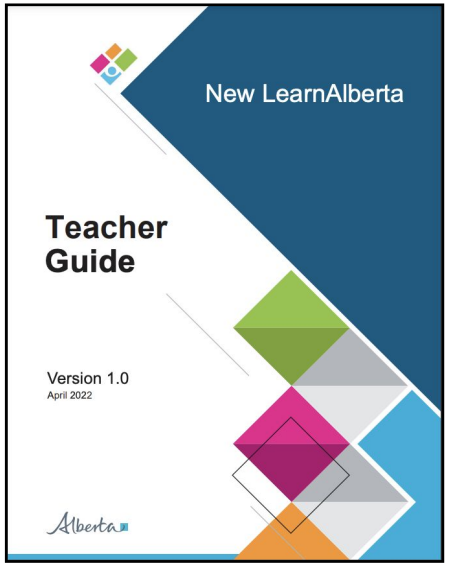
Boards will grow over time.

If you do not see Boards, then you do not have full access.

TIP 8 The SEARCH function



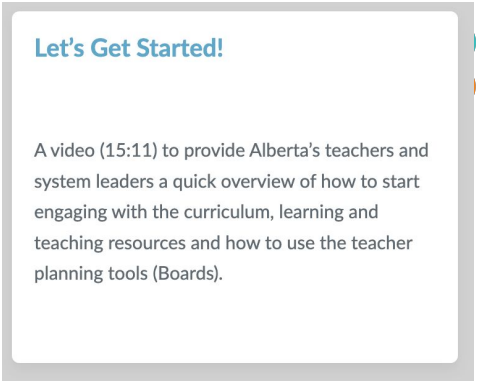
TIP 9 Select the right options for yourself to start your learning:



New LearnAlberta Teacher Guide

This step-by-step document:

- is useful for those who appreciate printed instructions
- is handy to have open in an additional window or browser
- explicitly identifies and describes the tools and functions
- provides anytime, any place support while learning



New LearnAlberta Video Overview

This 15 min video walks viewers through:

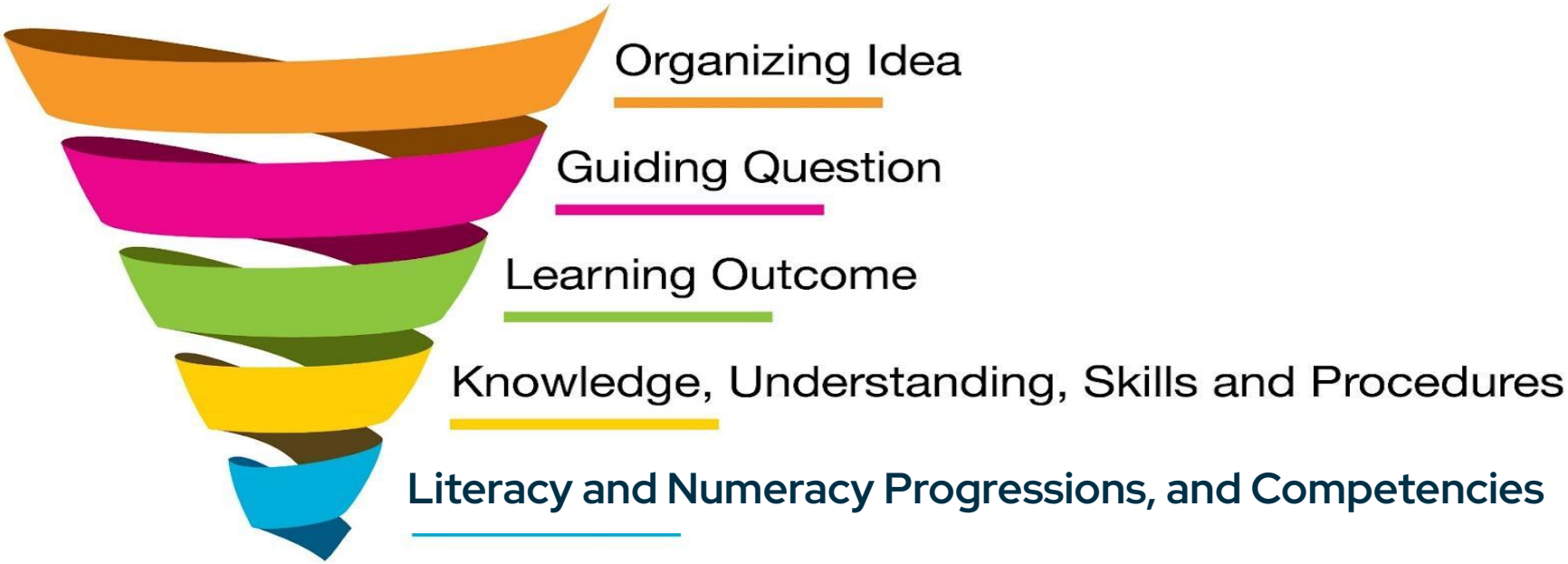
- how to access and engage with curriculum
- where to find resources
- how to use and create Boards, a teacher planning tool

Questions about the new Learn Alberta?

Architecture:
Draft Math 7, 8, 9

Architecture

Supporting every educator
in every classroom



https://curriculum.learnalberta.ca/curriculum/en/f/numk

https://curriculum.learnalberta.ca/curriculum/en/f/comk

STRANDS	ORGANIZING IDEAS
Number	Number
Patterns and Relations	Algebra
Shape and Space	Geometry
Statistics and Probability	Measurement
	Functions
	Statistics
	Probability

Organizing Ideas

Supporting every educator in every classroom

Organizing Ideas instead of Strands. Where they each start and end.

Organizing Idea	K	1	2	3	4	5	6	7	8	9
Number	■	■	■	■	■	■	■	■	■	■
Algebra				■	■	■	■	■	■	■
Geometry	■	■	■	■	■	■	■	■	■	■
Coordinate Geometry						■	■			
Measurement	■	■	■	■	■	■	■	■	■	■
Patterns	■	■	■	■	■	■	■			
Functions								■	■	■
Time	■	■	■	■	■					
Statistics		■	■	■	■	■	■	■	■	■
Probability								■	■	■

Organizing Idea	Grade: K	1	2	3	4	5	6	7	8	9
Number								5	3	2
Algebra								1	3	3
Geometry								1	2	1
Coordinate Geometry										
Measurement								2	1	1
Patterns										
Functions								1	1	1
Time										
Statistics								1	1	1
Probability								1	1	1

Numbers show how many Learning Outcomes in each of the Organizing Ideas, in grades 7, 8 & 9.

Curriculum Architecture

Organizing Idea

- statement of the learning
- spans all or most grades
- main concepts

	Grade 7			Grade 8		
Organizing Idea	Number: Numbers are organized into systems with unique notation to communicate quantities and to facilitate calculations.					
Guiding Question	How can the symmetry of the number line contribute to a sense of number?			How can the density of the number line contribute to a sense of number?		
Learning Outcome	Students analyze positive and negative numbers.			Students interpret rational and irrational numbers.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Absolute value represents the magnitude of any number from zero. A negative fraction can be expressed equivalently as $-\frac{a}{b}$, $\frac{-a}{b}$, or $\frac{-a}{-b}$, for any two positive numbers a and b. Negative decimal numbers can be found in real-world situations, such as • debt • change in stock prices • sea levels • temperature	Every fraction and decimal number has an additive inverse with the same absolute value and opposite sign.	Relate the absolute value of positive and negative numbers, including decimal numbers and fractions, to their positions on the number line. Convert between fractions and decimal numbers, including negative numbers. Compare and order positive and negative numbers, including decimal numbers and fractions. Discuss real-world situations involving negative decimal numbers.	The set of real numbers includes the sets of rational numbers and irrational numbers. A rational number can be expressed as the quotient of two integers, $\frac{a}{b}$, where $b \neq 0$. Rational numbers are terminating or repeating decimal numbers. A repeating decimal, represented with a segment over the repeating digit(s), is a decimal number that contains a digit or group of digits that repeat endlessly. The set of rational numbers includes the sets of natural numbers and integers. The conventional order of operations applies to operations on rational numbers.	There are infinitely many rational numbers between any two rational numbers on the number line.	Express rational numbers as fractions and decimal numbers. Classify natural numbers, integers, and rational numbers. Relate a rational number to its position on the number line. Compare and order rational numbers. Determine a rational number between any two given rational numbers. Investigate fractions that result in repeating decimals. Add, subtract, multiply, and divide any two rational numbers. Assess the reasonableness of a sum, difference, product, or quotient, using estimation. Evaluate numerical expressions involving rational numbers according to the order of operations. Solve problems involving rational

Curriculum Architecture

Guiding Question

- informed by the organizing idea and frames the learning outcome
- intended to spark curiosity and wonder about the LO
- identifies more specific concepts

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Curriculum Architecture

Learning Outcome

- describes what students are required to know, understand, and be able to do by the end of a grade.
- must be assessed and reported.
- discipline (subject) specific
- key concepts to be learned and assessed are identified.

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Knowledge

"Knowledge includes the facts, symbols, rules, principles, and **concepts.**"

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Understanding

"Organizes the knowledge into what students need to understand"

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Skill & Procedures

"Skills and procedures **are what students do to demonstrate their knowledge and understanding.** They are specific skills, methods, tools, strategies, and processes that students will develop as they achieve the learning outcome."

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The content in the KUSPS can be combined in different ways to create meaningful learning and assessment experiences for students.

Skill & Procedures

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Optional vs Required Content

Language Examples	Interpretation for Implementation	Example from curriculum
such as tel que	Indicates that what follows is an optional component of the learning outcome.	Probability can inform decision making in various situations, **such as** games and weather forecasts.
for example, e.g. par example p.ex.	Indicates that what follows is an optional component of the learning outcome.	A set can be defined by listing its elements symbolically in braces, e.g., A = {2, 4, 6, 8}.
including include	Indicates that what follows is a required component of the learning outcome that must be addressed.	Sets can be represented with diagrams, including Venn diagrams.
Content in parentheses	Indicates content is directed to teachers.	The radical sign, √, is the conventional notation that indicates the positive square root (principal square root) of a number

Alberta

Glossary for Student Action Verbs
Alberta's 7-9 Math Curriculum

Found in Gr. 4-6	Found in LO	Found in S&Ps	Verb	Definitions
Gr. 4, 5, 6,		7N 8N	**Add**	To combine two or more quantities/numbers to determine the sum.
Gr. 4, 5, 6	7N, 7G, 7M 8N, 8G, 8M, 8ST 9N, 9G, 9M, 9ST	8ST	**Analyze**	To examine mathematical information, relationships, patterns, representations, or strategies to identify important features, make connections, and draw conclusions.
Gr. 4, 5, 6	7N, 7A	8G 8G Knowledge 7A Knowledge 9N Knowledge 9A Knowledge	**Apply**	To use appropriate mathematical knowledge, understanding, and skills to solve problems or complete tasks.
		8N	**Approximate**	To come close to, or be similar to, something in quality, nature, or quantity.
Gr. 4, 5, 6		7N 8N	**Assess**	To examine mathematical work to determine how accurate, effective, or reasonable it is using evidence and clear criteria.

Extended Glossary for Student Action Verbs
Alberta's 7-9 Math Curriculum

Grade	Verb	Definition General	Curriculum Statement Learning Outcome	Curriculum Statement Skills and Procedures	Definition specific to statement	Example
7N,	Compa					

Grade	Verb	Definition General	Curriculum Statement Learning Outcome	Curriculum Statement Skills and Procedures	Definition specific to statement	Example
7N	Compare			Compare products of fractions in various equivalent forms, including simplest form.	Examine products of fractions written in different forms and determine how they compare.	1/2 x 4/12 3/6 x 1/3
7N	Compare			Compare two ratios that have common first or second terms		
7PR	Compare			Compare the experimental probability to the theoretical probability for a given event.	Examine or look at the two probabilities of a given event and describe how they are alike or different.	
7ST	Compare			Compare statistics from two different samples of the same population		
7ST	Justify	To explain why a mathematical solution, strategy, statement, decision, or conclusion is valid or appropriate using mathematical evidence and reasoning.		Justify the use of data from a sample or a census in various situations	Explain why using a sample or a census is appropriate for a particular situation, using mathematical evidence and reasoning.	A company wants to determine the favourite flavour of ice cream among 10 000 customers. Should it use a sample or a census? **Justify your choice.**

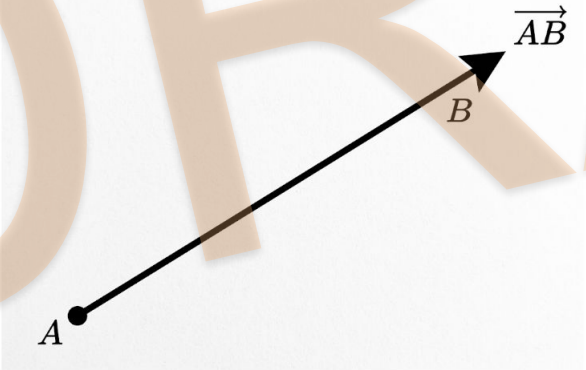
Draft Grades 7–9 Vocabulary Project

Supporting every educator in every classroom

OI: Geometry — Math 7

Ray

A line portion extending infinitely in one direction from a given point.



The Consortium
Alberta Professional Learning Consortium

Acknowledgement: This guide was developed by The Consortium (Alberta Professional Learning Consortium) to support implementation. It is freely provided in support of improved teaching and learning under the following Creative Commons license: CC BY-NC-SA 4.0

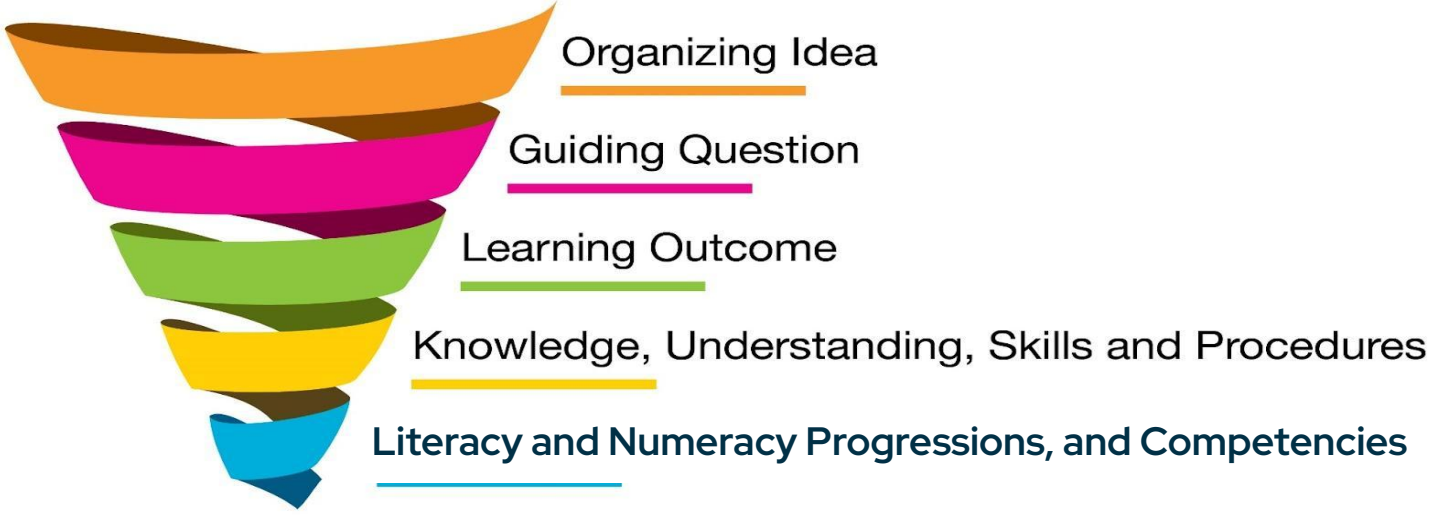
OI: Geometry — Math 7

Ray

A line portion extending infinitely in one direction from a given point.

Example:
Light: A beam of light starting at a flashlight bulb and traveling infinitely in one direction.

Questions About The Architecture?



The Big Picture:
What are the Changes related to **Math 7, 8, 9?**

Big Picture – What are the Changes?

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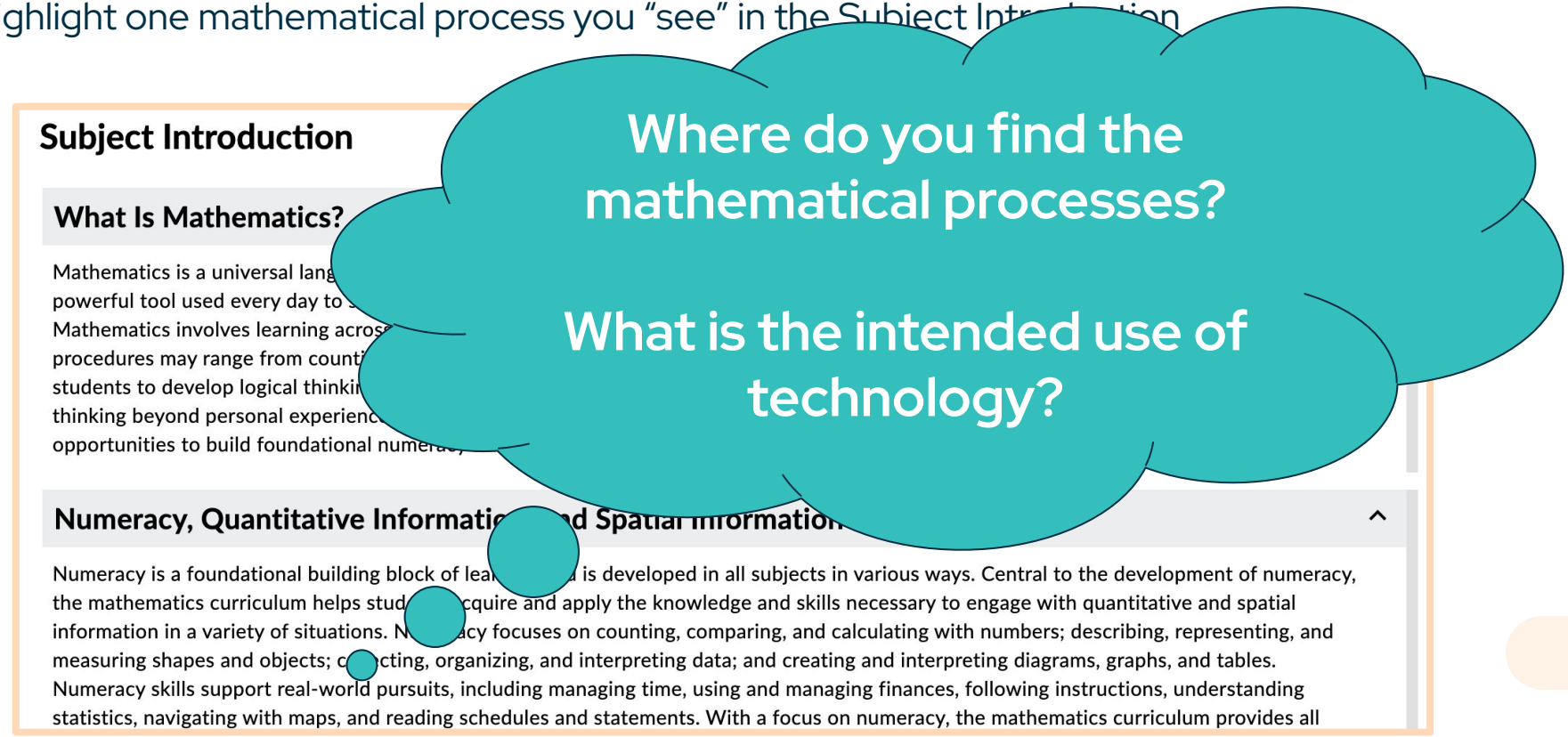
Highlight one mathematical process you "see" in the Subject Introduction



Big Picture – What are the Changes?

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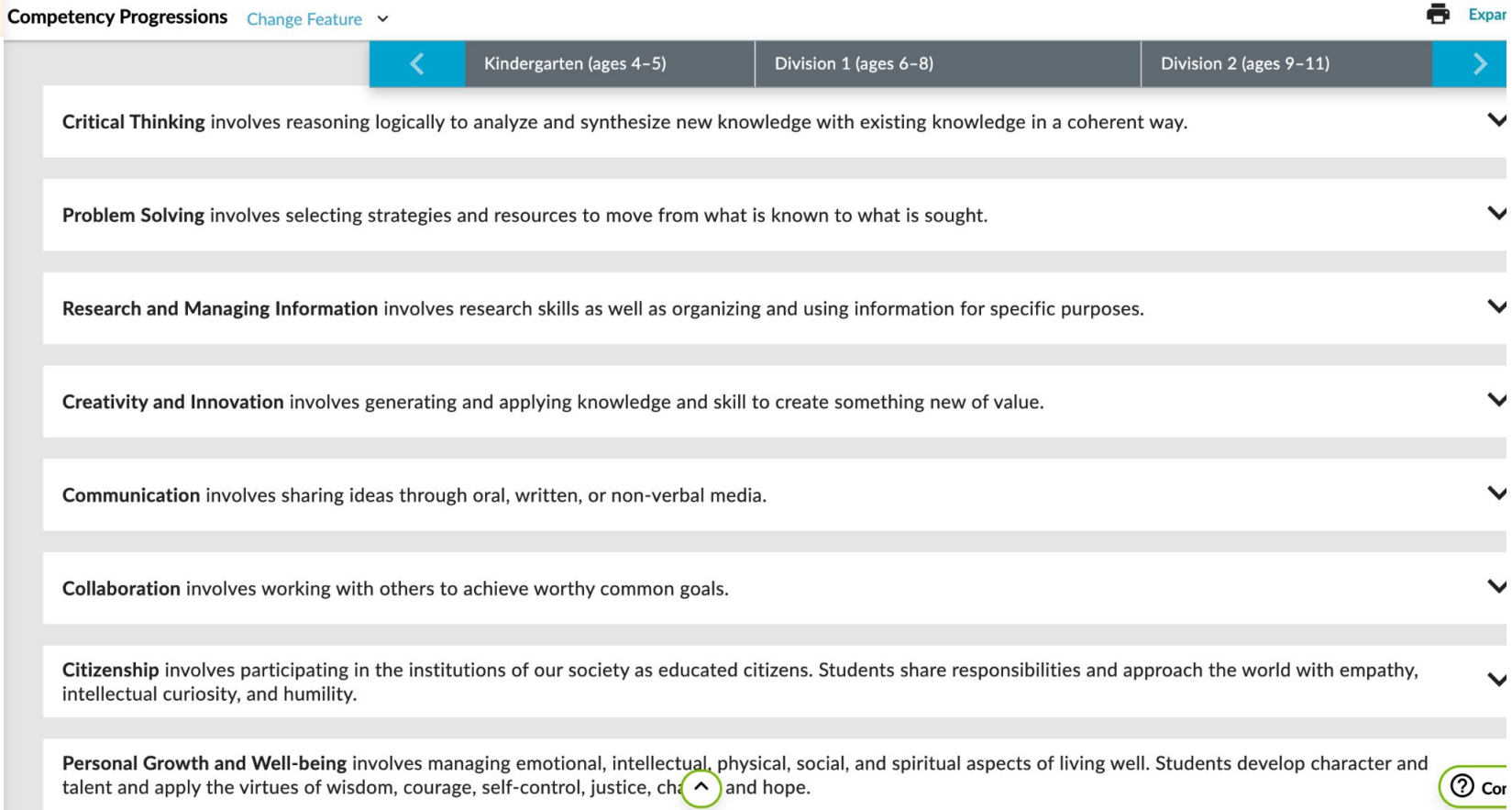

Big Picture – Scope and Sequence (next session)

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What do grades 4, 5 & 6 look like? How do grades 7, 8, & 9 flow and connect?

Numbered Outcomes Document (Pilot 7-9)

See Scope and Sequence handout (k-6)

Link to Scope and Seq slides (Gr 6-9) - draft in progress

Alberta Mathematics 6-9 Scope and Sequence

Number

Grade	6	7	8	9
Learning Outcome	**6N1 Students Investigate magnitude with positive and negative numbers**	**7N1 Students analyze positive and negative numbers**	**8N1 Students interpret rational and irrational numbers**	**9N1 Students analyze sets of real numbers**
Number	**6N1.1** Integers additive inverses of whole numbers	**7N1.1** Additive Inverse of fractions and decimals with the same absolute value and opposite sign Absolute Value of positive and negative numbers including decimal numbers and fractions to their position on the number line Convert between fraction and decimals, including negative numbers Compare and Order positive and negative numbers, fractions and decimals,	**8N1.1** Rational Numbers Express rational numbers as fractions and decimal numbers. Classify Natural, Integers and Rational numbers Repeating decimals. Add, subtract, multiply and divide, any two rational numbers Solve Problems involving rational numbers in real-world situation	**9N1** Organization of numbers into sets and subsets. Describe a set of numbers as finite or infinite Justify whether a set of numbers is a subset or another Identify the subsets to which a real number belongs

The Consortium

Big Picture – What are the Changes?

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GRADE 7

[C] Communication	**[PS]** Problem Solving
[CN] Connections	**[R]** Reasoning
[ME] Mental Mathematics and Estimation	**[T]** Technology
	[V] Visualization

NUMBER

General Outcome
Develop number sense.

Specific Outcomes

1. Determine and explain why a number is divisible by 2, 3, 4, 5, 6, 8, 9 or 10, and why a number cannot be divided by 0.
   [C, R]

2. Demonstrate an understanding of the addition, subtraction, multiplication and division of decimals to solve problems (for more than 1-digit divisors or 2-digit multipliers, the use of technology is expected).
   [ME, PS, T]
   [ICT: P2–3.4]

   Note:
   Through this outcome, students have the opportunity to maintain and refine previously learned operations with whole numbers:

   Grade 4, Number SO 3 – Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3- and 4-digit numerals) by:

   - *using personal strategies for adding and subtracting*
   - *estimating sums and differences*
   - *solving problems involving addition and subtraction.*

   [C, CN, ME, PS, R]

   Grade 5, Number SO 5 – Demonstrate, with and without concrete materials, an understanding of multiplication (2-digit by 2-digit) to solve problems.
   [C, CN, PS, V]

   Grade 5, Number SO 6 – Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit), and interpret remainders to solve problems.
   [C, CN, ME, PS, R, V]

3. Solve problems involving percents from 1% to 100%.
   [C, CN, PS, R, T]
   [ICT: P2–3.4]

Draft Mathematics (7–9) Curriculum

Alberta

	Grade 7		
Organizing Idea	Number: Numbers are organized into systems with unique notation to communicate quantities and to facilitate calculations.		
Guiding Question	How can multiplication and division be generalized?		
Learning Outcome	Students interpret multiplication and division of positive fractions and of positive decimal numbers.		
	Knowledge	Understanding	Skills & Procedures
	The product of two fractions is the fraction resulting from multiplication of the numerators and multiplication of the denominators, i.e., $\frac{a}{b} \times \frac{c}{d} = \frac{ac}{bd}$ and can be applied to real-world situations such as adjusting recipes. Multiplication of two fractions can be represented by a model, e.g., an area model. The product of two proper fractions is less than its factors. A proper fraction is a fraction in which the numerator is less than the denominator. The product of two fractions is equivalent to the product of any equivalent forms of those fractions.	The product of two fractions can be interpreted as part of a part.	Model multiplication of fractions. Relate the product of a fraction by a fraction to part of a part. Multiply two fractions. Compare products of fractions in various equivalent forms, including simplest form. Solve problems involving multiplication of two fractions.
	Division by a fraction is equivalent to multiplication by its reciprocal, i.e., $\frac{a}{b} \div \frac{c}{d} = \frac{a}{b} \times \frac{d}{c} = \frac{ad}{bc}$ and $a \div \frac{b}{c} = a \times \frac{c}{b} = \frac{ac}{b}$ and can be applied to real-world situations such as sharing food and cutting materials. A reciprocal is the multiplicative inverse of a fraction. The product of a fraction and its reciprocal is 1. The quotient of a number and a proper fraction is greater than the number. Division of two fractions can be facilitated by representing the fractions with common denominators. The quotient of two fractions with common denominators is the quotient of the two numerators, i.e., $\frac{a}{b} \div \frac{c}{b} = \frac{a}{c}$	The quotient of any quantity and a fraction can be interpreted as the number of fraction-sized groups that compose the quantity.	Relate a number to its reciprocal. Prove that multiplication of a fraction and its reciprocal is 1. Divide a natural number by a fraction and vice versa. Divide a fraction by a fraction. Investigate the composition of a quantity by fraction-sized groups. Solve problems involving division of two fractions.

GRADE 7

[C]	Communication	**[PS]**	Problem Solving
[CN]	Connections	**[R]**	Reasoning
[ME]	Mental Mathematics and Estimation	**[T]**	Technology
		[V]	Visualization

Current 2007 Curriculum

NUMBER

General Outcome
Develop number sense.

Specific Outcomes

1. Determine and explain why a number is divisible by 2, 3, 4, 5, 6, 8, 9 or 10, and why a number cannot be divided by 0.
   [C, R]

2. Demonstrate an understanding of the addition, subtraction, multiplication and division of decimals to solve problems (for more than 1-digit divisors or 2-digit multipliers, the use of technology is expected).
   [ME, PS, T]
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   [C, CN, ME, PS, R]

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Big Picture – What are the Changes?

Supporting every educator in every classroom

GRADE 7

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Alberta

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Big Picture - What are the Changes?

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in every classroom

Legacy vs New Content - What has remained the same?

This document is designed to support participants as they explore, examine, and unpack the new Pilot(Draft) Mathematics 7–9 Curriculum, considering its relationship to the 2007 curriculum.

Participant will be tasked to work in teams through one organizing idea, identifying Legacy Curriculum and New Curriculum.

Legacy Curriculum: curriculum that remains unchanged in its existing grade.

New Curriculum: curriculum completely new to the grade (identification of grade and strand it came from).

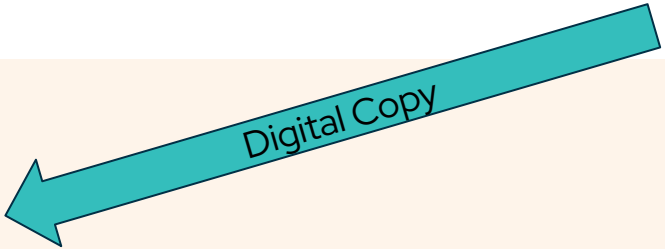
Big Picture - What are the Changes?

Supporting every educator in every classroom

Legacy vs New Content - What has remained the same?

Groups will:

- Review the new curriculum.
- Find the related "old" curriculum
- Determine whether the Pilot (DRAFT) is Legacy Curriculum or New and highlight it accordingly.
- For each Organizing Idea, you will also keep a record of new **vocabulary.**
- Each team will report on their findings.



Breakout Rooms

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Collaborative Documents

Breakout room 1 - Number - Lead Candace Ketsa
Breakout room 2 - Algebra - Gilbert Morris
Breakout Room 3 - Measurement and Geometry - Julia Drefs
Breakout Room 4 - Statistics and Probability - Betty Morris
Breakout Room 5 - Functions - Chris Zarski

Questions About The Curriculum Comparison?

In each breakout room:

- Do a quick introduction.
- Who gets to type? Who gets to report to the group upon return?
- Divide and conquer! All three grades are hopefully present! Select the grade you are teaching and review the new outcomes, vocabulary, verbs in your Pilot Curriculum
    - What is the same (Legacy) - highlight green
    - What is different (New) - highlight yellow
    - Are there any new vocabulary words that are new to the grade? New to you? (enter in left column)
    - What questions do you have about the content? Pedagogy? Manipulatives?
    - What else came to mind?

Curriculum Comparison Collaborative Document

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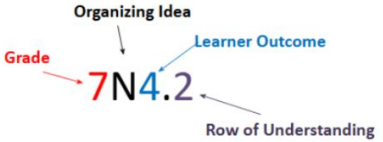
Grade 7 Curriculum Comparison Participant Working Copy



Legacy

N = Number **F= Functions** **M = Measurement** **Geometry = G** **Statistics**
Probability = PR **Algebra = A**

Outcomes from 2007 Curriculum	**Understandings** from April Draft (New Understandings)	Draft Outcomes, Knowledge, Skills and Procedures	
Number Notes and New Vocabulary	**NUMBER**		
	UNDERSTANDING Every fraction and decimal number has an additive inverse with the same absolute value and opposite sign.	**LEARNING OUTCOME** **7N1**Students analyze positive and negative numbers. **KNOWLEDGE** Absolute value represents the magnitude of any number from zero. A negative fraction can be expressed equivalently as $-\frac{a}{b}$, $\frac{-a}{b}$ or $\frac{a}{-b}$ for any two positive numbers *a* and *b*. Negative decimal numbers can be found in real-world situations, such as • debt • change in stock prices • sea levels • Temperature	**SKILLS & PROCEDURES** Relate the absolute value of positive and negative numbers, including decimal numbers and fractions, to their positions on the number line. Convert between fractions and decimal numbers, including negative numbers. Compare and order positive and negative numbers, including decimal numbers and fractions. Discuss real-world situations involving negative decimal numbers.
	UNDERSTANDINGS Addition and subtraction of integers can be represented as numerical expressions.	**LEARNING OUTCOME** 7N2.1 Students apply operations to positive and negative numbers. **KNOWLEDGE**	**SKILLS & PROCEDURES** Distinguish the meaning of the symbol, −, represented in a numerical expression. Add and subtract any two integers.

Additional questions?

Additional questions?

The Consortium

Alberta Professional Learning Consortium

APLC Post Session Survey

Thank you for attending this session. To help us enhance the delivery of future sessions, we ask that you complete this short survey. **Your feedback is important and appreciated!**

Note: Your survey will be submitted anonymously.

Survey: https://aplc.ca/survey/?id=15805

Part 2 of this session

10:30 - 11:45 am

- Time to continue the curriculum comparison
- How might you organize your year (an opportunity to collaborate)
- Considerations for Grade 8 and 9 students who have not had the new 7 or 8.
- and to look at how you might organize your year plan

Additional Sessions Today

10:30 - 11:45

Math 7-9 From Curriculum to Designing Classroom Practice

Zoom link:

https://us06web.zoom.us/j/87951761595?pwd=LJn4KeuG03L5j1kZMkapfuNgyazetU.1

1:00 - 2:15

Career Foundations:

https://us06web.zoom.us/j/84228838442?pwd=BCaWOtTxYdDLb2qheb7HK0HSysebf6.1

Going Beyond Multicultural Potlucks: Culturally Responsive Practices to Support Changing School Populations

https://us06web.zoom.us/j/84018248590?pwd=1Vh3zHxMFfoEksWfX2bbpZelVrZMcb.1

APLC site with all sessions this week: https://edmonton.aplc.ca/programs/details/?id=15805

Thank you

Facilitated by:

Betty Morris Betty.Morris@aplc.ca (Edmonton Office)
Chris Zarski Chris.Zarski@aplc.ca (Central AB Office)
Wanda Dechant Wanda.Dechant@aplc.ca (Calgary Office)

Please visit our website for more information.

aplc.ca

Unpacking the New Grades 7–9 Mathematics Curriculum: Part 2

- Time to continue the curriculum comparison
- How might you organize your year (an opportunity to collaborate)
- Considerations for Grade 8 and 9 students who have not had the new 7 or 8.

As you compared your documents your room may have made a list or discussed the verbs in Skills and Procedures.

How do the verbs inform your planning?

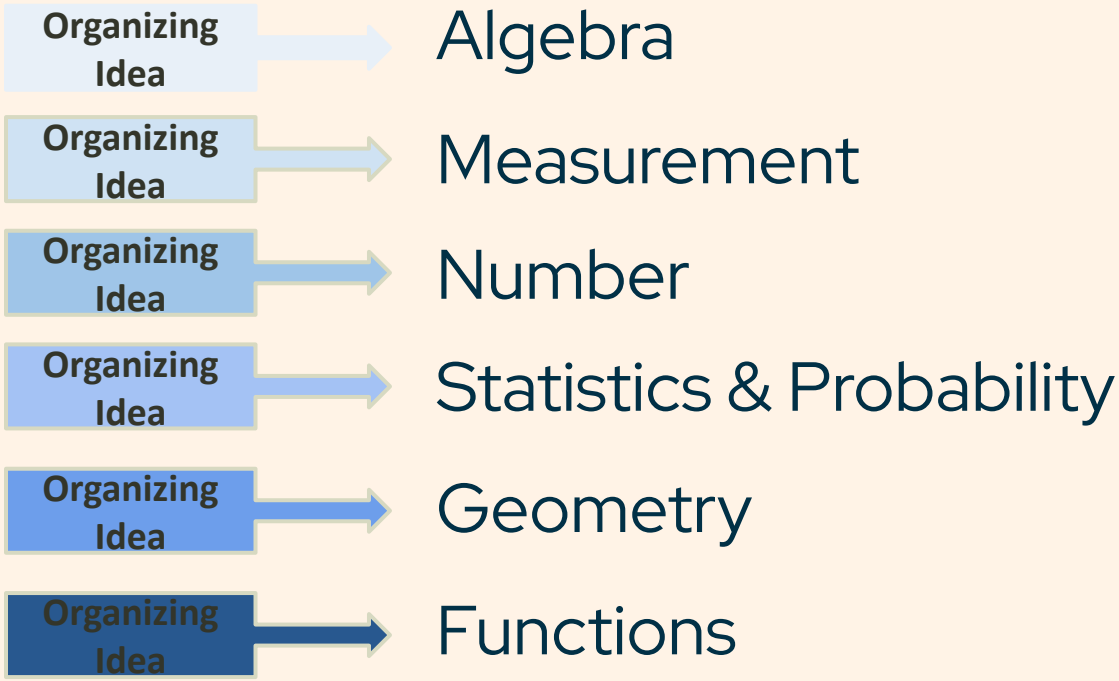
Do they impact pedagogy?

How might they impact the assessment approached you use?

Junior High Verbs by Organizing Idea

Organizing Idea	Grade 7	Grade 8	Grade 9
Number	Relate, Convert, Compare and Order, Discuss, Distinguish, Add and Subtract, Assess, Solve, Multiply and Divide. Investigate. Create, Identify, Express, Recall, Model, Prove, Evaluate, Generate and Determine	Express, Classify, Relate, Compare and Order, Determine, Investigate, Add, Subtract, Multiply and Divide, Assess, Evaluate, Solve, Distinguish, Approximate, Justify, Describe, Generate	Represent, Describe, Justify, Identify, Investigate, Simplify, Express, Convert, Discuss
Algebra	Simplify, Solve, Verify	Express, Justify, Classify, Relate, Name, Determine, Add and Subtract, Solve, Identify, Model, Verify, Represent	Multiply, Expand, Simplify, Factor, Justify, Determine, Solve, Relate, Represent,
Geometry	Differentiate, Model, Identify, Represent, Investigate, Verify, Solve	Determine, Solve, Dilate, Verify, Justify, Prove, Illustrate	Model, Justify, Verify, Represent, Determine, Write, Solve,
Measurement	Create, Investigate, Determine, Derive, Calculate, Solve, Relate, Differentiate, Model	Identify, Calculate, Solve Predict, Relate, Differentiate, Justify, Recognize, Create, Model	Visualize, Model, Compare, Describe, Calculate, Solve, Investigate
Functions	Distinguish, Describe, Graph, Determine	Calculate, Compare, Investigate, Prove, Distinguish, Propose, Graph, Solve, Express,	Express, Interpret, Relate, Evaluate, Generate, Predict, Solve,
Statistics	Identify, Justify, Describe, Explain, Determine, Compare, Draw conclusions	Describe, Explain, Represent, Compare, Justify, Represent, Analyze	Determine, Identify, Examine, Justify, Represent, Interpret, Compare
Probability	Describe, Explain, Express, Draw conclusions, Predict, Collect, Simulate, Determine, Compare, Relate	Determine	Calculate, Determine, Model, Identify

Let's Collaborate – how might you organize your course?



How might you organize your year of instruction?

In your breakout rooms

- Share the order that you might consider covering the Organizing Idea/Skill and Procedures in. There is no one correct answer.
- Challenge each other - conceptual progression
- As a grade team, what are some of your questions, concerns.

Be ready to share the highlights of your discussion with the main group.

Donald Duck in Mathmagic Land

Additional questions?

Thank you

Facilitated by:
Betty Morris Betty.Morris@aplc.ca (Edmonton Office)
Chris Zarski Chris.Zarski@aplc.ca (Central AB Office)
Wanda Dechant Wanda.Dechant@aplc.ca (Calgary Office)

Please visit our website for more information.

aplc.ca

Session Description

Write up that is online:

Join this session to explore the architecture of the new Grade 7–9 Mathematics Curriculum in Alberta, including an introduction to New LearnAlberta. Participants will begin a guided comparison between the current and new curriculum to identify key shifts in content, emphasis, and organization.

This session is designed as an entry point for educators who are beginning to explore the new curriculum. Participants may choose to stay for an additional hour to continue their curriculum comparison work or transition to other sessions.

Please note that there is an option to stay in the session for the remainder of the morning to continue to work with facilitators on the activity. Part 1 serves as a recommended foundation for those planning to attend Part 2.