

Frequently Asked Questions

Supporting Curriculum Renewal

Indicators

I understand that students are expected to achieve all outcomes, and thus teachers cannot select which outcomes they will teach. Do students need to achieve all indicators to demonstrate achievement of the outcome?

Modified versus Adapted

Does the Ministry have any policies that clarify the difference between modified programming and adaptations of programs?

Outcomes

How do we honour the holistic intent of the curriculum while ensuring students have achieved individual outcomes?

Indicators

I understand that students are expected to achieve all outcomes, and thus teachers cannot select which outcomes they will teach. Do students need to achieve all indicators to demonstrate achievement of the outcome?

Because the outcomes define what a student is expected to know, understand, and be able to do at the end of each grade, all curriculum outcomes are required. In outcomes-based education, all outcomes are important. Outcomes are not adapted; rather, teachers are responsible for adapting instructional materials, methods, and/or environment in order to assist all students in achieving the outcomes.

The set of indicators is not a checklist or prioritized list of instructional activities or prescribed assessment items. The set of indicators provided for each outcome is a representative list of what teachers may observe in the classroom. Indicators are examples of ways that students might be asked to demonstrate achievement of an outcome. Indicators help to define the breadth and depth of the outcome.

When teachers are planning for instruction, they must be aware of the set of indicators to understand the breadth and depth of the outcome. Based on their resulting understanding of the outcome, teachers may add to the existing indicators to support the intent of the outcome and to be responsive to their students' interests, lives, and prior learning. Teachers determine which indicators are most relevant at a particular time (e.g., developmental stage, time of year, relevant circumstance) by analyzing the needs and interests of the student - what s/he already knows, understands, and is able to do. Indicators indicate what teachers and others could observe students knowing and being able to do in order to demonstrate that they have achieved the particular outcome.

Indicators help to identify the level and types of knowledge intended by the outcome. The link below will assist you in walking through a math outcome for grade 7: https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/mathematics7.xml?view=5.

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Modified versus Adapted

Does the Ministry have any policies that clarify the difference between modified programming and adaptations of programs?

The existing policies (see below) clearly define modified courses and the components of the adaptive dimension. The *Adaptive Dimension in Core Curriculum* describes the variables that can be adapted to support student achievement of curriculum outcomes. While *Policy, Guidelines, and Procedures for Locally Modified Courses of Study* speaks to modified programming at the Secondary Level, it is understood that some students prior to grade 10 also require modified programs if students cannot achieve the outcomes of the curriculum even after instruction, materials, and/or environment have been adapted (in order to help students achieve the grade level outcomes).

It is important to note the difference between modification and adaptation. When a school division team, in consultation with parents, changes the outcomes of a curriculum, the student has moved beyond classroom adaptations into a qualitatively different program. Conversely, when the Adaptive Dimension is at work, the curriculum outcomes are not altered or omitted.

When a student's program is modified (i.e., the outcomes are changed), the teacher should still adapt instruction, materials, and/or environment in order to help students achieve the modified outcomes. In short, the Adaptive Dimension ALWAYS applies whereas modifications refer only to qualitatively different programs.

Policy, Guidelines, and Procedures for Locally Modified Courses of Study (2007) can be found on our website <http://www.education.gov.sk.ca/adx/asp/adxGetMedia.aspx?DocID=a9e7445a-0b91-43aa-8b14-5dcb722011e5>.

The Adaptive Dimension in Core Curriculum (1992) can be found on our website

[http://www.education.gov.sk.ca/adx/asp/adxGetMedia.aspx?DocID=3890,88,Documents&MediaID=10889&Filename=The+Adaptive+Dimension+in+Core+Curriculum+\(1992\).pdf](http://www.education.gov.sk.ca/adx/asp/adxGetMedia.aspx?DocID=3890,88,Documents&MediaID=10889&Filename=The+Adaptive+Dimension+in+Core+Curriculum+(1992).pdf).

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Outcomes

How do we honour the holistic intent of the curriculum while ensuring students have achieved individual outcomes?

It is important to honour the holistic nature of the curriculum. The curricula are not written with the intent that teachers teach or assess each outcome one at a time and then move on to the next. A teacher can assess a student's knowledge (i.e., factual, conceptual, procedural, metacognitive) as expressed in each outcome a number of times in a number of ways. All of these times and ways contribute to the overall assessment of the students' ability to demonstrate they know, understand and can do what is expected of them in the outcomes.

Do the verbs in outcomes indicate what is to be assessed? For example, when an outcome in science states "Analyze how ecosystems change in response to natural and human influences, and propose actions to reduce the impact of human behaviour on a specific ecosystem" are we assessing the analysis of the change in ecosystems, or the content?

The answer is both. In the example given, the verbs (analyze, propose actions) indicate skills that are expected to be developed and assessed, and the other parts describe what should be analyzed and what the proposed actions should be about. In this instance, it is not sufficient for the students to demonstrate great analysis skills through analyzing the causes of the Second World War, nor is it enough just to list changes that occur in ecosystems. There is an expected set of skills and knowledge that have been strategically and consciously identified in the outcomes and accompanying indicators. In the past, curricula often had those skills identified separately through isolated objectives. In the renewed curricula, we have integrated skill and knowledge development.

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