

Educational Change Update Letter 1998

April 1998

To:

Superintendents of Education
Principals of Schools (Kindergarten to Senior 4)
Presidents, Advisory Councils for School Leadership

As part of an ongoing effort to provide you with relevant and timely information, and to assist you with your short- and long-term planning and implementation, I am pleased to provide you with the April 1998 *Educational Change Update* which outlines specific implementation details of educational renewal initiatives.

Many sections in the attached *Educational Change Update* apply to all four school programs: English, Français, French Immersion, and Senior Years Technology Education Programs. Please be advised that a French version of this letter will be released shortly.

The adjustments reflected in the attached *Educational Change Update* are based on comments and suggestions received by the Department from the educational partners, and are designed to enhance successful implementation of New Directions. We continue to be appreciative of your important and ongoing feedback and input.

Please place this update in your copy of the *Administrative Handbook*, along with earlier correspondence listed within this update, so you have an ongoing reference to support your planning and implementation. Please refer to the Table of Contents for the page reference.

Thank you for the commitment and dedication you've shown as, together, we introduce meaningful change to our educational system for the benefit of Manitoba students. We look forward to our continuing partnership and to the many exciting opportunities for Manitoba's Kindergarten to Senior 4 educational system.

Yours sincerely,

John D. Carlyle

Deputy Minister
Education

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I. EDUCATIONAL STANDARDS AND EVALUATION

"Changes to the June 1997 standards testing schedule have been made to

- achieve greater balance between local and central marking
- allow school divisions/districts enhanced flexibility
- ensure consistency with the provincial standards

The changes detailed below will affect implementation of the testing schedule, marking of standards tests, and reporting of results. The [April 1998 Standards Testing Schedules](#) below replaces all previous schedules.

A: April 1998 Standards Testing Schedule

IMPORTANT NOTE: See the revised June 1999 Standards Testing Schedule.

Highlights of this schedule are as follows:

- Grade 3 English Language Arts/English LA-Immersion, Français/Français-immersion, and mathematics/mathématiques-- no changes
- annual testing and central marking will continue
- Grade 3 science/sciences de la nature and social studies/sciences humaines -- standards testing will not occur in these two subject areas at Grade 3
 - Grade 6 science/sciences de la nature -- no changes
- annual testing and central marking will continue
- Grade 6 English Language Arts/English LA-Immersion/Anglais, Français/Français-immersion, mathematics/mathématiques, and social studies/sciences humaines -- testing will be administered on a rotational basis with one subject area per year to be tested (over a three-year cycle)
- tests will be marked locally with approximately twenty percent of tests to be marked centrally for audit purposes
- Senior 1 social studies/sciences humaines -- no changes
- annual testing and central marking will continue
- Senior 1 English Language Arts/English LA-Immersion/Anglais, Français/Français-immersion, mathematics/mathématiques, and science/sciences de la nature -- testing will be administered on a rotational basis with one subject area per year being tested (over a three-year cycle)
- tests will be marked locally with approximately twenty percent of tests to be marked centrally for audit purposes
- Senior 4 English Language Arts/English LA-Immersion/Anglais, Français/Français-immersion, and mathematics/mathématiques -- no changes
- annual testing and central marking will continue.

See the [April 1998 Standards Testing Schedules](#) below. Test development for each subject area and grade begins two years prior to system-wide test implementation. Pilot testing occurs one year prior to system-wide test implementation. Two test sittings, one in January and another in June, are available in Senior Years.

Senior 4 provincial examinations in English Language Arts/English LA-Immersion/Anglais, Français/Français-immersion, and mathematics/mathématiques will continue until the 2000–2001 school year. In the 2001–2002 school

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year, standards tests will be administered at Senior 4 in these subject areas as well as Anglais and Français-immersion, and will replace the current Senior 4 provincial examinations.

April 1998 Standards Testing Schedule - Grade 3 and Grade 6

	1998		1999		2000		2001		2002		2003		2004		2005		2006		2007		2008		2009	
Grade Level and Subject Area	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
	a	u	a	u	a	u	a	u	a	u	a	u	a	u	a	u	a	u	a	u	a	u	a	u
	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
Grade 3 English Language Arts/English LA-Immersion, Français/Français-immersion				•		•		•		•		•		•		•		•		•		•		•
Grade 3 Mathematics/Mathématiques		•		•		•		•		•		•		•		•		•		•		•		•
Grade 6 English Language Arts/English LA-Immersion/ Anglais, Français/Français-immersion				■						■						■						■		
Grade 6 Mathematics/Mathématiques						■						■					■							■
Grade 6 Social Studies/Sciences humaines*										■				■								■		
Grade 6 Science/Sciences de la nature**										•		•		•		•		•		•		•		•

Key

- Indicates when standards test will be administered and marked centrally by the Department.
- Indicates when standards tests will be administered and marked locally with approximately twenty percent of tests marked centrally for audit purposes.

Notes

* Implementation of standards testing in social studies is contingent upon release of the Western Canadian Protocol *The Common Curriculum Framework for Social Studies, K to 12/Le cadre commun des résultats d'apprentissage en sciences humaines: Maternelle à la 12e année* and subsequent development of Manitoba curriculum frameworks of outcomes and standards.

** Implementation of standards testing in science/sciences de la nature is contingent upon the release of *Grades 5 to 8 Science: Manitoba Curriculum Framework of Outcomes and Grade 6 Standards/Cadre de résultats d'apprentissage manitobains en sciences de la nature: 5e à la 8e année et Les normes: 6e année.*

April 1998 Standards Testing Schedule - Senior 1 and Senior 4

Grade Level and Subject Area	1998		1999		2000		2001		2002		2003		2004		2005		2006		2007		2008		2009	
	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
	a	u	a	u	a	u	a	u	a	u	a	u	a	u	a	u	a	u	a	u	a	u	a	u
Senior 1 Mathematics/Mathématiques			■	■			■	■					■	■					■	■				
Senior 1 English Language Arts/English LA-Immersion/ Anglais, Français/Français--immersion					■	■					■	■					■	■					■	■
Senior 1 Science/Sciences de la nature ^{***^}									■	■					■	■					■	■		
Senior 1 Social Studies/Sciences humaines ^{****}							●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Senior 4 Mathematics/Mathématiques	▲	▲	▲	▲	▲	▲	▲	▲	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Senior 4 English Language Arts/English LA-Immersion/ Anglais, Français/Français--immersion	▲	▲	▲	▲	▲	▲	▲	▲	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Key

- Indicates when standards test will be administered and marked centrally by the Department.
- Indicates when standards tests will be administered and marked locally with approximately twenty percent of tests marked centrally for audit purposes.
- ▲ Indicates that until standards tests begin, provincial examinations will be administered, and marked centrally by the Department. Provincial examinations are administered in English Language Arts, English LA-Immersion, Français, and mathematics/mathématiques. Standards tests will be administered in English Language Arts, English LA-Immersion/Anglais, Français/Français-immersion, and mathematics/mathématiques

Notes

- * Implementation of standards testing in science/sciences de la nature is contingent upon the release of *Grades 5 to 8 Science: Manitoba Curriculum Framework of Outcomes and Grade 6 Standards/Cadre de résultats d'apprentissage manitobains en sciences de la nature: 5e à la 8e année et Les normes: 6e année.*
- ** Implementation of standards testing in social studies is contingent upon release of the Western Canadian Protocol *The Common Curriculum Framework for Social Studies, K to 12/Le cadre commun des résultats d'apprentissage en sciences humaines: Maternelle à la 12e année* and subsequent development of Manitoba curriculum frameworks of outcomes and standards.
- ^ At Senior 1, the three-year cycle starts in the year 2002

The April 1998 Standards Testing Schedule allows testing to continue across the four checkpoints of Grade 3, Grade 6, Senior 1, and Senior 4 in the core subject areas as originally announced in *Renewing Education: New Directions, The Action Plan (1995)*, but within a reduced testing schedule.

B. Purposes of Standards Testing

Standards tests are intended to

- assess each student's skills and abilities in relation to the student learning outcomes mandated in the Manitoba curriculum frameworks of outcomes and standards
- provide clear, accurate information on each student's performance to improve classroom instruction, student learning, and school effectiveness, particularly at Grade 3, Grade 6, and Senior 1
- respond to strong public concerns for improved educational standards and enhanced accountability to students, parents, and the community
- certify student achievement at Grade 6, Senior 1, and Senior 4

C. Test Design

The design, implementation, and reporting of standards test results are based on the policy intentions outlined in New Directions, the purposes of standards testing, and principles for fair student assessment (*Reporting on Student Progress and Achievement: A Policy Handbook for Teachers, Administrators, and Parents, 1997*).

Standards tests will continue to be developed, administered, and marked in collaboration with classroom teachers. Standards tests will reflect, as much as reasonably possible, the range of student learning outcomes for each grade and subject area to be tested. The tests will continue to assess complex thinking and problem-solving skills, and to encourage curriculum implementation in significant ways.

D. Marking and Reporting of Results

Manitoba Education and Training will mark standards tests centrally for

- English Language Arts/English LA-Immersion, Français/Français-immersion at Grade 3 and English Language Arts/English LA-Immersion/Anglais, Français/Français-immersion at Senior 4
- mathematics/mathématiques at Grade 3 and Senior 4
- science/sciences de la nature at Grade 6
- social studies/sciences humaines at Senior 1

Centralized marking is maintained at these key checkpoints to support educators in the collection of valid and reliable information for early identification of learning difficulties at Grade 3, and for certification of student achievement at Grade 6, Senior 1, and Senior 4. In circumstances where central marking occurs, school-by-school test results will be reported publicly by Manitoba Education and Training.

Standards tests will be marked locally for

- English Language Arts/English LA-Immersion/Anglais, Français/Français-immersion at Grade 6 and Senior 1
- mathematics/mathématiques at Grade 6 and Senior 1
- social studies/sciences humaines at Grade 6
- science/sciences de la nature at Senior 1

Approximately twenty percent of locally marked standards tests will be marked centrally for audit purposes to ensure reliability and validity.

Educators will be able to increase their understanding of assessment instruments, scoring guides, student performance, curricula, and classroom instruction by participating in local marking of standards tests. Marking coordinators will be trained to direct the local marking process.

The Department and the educational system will share responsibility for collecting valid and reliable information about student achievement on standards tests that are marked locally. In circumstances where local marking takes place, divisional test results only (i.e., not school results) will be reported publicly by Manitoba Education and Training, along with results of the twenty percent central audit.

The consistency, reliability, and equity of student marks that has been established by marking papers centrally will be maintained in collaboration with classroom teachers at the local level. Whether marked locally or centrally, it is the expectation that Manitoba Education and Training and the educational system will share responsibility for ensuring that results from standards tests

- are accurate, apt, and incisive
- fulfill the purposes of standards testing, including
 - certifying student achievement
 - improving classroom instruction, student learning, and school effectiveness

II. YEAR AT A GLANCE

The third annual *New Directions Implementation Initiatives: Year at a Glance* will be released in the spring of 1998. As a follow-up to *The Action Plan*, this document outlines basic information on various implementation activities to be initiated by the School Programs Division of Manitoba Education and Training. Initiatives will be scheduled to occur between June 1998 and June 1999 at various locations across Manitoba.

The *Year at a Glance* document is a planning tool that is sent to schools and divisions to assist in decision making with respect to regional implementation requirements.

In the spring of 1998, the Bureau de l'éducation française Division will release a document outlining basic information on various implementation activities for the next school year. This document will be distributed to all schools offering the French Immersion Program or the Français Program.

III. SPECIAL NEEDS CATEGORICAL FUNDING: LEVELS II AND III

Manitoba Education and Training is introducing a streamlined administrative process for Special Needs Categorical Funding (Levels II and III). The changes will

- improve administrative efficiencies through streamlining the submission and review processes
- introduce an audit process

Funding categories and levels of financial support will not be changed for the 1998-99 school year.

Immediate changes to the funding process will include

- establishing a Departmental team responsible for reviewing applications and identifying students eligible/ineligible for funding (the Department will request further details from school divisions/districts only when there is insufficient information to make a clear funding eligibility decision)
- focusing programming on student progress and achievement through the introduction of an audit process in the 1998-99 school year

Long-range improvements to the process will be phased in between 1998 and 2000. These will include

- clarifying the interpretation of the handicapping conditions as outlined in the current *Guidelines for Special Needs Funding*
- replacing the application process with a new process beginning in January 1999
- eliminating Annual Division Action Plans (ADAP) at the completion of each school division's/district's participation in the first round of a three-year audit cycle
- providing assistance to schools and school divisions/districts in developing and implementing individual education plans (IEP).

In the spring of 1998, additional information will be sent to superintendents and special education administrators regarding these changes, and workshops will be provided for special education administrators in the fall/winter of 1998. These activities will enable information to be shared with clinicians, principals, and resource teachers.

IV. EARLY LITERACY INTERVENTION INITIATIVE

Manitoba Education and Training has allocated \$2,700,000 for the Early Literacy Intervention Initiative to support school divisions in their continuing efforts to provide early literacy intervention programming for the lowest achieving Grade 1 students. Early literacy intervention programming is designed to help students in Grade 1 who require assistance with reading and writing.

The Early Literacy Intervention Initiative provides funding support for the following three programming categories in Grade 1:

- Reading Recovery™
- externally developed early literacy intervention programming that has clearly demonstrated success in increasing the reading and writing proficiency of the lowest achieving students in Grade 1, as shown in the research/literature
- locally developed early literacy intervention programming that has clearly demonstrated success in increasing the reading and writing proficiency of the lowest achieving students in Grade 1, as shown through the funding application process

The priorities for funding related to the Early Literacy Intervention Initiative in 1998-99 include

- supporting existing Reading Recovery™ programming
- training new Reading Recovery™ teachers
- introducing early literacy intervention programming that is supported by research data that demonstrates positive learning outcomes for students

V. CURRICULA, LEARNING RESOURCES, AND TECHNOLOGY AS A FOUNDATION SKILL

A. English Language Arts/English LA-Immersion/Anglais, Français/Français-immersion and Mathematics/Mathématiques

System-wide implementation of curricula for English Language Arts, Français/Français-immersion, and mathematics/mathématiques continues in Kindergarten to Senior 1 (English LA-Immersion starts in Grade 1 and Anglais starts in Grade 3). The new Senior 2 English Language Arts/English LA-Immersion/Anglais, Français/Français-immersion (20F) curricula and Senior 2 Applied Mathematics/Mathématiques (20S), Consumer Mathematics/Mathématiques du consommateur (20S), and Pre-Calculus Mathematics/Mathématiques pré-calcul (20S) curricula are being released for system-wide implementation in the 1998-99 school year. Curricula for Senior 3 and 4 English language arts/English LA-Immersion/Anglais, Français/Français-immersion, and mathematics/mathématiques will be phased in subsequently.

While there are no changes to the schedule for implementation of curriculum frameworks in these subject areas, an adjustment to the standards testing schedule will affect Grade 6 and Senior 1 English language arts/English LA-Immersion/Anglais, Français/Français-immersion, and mathematics/mathématiques.

B. Implementation Strategy for Senior 1 Mathematics/Mathématiques

In the June 1997 *Educational Change Update*, Manitoba Education and Training outlined a multi-year transitional strategy for Senior 1 Mathematics/Mathématiques (10F) implementation. It is designed to address the significant changes in Senior 1 Mathematics/Mathématiques (10F) by phasing in the last two units of the curriculum, with full implementation in 2000-01.

In addition to this implementation strategy that adjusts the length of the curriculum, Senior Years administrators and Senior 1 mathematics/mathématiques teachers have also suggested other approaches that have proven effective in supporting Senior 1 mathematics/mathématiques students. For example, bridging options (credit or non-credit) help students who lack the prerequisites for Senior 1 Mathematics/Mathématiques (10F) to acquire the necessary background. Possibilities for bridging include:

- offering a School-initiated Course (SIC) for a full or half credit (course must be approved by the school division/district, registered with the Department, and have content 50% different than the Senior 1 Mathematics/Mathématiques (10F) curriculum to qualify as one credit)
- offering a locally developed/acquired department-approved curriculum
- timetabling Senior 1 Mathematics/Mathématiques (10F) for more time than the one credit course is designed (that is, for more than 110 hours of instructional time) (schools using this option must continue to report Senior 1 Mathematics/Mathématiques (10F) as one credit)

As well, using the Computer-Guided Learning (CGL) resource, *The Learning Equation Mathematics 9*, and accompanying print resources have proven effective with some students ([click here](#) to see more information). Senior 1 mathematics teachers have also reported improvements in student achievement related to their growing repertoire of instructional strategies.

**Transitional Implementation Strategy for Senior 1 Mathematics (10F)
Curriculum and Standards Testing**

	1998-99	1999-2000	2000-01	2001-02	2002-03
Senior 1 Outcomes and Standards	System-wide implementation of new Senior 1 Mathematics (10F)			Full system-wide implementation of new Senior 1 Mathematics (10F)	
	Implement Units 1-9 and either Unit 10 or Unit 11	Implement Units 1-10; Unit 11 is optional	Implement Units 1-11		
Senior 1 Standards Test	Senior 1 Test Units 1-9		Senior 1 Test Units 1-11		

**Transitional Implementation Strategy for Senior 1 Mathématiques (10F)
Curriculum and Standards Testing**

	1998-99	1999-2000	2000-01	2001-02	2002-03
Senior 1 Outcomes and Standards	System-wide implementation of new Senior 1 Mathématiques (10F)			Full system-wide implementation of new Senior 1 Mathématiques (10F)	
	Implement Units 1-8 and either Unit 9 or Unit 10	Implement Units 1-9; Unit 10 is optional	Implement Units 1-10		
Senior 1 Standards Test	Senior 1 Test Units 1-8		Senior 1 Test Units 1-10		

Note: The content of Senior 1 Mathematics (10F) and Senior 1 Mathématiques (10F) is identical, although the units in the two curricula are organized differently.

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Kindergarten to Grade 8 English Language Arts/English LA-Immersion/Anglais, Français/Français-immersion and Mathematics/Mathématiques

Curriculum	Frameworks and Standards Tests	1998-99	1999-2000	2000-01	2001-02	2002-03
English Language Arts/English LA-Immersion	K-4 ELA/Grades 1-4 English LA-Immersion Outcomes & Grade 3 Standards	Full system-wide implementation of new Kindergarten to Grade 4 ELA/Grades 1-4 English LA-Immersion began in 1996-97				
	5-8 ELA/English LA-Immersion Outcomes & Grade 6 Standards	Full system-wide implementation of new Grades 5 to 8 ELA/English LA-Immersion began in 1996-97				
	Grade 3 Standards Test*	System-wide Testing (annual)				
	Grade 6 Standards Test*	System-wide Testing			System-wide Testing	
Anglais	Grades 3-4 Anglais Outcomes	Full system-wide implementation of new Grades 3 and 4 Anglais began in 1996-97				
	Grades 5-8 Anglais Outcomes & Grade 6 Standards	Full system-wide implementation of new Grades 5 and 8 Anglais began in 1996-97				
	Grade 6 Standards Test*	System-wide Testing			System-wide Testing	
Français/Français-immersion	Kindergarten to Grade 4 Français/Français-immersion Outcomes & Grade 3 Standards	Full system-wide implementation of new Kindergarten to Grade 4 Français/Français-immersion began in 1996-97				
	Grades 5-8 Français/Français-immersion Outcomes & Grade 6 Standards	Full system-wide implementation of new Grades 3 and 4 Français/Français-immersion began in 1996-97				
	Grade 3 Standards Test*	System-wide Testing				
	Grade 6 Standards Test*	System-wide Testing			System-wide Testing	
Mathematics/Mathématiques	Kindergarten to Grade 4 Mathematics/Mathématiques Outcomes & Grade 3 Standards	Full system-wide implementation of new Kindergarten to Grade 4 Mathematics/Mathématiques began in 1995-96				
	Grades 5-8 Mathematics/Mathématiques Outcomes & Grade 6 Standards	Full system-wide implementation of new Grades 5 to 8 Mathematics/Mathématiques began in 1996-97				
	Grade 3 Standards Test*	System-wide Testing (annual)				
	Grade 6 Standards Test*		System-wide Testing			System-wide Testing (annual)

* Standards tests for Grade 3 mathematics/mathématiques and English Language Arts/English LA-Immersion, Français/Français-immersion are administered annually. Standards tests for Grade 6 Mathematics/Mathématiques and English Language Arts/English LA-Immersion/Anglais, Français/Français-immersion will be administered on a 3-year cycle. The first system-wide standards test for Grade 6 English Language Arts/English LA-Immersion/Anglais, Français/Français-immersion is scheduled for spring 1999, while a Grade 6 Mathematics/Mathématiques standards test will be administered in spring 2000. Pilot standards tests for these two subject areas will occur in spring 1998.

Senior Years Mathematics

	1998-99	1999-2000	2000-01	2001-02	2002-03
Senior 1 Outcomes and Standards (Transitional Implementation Strategy for Units 10 and 11 of Mathematics (10F))	System-wide implementation of new Senior 1 Mathematics			Full system-wide implementation of new Senior 1 Mathematics	
	Implement Units 1-9 and either Unit 10 or Unit 11	Implement Units 1-10; Unit 11 is optional	Implement Units 1-11		
Senior 2 Outcomes Applied Mathematics (20S) Consumer Mathematics (20S) Pre-Calculus Mathematics (20S)	Full system-wide implementation of new Senior 2 Mathematics				
Senior 3 Outcomes Applied Mathematics (30S) Consumer Mathematics (30S) Pre-Calculus Mathematics (30S) Accounting Principles (30S)	Continue pilots/voluntary implementation**	Full system-wide implementation of new Senior 3 Mathematics, including reformatted Senior 3 Accounting Principles (30S)			
Senior 4 Outcomes and Standards Applied Mathematics (40S) Consumer Mathematics (40S)* Pre-Calculus Mathematics (40S) Accounting Principles (40S)	Continue pilots	Continue pilots/voluntary implementation**	Full system-wide implementation of new Senior 4 Mathematics, including reformatted Senior 4 Accounting Systems (40S)		
Senior 1 Standards Test***	Senior 1 System-wide Test Units 1-9		Senior 1 System-wide Test Units 1-11		
Senior 4 Standards Test***	Continue Senior 4 Examinations		Senior 4 Pilot Test	Senior 4 System-wide Test	Senior 4 System-wide Test
Use of Existing Mathematics Curricula (20G/20S) (30G/30S) (40G/40S)	Discontinue Mathematics (20G/20S)	Discontinue Mathematics (30G/30S)	Discontinue Mathematics (40G/40S)		

* Senior 3 Accounting Principles (30S) and Senior 4 Accounting Systems (40S) are existing courses. Learning outcomes will be developed for each course and incorporated in reformatted documents for system-wide use in 1999-2000 (30S) and 2000-01 (40S).

** During the final pilot year before full system-wide implementation of new Senior 3 or Senior 4 mathematics curricula, schools may choose to implement the curricula on a voluntary basis.

*** Standards tests for Senior 1 mathematics will be administered on a 3-year cycle. A Senior 1 pilot standards test is scheduled for spring 1998. The first system-wide standards test for Senior 1 mathematics will be administered in January and June, 1999. Standards tests for Senior 4 mathematics will be administered annually, beginning in January and June, 2002.

Senior Years Mathématiques

	1998-99	1999-2000	2000-01	2001-02	2002-03
Senior 1 Outcomes and Standards (Transitional Implementation Strategy for Units 9 and 10 of Mathématiques (10F))	System-wide implementation of new Senior 1 Mathématiques			Full system-wide implementation of new Senior 1 Mathématiques	
	Implement Units 1-8 and either Unit 9 or Unit 10	Implement Units 1-9; Unit 10 is optional	Implement Units 1-10		
Senior 2 Outcomes Mathématiques appliquées (20S) Mathématiques du consommateur (20S) Mathématiques pré-calcul (20S)	Full system-wide implementation of new Senior 2 Mathématiques				
Senior 3 Outcomes Mathématiques appliquées (30S) Mathématiques du consommateur (30S) Mathématiques pré-calcul (30S)	Continue pilots/voluntary implementation*	Full system-wide implementation of new Senior 3 Mathématiques			
Senior 4 Outcomes and Standards Mathématiques appliquées (40S) Mathématiques du consommateur (40S)* Mathématiques pré-calcul (40S)	Continue pilots	Continue pilots/voluntary implementation*	Full system-wide implementation of new Senior 4 Mathématiques		
Senior 1 Standards Test**	Senior 1 System-wide Test Units 1-8		Senior 1 System-wide Test Units 1-10		
Senior 4 Standards Test**	Continue Senior 4 Examinations		Senior 4 Pilot Test	Senior 4 System-wide Test	Senior 4 System-wide Test
Use of Existing Mathématiques Curricula (20G/20S) (30G/30S) (40G/40S)	Discontinue Mathématiques (20G/20S)	Discontinue Mathématiques (30G/30S)	Discontinue Mathématiques (40G/40S)		

* During the final year before full system-wide implementation of new Senior 3 and Senior 4 mathématiques curricula, schools may choose to implement the curricula on a voluntary basis.

** Standards tests for Senior 1 mathématiques will be administered on a 3-year cycle. A Senior 1 pilot standards test is scheduled for spring 1998. The first system-wide standards test for Senior 1 mathématiques will be administered in January and June, 1999. Standards tests for Senior 4 mathématiques will be administered annually, beginning in January and June, 2002.

Senior Years English Language Arts

	1998-99	1999-2000	2000-01	2001-02	2002-03
Senior 1 ELA Outcomes and Standards (10F)	Full system-wide implementation of new Senior 1 English Language Arts (10F)				
Senior 2 ELA Outcomes (20F)	Full system-wide implementation of new Senior 2 English Language Arts (20F)				
Senior 3 Outcomes*	Continue use of existing curriculum ELA (30G/30S/30S)	Full system-wide implementation of new Senior 3 English Language Arts			
Senior 4 ELA Outcomes and Standards*	Continue use of existing curriculum ELA (40G/40S/40S)	Full system-wide implementation of new Senior 4 English Language Arts			
Senior 1 Standards Test**		Senior 1 System-wide Test			Senior 1 System-wide Test
Senior 4 Standards Test**	Continue Senior 4 Examinations in English Language Arts		Senior 4 Pilot Test	Senior 4 System-wide Test	
Use of Existing ELA Curricula (20G) (30G/30S/30S) (40G/40S/40S)	Discontinue ELA (20G/20S)	Discontinue ELA (30G/30S/30S)	Discontinue ELA (40G/40S/40S)		

* Course titles and course designations for Senior 3 and Senior 4 English language arts will be confirmed following Manitoba alignment with the Western Canadian Protocol learning outcomes in *The Common Curriculum Framework for English Language Arts, Kindergarten-Grade 12* (1998).

** Standards tests for Senior 1 English Language Arts will be administered on a 3-year cycle. A Senior 1 pilot standards test is scheduled for spring 1998. The first system-wide standards test for Senior 1 English Language Arts will be administered in January and June, 2000. Standards tests for Senior 4 English Language Arts will be administered annually, beginning in January and June, 2002.

Senior Years English LA-Immersion/Anglais

	1998-99	1999-2000	2000-01	2001-02	2002-03
Senior 1 English LA-Immersion/Anglais Outcomes and Standards (10F)	Full system-wide implementation of new Senior 1 English LA-Immersion/Anglais (10F)				
Senior 2 English LA-Immersion/Anglais Outcomes (20F)	Full system-wide implementation of new Senior 2 English LA-Immersion/Anglais (20F)				
Senior 3 English LA-Immersion/Anglais Outcomes*	Continue use of existing curriculum English LA-Immersion/Anglais (30G/30S/30S)	Full system-wide implementation of new Senior 3 English LA-Immersion/Anglais			
Senior 4 English LA-Immersion/Anglais Outcomes and Standards*	Continue use of existing curriculum English LA-Immersion/Anglais (40G/40S/40S)	Full system-wide implementation of new Senior 4 English LA-Immersion/Anglais			
Senior 1 Standards Test**		Senior 1 System-wide Test			Senior 1 System-wide Test
Senior 4 Standards Test**	Continue Senior 4 Examinations in English LA-Immersion		Senior 4 Pilot Test	Senior 4 System-wide Test in English LA-Immersion/Anglais	
Use of Existing English LA-Immersion/Anglais Curricula (20G) (30G/30S/30S) (40G/40S/40S)	Discontinue English LA-Immersion/Anglais (20G/20S)	Discontinue English LA-Immersion/Anglais (30G/30S/30S)	Discontinue English LA-Immersion/Anglais (40G/40S/40S)		

* Course titles and course designations for Senior 3 and Senior 4 English LA-Immersion/Anglais will be confirmed following Manitoba alignment with the Western Canadian Protocol learning outcomes in *The Common Curriculum Framework for English Language Arts, Kindergarten-Grade 12* (1998).

**Standards tests for Senior 1 English LA-Immersion/Anglais will be administered on a 3-year cycle. A Senior 1 pilot standards test is scheduled for spring 1998. The first system-wide standards test for Senior 1 English LA-Immersion/Anglais will be administered in January and June, 2000. Standards tests for Senior 4 English LA-Immersion/Anglais will be administered annually, beginning in January and June, 2002.

Senior Years Français

	1998-99	1999-2000	2000-01	2001-02	2002-03
Senior 1 Français Outcomes and Standards (10F)	Full system-wide implementation of new Senior 1 Français (10F)				
Senior 2 Français Outcomes (20F)	Full system-wide implementation of new Senior 2 Français (20F)				
Senior 3 Outcomes*	Continue use of existing curriculum Français-immersion (30G/30S/30S)	Full system-wide implementation of new Senior 3 Français			
Senior 4 Français Outcomes and Standards*	Continue use of existing curriculum Français (40G/40S/40S)		Full system-wide implementation of new Senior 4 Français		
Senior 1 Standards Test**		Senior 1 System-wide Test			Senior 1 System-wide Test
Senior 4 Standards Test**	Continue Senior 4 Examinations in Français		Senior 4 Pilot Test	Senior 4 System-wide Test	
Use of Existing Français Curricula (20G) (30G/30S/30S) (40G/40S/40S)	Discontinue Français (20G/20S)	Discontinue Français (30G/30S/30S)	Discontinue Français (40G/40S/40S)		

* Course titles and course designations for Senior 3 and Senior 4 Français will be confirmed at a later date.

** Standards tests for Senior 1 Français will be administered on a 3-year cycle. A Senior 1 pilot standards test is scheduled for spring 1998. The first system-wide standards test for Senior 1 Français will be administered in January and June, 2000. Standards tests for Senior 4 Français will be administered annually, beginning in January and June, 2002.

Senior Years Français-immersion

	1998-99	1999-2000	2000-01	2001-02	2002-03
Senior 1 Français-immersion Outcomes and Standards (10F)	Full system-wide implementation of new Senior 1 Français-immersion (10F)				
Senior 2 Français-immersion Outcomes (20F)	Full system-wide implementation of new Senior 2 Français-immersion (20F)				
Senior 3 Outcomes*	Continue use of existing curriculum Français-immersion (30G/30S/30S)	Full system-wide implementation of new Senior 3 Français-immersion			
Senior 4 Français-immersion Outcomes and Standards*	Continue use of existing curriculum Français-immersion (40G/40S/40S)		Full system-wide implementation of new Senior 4 Français-immersion		
Senior 1 Standards Test**		Senior 1 System-wide Test			Senior 1 System-wide Test
Senior 4 Standards Test**			Senior 4 Pilot Test	Senior 4 System-wide Test	
Use of Existing Français-immersion Curricula (20G) (30G/30S/30S) (40G/40S/40S)	Discontinue Français-immersion (20G/20S)	Discontinue Français-immersion (30G/30S/30S)	Discontinue Français-immersion (40G/40S/40S)		

* Course titles and course designations for Senior 3 and Senior 4 Français-immersion will be confirmed at a later date.

**Standards tests for Senior 1 Français-immersion will be administered on a 3-year cycle. A Senior 1 pilot standards test is scheduled for spring 1998. The first system-wide standards test for Senior 1 Français-immersion will be administered in January and June, 2000. Standards tests for Senior 4 Français-immersion will be administered annually, beginning in January and June, 2002.

C. Curriculum Frameworks of Outcomes and Standards

A letter providing an updated schedule of documents released to schools since July 1994 will be distributed before the end of the 1997-98 school year.

Information about the development process of these documents can be found on-line at <http://www.edu.gov.mb.ca/k12/cur/>.

D. Learning Resources for Mathematics and English Language Arts

Manitoba participates in reviews of curriculum-matched print and multimedia learning resources as part of Western Canadian Protocol (WCP) Mathematics and English Language Arts Learning Resource Projects. Learning resources for Kindergarten to Senior 1 mathematics were reviewed in spring 1996 and spring 1997. Learning resources selected through the WCP reviews are listed in the *Manitoba Text Book Bureau Catalogue* (1997-98) with a "W" designation. WCP listings for Senior 2 to Senior 4 mathematics will appear in the 1998-99 catalogue. The *Manitoba Textbook Bureau Catalogue* is available on-line at <http://www.mtbb.mb.ca> and is updated biweekly.

Learning resources for Kindergarten to Senior 1 English Language Arts are being reviewed in three phases. A review of teacher references occurred in fall 1997, and an evaluation of integrated student resources occurred in spring 1998. Resources selected through these WCP reviews will also be listed in the *Manitoba Text Book Bureau Catalogue* with a

"W" designation. More information about learning resource reviews can be found on-line at <http://www.edu.gov.mb.ca/k12/learnres/>.

E. Learning Resources for Mathematics and English Language Arts

For the past two years, Manitoba has been a participant in a Pan-Canadian Science Project to develop student learning outcomes for Early, Middle, and Senior Years science/sciences de la nature. The resulting publication, *The Common Framework of Science Learning Outcomes, Kindergarten to Grade 12/Le cadre commun des résultats d'apprentissage en sciences de la nature: Maternelle à la 12e année*, was completed in November 1997. Manitoba's science/sciences de la nature curricula are being developed to align with the Pan-Canadian learning outcomes. Please refer to the detailed curriculum frameworks and standards testing implementation schedule for Kindergarten to Senior 4 science/sciences de la nature.

In January 1998, the Department initiated development of Kindergarten to Grade 4 Science curricula for system-wide implementation in the 1999-2000 school year. Based on a recent decision, there will be no standards testing in Grade 3 science/sciences de la nature.

Until further notice from Manitoba Education and Training, schools are to continue to use existing curricula for Kindergarten to Senior 1 science.

F. Senior 2 to Senior 4 Science/Sciences de la Nature

As you may be aware, Manitoba Education and Training has been developing and field validating new science curricula for Senior 2 to 4 over the last four school years. These curricula were to be aligned with the Pan-Canadian framework and released for implementation in the fall of 1998. However, in consultation with jurisdictions across Canada and the School Programs Division K-S4 Science Steering Committee, Manitoba Education and Training has decided to delay Pan-Canadian alignment at Senior 2 to 4 until after the curriculum frameworks for Kindergarten to Grade 4, Grades 5 to 8, and Senior 1 science/sciences de la nature are complete. The additional time will allow the Department to consult with teachers, post-secondary institutions, and other educational partners in order to examine the number and types of courses to be offered within Senior Years science/sciences de la nature.

1. Senior 2 to Senior 4 Science

The Department recognizes the immediate need for updated Senior Years science curricula. Therefore, Manitoba Education and Training is releasing the Senior 2 to 4 science curricula developed over the past four years as transitional curricula for optional implementation beginning in the 1998-99 school year. Seven transitional curricula will be ready for optional implementation in the 1998-99 school year: **Senior 2 Science (20S)**, **Senior 3 and 4 Biology (30S/40S)**, **Senior 3 and 4 Chemistry (30S/40S)**, and **Senior 3 and 4 Physics (30S/40S)**.

Approximately 150 teachers have attended inservices and have implemented these curricula during the field validation process. The curricula have received excellent feedback from pilot teachers and their students, resulting in most of the pilot schools and some school divisions/districts using the transitional curricula.

Several options are available for Senior 2 to Senior 4 science implementation beginning in the 1998-99 school year, as detailed below. Please refer to [Attachment 1](#). The implementation of these transitional curricula may raise some questions for administrators and science schools teachers, and we have attempted to anticipate your concerns in the question and answer section that appears in [Attachment 1](#).

2. Senior 2 to Senior 4 Sciences de la nature

A Sciences de la nature Secondaire 2 (20S) - version provisoire curriculum, comparable to the Senior 2 Science (20S) transitional curriculum, has been widely circulated in French Immersion and Franco-Manitoban schools, and can be used as a transitional curriculum. The Senior 3 and Senior 4 transitional curricula are available only in English; teachers of Biologie, Chimie, or Physique in French Immersion and Franco-Manitoban schools may wish to use these curricula as resource or background materials in order to adjust their existing courses.

Kindergarten to Senior 4 Science/Sciences de la nature						
	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04
Kindergarten to Grade 4 Science/Sciences de la nature Framework of Outcomes and Grade 3 Standards	Continue use of existing curricula	System-wide implementation of new curricula				
Grade 5 to 8 Science/Sciences de la nature Framework of Outcomes and Grade 6 Standards	Continue use of existing curricula		System-wide implementation of new curricula			
Grade 6 Standards Test **			Grade 6 Pilot Test	Grade 6 System-wide Test		
Senior 1 Science/Sciences de la nature Framework of Outcomes and Senior 1 Standards	Continue use of existing curricula		System-wide implementation of new curricula			
Senior 1 Science/Sciences de la nature Standards Test **			Senior 1 Pilot Test	Senior 1 System-wide Test		
Senior 2 Science/Sciences de la nature Framework of Outcomes (20S)	Option 1: Continue use of existing curricula			System-wide implementation of new curricula		
	Option 2/3: Full scale implementation of Senior 2 (20S) Science/Sciences de la nature transitional curricula					
Senior 3 Science/Sciences de la nature Framework of Outcomes (30S)	Option 1: Continue use of existing curricula			System-wide implementation of new curricula		
	Option 2: Full scale implementation of Senior 3 Biology/Chemistry/Physics (30S/30S/30S) transitional curricula					
	Continue use of existing curricula	Option 3: Phase-in implementation of Senior 3 Biology/Chemistry/Physics (30S/30S/30S) transitional curricula				
Senior 4 Science/Sciences de la nature Framework of Outcomes (40S)	Option 1: Continue use of existing curricula			System-wide implementation of new curricula		
	Option 2: Full scale implementation of Senior 4 Biology/Chemistry/Physics (40S/40S/40S) transitional curricula					
	Continue use of existing curricula	Option 3: Phase-in implementation of Senior 4 Biology/Chemistry/Physics (40S/40S/40S) transitional curricula				

**Note: Standards tests for science will not be administered at Grade 3 and Senior 4. At Grade 6, science standards tests will be administered annually, beginning in spring 2002. At Senior 1, science standards tests will be administered on a three-year cycle, beginning in January and June, 2002. (These timelines are contingent on the release dates of the curriculum frameworks.)

G. Social Studies/Sciences Humaines

Curriculum frameworks for social studies/sciences humaines were previously scheduled for implementation during the 1997-98 school year. Timelines have been extended in order to align Manitoba curriculum development with the Western Canadian Protocol Social Studies Project. Until further notice, schools are to continue to use existing curricula for Kindergarten to Senior 4 social studies/sciences humaines.

As indicated in a ministerial letter to school divisions in December 1997, Senior 3 Social Studies (Canadian History)/Sciences humaines (Histoire du Canada) will continue as a compulsory core requirement, even after the release of the new social studies/sciences humaines curricula. In the English, French Immersion, and Français Programs, this requirement alters the configuration of graduation requirements.

H. The Arts/Les arts

A new curriculum document for Senior 1 to 4 Jazz Band will be released in the spring of 1998 for implementation beginning in the 1998-99 school year. By partnering with the Manitoba Band Association, the Department has identified a curriculum document developed by the Music Educators National Conference/International Association of Jazz Educators (MENC/IAJE) for acquisition and approval by Manitoba Education and Training. Currently, finalization of copyright permission fees is underway with MENC/IAJE. Once these details are completed, further information will be sent to you.

Curriculum development in the area of The Arts/Les arts is scheduled to occur within the next several years as operating and staffing resources are allocated to this New Directions priority. As indicated in previous letters to superintendents and principals, new curricula in The Arts/Les arts will be developed along four strands: music, visual arts, dance, and drama. Curricula will be developed to ensure the distinct nature of each of these four strands.

I. Physical Education/Health Education/Éducation physique/Éducation à la santé

The new curriculum framework of student learning outcomes for physical education/health education/éducation physique/éducation à la santé will be released in the fall of 1998. During the 1998-99 school year, school divisions/districts are **not** expected to implement the framework in classrooms, but, rather, to use it as a tool to initiate implementation planning.

J. Curricula and Aboriginal Education

Native Studies

Support documents for integrating Native Studies into Early and Middle Years social studies were released in September 1995 and April 1997 respectively. The support document for Senior Years Native Studies will be released in the spring of 1998.

Aboriginal Languages

Manitoba Education and Training is participating in a Western Canadian Protocol (WCP) project to develop frameworks of outcomes for international and Aboriginal languages. Upon completion of the WCP Aboriginal framework of outcomes, the Department will begin development of a Manitoba curriculum framework of outcomes for Cree and Ojibway, based on the WCP framework.

Aboriginal Perspectives

As you are aware, Aboriginal perspectives have been identified for inclusion in all subject area curricula (*A Foundation for Excellence*, 1995). Work in curriculum development to achieve the integration of Aboriginal perspectives was initiated in 1994 and continues.

Additional information on Aboriginal Perspectives can be found online at <http://www.edu.gov.mb.ca/k12/abedu/>.

K. Locally Developed/Acquired Department-Approved Curricula (LDA)

In order to provide schools with enhanced flexibility related to local programming, a new mechanism for local development/acquisition of curricula will be available to schools for the 1998-99 school year. This new mechanism will enable students to earn credits toward New Directions graduation requirements.

A document detailing the Department's requirements for development/acquisition and approval of LDA curricula will be distributed in the spring of 1998. This new mechanism will allow a maximum of 10 credits towards graduation using LDA curricula.

The new mechanism applies to the four school programs as follows:

1. English Program

Within the English Program, the LDA mechanism will enable students to earn up to 10 credits toward New Directions graduation requirements within the compulsory complementary and optional supplementary subject areas (13 credits), based on locally identified needs.

2. Senior Years Technology Education Program (English Language)

Within the Senior Years Technology Education Program (English Language), the LDA mechanism will enable students to earn up to 10 credits toward New Directions graduation requirements within the minimum 8 to a maximum of 14 credits for courses approved under the Senior Years Technology Education Program, and/or within the Senior Years Apprenticeship Option, and/or within the optional supplementary subject areas (0-6 credits).

3. Senior Year Technology Education Program (Français and French Immersion)

Within the Senior Years Technology Education Program (Français and French Immersion), the LDA mechanism will enable students to earn up to 10 credits toward New Directions graduation requirements within the minimum 8 to a maximum of 10 credits for courses approved under the Senior Years Technology Education Program, and/or within the Senior Years Apprenticeship Option, and/or within the optional supplementary subject areas (0-2 credits).

4. French Immersion Program and Français Program

Within the French Immersion Program and Français Program, the LDA mechanism will enable students to earn up to 10 credits toward New Directions graduation requirements within the optional supplementary subject areas (9 credits), based on locally identified needs.

This new LDA mechanism, combined with SICs and SIPs, will allow a maximum of 20 credits for local curricula -- comprising 8 SIC, and/or 2 SIP, and/or 10 LDA credits -- to meet New Directions graduation requirements for compulsory complementary and/or optional supplementary subject areas and/or courses approved under the Senior Years Technology Education Program, depending upon the specific requirements of each of the four school programs. Locally developed curricula, whether SICs, SIPs, or LDAs, can not be used toward the compulsory core or compulsory credits. Please refer to the New Directions English Program: Senior Years Graduation Credit Requirements (April 1998)

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charts for all four school programs, and to the charts summarizing the types of curricula schools can use to meet credit requirements for graduation within each of the four school programs.

The Department's requirements for LDA development/acquisition and approval will be more rigorous than the registration process required for School-initiated Courses (SICs) and Student-initiated Projects (SIPs).

School divisions/districts wanting to begin their LDA development/acquisition process prior to release of the policy document can contact Pat MacDonald, Director, Program Development Branch (English Program and Senior Years Technology Education Program) at 1-204-945-0926 (1-800-282-8069 extension 0926) or Jean-Vianney Auclair, Acting Director, Bureau de l'éducation française (Français Program and French Immersion Program) 1-204-945-6022 (1-800-282-8069 extension 6022) for information to assist them in this process.

L. School-initiated Courses and Student-initiated Projects (Senior 1 to 4)

As you know, the March 1996 *Educational Change Update* letter communicated details regarding phasing in New Directions requirements for School-initiated Courses (SICs) and Student-initiated Projects (SIPs) as these are described in *Locally Developed Curricula: School-initiated Courses and Student-initiated Projects: A Handbook for Senior Years Schools (1995)*. School divisions/districts were not required to implement the New Directions requirements described in this 1995 handbook in the two-year period from September 1996 to June 1998, but rather, were to use this time to develop appropriate plans for the implementation which is to begin in September 1998.

Frequently asked questions and their answers related to SIC/SIP implementation appear in [Attachment 2](#).

M. International Baccalaureate (IB) and Advanced Placement (AP) Credit Recognition

Effective in the 1997-98 school year, and subsequent to a comprehensive survey of Manitoba schools, the Department has provided credit recognition for International Baccalaureate (IB) and Advanced Placement (AP) courses in meeting graduation requirements. School divisions/districts should consult the *Subject Table Handbook* for a listing of the specific IB and AP courses recognized for credit.

Please refer to New Directions Graduation Requirements for charts that summarize where IB and AP credits apply to New Directions graduation requirements. For more information about IB and AP, please contact their respective organizations as follows:

International Baccalaureate Manitoba

Donna Goodman, Coordinator
155 Kingsway Avenue,
Winnipeg, Manitoba R3M 0G3
1-204-474-1492
Fax: 453-2116

Advanced Placement Council

Wayne Bembridge, President
c/o St. John's Ravenscourt
400 South Drive
Winnipeg, Manitoba R3T 3K5
1-204-477-2430

School divisions/districts are reminded that they must notify the Department annually regarding whether or not they are offering IB and/or AP credits and the specific credits being offered. In this way, the Department can ensure the *Subject Table Handbook* contains the course code details required by schools.

N. New Directions Graduation Requirements

Since the introduction of New Directions graduation requirements, a number of changes to the required credits have occurred.

**New Directions
English Program: Graduation Credit Requirements
Revised June 1999
Types of Curricula Schools Can Use to Meet Credit Requirements**

Types of Curricula Schools Can Use to Meet Credit Requirements	Categories of Credits for Graduation Under New Directions (15 required credits + 13 choice credits = 28 credits minimum)			
	15 Required Credits		13 Choice Credits	
	Compulsory Core Subject Areas (13 credits required)	Compulsory Subject Areas (2 credits required)	Compulsory Complementary Subject Areas (3 credits)	Optional Supplementary Subject Areas (10 credits)
Departmental	✓	✓	✓	✓
IB/AP	✓	✗	✓	✓
SICs (8 maximum)	✗	✗	✓	✓
SIPs (2 maximum)	✗	✗	✓	✓
LDAs (10 maximum)	✗	✗	✓	✓
Special Credit Options	✗	✗	✓	✓
			Students must complete one Senior 3 credit and two Senior 4 credits across their Senior Years within the 13 credits available as compulsory complementary and optional supplementary.	

Key: ✓ = yes ✗ = no

Note: Departmental requirements must be followed for International Baccalaureate (IB), Advanced Placement (AP), School-initiated Courses (SICs), Student-initiated Projects (SIPs), Locally Developed/Acquired Department-approved Curricula (LDA), and Special Credit Options (Special Language Credit Option, Royal Winnipeg Ballet, and Private Music Option).

New Directions
French Immersion Program: Graduation Credit Requirements
Revised June 1999
Types of Curricula Schools Can Use to Meet Credit Requirements

Types of Curricula Schools Can Use to Meet Credit Requirements	Categories of Credits for Graduation Under New Directions (19 required credits + 9 choice credits = 28 credits minimum)		
	19 Required Credits		9 Choice Credits
	Compulsory Core Subject Areas (17 credits required)	Compulsory Subject Areas (2 credits required)	Optional Supplementary Subject Areas (9 credits)
Departmental	✓	✓	✓
IB/AP	✓	✗	✓
SICs (8 maximum)	✗	✗	✓
SIPs (2 maximum)	✗	✗	✓
LDAs (10 maximum)	✗	✗	✓
Special Credit Options	✗	✗	✓
			Students must complete one Senior 3 credit and one Senior 4 credit across their Senior Years within the 9 credits available as optional supplementary.

Key: ✓ = yes ✗ = no

Note: Departmental requirements must be followed for International Baccalaureate (IB), Advanced Placement (AP), School-initiated Courses (SICs), Student-initiated Projects (SIPs), Locally Developed/Acquired Department-approved Curricula (LDA), and Special Credit Options (Special Language Credit Option, Royal Winnipeg Ballet, and Private Music Option).

New Directions
Français Program: Graduation Credit Requirements
Revised June 1999

Types of Curricula Schools Can Use to Meet Credit Requirements

Types of Curricula Schools Can Use to Meet Credit Requirements	Categories of Credits for Graduation Under New Directions (19 required credits + 9 choice credits = 28 credits minimum)		
	19 Required Credits		9 Choice Credits
	Compulsory Core Subject Areas (17 credits required)	Compulsory Subject Areas (2 credits required)	Optional Supplementary Subject Areas (9 credits)
Departmental	✓	✓	✓
IB/AP	✓	✗	✓
SICs (8 maximum)	✗	✗	✓
SIPs (2 maximum)	✗	✗	✓
LDAs (10 maximum)	✗	✗	✓
Special Credit Options	✗	✗	✓
			Students must complete one Senior 3 credit and one Senior 4 credit across their Senior Years within the 9 credits available as optional supplementary.

Key: ✓ = yes ✗ = no

Note: Departmental requirements must be followed for International Baccalaureate (IB), Advanced Placement (AP), School-initiated Courses (SICs), Student-initiated Projects (SIPs), Locally Developed/Acquired Department-approved Curricula (LDA), and Special Credit Options (Special Language Credit Option, Royal Winnipeg Ballet, and Private Music Option).

New Directions
Senior Years Technology Education Program: Graduation Credit Requirements
Revised June 1999

Types of Curricula Schools Can Use to Meet Credit Requirements

Types of Curricula Schools Can Use to Meet Credit Requirements	Categories of Credits for Graduation Under New Directions (14 required credits + 14 choice credits = 28 credits minimum)			
	14 Required Credits		14 Choice Credits	
	Compulsory Core Subject Areas (12 credits required)	Compulsory Subject Areas (2 credits required)	Courses approved under the Senior Years Technology Education Program (minimum of 8 to a maximum of 14 credits)	Optional Supplementary Subject Areas (0-6 credits)
Departmental	✓	✓	✓	✓
IB/AP	✓	✗	✗	✓
SICs (8 maximum)	✗	✗	✓	✓
SIPs (2 maximum)	✗	✗	✓	✓
LDAs (10 maximum)	✗	✗	✓	✓
Special Credit Options	✗	✗	✗	✓
			Students must complete one Senior 3 credit and two Senior 4 credits across their Senior Years within the 13 credits available as compulsory complementary and optional supplementary.	

Key: ✓ = yes ✗ = no

Note: Departmental requirements must be followed for International Baccalaureate (IB), Advanced Placement (AP), School-initiated Courses (SICs), Student-initiated Projects (SIPs), Locally Developed/Acquired Department-approved Curricula (LDA), and Special Credit Options (Special Language Credit Option, Royal Winnipeg Ballet, and Private Music Option).

New Directions
Senior Years Technology Education Program: Graduation Credit Requirements (Français and French Immersion)
Revised June 1999

Types of Curricula Schools Can Use to Meet Credit Requirements

Types of Curricula Schools Can Use to Meet Credit Requirements	Categories of Credits for Graduation Under New Directions (18 required credits + 10 choice credits = 28 credits minimum)			
	18 Required Credits		10 Choice Credits	
	Compulsory Core Subject Areas (16 credits required)	Compulsory Subject Areas (2 credits required)	Courses approved under the Senior Years Technology Education Program (minimum of 8 to a maximum of 10 credits)	Optional Supplementary Subject Areas (0-2 credits)
Departmental	✓	✓	✓	✓
IB/AP	✓	✗	✗	✓
SICs (8 maximum)	✗	✗	✓	✓
SIPs (2 maximum)	✗	✗	✓	✓
LDAs (10 maximum)	✗	✗	✓	✓
Special Credit Options	✗	✗	✗	✓
			Students must complete one Senior 3 credit and two Senior 4 credits across their Senior Years within the 13 credits available as compulsory complementary and optional supplementary.	

Key: ✓ = yes ✗ = no

Note: Departmental requirements must be followed for International Baccalaureate (IB), Advanced Placement (AP), School-initiated Courses (SICs), Student-initiated Projects (SIPs), Locally Developed/Acquired Department-approved Curricula (LDA), and Special Credit Options (Special Language Credit Option, Royal Winnipeg Ballet, and Private Music Option).

New Directions
English Program: Senior Years Graduation Credit Requirements*
(Minimum 28 credits) (Revised April 1998)

Senior 1	Senior 2	Senior 3	Senior 4
Compulsory Core Subject Areas (4 credits) <ul style="list-style-type: none"> ● language arts (English) -- 1 ● mathematics -- 1 ● sciences -- 1 ● social studies -- 1 	Compulsory Core Subject Areas (4 credits) <ul style="list-style-type: none"> ● language arts (English) -- 1 ● mathematics -- 1 ● sciences -- 1 ● social studies -- 1 	Compulsory Core Subject Areas (3 credits) <ul style="list-style-type: none"> ● language arts (English) -- 1 ● mathematics -- 1 ● social studies -- 1 	Compulsory Core Subject Areas (2 credits) <ul style="list-style-type: none"> ● language arts (English) -- 1 ● mathematics -- 1
Compulsory Subject Area physical education (1 credit)	Compulsory Subject Area physical education (1 credit)		

Compulsory Complementary Subject Areas (3 credits)**

- second languages
- language arts (English) (additional)
- mathematics (additional)
- sciences (additional)
- social studies (additional)

Optional Supplementary Subject Areas (minimum 10 credits) such as**

- | | |
|--|--|
| <ul style="list-style-type: none"> - the arts <ul style="list-style-type: none"> visual arts music drama dance - health education - physical education | <ul style="list-style-type: none"> - skills for independent living - technology education vocational education home economics business and marketing industrial arts - or any of the complementary subject areas listed above |
|--|--|

* Students must ensure that they meet the entrance requirements of the post-secondary education, training, or work situations they intend to pursue.

** Within the compulsory complementary and the optional supplementary subject areas, **students must complete one Senior 3 credit and two Senior 4 credits across their Senior Years.**

New Directions
French Immersion Program: Senior Years Graduation Credit Requirements*
(Minimum 28 credits) (Revised April 1998)

Senior 1	Senior 2	Senior 3	Senior 4
Compulsory Core Subject Areas (5 credits) <ul style="list-style-type: none"> ● Français -- 1 ● English LA-Immersion -- 1 ● mathématiques -- 1 ● science de la nature -- 1 ● sciences humaines - 1 	Compulsory Core Subject Areas (5 credits) <ul style="list-style-type: none"> ● Français -- 1 ● English LA-Immersion -- 1 ● mathématiques -- 1 ● science de la nature -- 1 ● sciences humaines - 1 	Compulsory Core Subject Areas (4 credits) <ul style="list-style-type: none"> ● Français -- 1 ● English LA-Immersion -- 1 ● mathématiques -- 1 ● sciences humaines - 1 	Compulsory Core Subject Areas (3 credits) <ul style="list-style-type: none"> ● Français -- 1 ● English LA-Immersion -- 1 ● mathématiques -- 1
Compulsory Subject Area éducation physique (1 credit)	Compulsory Subject Area éducation physique (1 credit)		

Optional Supplementary Subject Areas (minimum 9 credits) such as**

- | | |
|---|--|
| <ul style="list-style-type: none"> - Français (additional) - language arts (additional) - autre langues - mathématiques (additional) - science de la nature (additional) - sciences humaines (additional) -santé - éducation physique - vie autonome | <ul style="list-style-type: none"> - les arts <li style="padding-left: 20px;">arts plastiques <li style="padding-left: 20px;">éducation musicale <li style="padding-left: 20px;">arts dramatiques <li style="padding-left: 20px;">danse - études technologiques <li style="padding-left: 20px;">formation professionnelle industrielle <li style="padding-left: 20px;">économie familiale <li style="padding-left: 20px;">affaires et commercialisation <li style="padding-left: 20px;">arts industriels |
|---|--|

* Students must ensure that they meet the entrance requirements of the post-secondary education, training, or work situations they intend to pursue.

** Within the optional supplementary subject areas, **students must complete one Senior 3 credit and one Senior 4 credit across their Senior Years.**

New Directions
Français Program: Senior Years Graduation Credit Requirements*
(Minimum 28 credits) (Revised April 1998)

Senior 1	Senior 2	Senior 3	Senior 4
Compulsory Core Subject Areas (5 credits) <ul style="list-style-type: none"> • Français -- 1 • Anglais -- 1 • mathématiques -- 1 • science de la nature -- 1 • sciences humaines - 1 	Compulsory Core Subject Areas (5 credits) <ul style="list-style-type: none"> • Français -- 1 • Anglais -- 1 • mathématiques -- 1 • science de la nature -- 1 • sciences humaines - 1 	Compulsory Core Subject Areas (4 credits) <ul style="list-style-type: none"> • Français -- 1 • Anglais -- 1 • mathématiques -- 1 • sciences humaines - 1 	Compulsory Core Subject Areas (3 credits) <ul style="list-style-type: none"> • Français -- 1 • Anglais -- 1 • mathématiques -- 1
Compulsory Subject Area éducation physique (1 credit)	Compulsory Subject Area éducation physique (1 credit)		

Optional Supplementary Subject Areas (minimum 9 credits) such as**

- | | |
|--|--|
| <ul style="list-style-type: none"> - Français (additional) - Anglais (additional) - autre langues - mathématiques (additional) - science de la nature (additional) - sciences humaines (additional) - santé - éducation physique - vie autonome | <ul style="list-style-type: none"> - les arts arts plastiques éducation musicale arts dramatiques danse - études technologiques formation professionnelle industrielle économie familiale affaires et commercialisation arts industriels |
|--|--|

* Students must ensure that they meet the entrance requirements of the post-secondary education, training, or work situations they intend to pursue.

** Within the optional supplementary subject areas, **students must complete one Senior 3 credit and one Senior 4 credit across their Senior Years.**

New Directions

**Senior Years Technology Education Program: Senior Years Graduation Credit Requirements (English Language)*
(Minimum 28 credits) (No changes April 1998)**

Senior 1	Senior 2	Senior 3	Senior 4
Compulsory Core Subject Areas (4 credits) <ul style="list-style-type: none"> • language arts (English) -- 1 • mathematics -- 1 • sciences -- 1 • social studies -- 1 	Compulsory Core Subject Areas (4 credits) <ul style="list-style-type: none"> • language arts (English) -- 1 • mathematics -- 1 • sciences -- 1 • social studies -- 1 	Compulsory Core Subject Areas (2 credits) <ul style="list-style-type: none"> • language arts (English) -- 1 • mathematics -- 1 	Compulsory Core Subject Areas (2 credits) <ul style="list-style-type: none"> • language arts (English) -- 1 • mathematics -- 1
Compulsory Subject Area physical education (1 credit)	Compulsory Subject Area physical education (1 credit)		

Plus, courses **approved** under the Senior Years Technology Education Program (**minimum of 8 to a maximum of 14 credits**).

To graduate with an approved **Senior Years Apprenticeship Option**, students must complete the 14 compulsory requirements (a minimum of 8 to a maximum of 14) **approved** Senior Years Apprenticeship credits, and options form the optional supplementary subject areas to complete the minimum of 28 credits required for graduation purposes.

An approved **Cooperative Vocational Education Option** is an implementation strategy for the Senior Years Technology Education Program at the Senior 4 level which uses work education as the primary mode of delivery.

Optional Supplementary Subject Areas (0-6 credits) such as**

- | | |
|---|--|
| <ul style="list-style-type: none"> - second languages - sciences (additional) - mathematics (additional) - the arts <ul style="list-style-type: none"> visual arts music drama dance - physical education | <ul style="list-style-type: none"> - social studies (additional) - language arts (additional) - health education - skills for independent living - technology education (additional) <ul style="list-style-type: none"> vocational education home economics business and marketing industrial arts |
|---|--|

* Students must ensure that they meet the entrance requirements of the post-secondary education, training, or work situations they intend to pursue.

** Within the approved Senior Years Technology Education courses or the optional supplementary subject areas, **students must complete two Senior 3 credits and two Senior 4 credits across their Senior Years.**

New Directions
Senior Years Technology Education Program: Senior Years Graduation Credit Requirements (Français and French Immersion)*
(Minimum 28 credits) (No changes April 1998)

Senior 1	Senior 2	Senior 3	Senior 4
Compulsory Core Subject Areas (5 credits) <ul style="list-style-type: none"> ● Français -- 1 ● Anglais or English LA-Immersion** -- 1 ● mathématiques -- 1 ● science de la nature -- 1 ● sciences humaines - 1 	Compulsory Core Subject Areas (5 credits) <ul style="list-style-type: none"> ● Français -- 1 ● Anglais or English LA-Immersion**-- 1 ● mathématiques -- 1 ● science de la nature -- 1 ● sciences humaines - 1 	Compulsory Core Subject Areas (3 credits) <ul style="list-style-type: none"> ● Français -- 1 ● Anglais or English LA-Immersion**-- 1 ● mathématiques -- 1 ● 	Compulsory Core Subject Areas (3 credits) <ul style="list-style-type: none"> ● Français -- 1 ● Anglais or English LA-Immersion**-- 1 ● mathématiques -- 1
Compulsory Subject Area physical education (1 credit)	Compulsory Subject Area physical education (1 credit)		

Plus, courses **approved** under the Senior Years Technology Education Program (**minimum of 8 to a maximum of 10 credits**).

To graduate with an approved **Senior Years Apprenticeship Option**, students must complete the 18 compulsory requirements (a minimum of 8 to a maximum of 10) **approved** Senior Years Apprenticeship credits, and options form the optional supplementary subject areas to complete the minimum of 28 credits required for graduation purposes.

Optional Supplementary Subject Areas (0-2 credits) such as***

- | | |
|--|--|
| <ul style="list-style-type: none"> - autre langues - science de la nature (additional) - mathématiques (additional) - les arts <ul style="list-style-type: none"> arts plastiques éducation musicale arts dramatiques danse - éducation physique | <ul style="list-style-type: none"> - sciences humaines (additional) - language arts (additional) - santé - vie autonome - études technologiques (additional) <ul style="list-style-type: none"> formation professionnelle industrielle économie familiale affaires et commercialisation arts industriels |
|--|--|

* Students must ensure that they meet the entrance requirements of the post-secondary education, training, or work situations they intend to pursue.

** Anglais for students in Français Program; English LA-Immersion for students in French Immersion Program.

*** Within the approved Senior Years Technology Education courses or the optional supplementary subject areas, **students must complete one Senior 3 credit and one Senior 4 credit across their Senior Years.**

O. Mature Student Diploma

Currently, schools are to follow the existing requirements for mature student status. As you know, these requirements are based on the Revised High School Program Model (20 credits across Senior 2 to 4). Manitoba Education and Training is in the process of reviewing the existing requirements and aligning them with New Directions requirements. Information related to changes to the requirements for the Mature Student Diploma will be communicated to schools in the fall of 1998.

P. Technology as a Foundation Skill

As you know, technology has been identified as a foundation skill area. To support the work of the Department, school divisions/districts, and schools in successfully integrating technology into all subject area curricula at Early, Middle, and Senior Years, *Technology as a Foundation Skill: A Journey Towards Information Technology Literacy* has been developed. This document will be released in the spring of 1998.

The projects listed below support technology as a foundation skill.

1. Interdisciplinary Middle Years Multimedia (IMYM) Project

Phase 3 - Grade 7 Initiation

This four-phase curriculum-based research and development project resulted from the identification of technology as a foundation skill area for all Manitoba curricula. The purpose of this project is to develop an effective instructional model that

- is interdisciplinary
- supports the integration of multimedia technology throughout provincial curricula
- facilitates implementation of interdisciplinary unit(s) as required

Phase 1 - Grade 5 occurred over the 1995-97 school years, with phase 2 - Grade 6 over the 1996-98 school years. Phase 3 - Grade 7 will be initiated in the 1998-99 school year.

Through this project, a multimedia computer hardware/software "seed" is provided to representative Middle Years pilot schools throughout the province through the distribution of grants (70% government funded). Grants do not exceed \$14 000 per school. A minimum of 20 pilot schools will be selected in Phase 3 - Grade 7, based on Departmental selection criteria.

Project details and an application form will be posted shortly on the Manitoba Education and Training web site <http://www.edu.gov.mb.ca/k12/tech/imym/index.html>.

2. Curriculum/Multimedia Integration (C/MI) Project

The C/MI Project was initiated to integrate technology, as one of the four foundation skill areas, into Manitoba curricula. Integration of multimedia with curricula provides Manitoba teachers with curricula that illustrate, in a four-column format, how prescribed student learning outcomes can be achieved by students through the application of multimedia learning resources to instruction and assessment. The goals for the integration of multimedia in Manitoba curricula are

- to provide linkages with curricula that will enable multimedia to form a meaningful part of resource-based learning in Manitoba schools
- to illustrate how multimedia can facilitate a variety of instructional strategies
- to illustrate how multimedia can facilitate forms of authentic assessment

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To date, Senior 2 to 4 science pilot documents have been integrated with multimedia. Multimedia integration of the Senior Years science foundation for implementation documents will continue as Senior Years science curricula are aligned with the Pan-Canadian *Common Framework of Science Learning Outcomes, K-12*.

In 1998-99, the C/MI Project will focus on curriculum/multimedia integration in Kindergarten to Grade 8 mathematics and English language arts, and Kindergarten to Grade 4 science.

Project updates will be posted regularly on the C/MI website <http://www.edu.gov.mb.ca/k12/tech/cmi/index.html>.

3. Computer Guided Learning (CGL) in Mathematics Project

The CGL in Mathematics Project is a Western Canadian Protocol project that has resulted in the release of *The Learning Equation Mathematics 9* in September 1997. This courseware was written specifically to match the student learning outcomes in *Senior 1 Mathematics: A Foundation for Implementation*.

In 1998-99, the project will continue with development of CGL curriculum-matched courseware for *Senior 2 Pre-Calculus Mathematics (20S)*. The courseware is scheduled for release in September 1998.

As well, the Department will participate in a project to pilot two strands of curriculum-matched courseware for each of Grade 7 mathematics and Grade 8 mathematics beginning in September 1998.

4. Kindergarten to Senior 4 Web Site Project

The Department's Kindergarten to Senior 4 Web Site continues to be updated biweekly. You are encouraged to check it out at <http://www.edu.gov.mb.ca/k12/>.

5. Western Canadian Protocol (WCP) Distance Learning and Technology Project

A memorandum of understanding for the WCP Distance Learning and Technology Project has been developed. Currently, WCP priorities and a project workplan are being finalized. This project will lead to a greater number of courses for distance learning being available in a timely manner.

6. Web-based Courses Project

This is a research and development project designed to examine the development and delivery of web-based courses.

7. Computers for Schools and Libraries Project

This initiative will continue to supply refurbished computers to schools and libraries. From April 1997 to February 1998, 1 800 computers have gone to schools and libraries. Of these, 60 were upgraded to multimedia computers, and were directed to schools implementing Computer Guided Learning (CGL). During the 1998-99 school year, priority areas identified for computers include:

- Computer Guided Learning
- Senior Years Applied Mathematics (20S)
- Senior Years Science (Senior 2 to 4)
- Interdisciplinary Middle Years Multimedia (IMYM)

For additional information on applications and procedures, see the web site at <http://www.cfsi.mb.ca/>.

8. Information Technology Funding

In January 1998, funding support of \$1 800 000 (\$10.00 per eligible pupil) was announced to assist schools in the acquisition of information technology. Funding may be used for computer hardware and software, school building re-wiring and cabling to facilitate computer and computer network installation, Internet linkages, and curriculum-based technology requirements.

VI. INFORMATION IN PREVIOUS CORRESPONDENCE

Information relating to the following areas can be found in previous Departmental correspondence:

School Programs Division Area		Letter Dated
A.	<u>Transition to New Directions Graduation Requirements</u>	June 1997
B.	<u>Phasing Out Answering the Challenge and Revised High School Program Graduation Requirements</u>	June 1997
C.	<u>Senior Years Timetabling and Graduation Requirements</u>	June 1997
D.	<u>Separate Reporting of Provincial Examination Marks</u>	June 1997
E.	<u>Advisory Councils for School Leadership</u>	June 1997
F.	<u>Choice of Schools</u>	June 1997
G.	Phase In of New Directions Requirements for SICs/SIPs and M Course Designation	March 1996
H.	The Arts	June 1997
I.	Physical Education/Health Education	June 1997
J.	Time Allotments	June 1996
K.	International Baccalaureate and Advanced Placement Courses for Credit	August 1997 and October 1997
L.	Retention of Senior 3 Social Studies (Canadian History) Credit	December 1997
M.	Early Literacy Intervention Initiative	January 1998
N.	Mature Student Diploma	October 1992

Bureau de l'éducation française Division Area		Letter Dated
A.	Transition vers les conditions d'obtention du diplôme prévues dans Nouvelles directions	June 1997
B.	Suppression graduelle des conditions d'obtention du diplôme prévues dans Relever le défi et dans le Programme révisé d'études secondaires	June 1997
C.	Calendriers et conditions d'obtention du diplôme d'études secondaires	June 1997
D.	Communication séparée des notes obtenues aux examens provinciaux	June 1997
E.	Conseils consultatifs pour la direction des écoles	June 1997
F.	Choix d'une école	June 1997
G.	Imposition graduelle des conditions de <i>Nouvelles directions</i> relatives aux CPÉ, aux PPÉ et aux cours portant la désignation M	March 1996

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H.	Les arts	March 1996
I.	Éducation physique et santé	June 1997
J.	Blocs horaires	June 1996
K.	Précisions sur la reconnaissance des cours du baccalauréat international (IB) et des cours du programme de reclassment dans des classes supérieures (AP) donnat droit des à crédits	August 1997 and October 1997
L.	Statut obligatoire du cours de Sciences humanines en secondaire 3 (Histoire du Canada)	December 1997
M.	Intervention précoce en matière d'alphabétisation	January 1998
N.	Diplôme pour étudiant adulte	January 1998

Please ensure that copies of this correspondence are placed in your copy of the *Administrative Handbook* so you have an ongoing reference to support your planning and implementation.

TRANSITION TO NEW DIRECTIONS' GRADUATION REQUIREMENTS

As you know, students who entered Senior 1 during the 1995-96 school year, and all Senior 1 students entering in subsequent years, must meet **New Directions'** graduation requirements.

Students who entered Senior 1 during or prior to the 1994-95 school year may graduate by meeting the graduation requirements of the three-year **Revised High School Program** (20 credits across Senior 2-4), the four-year **Answering the Challenge** requirements (28 credits across Senior 1-4), or the four-year **New Directions'** requirements (28 credits across Senior 1-4). This accommodation was communicated in the Educational Change Update letter of March 22, 1996 to enhance flexibility during the transition to **New Directions'** graduation requirements.

During the 1996-97 school year, it has come to the Department's attention that schools require further accommodations related to **Answering the Challenge** graduation requirements. In a spirit of understanding the challenges inherent in timetabling and scheduling during the transition to **New Directions'** graduation requirements, additional accommodations specifically related to **Answering the Challenge** graduation requirements will now be permitted and can be applied in relation to any students who entered Senior 1 during or prior to the 1994-95 school year. The specific **Answering the Challenge** accommodations permitted are as follows:

Answering the Challenge Accommodations

Senior 1

Compulsory Credits 5 or 6 credits

Complementary Credits 2 or 3 credits

Language Arts (English) 1 or 2 credits

Note: A student who takes only one Senior 1 English Language Arts credit must complete one additional complementary credit in a subject area of his/her choosing. However, a student who took Français Language Arts or Français Immersion does not have to take an additional complementary credit.

Senior 2

Compulsory Credits 5 or 6 credits

Complementary Credits 2 or 3 credits

Skills for Independent Living 0 or 1 credit

Note: A student who does not take Senior 2 Skills for Independent Living must complete an additional complementary credit.

Senior 3

Compulsory Credits 4 or 4½ credits

Electives Minimum of 1½ - 2 credits

Physical Education 0 or ½ credit

Note: A student who does not take Senior 3 Physical Education (½ credit) must complete an additional ½ elective credit.

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Senior 4

Language Arts (English) 1 or 2 credits

Senior 4 courses 2 or 3 credits

Note: A student who takes only one Senior 4 English Language Arts credit must complete a Senior 4 English Language Arts first credit and must complete an additional Senior 4 credit in any subject area.

PHASING OUT ANSWERING THE CHALLENGE AND REVISED HIGH SCHOOL PROGRAM GRADUATION REQUIREMENTS

All schools are required to phase out, by the end of the 2000-2001 school year, *Answering the Challenge* and *Revised High School Program* graduation requirements, for all students who entered Senior 1 or Grade 9 during or prior to the 1994-95 school year.

Effective the 2001-02 school year, **all** students must graduate under *New Directions*' graduation requirements, including any returning students who may have begun their Senior Years under an earlier set of graduation requirements.

SENIOR YEARS TIMETABLING AND GRADUATION REQUIREMENTS

While the Department appreciates the difficulties inherent in timetabling and staffing during a period of transition to new provincial graduation requirements, it is the responsibility of divisional and school administrators to timetable so that Departmental policy related to graduation requirements is implemented.

Further accommodations related to ***Answering the Challenge*** graduation requirements will not be permitted and school divisions/districts must ensure that as of the 2001-02 school year all students are provided with the opportunities necessary to graduate under ***New Directions***' graduation requirement.

TRANSITIONAL IMPLEMENTATION STRATEGY FOR MATHEMATICS

In response to feedback from Senior Years administrators and Senior 1 mathematics teachers concerning the length and the extent of change in the Senior 1 Mathematics (10F) curriculum, Manitoba Education and Training has developed a transitional strategy to facilitate its effective implementation. The strategy recognizes the need for a period of adjustment for teachers and students who are implementing new mathematics content and methodologies.

Implications for Students Enrolling in Senior 2 Mathematics/Mathématiques Courses

Students who do not study Units 10 or 11 during the transition to Senior 1 Mathematics/Mathématiques (10F) curriculum will require some specific program support when they enrol in Senior 2 Applied Mathematics/Mathématiques Appliquées (20S) or Pre-Calculus Mathematics/Mathématiques Pré-Calcul (20S). It is important, therefore, that teachers of Senior 1 Mathematics/Mathématiques (10F) maintain records of the units each student has completed, and communicate this information to the receiving teacher(s) of students in Senior 2 mathematics/mathématiques courses.

Implications for Students Enrolling in Senior 3 and Senior 4 Mathematics/Mathématiques Courses

Provided that programming supports are put in place at Senior 2, the transitional adjustments to Senior 1 Mathematics/Mathématiques (10F) would not affect student performance in Senior 3 or Senior 4 mathematics/mathématiques courses or on the Senior 4 standards test.

LANGUAGE ARTS AND MATHEMATICS CURRICULUM FRAMEWORKS AND STANDARDS TESTING SCHEDULE

Note: Updates to this section since the release of the letter in June 1997 are noted in **red**. **Curriculum Frameworks of Outcomes and Standards Documents**

For your information, the following curriculum frameworks have been distributed to all Manitoba schools over the past two school years, for system-wide implementation.

Mathematics

- *Kindergarten to Grade 4 Mathematics: Manitoba Curriculum Framework of Outcomes and Grade 3 Standards* (September 1995)
- *Grades 5 to 8 Mathematics: Manitoba Curriculum Framework of Outcomes and Grade 6 Standards* (August 1996)
- ***April 1998 Standards Testing Schedule (April 1998)***
- ***Senior 1 Mathematics: Manitoba Curriculum Framework of Outcomes and Senior 1 Standards (10F)*** (August 1997)

Mathématiques

- *Cadre commun des programmes d'études de Mathématiques M-12 : (M à 9^e année)* (1995)
- *Cadre commun des programmes d'études de Mathématiques M-12 : (10^e - 12^e année)* (1996)
- *Normes manitobaines de performance de l'élève - Mathématiques 3^e* (November 1995)
- *Normes manitobaines de performance de l'élève - Mathématiques 6^e* (May 1997)

English Language Arts

- *Kindergarten to Grade 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 3 Standards* (August 1996)
- *Grades 5 to 8 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 6 Standards* (August 1996)
- *Senior 1 English Language Arts: Manitoba Curriculum Framework of Outcomes and Senior 1 Standards (10F)* (August 1996)

English L.A.-Immersion

- *Grades 1 to 4 English L.A.-Immersion: Manitoba Curriculum Framework of Outcomes and Grade 3 Standards* (Draft 1996)
- *Grades 5 to 8 English L.A.-Immersion: Manitoba Curriculum Framework of Outcomes and Grade 6 Standards* (Draft 1996)

Anglais

- *Grades 3 and 4 Anglais: Manitoba Curriculum Framework of Outcomes* (Draft 1996)
- *Grades 5 to 8 Anglais: Manitoba Curriculum Framework of Outcomes and Grade 6 Standards* (Draft 1996)

Français-Immersion

- *Les résultats d'apprentissage manitobains en français langue seconde-immersion (M-S4)* (1996)

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- *Normes manitobaines de performance en français langue seconde-immersion : troisième année* (1997)
- *Normes manitobaines de performance en français langue seconde-immersion : sixième année* (1997)
- *Normes manitobaines de performance en français langue seconde-immersion : secondaire 1* (1997)

Français

- *Les résultats d'apprentissage manitobains en français langue première (M-S4)* (1996)
- *Normes manitobaines de performance en français langue première : troisième année* (1997)
- *Normes manitobaines de performance en français langue première : sixième année* (1997)
- *Normes manitobaines de performance en français langue première : secondaire 1* (1997)

Note: 1. *Normes manitobaines de performance de l'élève - Mathématiques S1* is projected for January 1998 release.

A Foundation for Implementation Documents

Manitoba Education and Training prepares *A Foundation for Implementation* documents to provide teachers with suggestions for instruction, assessment, and learning resources to support implementation of the curriculum frameworks of outcomes and standards. The distribution schedule is as follows:

Mathematics

Kindergarten to Grade 4 Mathematics: A Foundation for Implementation

Distributed to schools in 1996-97 school year

Grades 5 to 8 Mathematics: A Foundation for Implementation

Distributed to schools in 1997-98 school year

Senior 1 Mathematics (10F): A Foundation for Implementation

Distributed to schools in 1997-98 school year

Mathématiques

Programmes d'études - document de mise en oeuvre Mathématiques M à 4^e année

Distributed to schools in draft form in 1996-97 school year

Programmes d'études - document de mise en oeuvre Mathématiques 5^e à 8^e année

Distributed to schools in draft form in 1996-97 school year

Programmes d'études - document de mise en oeuvre Mathématiques 10F

Distributed to schools in draft form in 1996-97 school year

English Language Arts

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation

Distributed to schools in 1998-99 school year

Grades 5 to 8 English Language Arts: A Foundation for Implementation

Distributed to schools in 1998-99 school year

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Senior 1 English Language Arts (10F): A Foundation for Implementation

Distribution to schools in 1997-98 school year

English L.A.-Immersion

Adaptations of the English Language Arts Foundation for Implementation documents are being developed.

Release projected for the 1997-98 school year

Anglais

Adaptations of the English Language Arts Foundation for Implementation documents are being developed.

Release projected for the 1997-98 school year

Français-Immersion

Programme d'études - document de mise en oeuvre Maternelle à 4^e, 5^e à 8^e et S1

Distribution to schools in 1997-98 school year

Français

Programme d'études - document de mise en oeuvre Maternelle à 4^e, 5^e à 8^e et S1

Distribution to schools in 1997-98 school year

Until Senior 4 standards tests in mathematics and language arts are introduced to the system, annual provincial examinations in these two subject areas will continue, based on existing curriculum, and will be valued at 30% of Senior 4 students' final marks.

SEPARATE REPORTING OF PROVINCIAL EXAMINATION MARKS

On March 14, 1997, divisions/districts and schools received a Ministerial letter asking them to report marks of January and June 1997 Mathematics/Mathématiques 40S and 40G provincial examinations separately. Final grades and provincial examination marks out of 100% (where written) were to be clearly identified on report cards and transcripts. If the provincial examination was not written for reasons of weather, absence due to illness, etc., DNW (did not write) was to be shown. Reporting results in this way indicated to parents and others whether a student wrote the 40S or 40G Mathematics/Mathématiques provincial examinations and what the results were.

Effective for the 1997/98 school year, separate disclosure of provincial examination marks will be required for Senior 4 Mathematics/Mathématiques 40S and 40G, Senior 4 English Language Arts, and Senior 4 Français - langue maternelle. Final grades and provincial examination marks out of 100% are to be clearly identified on report cards and transcripts with DNW being used in situations where the provincial examination was not written due to weather, etc. As announced previously, separate reporting of standards tests results will also be a requirement for all standards tests as they are introduced.

LANGUAGE ARTS AND MATHEMATICS CURRICULUM FRAMEWORKS AND STANDARDS TESTING SCHEDULE

Note: Updates to this section since the release of the letter in June 1997 are noted in **red**.

Science and Social Studies

Curriculum frameworks for science and social studies were previously scheduled for implementation during the 1997-98 school year. Timelines have been extended in order to align Manitoba curriculum development with the Pan Canadian Science Project and the Western Canadian Protocol Social Studies Project.

Until further notice from Manitoba Education and Training, schools are to continue to use existing curricula for Kindergarten to Senior 4 science and social studies.

Senior 3 Social Studies (Canadian History) will continue as a compulsory course until new social studies curricula are implemented. It should be considered as a required Compulsory Complementary course under ***New Directions'*** graduation requirements.

Physical Education/Health Education

Until the new curriculum framework for physical education/health education is released, schools are to use existing physical education/health education curricula. As well, they should ensure that within the time allotted to physical education, including health, in Grades 1 to 8, between 60 and 65% should be allocated to physical education and 35 to 40% to health education. In each of Senior 1 and 2, the existing breakdown should remain in effect, that is 55 hours (½ credit) for physical education and 55 hours (½ credit) for health education.

The new Manitoba Curriculum Framework of Outcomes for physical education/health education will be released for the 1998-99 school year when schools will have the opportunity to use the document for a voluntary planning year. When completed, the new Physical Education/Health Education curriculum is expected to move to 25%/75% for Health Education and Physical Education respectively for Kindergarten to Grade 8 and 50%/50% for each of Senior 1 and 2. Schools/school divisions wanting to move in the direction of the new curriculum in terms of scheduling may choose to do so.

The Arts

Manitoba Education and Training remains committed to the role of The Arts in children's educational experiences. The Arts are compulsory from Grades 1 to 8.

Curriculum development in the area of The Arts is scheduled to occur within the next several years as operating and staffing resources are allocated to this ***New Directions'*** priority. As indicated in my letter of March 22, 1996 to superintendents and principals, new curricula in The Arts will be developed along four strands: Music, Visual Arts, Dance and Drama. Curriculum will be developed to ensure the distinct nature of each of these four strands.

This Educational Change Update letter further directed schools as follows:

Until new curricula for The Arts are developed, schools are to use existing curricula. All four strands need not be offered in schools. Rather, schools may elect to offer a major focus in one strand of The Arts or they may choose to offer a major/minor focus in two strands. Schools are encouraged to provide students with a rich experience in one or two strands of The Arts and to work with Advisory Councils for School Leadership in determining which strand(s) to make available to students.

PROVINCIAL DIPLOMAS

A standard provincial graduation diploma must be issued by all public Senior Years schools and funded independent Senior Years schools to those students who will be graduating in June 1997 and thereafter. Those students who have completed 28 credits and satisfied all program requirements of *Answering the Challenge* or *Renewing Education: New Directions* are to be awarded a provincial diploma as outlined in *Renewing Education: New Directions, A Foundation for Excellence* (July 1995).

The requirement to issue the provincial diploma does not preclude schools from also issuing their own diploma. A division and/or school-based diploma can optionally be issued to students who have obtained 28 credits or have met additional local requirements beyond the 28 credits.

Provincial diplomas are printed for the four recognized program areas and a Mature Student diploma is also available. The provincial diplomas are available free of charge to schools through the [Manitoba Text Book Bureau](#).

ADVISORY COUNCILS FOR SCHOOL LEADERSHIP

Note: James C. McCrae communicates information received from a series of regional parent consultations hosted in spring 1999.

Regulations were enacted in Spring 1996 allowing for the establishment of Advisory Councils for School Leadership (ACSLs) which gave parents, community members, and school representatives the right to organize and to contribute ideas and suggestions on school policies and procedures.

ACSLs are designed to support collaborative educational processes, by involving parents, community members and school staff in important matters of the local school and school board. The role of the ACSL includes advising the principal about school policies, activities, and organization; advising the principal about fund-raising and participating in fund-raising activities; advising the school board about the process of hiring and assigning principals; advising the principal and the school board about an annual budget for the school; participating in developing an annual school plan; and participating in any review of the school that the minister or the school board has directed be carried out.

According to legislation and regulation, ACSLs are to perform their roles within the framework of responsibilities and powers conferred on school boards, principals, and teachers under The Public Schools Act and The Education Administration Act.

In order to facilitate the partnership and shared responsibility between advisory councils/parent committees and school officials, the duties of school boards have been expanded and strengthened by way of legislation passed in late 1996 (Bill 47 - The Public Schools Amendment Act). School boards must provide advisory councils and parent committees with information necessary for their operation and report to parents the results of assessments of the effectiveness of educational programs. School divisions must also allow advisory councils the opportunity to review the division budget before it is finalized.

CHOICE OF SCHOOLS

Choice of schools within and between divisions/districts is effective for the 1997-98 school year. Bill 47 (The Public Schools Amendment Act) tabled during the 1996 Legislative Session, and recently passed into law, outlines the fundamental enabling provisions related to schools of choice.

A reference guide on schools of choice was sent to school officials on December 13, 1996 outlining key implementation details such as transportation issues, application and notification dates and procedures, fees and other related matters. The Department has developed and printed application forms for parents/age of majority students to use when seeking admission to other than their designated school. These forms have been distributed to all school division/district offices in Manitoba for dissemination to schools.

VII. DEPARTMENTAL CONTACTS

For further detail or clarification related to the various sections of this update, please search for contacts in the [Department Contacts Database](#).

ATTACHMENT 1 Senior 2 to 4 Science Transitional Curriculum Implementation

1) Are the transitional curricula for Senior 2 to 4 science/sciences de la nature consistent with current trends in science education?

These transitional curricula reflect current trends in science education and are consistent in philosophy and instructional emphases with the Pan-Canadian The Common Framework of Science Learning Outcomes (1997). The primary goal of these curricula is to develop scientific literacy in students. This is accomplished by clearly defining what students are expected to know and be able to do in science, relating science knowledge to real-world contexts, and incorporating Science, Technology, Society, and the Environment issues in science teaching, learning, and assessing. These curricula also integrate differentiated instruction approaches and multimedia technology, thereby directly linking to and being supported by the recently released *Senior Years Science Teachers' Handbook (1997)*, and the soon-to-be-released *L'enseignement des sciences au secondaire: Un manuel de référence (1998)*.

2) How long will these transitional curriculum documents be used in schools?

It is anticipated that the Senior 2 transitional curriculum will be used for a minimum of three school years (1998-99, 1999-2000, 2000-01) before it is replaced by curriculum document(s) fully aligned with the Pan-Canadian Framework. The Senior 3 and Senior 4 transitional curricula will also be used for a minimum of three years. It is the Department's intention to phase in Pan-Canadian aligned Senior 3 and Senior 4 curricula, allowing these transitional curricula to be used for 4 and 5 years (maximum) respectively. As work progresses on Pan-Canadian alignment at Senior 2 to 4 science, further details regarding system-wide implementation will be available.

3) What are the implementation options for Senior 2 to 4 science available to school divisions/districts?

The implementation strategy chosen by school divisions/districts related to these transitional curricula is a local decision. The Department recognizes that many school divisions/districts have been piloting and/or using these curricula at different grades in the past few years. Each school division/district will need to evaluate its unique situation and decide on its implementation strategy. The three options available are as follows:

Option 1: No Implementation

Continue to offer old science curricula until new Pan-Canadian aligned Senior 2 to 4 science curricula are released.

Option 2: Full-scale Implementation

Implement all Senior 2 to 4 transitional science curricula in the 1998-99 school year.

Option 3: Phased-in Implementation

Implement Senior 2 transitional science curricula in the 1998-99 school year, Senior 3 transitional science curricula in 1999-2000, and Senior 4 transitional science curricula in 1999-2000 or 2000-01.

The Department and the K-S4 Science Steering Committee strongly recommend that Option 2 or 3 be selected. Teachers and students should be exposed to the learning opportunities in the transitional curricula as soon as possible.

If Option 2 (full-scale implementation) is selected, slight adjustments to the Senior 3 and Senior 4 (30S/40S) transitional curricula may be required in the first year resulting from changes in topic sequencing. These issues will need to be discussed with science teachers in your school division/district.

4) How do options 1, 2, and 3 apply to Senior 2 to 4 Sciences de la nature?

Educational Change Update 1998

Sciences de la nature Secondaire 2 (20S) - version provisoire curriculum, comparable to the Senior 2 Science (20S) transitional curriculum, has been widely circulated in French Immersion and Franco-Manitoban schools, and can be used as a transitional curriculum.

The Senior 3 and 4 transitional curricula are available only in English; teachers of Biologie, Chimie, or Physique in French Immersion and Franco-Manitoban schools may wish to use these curricula as resources or background materials in order to adjust their existing courses.

5) Will school divisions/districts be allowed to continue to offer "G" credits based on the old curriculum during this period of optional implementation?

Since the implementation of Senior 2 to Senior 4 transitional science curricula is optional, school divisions/districts will, at their discretion, be allowed to continue to offer "G" credits based on the old curricula during the period of optional implementation. However, please be aware that these old curricula have not been revised since the early 1980s and will be phased out as new Pan-Canadian aligned curricula are implemented. Many of the learning resources published by the learning resources industry to support science curricula using the "G" course designation are no longer available as they are out of print. This situation applies especially to Senior 2 Science/Sciences de la nature (20G).

The Senior 2 Science (20S) transitional curriculum has been designed for **all** students (this also applies to the existing *Sciences de la nature Secondaire 2 (20S) - version provisoire* curriculum). School divisions/districts are encouraged to offer Senior 2 Science/Sciences de la nature Secondaire 2 (20S) to all Senior 2 students as the required Senior 2 science/sciences de la nature credit. This can be accomplished by differentiating instruction in mixed-ability or same-ability groupings, and by applying a variety of other local choices related to programming for student achievement. These are, however, local decisions.

6) What are the learning resource implications for selecting implementation Option 2 or 3?

Any time new curricula are implemented, learning resource issues need to be addressed. The Senior 2 to 4 transitional curricula promote the use of a variety of learning resources (including multimedia) in different contexts. If schools want to continue to have a basic student textbook for all students, Senior 2 Science (20S) will require new student texts. Every attempt will be made to ensure these texts remain useful as Pan-Canadian aligned curricula are developed.

The Senior 3 and 4 (30S/40S) transitional curricula have been designed so that existing learning resources may continue to be used. However, new resources have also been identified for those schools wanting to renew their learning resources for science at these grades. It is anticipated that the new learning resources identified in the Senior 3 and 4 (30S/40S) transitional curricula will continue to be useful once Pan-Canadian aligned curricula are developed.

7) Will Manitoba Education and Training coordinate inservices for teachers related to the Senior 2 to 4 transitional science curricula?

Manitoba Education and Training will provide regional orientation sessions related to the Senior 2 to 4 transitional science curricula for teachers who have not received training as part of the field validation process. It is anticipated that these sessions will be held in late spring or early fall 1998.

8) When will the Senior 2 to 4 transitional science curricula be distributed to schools?

The documents are currently being integrated with multimedia and revised based on field validation feedback. It is expected that the curriculum documents will be ready for distribution in late spring 1998.

Please direct your questions regarding the Senior Years Science Transitional curricula to:

John Murray, Science Consultant

Your questions and comments can also be sent to:

John Murray, Science Consultant

Telephone: (204) 945-7899

Fax: (204) 945-3042

Toll-free: 1-800-282-8069, ext. 7899

ATTACHMENT 2

Implementing School-initiated Courses (SICS) and Student-initiated Projects (SIPs)

Frequently Asked Questions and Answers

Note: The answers to these questions were updated in August 1999 following the release of the Educational Change Update Letter (June 1999).

1) What activity should have occurred in school divisions/districts between September 1996 to June 1998 to prepare for phasing in SIC/SIP implementation?

School divisions/districts were encouraged to

- review the new policy for SICs/SIPs in terms of submission, registration, and graduation requirements and to develop/revise divisional and school policies, procedures, and practices accordingly
- review all current and historical SIC/SIP course offerings in each school to determine their match with existing local needs, priorities, and resources
- initiate SIC/SIP programming development to meet the requirements detailed in the 1995 handbook
- review school handbooks and registration forms related to SIC/SIP course offerings and graduation requirements

2) What implementation related to SICs and SIPs must begin in September 1998?

The implementation requirements comprise two components:

1. Effective the 1998-99 school year, school divisions/districts must follow the New Directions submission/registration requirements detailed in the 1995 handbook.
2. Beginning in September 1998, the New Directions graduation requirements for SICs (maximum of 8 credits) and SIPs (maximum of 2 credits) must apply to all students entering Senior 1.

3) If the new graduation requirements for SICs/SIPs apply to all students entering Senior 1 in September 1998 and subsequently, what SIC/SIP requirements apply to students who entered Senior 1 in 1995-96, 1996-97, or 1997-98?

Please see the answers to [Q4](#) and [Q5](#).

4) Can SICs and SIPs be used for credit to meet graduation requirements for

- **compulsory core subject areas?** (English, French Immersion, Français, and Senior Years Technology Education Programs)
- **compulsory subject areas?** (English, French Immersion, Français, and Senior Years Technology Education Programs)
- **compulsory complementary subject areas?** (English Program)
- **optional supplementary subject areas?** (English, French Immersion, Français, and Senior Years Technology Education Programs)
- **courses approved under the Senior Years Technology Education Program?**

Educational Change Update 1998

SICs and SIPs can **not** be used for credit to meet graduation requirements for compulsory core or compulsory subject areas in any of the four school programs.

SICs and SIPs can be used to meet graduation requirements for compulsory complementary subject areas (English Program) within the limits provided for SICs and SIPs (that is, 8 SICs and 2 SIPs).

SICs and SIPs can be used to meet graduation requirements for optional supplementary subject areas (English, Senior Years Technology Education, French Immersion, and Français Programs) within the limits provided for SICs and SIPs (that is, 8 SICs and 2 SIPs).

SICs and SIPs can be used to meet graduation requirements for courses approved under the Senior Years Technology Education Program and/or Senior Years Apprenticeship Option within the limits provided for SICs and SIPs (that is, 8 SICs and 2 SIPs).

5) When do the revised limits on SIC and SIP credits for graduation purposes come into effect for students graduating under New Directions graduation requirements? How do SICs and SIPs apply to students graduating under Answering the Challenge or the Revised High School Program Model?

As you know, students who entered Senior 1 during the 1995-96 school year, and all Senior 1 students entering in subsequent years, must meet the New Directions graduation requirements of 28 credits minimum in Senior 1 to 4.

Students who entered Senior 1 during or prior to the 1994-95 school year may graduate by meeting the graduation requirements of the three-year Revised High School Program, the four-year Answering the Challenge requirements, or the four-year New Directions requirements.

The changes to SIC/SIP credit limits apply as follows:

New Directions (28 credits across Senior 1 to 4)

Year Student Entered Senior 1 SIC/SIP Limit

1994-95 or prior	13	(3 of which can be SIPs)
1995-96	13	(3 of which can be SIPs)
1996-97	13	(3 of which can be SIPs)
1997-98	13	(3 of which can be SIPs)
1998-99	8 SICs	2 SIPs*

(*The revised limit on SICs and SIPs is effective September 1998 and applies to all students entering Senior 1 in the 1998-99 school year, and to all students entering Senior 1 in subsequent years.)

Answering the Challenge (28 credits across Senior 1 to 4)

Year Student Entered Senior 1 SIC/SIP Limit

1994-95 or prior	13	(3 of which can be SIPs)
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Revised High School Program (20 credits across Senior 2 to 4)

Year Student Entered Senior 1 SIC/SIP Limit

1994-95 or prior	13	(3 of which can be SIPs)
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Educational Change Update 1998

Effective the 2001-02 school year, **all** students must graduate under **New Directions** graduation requirements, including any returning students who may have begun their Senior Years under an earlier set of graduation requirements. This includes the requirements related to SICs (8 maximum) and SIPs (2 maximum).

6) How are SICs/SIPs defined? For what purposes are each intended?

A School-initiated Course (SIC) is a course developed by the professional staff of a school or school division/district to meet local needs. Each SIC must meet the requirements established by the Department.

A Student-initiated Project (SIP) is a project initiated by a student in an area of special interest not provided in the Senior Years curriculum. A SIP must be initiated and written by the student with the assistance or guidance of the professional staff of the school or school division/district. Student progress must be evaluated relative to clearly articulated student learning outcomes and credit granted for learning or growth experienced during the project. Each SIP must meet the requirements established by the Department.

SICs and SIPs are intended to supplement, not replace, Department-developed curricula.

7) Where can educators find information about the development requirements, the registration submission requirements and processes, and SIC/SIP graduation requirements?

Information on these topics is contained in the document entitled *Locally-developed Curricula: School-initiated Courses and Student-initiated Projects, A Handbook for Senior Years Schools*. This document was distributed to schools in September 1995. Additional copies are available from the Manitoba Text Book Bureau (Catalogue No. 80301, price \$6.65).

8) Can credit for a SIC/SIP be awarded to a student if the SIC or SIP has not been registered with the Department?

Credit can not be awarded to a student for a SIC or SIP until the school receives confirmation of the Department's registration of the school's SIC or SIP submission.

9) Are schools/school divisions/districts required to register SICs and SIPs each year?

Note: Simplified registration procedures were outlined in the Educational Change Update (June 1999).

Yes. Each school year, schools/school divisions/districts must register all SICs and SIPs to be offered during that school year, including new SIC/SIP registrations and re-registration of SICs/SIPs registered previously (both those that remain unchanged and those that have been revised/improved/updated). Forms are available from the Department for this purpose.

Through the registration process, the Department is able to ensure that all SICs/SIPs approved by the local school authority are acceptable for awarding student credit and that they will be accepted by Student Records for reporting of student credits/marks.

Courses can not be reported to Student Records for student credit until they have been registered with the Department.

10) Is there a deadline date for SIC/SIP registrations?

No specific dates are identified for registration of SIC/SIP submissions to the Department but submissions must be made well in advance of the anticipated commencement date of the SIC or SIP to allow for processing of the review.

It is strongly suggested that SIC/SIP submissions be forwarded to the Department at least one (1) month prior to the intended start date of the SIC/SIP.

Again, credit cannot be awarded to a student for a SIC or SIP until the school receives confirmation of the Department's registration.

11) Can a school register more than one SIC or SIP with one registration form and one course outline? (For example, could a school register courses entitled Senior 1 to 4 Career Education (11G), (21G), (31G), and/or (41G) using one registration form and one course outline while indicating that the higher level courses are continuations of the lower level courses but at increasing levels of knowledge and skills?)

No, a separate course outline -- and, in particular, course specific statements of expected student learning outcomes -- is required for each course or project submission at each grade. This requirement is based on principles for effective educational strategies, communicated in *Renewing Education: New Directions, A Foundation for Excellence (1995)*, which include the clear identification of knowledge and skills that students are expected to learn specific to the course and the grade indicated. Student learning outcomes should be stated in observable, measurable, and reportable ways.

In the example given in the question above, a separate submission, including a separate course outline, is required for each of the four courses named. The student learning outcomes for these courses should reflect the expectation for increasing growth in knowledge and skill from grade to grade.

12) Can SICs or SIPs be designed on the basis of instructional hours or hours of student participation?

No, SICs or SIPs must be designed on the basis of student learning outcomes. SICs or SIPs designed for a full credit should articulate outcomes based on the understanding that they can be achieved by most students in 110 hours of instructional time (half credit in 55 hours). In awarding student credit for a SIC or SIP, the determining criterion is student achievement of the stated student learning outcomes.

13) Where can educators access information related to SICs and SIPs being offered across the province?

Specific information related to SICs and SIPs being offered in Manitoba in the current school year can be found on the Department's web site at <http://www.edu.gov.mb.ca/k12/docs/support/ldc/index.html>. School contact information is also provided.

14) Can the Department provide copies of course outlines for SICs and SIPs being offered in schools across the province?

No, the Department cannot provide copies of course outlines for SICs or SIPs that it registers as it does not hold copyright on these materials.

15) How can educators access copies of course outlines for SICs and SIPs being offered in schools across the province?

Copyright on SIC and SIP course outlines is held by the school division/district of the school that develops them. Educators interested in accessing copies of course outlines for SICs and SIPs being offered in schools across the province should request these from the copyright holder, that is, the school division/district. The Department's web site provides contact information to support educators in this process. Please see Q14 above.

Please note that school divisions/districts are under no obligation to provide copies of SIC/SIP course outlines and they may choose to charge for this service.

16) Who is responsible for copyright issues related to SICs/SIPs?

The school division/district that develops SIC/SIP course outlines is responsible for all matters relating to copyright, including ensuring that any materials, ideas, etc. accessed or adapted from outside the school division/district have copyright permission from the copyright holder. The school division/district is responsible for ensuring that its processes comply with copyright law. Any school division/district that provides copies of its course outline for SICs or SIPs to another jurisdiction must ensure that doing so falls within the copyright permissions negotiated for the initial SIC or SIP course outline (these usually limit numbers, place, type, and use of distribution). Particular caution is urged related to electronic transmission of any SIC or SIP course outlines containing copyrighted material as typical copyright permission agreements do not apply to electronic versions, only to print versions.

17) What are the linkages between SICs/SIPs, work education, and workers compensation?

The Department can provide Workers Compensation coverage for students engaged in learning activities on workplace sites external to the school (work education) to achieve the student learning outcomes stated in Department-developed, -registered, or -approved curricula and/or courses. In order to obtain this coverage, the school must register the student for Workers Compensation with the Department and this registration requires the school to indicate the course -- which may be a SIC or a SIP -- in which the student is enrolled which entails the work experience as a delivery mechanism. Schools must therefore complete the SIC/SIP registration process **prior** to registering students for Workers Compensation coverage. The Department will not provide Workers Compensation for students in SICs or SIPs that have work experience components unless and until that SIC or SIP has been registered with the Department.

18) Can a SIC or SIP credit be given for achievement or participation in extracurricular or community activities?

No. SIC and SIP credits can **not** be given for extracurricular activities or the regular activities of organized community groups.

While students acquire valuable information, learn important skills, and develop positive values through many life experiences and activities outside the jurisdiction of the school, including participation and volunteerism in the programs of community, educational, and service organizations, these experiences and activities can **not** be recognized using the Senior Years credit system. The educational system must, however, recognize that some individuals achieve the highest standards of excellence in their pursuit of individual non-credit interests. Schools are encouraged to recognize such excellence in various ways, including scholarship criteria, student portfolios, resumes, and recognition certificates.

19) While recognizing that SIC and SIP credits can not be given for any extracurricular activities or the regular activities of organized groups, what are some specific examples of these?

Specific examples of the types of extracurricular and community activities that do not qualify for SIC or SIP credit are activities such as St. John Ambulance First Aid, CPR, 4H, athletic or artistic training/competition, drivers education, coaching, volunteer fire fighting training, volunteer candy-stripping, or participation in community cultural or leisure activities. These and other extracurricular and community activities, while very important to recognize for students, are considered non-credit interests.

20) Who can teach a SIC or SIP?

Only a person holding a valid and subsisting teacher's certificate is qualified to teach a SIC or monitor a SIP. Schools should not offer and a student can not receive credit for a SIC or SIP if that course (project) is not taught by a certified teacher. Where the services of non-certified resource persons are utilized in a SIC or SIP, such persons must come under the direct supervision of a certified teacher designated by the principal.

21) Can a SIC or SIP replace a Department-developed/-approved curricula? What is the link between Department-developed curricula and SICs?

No. SICs and SIPs may not be used to replace Department-developed/-approved curricula. Where a Department-developed/-acquired curriculum exists, it must be used.

Where a SIC or SIP is offered in a subject area where a Department-developed curriculum is available, that SIC or SIP must be at least 50% different from the Department-developed/-approved curriculum in its expected student learning outcomes.

Further Clarification

For example, a Senior 1 mathematics SIC could draw from the specific student learning outcomes in department-developed curriculum at Kindergarten to Senior 1, up to a maximum of 50% of the outcomes in the SIC. The remaining 50% of the outcomes in the SIC could not be drawn from the specific student learning outcomes in the department-developed curriculum; these must be developed locally.

22) If a school division/district requires more than the provincial minimum of 28 credits for graduation, may that school then allow students to take more than the provincial limit of 4 SICs and 2 SIPs?

Yes. The limit of 8 SICs and 2 SIPs applies to New Directions graduation requirements within the provincial pattern of 28 credits minimum. Schools may exceed this provincial minimum and may then allow more than the 8 SICs and 2 SIPs within their augmented requirements for graduation. School divisions/districts should establish clear and consistent policy related to this issue.

23) Can a school take a Department-developed/-approved full credit curriculum and revise it to a half-credit, and then offer it as a SIC?

This is not encouraged by the Department. There would be a significant overlap with the Departmental curriculum and this is not permitted. While a school might use the Department-developed/-approved curriculum as a consultation or background resource, the requirement that the student learning outcomes of the SIC be significantly different from the outcomes of Department-developed/-approved curricula must be respected. A Department-developed/-approved full credit curriculum has an integrity of design that would be violated by arbitrarily dividing it in half. Specific decisions have been made by the Department not to allow full credit curricula to be offered as half credits for this reason. SICs should not be used to circumvent these decisions which were taken in conjunction with particular subject area specialists.

24) What course designation applies to SICs?

All SICs are designated "x1G", where "x" indicates the Senior Years level of the course (Senior 1, Senior 2, Senior 3, or Senior 4) and where the 1 indicates "developed by schools or school divisions/districts and approved or registered by Manitoba Education and Training."

25) Can a SIC be used for remedial or bridging purposes?

Yes. SICs and SIPs may be used to supplement Department-developed curricula in order to enable students to meet the expected student learning outcomes of the regular curricula.

26) Does the 50% differential referred to in the answer to Q21 apply to SICs designed for remedial or bridging purposes?

Yes. The 50% differential referred to in the answer to Q21 applies to SICs designed for remedial or bridging purposes. For example, a full credit Senior 1 English language arts SIC could use a maximum of 50% of the specific student learning outcomes identified in *Senior 1 English Language Arts: Manitoba Curriculum Framework of Outcomes and Senior 1 Standards (1996)* (a half credit could use a maximum of 25%). The remaining student learning outcomes in the SIC could explore a range of outcomes in the curriculum framework document with greater depth. Additional specific learning outcomes could be developed focusing on enhanced or increased depth, or on outcomes not in the provincial framework.

Further Clarification

For example, a full credit Senior 1 English Language Arts SIC could use up to a maximum of 50% of the specific student learning outcomes in the following Department-developed curriculum documents:

- *Kindergarten to Grade 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 3 Standards (1996)*
- *Grade 5 to 8 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 6 Standards (1996)*
- *Senior 1 English Language Arts: Manitoba Curriculum Framework of Outcomes and Senior 1 Standards (1996)*

A half credit could use up to a maximum of 25%.

The remaining student learning outcomes in the SIC could explore a range of outcomes in the curriculum framework document(s) with greater depth. Additional specific student learning outcomes could be developed locally, focussing on enhanced or increased depth; or, outcomes not in the provincial framework document(s) could be developed locally.

27) How can schools identify a SIC designed for less able learners or for highly able/gifted learners?

The titles of such courses should indicate the nature of the course content or intent.

28) Are all SICs and SIPs approved by the local school division/district registered automatically by the Department?

No. Registration is not automatic. Departmental staff review each submission against established criteria. When the criteria are met, the SIC or SIP is registered and the course can then be offered and credit awarded to the student(s). Occasionally, SICs or SIPs that do not meet the established criteria are approved by the local school division/district. These are rejected by the Department for registration and student credit cannot be awarded.

29) Can registration of a SIC or SIP submission be refused?

Yes. The Department can refuse the registration of a SIC or SIP which does not meet the requirements of Departmental policy. No credit can be granted for a SIC or SIP that has not been registered by the Department.

30) If a SIC/SIP submission is rejected for registration and accreditation as a student credit, is there an appeal process?

The rejection of a SIC/SIP submission for Departmental registration may be appealed by writing to the Director, Program Development Branch. When a SIC or SIP is rejected, a reason(s) will be given. The letter of appeal should directly and specifically address the reason(s) for rejection.

31) Who can educators contact for workshops related to the requirements for SICs/SIPs?

Workshops and consultation on the design and submission process for SICs and SIPs can be arranged by contacting the Regional Manager of the Regional Teams Unit serving your region (English Program and Senior Years Technology Education Program). For names of contact persons for a particular region call (204) 945-7967. Français Program and French Immersion Program schools can contact Jean-Vianney Auclair, Acting Director, Direction du développement et de l'implantation des programmes, Bureau de l'éducation française Division at (204) 945-6022.

32) Are SIC and SIP credits "second-rate", as compared to Department-developed/-approved curricula?

SICs and SIPs should not be regarded as "second-rate" credits. The process of SIC and SIP development at the local level must be rigorous. The standards of quality and excellence with respect to student progress and achievement, especially as reflected by the identified student learning outcomes, should be equivalent to those of Department-developed/-acquired curricula at that grade. The policies of the Department with regard to SICs and SIPs are intended to ensure that these mechanisms are credible components of the educational system's mission to ensure high quality education and training for all students. SIC or SIP registration submissions that do not meet acceptable standards of educational excellence are not registered by the Department.

However, school divisions/districts should be aware that because of over twenty years of previous history where many SICs and SIPs were not of the high quality desired by all educational partners, most post-secondary education and training institutions, while accepting

SICs and SIPs within the twenty-eight credits required for graduation, will not accept particular SICs and SIPs for admission or prerequisite purposes. Frequently, the same situation applies to employers.

It is the Department's hope and expectation that through the shared responsibility of all educational partners in ensuring the high quality of SIC and SIP submissions that both their quality and perceptions about them will improve continually over time.

33) *Will students be able to obtain additional locally developed/acquired credits?*

Policy related to an additional mechanism called Locally Developed/Acquired Department-approved Curricula (LDA) is currently under development. LDA will allow 10 additional credits to be developed at the local level which will be allowable as credits toward graduation within the categories of compulsory complementary and optional supplementary subject areas.

Kindergarten to Senior 4 Social Studies

**Superintendents of Education
Principals of Kindergarten to Senior 4 Schools**

Dear Colleagues:

Re: Kindergarten to Senior 4 Social Studies

As you are aware, *Renewing Education: New Directions, A Blueprint for Action* communicated government's intentions about changes to fundamental aspects of schooling, including curriculum and graduation requirements. Among these were changes to Manitoba's Social Studies curriculum and compulsory credits for graduation.

The intent has been to ensure that the new social studies curriculum, beginning at Kindergarten, and continuing at each grade -- up to and including Senior 3 and 4 -- resonates with the richness of Canadian history and acknowledges the pivotal role of Canadian studies in fostering a shared pride in our country, a strong commitment to the responsibilities of citizenship, and a collective consciousness of who we are as a people.

I am writing today to inform you of our continuing commitment to the intent expressed above and to communicate a change.

Given that the unity of our country is of paramount importance to Manitobans as well as other Canadians, we are now making a greater commitment to the place of Canadian history and Canadian studies within social studies. Consequently, Senior 3 Social Studies (Canadian History) will remain compulsory, even with the introduction of the new curriculum. Please refer to the Department's Home Page (<http://www.edu.gov.mb.ca/k12/>) for [updated charts for New Directions graduation requirements](#).

We are confident that with a relevant and powerful Canadian studies emphasis in social studies education in our schools, today's students will rise to meet the challenges that will face them in tomorrow's world.

Yours sincerely,

Original signed by

Honourable Linda G. McIntosh (Mrs.)

Education and Training