Kindergarten Curriculum Comparison for the New Alberta Curriculum

N = Number **P = Patterns** **M = Measurement** **T = Time** **G = Geometry** **F = Financial Literacy (Physical Education & Wellness)**

Outcomes from 2007 Curriculum	**Understandings** (NEW)	**Knowledge, Skills and Procedures** (NEW)	
NUMBER	**NUMBER (N)**		
Specific Outcome 1 Say the number sequence 1 to 10 by 1s, starting anywhere from 1 to 10 and from 10 to 1.	**LEARNING OUTCOME** KN1.2a. Children investigate quantity to 10. **UNDERSTANDING** A quantity is always counted using the same sequence of words (counting principle: stable order).	**LEARNING OUTCOME** KN1.2a. Children investigate quantity to 10. **KNOWLEDGE** Quantity can be determined by counting.	**LEARNING OUTCOME** KN1.2a. Children investigate quantity to 10. **SKILLS & PROCEDURES** Count within 10, forward and backward, starting at any number, according to the counting principles.
Specific Outcome 2 Subitize (recognize at a glance) and name familiar arrangements of 1 to 5 objects or dots.	**LEARNING OUTCOME** KN1.3 Children investigate quantity to 10. **UNDERSTANDING** Quantity can be determined without counting.	**LEARNING OUTCOME** KN1.3 Children investigate quantity to 10. **KNOWLEDGE** A small quantity can be recognized at a glance (subitized).	**LEARNING OUTCOME** KN1.3 Children investigate quantity to 10. **SKILLS & PROCEDURES** Subitize quantities to 5.
Specific Outcome 3 Relate a numeral, 1 to 10, to its respective quantity. **Specific Outcome 4** Represent and describe numbers 2 to 10, concretely and pictorially.	**LEARNING OUTCOME** KN1.1 Children investigate quantity to 10. **UNDERSTANDING** Quantity can be the number of objects in a set.	**LEARNING OUTCOME** KN1.1 Children investigate quantity to 10. **KNOWLEDGE** Quantity can be represented using • objects • pictures • words • numerals	**LEARNING OUTCOME** KN1.1 Children investigate quantity to 10. **SKILLS & PROCEDURES** Recognize a number of familiar objects as a quantity. Represent a quantity in different ways. Relate a numeral to a specific quantity.
	LEARNING OUTCOME KN1.2 b-e. Children investigate quantity to 10. **UNDERSTANDING** A quantity remains the same no matter the order in which the objects are counted (counting principle: order irrelevance). A quantity can be determined by counting each object in a set once and only once (counting principle: one-to-one correspondence). The last number used to count represents the quantity (counting principle: cardinality). Any quantity of like or unlike objects can be counted as a set (counting principle: abstraction).	**LEARNING OUTCOME** KN1.2 b-e. Children investigate quantity to 10. **KNOWLEDGE** Quantity can be determined by counting.	**LEARNING OUTCOME** KN1.2 b-e. Children investigate quantity to 10. **SKILLS & PROCEDURES** Count within 10, forward and backward, starting at any number, according to the counting principles.
	LEARNING OUTCOME KN2.1 Children interpret compositions of quantities within 10. **UNDERSTANDING** A quantity remains the same no matter how the objects are grouped or arranged (counting principle: conservation).	**LEARNING OUTCOME** KN2.1 Children interpret compositions of quantities within 10. **KNOWLEDGE** Quantity can be arranged in various ways.	**LEARNING OUTCOME** KN2.1 Children interpret compositions of quantities within 10. **SKILLS & PROCEDURES** Identify a quantity in various groups or arrangements. Compose quantities within 10. Recognize various ways to make 5 and 10.

Specific Outcome 5 Compare quantities 1 to 10, using one-to-one correspondence.	**LEARNING OUTCOME** KN1.4 Children investigate quantity to 10. **UNDERSTANDING** A quantity can be described relative to another quantity. A quantity can be described in relation to a purpose or need.	**LEARNING OUTCOME** KN1.4 Children investigate quantity to 10. **KNOWLEDGE** Comparisons of quantity can be described by using words such as • more • less • same • enough • not enough	**LEARNING OUTCOME** KN1.4 Children investigate quantity to 10. **SKILLS & PROCEDURES** Compare the size of two sets using one-to-one correspondence. Describe quantities relative to each other using comparative language. Describe a quantity in relation to a purpose or need using comparative language. Solve problems in familiar situations by counting.
SHAPE & SPACE: MEASUREMENT	**MEASUREMENT (M)**		
Specific Outcome 1 Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight) and volume (capacity).	**LEARNING OUTCOME** KM1.1 Children explore size through direct comparison. **UNDERSTANDING** Size describes the amount of one measurable attribute of an object or a space.	**LEARNING OUTCOME** KM1.1 Children explore size through direct comparison. **KNOWLEDGE** Size can be interpreted in many ways (according to measurable attributes), such as: • the length of an object • how much flat space an object covers (area) • how much a container holds (capacity) • the heaviness of an object (weight)	**LEARNING OUTCOME** KM1.1 Children explore size through direct comparison. **SKILLS & PROCEDURES** Identify measurable attributes of familiar objects to which size may refer.
	LEARNING OUTCOME KM1.2 Children explore size through direct comparison. **UNDERSTANDING** Size may refer to only one measurable attribute at a time. The size of two objects can be compared directly. The size of an object can be described in relation to a purpose or need.	**LEARNING OUTCOME** KM1.2 Children explore size through direct comparison. **KNOWLEDGE** Comparisons of size can be described by using words such as • longer • shorter • heavier • lighter • too big • too small	**LEARNING OUTCOME** KM1.2 Children explore size through direct comparison. **SKILLS & PROCEDURES** Compare the length, area, weight, or capacity of two objects directly. Describe the size of an object in relation to another object, using comparative language. Describe the size of an object in relation to a purpose or need, using comparative language.

SHAPE & SPACE: 2-D SHAPES & 3-D OBJECTS	GEOMETRY (G)		
Specific Outcome 2 Sort 3-D objects, using a single attribute. **Specific Outcome 3** Build and describe 3-D objects. **PATTERNS & RELATIONS** **Specific Outcome 2** Sort a set of objects based on a single attribute, and explain the sorting rule.	**LEARNING OUTCOME** KG1.1 Children investigate shape. **UNDERSTANDING** Shape is structured two-dimensional or three-dimensional space.	**LEARNING OUTCOME** KG1.1 Children investigate shape. **KNOWLEDGE** A shape can be represented using objects, pictures, or words. Familiar two- and three-dimensional shapes can be found in nature, such as • circles • triangles • cubes • cylinder First Nations, Métis, and Inuit name specific shapes in relation to the natural world.	**LEARNING OUTCOME** KG1.1 Children investigate shape. **SKILLS & PROCEDURES** Relate shapes in the natural world to various two-dimensional and three-dimensional shapes. Identify familiar two- and three-dimensional shapes. Investigate three-dimensional shapes by rolling, stacking, or sliding. Describe a shape using words such as flat, curved, straight, or round.
PATTERNS & RELATIONS - PATTERNS	**PATTERNS (P)**		
Specific Outcome 1 Demonstrate an understanding of repeating patterns (two or three elements) by: • identifying • reproducing • extending • creating patterns using manipulatives, sounds and actions.	**LEARNING OUTCOME** KP1.1 Children identify and create repeating patterns. **UNDERSTANDING** A pattern is characterized by how the elements change or remain constant.	**LEARNING OUTCOME** KP1.1 Children identify and create repeating patterns. **KNOWLEDGE** Patterns exist everywhere. A pattern can involve elements such as • sounds • objects • pictures • symbols • actions Repeating patterns have one or more elements that repeat.	**LEARNING OUTCOME** KP1.1 Children identify and create repeating patterns. **SKILLS & PROCEDURES** Recognize repeating patterns encountered in daily routines and play, including songs or dances. Recognize change or constancy between elements in a repeating pattern. Predict the next elements in a repeating pattern. Create a repeating pattern with up to three repeating elements.
	TIME (T)		
	LEARNING OUTCOME KT1.1 Children interpret time as a sequence of events. **UNDERSTANDING** Time can be perceived as a sequence.	**LEARNING OUTCOME** KT1.1 Children interpret time as a sequence of events. **KNOWLEDGE** Sequence in time can be described in words, such as • first • next • today Ordinal numbers can indicate order in time.	**LEARNING OUTCOME** KT1.1 Children interpret time as a sequence of events. **SKILLS & PROCEDURES** Sequence events, limited to two events, according to time using words or ordinal numbers. Describe daily events as occurring yesterday, today, or tomorrow.

	Physical Education and Wellness: Financial LIteracy (F)		
	LEARNING OUTCOME **KF1.1 Children explore money.** **UNDERSTANDING** Money has unique features to represent its value.	**LEARNING OUTCOME** **KF1.1 Children explore money.** **KNOWLEDGE** Canadian money comes in many forms, such as: • coins • bills Canadian coins and bills come in different denominations, including • loonies • toonies • $5 • $10 Canadian coins and bills have different features, such as • colour • number • images • size	**LEARNING OUTCOME** **KF1.1 Children explore money.** **SKILLS & PROCEDURES** Explore the value of Canadian coins and bills. Identify features of Canadian coins and bills.