

# MIDDLE YEARS

# OPTIONAL SUBJECT AREAS

Note: Only the most prevalent optional subject areas offered in Manitoba schools are mentioned in this section.



# ABORIGINAL EDUCATION

In 2003, a Project Advisory Team and an Aboriginal Languages and Cultures Curriculum Project Team were formed to oversee and to participate in the development of *Kindergarten to Grade 12 Aboriginal Languages and Cultures: Manitoba Curriculum Framework of Outcomes* (hereinafter referred to as the Framework).

## Purpose of the Framework

The intent of the Framework is to provide a focus and direction for student learning outcomes that standardizes learning experiences regarding the teaching of Aboriginal languages and cultures in Manitoba.

## Intent and Use of the Framework

The Framework is intended for use in additional language programming in which an Aboriginal language is taught as a separate subject. Each school/community decides on the type of Aboriginal language programming offered to students. The language programming focuses on providing language and cultural content relevant to the community.

Use of the Framework promotes knowledge of Aboriginal languages and cultures in Manitoba. The learning outcomes identified in this Framework are based on the assumption that language will be taught and used while teaching cultural content.

## General Learning Outcomes

General learning outcomes (GLOs) are broad statements identifying the knowledge, skills, and attitudes that learners are expected to achieve in the course of their language learning experience.

The order in which the GLOs are presented in the *Framework* does not represent a sequential order, nor does it indicate the relative importance of one over another. Educators may choose to emphasize or expand one component more than others in response to the needs and interests of their learners.

## General Learning Outcome 1: Language Competence

Students will use the Aboriginal language effectively and competently in listening, viewing, speaking, reading, representing, and writing.

## General Learning Outcome 2: Language Learning Strategies

Students will develop and use strategies to enhance the effectiveness of learning and communication.

## General Learning Outcome 3: Language Use in Context

Students will use the Aboriginal language in a variety of situations and for a variety of purposes at home, at school, and within and outside the community.

## General Learning Outcome 4: Cultural and Linguistic Diversity

Students will explore and value cultural and linguistic diversity and gain intercultural knowledge, skills, and attitudes to be respectful and contributing members of society.

## Clusters

Each GLO is divided into several cluster headings. These clusters organize the specific learning outcomes (SLOs) that learners are to achieve by the end of certain grades.

Although the cluster headings are presented separately, they are interrelated and interdependent.

**GLO 1: Language Competence** will help students to develop knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

The various components of language competence are grouped into four cluster headings:

- 1.1 *Listening, Observing, and Responding*
- 1.2 *Speaking, Sharing, and Presenting*
- 1.3 *Reading, Viewing, and Comprehending*
- 1.4 *Writing, Representing, and Producing*

**GLO 2: Language Learning Strategies** will help students to learn and to communicate more effectively.

The language learning strategies are grouped into four cluster headings:

- 2.1 *Cognitive Strategies*
- 2.2 *Metacognitive Strategies*
- 2.3 *Social Strategies*
- 2.4 *Affective Strategies*

**GLO 3: Language Use in Context** deals with what learners will be able to do with the Aboriginal language—that is, the functions they will be able to perform and the contexts in which they will be able to operate.

The various contexts for language use are organized into four cluster headings:

- 3.1 *Home*
- 3.2 *School*
- 3.3 *Within the Community*
- 3.4 *Outside the Community*

**GLO 4: Cultural and Linguistic Diversity** allows learners to explore various aspects of a specific Aboriginal culture, as well as other cultures.

The various components of cultural and linguistic diversity are grouped into four cluster headings:

- 4.1 *Specific Aboriginal Culture*
- 4.2 *Other Cultures: Connections and Influences*
- 4.3 *Cultural Diversity*
- 4.4 *Linguistic Diversity*

## Resources

In the curriculum document, SLOs are outlined for each GLO for the respective grade groupings. For more detailed information, please refer to the *Framework*.



# BASIC FRENCH

Basic French is an optional subject area that is offered from Grades 4 to 12 within the English program in Manitoba. This curriculum is designed to expose students to the French language and culture, encouraging future study and mastery of the language.

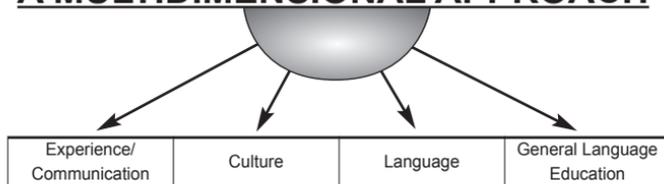
## Program Goal

The overall goal of the Basic French curriculum is to encourage the learning of French as a means of communication and to make it an integral part of the pupil's overall education. French is not only the subject matter being taught, but also the means of instruction.

This curriculum is designed to expose the students to French language and culture, encouraging future study and mastery of the language.

## Multidimensional Program

### A MULTIDIMENSIONAL APPROACH



The multidimensional approach consists of four syllabi: experience/communication, culture, language, and general language education. The content of these syllabi is taught in an integrated manner, through various learning situations related to the life experience and interests of the pupils.

## General Learning Outcomes (GLOs)

The GLOs reflect the overall knowledge, skills, and attitudes targeted by the Basic French curriculum. Based on the students' needs and interests, they will be able to do the following:

### Experience

- broaden their life experiences and develop their learning and know-how by participating in activities in various fields of experience

### Communication

- participate in French in genuine situations of communication related to a variety of fields of experience
- understand the meaning of an oral message
- express themselves orally according to the purpose of the communication
- understand the meaning of different types of authentic and adapted texts
- express in writing ideas related to a particular subject

### Culture

- become aware of the culture of their own community, the culture of the francophone communities in Canada and in the world, as well as those of other people in Canada and the world

### Language

- understand and use, orally and in writing, the structures and vocabulary related to the fields of experience

### General Language Education

- demonstrate an awareness of the characteristics of language and culture
- choose strategies for learning and communication and put them into practice

## Themes

The students are taught in an integrated manner through various learning situations related to the life experience and interests of the students. Using activities that incorporate the four modalities of learning (kinaesthetic, tactile, visual, and auditory), teachers can adapt the following themes to reflect the interests and needs of the students.

### Grade 5 and Grade 6

#### Themes to be developed

- School
- Food
- Clothing
- Animals
- Me and the People around Me
- The Media
- Canadian Identity
- Holidays and Celebrations
- Physical Activity
- Environment
- Hobbies and Activities

### Grade 7 and Grade 8

#### Themes to be developed

- Leisure-Time Activities
- Food
- Friends
- Physical Well-Being and Exercise/Sports
- School
- Holidays, Celebrations, and Multiculturalism
- Clothing
- Shopping and the Young Consumer
- Travel and Excursions

## Resources

For more information on Basic French learning outcomes and teaching and assessment strategies, please refer to the following documents:

- *Français de base, 4<sup>e</sup> à la 6<sup>e</sup> année, programme d'études : document de mise en œuvre*, 1998 (révisé en 2006).
- *Français de base, 7<sup>e</sup> et 8<sup>e</sup> années, programme d'études : document de mise en œuvre*, 1997 (révisé en 2005).

The document *Basic French Guidelines: A Handbook for School Divisions/Districts* (Manitoba Education, Citizenship and Youth, 2004) sets out the guidelines and conditions that enable schools to offer consistent, continuous, and effective programming in Basic French.

# HOME ECONOMICS AND INDUSTRIAL ARTS

Home economics and industrial arts programming builds on connections that already exist, and helps to create relevance to learning life skills. Its courses integrate a blend of knowledge in the physical and biological sciences, social sciences, and the arts and humanities with participatory activities that incorporate the four modalities of learning (kinaesthetic, tactile, visual, and auditory).

## Rationale

Our society is characterized by rapid social, economic, and technological change. It is increasingly critical to our nation's social and economic prosperity that Canadians be able to manage their own work and personal lives. Manitoba schools must provide relevant programs to help students take charge of their life/work destiny in a complex and changing world.

To meet the challenge of providing relevant programs to students, home economics and industrial arts programs offer the following:

- active-interactive learning
- balancing work and home life
- employability skills, essential skills, and career development skills

## General Learning Outcomes

General learning outcomes identify the broad categories of knowledge, skills, and attitudes that students are expected to learn and be able to do in home economics and industrial arts.

### Home Economics General Learning Outcomes:

- To incorporate a variety of foods from each food group every day in one's diet to provide the energy necessary to lead an active life.
- To recognize the importance of meeting basic needs and healthy personal development.
- To demonstrate an understanding that assists the consumer to make educated decisions about textile products.

## Industrial Arts General Learning Outcomes:

- To demonstrate safe practices with tools, machines, materials, and related processes.
- To select appropriate measurement tools and apply measurements in practice.
- To perform tasks that demonstrate application of the design process to a project.

## Specific Learning Outcomes

Middle Years education can be categorized from Grades 5 to 8 or Grades 6 to 9, depending on the educational setting. It is for this reason that the four levels of specific learning outcomes (exploratory, introductory, intermediate, and advanced) are not grade-specific. The four levels provide an opportunity for each school to select the time allocation that suits the needs of their learning environment to incorporate Middle Years home economics/industrial arts programming into their educational plan.

## Themes

In teaching home economics/industrial arts themes, teachers are encouraged to adapt the instructional approaches and assessment tools/methods to give them flexibility in providing students with connections within the global community in which they live.

## Home Economics Education

- **Clothing and Textiles:** The clothing and textiles curriculum creates awareness of the role of clothing, textiles, and fashion in our daily lives.
- **Food and Nutrition:** The food and nutrition curriculum is designed to teach about food and nutrition through theoretical and practical food experiences.
- **Human Development:** The family studies/human development curriculum provides skills and knowledge in the areas of parenting, money management, relationships, and the well-being of individuals/families.

## Industrial Arts Education

- **Graphic Communications:** The graphic communications technology curriculum is based on the development of knowledge, skills, and attitudes in drafting and graphic arts.
- **Power/Energy:** The power and energy curriculum develops knowledge, skills, and attitudes in electronics/electricity/power mechanics and related systems and subsystems.
- **Manufacturing:** Woodwork, metalwork, and plastics courses provide students with opportunities to acquire knowledge, skills, and attitudes needed to plan, design, build, and evaluate projects using instruments, tools, equipment, and machinery related to these materials. These courses also help students understand the role of manufacturing in our economy and its relationship to other economic sectors.
- **Construction:** The construction curriculum provides knowledge and skills within approximately 20 trade areas that comprise the construction industry.

## Resources

For more information on home economics and industrial arts programming, please refer to the document *Middle Years Home Economics/Industrial Arts: Linking Living to Learning* (Manitoba Education, Citizenship and Youth, 2003).

The purpose of the document *Keeping Your Facilities SAFE: A Support Document for Industrial Arts Teachers* (Manitoba Education, Citizenship and Youth, 2003) is to help teachers develop and operate a program that will prevent and control incidents. Such a program protects students and increases the effectiveness of instructional methods and facility operations, and provides students with the skills, knowledge, and attitudes needed to keep them free and safe from injury now and later on the job.

The document provides

- information about facility inspections, machine guarding, and personal protective equipment (PPE)
- resource material for use within your facility
- an understanding of the importance of the teacher's role in developing and instilling students' safe attitudes that students will carry forward from school
- an understanding of the need for support and sufficient funds to provide efficient safety



# INTERNATIONAL AND HERITAGE LANGUAGES

Increasingly, Canadians and people throughout the world recognize the importance of bilingual and multilingual skills for effective communication and participation as “global citizens.” The need for language programming is growing as students and parents realize the importance of languages in the global marketplace, for personal development, and international cooperation. Each province is facing the need to provide language programs in many languages for relatively small numbers of students.

Manitoba recognizes the value of interprovincial and international cooperation in developing curriculum and other initiatives. Therefore, Manitoba has collaborated with Saskatchewan, Alberta, and other stakeholders in several joint projects in international languages under the Western and Northern Canadian Protocol.

## Definitions

There are a variety of terms used in Manitoba and in other jurisdictions for languages other than the official or dominant language or languages. Terms such as “heritage,” “second,” “modern,” “foreign,” “world,” and “international” are used to refer to these languages. “Heritage languages” was the term most often used in Manitoba, but today “International languages” is a more popular term. In Manitoba, English or French are official languages of instruction.

**International languages** are defined as all languages other than English, French, or Aboriginal that are taught in the public school system during the regular school day.

In “**bilingual**” **international languages programming**, the international language is used for **instruction** as well as being the focus of study. In addition to language arts in the target language, subjects such as social studies, the arts, and physical and health education may be taught in the international language for up to 50% of the school day.

In **basic international language courses**, also known as “language of study” courses, the target language is taught as a subject, in the same manner as other school subjects. The emphasis is on the acquisition of the four language skills (listening, speaking, reading, and writing) within the recommended time allotment.

## Benefits of Learning International Languages

Language is both the repository and transmitter of a group’s culture, history, and traditions. The study of international languages within the regular school day strengthens Manitoba’s linguistic and cultural diversity, maintains a valuable economic resource, promotes intercultural and cross-cultural understanding, and is one of the key skills required for effective global citizenship.

There is a growing appreciation of the role that multilingual individuals can play in an increasingly diverse society, and there is a greater understanding of the academic and cognitive benefits of learning other languages.

Increased research on brain development has focused attention on learning processes and developmental issues. Some of this research has analyzed the effects of language acquisition on the brain. The results of these studies have generated interest in how early learning experiences, including first and second language acquisition, promote cognitive development. Most experts agree that making it possible for children to learn a second language early in life and beyond is entirely beneficial.

## Goals of International Language Instruction

International language instruction

- promotes self-esteem
- enhances personal and cultural identity
- increases the ability to adjust to new environments and modes of thinking and acting
- assists in developing global citizenship skills
- expands cultural, economic, educational, and professional opportunities
- prepares for living and working in cross-cultural environments
- provides the opportunity for all Manitoba students to study other languages, in addition to English and French, regardless of their ethnocultural background

## Programming

In addition to English and French, a variety of languages are offered in Manitoba either as “bilingual” or “language of instruction” programming or as “languages of study” (similar to Basic French) programming. Manitoba’s legislation was amended in 1979 to allow instruction in languages other than English or French in 1979. Manitoba, Alberta, and Saskatchewan have similar legislation in this regard.

In “bilingual” international languages programming, the international language is used for instruction for up to 50% of the school day. For “languages of study” programming, students study the language as a course or elective subject.

Some languages have been offered for many years, and others, like Spanish and Japanese, have recently become popular.

Languages offered through bilingual programming in Manitoba’s public schools include the following:

- Cree
- German
- Hebrew
- Ukrainian

Languages offered as languages of study programming in Manitoba’s public schools include the following:

- Cree
- Filipino
- German
- Hebrew
- Japanese
- Mandarin (Chinese)
- Ojibwé/Saulteaux
- Portuguese
- Spanish
- Ukrainian

International language programs are open to all students, not just to members of a particular ethnocultural group. Many classes include students from a variety of cultural linguistic backgrounds.

## Requirements for Program Implementation

Basic international language courses may be offered with the following provisions:

- that the program has sufficient enrolment
- that a qualified teacher, with demonstrated ability in the language, is available
- that an approved curriculum is available or, if a course is being introduced for which no curriculum is available, a proposal and a course of study have been submitted by the school board of a division and duly approved by the Minister in the form and manner set out in the Act
- that textbooks and supplementary materials have been authorized and approved

For more information on implementing an international languages course, please refer to the following documents: *Policy for Heritage Language Instruction* (Manitoba Education and Training, 1993) or contact the Diversity and International Languages Consultant at the Department.

## Resources

Manitoba participated with Saskatchewan and Alberta in projects to support curriculum development in languages other than English or French. The two documents mentioned below were the result of this inter-provincial collaboration. The documents were utilized to develop new curriculum for various international/heritage languages.

- *The Common Curriculum Framework for Bilingual Programming in International Languages* (1999). This document is intended to support curriculum developers and teachers working in bilingual education.
- *The Common Curriculum Framework for International Languages, Kindergarten to Grade 12* (June 2000). This framework is intended for language of study or “basic” programs. The document provides outcomes for students entering international/heritage language programming at Early (Kindergarten), Middle (Grade 5), and Senior Years (Grade 9) levels.

The following documents are the products of collaborative work with Alberta and Saskatchewan through the Western and Northern Canadian Protocol for Collaboration in Basic Education.

- *Kindergarten to Senior 4 German Language Arts: Manitoba Curriculum Framework of Outcomes* (2003)
- *Grade 7 to Senior 4 Spanish Language and Culture: Manitoba Curriculum Framework of Outcomes* (2004) and *Grade 7 to Senior 4 Spanish Language and Culture: A Foundation for Implementation*
- *Kindergarten to Senior 4 Ukrainian Language Arts: Manitoba Curriculum Framework of Outcomes* (2005)
- *Kindergarten to Grade 6 Hebrew Language Arts: Manitoba Curriculum Framework of Outcomes* (2008)

