



Senior Years

Literacy, Academics, and Language (LAL) Literacy Courses

Progression of Infused Topics

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Technology and Social Media				
Learning Target	Create an awareness of the roles and responsibilities of technology and social media.			
Big Ideas	<ul style="list-style-type: none"> • Critical and Creative Thinking • Health and Safety • Ethics and Responsibility • ICT Literacy 			
Rationale	Infusing technology with English language learning can provide many benefits to students. Throughout the curriculum, teachers can infuse technology and social media tools to enhance student learning experiences as well as provide assistive technology for language learners. This exposes students to common technology applications they may find elsewhere at school and work, increases their engagement, and improves their access to online language translation tools and opportunities to apply basic research skills.			
Consolidation of outcomes from <i>Literacy with ICT Across the Curriculum</i> G1.1 G2.1 P2.1 G1.2 G2.2 P2.2 G1.3 G2.3 P2.3 G1.4 G2.4 G2.4 P2.4	Phase 1A	Phase 1B	Phase 2A	Phase 2B
	<ul style="list-style-type: none"> • gathers information from given source(s) (primary or secondary) • identifies relevant information from sources • uses a given format to demonstrate learning 	<ul style="list-style-type: none"> • gathers information from additional sources (student-identified) • identifies whether information is sufficient and/or suitable for purpose and audience • selects from a variety of given formats to demonstrate learning 	<ul style="list-style-type: none"> • uses a variety of strategies for gathering information • evaluates whether information and sources are current, reliable, and valid • modifies or combines given formats to demonstrate learning 	<ul style="list-style-type: none"> • evaluates the effectiveness of multiple strategies for gathering information • evaluates information and sources to determine context, perspective, bias, and/or motive • creates work using a student-generated format to demonstrate learning

Indigenous Knowledge and Perspectives

Learning Target	An awareness of Indigenous perspectives, histories, and cultures.
Big Ideas	<ul style="list-style-type: none"> • Indigenous nations are diverse in languages, history, culture, customs, and experiences. • The circle is an important symbol in Indigenous cultures and worldviews. • Mental, emotional, spiritual, and physical understandings of self are important aspects of balancing well-being. • Indigenous and Canadian histories are varied and complex. • Elders and Knowledge Keepers have an integral role in the revitalization, preservation, and maintenance of Indigenous languages and cultures. • Medicine Wheel • Four Questions, as explained by former Senator Murray Sinclair relating to Indigenous identity formation: Where do I come from? (Who are my ancestors? Who are my ancestors' heroes?) Where am I going? Why am I here? (What's my purpose?) Who am I? (The totality of it all) • Seven Sacred Teachings Manitoba's Peg City Pictures has created this series on the Seven Sacred Laws (Anishinabemowin), written by Anishinaabe Elder Dr. David Courchene and directed by Erica Daniels of Peguis First Nation. <ul style="list-style-type: none"> – Episode 2: Buffalo (Respect): To honour all of the Creation is to have RESPECT. www.youtube.com/watch?v=HpcASaF104k – Episode 3: Eagle (Love): To know LOVE is to know peace. www.youtube.com/watch?v=2Z8Zz6nzDTE – Episode 4: Bear (Courage): COURAGE is to face the foe with integrity. www.youtube.com/watch?v=yCwp4vOFBFs – Episode 5: Sabe (Honesty): HONESTY also means “righteousness”—be honest first with yourself—in word and action. www.youtube.com/watch?v=YiOpxr04Tck – Episode 6: Beaver (Wisdom): To cherish knowledge is to know WISDOM. www.youtube.com/watch?v=nTjc9AAvbtQ – Episode 7: Wolf (Humility): HUMILITY is to know yourself as a sacred part of the Creation. www.youtube.com/watch?v=ueXqvHDne_0 – Episode 8: Turtle (Truth): TRUTH is to know all of these things. www.youtube.com/watch?v=ap7kRzXqRYE
Rationale	Although not explicitly included in this curriculum, teachers are expected to infuse Indigenous histories, cultures, and perspectives strategically as content that enriches the teaching of skills and practices. The Indigenous topics listed below—the Indigenous Peoples and their cultures, their timeline in Turtle Island (NA), the treaties, and the 94 TRC recommendations—are expected to be infused as topics scaffolded across the two phases of the LAL curriculum.

Indigenous Knowledge and Perspectives

Consolidation of outcomes <i>Kindergarten to Grade 12 Aboriginal Languages and Cultures: Manitoba Curriculum Framework of Outcomes</i> GLO 1: Language Competence GLO 2: Language Learning Strategies GLO 3: Language Use in Context GLO 4: Cultural Linguistic Diversity	Phase 1A	Phase 1B	Phase 2A	Phase 2B
	<ul style="list-style-type: none"> identifies Indigenous Peoples as Canada’s first peoples (First Nations, Métis, Inuit) explores timeline of Indigenous Peoples on Turtle Island, and pre-contact map explores Indigenous treaty principles—Niagara treaty focuses on Manitoba Treaties # 1, 2, 3, 5 explores <i>All Creation Represented: A Child’s Guide to the Medicine Wheel</i> by Joyce Lynn Perreault creates an Identity Medicine Wheel, filling in one-word answers to the four questions explores Treaty Tales book series by Betty Lynxleg (MFNERC) (Grades 1–6) 	<ul style="list-style-type: none"> develops awareness of Indigenous cultural symbols and practices: bison, canoe, Inuksuk, Turtle Island, Medicine Wheel, Talking Circle explores Indigenous relationship to the land (housing and travel, hunting and gathering, agriculture patterns) identifies specific peoples and agreements of your area explores <i>All Creation Represented</i> by Joyce Lynn Perreault (<i>A Child’s Guide to the Medicine Wheel</i>) creates an Identity Medicine Wheel, filling in one-word answers to the four questions explores <i>Go Show the World: A Celebration of Indigenous Heroes</i> by Wab Kinew (children’s picture book) explores The Seven Teachings series by Katherena Vermette creates a picture book to teach about their culture explores Treaty Tales book series (MFNERC) (Grades 1–6) 	<ul style="list-style-type: none"> recognizes effect of colonial/settler interactions with Indigenous Peoples on their culture (e.g., trade, disease, wars) identifies residential schools in or near the area, 60s Scoop explores specific numbered treaty of the area in which they live participates in Learning Circle with teacher-provided prompt explores <i>All Creation Represented</i> by Joyce Lynn Perreault (<i>A Child’s Guide to the Medicine Wheel</i>) creates an Identity Medicine Wheel, filling in one-word answers to the four questions explores “I am” Poem in Red Rising magazine’s education issue (Identity poem created by Indigenous youth) explores The Seven Teachings series by Katherena Vermette creates a picture book to teach about their culture explores <i>Treaty Words, As Long as the River Flows</i> (Grades 4–6) 	<ul style="list-style-type: none"> develops awareness of current Indigenous cultural events: Orange Shirt Day, Festival du Voyageur, National Indigenous Day, MMIW Day of Action explores map of current reservation system and current Indigenous relationships to Canada identifies one of the 94 recommendations for Truth and Reconciliation, and explores how to put this into action participates in Learning Circle with teacher-provided prompt explores <i>All Creation Represented: A Child’s Guide to the Medicine Wheel</i> by Joyce Lynn Perreault creates an Identity Medicine Wheel, filling in one-sentence answers to the four questions. creates a video demonstrating how one can live by the Seven Teachings explores <i>The Sacred Tree</i> by Judie Bopp (paragraphs with some images throughout) creates a picture book to teach about their culture and compare to the Indigenous culture explores <i>Indigenous Life in Canada: Treaties PB</i> (Grades 4–7) by Simon Rose
References	Manitoba Education, Citizenship and Youth. <i>Kindergarten to Grade 12 Aboriginal Languages and Cultures: Manitoba Curriculum Framework of Outcomes</i> . Manitoba Education, Citizenship and Youth, 2007, www.edu.gov.mb.ca/k12/abedu/framework/k-12_ab_lang.pdf .			

Indigenous Knowledge and Perspectives



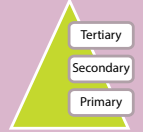

Resources

- “Full Circle: First Nations, Métis, Inuit Ways of Knowing” by Ontario Secondary School Teachers’ Federation (OSSTF/FEESO). *Protecting and Enhancing Public Education*. www.osstf.on.ca/full-circle-first-nations-metis-inuit-ways-of-knowing
- Whose Land (maps of traditional territories): Whose Land is a web-based app that uses GIS technology to assist users in identifying Indigenous nations, territories, and communities across Canada. www.whose.land/en/
- *Incorporating Aboriginal Perspectives: A Theme-Based Curricular Approach* by Manitoba Education and Early Childhood Learning. www.edu.gov.mb.ca/k12/abedu/perspectives/concepts.html
- *First Nations and Treaty Areas in Manitoba* by Government of Canada. www.sac-isc.gc.ca/eng/1100100020576/1616073943706
- Treaties in Canada: Education Guide: Developed by Historica Canada, this resource is a learning tool to assist in teaching Middle Years students about treaties in Canada. <http://education.historicacanada.ca/en/tools/260>
- Indigenous Peoples of Manitoba: A Guide for Newcomers: This resource, developed by the Mennonite Central Committee, was developed for newcomers to Canada to help them understand how those of us who are not Indigenous Manitobans are settlers here and share a responsibility to learn from our Indigenous neighbours and build relationships of friendship and respect. <https://mcccanada.ca/media/resources/4186>
- National Centre for Truth and Reconciliation: “The NCTR is a place of learning and dialogue where the truths of the residential school experience will be honoured and kept safe for future generations.” <https://nctr.ca>
- “Reserves in Manitoba” by Peter Kulchyski. *The Canadian Encyclopedia*, 2020. www.thecanadianencyclopedia.ca/en/article/reserves-in-manitoba
- “Timeline: Indigenous Peoples” by *The Canadian Encyclopedia*. www.thecanadianencyclopedia.ca/en/timeline/first-nations
- Legacy of Hope Foundation: The Legacy of Hope Foundation is a national, Indigenous-led, charitable organization that promotes healing and reconciliation by educating and raising awareness about the history and existing intergenerational impacts of the residential school system and the Sixties Scoop on Indigenous Survivors, their descendants, and their communities. <https://legacyofhope.ca/>
- First Peoples Principles of Learning: This poster, created by the First Nations Education Steering Committee of British Columbia, is a teacher resource that outlines Indigenous ways of understanding learning. www.fnesc.ca/first-peoples-principles-of-learning/
- First Contact: This is an APTN TV series where six Canadians who are unfamiliar with Indigenous cultures leave their everyday lives behind and embark on a 28-day journey that challenges their attitudes and sheds light on the true Indigenous experience. www.apntv.ca/firstcontact/
- Indigenous Peoples Atlas of Canada: This resource, developed by Canadian Geographic, is divided into four sections: Truth and Reconciliation, First Nations, Inuit, and Métis. <https://indigenouspeoplesatlasofcanada.ca/>
- Beyond 94: Truth and Reconciliation in Canada: In March 2018, CBC News launched the *Beyond 94* website to monitor progress on the Truth and Reconciliation Commission’s 94 Calls to Action. www.cbc.ca/newsinteractives/beyond-94

Manitoba Global Competencies

Learning Target	Preparing Students for an Ever-Changing World and Recognizing the Core Competencies needed—Socially, Personally, and Academically—to Navigate Pathways for Success			
Big Ideas	<ul style="list-style-type: none"> • Critical Thinking and Problem Solving • Innovation, Creativity, and Entrepreneurship • Learning to Learn/Self-Awareness and Self-Direction • Collaboration • Communication • Global Citizenship and Sustainability 			
Rationale	Teachers can infuse the Manitoba global competencies throughout each half course—using context from ELA, science, and social studies. Consolidation of outcomes from Curriculum Essentials, K–8 Socials Studies and Science, and ELA Living Document are integral to the development of academic language in the foundational literacy course.			
	Phase 1A	Phase 1B	Phase 2A	Phase 2B
Creativity	<ul style="list-style-type: none"> • explores and plays with ideas 	<ul style="list-style-type: none"> • expresses ideas, concepts, and solutions 	<ul style="list-style-type: none"> • demonstrates open-mindedness, curiosity, and flexibility 	<ul style="list-style-type: none"> • perseveres to put ideas into action
Critical Thinking	<ul style="list-style-type: none"> • demonstrates knowledge and ideas 	<ul style="list-style-type: none"> • expresses and understands facts versus opinion 	<ul style="list-style-type: none"> • makes thoughtful, informed decisions 	<ul style="list-style-type: none"> • reflects on outcomes and implications of those decisions
Communication	<ul style="list-style-type: none"> • demonstrates awareness of language making sense for communication 	<ul style="list-style-type: none"> • expresses and understands language as a system 	<ul style="list-style-type: none"> • manages language for personal expression and exploring interactions with others in multiple ways for a variety of purposes 	<ul style="list-style-type: none"> • applies language for deeper learning and multiple purposes and audiences.
Collaboration	<ul style="list-style-type: none"> • demonstrates knowledge of core academics and working together on common goals 	<ul style="list-style-type: none"> • understands core academics and working together on common goals 	<ul style="list-style-type: none"> • demonstrates inquiry of core academics and openness to different perspectives 	<ul style="list-style-type: none"> • researches within core academics and exchanges and negotiates ideas
Citizenship	<ul style="list-style-type: none"> • explores citizenship and understanding of self, others, and the natural world 	<ul style="list-style-type: none"> • engages in citizenship concepts such as making choices that contribute to the community 	<ul style="list-style-type: none"> • participates as a responsible citizen, • engaging and working towards a more compassionate and sustainable world 	<ul style="list-style-type: none"> • promotes citizenship using one’s power and agency to take action to contribute to justice, equity, and fairness in the community
Connection to Self	<ul style="list-style-type: none"> • recognizes the value of their gifts, culture, history, and well-being 	<ul style="list-style-type: none"> • demonstrates knowledge and awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of well-being and learning 	<ul style="list-style-type: none"> • develops hope, resilience, confidence, self-respect, and identifying self-regulation strategies 	<ul style="list-style-type: none"> • empowers oneself to act with mindfulness and intention using a growth mindset to work towards lifelong learning
References	Manitoba Global Competencies Curriculum Essentials K–8 Socials Studies and Science ELA Living Document			

Safe and Caring Schools

Learning Target	A whole-school approach focusing on implementing change, sustaining a safe school environment and promoting belonging.			
Big Ideas	<ul style="list-style-type: none"> • Understands healthy living • Understands community and society systems • Understands how to identify and prioritize wants and needs • Understands strength-based practices 			
Rationale	Teachers can implement the safe and caring schools approach by infusing the key topics that recognize that healthy young people learn better and achieve more. Creating a sense of safety and belonging in schools encourages students to make healthy lifestyle choices and supports well-being.			
	Phase 1A	Phase 1B	Phase 2A	Phase 2B
Comprehensive School Health 	<ul style="list-style-type: none"> • Healthy lifestyle choices 	<ul style="list-style-type: none"> • Healthy relationships 	<ul style="list-style-type: none"> • Mental health 	<ul style="list-style-type: none"> • Suicide prevention and intervention
Social-Ecological Systems 	<ul style="list-style-type: none"> • Student and family 	<ul style="list-style-type: none"> • Classroom and school 	<ul style="list-style-type: none"> • Local community 	<ul style="list-style-type: none"> • Globals
Three-Tiered Planning 	<ul style="list-style-type: none"> • School 	<ul style="list-style-type: none"> • Community and health 	<ul style="list-style-type: none"> • Educational pathways 	<ul style="list-style-type: none"> • Career planning
Strengths-Based Practices 	Social-Emotional Learning	<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> • Social awareness 	<ul style="list-style-type: none"> • Self-management and relationship skills • Responsible decision making
	Identifying Positive Behavioural Supports	<ul style="list-style-type: none"> • Appropriate school norms and expectations 	<ul style="list-style-type: none"> • Explicit teaching of formal and informal behaviours and language (teachers vs. friends) 	<ul style="list-style-type: none"> • Proactive teaching of behavioural expectations and problem-solving skills • Prosocial problem solving
	Restorative Practices	<ul style="list-style-type: none"> • Identify problems and generate solutions with support 	<ul style="list-style-type: none"> • Support positive change 	<ul style="list-style-type: none"> • Bridge damaged relationships • Foster and support resiliency in unfamiliar situations and new environments
References	<i>Safe and Caring Schools: A Whole-School Approach to Planning for Safety and Belonging</i> (www.edu.gov.mb.ca/k12/docs/support/whole_school/document.pdf)			