

## What do parents/guardians need to know about number facts and the *Alberta Mathematics Programs of Study*?

This learning guide is designed for use by parents/guardians as a self-paced study to explore the clarifications to Alberta K-9 Mathematics Program of Studies. Parents/guardians are also encouraged to use this learning guide as a discussion starter at a School Council Meeting, Parent Information Event, or other school community event.



This learning guide is intended for use after listening to the webinar, [Clarifications to Alberta K-9 Mathematics Programs of Study](#).

The *Alberta K-9 Mathematics Programs of Study* is focused on ensuring that students can recall, understand and apply mathematical concepts such as number facts. Students are also expected to investigate a number of strategies and become proficient in at least one.

### Key ideas:

- The content of the Mathematics Programs of Study is *what* students are expected to know and be able to do. The educator determines *how* students will learn the identified outcomes.
- *Alberta K-9 Mathematics Achievement Indicators* provide teachers with examples of evidence that can be used to determine whether a student has achieved a specific outcome. Teachers may use any number of the indicators listed, or choose to use other indicators. Mastery of a mathematical concept involves both recall and understanding. For example, if a student can recall the number fact but does not understand it, he or she has not achieved mastery.
- The phrase “such as” indicates that the items that follow it are provided for illustrative purposes or clarification, and are not requirements that must be addressed to meet the learning outcome.
- Specific strategies are not prescribed. The key is for students to investigate a variety of strategies and become proficient in at least one appropriate and efficient strategy that they understand.
- Number sense is understood as including the skills of counting and memorizing, as well as the situational use of algorithms.

### Questions for reflection and discussion:

- What opportunities do you see in the K-9 Mathematics Programs of Study? Challenges?
- What could be the consequences of **not** ensuring parents fully understand the focus of the K-9 Mathematics Programs of Study? How can a dialogue among parents and educators take place? Who should be responsible for initiating that dialogue?

### For more information:

[Mathematics Kindergarten to Grade 9 Programs of Study](#) (Alberta Education)

[Alberta K-9 Mathematics Achievement Indicators](#) (Alberta Education)

[12 Step Program for Success](#) with Dr. Marian Small (ERLC)

[Elementary Mathematics Professional Learning](#) (ARPDC)

[Administrator Guide to Support Mathematics Implementation](#) (ERLC)

[Fact Sheet for Parents: Clarification of Expectations Regarding Basic Number Facts and Strategies](#) (Alberta Education)

My Child’s Learning: A Parent Resource  
[www.learnalberta.ca/content/mychildslearning/](http://www.learnalberta.ca/content/mychildslearning/)

Alberta School Council Association  
[www.albertaschoolcouncils.ca](http://www.albertaschoolcouncils.ca)

Your child’s teacher and/or principal are also a valuable source of information.

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