

Kindergarten to Grade 12 Aboriginal Languages and Cultures

Manitoba Curriculum
Framework of Outcomes



KINDERGARTEN TO GRADE 12
ABORIGINAL LANGUAGES AND CULTURES

Manitoba Curriculum Framework of Outcomes

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	Mary Davis	Ojibway Ebb and Flow
	William Dumas	Cree Thompson
	Norman Fleury	Métis/Michif St. Lazare
	Emile Garson	Cree Thompson
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	Percy Laubmann	Cree/ Austrian Pikwitonei
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	Virginia Skye	Ojibway Bloodvein
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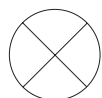
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ABORIGINAL VOICES

Voices of the Elders

According to the *traditional* Aboriginal perspective*, the wisdom of the *Elders* is central to cultural learning. Elders have been, are, and will continue to be the *keepers of knowledge*, and it is their guidance that Aboriginal people seek as they strive for balance in their relationships with the Creator, the natural world, other people, and themselves.

The Aboriginal Languages and Cultures Curriculum Project Team turned to the Elders when seeking guidance on the revitalization, preservation, and maintenance of Aboriginal languages and cultures. The following comments by Elders are excerpted, with permission, from oral and written sources. These comments guided the development of *Kindergarten to Grade 12 Aboriginal Languages and Cultures: Manitoba Curriculum Framework of Outcomes*.



When asked to share their thoughts/feelings on the importance of revitalizing, preserving, and maintaining Aboriginal languages and cultures, Elders responded:

“Language is power to understand culture.”

“For a long time, we were told our language was not good. We speak defensively. But our language is beautiful . . . old people at home have a different song . . . language brings a smile . . . when you understand language . . . it is music . . . a song.”

“Bundles were kept alive in the language. If we know how to use medicine bundles, we can give them to the young people . . . hope, forgiveness, balance, in a good way, practising natural laws . . . Language is an incredible teaching tool.”

William Dumas, Cree, Thompson

“The dreams and visions of our ancestors are maintained in their language.”

Charles Scribe, Cree, Norway House

“Connections are important . . . Who are your parents? . . . Some young people don’t know their family ties . . . need to know where you come from . . . to hold your head up . . . be proud, know self-identity.”

Diane Lavallee, Cree/Métis, Norway House

“I believe that Aboriginal people need to be encouraged to learn and speak their traditional language at home and in public . . . I speak the Cree language . . . self-taught by study . . . I am Cree, on my mother’s side.”

Percy Laubmann, Cree/Austrian, Pikwitonei

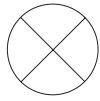
“Language learning starts in the home . . . it is important to keep speaking at home.”

Edith Spittal, Sayisi Denesuline, Tadoule Lake

“Chi ni sin wen da mang. The power of language is the sacredness within the meaning of the words said and used, especially in the teachings of our Elders. Expressed words have many meanings that need to be understood with feeling. If one does not have the feelings to go along with what is being taught and said, then it is not enough because we need the proficiency to be able to connect and communicate with the Creator and all of creation.”

Virginia Skye, Ojibway, Bloodvein

* See Glossary for definitions of italicized terms.



When asked to share their thoughts/feelings on the teaching and learning of Aboriginal languages and cultures in schools using Aboriginal ways such as storytelling, land/nature, involvement of community/Elders, the Elders responded:

“We need to revive language . . . it’s our strength.”

“Language gives strength . . . brings people together.”

Albert Taylor, Dakota, Sioux Valley

“I grew up with language and culture . . . lived it . . . didn’t have to talk about preservation . . . thought it was safe, but it wasn’t. Aboriginal people are in a state of denial but the onus is on us to save our languages . . . we can’t keep blaming forever. This is a new generation . . . a time for healing.”

“Saving a language . . . should happen in schools controlled by the local community . . . Language is medicine, touches people’s hearts . . . makes them want to speak.”

Norman Fleury, Métis/Michif, St. Lazare

“My language is Cree . . . I flowed with it, lived it. Youth are missing a lot because of the lack of their Aboriginal language . . . I used to listen to my grandma . . . it was soothing even though I didn’t know what was being said . . . I hope the person who is teaching Cree to my grandchildren is an Aboriginal person.”

Mary (Constant) Alexander, Cree, The Pas

“As a grandma and a parent, I see young people struggling, lost, confused . . . they try to dress and act like others . . . I feel for them . . . they need help . . . we need to help them. We have to take ownership and help them. I say to my grandson, be proud of your language . . . language comes naturally to him . . . he knows how to behave in the sweat lodge. Laughter is medicine, that’s how we are . . . laughter is important. How would I feel if I didn’t have my language . . . I’d be lost. I find it hard to write down my language. In Ojibway, our children are our teachers. Respect goes both ways. Continue to maintain relationships with each other, learn from each other.”

Shirley Norquay, Ojibway, Sagkeeng

“My Dakota language comes from the heart . . . people feel it. Everyday things come back that my father told me, which I didn’t listen to at the time. Language is important . . . teach it to your kids. My grandchildren and great-grandchildren will learn. Elders have lots of information . . . they wait for someone to come for advice and guidance.”

“The young have to use their eyes, ears, hands . . . sit on Mother Earth . . . not only in chairs.”

Peter Russell Taylor, Dakota, Sioux Valley

“I speak Cree and Ojibway . . . it is important in order to understand your cultural identity . . . it is not just a means of communication. It connects you to the culture, value system, way of life.”

Mary Richard, Métis, Camperville

“It will help our young people to get in touch with themselves and know their language . . . help them to be proud of who they are.”

Dorothy Settee, Cree, Fisher River

“Elders say we are all teachers . . . we all have gifts . . . even a small child can teach us something.”

Diane Lavallee, Cree/Métis, Norway House

“We . . . can maintain the dreams and visions of our ancestors through our languages.”

Charles Scribe, Cree, Norway House

“All people have a story and a past . . . we must respect all people.”

“We can not only teach and learn traditional ways . . . we also need the academics as we have to live in two worlds.”

Edith Spittal, Sayisi Denesuline, Tadoule Lake

“Youth want Aboriginal thought and matter in provincial curriculum.”

Reg Blacksmith, Dakota, Sioux Valley

"When speaking your Aboriginal language . . . you speak from the heart."

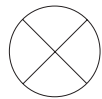
"Connect schools with parents and Elders to preserve the language."

Mary Davis, Ojibway, Ebb and Flow

"Elders have a library of experience."

"Parents have to appreciate the value of their language."

Flora Zaharia, Blackfoot, Winnipeg



When asked to share their thoughts/feelings on what would demonstrate or show that Aboriginal languages and cultures instruction is successful, the Elders responded:

"Elders should go into schools to teach . . . Kids should be honoured and gifted for achievements."

Norman Fluery, Métis/Michif, St. Lazare

"Listening to the Elders . . . great professors . . . they taught us to listen . . . visualize what they were saying . . . then asked us to share . . . once we shared . . . they could evaluate if we understood (cognitive process) . . . language helps us to understand what the Elders are saying."

William Dumas, Cree, Thompson

"We need to take time to learn things . . . we need to learn to practise respect . . . we know that everyone doesn't see things in the same way."

Diane Lavallee, Cree/Métis, Norway House

"[There needs to be] communication between Elders and youth."

Mary (Constant) Alexander, Cree, The Pas

"Our ancestors' prayers for the future generations were strong; our prayers for the future generations can be strong too."

Charles Scribe, Cree, Norway House

"The residential school caused many to lose their language, but my grandmother made sure we spoke during visits. My dad always said, Make sure you hang on to your language. I have passed on to my eight children . . . taught them to be proud of being Dakota and learning their language. Younger ones can help older ones learn, too. Teach them at home."

Marina Tacan, Dakota, Sioux Valley

"More speakers in the community . . . have to adopt our way of life . . . values will become important if we speak our language."

"This is our homeland . . . there is nowhere we can go to learn or regain our language."

Mary Richard, Métis, Camperville



When asked to share their thoughts/feelings on some effective ways to utilize Elders/community people in Aboriginal languages and cultures programming, the Elders responded:

"We need Elders to confirm the accuracy of words . . . An Elder is one who leads the way (mentor). You follow Elders because they are leaders. We need to categorize Elders as those who are old or those who lead the way . . . the keepers of the fire, they light/lead the way. They have leadership qualities, they have vision, they carry the history . . . Most importantly, Elders confirm and validate the language. They share their knowledge in a humble way."

William Dumas, Cree, Thompson

"Elders possess certain gifts and knowledge. In Métis culture, the seventh son or daughter is the gifted one. But there are differences in Aboriginal cultures. Teaching an individual language must involve people from that individual culture. They must have knowledge of the culture, for example, the medicines . . . we need to make sure children are getting the proper teachings."

Norman Fleury, Métis/Michif, St. Lazare

“Have Elders come to the school to teach the teachings . . . take students out on the land to do teachings.”

Mary Davis, Ojibway, Ebb and Flow

“We also need our Elders to go to the schools to educate the non-Aboriginal students.”

Flora Zaharia, Blackfoot, Winnipeg

“Students need to learn traditional ways such as the thirteen moons and the seasons . . . Elders can teach this kind of knowledge. Important things happen each season.”

Mary Richard, Métis, Camperville

“In maintaining the dreams and visions of our ancestors, listen to what the Elders have to say. Look around you. Look at the way the Great Spirit created nature. When you see our relationship with the world that surrounds us, you will understand what [the Elders] are trying to tell us.”

Charles Scribe, Cree, Norway House

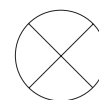
“I learned to count in Cree . . . I could count really fast. I learned songs . . . knew all the words for the songs . . . did this at home.”

Dorothy Settee, Cree, Fisher River

Voices of the Youth

The voices of youth are an integral part of cultural and language learning. The youth of today are the future *keepers of knowledge*. Their input is important in the development of resources that will help educators to empower children and youth to learn and to use Aboriginal languages. With the knowledge of Aboriginal languages and cultures, Aboriginal learners will be able to develop and maintain connections to their Aboriginal roots.

The Aboriginal Languages and Cultures Curriculum Project Team invited youth to participate at community consultations on the revitalization, preservation, and maintenance of Aboriginal languages and cultures. The following comments from youth were taken, with permission, from oral and written sources that were shared at these consultations.



When asked to share their thoughts/feelings on the importance of revitalizing, preserving, and maintaining Aboriginal languages and cultures, the youth responded:

“Youth need to be educated so they can help their people in the future . . . when younger, I wanted to know what Aboriginal people were saying when they spoke in their language . . . they would laugh, cry . . . I feel blinded, without glasses, not knowing the Aboriginal language. This project will give my eyes back . . . will give youngsters sight . . . to be able to learn their language in school.”

Shane Catcheway, Ojibwe, Skownan

“We need language and culture to be whole . . . to connect us to the world, animals. I want my children to learn about their Aboriginal culture and language . . . something I didn’t have. I have the spirit of the drum and dance inside me, I want to learn more about Mother Earth . . . it makes me happy.”

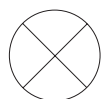
Audrey Cook, Ojibway, Bloodvein

“My language is a part of me. My father’s family speaks Cree. It’s a feeling of power to talk your own language, it’s part of us . . . the Aboriginal language that I speak represents who I am and where I come from.”

Bridgette Dick, Cree, Thompson

“I think the Aboriginal language is important to all Cree and Métis. The Aboriginal language is part of who we are . . . if the language dies so does part of our people’s spirit.”

Jera-Leigh McLeod, Métis, Norway House



When asked to share their thoughts/feelings on the teaching and learning of Aboriginal languages and cultures in schools using Aboriginal ways such as storytelling, land/nature, involvement of community/Elders, the youth responded:

“Hands-on activities like making a pipe, rattles, or picking the four medicines . . . Elders should come to parents and tell them how important language is to them.”

Victor Copenace, Ojibwe, Fort Frances

“The development of curricula to teach young people about their Cree language is good . . . it’s good to teach them the language when they are young because that is when kids like to learn and their interest is to learn what is taught in class . . . it is good to teach them about the powwow and dancing.”

Jera-Leigh McLeod, Métis, Norway House

“An Aboriginal person teaching the language and culture would give the ‘true’ Aboriginal perspective . . . accurate information.”

“More teaching . . . outside with nature, Elders, and community people.”

Shane Catcheway, Ojibwe, Skownan

“We learn from the Elders because they share about the past.”

Carol Harper, Oji-Cree, Wasagamack



When asked to share their thoughts/feelings on what would demonstrate or show that Aboriginal languages and cultures instruction is successful, the youth said:

“Widespread use of language in schools amongst Aboriginal youth.”

Shane Catcheway, Ojibwe, Skownan

“Youth will be proud of who they are . . . it will bring about more positive things . . . like better behaved kids, more motivated kids . . . proud kids.”

Tiffany McKay, Ojibway, Brandon



INTRODUCTION

Background

Purpose

Content

INTRODUCTION

Background

Western and Northern Canadian Protocol (WNCP)

In December 1993, *The Western Canadian Protocol for Collaboration in Basic Education, Kindergarten to Grade 12* was signed. An Aboriginal Languages Framework was conceptualized in June 1996. In February 1997, Alberta, British Columbia, Manitoba, Saskatchewan, the Northwest Territories, and the Yukon Territory signed a memorandum agreeing to pool resources to develop an Aboriginal Languages Framework.

With the guidance of and direction from Elders throughout the WNCP development process, *The Common Curriculum Framework for Aboriginal Language and Culture Programs: Kindergarten to Grade 12* was released in Manitoba in October 2000. The document is available on the Manitoba Education, Citizenship and Youth website at <www.edu.gov.mb.ca/ab_languages/wncp_framework.html>.

Development of Manitoba Curriculum Framework

After the release of *The Common Curriculum Framework for Aboriginal Language and Culture Programs: Kindergarten to Grade 12*, Manitoba Education, Citizenship and Youth facilitated a two-stage consultation process to seek direction in the development of curricula for Aboriginal languages in Manitoba. A needs-assessment survey took place first, followed by consultation sessions. The intent of the consultations was to encourage participants to share information about current programming and future needs and, most importantly, to give input for the development of provincial curricula. The consultations indicated that the development of curricula for teaching and learning Aboriginal languages and cultures was seen as a high priority.

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* (hereafter referred to as the *Framework*). The knowledge and prior work experiences that individuals, schools, communities, and other stakeholders shared regarding Aboriginal languages and cultures contributed to the development of the *Framework*.

This *Framework* draws on the following WNCP documents:

- *The Common Curriculum Framework for Aboriginal Language and Culture Programs: Kindergarten to Grade 12*
- *The Common Curriculum Framework for Bilingual Programming in International Languages: Kindergarten to Grade 12*
- *The Common Curriculum Framework for International Languages: Kindergarten to Grade 12*

In addition, this *Framework* draws on Manitoba curriculum documents in various subject areas, including English language arts, mathematics, physical education/health education, science, and social studies, as well as education for a sustainable future, German language arts, Ukrainian language arts, and Spanish language and culture. Manitoba's support documents, including *Integrating Aboriginal Perspectives into Curricula* and the *Native Studies* documents, were also used in the development of this *Framework*. The documents are cited in the Bibliography of this *Framework*.

Purpose

This *Framework* is grounded in a *traditional** Aboriginal *world view*. This is a valid way of seeing the world that will guide Aboriginal peoples in reclaiming, revitalizing, maintaining, and preserving their languages and cultures. Aboriginal languages and cultures are continually evolving, however, which may result in changing world views. In recognition of the diversity of evolving Aboriginal perspectives, the *Framework* attempts to accommodate changing world views while retaining a fundamental connection to traditional world views.

The intent of the *Framework* is to provide a focus and direction for student learning outcomes that will standardize learning experiences regarding the teaching of Aboriginal languages and cultures in Manitoba. The *Framework* also provides a foundation for the development of other types of language programming, such as bilingual and immersion programming. Topics in the Senior Years can be developed into school-initiated courses (SICs) and student-initiated projects (SIPs).

Content

This *Framework* contains the following sections:

- **Aboriginal Voices:** This document begins with oral and written comments of Aboriginal *Elders* and youth on issues related to language and cultural learning. The voices of the Elders and youth guided the development of this *Framework*.
- **Introduction:** In addition to providing background on the WNCP and Manitoba curriculum development process, the Introduction outlines the purpose and content of this *Framework*.

- **Overview of Aboriginal Languages and Cultures:** This section describes the rationale for learning Aboriginal languages and cultures, outlines the assumptions and philosophy that have guided the development of the *Framework*, and discusses principles of effective language learning. In addition, the Overview describes the organization of the *Framework* into four general learning outcomes, which are based on interrelated components of *communicative competence*.
- **General and Specific Learning Outcomes:** Organized into the four general learning outcomes, this section of the document identifies the knowledge, skills, and attitudes that students are expected to achieve through their language and cultural learning experiences from Kindergarten to Grade 12. Specific learning outcomes are outlined for each general learning outcome for the respective grade groupings.
- **Appendices:** Appendix A provides additional information on the importance of school and community support in successful language maintenance and revitalization. Appendix B identifies correlations of some of the learning outcomes in this *Framework* with those identified for other subject areas.
- **Glossary:** Specific terms used throughout the document are defined in the Glossary.
- **Bibliography:** The resources used in the development of the *Framework* are cited in the Bibliography.

* See Glossary for definitions of italicized terms.



OVERVIEW OF ABORIGINAL LANGUAGES AND CULTURES

Rationale

Assumptions

Effective Language Learning

Philosophy

The Conceptual Model

Organization of the *Framework*

OVERVIEW OF ABORIGINAL LANGUAGES AND CULTURES

Rationale

Language and culture are inseparable. The revitalization, preservation, and maintenance of a language are necessary conditions for the survival of a culture. Language is essential to the understanding of unique Aboriginal cultural perspectives.

A *Framework* that encourages Aboriginal language programming through *Aboriginal perspectives* clearly encompasses the wisdom of Aboriginal voices. It is the tool that enables learners to explore and experience Aboriginal cultures and the perspectives embedded in the cultures.

Aboriginal Languages in Manitoba

There are six main Aboriginal languages in Manitoba: Ojibwe, Cree, Oji-Cree, Dene, Dakota, and Michif.

- Three of these Aboriginal languages belong to the Algonquian language family:
 - **Ojibwe:** Some of the variations in spelling and pronunciation are Anishinaabemowin, Ojibway, Ojibwa, Ojibwe, and Chippewa. There are also people who identify themselves as *Saulteaux* or *Nakawewin*.
 - **Cree:** The two main Cree *dialects* are the N dialect, also known as *Swampy Cree* or *Ininimowin*, and the TH dialect, sometimes called *Woods Cree* or *Nihithawīwin*.
 - **Oji-Cree:** *Anishininimowin* or Oji-Cree was formerly called *Severn Ojibwe*. In Manitoba some people identify as speaking the *Island Lake dialect*.

- **Dene** is part of the Athapaskan language family. It is also called *Dēnesų́líné* or *Chipewyan* by some. In Manitoba the main group is the *Sayisi Dene*.
- **Dakota** is part of the Siouan language family. It is mainly the *Santee-Sisseton dialect* in Manitoba.
- **Michif** is the language spoken by the Métis. The predominant Michif in Manitoba is a mixture of French and Cree, as the Cree were dominant players in the fur trade in Manitoba. In several areas in central Manitoba people speak a Michif that is a mixture of *Ojibwe/Saulteaux* and French as well.

A seventh language group that is increasing in Manitoba is **Inuktitut**. This population is in Churchill and Winnipeg predominantly.

These Aboriginal languages extend outside Manitoba to other Canadian provinces and territories and to the United States.

Aboriginal Language Programming

The specific Aboriginal languages implemented in Manitoba schools will depend on the learner population and the needs of the school and the community.

The value of learning an Aboriginal language for learners in general includes

- increased awareness of and sensitivity to cultural and linguistic diversity in Manitoba, Canada, and the world
- improved potential in the marketplace and workplace in Manitoba, Canada, and the world
- enhanced role of the language in the home and community, especially for Aboriginal learners, but also for non-Aboriginal learners who have connections to Aboriginal families and communities

See Glossary for definitions of italicized terms.

There are also personal reasons for learning an Aboriginal language or for parents* enrolling their children in Aboriginal language programming at school or in the community.

Aboriginal learners may be interested in opportunities to

- seek balance in their lives based on their personal needs, cultural experiences, and cultural knowledge and understanding
- communicate directly with speakers in the home and in the community to gain deeper insight into their culture
- benefit from a broader range of educational, career, and personal development
- revitalize, preserve, and maintain contact with an Aboriginal language and culture

Non-Aboriginal learners may be interested in opportunities to

- explore the perspectives of an Aboriginal culture
- communicate directly with Aboriginal speakers in the home and in the community and to gain deeper insight into an Aboriginal culture
- benefit from a broader range of educational, career, and personal development

Ultimately, Aboriginal language programming would address the language depletion and/or loss experienced by many Aboriginal peoples.

Rationale for the *Framework*

The *Framework* identifies general and specific learning outcomes that will help

- learners to find balance within themselves to live peacefully and respectfully with themselves, one another, and the land

- learners and communities to take an active role in the preservation, revitalization, and maintenance of Aboriginal languages and cultures
- learners to attain communicative competence through additional language programming
- communities and school divisions to develop language programming based on a common foundation of language standards
- learners transferring from one jurisdiction to another within the province to benefit from language programming with a common foundation of language standards
- post-secondary institutions to train educators in the learning and teaching of Aboriginal languages and cultures using provincial curricula

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 will decide on the type of Aboriginal language programming offered to students. The language programming will focus on providing language and cultural content relevant to the community. Fluent Aboriginal language speakers from the community can support and enrich the language and cultural learning experiences of the students.

Use of this *Framework* will promote 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. The specific learning outcomes can, however, be integrated with other subject areas by other educators, Aboriginal and non-Aboriginal. (See Appendix B: Curricular Connections.) The learning outcomes can also be addressed in immersion, bilingual, or English language classrooms.

* In this *Framework* the term *parents* includes biological parents, foster parents, legal guardians, and extended family members.

Assumptions

The following statements of assumptions from an *Aboriginal perspective* and from a linguistic perspective have guided the development of the *Framework*.

Assumptions from an Aboriginal Perspective

- Language is a gift from the Creator.
- Aboriginal languages are oral languages that are continually evolving.
- Aboriginal languages are increasingly being learned and taught through reading and writing, whereas in the past, they were passed on predominantly through oral tradition.
- Aboriginal languages encompass and reflect a way of life.
- Aboriginal languages and cultures are an important part of Canada's heritage.
- Elders are the *keepers of knowledge*, and it is their guidance that Aboriginal people seek as they strive for balance in their relationships with the Creator, the natural world, other people, and themselves.
- Language and culture are inseparable.
- Language will be taught using Aboriginal cultural content and perspectives.
- All Aboriginal languages can be learned.
- All learners can be successful learners of an Aboriginal language and culture, although they will learn in a variety of ways and acquire competence at varied rates.
- Literacy is an important aspect of Aboriginal language learning.

Assumptions from a Linguistic Perspective

- Language is one of the main instruments for transmitting culture from one generation to another.
- Learners are curious about language.

- Language and culture are inseparable, and effective communication requires knowledge of both.
- Young children have a capacity to learn more than one language at a time.
- The Early Years are a particularly effective developmental stage for introducing an additional language.
- Learning a new language provides important insights into various aspects of a culture.
- Knowledge of an additional language enhances an individual's opportunities for self-expression, for intercultural communication, and for a variety of other purposes.

Effective Language Learning

An Aboriginal perspective is reflected throughout the *Framework*. The term *Aboriginal perspective*, as used in this *Framework*, is generic. Although the *laws of relationships* are considered common to all Aboriginal cultures, each culture expresses the perspective with its own concepts, practices, and products. Furthermore, because cultures are not frozen in time, the concepts, practices, and products of the culture will evolve and reflect a changing environment. It is left to each school/community to choose the cultural learning outcomes that are most acceptable to its cultural community.

In the *Framework*, Aboriginal language use is considered to be a cultural skill. All languages are used for basic communication. Beyond that, certain skills and knowledge of a language enable a person to engage more fully in a given culture. Each culture values and emphasizes different language skills. This is apparent when people make what seem to be social blunders in another culture (e.g., speaking too loudly, speaking too softly, speaking too much), when they are actually incorporating a valued component of their language into another. Knowing a language is more than knowing vocabulary, grammar, and culturally relevant topics. It includes using language in ways and for purposes valued by the cultural community.

What are these valued language components for the Aboriginal languages, and how does language programming help learners to achieve such knowledge and understanding? The *Framework*, based on Aboriginal perspectives, provides the guidelines for language development: the valued language knowledge and understanding that guide learners in developing respectful relationships with themselves, one another, and the land.

As long as learners have meaningful, real-life experiences with members of the cultural community as they go about developing these respectful relationships, they will be learning the Aboriginal language and culture that is valued by that particular community. For example, if learners are allowed to participate in cultural activities such as naming ceremonies in the Ojibwe culture, they will learn the language required for identity, for ceremonies, and for self-understanding. In order for learners to develop the language valued by a culture, it is critical that the cultural content be taught in the Aboriginal language.

General Principles of Effective Language Learning*

The following are some general principles of effective language learning identified in the research on additional language learning and acquisition. These principles inform the *Framework*.

Language Learning and Culture

Intercultural competence is an essential element of any language learning endeavour. Knowledge of the specific culture alone is not sufficient. Cultures change over time. Minority cultures exist within the dominant culture in any society. If learners develop the skills to analyze, understand, and relate to any culture with which they may come into contact, they will be prepared for encounters with new cultural practices.

Focus on Meaning

Language learning is more effective when classes are structured around meaningful tasks rather than around elements of the language itself, such as grammatical structures, vocabulary themes, or language functions. The principal focus of classroom activities is on communication while learning about a content area (e.g., a trapline and its purpose) or carrying out a project (e.g., creating a family genealogy). Specific language skills are taught when learners notice they need certain vocabulary, structures, or functions to carry out the task they have chosen to do. When language learning has a purpose, learners are more highly motivated.

Focus on Interaction

Learners learn languages more effectively when they have ample opportunities to learn in groups on tasks they have chosen, tasks that require them to negotiate meaning with other learners or with Elders/community people. For learners negotiating meaning involves learning to make themselves understood and to understand others. If learning experiences are structured in this way, learners have more practice time, are engaged in tasks that reflect their interests, and are using the language in situations that more closely resemble those relevant to the culture or those outside school settings.

Focus on Language Learning Strategies

Successful language learners use a number of strategies that help make their learning more effective. These *language learning strategies* are often categorized as *cognitive*, *metacognitive*, *social*, and *affective*. Communication strategies or *language use strategies* are an important component of *communicative competence*. These include strategies used regularly by speakers of any language to enhance communication. They also include repair and compensation strategies, which are particularly important in the early stages of language learning, if learners are to engage in communicative activities before they have extensive knowledge of the language.

* **General Principles of Effective Language Learning—Source:** Governments of Alberta, Manitoba, and Saskatchewan. *The Common Curriculum Framework for International Languages: Kindergarten to Grade 12*. Regina, SK: Saskatchewan Education, June 2000. 4–5.

Not all learners acquire these strategies on their own. Most will benefit from explicit classroom instruction regarding language learning and language use strategies, when provided alongside instruction on the language itself. Once learners are consciously aware of strategies, have practised using them, can select the most effective ones for a particular task, and can see the link between their own actions and their learning, they will be more motivated and more effective language learners.

Building on Prior Knowledge

The constructivist theory of learning suggests that we learn by integrating new information or experience into what we already know and have experienced. Learners do this most effectively through active engagement with tasks that are meaningful to them, using actual tools in authentic contexts. For this reason, the content and tasks around which learning activities are structured should reflect learners' experiences. For example, if learners are involved with and are interested in a particular game, a task can be chosen that links with the game. The learning activities will build on the learners' knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Learners will come to their language learning with different prior knowledge, even if they have similar cultural and socio-economic backgrounds. Classroom activities that offer choice and flexibility allow each learner to make meaningful connections and to be actively involved in constructing their own learning.

Transferring Knowledge of a Language

In addition to having knowledge about content, learners will come to their Aboriginal language class with a large body of useful knowledge about language, even if they have never spoken a word of the language being taught. They can transfer knowledge of their first language and other languages they know or are learning to the new language. Initially, their first language may also be a source of interference, as learners try to apply generalizations that are valid for their dominant language to the new language. Learners benefit from

an awareness of differences as well as similarities in relation to any component of the language: the sound system, grammar structures, vocabulary, and discourse. They may also transfer language learning and language use strategies from one language context to another.

Philosophy*

Aboriginal World View

The education of the young is the primary way in which a culture passes on its accumulated knowledge, skills, and attitudes. At the centre of this education is a perspective or set of fundamental assumptions about the relationship of humankind to its cosmos. When the education of Aboriginal children was displaced with education from European cultures, it was not merely the particular knowledge, skill, and attitude sets that were supplanted but, more importantly, Aboriginal people's foundational view of the world.

From the beginning of this interference on the traditional educational system, Aboriginal people have attempted to communicate their unease with the inherent contradictions they have faced with formal schooling. The Aboriginal voices have been clear and persistent in calling for a respectful recognition of their *world view*, while acknowledging the value of the knowledge, skills, and attitudes required to participate in the new technologies and economies. It was to these voices that Aboriginal people turned to, and listened to, in order to overcome these contradictions and create ways to incorporate new technologies and economies that benefit learners wanting to learn about Aboriginal languages and cultures.

This *Framework* is founded upon the traditional Aboriginal philosophy or world view expressed in *Our Way Is a Valid Way of Seeing the World*, which appears on the following page as an excerpt from the *WNCP Framework*.

* **Philosophy—Source:** Governments of Alberta, British Columbia, Manitoba, Northwest Territories, Saskatchewan, and Yukon Territory. *The Common Curriculum Framework for Aboriginal Language and Culture Programs: Kindergarten to Grade 12*. Regina, SK: Saskatchewan Education, June 2000. 14–16.

Our Way Is a Valid Way of Seeing the World*

From our Elders we gained new knowledge about some key principles underlying the philosophy and world view inherent in all Aboriginal languages.

We learned that fundamental spiritual principles cross all domains of knowledge and are expressed as sacred laws governing our behaviour and relationship to the land and its life forms. The basic concepts contained within each language make no separation between the secular and sacred aspects of language and culture; these remain a unified whole. This being the case, there exist implicit as well as explicit laws to regulate daily behaviour. Behavioural expectations are defined in relation to such things as the natural environment, the social and moral order, the Elders and their traditional teachings, the rights to specific kinds of knowledge, the individual's participation in cultural life, and his or her personal growth and well-being.

Because relationships within the natural and human order, and the concepts embedded in Aboriginal languages, are understood to be based on an immutable foundation of sacredness, what we do and say, by extension, implies a personal commitment to the sacred. Some key concepts defining these relationships are kinship (respect in relationships), protocol (conduct in ceremonies and social interaction), medicine (personal habits and practice in relation to health and spiritual gifts), ceremonies (roles and conduct), copyright (earning the right to knowledge), and oral tradition (expression of knowledge, its forms, and ownership). Learning an Aboriginal language, therefore, means absorbing the very foundations of Aboriginal identity. As students begin to learn their language, they acquire basic understandings that shape their

attitudes. The Elders tell of the power of the language to generate change and a sense of direction within the learner. Learning the first language becomes a powerful source of one's personal commitment to become healthy and to learn the ways of achieving a healthy environment once more.

Learning the language engenders respect for self, for others, and for all facets of nature, and this in turn strengthens the human capacity to stand together.

Some internal conflicts may begin to be felt as the differences between mainstream and traditional first language cultures and lifestyles become more clearly defined in the mind of the learner. The Elders agree that a rift has been created between traditional identity and contemporary identity, but that fundamental values continue to bind the two together. The Elders point out that principles, such as love and sharing, are consistent with the central purpose of teaching: to develop a person who understands why we do what we do. Searching out these principles and applying them in different contexts is an important approach to reconciling the many contradictions that learners are likely to face while learning an Aboriginal language.

The Elders stress, "Our way is a valid way of seeing the world."

* **Our Way Is a Valid Way of Seeing the World—Source:** Governments of Alberta, British Columbia, Manitoba, Northwest Territories, Saskatchewan, and Yukon Territory. *The Common Curriculum Framework for Aboriginal Language and Culture Programs: Kindergarten to Grade 12*. Regina, SK: Saskatchewan Education, June 2000. 14–16.

The Conceptual Model

The goal of the *Framework* is the development of communicative competence. *Communicative competence* is the ability to use a language to function in a variety of language contexts and situations offered by the specific culture.

Four Components of Communicative Competence

For the purpose of this *Framework*, communicative competence is represented by four interrelated and interdependent components:

- **Language competence** addresses the learners' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.
- **Language learning strategies** help learners to learn and to communicate more effectively and more efficiently.
- **Language use in context** relates to what learners will be able to do with the language, the functions they will be able to perform, and the contexts in which they will be able to operate.
- **Cultural and linguistic diversity** aims to develop intercultural competence, with a particular focus on cultures associated with the specific language.

These four components of communicative competence are organized as general learning outcomes in this *Framework*. Each component is described more fully at the beginning of the corresponding section of the *Framework*.

A Circular Progression

The circle is an important symbol to Aboriginal people. It represents an ongoing, continuous way of looking at life. In this *Framework*, therefore, the circle symbolizes a learner's development in Aboriginal language learning.

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the learners' language learning progress is a circle. This

progression accumulates not only increased competence, but also a broader range of applications and experience with more text forms, contexts, and so on. The circle also represents how language learning activities are best structured. Particular areas of experience, learning strategies, or language functions are revisited at different points in the language programming in broader contexts or at slightly higher levels of competence. Learning is extended, reinforced, and broadened each time a topic is revisited.

Organization of the *Framework*

The *Framework* has two main organizers. The first is the general learning outcomes (GLO), which are broad statements identifying the knowledge, skills, and attitudes that learners are expected to achieve in the course of their language learning experience. The second is the specific learning outcomes (SLOs), which are outlined under each GLO for the respective grades.

General Learning Outcomes

Four GLOs serve as the foundation for the *Framework* and are based on the conceptual model outlined above.

- **GLO 1: Language Competence**
Students will use the Aboriginal language **effectively** and **competently** in listening, viewing, speaking, reading, representing, and writing.
- **GLO 2: Language Learning Strategies**
Students will develop and use strategies to enhance the **effectiveness** of learning and communication.
- **GLO 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.
- **GLO 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.

The order in which the GLOs are presented in this *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.

Each GLO is divided into several **cluster headings** that organize the SLOs that learners are to achieve by the end of certain grades (e.g., cluster heading 1.1 is Listening, Observing, and Responding). As it is a general practice to teach in units or themes, the organization of learning outcomes into cluster headings makes language programming easier. (The cluster headings for all the GLOs are identified on page 15.) Because there is always some overlap between topics and themes, SLOs on a specific topic may be addressed in more than one GLO section. There is also a correlation between some of the SLOs identified in this *Framework* and learning outcomes from other subject areas, such as English language arts, mathematics, physical education/health education, science, social studies, and education for a sustainable future (see Appendix B).

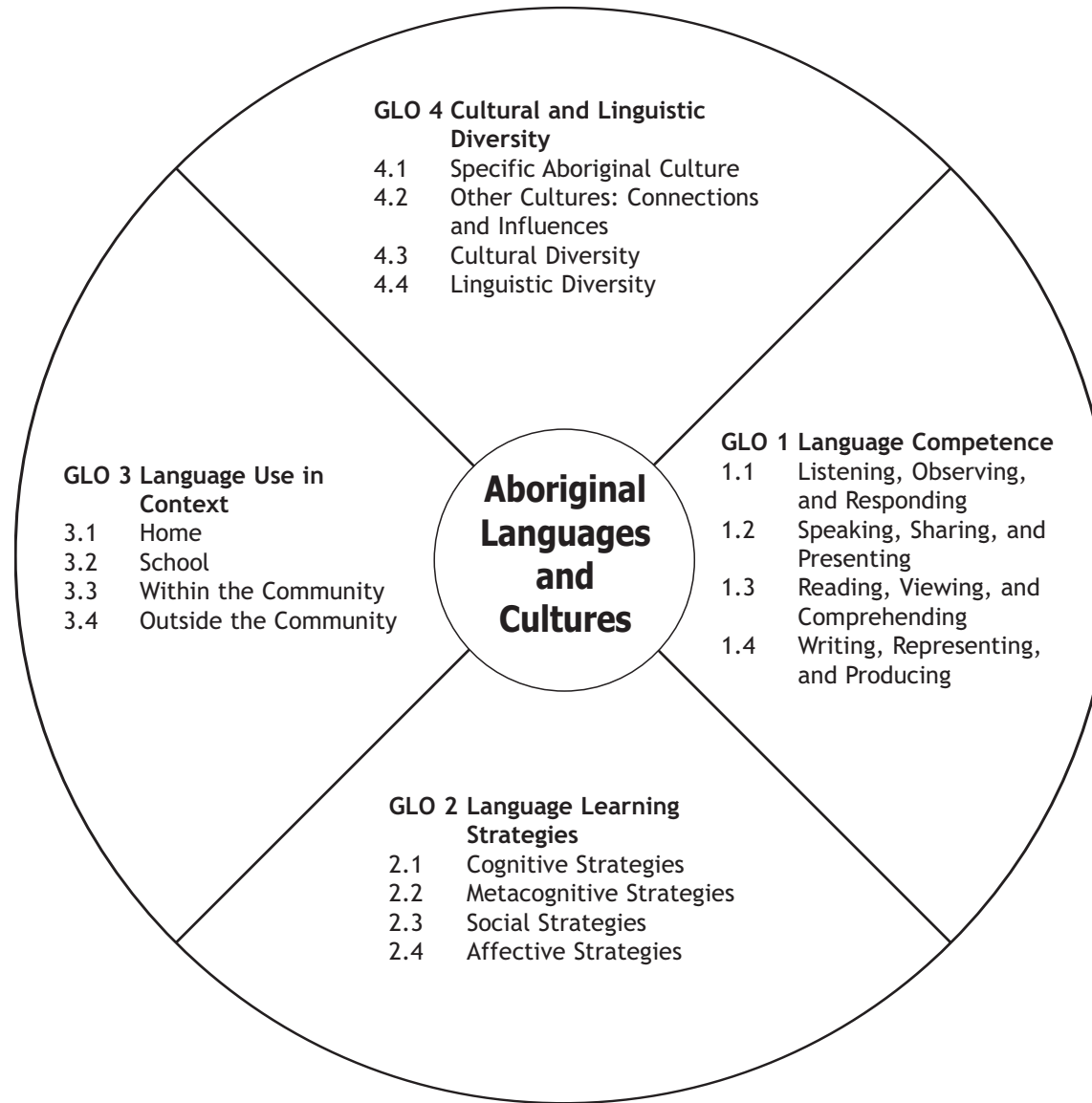
Specific Learning Outcomes

Although the SLOs are interrelated and interdependent, they are organized by specific **strand headings**, which are identified in the outside margins of the applicable pages (e.g., strand heading 1.1.1 is Aural/Oral Texts). For ease of reference, number and letter codes are used to differentiate the SLOs within the specific strand headings; they do not reflect a sequential order for implementation. (For more information on the SLO codes, see the Guide to Reading the *Framework* on the last page of this Overview.) In most classroom learning activities, a number of SLOs from different GLOs can be addressed in an integrated manner.

The SLOs are further categorized into **grade levels**, demonstrating the developmental flow of learning from the beginning to the end of the language programming. The grade levels are Kindergarten to Grade 2, Grades 3 and 4, Grades 5 and 6, Grades 7 and 8, Grades 9 and 10, and Grades 11 and 12.

The last number in the strand heading code indicates the targeted grade in which the students will achieve the SLO. An SLO for a particular grade will not be dealt with **only** in that particular year, however. Learning activities in the preceding years will prepare the ground for achieving the SLO. Learning activities in the years following will broaden application of the SLO. The organization of the learning outcomes into grade groupings demonstrates the continuum of language learning from grade to grade. It is built on the assumption that students are in the language programming from year to year and are building on previous knowledge and skills. If students have had little or no exposure to Aboriginal language programming when they enter a specific grade, educators may need to address learning outcomes from the preceding grade(s). For example, all students would need to “identify the sounds of consonants and vowels used in a specific language” (1.1.3: A-2).

General Learning Outcomes and Cluster Headings



Guide to Reading the Framework

Cluster heading for the general learning outcome (GLO) →



1.1 Listening, Observing, and Responding

Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

Students will . . .

1.1.1: A-2 listen and respond to words, phrases, and simple sentences (e.g., greetings, questions, instructions) in guided situations

1.1.1: B-2 associate language with known actions and verbs

1.1.1: C-2 listen attentively to aid comprehension

Students will . . .

1.1.1: A-4 listen and respond to a series of simple sentences (e.g., requests, questions, instructions) in guided situations

1.1.1: B-4 listen actively and use verbal and body language to show comprehension and to maintain interaction

1.1.1: C-4 listen and respond to short, simple texts in

Students will . . .

1.1.1: A-6 listen and respond (e.g., through dance, actions) to a variety of short, simple sentences (e.g., songs, rhymes, games) in guided situations

1.1.1: B-6 organize and respond to key ideas from spoken texts in familiar contexts

1.1.1: C-6 listen and respond to short, simple texts in

1.1.1 Aural/Oral Texts

Strand heading for specific learning outcomes (SLOs)

Specific learning outcome statements for each grade grouping

Read each page vertically for learning outcomes expected at the end of each grade grouping.

The first number indicates the **GLO**.

The second number indicates the **cluster heading** of the GLO.

The third number indicates the **strand heading** of the SLO.

Students will . . .

1.1.1: A-2 listen and respond to words, phrases, and simple sentences (e.g., greetings, questions, instructions) in guided situations

The letter (A, B, C, etc.) differentiates the SLOs within each strand.

The last number indicates the targeted grade in which the SLO will be met.

The (e.g.,) indicates examples that may be used.

Read each page horizontally for developmental flow of learning outcomes from grade to grade.



GENERAL AND SPECIFIC LEARNING OUTCOMES

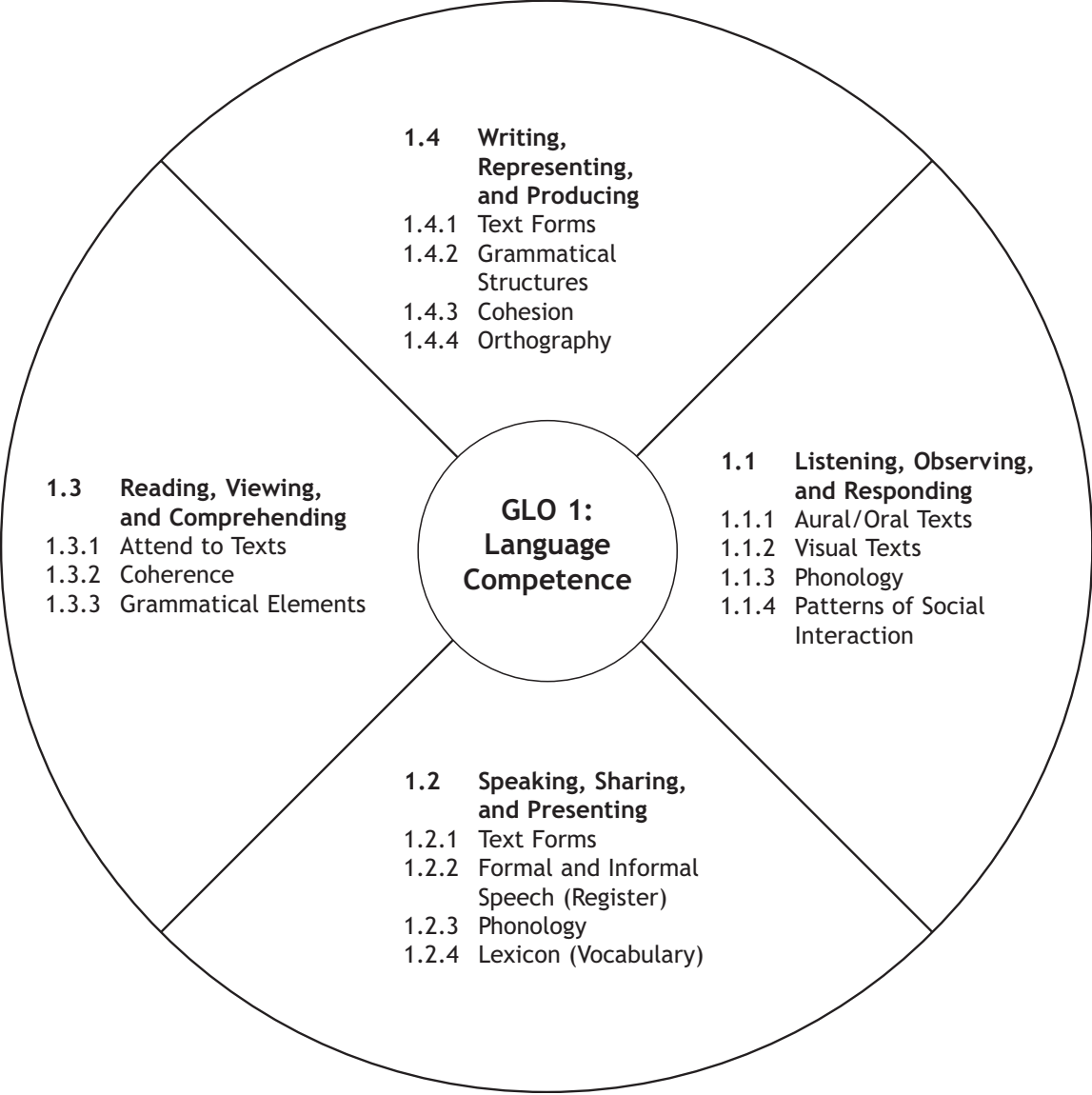
General Learning Outcome 1: Language Competence

General Learning Outcome 2: Language Learning Strategies

General Learning Outcome 3: Language Use in Context

General Learning Outcome 4: Cultural and Linguistic Diversity

GENERAL LEARNING OUTCOME 1:
LANGUAGE COMPETENCE



General Learning Outcome 1: Language Competence

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

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. Language competence is best developed in the context of learning activities or tasks where the language is used for real purposes, in other words, in practical applications.

Language competence is a broad term that includes *linguistic* or *grammatical competence*, *discourse competence*, *sociolinguistic* or *socio-cultural competence*, and what might be called textual competence.

The various components of language competence in GLO 1 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

Although the cluster headings are presented separately, they are interrelated and interdependent. They are familiar organizers that will facilitate teacher planning of student achievement of the SLOs. *Communicative teaching*, an approach to teaching an additional language based on providing opportunities for learners to use the specific language to communicate in a wide range of interactive socio-cultural activities and situations, will be beneficial.

In the teaching and learning of Aboriginal languages, a strong focus is placed on listening and speaking to validate and honour *oral tradition* and *keepers of knowledge*. Viewing and representing validate Aboriginal learning styles of observation and application. Reading and writing are more contemporary approaches to preserving, maintaining, and revitalizing Aboriginal languages.

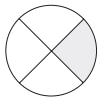
Each cluster heading has specific strand headings (identified in the outside margin of each applicable page). Although there are many interrelated and overlapping strand headings in the communication of language, each strand heading deals with a single aspect of language competence. For example, while there are numerous opportunities to interpret and produce various text forms, each cluster heading deals with specific *texts* or *text forms* (e.g., strand heading 1.1.2 Visual Texts is listed separately under cluster heading 1.1 Listening, Observing, and Responding).

The SLOs identified for some strand headings allow learners to explore ways in which an Aboriginal language is made up: *phonology* (pronunciation, stress, and intonation), *lexicon* (vocabulary words and phrases), grammatical elements (*syntax* and *morphology*), and *orthography* (spelling and *mechanical conventions*).

The term *guided situations* is used in many SLOs to describe all the methods teachers and other conversational partners use to help language learners understand and produce language.

The organization of the SLOs into grade groupings demonstrates the continuum of language learning from grade to grade. It is built on the assumption that students are in the language programming from year to year and are building on previous knowledge and skills.

See Glossary for definitions of italicized terms.



1.1 Listening, Observing, and Responding

Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

Students will . . .

1.1.1 Aural/Oral Texts

- 1.1.1: A-2 listen and respond to words, phrases, and simple sentences (e.g., greetings, questions, instructions) in guided situations
- 1.1.1: B-2 associate language with known actions and verbs
- 1.1.1: C-2 listen attentively to aid comprehension
- 1.1.1: D-2 participate in simple oral text forms (e.g., verse and chorus of songs, fingerplays, chants)

Students will . . .

- 1.1.1: A-4 listen and respond to a series of simple sentences (e.g., requests, questions, instructions) in guided situations
- 1.1.1: B-4 listen actively and use verbal and body language to show comprehension and to maintain interaction
- 1.1.1: C-4 listen and respond to short, simple texts in guided situations
- 1.1.1: D-4 participate in a variety of oral text forms (e.g., songs, stories, puppet shows)

Students will . . .

- 1.1.1: A-6 listen and respond (e.g., through dance, actions) to a variety of short, simple sentences (e.g., songs, rhymes, games) in guided situations
- 1.1.1: B-6 organize and respond to key ideas from spoken texts in familiar contexts
- 1.1.1: C-6 listen and respond to short, simple texts in guided and unguided situations
- 1.1.1: D-6 participate in a variety of oral and written text forms (e.g., messages, dialogues, skits, role play)

1.1.2 Visual Texts

- 1.1.2: A-2 derive meaning from and respond to visuals and other forms of non-verbal communication in guided situations
- 1.1.2: B-2 observe and respond to familiar events and experiences in the classroom context
- 1.1.2: C-2 view and respond to simple, familiar representations and media in the classroom context

- 1.1.2: A-4 derive meaning from and respond to a variety of visuals and other forms of non-verbal communication in guided situations
- 1.1.2: B-4 observe and respond to simple, familiar events and experiences in the school context
- 1.1.2: C-4 view and respond to a variety of simple representations and media in the school context

- 1.1.2: A-6 derive meaning from and respond to the visual elements of a variety of media in guided situations
- 1.1.2: B-6 observe and respond to a series of simple events and/or experiences within and beyond the school context
- 1.1.2: C-6 view and respond to a variety of representations and media within and beyond the school context



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 1.1.1: A-8 listen and respond to a variety of short, simple sentences in guided and unguided situations
- 1.1.1: B-8 identify the main point and supporting details of short texts on familiar topics in guided situations
- 1.1.1: C-8 listen and respond to a variety of short texts on familiar topics in guided situations
- 1.1.1: D-8 listen and respond to a variety of text forms in a variety of media (e.g., videotaped instructions or events)

Students will . . .

- 1.1.1: A-10 listen and respond to short texts on familiar and unfamiliar topics in guided situations
- 1.1.1: B-10 identify the purpose of texts (e.g., to describe, retell, persuade, entertain, instruct)
- 1.1.1: C-10 identify the main point and supporting details of lengthy texts on familiar topics in guided situations
- 1.1.1: D-10 listen and respond to a variety of extended text forms in a variety of media (e.g., short stories, films, plays, magazine articles)

Students will . . .

- 1.1.1: A-12 summarize the main point and supporting details in a variety of lengthy texts on familiar topics in guided and unguided situations
- 1.1.1: B-12 identify relationships between ideas in texts (e.g., differentiate between fact and opinion, cause and consequence)
- 1.1.1: C-12 use own knowledge of text forms to aid interpretation and to construct responses

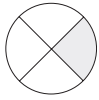
**1.1.1
Aural/Oral
Texts**

- 1.1.2: A-8 derive meaning from and respond to multiple visual elements in a variety of media in guided situations
- 1.1.2: B-8 observe, demonstrate understanding of, and respond to complex representations of familiar ideas, events, and information

- 1.1.2: A-10 identify ways in which meaning can be expressed through the visual elements of a variety of media in guided situations
- 1.1.2: B-10 observe, demonstrate understanding of, and respond to a variety of complex representations of familiar ideas, events, and information

- 1.1.2: A-12 identify the purposes, intended audiences, messages, and points of view in a variety of visual media in guided situations
- 1.1.2: B-12 observe, demonstrate understanding of, and respond to a variety of complex representations of familiar and unfamiliar ideas, events, and information

**1.1.2
Visual
Texts**



1.1 Listening, Observing, and Responding

Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

Students will . . .

1.1.3 Phonology

- 1.1.3: A-2 identify the sounds of consonants and vowels used in a specific language
- 1.1.3: B-2 distinguish between sounds and connect them to appropriate consonant and vowel combinations
- 1.1.3: C-2 listen for intonation and how it is used to express meaning

Students will . . .

- 1.1.3: A-4 listen attentively to distinguish particular sound patterns (e.g., rhyming words) in a specific language
- 1.1.3: B-4 listen to and repeat words and phrases, with a focus on pronunciation

Students will . . .

- 1.1.3: A-6 listen to and identify critical sound distinctions that are important for meaning in a specific language

1.1.4 Patterns of Social Interaction

- 1.1.4: A-2 listen and respond using very simple social interaction patterns (e.g., greeting-response, question-answer)
- 1.1.4: B-2 use non-verbal communication (e.g., gestures, facial expressions) in familiar contexts

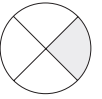
- 1.1.4: A-4 listen and respond using simple social interaction patterns (e.g., request-acceptance/non-acceptance)

- 1.1.4: B-4 use non-verbal communication (e.g., gestures, facial expressions) in various contexts

- 1.1.4: A-6 listen and respond using a variety of simple social interaction patterns (e.g., statement-agreement/disagreement-reaction)

- 1.1.4: B-6 demonstrate understanding of the purpose and context of communication (e.g., by identifying key words and textual cues, roles and relationships of participants)

- 1.1.4: C-6 recognize how language use is affected by context (e.g., schoolyard and classroom language)



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

1.1.3: A-8 listen to and recognize effects of intonation and stress of words and sentences used in familiar situations

Students will . . .

1.1.3: A-10 listen to and recognize appropriate intonation, stress, and rhythm of words and sentences used in various situations

Students will . . .

1.1.3: A-12 listen to and rehearse the essential sounds, stress, rhythm, and intonation patterns of phrases and sentences

**1.1.3
Phonology**

1.1.4: A-8 listen and respond using a variety of social interaction patterns (e.g., routine telephone calls)

1.1.4: A-10 listen and respond flexibly to a wide range of simple social interaction patterns to deal with transactions and interactions

1.1.4: A-12 combine simple social interaction patterns to respond to transactions and interactions (e.g., invitation-acceptance/non-acceptance-explanation)

**1.1.4
Patterns
of Social
Interaction**

1.1.4: B-8 demonstrate understanding of the importance of the speaker and the context in interpreting meaning

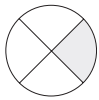
1.1.4: B-10 identify ways in which stress, intonation, and body language (e.g., eye contact, lip pointing) are used to convey meaning

1.1.4: B-12 demonstrate understanding of the variations of messages according to context, purpose, and audience

1.1.4: C-10 demonstrate understanding that there are culturally appropriate expressions for particular contexts

1.1.4: C-12 distinguish between formal and informal language, and demonstrate understanding of when and where it is used

1.1.4: D-12 demonstrate understanding of how culturally appropriate language and behaviour are used in formal and informal contexts



1.2 Speaking, Sharing, and Presenting

Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

Students will . . .

1.2.1 Text Forms

- 1.2.1: A-2 produce simple words, phrases, and sentences in guided situations
- 1.2.1: B-2 use verbal and non-verbal communication to express meaning in guided situations

Students will . . .

- 1.2.1: A-4 produce a series of simple sentences in guided situations
- 1.2.1: B-4 use a variety of verbal and non-verbal communication to express meaning in guided situations

Students will . . .

- 1.2.1: A-6 produce a variety of short, simple texts in guided situations
- 1.2.1: B-6 express meaning through the use of verbal and visual elements in a variety of media in guided and unguided situations

1.2.2 Formal and Informal Speech (Register)

- 1.2.2: A-2 demonstrate awareness of the need to speak at a volume appropriate for classroom situations
- 1.2.2: B-2 demonstrate awareness of differences in tone of voice for various situations
- 1.2.2: C-2 give examples of formal and informal situations
- 1.2.2: D-2 demonstrate simple social interaction patterns (e.g., question-answer)

- 1.2.2: A-4 demonstrate awareness that some topics, words, or intonations are inappropriate in certain contexts

- 1.2.2: B-4 distinguish between formal and informal uses of language in familiar contexts

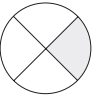
- 1.2.2: C-4 demonstrate interactions using simple social interaction patterns (e.g., request-acceptance/non-acceptance)

- 1.2.2: D-4 use simple conventions to open and close conversation and to manage turn-taking

- 1.2.2: A-6 use formal and informal language in familiar contexts

- 1.2.2: B-6 identify socially appropriate language in specific situations

- 1.2.2: C-6 demonstrate interactions using a variety of social interaction patterns (e.g., statement-agreement/disagreement-reaction, casual conversation with classmates)



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 1.2.1: A-8 produce a variety of short, simple texts in guided and unguided situations
- 1.2.1: B-8 express meaning through the use of multiple verbal and visual elements in a variety of media in guided and unguided situations

Students will . . .

- 1.2.1: A-10 produce lengthy texts on familiar topics, providing details to support the main point, in guided situations
- 1.2.1: B-10 communicate thoughts, ideas, and feelings for specific purposes and audiences through a variety of verbal and visual media in guided situations

Students will . . .

- 1.2.1: A-12 produce a variety of lengthy texts on familiar topics, providing details to support the main point, in guided situations
- 1.2.1: B-12 communicate thoughts, ideas, and feelings for specific purposes and audiences through a variety of verbal and visual media in guided and unguided situations

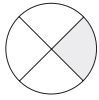
**1.2.1
Text
Forms**

- 1.2.2: A-8 explore formal and informal language in a variety of contexts
- 1.2.2: B-8 use simple formal language suitable for a variety of contexts
- 1.2.2: C-8 use a combination of simple social interaction patterns to perform transactions and interactions (e.g., invitation-acceptance/non-acceptance-explanation)

- 1.2.2: A-10 identify differences in register between spoken and written texts
- 1.2.2: B-10 use formal and informal language in a variety of contexts
- 1.2.2: C-10 use a combination of simple social interaction patterns to perform complex transactions and interactions (e.g., request/assess, complain/suggest, accept/decline, persuade/negotiate)

- 1.2.2: A-12 adjust language to suit audience and purpose
- 1.2.2: B-12 use the appropriate level of formality with people in a variety of contexts
- 1.2.2: C-12 use a wide range of social interaction patterns to deal with routine and non-routine transactions and interactions

**1.2.2
Formal and
Informal
Speech
(Register)**



1.2 Speaking, Sharing, and Presenting

Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

Students will . . .

1.2.3 Phonology

- 1.2.3: A-2 pronounce common words and phrases comprehensibly
- 1.2.3: B-2 use intonation to express meaning

Students will . . .

- 1.2.3: A-4 use comprehensible pronunciation, stress, and intonation with familiar words or phrases

Students will . . .

- 1.2.3: A-6 identify and produce critical sound distinctions that are important for meaning in a specific language

1.2.4 Lexicon (Vocabulary)

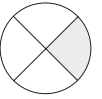
- 1.2.4: A-2 associate words with the corresponding object, action, or concept (e.g., pictures of weather, emotions)
- 1.2.4: B-2 identify and repeat isolated words and specific phrases in concrete situations

- 1.2.4: A-4 use a repertoire of isolated words and specific phrases in familiar contexts

- 1.2.4: B-4 combine learned words and phrases to fulfill simple purposes

- 1.2.4: A-6 explore a variety of words and expressions in familiar contexts

- 1.2.4: B-6 use a variety of words and expressions in familiar contexts



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 1.2.3: A-8 approximate the pronunciation of unfamiliar words
- 1.2.3: B-8 use intonation, stress, and rhythm appropriately in familiar situations

Students will . . .

- 1.2.3: A-10 speak clearly and comprehensibly in a variety of situations
- 1.2.3: B-10 produce essential sounds, stress, rhythm, and intonation patterns in rehearsed situations

Students will . . .

- 1.2.3: A-12 speak with clear, natural pronunciation and intonation in rehearsed and spontaneous situations

**1.2.3
Phonology**

- 1.2.4: A-8 demonstrate awareness that one word may have multiple meanings, depending on the context

- 1.2.4: B-8 give examples of various words and expressions that convey the same idea

- 1.2.4: A-10 select vocabulary and expressions from within own repertoire to fulfill a variety of purposes in a variety of contexts

- 1.2.4: B-10 use multiple words or phrases to express the same idea

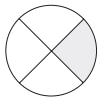
- 1.2.4: C-10 select suitable words to enhance effectiveness of speech

- 1.2.4: A-12 select the most precise, appropriate, or effective words or phrases from within own repertoire to fulfill own purposes

- 1.2.4: B-12 use specialized words in appropriate contexts

- 1.2.4: C-12 select precise words to make meaning clear

**1.2.4
Lexicon
(Vocabulary)**



1.3 Reading, Viewing, and Comprehending

Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

Students will . . .

1.3.1 Attend to Texts

- 1.3.1: A-2 comprehend and respond appropriately to simple words, phrases, and sentences in guided situations (e.g., teacher read-aloud)
- 1.3.1: B-2 derive meaning from visuals and other forms of non-verbal communication in guided situations
- 1.3.1: C-2 identify simple oral text forms (e.g., formulaic openings and closings of stories, verse, and chorus of songs)

Students will . . .

- 1.3.1: A-4 comprehend and interpret a series of simple sentences in guided situations
- 1.3.1: B-4 derive meaning from a variety of visuals and other forms of non-verbal communication in guided situations
- 1.3.1: C-4 comprehend and interpret a variety of short, simple texts in guided situations
- 1.3.1: D-4 identify simple oral and written text forms (e.g., lists, letters, stories, songs)

Students will . . .

- 1.3.1: A-6 comprehend and interpret a variety of short, simple sentences in guided situations
- 1.3.1: B-6 propose interpretations of the visual elements of a variety of media in guided situations
- 1.3.1: C-6 comprehend and interpret a variety of short, simple texts in guided and unguided situations
- 1.3.1: D-6 identify a variety of oral and written text forms (e.g., recipes, invitations, messages)

1.3.2 Coherence

- 1.3.2: A-2 follow speech that uses simple linking words (e.g., because, then)
- 1.3.2: B-2 sequence elements of a simple story, process, or event

- 1.3.2: A-4 identify linking words (e.g., and, or, then) or groups of words in simple ways
- 1.3.2: B-4 sequence elements of a simple story, process, or series of events

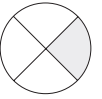
- 1.3.2: A-6 organize texts using common patterns (e.g., cause and effect, time sequencing)
- 1.3.2: B-6 identify simple references (e.g., pronouns, demonstratives) within texts

1.3.3 Grammatical Elements

- 1.3.3: A-2 identify basic grammatical elements commonly used in the classroom

- 1.3.3: A-4 identify basic grammatical elements in simple sentences

- 1.3.3: A-6 identify a variety of basic grammatical elements



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 1.3.1: A-8 comprehend and identify the main point and supporting details of short texts on familiar topics in guided situations
- 1.3.1: B-8 comprehend and interpret short texts on unfamiliar topics in guided situations
- 1.3.1: C-8 examine techniques and conventions used in visual media in guided situations
- 1.3.1: D-8 identify text forms in a variety of media (e.g., videotaped instructions, reports with charts, pictures)

Students will . . .

- 1.3.1: A-10 identify the main point and supporting details of lengthy texts on a variety of familiar topics in guided situations
- 1.3.1: B-10 comprehend a variety of lengthy texts on familiar topics in guided and unguided situations
- 1.3.1: C-10 identify techniques and conventions used in a variety of visual media in guided and unguided situations
- 1.3.1: D-10 analyze and identify the organizational structure of a variety of text forms (e.g., legends, newspaper articles, instructions for a game)

Students will . . .

- 1.3.1: A-12 comprehend and summarize a variety of lengthy texts on familiar topics in guided and unguided situations
- 1.3.1: B-12 identify a variety of techniques and conventions used to express meaning in guided and unguided situations
- 1.3.1: C-12 identify a variety of extended text forms in a variety of media (e.g., films, plays)
- 1.3.1: D-12 analyze how different media and purposes lead to differences in the way texts are organized and presented

**1.3.1
Attend to
Texts**

- 1.3.2: A-8 organize texts to indicate steps in a procedure or a direction to follow
- 1.3.2: B-8 identify a variety of references (e.g., pronouns, space, time) within texts

- 1.3.2: A-10 interpret texts that use patterns involving time or chronological sequencing
- 1.3.2: B-10 interpret references (e.g., pronouns, demonstratives) within texts

- 1.3.2: A-12 identify appropriate words and phrases (e.g., however, unless, although, on the other hand) to demonstrate a variety of relationships within texts
- 1.3.2: B-12 identify distinct ideas in paragraphs

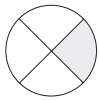
**1.3.2
Coherence**

- 1.3.3: A-8 identify complex grammatical elements

- 1.3.3: A-10 identify and use complex grammatical elements

- 1.3.3: A-12 identify and use with accuracy complex grammatical elements in a variety of contexts

**1.3.3
Grammatical
Elements**



1.4 Writing, Representing, and Producing

Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

Students will . . .

1.4.1 Text Forms

- 1.4.1: A-2 produce simple words and phrases in guided situations
- 1.4.1: B-2 give examples of simple written text forms (e.g., lists, letters, stories, songs)

Students will . . .

- 1.4.1: A-4 produce simple sentences in guided situations
- 1.4.1: B-4 identify a variety of simple written text forms (e.g., recipes, invitations, messages)

Students will . . .

- 1.4.1: A-6 produce a series of simple sentences in guided situations
- 1.4.1: B-6 use simple text forms (e.g., maps, questionnaires) in own productions

1.4.2 Grammatical Structures

- 1.4.2: A-2 identify and imitate basic grammatical structures commonly used in the classroom

- 1.4.2: A-4 identify basic grammatical structures in simple sentences

- 1.4.2: A-6 identify and use basic grammatical structures

1.4.3 Cohesion

- 1.4.3: A-2 sequence elements of a simple story, process, or event

- 1.4.3: A-4 sequence elements of a simple story, process, or series of events

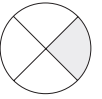
- 1.4.3: A-6 link several sentences coherently (e.g., on a single theme)

1.4.4 Orthography

- 1.4.4: A-2 demonstrate awareness of how text is oriented (e.g., left to right, top to bottom)
- 1.4.4: B-2 name elements of the writing system being used (e.g., letters, symbols, characters)
- 1.4.4: C-2 write own name and copy words of personal significance

- 1.4.4: A-4 copy familiar words, phrases, and sentences
- 1.4.4: B-4 relate letters to the sounds they commonly make
- 1.4.4: C-4 write words of personal significance

- 1.4.4: A-6 use basic spelling patterns
- 1.4.4: B-6 identify and use basic mechanical conventions (e.g., capitalization, punctuation)



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

1.4.1: A-8 produce short, simple texts in guided and unguided situations

1.4.1: B-8 use familiar text forms and media (e.g., recipes, comic strips, letters, radio or television reports) in own productions

Students will . . .

1.4.1: A-10 produce a variety of short, simple texts in guided and unguided situations

1.4.1: B-10 produce short texts on unfamiliar topics in guided situations

1.4.1: C-10 use a variety of familiar text forms and media (e.g., brochures, advertisements, reports, poetry, stories) in own productions

Students will . . .

1.4.1: A-12 produce lengthy texts on a variety of familiar topics, providing details to support the main point, in guided situations

1.4.1: B-12 produce a variety of lengthy texts on unfamiliar topics in guided situations

1.4.1: C-12 use own knowledge of text forms and media to aid interpretation and enhance production of texts

**1.4.1
Text
Forms**

1.4.2: A-8 identify and use a variety of basic grammatical structures

1.4.2: A-10 identify and use complex grammatical structures

1.4.2: A-12 use a variety of simple and complex grammatical structures

**1.4.2
Grammatical
Structures**

1.4.3: A-8 use common conventions (e.g., titles, paragraphs) to structure texts

1.4.3: A-10 use a variety of conventions (e.g., titles, paragraphs, letter forms) to structure texts

1.4.3: A-12 write paragraphs reflecting distinct ideas

1.4.3: B-12 link a series of paragraphs into coherent text

**1.4.3
Cohesion**

1.4.4: A-8 apply common spelling rules

1.4.4: A-10 use basic spelling patterns in writing familiar words and phrases

1.4.4: A-12 apply basic spelling rules consistently

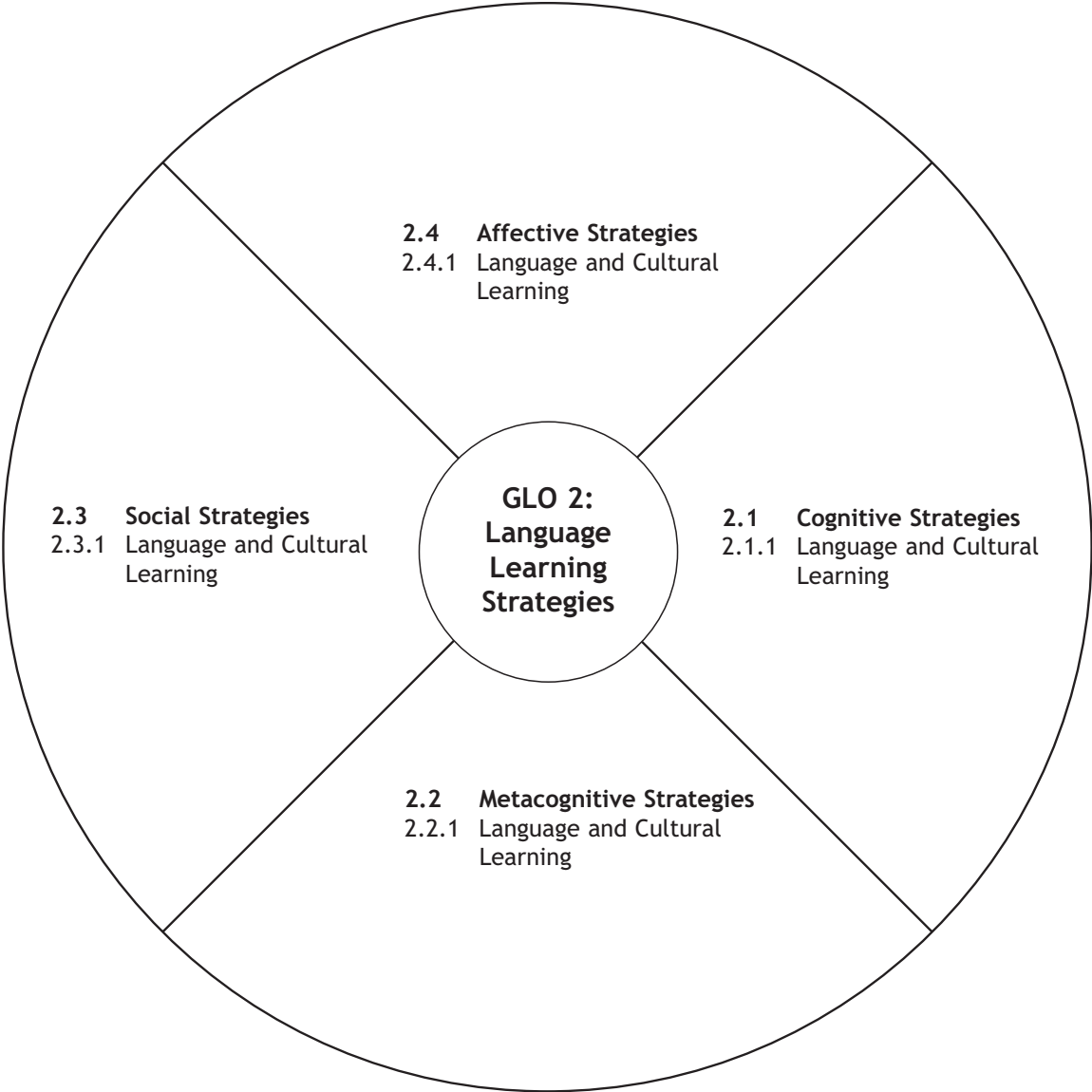
1.4.4: B-8 use a variety of basic mechanical conventions

1.4.4: B-10 use a variety of mechanical conventions

1.4.4: B-12 use mechanical conventions with accuracy

**1.4.4
Orthography**

GENERAL LEARNING OUTCOME 2:
LANGUAGE LEARNING STRATEGIES



General Learning Outcome 2: Language Learning Strategies

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

GLO 2: Language Learning Strategies will help students to learn and to communicate more effectively. *Strategic competence* has long been recognized as an important component of *communicative competence*.

The language learning strategies in GLO 2 are grouped into four cluster headings:

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

Cognitive strategies operate directly on the language. They include using different techniques for remembering new words and phrases, deducing grammar rules or applying rules already learned, guessing at the meaning of unknown words, and using different ways to organize new information and link it to previously learned language.

Metacognitive strategies are higher order skills that learners use to manage their own learning. They include planning for, monitoring, and assessing the success of language learning.

Social strategies are actions learners take to interact with other learners or with speakers of the target language.

Affective strategies are methods learners use to regulate their emotions, motivation, and attitudes to make them more conducive to learning.

Each cluster heading has the same strand heading, Language and Cultural Learning (identified in the outside margin of each applicable page).

The SLOs within GLO 2 deal not only with compensation and repair strategies, important in the Early Years when competence is low, but also with language learning strategies that help learners gain knowledge of content. Cultural learning strategies help learners use the Aboriginal language to develop knowledge, attitudes, and understandings of the culture. Although people may use strategies unconsciously, the SLOs deal only with the **conscious use** of strategies.

The strategies that learners choose depend on the tasks in which they are engaged, as well as on other factors, such as their preferred learning style, personality, age, attitude, and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason, it is not particularly useful to say that learners should be aware of, or be able to use, a specific strategy at a particular grade level. Consequently, the SLOs describe the learner's knowledge of, and ability to use, general types of strategies.

Learners can choose from a broad range of language learning strategies to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where learners can apply them immediately and reflect on their use. Educators will provide students with guidance and encouragement for learning and using the strategies.

See Glossary for definitions of italicized terms.



2.1 Cognitive Strategies

Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

2.1.1 Language and Cultural Learning

Students will . . .

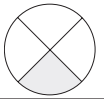
- 2.1.1: A-2 listen attentively to determine purpose
- 2.1.1: B-2 imitate sounds and intonation patterns
- 2.1.1: C-2 memorize new words by repeating them silently or aloud
- 2.1.1: D-2 do actions to match the words of a song, story, or rhyme
- 2.1.1: E-2 learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- 2.1.1: F-2 use gestures, intonation, and visual supports to aid comprehension
- 2.1.1: G-2 classify objects and ideas according to their attributes (e.g., size, shape, animate and inanimate)
- 2.1.1: H-2 use models (e.g., concrete objects, medicine wheel, syllabics) to assist in language and cultural learning

Students will . . .

- 2.1.1: A-4 repeat words or phrases in performing a language task
- 2.1.1: B-4 connect prior knowledge with new learning
- 2.1.1: C-4 use mental images to remember new information
- 2.1.1: D-4 look for patterns and relationships
- 2.1.1: E-4 group sets of things (e.g., vocabulary, structures) with similar characteristics
- 2.1.1: F-4 listen or look for key words
- 2.1.1: G-4 experiment with and concentrate on one thing at a time

Students will . . .

- 2.1.1: A-6 use prior knowledge to facilitate a learning task
- 2.1.1: B-6 record key words and concepts in abbreviated form (e.g., verbal, graphic, numerical) to assist with performance of a learning task
- 2.1.1: C-6 identify similarities and differences between aspects of the language being learned and own language
- 2.1.1: D-6 use graphic organizers (e.g., word maps, diagrams, charts) to aid in communicating information
- 2.1.1: E-6 use repetition, recitation, and oral drills
- 2.1.1: F-6 make personal dictionaries
- 2.1.1: G-6 focus on and complete learning tasks



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 2.1.1: A-8 associate new words or expressions with familiar ones, either in the language being learned or in own language
- 2.1.1: B-8 distinguish between fact and opinion when using a variety of information sources
- 2.1.1: C-8 formulate key questions to guide research
- 2.1.1: D-8 use available technological aids to support language learning
- 2.1.1: E-8 make predictions about what is expected to be heard or read, based on prior knowledge and personal experience
- 2.1.1: F-8 use skimming and scanning to locate key information

Students will . . .

- 2.1.1: A-10 use graphic representations (e.g., word maps, mind maps, diagrams, charts) to make information easier to understand and to remember
- 2.1.1: B-10 place new words or expressions in a context to make them easier to remember
- 2.1.1: C-10 make inferences
- 2.1.1: D-10 identify and justify the evidence on which own inferences are based
- 2.1.1: E-10 use key content words or context clues to follow an extended text
- 2.1.1: F-10 listen selectively, based on purpose

Students will . . .

- 2.1.1: A-12 record unknown words and expressions, noting their context and function
- 2.1.1: B-12 seek information through a network of sources (e.g., libraries, the Internet, individuals, agencies)
- 2.1.1: C-12 seek opportunities outside class to practise and observe language use
- 2.1.1: D-12 use induction to generate rules governing language use
- 2.1.1: E-12 use context clues to infer probable meanings of unfamiliar words
- 2.1.1: F-12 assess own information needs before listening, viewing, and reading

**2.1.1
Language
and
Cultural
Learning**



2.2 Metacognitive Strategies

Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

2.2.1 Language and Cultural Learning

Students will . . .

2.2.1: A-2 reflect on learning tasks, with teacher guidance

2.2.1: B-2 reflect on learning tasks, with the guidance of an Elder or a community person

2.2.1: C-2 make choices about own learning process

Students will . . .

2.2.1: A-4 decide in advance to attend to a learning task

2.2.1: B-4 plan how to approach a learning task

2.2.1: C-4 listen or read for key words

2.2.1: D-4 reflect on how own efforts can affect learning

Students will . . .

2.2.1: A-6 identify own needs and interests related to a learning task

2.2.1: B-6 plan how to approach a language learning task

2.2.1: C-6 reflect on the listening, reading, and writing processes

2.2.1: D-6 check writing for accuracy



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 2.2.1: A-8 divide an overall learning task into sub-tasks
- 2.2.1: B-8 keep a learning journal (e.g., reflection log, diary)
- 2.2.1: C-8 assess own performance or comprehension at the end of a task
- 2.2.1: D-8 identify various methods of language learning and select own preferred method
- 2.2.1: E-8 identify and organize resources required for a specific learning task

Students will . . .

- 2.2.1: A-10 demonstrate awareness of learning through direct exposure to the language
- 2.2.1: B-10 demonstrate understanding of how strategies may assist with texts containing unknown elements
- 2.2.1: C-10 identify problems that may hinder successful completion of a task and seek solutions
- 2.2.1: D-10 develop criteria for assessing own work
- 2.2.1: E-10 set goals for language and cultural learning

Students will . . .

- 2.2.1: A-12 identify own language learning needs and goals and organize strategies and procedures accordingly
- 2.2.1: B-12 demonstrate awareness of own strengths and areas for improvement in language learning
- 2.2.1: C-12 reflect upon own thinking and learning processes
- 2.2.1: D-12 take responsibility for planning, monitoring, and assessing own learning experiences

2.2.1 Language and Cultural Learning



2.3 Social Strategies

Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

2.3.1 Language and Cultural Learning

Students will . . .

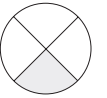
- 2.3.1: A-2 initiate or maintain interaction with others
- 2.3.1: B-2 acknowledge being spoken to
- 2.3.1: C-2 indicate lack of understanding verbally or non-verbally (e.g., shrug shoulders)
- 2.3.1: D-2 watch others' actions and copy them
- 2.3.1: E-2 work with others in performing language and cultural learning tasks

Students will . . .

- 2.3.1: A-4 work cooperatively with peers in small groups
- 2.3.1: B-4 interpret and use a variety of non-verbal clues to communicate (e.g., mime, gestures, drawings)
- 2.3.1: C-4 use familiar words and actions to communicate with a conversation partner
- 2.3.1: D-4 participate actively in large-group brainstorming on familiar topics

Students will . . .

- 2.3.1: A-6 take part in group decision-making processes in guided situations
- 2.3.1: B-6 use other speakers' words in subsequent conversations
- 2.3.1: C-6 assess feedback from a conversation partner to determine whether a message has been understood
- 2.3.1: D-6 work cooperatively with peers in small and large groups



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 2.3.1: A-8 take part in group decision making
- 2.3.1: B-8 use suitable phrases to intervene in a discussion
- 2.3.1: C-8 repeat part of what someone has said to confirm mutual understanding
- 2.3.1: D-8 summarize the point reached in a discussion to help focus a task

Students will . . .

- 2.3.1: A-10 take part in group problem-solving processes
- 2.3.1: B-10 repeat and use new words and expressions occurring in conversation with others
- 2.3.1: C-10 ask for clarification or repetition to aid understanding
- 2.3.1: D-10 demonstrate willingness to take risks and try unfamiliar tasks and approaches

Students will . . .

- 2.3.1: A-12 work with others to solve problems
- 2.3.1: B-12 use social interaction skills to enhance group learning tasks
- 2.3.1: C-12 use various strategies to resume and sustain conversation
- 2.3.1: D-12 ask follow-up questions to check understanding
- 2.3.1: E-12 obtain feedback on tasks

**2.3.1
Language
and
Cultural
Learning**



2.4 Affective Strategies

Kindergarten to Grade 2

Students will . . .

2.4.1 Language and Cultural Learning

- 2.4.1: A-2 follow own natural curiosity and intrinsic motivation to learn
- 2.4.1: B-2 participate in shared reading experiences
- 2.4.1: C-2 seek help from others

Grade 3 and Grade 4

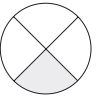
Students will . . .

- 2.4.1: A-4 choose learning activities that enhance understanding and enjoyment
- 2.4.1: B-4 choose to participate in cooperative group learning tasks
- 2.4.1: C-4 reread familiar self-chosen texts to enhance understanding and enjoyment
- 2.4.1: D-4 experiment with different forms of expression, and note their acceptance or non-acceptance by more experienced speakers

Grade 5 and Grade 6

Students will . . .

- 2.4.1: A-6 demonstrate understanding that making mistakes is a natural part of language learning
- 2.4.1: B-6 encourage self to try, despite the possibility of making mistakes
- 2.4.1: C-6 demonstrate awareness of the role of humour and laughter in language learning
- 2.4.1: D-6 explore a variety of forms of expression for own purposes



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

2.4.1: A-8 work with others (e.g., peers, teachers) to monitor own language learning

2.4.1: B-8 use self-talk to feel competent to try unfamiliar tasks and approaches

2.4.1: C-8 use support strategies to help peers persevere at learning tasks

Students will . . .

2.4.1: A-10 identify effective mental techniques to improve language learning

2.4.1: B-10 work with language mentors (e.g., parents, Elders) to monitor and improve own learning

2.4.1: C-10 identify language and cultural role models

2.4.1: D-10 identify and develop own gifts related to language and cultural learning

Students will . . .

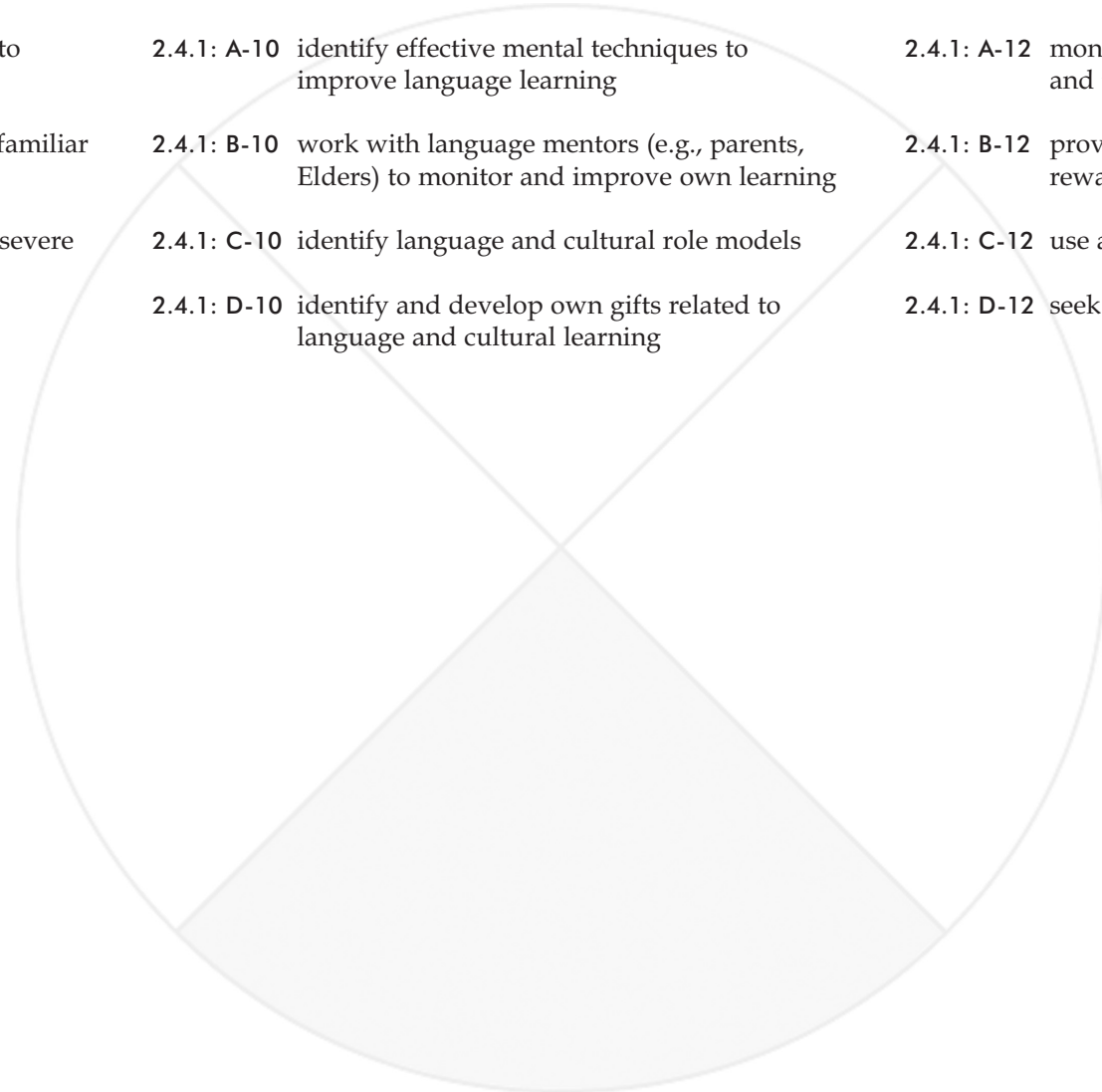
2.4.1: A-12 monitor own anxiety about learning tasks, and take measures to lower it if necessary

2.4.1: B-12 provide personal motivation for learning by rewarding self when successful

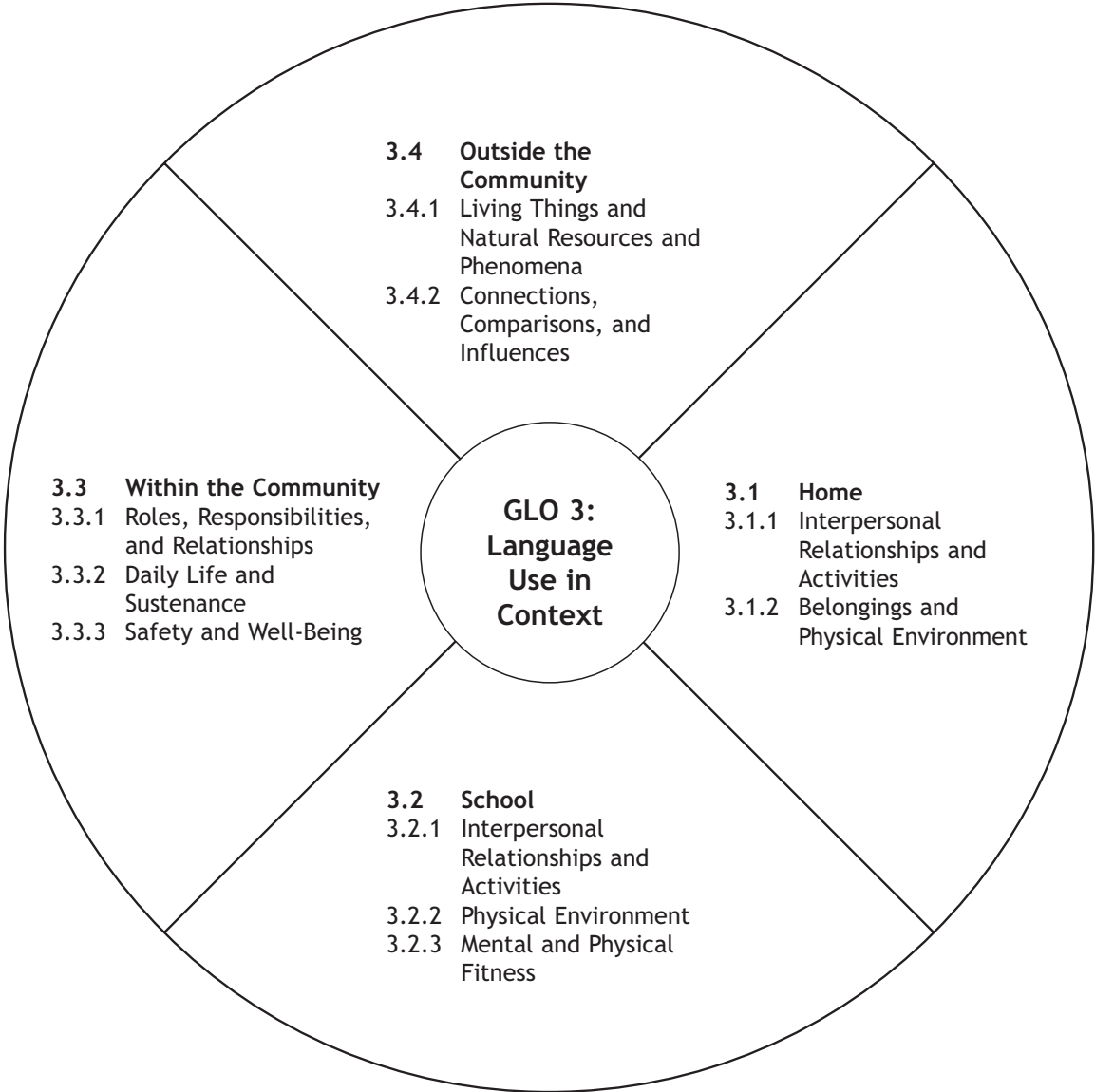
2.4.1: C-12 use a buddy system in language learning

2.4.1: D-12 seek help from Elders in cultural learning

**2.4.1
Language
and
Cultural
Learning**



GENERAL LEARNING OUTCOME 3:
LANGUAGE USE IN CONTEXT



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.*

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 contexts are organized in relation to the learning environments that are familiar to students. The focus is on interaction, which requires students to seek, interpret, and demonstrate language use in face-to-face communication, and on the socio-cultural rules for such interaction. Other means of accessing and transmitting relevant knowledge and skills will occur through information providers, texts, the media, the Internet, and other sources of research.

The various contexts for language use in GLO 3 are organized into four cluster headings:

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

Each cluster heading has specific strand headings (identified in the outside margin of each applicable page). The intent is to select relevant topics that can be addressed in any community and provide focus and direction for using an Aboriginal language. The topics are broad enough to allow flexibility for developing local language programming.

The SLOs under each strand heading allow learners to use the Aboriginal language for communication and learning about people, places, events, and things in their immediate and surrounding environments. Learners will build upon their *sense of identity*, *belonging*, and *place* through the development and exploration of interpersonal relationships with peers, family members, *Elders*, and people with whom they have contact both within and outside the

See Glossary for definitions of italicized terms.

community. The emphasis is on allowing language learners to use the Aboriginal language to learn and develop relationships, knowledge, and skills that generate respect at home, at school, and within and outside the community.

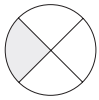
Community refers to a group of people with commonalities that may include culture, language, values and beliefs, interests, practices and ways of life, history, or shared space. In some instances, community refers to a geographically defined space. The community can be a First Nations reserve, a Métis settlement, a rural municipality, a neighbourhood, part of a city, a *cultural community*, or a traditional territory. The community can also be an organized group (e.g., community Elders, youth clubs, sports teams).

Seeking the assistance of Elders and *keepers of knowledge* in a variety of learning experiences will greatly increase learning opportunities for students. This assistance is the most effective way of gaining knowledge within the community. The more communication and interactions are built between the school, home, and community, the better the relationships will become.

Communicative teaching and *task-based language learning* provide learners with a variety of experiences to develop *communicative competence* that is meaningful and interactive. The level of communicative competence learners will demonstrate is defined in the SLOs in GLO 1: Language Competence.

The selection of topics to study is up to the language programming planner(s). There is some overlap between the SLOs in GLO 3 and learning outcomes from other curriculum areas. This overlap provides opportunities for Aboriginal language teachers to connect to and build on what students are doing in other subject areas. (See Appendix B for specific correlations.) To increase the benefits of this overlap for learners, language teachers and other subject area teachers need to collaborate.

Options: GLO 3 lends itself to optional uses in the classroom. The SLOs can be addressed by Aboriginal language teachers through additional language, bilingual, or partial immersion programming. They may also be addressed by other subject area teachers as ways to integrate Aboriginal content into their programming.



3.1 Home

Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

Students will . . .

3.1.1 Interpersonal Relationships and Activities

- 3.1.1: A-2 provide examples of and information on various types and sizes of families (e.g., single-parent families, stepfamilies)
- 3.1.1: B-2 introduce self and people from own home (e.g., names, relationships)
- 3.1.1: C-2 discuss the importance of kinship and respectful relationships
- 3.1.1: D-2 give examples of ways to involve family members in school activities (e.g., invite family members to a music performance)
- 3.1.1: E-2 identify favourite family activities
- 3.1.1: F-2 identify daily routines (e.g., meals, play, clean-up, bedtime) at home
- 3.1.1: G-2 demonstrate understanding of the need to care for personal property and to share responsibility for family and community property

Students will . . .

- 3.1.1: A-4 describe interests and activities (e.g., hobbies, tasks) of family members at home
- 3.1.1: B-4 identify ways to converse and interact respectfully with family members in everyday activities
- 3.1.1: C-4 give examples of family activities, gatherings, and special celebrations and traditions
- 3.1.1: D-4 describe daily routines (e.g., meals, play, clean-up, bedtime) at home
- 3.1.1: E-4 list ways to become involved in discussions regarding the family budget
- 3.1.1: F-4 identify talents, occupations, and career interests of family members
- 3.1.1: G-4 demonstrate understanding of the need to share personal resources with others

Students will . . .

- 3.1.1: A-6 describe the roles and responsibilities (e.g., chores, daily tasks) of people at home
- 3.1.1: B-6 discuss ways to participate respectfully in casual exchange with family members
- 3.1.1: C-6 describe family activities, gatherings, and special celebrations and traditions
- 3.1.1: D-6 identify and discuss issues and guidelines associated with technology use (e.g., the Internet, power tools, household items) at home
- 3.1.1: E-6 explain the importance of helping to set priorities regarding the family budget
- 3.1.1: F-6 investigate skills required for various occupations and careers



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 3.1.1: A-8 discuss the roles and responsibilities of people at home
- 3.1.1: B-8 give examples of and discuss ways to converse respectfully with people at home
- 3.1.1: C-8 show politeness and respect when sharing information about family members
- 3.1.1: D-8 identify routine means of interpersonal communication (e.g., telephone, email, conversation, notes)
- 3.1.1: E-8 suggest ways to help make decisions regarding the family budget
- 3.1.1: F-8 discuss family activities, gatherings, and special celebrations and traditions
- 3.1.1: G-8 explore own career interests and options

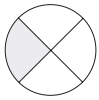
Students will . . .

- 3.1.1: A-10 explain the changing roles and responsibilities of family members at different stages of life
- 3.1.1: B-10 discuss the importance of using family titles (e.g., uncle, aunt) when participating in social exchanges during family events
- 3.1.1: C-10 identify ways to form respectful relationships in a variety of formal and informal situations relating to home/family
- 3.1.1: D-10 identify ways to take responsibility for managing personal finances
- 3.1.1: E-10 outline plans for own possible career and/or education choices

Students will . . .

- 3.1.1: A-12 discuss own roles and responsibilities as a family member
- 3.1.1: B-12 explain the importance of using family titles (e.g., uncle, aunt) when participating in social exchanges during family events
- 3.1.1: C-12 describe ways to maintain respectful relationships in a variety of formal and informal situations relating to home/family
- 3.1.1: D-12 explain the importance of earning money to support personal needs
- 3.1.1: E-12 investigate funding for own career and/or post-secondary education plan

**3.1.1
Interpersonal
Relationships
and
Activities**



3.1 Home

Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

Students will . . .

3.1.2 Belongings and Physical Environment

- 3.1.2: A-2 identify the physical features of own home (e.g., colour, size, shape) and other physical features nearby (e.g., yards, fences, trees)
- 3.1.2: B-2 identify common household items
- 3.1.2: C-2 sort belongings (e.g., clothing, toys) to suit each season, and justify these decisions
- 3.1.2: D-2 identify liquids used at home, and describe how they are used (e.g., milk for drinking and cooking, detergent for cleaning)
- 3.1.2: E-2 explore and describe characteristics of household materials using sensory observations (e.g., steel is hard, shiny, and cold and makes a ringing sound when tapped)
- 3.1.2: F-2 identify materials used to construct household objects (e.g., chairs can be made of wood, metal, leather, or a combination of materials)
- 3.1.2: G-2 describe the usefulness of common household objects for specific tasks

Students will . . .

- 3.1.2: A-4 identify own address, and describe the relative location and physical features of own home in the community
- 3.1.2: B-4 identify common household items and describe their uses
- 3.1.2: C-4 classify household items into different groups (e.g., electric, non-electric, seasonal use, size, part of the house in which they are found)
- 3.1.2: D-4 categorize personal possessions and household items as needs or wants
- 3.1.2: E-4 identify a variety of natural and artificial light sources (e.g., sun, candle, light bulb, firefly, lightning, aurora borealis, laser)
- 3.1.2: F-4 identify different uses of light at home, at school, and in the community, and explain how brightness and colour are appropriate for each use (e.g., neon lights for advertising, blue lights for snow-removal machines)
- 3.1.2: G-4 identify household products that could be reduced, recycled, or reused
- 3.1.2: H-4 identify the use of energy-efficient practices (e.g., turn off lights when not in use, turn off tap water while brushing teeth, take short shower) in the home

Students will . . .

- 3.1.2: A-6 describe the relative location and physical features of family members' homes in the community
- 3.1.2: B-6 list electrical devices used at home, and identify the human needs they fulfill (e.g., heat, light, communication, movement)
- 3.1.2: C-6 identify potentially harmful chemical products used at home, and describe practices to ensure personal safety (e.g., use of products with adult supervision, recognition of safety symbols, procedures to follow in case of an emergency, proper storage of chemical products)
- 3.1.2: D-6 identify dangers associated with static and current electricity, and describe and demonstrate appropriate safety precautions
- 3.1.2: E-6 give examples of how household products can be reduced, recycled, and reused
- 3.1.2: F-6 promote the use of energy-efficient practices (e.g., carpooling, using alternative energy sources) in the home



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 3.1.2: A-8 describe the relative location of extended family members' homes outside the community
- 3.1.2: B-8 make comparisons of the household items used by the different generations of own family
- 3.1.2: C-8 identify changes that have occurred in the use of household products and technology over a specific time period
- 3.1.2: D-8 analyze the benefits and disadvantages of the technology currently being used in homes
- 3.1.2: E-8 discuss the importance of reducing, recycling, and reusing household items
- 3.1.2: F-8 discuss the use of energy-efficient practices (e.g., recycling, repairing rather than buying new products) in the home

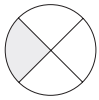
Students will . . .

- 3.1.2: A-10 demonstrate awareness of the origin of purchased goods
- 3.1.2: B-10 explain the benefits of purchasing durable, quality goods
- 3.1.2: C-10 list things in and around the home that could be repaired
- 3.1.2: D-10 describe the importance of choosing a sustainable method of transportation (e.g., walk, bicycle, carpool, use public transportation)
- 3.1.2: E-10 research and discuss energy-efficiency practices and recycling programs implemented in the community

Students will . . .

- 3.1.2: A-12 demonstrate awareness of production practices related to purchased goods
- 3.1.2: B-12 communicate (e.g., through poster, presentation) the need to avoid purchasing disposable or unneeded items (e.g., items designed to be a fad, to become obsolete, to be non-reusable)
- 3.1.2: C-12 suggest ways to make improvements in creating a more sustainable household
- 3.1.2: D-12 assess means of practising energy efficiency at home (e.g., use of heat, hot water, appliances)
- 3.1.2: E-12 establish and promote a recycling program or project at home or in the neighbourhood

**3.1.2
Belongings
and Physical
Environment**



Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

3.2.1 Interpersonal Relationships and Activities

Students will . . .

- 3.2.1: A-2 introduce self and exchange greetings and farewells
- 3.2.1: B-2 express basic information about self to classmates, school staff, and visitors
- 3.2.1: C-2 identify basic rules and routines in the classroom
- 3.2.1: D-2 describe student responsibilities and rights in the classroom and school
- 3.2.1: E-2 identify activities and events that occur over the course of a day, a week, and a year
- 3.2.1: F-2 express a personal response in a variety of situations
- 3.2.1: G-2 identify and discuss basic emotions and feelings (e.g., expressed in various situations, stories, songs, videos)
- 3.2.1: H-2 demonstrate understanding of basic instructions and questions in the classroom
- 3.2.1: I-2 use language for fun (e.g., play simple games, do action songs, mimes, or children’s dances, make simple crafts)
- 3.2.1: J-2 use language activities to explore mathematical concepts (e.g., numbers, patterns and relations, shape and space, statistics and probability)

Students will . . .

- 3.2.1: A-4 identify ways to initiate relationships (e.g., invite classmates to play or participate in a group, enlist or offer help for a task or chore)
- 3.2.1: B-4 express basic information about self and the class to others (e.g., friends, school staff, visitors)
- 3.2.1: C-4 describe the basic rules and routines in the classroom and school
- 3.2.1: D-4 identify and discuss the roles and responsibilities of students, teachers, and classroom helpers/workers (e.g., Elders, volunteers, nutritionists)
- 3.2.1: E-4 identify and describe activities and events that occur over the course of a day, a week, and a year
- 3.2.1: F-4 identify and discuss a variety of emotions and feelings (e.g., expressed in various situations, stories, songs, videos)
- 3.2.1: G-4 demonstrate understanding of and use everyday instructions, questions, and responses in the classroom
- 3.2.1: H-4 use language for fun (e.g., interpret simple amusing stories, songs, or pictures, learn simple riddles or games)
- 3.2.1: I-4 use language activities to explore mathematical concepts (e.g., numbers, patterns and relations, shape and space, statistics and probability)

Students will . . .

- 3.2.1: A-6 use appropriate and respectful phrases to initiate conversation with others in the classroom and school
- 3.2.1: B-6 express basic information about self, the class, and the school to others (e.g., friends, school staff, visitors)
- 3.2.1: C-6 explain the importance of following the basic rules and routines in the classroom and school
- 3.2.1: D-6 identify and discuss the roles and responsibilities of students, classroom helpers/workers, and school staff (e.g., teacher, principal, coach)
- 3.2.1: E-6 sequence activities and events that occur in the classroom/school over the course of a day, a week, and a year
- 3.2.1: F-6 express own emotions, thoughts, and ideas in a variety of familiar contexts
- 3.2.1: G-6 demonstrate understanding of and use everyday instructions, questions, and responses in the classroom and school
- 3.2.1: H-6 use language for fun (e.g., interpret humour, create puppets for skits, play indoor and outdoor sports and games)
- 3.2.1: I-6 use language activities to explore mathematical concepts (e.g., numbers, patterns and relations, shape and space, statistics and probability)



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 3.2.1: A-8 give examples of ways to interact respectfully with classmates, school staff, and visitors
- 3.2.1: B-8 discuss the roles and responsibilities of various people who work at or contribute to the school
- 3.2.1: C-8 discuss and make plans for participation in school activities and special events
- 3.2.1: D-8 discuss and promote positive interactions and relationships in the school
- 3.2.1: E-8 use language for fun (e.g., interpret and express humour, interpret figures of speech literally using illustrations or short skits, learn and perform songs, dances, or short plays)
- 3.2.1: F-8 use language creatively and for aesthetic purposes (e.g., write short stories situated in a different time or place, speak or write from the viewpoint of a specific character in a story)
- 3.2.1: G-8 use language for personal enjoyment (e.g., sing, create word games)
- 3.2.1: H-8 express emotions and feelings in formal situations (e.g., role-playing, making a request, complaint, or recommendation in a store, restaurant, band office, nursing station)
- 3.2.1: I-8 inquire about responses expressed by others (e.g., likes or dislikes, interest or lack of interest, satisfaction or dissatisfaction) in a variety of situations
- 3.2.1: J-8 use language activities to explore mathematical concepts (e.g., numbers, patterns and relations, shape and space, statistics and probability)

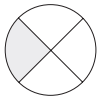
Students will . . .

- 3.2.1: A-10 give examples of appropriate and respectful social exchanges that occur during school events
- 3.2.1: B-10 explain the interdependence of roles and responsibilities of people who work at or contribute to the school
- 3.2.1: C-10 explain or present information about people and events in the school to parents or visitors
- 3.2.1: D-10 discuss the importance of respectful communication and interactions of people in the school
- 3.2.1: E-10 use language for fun (e.g., interpret and express humour, participate in a class excursion or field trip, interpret humorous cartoons, songs, stories, or poems)
- 3.2.1: F-10 use language creatively and for aesthetic purposes (e.g., write new words to known melody, create and perform skits)
- 3.2.1: G-10 use language for personal enjoyment (e.g., keep a personal journal, explore ways to use own knowledge of the language)
- 3.2.1: H-10 compare the expression of emotions and feelings in informal and formal situations
- 3.2.1: I-10 express and support own opinions
- 3.2.1: J-10 express and explain own preferences
- 3.2.1: K-10 use language activities to explore mathematical concepts (e.g., numbers, patterns and relations, shape and space, statistics and probability)

Students will . . .

- 3.2.1: A-12 describe ways to maintain respectful relationships in a variety of formal and informal situations related to school
- 3.2.1: B-12 research and present information (e.g., using oral presentations, posters, displays) about school occupations, courses, and events
- 3.2.1: C-12 explain the importance of respectful communication and interactions of people in the school
- 3.2.1: D-12 discuss and present information on the importance of education
- 3.2.1: E-12 use language for fun (e.g., interpret and express humour in a variety of situations, plan and participate in a weekend immersion, exchange, or language camp, create humorous cartoons or songs)
- 3.2.1: F-12 use language creatively and for aesthetic purposes (e.g., create a multimedia production on a familiar topic)
- 3.2.1: G-12 use language for personal enjoyment in a variety of situations
- 3.2.1: H-12 share a range of emotions and feelings in a variety of situations
- 3.2.1: I-12 analyze and discuss the expression of emotions and feelings in a variety of media
- 3.2.1: J-12 share and compare ideas, thoughts, opinions, and preferences on a variety of topics in a variety of situations
- 3.2.1: K-12 use language activities to explore mathematical concepts (e.g., numbers, patterns and relations, shape and space, statistics and probability)

**3.2.1
Interpersonal
Relationships
and
Activities**



Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

Students will . . .

**3.2.2
Physical
Environment**

- 3.2.2: A-2 identify the names of physical things in the classroom (e.g., desk, window, wall, plant, fish tank)
- 3.2.2: B-2 identify the names of physical things commonly found in the school (e.g., stairs, washroom, fire extinguisher)
- 3.2.2: C-2 sort and classify things found in and around the classroom environment in various ways (e.g., by senses, living or non-living, colours, shapes, solids or liquids)
- 3.2.2: D-2 identify things made from natural resources (e.g., most paper is made from trees)
- 3.2.2: E-2 identify things that can be reduced, reused, and recycled during classroom learning experiences
- 3.2.2: F-2 identify things in the physical environment that protect or sustain people (e.g., water, sun/heat, trees, oxygen/fresh air, earth/soil, trees, fences, roofs)
- 3.2.2: G-2 describe the position of a stationary object in relation to self, other objects, or a specific area (e.g., above, near, between, far from, in front of, behind)
- 3.2.2: H-2 describe the motion (e.g., swinging, spinning, sliding, rolling, jumping, bouncing) of various objects and living things (e.g., flags, children) in the school environment

Students will . . .

- 3.2.2: A-4 sort and classify things found in and around the school environment in various ways (e.g., by senses, living or non-living, colours, shapes)
- 3.2.2: B-4 use student-generated criteria to classify things in the physical environment (e.g., rocks and minerals, trees and plants, materials and substances)
- 3.2.2: C-4 illustrate the connection of things in the physical environment to natural and human resources development (e.g., the wooden parts of tables are made from trees by people who work in manufacturing plants)
- 3.2.2: D-4 plan and participate in a classroom project to take care of things in the physical environment (e.g., care for a flowering plant throughout its life cycle, tracking its growth and changes over time)
- 3.2.2: E-4 describe the use of common places and things in and around the school environment (e.g., entrance, washroom, principal’s office, gymnasium, playground, bus stop, signs)
- 3.2.2: F-4 describe the physical features of the school to a parent, an Elder, or other school visitors
- 3.2.2: G-4 explain how certain things in the physical environment protect or sustain people (e.g., fences help keep out intruders or show boundaries, the sun gives warmth and light)

Students will . . .

- 3.2.2: A-6 identify and describe a system to classify common objects or living things into groups and subgroups
- 3.2.2: B-6 outline various kinds of classification systems used in the school environment (e.g., organization of grades in the school, books in the classroom, play areas in the schoolyard), and identify related advantages and disadvantages
- 3.2.2: C-6 list characteristics and properties that allow objects and substances to be distinguished from one another (e.g., texture, flexibility, strength, colour, mass/weight)
- 3.2.2: D-6 record changes of the physical environment throughout each season (e.g., leaves falling off some trees, rain or snow, warm or cold air)
- 3.2.2: E-6 give examples of changes that occur over time in the physical environment (e.g., rust, frost, ice, decay)
- 3.2.2: F-6 relate the concept of the circle to the physical environment (e.g., all things are connected, the cycle of seasons, day and night, life cycles)
- 3.2.2: G-6 identify a change that has occurred in the physical characteristics of the school since it was built (e.g., a renovation, the addition of a classroom, the expansion of the gymnasium)
- 3.2.2: H-6 compare the school items and technology in use at the present to a specified time in the past (e.g., the computer keyboard and the typewriter have a similar layout)



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 3.2.2: A-8** describe a system to classify common objects or living things into groups and subgroups, and explain the reasoning used in the system's development
- 3.2.2: B-8** outline various kinds of classification systems used in everyday life (e.g., organization of telephone numbers in a directory, books in a library), and identify related advantages and disadvantages
- 3.2.2: C-8** explain the cause and effect of changes that occur over time in the physical environment (e.g., frost, fading, decay)
- 3.2.2: D-8** explore and explain how and why certain elements occur in the physical environment (e.g., light travels in a straight line, water condenses or evaporates)
- 3.2.2: E-8** research and discuss the changes that have occurred in the physical characteristics of the school over a specified time period
- 3.2.2: F-8** compare the physical characteristics of own and others' classrooms within the school
- 3.2.2: G-8** compare and contrast the school items and technology used over a specified time period

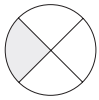
Students will . . .

- 3.2.2: A-10** give examples of the characteristics and attributes of common objects or living things that have been grouped using a classification system
- 3.2.2: B-10** explain various kinds of classification systems used in everyday life (e.g., organization of student marks, daily schedules, graduation requirements), and identify related advantages and disadvantages
- 3.2.2: C-10** describe (e.g., with diagrams, pictures) the physical characteristics of the classroom and school to others (e.g., other classes)
- 3.2.2: D-10** research and report on the changes that have occurred in the physical characteristics of the school over a specified time period
- 3.2.2: E-10** compare and contrast the physical characteristics of a specific school with those of another school

Students will . . .

- 3.2.2: A-12** describe and analyze the characteristics and attributes of common objects or living things that have been classified into groups and subgroups
- 3.2.2: B-12** analyze various kinds of classification systems used in everyday life (e.g., how students are graded/ marked, mandatory courses, selection of optional courses), and identify related advantages and disadvantages
- 3.2.2: C-12** present (e.g., through tours, models) the physical characteristics of the classroom and school to others (e.g., visitors)
- 3.2.2: D-12** research and report on the changes that have occurred in the physical characteristics of the school from the time it was built to the present
- 3.2.2: E-12** compare and contrast the physical characteristics of several schools

**3.2.2
Physical
Environment**



Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

3.2.3 Mental and Physical Fitness

Students will . . .

- 3.2.3: A-2 list daily habits and responsibilities (e.g., adequate sleep and rest, effective dental and hygiene practices) for leading a physically active and healthy life
- 3.2.3: B-2 identify initial steps (e.g., stop and think, check rules) for making simple personal and/or guided decisions regarding home and classroom situations (e.g., follow class rules)
- 3.2.3: C-2 discuss the concept of consequences (e.g., cause-and-effect relationships) of behaviours as part of the decision-making/problem-solving process for health and well-being
- 3.2.3: D-2 give examples of simple, realistic goals for healthy living that are short term (e.g., bring a healthy snack) and long term (e.g., have no cavities)
- 3.2.3: E-2 suggest ways to show personal responsibility (e.g., put away belongings, play safely) at home and at school
- 3.2.3: F-2 illustrate enjoyable physical activities using a variety of strategies (e.g., pictures, representations, mime)
- 3.2.3: G-2 identify the health benefits (e.g., stronger muscles and bones) of participating in regular physical activity
- 3.2.3: H-2 describe how technology (e.g., video games) can affect participation in physical activity
- 3.2.3: I-2 identify the function of a variety of food groups for growth and development
- 3.2.3: J-2 list safe and unsafe substances found in the home, school, and community that can help or harm the body
- 3.2.3: K-2 identify common communicable diseases/illnesses/conditions (e.g., pink-eye) in the classroom and home, and list ways to prevent the spread of them (e.g., wash hands regularly)

Students will . . .

- 3.2.3: A-4 identify a goal-setting process (e.g., assess attributes, set goals, visualize, practise, monitor) for establishing personal goals for a physically active and healthy life
- 3.2.3: B-4 outline the steps in the decision-making/problem-solving process (e.g., define issue, explore alternatives, consider health knowledge and values, identify possible solutions, decide on action, evaluate results)
- 3.2.3: C-4 list factors that affect personal motivation and achievement of goals
- 3.2.3: D-4 give examples of positive communication skills and behaviours for getting along with others
- 3.2.3: E-4 suggest ways to be physically active indoors and outdoors in own community on a daily and/or regular basis
- 3.2.3: F-4 demonstrate understanding of movement vocabulary (e.g., hop, spin) when following directions related to simple games and activities
- 3.2.3: G-4 explain or demonstrate functional use of basic rhythmic steps and patterns (e.g., walk, turn, slide), applying movement concepts alone and with others in a variety of rhythmic activities
- 3.2.3: H-4 record how much personal time is spent in active and sedentary activity for a set period of time (e.g., daily, weekly, monthly)
- 3.2.3: I-4 demonstrate understanding of how positive and negative social behaviours (e.g., sharing, cheating) may affect the outcome of an activity
- 3.2.3: J-4 demonstrate understanding of food groups, serving sizes, and serving numbers that support good health
- 3.2.3: K-4 identify helpful and/or harmful substances (e.g., vitamins, tobacco) and their effects on a healthy body (e.g., vitamins build body tissue, nicotine in first- and second-hand smoke affects lungs and may cause cancer)

Students will . . .

- 3.2.3: A-6 identify physical benefits (e.g., reduced risk of obesity, type II diabetes) and socio-emotional benefits (e.g., reduced anxiety and stress, positive use of leisure time, opportunity to meet people) of participating in daily physical activities
- 3.2.3: B-6 describe how personal factors (e.g., emotions, time, previous experience, abilities) and social factors (e.g., peers, trends, culture, advertising) influence making responsible and health-enhancing decisions
- 3.2.3: C-6 suggest ways of setting group goals for cooperative learning and team building
- 3.2.3: D-6 discuss the importance of self-regulation and taking responsibility for own actions for personal success
- 3.2.3: E-6 outline and revise short- and long-term goals for physically active and healthy living
- 3.2.3: F-6 identify effective time-management techniques and organizational skills for personal planning
- 3.2.3: G-6 discuss positive and negative influences of the media and other sources (e.g., commercials, physical activity promotions such as walkathons/runs) on promoting active living
- 3.2.3: H-6 explain how food choices and types of physical activity help maintain a healthy body
- 3.2.3: I-6 describe effects and consequences of substance use (e.g., alcohol, street drugs) on body systems (e.g., alcohol affects the brain, liver, and nervous system, drugs change a person's behaviour and cause harmful physical effects and may cause death)



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 3.2.3: A-8** outline positive and negative health habits of daily living (e.g., daily physical activity, caring for others, handling/sharing of food/beverages) for self and/or others
- 3.2.3: B-8** give examples of social factors (e.g., self-esteem, opinions, interpersonal skills) that affect the decision-making/problem-solving process in group situations
- 3.2.3: C-8** identify roles and responsibilities in developing positive relationships
- 3.2.3: D-8** discuss obstacles and factors that may influence achievement of and making revisions to personal goals and strategies
- 3.2.3: E-8** describe self-monitoring strategies (e.g., keep a journal) and criteria (e.g., realistic and achievable within timelines) in setting an individual and/or a group goal
- 3.2.3: F-8** discuss the benefits of using the decision-making/problem-solving process for making responsible and health-enhancing personal decisions (e.g., prevent impulsive and/or negative decisions)
- 3.2.3: G-8** suggest various ways to increase physical activity in daily living as it relates to a sustainable environment (e.g., use stairs, cycle/walk to school)
- 3.2.3: H-8** describe ways in which technology has an impact on personal health (e.g., physical activity may increase with access to fitness equipment and decrease with prolonged use of technological devices)
- 3.2.3: I-8** describe lifestyle practices (e.g., habits related to nutrition, stress management) and their effects on body systems (e.g., contribute to or prevent heart disease, depression)

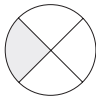
Students will . . .

- 3.2.3: A-10** give examples of various ways to promote healthy active living for different age groups
- 3.2.3: B-10** explain the concept of healthy active living and the factors (e.g., financial, cultural, demographic, individual circumstances) that affect personal choices
- 3.2.3: C-10** identify communication skills and strategies that promote team/group dynamics
- 3.2.3: D-10** discuss the benefits of effective communication skills for getting along with others at school, in the community, and/or in the workplace
- 3.2.3: E-10** analyze factors (e.g., family, peers, values, media, awareness of healthy practices) that affect self in making decisions for active healthy lifestyles
- 3.2.3: F-10** examine the effectiveness of using a goal-setting process for setting and achieving personal goals
- 3.2.3: G-10** identify the skills for employability (e.g., academic, personal-management, teamwork skills)
- 3.2.3: H-10** explain the importance of daily food choices for health promotion at various life stages (e.g., fetal development, childhood, adolescence, senior years)
- 3.2.3: I-10** analyze the use and abuse of substances (e.g., caffeine, inhalants, drugs) and their potential consequences on personal health and well-being (e.g., cause behavioural changes, medical implications)
- 3.2.3: J-10** demonstrate knowledge of healthy lifestyle practices that help prevent disease/illness

Students will . . .

- 3.2.3: A-12** research and present information on past and current ways to promote healthy active living for different age groups (e.g., children, youth, adults, seniors)
- 3.2.3: B-12** analyze the concept of healthy active living and the factors that affect personal choices
- 3.2.3: C-12** describe and demonstrate communication skills and strategies that promote team/group dynamics
- 3.2.3: D-12** assess the benefits of effective communication skills for getting along with others at school, in the community, and/or in the workplace
- 3.2.3: E-12** analyze factors that affect self and/or others in making decisions for career building
- 3.2.3: F-12** discuss the effectiveness of using a goal-setting process to maintain a physically active and healthy life
- 3.2.3: G-12** describe the skills for employability (e.g., academic, personal-management, teamwork skills)
- 3.2.3: H-12** explain the importance of daily food choices for prevention of chronic disease (e.g., heart disease, cancer, type II diabetes)
- 3.2.3: I-12** research and present information on the use and abuse of substances and their potential consequences on personal health and well-being
- 3.2.3: J-12** demonstrate knowledge of resources (e.g., counsellors, health workers, brochures, websites) that promote healthy lifestyle practices for the prevention of diseases/illnesses, including mental illnesses/disorders

**3.2.3
Mental and
Physical
Fitness**



3.3 Within the Community

Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

Students will . . .

**3.3.1
Roles,
Respon-
sibilities, and
Relationships**

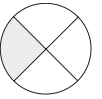
- 3.3.1: A-2 identify characteristics (e.g., name, nation, gender, gifts, qualities, abilities) that describe self as special and unique
- 3.3.1: B-2 list kinship terms used within the immediate family (e.g., mother, father, brother, sister, grandparents)
- 3.3.1: C-2 give examples of positive attributes of self, family, classmates, school staff, and community members
- 3.3.1: D-2 introduce self and give examples of ways to greet and interact with Elders (e.g., invite Elder to share a story, offer refreshments or assistance)
- 3.3.1: E-2 suggest ways to converse and interact respectfully with classmates, school staff, Elders, and community members
- 3.3.1: F-2 identify the jobs and contributions of workers, helpers, and leaders within the community (e.g., school principal, nurse, constable, firefighter)
- 3.3.1: G-2 describe various ways in which people in communities help one another

Students will . . .

- 3.3.1: A-4 give examples of individual characteristics (e.g., gender, family, nation, community, interests, gifts, preferred learning styles) that contribute to the development of personal identity, self-esteem, self-confidence, and a sense of belonging
- 3.3.1: B-4 list kinship terms of extended immediate family related to own parents' brothers and sisters and their children (e.g., aunt, uncle, cousin)
- 3.3.1: C-4 demonstrate understanding that everyone is special, unique, and able to succeed (e.g., consider families, interests, gifts, dreams)
- 3.3.1: D-4 discuss the importance of listening, conversing, and interacting respectfully with others in the community
- 3.3.1: E-4 identify the various roles and responsibilities of workers, helpers, and leaders in the community
- 3.3.1: F-4 describe how people in communities influence and depend on each other

Students will . . .

- 3.3.1: A-6 describe individual gifts, strengths, values/ beliefs, and strategies (e.g., explore gifts, enhance strengths, work on weaknesses, think positively, be persistent) for achieving individual success, a positive self-image, and a sense of belonging
- 3.3.1: B-6 identify kinship terms related to grandparents (e.g., own grandparents and their siblings, great-grandparents)
- 3.3.1: C-6 demonstrate awareness of factors (e.g., attitudes, environment, accomplishments, positive thinking, family genealogy) that influence identity, self-esteem, and self-confidence
- 3.3.1: D-6 explain the importance of appropriate and respectful interaction and relationships among people in the community
- 3.3.1: E-6 describe the various roles and responsibilities of workers, helpers, and leaders in the community
- 3.3.1: F-6 suggest ways to initiate and participate in social exchange with Elders and guest speakers/workers in the school and at community events



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 3.3.1: A-8** give examples of individual gifts across a variety of domains (e.g., academic, athletic, musical, artistic), and discuss how each contributes to self-esteem and self-confidence
- 3.3.1: B-8** identify terms related to kinship through marriage (e.g., sister-in-law, brother-in-law, niece, nephew)
- 3.3.1: C-8** discuss how self-image, feelings, and a sense of belonging are affected by others (e.g., acceptance, encouragement, praise, insults)
- 3.3.1: D-8** suggest ways to promote appropriate and respectful interaction and relationships among people in the community
- 3.3.1: E-8** describe the interdependence among families, relatives, and community members
- 3.3.1: F-8** research and present information on the various roles and responsibilities of workers, helpers, and leaders in the community
- 3.3.1: G-8** identify and discuss programs available in the community to provide assistance to self, family, and community members
- 3.3.1: H-8** research and present information on how individuals and events have influenced own community

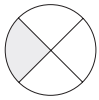
Students will . . .

- 3.3.1: A-10** demonstrate individual gifts across a variety of domains (e.g., academic, athletic, musical, artistic), and describe how each contributes to self-esteem and self-confidence
- 3.3.1: B-10** research and present kinship terms related to grandchildren (e.g., own children's children, nieces' and nephews' children)
- 3.3.1: C-10** identify changes to family/community membership and connections (e.g., births, marriages, deaths) over a specific time period
- 3.3.1: D-10** give examples of attitudes and behaviours (e.g., inclusive/exclusive, open/discriminatory, acceptance/rejection) that contribute to a sense of belonging
- 3.3.1: E-10** identify the practices and protocols for maintaining and strengthening relationships in the community
- 3.3.1: F-10** discuss ways to obtain information/assistance from workers, helpers, and leaders in the community for various purposes (e.g., ask for guidance from an Elder/advisor)
- 3.3.1: G-10** describe the laws and policies that promote personal and community safety (e.g., related to driving age, drinking and driving, boating, domestic violence, vandalism)

Students will . . .

- 3.3.1: A-12** assess individual gifts across a variety of domains (e.g., academic, athletic, musical, artistic), and explain how each contributes to self-esteem and self-confidence
- 3.3.1: B-12** research and present a genealogy using kinship terms (e.g., family tree, genealogy of an individual or family from the community)
- 3.3.1: C-12** identify factors that change community demographics (e.g., attending college/university, transferring jobs, moving to new neighbourhood) over time
- 3.3.1: D-12** discuss attitudes and behaviours (e.g., inclusive/exclusive, open/discriminatory, acceptance/rejection) that contribute to a sense of belonging
- 3.3.1: E-12** research and explain the practices and protocols for maintaining and strengthening relationships in the community
- 3.3.1: F-12** promote ways to obtain information/assistance from workers, helpers, and leaders in the community for various purposes (e.g., clarify misunderstanding, handle conflict)
- 3.3.1: G-12** assess the effectiveness of laws and policies that promote personal and community safety (e.g., related to driving age, drinking and driving, boating, domestic violence, vandalism)

**3.3.1
Roles,
Responsi-
bilities, and
Relationships**



3.3 Within the Community

Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

Students will . . .

3.3.2 Daily Life and Sustenance

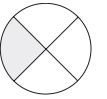
- 3.3.2: A-2 discuss current practices, events, celebrations, and traditions associated with own community (e.g. winter carnival, cultural celebration, track and field event)
- 3.3.2: B-2 identify and describe businesses and services (e.g., stores, medical facilities, schools, public transportation) within the local community
- 3.3.2: C-2 classify foods that come from plants and animals (e.g., according to food groups, wild/domestic, land/water)
- 3.3.2: D-2 compare and contrast how people in the community depend on their environment to meet their needs (e.g., present/past, electricity/without electricity, winter/summer)
- 3.3.2: E-2 give examples of how changes in the local environment (e.g., landforms, buildings, roads, bridges, waterways, climate) shape daily life in the community
- 3.3.2: F-2 identify ways in which the local environment is respected, maintained, and sustained (e.g., disposal of solids and liquids, road repair, respect for public property)

Students will . . .

- 3.3.2: A-4 describe current practices, events, celebrations, and traditions associated with own community (e.g., fishing, hunting, National Aboriginal Day)
- 3.3.2: B-4 describe and present characteristics of daily life in the community (e.g., housing, work, use of the land, recreation, education)
- 3.3.2: C-4 give examples of innovations and technology (e.g., electrical devices, computers, telephones, tools, means of transportation) that influence the way of life in the community
- 3.3.2: D-4 outline the steps in an activity or event (e.g., planning a menu, setting a net for fishing, preparing for a feast, playing a game) that is practised in the daily life of the community
- 3.3.2: E-4 suggest ways in which the local environment is or can be respected, maintained, and sustained (e.g., recycling, renovations, road repair, respect for private property)

Students will . . .

- 3.3.2: A-6 compare and contrast practices, traditions, and celebrations associated with own community (e.g., seasonal, recreational, sports events)
- 3.3.2: B-6 research (e.g., interview an Elder or other community resource person) and outline changes that have occurred in various aspects of daily life in the community (e.g., housing, tools, work, use of the land, recreation, education) over a specific time period
- 3.3.2: C-6 explain how innovations and technology (e.g., electronic communication, transportation, medical advances, leisure and recreational opportunities) have influenced the way of life in the community
- 3.3.2: D-6 give examples of how seasonal climate influences daily life, sustenance, and safety in the community (e.g. transportation of goods on winter roads, community evacuation related to natural disasters)



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 3.3.2: A-8 discuss and present information on past and contemporary practices, traditions, and celebrations within own community
- 3.3.2: B-8 research and present information on changes that have occurred in the daily life of the community (e.g., housing, work, use of the land, recreation, education) over a specific time period
- 3.3.2: C-8 identify issues related to the influence of innovations and technology (e.g., computers, telephones, tools, medical advances, leisure and recreational equipment) on the way of life in the community
- 3.3.2: D-8 suggest ways to deal with issues related to the introduction of unhealthy products and practices (e.g., consuming alcohol and drugs, watching too much television, eating too many processed foods) in communities
- 3.3.2: E-8 identify sources of drinking water and describe methods of obtaining water in areas where supply is limited (e.g., melting ice, condensation)
- 3.3.2: F-8 plan a group project to promote recreation in the community

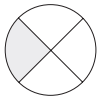
Students will . . .

- 3.3.2: A-10 research factors that influence community development (e.g., economic development, education programs, health services, training programs), and present the information in various ways
- 3.3.2: B-10 discuss current social and economic issues (e.g., unemployment, low graduation rates, illnesses and diseases, gangs, drugs and alcohol), and describe their impacts on the local community
- 3.3.2: C-10 identify factors that have contributed to changes in the customs and traditions of Aboriginal families within the community over a specific time period
- 3.3.2: D-10 research and record information on current daily life and sustenance within various communities using specific headings (e.g., education, justice, health, economy, occupations, recreation, services)

Students will . . .

- 3.3.2: A-12 analyze ways in which the laws, policies, and practices of the British/Canadian governments (e.g., *Indian Act*, residential schools, reserve system) have had an impact on the life and sustenance of an Aboriginal community
- 3.3.2: B-12 describe the influence of governments on the everyday lives of Canadians
- 3.3.2: C-12 research and present information on current Aboriginal social and economic issues (e.g., housing, economic development, education, health, social programs, land claims)
- 3.3.2: D-12 research, discuss, and assess the roles of Aboriginal institutions, organizations, or programs in the lives of people within local communities
- 3.3.2: E-12 outline ways to enhance the quality of life in a local Aboriginal community

**3.3.2
Daily Life
and
Sustenance**



3.3 Within the Community

Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

Students will . . .

**3.3.3
Safety and
Well-Being**

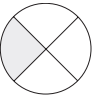
- 3.3.3: A-2 give examples of safety helpers in the community (e.g., family members, babysitter, teacher, bus driver, nurse), and identify ways to seek help
- 3.3.3: B-2 identify safety symbols, hazards, and risks (e.g., sharp utensils, traffic, poisons) in everyday living
- 3.3.3: C-2 demonstrate understanding of safety rules, signals, and practices to follow for specific physical activities
- 3.3.3: D-2 identify types of physical and verbal violence (e.g., hitting, bullying, biting, kicking, name calling), and demonstrate awareness of the importance of practising safe, respectful behaviours
- 3.3.3: E-2 discuss ways to be safe away from home (e.g., ask for help, know home telephone number)

Students will . . .

- 3.3.3: A-4 describe the roles of individuals at school and in the community who provide services for safety and well-being
- 3.3.3: B-4 give examples of common injuries in everyday living, and identify ways to help (e.g., seek adult help, get ice, locate first-aid kit)
- 3.3.3: C-4 demonstrate understanding of general safety procedures related to safety in the community (e.g., practising fire drills, stop/drop/roll, bus loading and evacuation, wearing flotation devices)
- 3.3.3: D-4 give examples of real violence (e.g., schoolyard fight, bullying) and fictional violence (e.g., in cartoons, video games), and describe their influence on well-being
- 3.3.3: E-4 identify ways to avoid dangerous and/or inappropriate situations for self and/or others in a variety of contexts

Students will . . .

- 3.3.3: A-6 list available community supports that promote safety, health, and well-being
- 3.3.3: B-6 identify basic physical injuries/conditions (e.g., cuts, bruises) and basic first-aid procedures
- 3.3.3: C-6 give examples of safe and unsafe situations at home, at school, and in the community (e.g., playgrounds, babysitting, Internet use) while caring for self and others
- 3.3.3: D-6 describe safety guidelines and the use of strategies to deal with incidents or accidents in a variety of situations



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 3.3.3: A-8 research and discuss ways to access valid health information and health-promoting products and services in the community
- 3.3.3: B-8 describe common physical injuries/conditions (e.g., sprains, strains, fractures) and basic first-aid procedures
- 3.3.3: C-8 explain safety rules, routines, and procedures related to a specific activity
- 3.3.3: D-8 discuss scenarios and outline strategies for avoiding situations that could lead to conflict and violence
- 3.3.3: E-8 outline safety guidelines to protect self and others from harmful situations

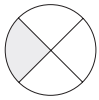
Students will . . .

- 3.3.3: A-10 identify helpers and community resources for promoting safety and well-being
- 3.3.3: B-10 suggest strategies to manage specific hazards related to community facilities and areas (e.g., playgrounds, bicycle routes, roads bordering schools, fitness and recreational facilities, workplaces)
- 3.3.3: C-10 review safety rules, routines, and procedures before participating in any physical activity
- 3.3.3: D-10 demonstrate understanding of basic first-aid procedures
- 3.3.3: E-10 identify issues related to violence in a variety of contexts (e.g., home, school, community, media, sports, relationships)
- 3.3.3: F-10 give examples of the skills (e.g., problem solving, anger management, communication, conflict resolution, assertiveness) used in dealing with scenarios related to physically, verbally, and emotionally abusive situations

Students will . . .

- 3.3.3: A-12 identify helpers and community resources for addressing problems associated with safety and well-being
- 3.3.3: B-12 discuss strategies to manage identified hazards related to community facilities and areas (e.g., playgrounds, bicycle routes, roads bordering schools, fitness and recreational facilities, workplaces)
- 3.3.3: C-12 outline safety considerations for selected physical activities (e.g., wear protective equipment, use reflective tape for nighttime visibility, have first-aid kit available, watch for extreme weather conditions)
- 3.3.3: D-12 assess the importance of making wise choices to prevent injury in selected land-based and/or water-based activities
- 3.3.3: E-12 analyze issues related to violence in a variety of contexts (e.g., home, school, community, media, sports, relationships)
- 3.3.3: F-12 demonstrate understanding of the skills (e.g., problem solving, anger management, communication, conflict resolution, assertiveness) used in dealing with scenarios related to physically, verbally, and emotionally abusive situations

**3.3.3
Safety and
Well-Being**



3.4 Outside the Community

Kindergarten to Grade 2

Students will . . .

3.4.1 Living Things and Natural Resources and Phenomena

- 3.4.1: A-2 identify and describe characteristics of living things in the local area
- 3.4.1: B-2 classify living things in specific ways (e.g., basic needs for growth)
- 3.4.1: C-2 outline the life cycle of a living thing (e.g., butterfly to caterpillar, seed to flower) in the local area
- 3.4.1: D-2 suggest ways to demonstrate respect for living things in the local area
- 3.4.1: E-2 list natural resources (e.g., trees, plants, rocks) found in the local area
- 3.4.1: F-2 describe and compare characteristics of the four seasons
- 3.4.1: G-2 give examples of seasonal changes of living things and natural resources
- 3.4.1: H-2 identify various types of natural phenomena (e.g., thunderstorms, blizzards, floods, fires), and give examples of how they influence the activities of living things

Grade 3 and Grade 4

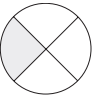
Students will . . .

- 3.4.1: A-4 describe ways in which living things depend on each other (e.g., animals help distribute pollen, food chains and food webs)
- 3.4.1: B-4 classify living things in various ways (e.g., endangered, home/habitats, seasonal)
- 3.4.1: C-4 give examples of the life processes and cycles of living things (e.g., migration, hibernation, changes in colour and covering) in the local area
- 3.4.1: D-4 classify natural resources in the community and local area in various ways (e.g., water/land-based, natural/processed state, living/non-living)
- 3.4.1: E-4 outline natural or constructed processes that change a natural resource from one state to another (e.g., seed to flower, tree to paper)
- 3.4.1: F-4 explain how people use living things and natural resources (e.g., water for drinking, cooking, and washing, animals for food, ceremonial items, and trapping, plants for gardens and medicines)
- 3.4.1: G-4 describe the various kinds of natural phenomena (e.g., weather conditions, temperature changes, fires, floods) experienced in the local area during different seasons
- 3.4.1: H-4 explain ways in which natural phenomena (e.g., blizzards, thunderstorms, floods) affect the activities of living things
- 3.4.1: I-4 identify and describe hobbies and jobs involving plants, animals, natural resources, and the land

Grade 5 and Grade 6

Students will . . .

- 3.4.1: A-6 identify living things using own classification system (e.g., winged, four-legged, fur-bearing), and explain the rationale used
- 3.4.1: B-6 classify vertebrates as fish, amphibians, reptiles, birds, and mammals, and provide examples to illustrate the diversity within each group
- 3.4.1: C-6 differentiate between vertebrates and invertebrates (e.g., vertebrates have backbones)
- 3.4.1: D-6 compare and contrast the adaptations of closely related vertebrates living in different habitats
- 3.4.1: E-6 research and outline various ways to demonstrate respect and care for living things and natural resources in the local area
- 3.4.1: F-6 give examples of the interdependence of living things, natural resources, and natural phenomena (e.g., a tree struck by lightning can start a natural forest fire)
- 3.4.1: G-6 research and describe the impact of severe weather and climate conditions on a specific community or area
- 3.4.1: H-6 discuss environmental factors (e.g., geography, climate) that affect the local area



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 3.4.1: A-8 compare characteristics of living things (e.g., reproduce, grow, repair themselves, require energy, have a lifespan, produce waste), and describe how different living things exhibit these characteristics
- 3.4.1: B-8 give examples of and discuss the interdependence of living things, natural resources, and natural phenomena (e.g., a fire can destroy trees and animals in the forest and force people to evacuate their homes)
- 3.4.1: C-8 give examples of human interventions that affect ecological succession or the makeup of ecosystems in the local area
- 3.4.1: D-8 survey and summarize the views of parents, community members, or others on the use of natural resources
- 3.4.1: E-8 research and describe traditional practices in obtaining and processing products from the land (e.g., cleaning and tanning hides, cleaning fish, getting wood)
- 3.4.1: F-8 identify the potential harmful effects of substances on the environment (e.g., pollution of groundwater from improper disposal of paints and solvents), and identify methods to ensure their safe use and disposal
- 3.4.1: G-8 analyze the weather and climate patterns of the local area over a specific time period
- 3.4.1: H-8 explain the concept of sustainable development in relation to land and resources

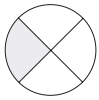
Students will . . .

- 3.4.1: A-10 identify behaviours and activities that contribute to the well-being of the local natural environment
- 3.4.1: B-10 compare and contrast the traditional and contemporary uses of natural resources in the local area
- 3.4.1: C-10 give examples of ways in which natural resources can be used for economic development in the local area
- 3.4.1: D-10 discuss the effect of resource development on people and communities (e.g., hydro development on the environment and livelihood of the North)
- 3.4.1: E-10 describe the potential harmful effects of some substances on the environment, and outline strategies for their safe use and disposal
- 3.4.1: F-10 research and present strategies for sustainable development in relation to land and resources in the local area
- 3.4.1: G-10 describe the influence of weather and climate conditions on the lifestyles of people in the local area

Students will . . .

- 3.4.1: A-12 explain the importance of the relationship between Aboriginal peoples and the natural environment
- 3.4.1: B-12 describe behaviours and activities that contribute to the well-being of the local natural environment
- 3.4.1: C-12 outline various positions on the use of land and resources (e.g., hunting, fishing, and trapping rights, resource rights and control) in the local area
- 3.4.1: D-12 compare and contrast the traditional and contemporary economic bases of Aboriginal communities
- 3.4.1: E-12 identify gaming laws, rights, and restrictions of Aboriginal peoples in the local area
- 3.4.1: F-12 discuss the ever-increasing demand for resources and energy, and the resulting pressures on people, the economy, and the environment
- 3.4.1: G-12 research and present information on sustainability issues within the local area

**3.4.1
Living
Things and
Natural
Resources
and
Phenomena**



3.4 Outside the Community

Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

Students will . . .

**3.4.2
Connections,
Comparisons,
and
Influences**

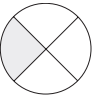
- 3.4.2: A-2 identify and locate own community and other communities on a map of Manitoba
- 3.4.2: B-2 identify Manitoba as own province and Canada as own country
- 3.4.2: C-2 describe Manitoba’s symbols and monuments (e.g., coat of arms, flags, legislative buildings, buffalo, Red River cart)
- 3.4.2: D-2 list different types of work performed in families, schools, and communities in own region of Manitoba
- 3.4.2: E-2 give examples of own basic needs and those shared with people in other communities in Manitoba

Students will . . .

- 3.4.2: A-4 identify and locate on a map the geographic/political features of Manitoba (e.g., lakes and rivers, parks, Aboriginal communities)
- 3.4.2: B-4 identify the geographic regions in which Aboriginal cultural groups of Manitoba are located (e.g., some Ojibwe occupy areas of the Canadian Shield, the Prairie Region)
- 3.4.2: C-4 compare daily life in own community to life in other communities
- 3.4.2: D-4 discuss connections between own community and other Aboriginal communities in Manitoba
- 3.4.2: E-4 give examples of needs and concerns common to Aboriginal communities in Manitoba

Students will . . .

- 3.4.2: A-6 locate on a map and describe the geographic/political features of Canada (e.g., landforms and bodies of water, towns and cities)
- 3.4.2: B-6 describe characteristics of the electoral processes in Canada
- 3.4.2: C-6 identify and describe the main roles and responsibilities of elected representatives in Aboriginal communities
- 3.4.2: D-6 give examples of ways in which industry and technology have changed life for Aboriginal communities in Manitoba



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 3.4.2: A-8** explain the importance of knowing the past and understanding history
- 3.4.2: B-8** identify various sources of historical evidence of and information about an Aboriginal community (e.g., archaeology, artifacts, literature, art, music, biographies, journals, photographs, oral histories), and explain how each enhances understanding of the past
- 3.4.2: C-8** outline the roles and responsibilities of Aboriginal organizations (e.g., Assembly of Manitoba Chiefs, Manitoba Métis Federation, Assembly of First Nations, Métis National Council), and give examples of ways in which they promote Aboriginal rights
- 3.4.2: D-8** describe the impact of various factors (e.g., access to shelter, food, water, health care, education) on quality of life for Aboriginal peoples in Manitoba
- 3.4.2: E-8** identify common challenges faced by Aboriginal peoples who move to large urban centres
- 3.4.2: F-8** discuss media influences on perceptions of people and places

Students will . . .

- 3.4.2: A-10** research and present information on significant Aboriginal peoples and historical events in Manitoba
- 3.4.2: B-10** describe factors (e.g., birth rate, life expectancy, urbanization) that affect demographic patterns for Aboriginal peoples in Manitoba
- 3.4.2: C-10** compare various aspects (e.g., political, cultural, economic, educational, judicial practices or systems) of Aboriginal communities in Manitoba
- 3.4.2: D-10** discuss the effects of residential schools on own community or on other Aboriginal communities in Manitoba
- 3.4.2: E-10** give examples of ways in which Aboriginal peoples are promoting their languages and cultures in Manitoba
- 3.4.2: F-10** describe effects of stereotyping and discrimination on individuals, communities, and regions

Students will . . .

- 3.4.2: A-12** identify current topics and issues relating to Aboriginal communities in Manitoba
- 3.4.2: B-12** discuss reasons for cooperation and conflict among Aboriginal communities in Manitoba
- 3.4.2: C-12** research and interpret data comparing various Aboriginal groups in Manitoba (e.g., Status/non-Status, Métis/First Nations, rural/urban, north/south) in relation to health and education
- 3.4.2: D-12** research and present information on the history, goals, and accomplishments of Aboriginal organizations in Manitoba
- 3.4.2: E-12** compare experiences of self-government among various Aboriginal communities in Manitoba
- 3.4.2: F-12** research and discuss provincial and federal organizations that manage and administer programs for Aboriginal peoples and communities in Manitoba
- 3.4.2: G-12** examine the impact of various training programs on Aboriginal peoples and communities in Manitoba
- 3.4.2: H-12** identify post-secondary education programs dealing with Aboriginal peoples and cultures in Manitoba

**3.4.2
Connections,
Comparisons,
and
Influences**

GENERAL LEARNING OUTCOME 4:
CULTURAL AND LINGUISTIC DIVERSITY



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.*

GLO 4: Cultural and Linguistic Diversity allows learners to explore various aspects of a specific Aboriginal culture, as well as other cultures. Learners incorporate knowledge, skills, and attitudes to develop their own personal growth and to affirm diversity.

The various components of cultural and linguistic diversity in GLO 4 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

Each cluster heading has specific strand headings (identified in the outside margin of each applicable page). The SLOs deal with specific aspects of cultures and languages. As the focus is on *content-based* or *task-based language learning*, language learners are constantly engaged in meaningful tasks and relevant content.

Specific Aboriginal Culture has three strands that encompass both the past and present (History: Places, Events, and Changes, Stories and Teachings, and Contributions and Influences), allowing students to learn about various aspects of an Aboriginal culture in Manitoba. This may be their own culture or the culture being studied. Knowledge of one's own culture is acquired over a lifetime. It is hoped that knowledge of the past will give learners a clearer understanding of how it has shaped the present. Cultures change over time. Rather than simply trying to develop a bank of knowledge about a culture, learners develop skills in accessing and understanding information on culture, and they apply that knowledge for the purpose of interaction and communication.

Other Cultures: Connections and Influences has three strands (Historical Connections and Influences, Leadership and Governance, and Our Environment), which address the knowledge, skills, and abilities that learners develop as a result

of bringing other cultures into relationship with their own. Learners gain cultural knowledge in the process of developing these skills and abilities. If learners encounter unfamiliar elements of a culture, they will have the skills and abilities to deal with them effectively and appropriately.

Cultural Diversity has two strands (Commonalities and Differences and Intercultural Perspectives and Skills), which allow learners to use the Aboriginal language for communication and learning about the commonalities and differences of various cultures. When learning about another culture, there is a natural tendency to compare it with what is familiar. Many learners will leave an additional language learning experience with a heightened awareness and knowledge of their own language and culture. They will be able to make some generalizations about other cultures based on their experiences and those of their classmates who may have various cultural backgrounds. This provides learners with an understanding of diversity within Canadian and global contexts. The SLOs under the strand heading Intercultural Perspectives and Skills assist learners in developing knowledge and understanding of the factors that shape perspectives and identity. Learners are encouraged to develop skills and attitudes that build appreciation and respect for others.

Linguistic Diversity addresses two strands (Variations in Languages and Social Conventions and Valuing and Using Intercultural Knowledge). There are commonalities and differences in speech, *non-verbal communication*, social protocols, and writing systems in Aboriginal languages. There are even variations within the same Aboriginal language. The last strand allows learners to develop an awareness of ways of using their intercultural knowledge.

The selection of the specific cultures and topics to study is up to the language programming planner(s). There is some overlap between the SLOs in GLO 4 and learning outcomes from other curriculum areas. This overlap provides opportunities for Aboriginal language teachers to connect to and build on what students are doing in other subject areas. To increase the benefits of this overlap for learners, language teachers and other subject area teachers need to collaborate.

Options: GLO 4 lends itself to optional uses in the classroom. The SLOs can be addressed by Aboriginal language teachers through additional language, bilingual, or partial immersion programming. They may also be addressed by other subject area teachers as ways to integrate Aboriginal content into their programming.

See Glossary for definitions of italicized terms.



4.1 Specific Aboriginal Culture

Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

Students will . . .

**4.1.1
History:
Places,
Events, and
Changes**

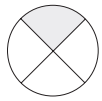
- 4.1.1: A-2 give examples of historical places (e.g., lakes, rivers, traplines, berry-picking grounds, powwow grounds, landmarks) of an Aboriginal community in Manitoba
- 4.1.1: B-2 identify historical places and events (e.g., Aboriginal name of community, migration, relocation) of an Aboriginal culture in Manitoba
- 4.1.1: C-2 outline on a map of Manitoba the traditional territory of an Aboriginal cultural group
- 4.1.1: D-2 compare the traditional and contemporary seasonal activities of an Aboriginal culture in Manitoba
- 4.1.1: E-2 describe traditional customs, practices, and celebrations of an Aboriginal culture in Manitoba
- 4.1.1: F-2 identify the traditional ways in which people in an Aboriginal culture met their basic needs

Students will . . .

- 4.1.1: A-4 identify and describe historical places and events of an Aboriginal community in Manitoba
- 4.1.1: B-4 outline on a map of Manitoba the traditional territories of Aboriginal cultural groups
- 4.1.1: C-4 compare the locations of traditional Aboriginal settlements and population centres with the current locations in Manitoba
- 4.1.1: D-4 demonstrate understanding that identity is connected to the history of the home community and culture
- 4.1.1: E-4 give examples of Aboriginal perspectives and practices related to marking the passage of time (e.g., by events rather than dates, rites of passage)
- 4.1.1: F-4 discuss ways in which the traditions, customs, and protocols within an Aboriginal culture in Manitoba have changed over time

Students will . . .

- 4.1.1: A-6 research (e.g., interview Elders, parents) and discuss historical places and events significant to an Aboriginal culture in Manitoba
- 4.1.1: B-6 outline on a map of Canada the traditional territories of Manitoba's Aboriginal cultural groups
- 4.1.1: C-6 identify the time periods in which European products and practices were introduced to Aboriginal cultural groups in Manitoba
- 4.1.1: D-6 compare traditional lifestyles (e.g., food, clothing, shelter, roles of men, women, children, Elders) of Aboriginal cultures in Manitoba
- 4.1.1: E-6 describe traditional ways in which Aboriginal peoples in Manitoba interacted with each other (e.g., trade, cooperation, conflict)



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 4.1.1: A-8 research and explain the significance of historical places and events in relation to various Aboriginal cultures in Manitoba
- 4.1.1: B-8 give examples of various sites used for traditional Aboriginal practices in Manitoba
- 4.1.1: C-8 identify factors (e.g., historical events, significant individuals) that have influenced the practices and ceremonies of an Aboriginal culture in Manitoba
- 4.1.1: D-8 describe factors that have influenced changes in the diets of Aboriginal peoples
- 4.1.1: E-8 give examples of traditional Aboriginal products (e.g., foods, medicine) still used today
- 4.1.1: F-8 research and describe how industrialization has affected specific Aboriginal peoples and territories in Manitoba
- 4.1.1: G-8 give reasons (e.g., education, trade, government, war) why Aboriginal cultures may stay the same or change over time

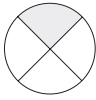
Students will . . .

- 4.1.1: A-10 research and present information on the treaties signed with specific First Nations in Manitoba
- 4.1.1: B-10 research and describe past events that have led to present Aboriginal land issues in Manitoba
- 4.1.1: C-10 give examples of traditional Aboriginal practices (e.g., ceremonies, transportation) still in use today
- 4.1.1: D-10 describe how diseases introduced during early contact with Europeans affected Aboriginal peoples
- 4.1.1: E-10 outline historical changes in the livelihood of Aboriginal peoples in Manitoba
- 4.1.1: F-10 compare and contrast economic and educational opportunities for Aboriginal peoples in urban and rural communities in Manitoba
- 4.1.1: G-10 identify reasons for the movement of Aboriginal peoples between rural and urban areas
- 4.1.1: H-10 discuss problems encountered by Aboriginal peoples in urban areas
- 4.1.1: I-10 research elements (e.g., values, beliefs, customs) of an Aboriginal culture in Manitoba, and explain their influence on contemporary ways of life

Students will . . .

- 4.1.1: A-12 research and present information on the influence of historical events on an Aboriginal culture in Manitoba
- 4.1.1: B-12 research a specific Aboriginal culture using a variety of sources (e.g., stories, historical references, documents), and present the information in a variety of ways
- 4.1.1: C-12 discuss ways of assessing the accuracy of information sources (e.g., consult Elders, historians, legal documents) related to Aboriginal cultures in Manitoba
- 4.1.1: D-12 compare traditional and contemporary practices relating to justice in Aboriginal cultures in Manitoba
- 4.1.1: E-12 identify and discuss the changing role of social and political Aboriginal organizations in Manitoba
- 4.1.1: F-12 research and outline ways in which a specific Aboriginal culture has evolved over time

**4.1.1
History:
Places,
Events, and
Changes**



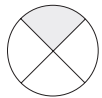
4.1 Specific Aboriginal Culture

Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

	<i>Students will . . .</i>	<i>Students will . . .</i>	<i>Students will . . .</i>
4.1.2 Stories and Teachings	4.1.2: A-2 demonstrate understanding that storytelling is an important part of oral tradition	4.1.2: A-4 demonstrate understanding of appropriate protocols and behaviours associated with storytelling	4.1.2: A-6 research and discuss Aboriginal stories and historical accounts of pre-contact and early contact with Europeans
	4.1.2: B-2 discuss the importance of the listener’s role in oral tradition	4.1.2: B-4 explain the importance of oral tradition and Elders in Aboriginal cultures	4.1.2: B-6 demonstrate understanding of the teachings found in contemporary Aboriginal stories and plays
	4.1.2: C-2 demonstrate awareness that Aboriginal stories have specific teachings	4.1.2: C-4 identify the teachings found in traditional Aboriginal stories and legends	4.1.2: C-6 research and portray characters (e.g., through role-play, storytelling with Elders) associated with stories relating to a specific Aboriginal culture
	4.1.2: D-2 give examples of stories of significant people and events in own Aboriginal culture	4.1.2: D-4 retell stories (e.g., using plays, storyboards, murals, puppets) relating to an Aboriginal culture in Manitoba	4.1.2: D-6 give examples of forms (e.g., stories, art, crafts, celebrations, ceremonies) through which Aboriginal culture is expressed
	4.1.2: E-2 identify and recreate characters (e.g., using paper models, murals, play dough) associated with stories relating to an Aboriginal culture in Manitoba	4.1.2: E-4 research (e.g., interview Elders, parents) and discuss characters associated with stories relating an Aboriginal culture in Manitoba	4.1.2: E-6 explain the importance of values and teachings (e.g., respect, humility, resilience, patience) in Aboriginal cultures in Manitoba
	4.1.2: F-2 describe the role of Elders in traditional Aboriginal society	4.1.2: F-4 describe the portrayal of Aboriginal peoples in texts and in the media	4.1.2: F-6 identify ways in which local Aboriginal communities maintain a connection to traditional values (e.g., Elder consultations, feasts)
	4.1.2: G-2 identify values (e.g., the importance of sharing, family, community) in Aboriginal cultures in Manitoba	4.1.2: G-4 discuss how various values, beliefs, and teachings (e.g., respect, fairness, generosity) are shown in Aboriginal cultures	4.1.2: G-6 describe the traditional roles of Elders, grandparents, and community members in the education of children in an Aboriginal culture in Manitoba



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 4.1.2: A-8 demonstrate awareness that traditional Aboriginal stories (e.g., creation stories) express the uniqueness of each Aboriginal culture
- 4.1.2: B-8 identify Aboriginal teachings in various texts and media (e.g., play, movie, television program)
- 4.1.2: C-8 analyze characters and their actions in stories relating to Aboriginal cultures
- 4.1.2: D-8 explain how Aboriginal stories and legends enhance understanding of the past
- 4.1.2: E-8 give examples of art (e.g., literature, music) that expresses Aboriginal teachings
- 4.1.2: F-8 describe traditional and contemporary values and beliefs of an Aboriginal culture in Manitoba
- 4.1.2: G-8 discuss ways in which Aboriginal peoples apply traditional values in their lives (e.g., offering gifts)

Students will . . .

- 4.1.2: A-10 research and present stories and legends relating to Aboriginal cultures in Manitoba
- 4.1.2: B-10 demonstrate awareness that Aboriginal stories contain more than one teaching
- 4.1.2: C-10 explain protocols associated with Aboriginal oral tradition
- 4.1.2: D-10 discuss barriers to preserving Aboriginal oral tradition
- 4.1.2: E-10 give reasons why it is important for contemporary Aboriginal peoples to maintain or re-establish traditional values in their lives
- 4.1.2: F-10 discuss ways of preserving and transmitting Aboriginal cultural identity
- 4.1.2: G-10 research and outline the life and work of an Aboriginal writer or storyteller

Students will . . .

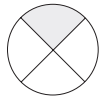
- 4.1.2: A-12 give examples of similar stories and teachings among different Aboriginal cultures
- 4.1.2: B-12 research and discuss contemporary views on the role of Aboriginal legends
- 4.1.2: C-12 research and discuss the extent to which traditional teachings and ceremonies are practised in contemporary Aboriginal life
- 4.1.2: D-12 research and present theories and explanations of the origins of Aboriginal peoples in North America
- 4.1.2: E-12 explore and discuss the role of traditional and contemporary spiritual beliefs and practices of Aboriginal cultures

**4.1.2
Stories
and
Teachings**



4.1 Specific Aboriginal Culture

	Kindergarten to Grade 2	Grade 3 and Grade 4	Grade 5 and Grade 6
	<i>Students will . . .</i>	<i>Students will . . .</i>	<i>Students will . . .</i>
4.1.3 Contributions and Influences	4.1.3: A-2 identify types of Aboriginal art and crafts	4.1.3: A-4 describe various types of Aboriginal art and crafts	4.1.3: A-6 discuss the importance of art in Aboriginal cultures of Manitoba
	4.1.3: B-2 discuss the significance of music and musical instruments (e.g., drums) in Aboriginal cultures	4.1.3: B-4 describe traditional Aboriginal music and songs	4.1.3: B-6 give examples of various styles of contemporary Aboriginal music and dance
	4.1.3: C-2 describe traditional Aboriginal dances	4.1.3: C-4 identify ways to prepare for and participate in traditional Aboriginal dances	4.1.3: C-6 identify Aboriginal games and sports played in Manitoba
	4.1.3: D-2 identify Aboriginal games and sports	4.1.3: D-4 explain how traditional Aboriginal games and sports are played	4.1.3: D-6 describe an innovation, traditionally used by Aboriginal peoples of Manitoba, from one of the following categories: transportation, shelter, hunting, gathering and preparing food, and making garments
	4.1.3: E-2 give examples of technological inventions or innovations (e.g., snowshoes, kayaks) of Aboriginal peoples	4.1.3: E-4 identify elements of current fashion that may have been influenced by traditional Aboriginal clothing (e.g., fringes, ribbon shirts and dresses)	4.1.3: E-6 explain how Aboriginal people traditionally measured time without using calendars or clocks (e.g., looking at the movement of constellations)
	4.1.3: F-2 describe characteristics of role models	4.1.3: F-4 list commonly used words (e.g., Canada, Ottawa, Manitoba, mukluks, toboggan) that have their root in an Aboriginal language	4.1.3: F-6 outline ways in which Aboriginal peoples made it possible for Europeans to survive in North America
	4.1.3: G-2 give examples of Aboriginal role models in the community	4.1.3: G-4 give examples of the achievements of Aboriginal role models and organizations in Manitoba	4.1.3: G-6 outline the contributions of Aboriginal men and women to the fur trade
		4.1.3: H-4 discuss Aboriginal contributions to the history of Manitoba (e.g., place names, art, parks, historic sites, symbols, stories, guidance to early settlers)	4.1.3: H-6 identify contributions of Aboriginal peoples to Canada's war efforts



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 4.1.3: A-8 describe the accomplishments of, and the recognition received by, Aboriginal artists (e.g., musicians, singers, actors, dancers, writers)
- 4.1.3: B-8 identify elements of traditional Aboriginal music in the work of contemporary Aboriginal and non-Aboriginal artists
- 4.1.3: C-8 discuss contributions of Aboriginal role models in a variety of areas (e.g., sports, politics, health, education)
- 4.1.3: D-8 analyze the design of traditional Aboriginal technologies (e.g., means of transportation, types of shelter), considering available natural resources
- 4.1.3: E-8 research and analyze traditional Aboriginal technologies (e.g., canoe, kayak, bow and arrow, travois, snowshoes, Red River cart) still in use today
- 4.1.3: F-8 give examples of Aboriginal influences in contemporary architecture

Students will . . .

- 4.1.3: A-10 research and describe examples of designs and motifs (e.g., bone carvings, beadwork patterns, totem poles) that are characteristic of Aboriginal cultures
- 4.1.3: B-10 research and present information on the life and work of Aboriginal artists (e.g., authors, musicians, playwrights, actors, dancers)
- 4.1.3: C-10 discuss contributions of Aboriginal people involved in the music industry (e.g., Susan Aglukark, Tom Jackson, Ray St. Germain, Buffy Sainte-Marie)
- 4.1.3: D-10 identify past and contemporary Aboriginal contributions to science and technology in North America

Students will . . .

- 4.1.3: A-12 explain reasons for the increase in Aboriginal literature since the 1970s
- 4.1.3: B-12 identify and discuss the roles and achievements of prominent Aboriginal people in Canada (e.g., politicians, doctors, lawyers, educators)
- 4.1.3: C-12 describe the contributions of Aboriginal peoples in the economic development of Canada (e.g., Aboriginal Peoples Television Network [APTN], Native Communications Inc. [NCI])
- 4.1.3: D-12 research and discuss how people and events have influenced the life of an Aboriginal role model

**4.1.3
Contributions
and
Influences**



4.2 Other Cultures: Connections and Influences

Kindergarten to Grade 2

Students will . . .

4.2.1 Historical Connections and Influences

- 4.2.1: A-2 demonstrate awareness of the original peoples/inhabitants of Canada and North America
- 4.2.1: B-2 demonstrate awareness that in Canada the term *Aboriginal* refers to First Nations, Inuit, and Métis peoples
- 4.2.1: C-2 identify cultural groups within Canada
- 4.2.1: D-2 identify and locate specific Aboriginal communities on a map of Canada
- 4.2.1: E-2 give examples of seasonal gatherings and celebrations (e.g., summer fishing camps, wild rice harvesting, powwows) of Aboriginal cultures in Canada

Grade 3 and Grade 4

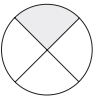
Students will . . .

- 4.2.1: A-4 describe places of historic, cultural, or environmental significance in Manitoba (e.g., Lower Fort Garry, the Forks, Circle of Life Thunderbird House, provincial and national parks)
- 4.2.1: B-4 research and discuss stories of people and events (e.g., Louis Riel, Chief Peguis, Lord Selkirk, bison hunt) that have shaped Manitoba
- 4.2.1: C-4 identify connections (e.g., language, kinship, history) between own community and other Aboriginal communities in Manitoba and Canada
- 4.2.1: D-4 identify traditional territories of Aboriginal cultures on a map of North America

Grade 5 and Grade 6

Students will . . .

- 4.2.1: A-6 describe stories of the origins of Aboriginal peoples and current theories of their migration to Manitoba, Canada, and the North American continent
- 4.2.1: B-6 explain the cultural and linguistic ties among Aboriginal peoples in Manitoba and other parts of Canada and the United States
- 4.2.1: C-6 describe characteristics of First Nations cultures in North America before European contact
- 4.2.1: D-6 give examples of the impact of interactions (e.g., shared technologies, trade, spread of disease, wars) between Aboriginal peoples and European explorers, colonists, and missionaries



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 4.2.1: A-8 describe ways in which Aboriginal cultures have changed over time to ensure their survival (e.g., economy, health and lifestyle, governance)
- 4.2.1: B-8 research and describe how interactions (e.g., trade, intermarriage, warfare) between Aboriginal cultures have changed over time
- 4.2.1: C-8 give examples of and discuss how the fur trade affected Aboriginal peoples
- 4.2.1: D-8 outline significant historical events experienced by Aboriginal peoples in Canada, and compare them to those of indigenous peoples in other countries
- 4.2.1: E-8 describe the impact of missionary work of European religious groups and orders on Aboriginal peoples

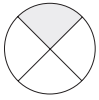
Students will . . .

- 4.2.1: A-10 identify and discuss the cultural, geographic, and economic factors that have influenced the diverse cultural identities of Aboriginal communities in Canada
- 4.2.1: B-10 identify factors (e.g., natural environment, fur trade, military posts) that influenced the movement and settlement of Europeans in early Canada, and discuss their impact (e.g., spread of disease, displacement of communities, cultural change) on Aboriginal peoples
- 4.2.1: C-10 research and give examples of the voluntary and forced relocation and settlement movements of Aboriginal peoples in Canada
- 4.2.1: D-10 describe existing trapping, hunting, and fishing rights of Aboriginal peoples, and discuss the exercise of those rights
- 4.2.1: E-10 describe the influence of church policies and practices on Aboriginal peoples in Canada
- 4.2.1: F-10 research and present information on the origin and practices of the residential school system in Canada

Students will . . .

- 4.2.1: A-12 explore historical issues (e.g., social, cultural, political) that affect Aboriginal peoples in Canada today
- 4.2.1: B-12 research and present information on the historic relations between Aboriginal peoples and British and Canadian governments (e.g., Royal Proclamation of 1763, management of Aboriginal Affairs, *Indian Act*, treaties)
- 4.2.1: C-12 give examples of the effects of colonization on indigenous peoples
- 4.2.1: D-12 research and discuss the intergenerational effects of the residential school system on Aboriginal peoples in Canada
- 4.2.1: E-12 describe how Aboriginal cultures have influenced practices and concepts (e.g., smudging, fasting, singing, naming ceremonies, concept of the medicine wheel) in other cultures

**4.2.1
Historical
Connections
and
Influences**



4.2 Other Cultures: Connections and Influences

Kindergarten to Grade 2

Students will . . .

4.2.2 Leadership and Governance

- 4.2.2: A-2 identify rules and laws in the school and community
- 4.2.2: B-2 give examples of decision making in daily life (e.g., in families, schools, communities)
- 4.2.2: C-2 describe how people influence one another
- 4.2.2: D-2 demonstrate understanding that all members of communities have responsibilities and rights
- 4.2.2: E-2 give examples of ways leadership is demonstrated by self and others

Grade 3 and Grade 4

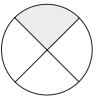
Students will . . .

- 4.2.2: A-4 explain the purposes of rules and laws in communities
- 4.2.2: B-4 give examples of formal and informal leadership and decision making in groups and communities
- 4.2.2: C-4 discuss examples of effective leadership
- 4.2.2: D-4 identify ways in which community and government services can help people acquire their basic human rights (e.g., access to quality food, water, shelter, a secure environment, education, fair and equal treatment)
- 4.2.2: E-4 identify current elected Aboriginal representatives of own community (e.g., chief, councillor, mayor)

Grade 5 and Grade 6

Students will . . .

- 4.2.2: A-6 outline the levels and main responsibilities of governments in Canada (e.g., local, municipal, provincial, federal)
- 4.2.2: B-6 give examples of government decisions that affect quality of life in Canada
- 4.2.2: C-6 compare types of leadership (e.g., hereditary right, matriarchy, democracy) in diverse Aboriginal communities
- 4.2.2: D-6 identify individuals and events (e.g., Louis Riel, Red River Resistance, Métis Bill of Rights, provisional government) connected with Manitoba's entry into Confederation
- 4.2.2: E-6 discuss changes and developments regarding Aboriginal rights in Canada from 1867 to the present (e.g., voting rights, Bill C-31, amendment to the Constitution)
- 4.2.2: F-6 research and describe Aboriginal treaties and treaty rights in Manitoba



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 4.2.2: A-8 give examples of ways in which quality of life may be enhanced within a democracy (e.g., freedom of association, speech, the press)
- 4.2.2: B-8 describe the impact of various factors (e.g., laws, culture, labour practices, education) on citizenship rights in Canada
- 4.2.2: C-8 identify factors (e.g., poverty, racism, sexism) that contribute to inequities in Canada, and propose solutions
- 4.2.2: D-8 give examples of community and government services (e.g., housing, education and training, employment) available to assist Aboriginal peoples in urban centres
- 4.2.2: E-8 research and describe Aboriginal treaties and treaty rights in Canada

Students will . . .

- 4.2.2: A-10 demonstrate understanding of how Canada’s original *Indian Act* has affected Aboriginal peoples
- 4.2.2: B-10 research and discuss the laws, policies, and political events that have had an impact on local Aboriginal governments and peoples
- 4.2.2: C-10 research and analyze the treaties signed with Aboriginal peoples of Canada
- 4.2.2: D-10 compare the rights of First Nations on and off reserves
- 4.2.2: E-10 identify Aboriginal political leaders in Manitoba and Canada, and describe their positions on important Aboriginal issues
- 4.2.2: F-10 outline First Nations, Inuit, and Métis perspectives and experiences regarding self-government (e.g., resource use, land claims, treaties, government)

Students will . . .

- 4.2.2: A-12 suggest ways in which citizens can influence the decisions of governments
- 4.2.2: B-12 describe the basic rights of a Canadian citizen and the application of these rights to Aboriginal peoples
- 4.2.2: C-12 outline the positions taken by political parties in Manitoba and Canada on issues affecting Aboriginal peoples
- 4.2.2: D-12 identify Aboriginal political organizations that interact with the various levels of government in Canada
- 4.2.2: E-12 research and discuss the extent to which Aboriginal peoples have been represented in political parties in Canada
- 4.2.2: F-12 research and present key issues relating to self-government of Aboriginal peoples in Canada

**4.2.2
Leadership
and
Governance**



4.2 Other Cultures: Connections and Influences

Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

Students will . . .

4.2.3 Our Environment

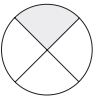
- 4.2.3: A-2 give examples of ways in which people depend on the Earth for survival
- 4.2.3: B-2 locate on a map and identify major natural resources in Manitoba
- 4.2.3: C-2 list natural resources used by Aboriginal cultures in Manitoba before European contact
- 4.2.3: D-2 describe similarities in life processes (e.g., eat, sleep, grow, breathe) between humans and wildlife
- 4.2.3: E-2 identify examples of common needs (e.g., clean air, water, food) of humans, plants, and animals
- 4.2.3: F-2 demonstrate understanding of how various plants are used by Aboriginal peoples in Canada
- 4.2.3: G-2 identify ways to promote the importance of conserving or restoring natural resources (e.g., participating in Earth Day celebrations)

Students will . . .

- 4.2.3: A-4 locate on a map and identify major natural resources in Canada
- 4.2.3: B-4 describe the traditional Aboriginal perspective on natural resources (e.g., no ownership of natural resources, resources are to be shared)
- 4.2.3: C-4 discuss how knowledge of plant and animal populations and interactions helped Aboriginal peoples to survive in the past
- 4.2.3: D-4 suggest ways to help conserve plant and animal populations and their habitats (e.g., clean up a local stream)
- 4.2.3: E-4 identify how various Aboriginal cultures in Manitoba use Earth's materials (e.g., plant parts for food and medicine, clay for pots)
- 4.2.3: F-4 describe the influence of the natural environment on settlement patterns in Manitoba
- 4.2.3: G-4 give examples of traditional and contemporary teachings of Aboriginal cultures that illustrate respect for the land (e.g., planning an activity for Earth Day celebrations)

Students will . . .

- 4.2.3: A-6 compare the perspectives of Aboriginal peoples and the Canadian government on the use and ownership of land
- 4.2.3: B-6 explain how Aboriginal cultures have used available resources to meet their basic needs in different environments
- 4.2.3: C-6 describe the influence of the land on the cultural identity (e.g., values, beliefs, traditions, customs, art, clothing) of Aboriginal peoples
- 4.2.3: D-6 compare Aboriginal and European approaches to natural resource use (e.g., hunting and fishing, trade, agriculture, landholding and ownership) in early Canada
- 4.2.3: E-6 research and describe how raw materials are transformed into useful products (e.g., food processing, paper milling)
- 4.2.3: F-6 list industries located in Aboriginal communities that are based upon the natural resources of the region
- 4.2.3: G-6 identify and discuss a significant sustainability issue/problem (e.g., industrial pollution, overfishing, water contamination) in Manitoba



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 4.2.3: A-8 describe traditional and contemporary Aboriginal approaches to the management of natural resources
- 4.2.3: B-8 identify the rights of First Nations, Métis, and Inuit communities regarding the use of land and resources
- 4.2.3: C-8 compare the practices of various Aboriginal communities related to the use and development of local resources
- 4.2.3: D-8 discuss factors (e.g., environmental, social, economic) to be considered in making informed decisions about land use
- 4.2.3: E-8 give examples of the influence of the natural environment on the development of Aboriginal cultures in North America
- 4.2.3: F-8 suggest ways in which human interventions (e.g., protecting habitats, reintroducing species, preventing the spread of natural fires, draining wetlands for agriculture or housing) can have environmental impacts
- 4.2.3: G-8 discuss significant sustainability issues/problems (e.g., water shortage) in Canada

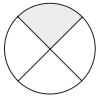
Students will . . .

- 4.2.3: A-10 research and discuss traditional knowledge and use of plants, animals, and the environment by indigenous cultures
- 4.2.3: B-10 demonstrate awareness of the special significance of animals, plants, and celestial objects for Aboriginal/indigenous cultures
- 4.2.3: C-10 investigate and debate issues related to environmental stewardship and sustainability (e.g., water conservation, wildlife preservation) in North America
- 4.2.3: D-10 suggest ways in which a local community group can address an environmental issue (e.g., recycle, clean up community grounds)
- 4.2.3: E-10 identify practices (e.g., respecting and following laws governing hunting, fishing, and trapping) that contribute to the sustainability of Canada’s natural environment
- 4.2.3: F-10 present own views and ideas on solutions to specific sustainability issues (e.g., use of non-biodegradable products)

Students will . . .

- 4.2.3: A-12 examine and discuss how traditional Aboriginal/indigenous land practices (e.g., hunting, fishing, food gathering) demonstrate sustainability
- 4.2.3: B-12 identify examples of how indigenous peoples used natural resources in creating products (e.g., furs for clothing, birchbark and spruce gum for canoes, bones for tools, clay for pots)
- 4.2.3: C-12 examine contemporary issues relating to land/nature (e.g., clearcutting forests, hydroelectric development), and present information in various ways
- 4.2.3: D-12 describe the similarities and differences between government policy and the views of Aboriginal peoples regarding resource use and management
- 4.2.3: E-12 research and give examples of practices that contribute to the sustainability of the Earth (e.g., holding summits on environmental issues, exploring alternative sources of energy and alternative transportation)
- 4.2.3: F-12 analyze local, national, and global issues from a sustainability perspective, focusing on human health and quality of life
- 4.2.3: G-12 research and describe how archaeology (e.g., fossils, artifacts, ceremonial grounds) contribute to understanding Earth’s history (e.g., extinct species)

**4.2.3
Our
Environment**



4.3 Cultural Diversity

Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

4.3.1 Commonalities and Differences

Students will . . .

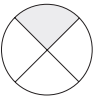
- 4.3.1: A-2 explore commonalities between self and peers
- 4.3.1: B-2 discuss commonalities between self and people in the community
- 4.3.1: C-2 give examples of elements that reflect diversity (e.g., dialects, seasonal activities, celebrations, dress) within a community
- 4.3.1: D-2 identify similarities between own community and another community in Manitoba
- 4.3.1: E-2 identify similarities and differences (e.g., occupations, seasonal activities) between own community and other communities

Students will . . .

- 4.3.1: A-4 explore commonalities among members in the local community
- 4.3.1: B-4 give examples of cultural practices followed by schoolmates and different groups in the community
- 4.3.1: C-4 identify commonalities and differences between diverse groups within a community in Manitoba
- 4.3.1: D-4 describe similarities and connections between communities that speak the same Aboriginal language
- 4.3.1: E-4 compare cultural expressions (e.g., language, stories, art, music, dance, architecture, traditions, clothing) in several communities studied

Students will . . .

- 4.3.1: A-6 compare common human needs and experiences of Canadians
- 4.3.1: B-6 demonstrate understanding that within any Aboriginal culture in Manitoba there are important differences in the ways people speak and behave (e.g., dialects, social conventions)
- 4.3.1: C-6 describe similarities and connections between Aboriginal communities in Manitoba
- 4.3.1: D-6 identify similarities and differences (e.g., celebrations, foods, roles of family members) between own culture and another Aboriginal culture in Manitoba
- 4.3.1: E-6 give examples of similarities and differences (e.g., urban and rural ways of life) between diverse cultural groups
- 4.3.1: F-6 give examples of contributions of diverse ethnic and cultural communities to the history of Manitoba



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 4.3.1: A-8 examine similarities between cultures in current Canadian society
- 4.3.1: B-8 identify elements (e.g., social and political structures, communication, art, values, technology) that Aboriginal cultures have in common
- 4.3.1: C-8 give examples of various cultures in Canada
- 4.3.1: D-8 demonstrate awareness that different cultures may have different interpretations of texts, cultural practices, and products
- 4.3.1: E-8 describe common experiences (e.g., immigration, war) of different cultures
- 4.3.1: F-8 give examples of diverse ethnic and cultural contributions to the history of Canada

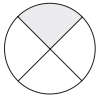
Students will . . .

- 4.3.1: A-10 examine common human needs and experiences of people around the world
- 4.3.1: B-10 describe commonalities (e.g., influence of history on contemporary life) between own culture and other Aboriginal cultures in North America
- 4.3.1: C-10 identify similarities and differences (e.g., influence of history on contemporary life) between own culture and other cultures in North America
- 4.3.1: D-10 discuss the portrayal of diverse elements of Aboriginal cultures in North America in a variety of texts
- 4.3.1: E-10 give examples of various cultures in North America
- 4.3.1: F-10 give examples of diverse ethnic and cultural contributions to the history of North America

Students will . . .

- 4.3.1: A-12 discuss the diversity of human needs and experiences of people around the world
- 4.3.1: B-12 describe commonalities (e.g., social and political institutions) between own culture and other indigenous cultures in the world
- 4.3.1: C-12 identify commonalities and differences (e.g., social and political institutions) between an Aboriginal culture in Manitoba and other cultures
- 4.3.1: D-12 discuss the portrayal of diverse elements of indigenous cultures around the world in a variety of texts
- 4.3.1: E-12 research and present information on diverse cultures in the world
- 4.3.1: F-12 give examples of diverse ethnic and cultural contributions to the history of the world

**4.3.1
Commonalities
and
Differences**



4.3 Cultural Diversity

Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

4.3.2 Intercultural Perspectives and Skills

Students will . . .

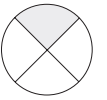
- 4.3.2: A-2 demonstrate awareness that all individuals have gifts, skills, and interests that make them unique
- 4.3.2: B-2 demonstrate understanding of differences between own and others' needs and wants
- 4.3.2: C-2 demonstrate understanding that people may differ in their opinions
- 4.3.2: D-2 suggest reasons for participating in cultural activities available at school
- 4.3.2: E-2 describe the importance of working and playing cooperatively and respectfully with others
- 4.3.2: F-2 give examples of how the media may influence own needs, wants, and choices

Students will . . .

- 4.3.2: A-4 identify factors (e.g., culture and language, time and place, groups and communities, arts and media) that may influence own identity
- 4.3.2: B-4 discuss ways to initiate and maintain new relationships (e.g., help a new classmate feel welcome)
- 4.3.2: C-4 reflect on own actions and their consequences for others
- 4.3.2: D-4 suggest reasons for participating in cultural activities in the community
- 4.3.2: E-4 demonstrate awareness that people have different perspectives and ways of doing things
- 4.3.2: F-4 identify media influences on own perceptions of Aboriginal peoples

Students will . . .

- 4.3.2: A-6 seek information about own culture from authentic sources (e.g., people, stories)
- 4.3.2: B-6 give examples of how personal decisions and actions (e.g., charitable donations and projects, recycling) affect others
- 4.3.2: C-6 discuss how own perspective is shaped by a variety of factors (e.g., personal, group, environment)
- 4.3.2: D-6 formulate questions about elements of other cultures (e.g., behaviour or interaction typical of people own age)
- 4.3.2: E-6 identify ways to find information about other cultures (e.g., ask questions, read texts)
- 4.3.2: F-6 research and discuss representations of Aboriginal cultures in various media (e.g., movies, newspapers)



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 4.3.2: A-8** give examples of events and achievements (e.g., sports events, fairs and exhibitions, film, music, and literary festivals, Nobel Prizes) that enhance understanding among peoples and nations
- 4.3.2: B-8** discuss different perspectives on diverse elements of Aboriginal cultures, and speculate on their origins (e.g., stereotypes within cultures)
- 4.3.2: C-8** identify diverse cultural and social perspectives regarding quality of life (e.g., concepts of poverty and wealth, materialism)
- 4.3.2: D-8** identify the limitations of adopting a single perspective (e.g., on objects, persons, experiences, events), and discuss the value of diverse perspectives
- 4.3.2: E-8** describe the impact of discriminatory attitudes and practices (e.g., racism, prejudice, stereotyping) on quality of life
- 4.3.2: F-8** describe influences (e.g., culture, time, place, cross-cultural interactions, media, governance) that create differences in world views

Students will . . .

- 4.3.2: A-10** identify contributions that people from a variety of cultures have made to human understanding and well-being
- 4.3.2: B-10** view a situation from more than one perspective
- 4.3.2: C-10** give examples of ways in which various cultures are portrayed in the media
- 4.3.2: D-10** identify various sources of historical evidence and information (e.g., archaeology, artifacts, literature, art, music, biographies, journals, photographs, oral histories), and explain how each enhances understanding of the past
- 4.3.2: E-10** describe causes of misunderstanding between people from various cultures
- 4.3.2: F-10** discuss ethnocentric perspectives in a document or in an event, and explain their origins

Students will . . .

- 4.3.2: A-12** explain how citizens develop a national identity
- 4.3.2: B-12** discuss the value of seeking and understanding different perspectives
- 4.3.2: C-12** demonstrate understanding of the effects of racism and discrimination on an individual's ability to be successful in a chosen field
- 4.3.2: D-12** give examples of ways in which stereotypes pertaining to Aboriginal peoples have been created and perpetuated
- 4.3.2: E-12** assess the authenticity of media portrayals of Aboriginal peoples
- 4.3.2: F-12** suggest ways to resolve conflicting perspectives

**4.3.2
Intercultural
Perspectives
and
Skills**



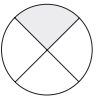
4.4 Linguistic Diversity

Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

	<i>Students will . . .</i>	<i>Students will . . .</i>	<i>Students will . . .</i>
4.4.1 Variations in Languages and Social Conventions	4.4.1: A-2 list the main Aboriginal languages spoken in Manitoba	4.4.1: A-4 give examples of the main Aboriginal languages spoken in Canada	4.4.1: A-6 give examples of the variety of Aboriginal languages spoken in Canada and in the United States
	4.4.1: B-2 identify the variety of languages spoken by schoolmates	4.4.1: B-4 identify the variety of languages spoken in the community	4.4.1: B-6 identify the variety of languages spoken in Manitoba
	4.4.1: C-2 demonstrate awareness of similarities (e.g., sounds, basic word order) between own language and the language being learned	4.4.1: C-4 describe similarities and differences (e.g., spellings of familiar words, social conventions) between own language and the language being learned	4.4.1: C-6 demonstrate awareness that languages can be grouped into families based on common origins
	4.4.1: D-2 give examples of common non-verbal behaviours/gestures used in a specific culture	4.4.1: D-4 demonstrate understanding of the appropriateness of verbal and non-verbal behaviours (e.g., respect for space, forms of address) in certain contexts	4.4.1: D-6 compare oral and written aspects (e.g., grammar structures) of own language and the language being learned
	4.4.1: E-2 identify basic social conventions (e.g., politeness) appropriate to the classroom	4.4.1: E-4 discuss social conventions (e.g., taking turns) used in informal conversations	4.4.1: E-6 give examples of appropriate verbal and non-verbal behaviours (e.g., respect for interpersonal space, nodding for greeting, shaking hands) in a variety of familiar contexts
			4.4.1: F-6 identify important social conventions (e.g., shaking hands) used in everyday interactions



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 4.4.1: A-8 give examples of the variety of Aboriginal and indigenous languages spoken in North America
- 4.4.1: B-8 identify the variety of languages spoken in Canada
- 4.4.1: C-8 list words in own language that have been borrowed from other languages
- 4.4.1: D-8 discuss verbal and non-verbal behaviours (e.g., eye contact, touch, lack of respect for interpersonal space, sounds, noises, gestures) that may be considered impolite
- 4.4.1: E-8 interpret the use of social conventions encountered in oral and written texts
- 4.4.1: F-8 demonstrate awareness that in any language there are different words for the same things

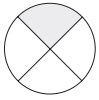
Students will . . .

- 4.4.1: A-10 give examples of the variety of Aboriginal and indigenous languages spoken in the Americas
- 4.4.1: B-10 demonstrate understanding that languages may have regional differences in pronunciation, vocabulary, or structure
- 4.4.1: C-10 analyze similarities and differences (e.g., text forms, aspects of language development, key linguistic features) between own language and the language being learned
- 4.4.1: D-10 describe a variety of verbal and non-verbal communication techniques used in a variety of contexts
- 4.4.1: E-10 use social conventions in a variety of contexts (e.g., use suitable language to engage listeners' attention when beginning to speak)
- 4.4.1: F-10 identify influences (e.g., age, gender, kinship, use of language at home, community, occupation) resulting in variations in language

Students will . . .

- 4.4.1: A-12 give examples of the variety of Aboriginal and indigenous languages spoken in the world
- 4.4.1: B-12 identify elements of linguistic diversity (e.g., regional variations, commonalities within families of languages), and discuss their implications for language learning
- 4.4.1: C-12 research and present information on Aboriginal language families (e.g., Algonquian, Athapaskan) in Canada and the United States
- 4.4.1: D-12 interpret and use a variety of verbal and non-verbal communication techniques in a variety of contexts
- 4.4.1: E-12 interpret and use a variety of social conventions in a variety of situations
- 4.4.1: F-12 describe factors that influence the status of languages
- 4.4.1: G-12 describe ways in which languages change over time, and identify reasons for the changes

**4.4.1
Variations
in
Languages
and
Social
Conventions**



4.4 Linguistic Diversity

Kindergarten to Grade 2

Grade 3 and Grade 4

Grade 5 and Grade 6

Students will . . .

**4.4.2
Valuing and
Using
Intercultural
Knowledge**

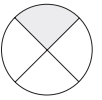
- 4.4.2: A-2 list Aboriginal language(s) spoken at home and at school
- 4.4.2: B-2 identify people at school who speak an Aboriginal language
- 4.4.2: C-2 discuss personal uses made of own knowledge of a specific Aboriginal language and culture
- 4.4.2: D-2 suggest reasons for learning a specific Aboriginal language
- 4.4.2: E-2 suggest reasons for learning an additional language

Students will . . .

- 4.4.2: A-4 list Aboriginal language(s) spoken in the community
- 4.4.2: B-4 identify people in the community who speak an Aboriginal language
- 4.4.2: C-4 discuss personal uses made of own knowledge of different languages and cultures
- 4.4.2: D-4 identify places where the language being learned is spoken
- 4.4.2: E-4 give examples of situations and jobs for which knowledge of Aboriginal languages is useful

Students will . . .

- 4.4.2: A-6 list Aboriginal language(s) spoken in the local area
- 4.4.2: B-6 identify communities that have Aboriginal language speakers from own language group
- 4.4.2: C-6 give examples of communities that have reclaimed their traditional Aboriginal names (e.g., Sagkeeng First Nation at Fort Alexander, Opaskwayak Cree Nation in The Pas)
- 4.4.2: D-6 discuss situations and jobs for which knowledge of different languages and cultures is useful



Grade 7 and Grade 8

Grade 9 and Grade 10

Grade 11 and Grade 12

Students will . . .

- 4.4.2: A-8 research and present information on an Aboriginal language used in the community/ surrounding areas
- 4.4.2: B-8 interview Aboriginal language speakers on how and why they have retained their language
- 4.4.2: C-8 discuss personal reasons for learning a specific Aboriginal language
- 4.4.2: D-8 explore personal reasons for learning additional languages and experiencing other cultures
- 4.4.2: E-8 identify careers in which knowledge of a specific Aboriginal language is useful
- 4.4.2: F-8 identify careers in which knowledge of Aboriginal cultures and intercultural skills are useful

Students will . . .

- 4.4.2: A-10 research and present information on a specific Aboriginal language used in Manitoba
- 4.4.2: B-10 identify careers in which knowledge of a specific Aboriginal language and culture can be used
- 4.4.2: C-10 identify careers in which knowledge of an additional language and intercultural skills can be used
- 4.4.2: D-10 research and discuss available educational opportunities related to Aboriginal languages and cultures
- 4.4.2: E-10 explore options for further education related to languages and cultures

Students will . . .

- 4.4.2: A-12 research and present information on Aboriginal languages used in Canada
- 4.4.2: B-12 explore how knowledge of languages and cultures can be applied in the global workplace and marketplace

**4.4.2
Valuing and
Using
Intercultural
Knowledge**



APPENDICES

Appendix A: School and Community Support

Appendix B: Curricular Connections

APPENDIX A: SCHOOL AND COMMUNITY SUPPORT

The *Elders* have always maintained that community support and involvement are the keys to successful language maintenance and revitalization. From generation to generation, the Elders as *keepers of knowledge* have passed on traditions and knowledge that have sustained Aboriginal peoples over the centuries. Spiritual, rational, and empirical knowledge transmitted through Aboriginal languages and *oral tradition* continues to illuminate the path defined by the *laws of relationships* that promote growth and health. This knowledge continues to support contemporary developments in medicine, education, and ecology. Recognition of this long, continuous contribution to the well-being of society as a whole is long overdue.

Fishman suggests that if a school program is going to make a difference in terms of language revitalization, it will require very strong, dedicated community support, including support from parents/guardians and Elders. In a study of Saskatchewan's Aboriginal language programming in schools, Heather Blair strongly recommends the need for much greater involvement of all stakeholders, noting that schools or language teachers could not reverse on their own the language loss trends evidenced in the communities she studied.

Aboriginal language teachers have often described the responsibility they feel and the tremendous amount of faith that is put in them and their programming by the school administrations as well as by the political leadership. Admirably, most language teachers approach their jobs with zeal, and it would seem that this is indeed what is required. Fleras and Crawford, after observing a number of successful school language programs, noted that strong grassroots activity was always present in the communities of those schools. Community members participated in planning and organizing cultural and social contexts for language use and in bringing the remaining language speakers into the school community.

This *Framework* proposes learning outcomes that rely a great deal on such community support, regardless of whether the resulting programming is first language, additional language, bilingual, or partial immersion programming. The intention of recommending strong community involvement in language programming is threefold:

- to respond to research findings about successful programming
- to encourage the community to come forward
- to suggest that development of programming not be left entirely to the teacher or the school

The community, encompassing Elders, parents/caregivers, family members, extended family, and community people, in addition to the school and its teachers, must take responsibility for revitalizing a language and its culture.

Parental/Family Support of Student Learning

The resource *Helping Your Child Succeed in School: A Guide for Parents and Families of Aboriginal Students* (Manitoba Education, Citizenship and Youth)* provides suggestions on how parents and families can support student learning. One section also suggests ways teachers and principals can assist students and parents.

* This guide is available on the Department's website at <www.edu.gov.mb.ca/k12/docs/parents/ab_guide/>. The guide is also available on CD-ROM, including oral narration in Ojibwe and Cree. In the guide, the term *parent(s)* includes biological parents, foster parents, legal guardians, and extended family members.

See Glossary for definitions of italicized terms.

The following information is excerpted from *Helping Your Child Succeed in School*:

- Traditionally, Aboriginal communities, parents, and extended family members worked together to achieve . . . educational goals for their children by helping them to develop fully in mind, body, emotions, and spirit. Today's schools share this focus on healthy development of the whole child. (4)
- Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members (*Philosophy of Inclusion*, Manitoba Education, Training and Youth). (5)
- As a parent of an Aboriginal student, you also help your child to get the most benefit from education by making the school aware of your child's Aboriginal ancestry (through the "Aboriginal Identity Field" which is explained at the following website: <www.edu.gov.mb.ca/aed/abidentity.html>. The information you provide about your child's heritage helps the school to offer learning experiences that are appropriate and respectful of what your family has to contribute to the school community. (7)

Helping Your Child Succeed in School provides suggestions for promoting a child's educational success. The guide emphasizes the importance of a parent being the first teacher and having a role in helping his or her child become a successful learner. The activity suggestions are listed by grade, from Kindergarten to Grade 12. The activities parents choose will be based on the needs of their child and what best fits with their family's experiences, beliefs, and cultural values. Some examples of grade-specific activities suggested in the guide, which would be applicable to this *Framework*, are provided below:

- **Suggested Activities – Grade 4:** Share with your child's teacher the names of Aboriginal Elders or other people with cultural/spiritual knowledge reflective of your family background who could be invited to share their wisdom with students and school staff. Share with school staff what you know about respectful ways to work with an Elder/other cultural or spiritual advisor. (The school will need your consent for your child's participation in activities related to spirituality.) (10)

- **Suggested Activities – Grade 7:** Teach your child about Aboriginal cultural knowledge you have that connects with school learning. For example, explain how math is used in making a traditional tipi or what modern science can learn from traditional Aboriginal knowledge about the relationship of people with the natural environment. (13)
- **Suggested Activities – Grade 10:** Help the school plan a trip for students to learn about Aboriginal history, cultural activities, or Aboriginal people in a variety of roles in the community. (15)

Additional Information

More information about parent/community partnerships with schools is available in the following documents, available on the Manitoba Education, Citizenship and Youth website at <www.edu.gov.mb.ca/k12/spcedu/documents.html>:

- *School Partnerships: A Guide for Parents, Schools, and Communities*
- *Working Together: A Guide to Positive Problem Solving for Schools, Families, and Communities*

For additional information on developing language and culture programming, see pages 111 to 120 of the following document, available on the Western and Northern Canadian Protocol (WNCP) website at <www.wncp.ca/>:

- *The Common Curriculum Framework for Aboriginal Language and Culture Programs: Kindergarten to Grade 12*

APPENDIX B: CURRICULAR CONNECTIONS

Appendix B identifies correlations of some of the learning outcomes in this *Framework* with those identified for other subject areas.

Social Studies (Kindergarten to Grade 8)

Reference: Manitoba Education and Youth. *Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes*. Winnipeg, MB: Manitoba Education and Youth, 2003.

Making Connections

Social studies is the study of people in relation to each other and to the world in which they live. In Manitoba, social studies comprises the disciplines of history and geography, draws upon the social sciences, and integrates relevant content from the humanities. As a study of human beings in their physical, social, and cultural environments, social studies examines the past and present and looks toward the future. Social studies helps students acquire the skills, knowledge, and values necessary to become active democratic citizens and contributing members of their communities, locally, nationally, and globally.

The following six general learning outcomes provide the conceptual structure for the social studies curriculum from Kindergarten through Grade 8, and are the basis for the specific learning outcomes for each grade:

- **Identity, Culture, and Community:** Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.
- **The Land: Places and People:** Students will explore the dynamic relationships of people with the land, places, and environments.
- **Historical Connections:** Students will explore how people, events, and ideas of the past shape the present and influence the future.
- **Global Interdependence:** Students will explore the global interdependence of people, communities, societies, nations, and environments.

- **Power and Authority:** Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.
- **Economics and Resources:** Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

There are similar goals and cluster headings in the social studies curriculum and in *Kindergarten to Grade 12 Aboriginal Languages and Cultures: Manitoba Curriculum Framework of Outcomes*. Examples of social studies cluster headings that could be integrated into General Learning Outcome 3 of this *Framework* are outlined below.

General Learning Outcome 3: Language Use in Context

3.1 Home

3.1.1 Interpersonal Relationships and Activities

- Kindergarten – Cluster 1: Me
Cluster 2: The People around Me
- Grade 1 – Cluster 1: I Belong
Cluster 2: My Environment
Cluster 3: Connecting with Others
- Grade 2 – Cluster 1: Our Local Community
- Grade 3 – Cluster 1: Connecting with Canadians
- Grade 4 – Cluster 3: Living in Manitoba

3.1.2 Belongings and Physical Environment

- Kindergarten – Cluster 1: Me
Cluster 3: The World around Me
- Grade 1 – Cluster 2: My Environment
- Grade 2 – Cluster 2: Communities in Canada
- Grade 3 – Cluster 1: Connecting with Canadians

3.2 School

3.2.1 Interpersonal Relationships and Activities

Kindergarten – Cluster 1: Me
Cluster 2: The People around Me

Grade 1 – Cluster 1: I Belong
Cluster 2: My Environment
Cluster 3: Connecting with Others

Grade 2 – Cluster 1: Our Local Community
Cluster 2: Communities in Canada
Cluster 3: The Canadian Community

Grade 3 – Cluster 1: Connecting with Canadians
Cluster 2: Exploring the World
Cluster 3: Communities of the World

Grade 4 – Cluster 2: Living in Canada
Cluster 3: Living in Manitoba
Cluster 4: History of Manitoba
Cluster 5: Canada's North

3.2.2 Physical Environment

Kindergarten – Cluster 3: The World around Me

Grade 1 – Cluster 2: My Environment

Grade 2 – Cluster 1: Our Local Community
Cluster 2: Communities in Canada
Cluster 3: The Canadian Community

3.2.3 Mental and Physical Fitness

Kindergarten – Cluster 1: Me
Cluster 2: The People around Me

Grade 1 – Cluster 2: My Environment
Cluster 3: Connecting with Others

Grade 2 – Cluster 1: Our Local Community
Cluster 3: The Canadian Community

Grade 3 – Cluster 1: Connecting with Canadians
Cluster 2: Exploring the World
Cluster 3: Communities of the World

Grade 4 – Cluster 2: Living in Canada
Cluster 3: Living in Manitoba

Grade 7 – Cluster 2: Global Quality of Life

3.3 Within the Community

3.3.1 Roles, Responsibilities, and Relationships

Kindergarten – Cluster 1: Me
Cluster 2: The People around Me

Grade 1 – Cluster 1: I Belong
Cluster 2: My Environment
Cluster 3: Connecting with Others

Grade 2 – Cluster 1: Our Local Community

Grade 3 – Cluster 1: Connecting with Canadians
Cluster 2: Exploring the World
Cluster 3: Communities of the World
Cluster 4: Exploring an Ancient Society

Grade 4 – Cluster 2: Living in Canada
Cluster 3: Living in Manitoba
Cluster 4: History of Manitoba

Grade 5 – Cluster 1: First Peoples

Grade 6 – Cluster 4: Canada Today: Democracy, Diversity, and the
Influence of the Past

Grade 8 – Cluster 1: Understanding Societies Past and Present

3.3.2 Daily Life and Sustenance

Kindergarten – Cluster 1: Me
Cluster 2: The People around Me
Cluster 3: The World around Me

- Grade 1 – Cluster 1: I Belong
 - Cluster 2: My Environment
 - Cluster 3: Connecting with Others
- Grade 2 – Cluster 1: Our Local Community
 - Cluster 2: Communities in Canada
- Grade 3 – Cluster 1: Connecting with Canadians
 - Cluster 2: Exploring the World
 - Cluster 3: Communities of the World
 - Cluster 4: Exploring an Ancient Society
- Grade 4 – Cluster 2: Living in Canada
 - Cluster 3: Living in Manitoba
 - Cluster 4: History of Manitoba
 - Cluster 5: Canada’s North
- Grade 5 – Cluster 1: First Peoples
- Grade 6 – Cluster 1: Building a Nation (1867 to 1914)
 - Cluster 2: An Emerging Nation (1914 to 1945)
 - Cluster 3: Shaping Contemporary Canada (1945 to Present)
 - Cluster 4: Canada Today: Democracy, Diversity, and the Influence of the Past
- Grade 7 – Cluster 2: Global Quality of Life
- Grade 8 – Cluster 1: Understanding Societies Past and Present

3.3.3 Safety and Well-Being

- Kindergarten – Cluster 1: Me
 - Cluster 2: The People around Me
- Grade 1 – Cluster 3: Connecting with Others
- Grade 2 – Cluster 1: Our Local Community
- Grade 3 – Cluster 1: Connecting with Canadians
 - Cluster 2: Exploring the World

3.4 Outside the Community

3.4.1 Living Things and Natural Resources and Phenomena

- Kindergarten – Cluster 2: The People around Me
 - Cluster 3: The World around Me
- Grade 1 – Cluster 2: My Environment
- Grade 2 – Cluster 1: Our Local Community
 - Cluster 2: Communities in Canada
- Grade 3 – Cluster 3: Communities of the World
- Grade 4 – Cluster 3: Living in Manitoba
 - Cluster 4: History of Manitoba
 - Cluster 5: Canada’s North
- Grade 5 – Cluster 1: First Peoples
 - Cluster 2: Early European Colonization (1600 to 1763)
 - Cluster 3: Fur Trade
- Grade 6 – Cluster 2: An Emerging Nation (1914 to 1945)
 - Cluster 3: Shaping Contemporary Canada (1945 to Present)
 - Cluster 4: Canada Today: Democracy, Diversity, and the Influence of the Past
- Grade 7 – Cluster 2: Global Quality of Life
 - Cluster 4: Human Impact in Europe or the Americas
- Grade 8 – Cluster 1: Understanding Societies Past and Present

3.4.2 Connections, Comparisons, and Influences

- Kindergarten – Cluster 1: Me
 - Cluster 2: The People around Me
 - Cluster 3: The World around Me
- Grade 1 – Cluster 1: I Belong
 - Cluster 2: My Environment
 - Cluster 3: Connecting with Others

- Grade 1 – Cluster 1: Our Local Community
Cluster 2: Communities in Canada
Cluster 3: The Canadian Community
- Grade 3 – Cluster 1: Connecting with Canadians
Cluster 2: Exploring the World
Cluster 3: Communities of the World
- Grade 4 – Cluster 1: Geography of Canada
Cluster 2: Living in Canada
Cluster 3: Living in Manitoba
Cluster 4: History of Manitoba
Cluster 5: Canada’s North
- Grade 5 – Cluster 1: First Peoples
Cluster 3: Fur Trade
Cluster 4: From British Colony to Confederation (1763 to 1867)
- Grade 6 – Cluster 1: Building a Nation (1867 to 1914)
Cluster 2: An Emerging Nation (1914 to 1945)
Cluster 3: Shaping Contemporary Canada (1945 to Present)
Cluster 4: Canada Today: Democracy, Diversity, and the Influence of the Past
- Grade 7 – Cluster 1: World Geography
Cluster 4: Human Impact in Europe or the Americas
- Grade 8 – Cluster 1: Understanding Societies Past and Present

Physical Education/Health Education

Reference: Manitoba Education and Youth. *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*. Winnipeg, MB: Manitoba Education and Training, 2000.

Making Connections

Manitoba’s combined physical education/health education curriculum provides a connected approach to learning about the mind and body that promotes healthy and active living. In today’s society, an entire generation of children is provided with increased opportunities to live sedentary lifestyles with reduced social interactivity. An increase in stimulating opportunities offered through television and multimedia technology progressively consumes the leisure time of children and youth, and leads to physical inactivity. Furthermore, physical inactivity has an impact on development of movement skills, fitness management, personal and social well-being, and associated health problems. It is necessary for educators to examine approaches for putting physical activity back into the daily lives of children and youth. It is a shared responsibility of the home, school, and community to ensure that students are active daily and to enable them to make active and healthy lifestyle choices.

The physical education/health education learning outcomes support an integrated and holistic approach to using highly active and interactive learning experiences to promote lifelong physical activity and well-being. The five general learning outcomes are

1. **Movement**
2. **Fitness Management**
3. **Safety**
4. **Personal and Social Management**
5. **Healthy Lifestyle Practices**

Each general learning outcome is further developed by specific learning outcomes, which are categorized under strands and sub-strands:

- **Strand:** A strand is a cluster of specific learning outcomes within a general learning outcome. It is an organizer for general topic areas.
- **Sub-Strand:** A sub-strand organizes specific learning outcomes within strands. Sub-strands represent specific topics within a strand.

There is a strong correlation between the rationale and learning outcomes of the physical education/health education curriculum and *Kindergarten to Grade 12 Aboriginal Languages and Cultures: Manitoba Curriculum Framework of Outcomes*. Examples of the correspondence of physical education/health education strands and sub-strands with the General Learning Outcome 3 cluster headings of this *Framework* are outlined below.

General Learning Outcome 3: Language Use in Context

3.1 Home

3.1.1 Interpersonal Relationships and Activities

GLO 3—Safety (Knowledge)

Strand B: Safety of Self and Others

Sub-Strand 1: Community Safety Awareness

Sub-Strand 3: Prevention and Care of Injuries

Sub-Strand 4: Community Support and Services

Sub-Strand 5: Violence Prevention

Sub-Strand 6: Personal Safety

GLO 4—Personal and Social Management (Knowledge)

Strand A: Personal Development

Sub-Strand 1: Self-Awareness/Self-Esteem

Sub-Strand 2: Goal Setting

Sub-Strand 3: Decision-Making/Problem-Solving Process

Strand B: Social Development

Sub-Strand 1: Social Responsibility

Sub-Strand 2: Relationships

Sub-Strand 3: Conflict-Resolution Process

Strand C: Mental-Emotional Development

Sub-Strand 1: Feelings and Emotions

Sub-Strand 2: Elements of Stress

Sub-Strand 3: Effects of Stress

GLO 4—Personal and Social Management (Skills)

Strand A: Acquisition of Personal and Social Management Skills Related to Physical Activity and Healthy Lifestyle Practices

Sub-Strand 1: Goal Setting/Planning

Sub-Strand 2: Decision Making/Problem Solving

Sub-Strand 3: Interpersonal Skills

3.1.2 Belongings and Physical Environment

GLO 3—Safety (Knowledge)

Strand A: Physical Activity Risk Management

Sub-Strand 3: Dress/Footwear

Sub-Strand 4: Equipment and Facilities

Sub-Strand 5: Alternative Pursuits

Strand B: Safety of Self and Others

Sub-Strand 1: Community Safety Awareness

Sub-Strand 2: Environmental Safety Awareness

GLO 5—Healthy Lifestyle Practices (Knowledge)

Strand B: Active Living

Sub-Strand 3: Influence of Technology on Physical Activity

Strand D: Substance Use and Abuse Prevention

Sub-Strand 1: Helpful and Harmful Substances

3.2 School

3.2.1 Interpersonal Relationships and Activities

- GLO 1 – Movement (Knowledge)
 - Strand C: Activity-Specific Movement
 - Sub-Strand 4: Teamwork and Fair Play
- GLO 3 – Safety (Knowledge)
 - Strand B: Safety of Self and Others
 - Sub-Strand 1: Community Safety Awareness
- GLO 4 – Personal and Social Management (Knowledge)
 - Strand A: Personal Development
 - Sub-Strand 1: Self-Awareness/Self-Esteem
 - Sub-Strand 2: Goal Setting
 - Sub-Strand 3: Decision-Making/Problem-Solving Process
 - Strand B: Social Development
 - Sub-Strand 1: Social Responsibility
 - Sub-Strand 2: Relationships
 - Sub-Strand 3: Conflict-Resolution Process
 - Strand C: Mental-Emotional Development
 - Sub-Strand 1: Feelings and Emotions
- GLO 4 – Personal and Social Management (Skills)
 - Strand A: Acquisition of Personal and Social Management Skills Related to Physical Activity and Healthy Lifestyle Practices
 - Sub-Strand 1: Goal Setting/Planning
 - Sub-Strand 2: Decision Making/Problem Solving
 - Sub-Strand 3: Interpersonal Skills

3.2.2 Physical Environment

- GLO 3 – Safety (Knowledge)
 - Strand A: Physical Activity Risk Management
 - Sub-Strand 3: Dress/Footwear
 - Sub-Strand 4: Equipment and Facilities
 - Sub-Strand 5: Alternative Pursuits

Strand B: Safety of Self and Others

Sub-Strand 1: Community Safety Awareness

Sub-Strand 2: Environmental Safety Awareness

GLO 5 – Healthy Lifestyle Practices (Knowledge)

Strand B: Active Living

Sub-Strand 3: Influence of Technology on Physical Activity

Strand D: Substance Use and Abuse Prevention

Sub-Strand 1: Helpful and Harmful Substances

3.2.3 Mental and Physical Fitness

- GLO 1 – Movement (Knowledge)
 - Strand A: Basic Movement
 - Sub-Strand 1: Basic Movement Skills
 - Strand B: Movement Development
 - Sub-Strand 3: Movement Concepts
 - Strand C: Activity-Specific Movement
 - Sub-Strand 1: Rules
 - Sub-Strand 2: Terminology
- GLO 1 – Movement (Skills)
 - Strand C: Application of Movement Skills to Alternative Pursuits
 - Sub-Strand 1: Alternative Pursuits
 - Strand D: Application of Movement Skills to Rhythmic/Gymnastic Activities
 - Sub-Strand 1: Rhythmic Activities
- GLO 2 – Fitness Management (Knowledge)
 - Strand A: Fitness Components
 - Sub-Strand 1: Fitness Components
 - Strand B: Fitness Benefits
 - Sub-Strand 1: Fitness Benefits
 - Strand C: Fitness Development
 - Sub-Strand 4: Motivational Factors

- GLO 3—Safety (Knowledge)
 Strand A: Physical Activity Risk Management
 Sub-Strand 1: Physical Activity Safety
 Sub-Strand 2: Exercise Safety
 Sub-Strand 5: Alternative Pursuits
- Strand B: Safety of Self and Others
 Sub-Strand 1: Community Safety Awareness
 Sub-Strand 2: Environmental Safety Awareness
 Sub-Strand 3: Prevention and Care of Injuries
 Sub-Strand 4: Community Support and Services
 Sub-Strand 5: Violence Prevention
- GLO 4—Personal and Social Management (Knowledge)
 Strand A: Personal Development
 Sub-Strand 1: Self-Awareness/Self-Esteem
 Sub-Strand 2: Goal Setting
 Sub-Strand 3: Decision-Making/Problem-Solving Process
- Strand B: Social Development
 Sub-Strand 1: Social Responsibility
 Sub-Strand 2: Relationships
 Sub-Strand 3: Conflict-Resolution Process
- Strand C: Mental-Emotional Development
 Sub-Strand 1: Feelings and Emotions
 Sub-Strand 2: Elements of Stress
 Sub-Strand 3: Effects of Stress
 Sub-Strand 4: Stress-Management Strategies
- GLO 4—Personal and Social Management (Skills)
 Strand A: Acquisition of Personal and Social Management Skills Related to Physical Activity and Healthy Lifestyle Practices
 Sub-Strand 1: Goal Setting/Planning
 Sub-Strand 2: Decision Making/Problem Solving
 Sub-Strand 3: Interpersonal Skills
 Sub-Strand 4: Conflict-Resolution Skills

- GLO 5—Healthy Lifestyle Practices (Knowledge)
 Strand A: Personal Health Practices
 Sub-Strand 1: Personal Health Practices
 Sub-Strand 2: Illness/Disease Prevention
 Sub-Strand 3: Dental Health
- Strand B: Active Living
 Sub-Strand 1: Benefits of Physical Activity
 Sub-Strand 2: Physical Activity Choices
 Sub-Strand 3: Influence of Technology on Physical Activity
- Strand C: Nutrition
 Sub-Strand 1: Healthy Eating
- Strand D: Substance Use and Abuse Prevention
 Sub-Strand 1: Helpful and Harmful Substances
 Sub-Strand 2: Effects of Substance Use
 Sub-Strand 3: Factors Affecting Substance Use

3.3 Within the Community

3.3.1 Roles, Responsibilities, and Relationships

- GLO 3—Safety (Knowledge)
 Strand A: Physical Activity Risk Management
 Sub-Strand 5: Alternative Pursuits
- Strand B: Safety of Self and Others
 Sub-Strand 1: Community Safety Awareness
 Sub-Strand 4: Community Support and Services
 Sub-Strand 5: Violence Prevention
 Sub-Strand 6: Personal Safety
- GLO 4—Personal and Social Management (Knowledge)
 Strand A: Personal Development
 Sub-Strand 1: Self-Awareness/Self-Esteem
 Sub-Strand 2: Goal Setting
 Sub-Strand 3: Decision-Making/Problem-Solving Process

Strand B: Social Development
Sub-Strand 1: Social Responsibility
Sub-Strand 2: Relationships
Sub-Strand 3: Conflict-Resolution Process

Strand C: Mental-Emotional Development
Sub-Strand 1: Feelings and Emotions
Sub-Strand 2: Elements of Stress
Sub-Strand 3: Effects of Stress

GLO 5—Healthy Lifestyle Practices (Knowledge)

Strand A: Personal Health Practices
Sub-Strand 1: Personal Health Practices

Strand D: Substance Use and Abuse Prevention
Sub-Strand 1: Helpful and Harmful Substances
Sub-Strand 2: Effects of Substance Use
Sub-Strand 3: Factors Affecting Substance Use

3.3.2 Daily Life and Sustenance

GLO 3—Safety (Knowledge)

Strand B: Safety of Self and Others
Sub-Strand 1: Community Safety Awareness
Sub-Strand 2: Environmental Safety Awareness
Sub-Strand 4: Community Support and Services

GLO 5—Healthy Lifestyle Practices (Knowledge)

Strand B: Active Living
Sub-Strand 1: Benefits of Physical Activity
Sub-Strand 2: Physical Activity Choices
Sub-Strand 3: Influence of Technology on Physical Activity

Strand C: Nutrition
Sub-Strand 1: Healthy Eating

Strand D: Substance Use and Abuse Prevention
Sub-Strand 1: Helpful and Harmful Substances
Sub-Strand 2: Effects of Substance Use
Sub-Strand 3: Factors Affecting Substance Use

3.3.3 Safety and Well-Being

GLO 3—Safety (Knowledge)

Strand A: Physical Activity Risk Management
Sub-Strand 5: Alternative Pursuits

Strand B: Safety of Self and Others

Sub-Strand 1: Community Safety Awareness
Sub-Strand 2: Environmental Safety Awareness
Sub-Strand 3: Prevention and Care of Injuries
Sub-Strand 4: Community Support and Services
Sub-Strand 5: Violence Prevention

GLO 4—Personal and Social Management (Knowledge)

Strand B: Social Development
Sub-Strand 1: Social Responsibility
Sub-Strand 2: Relationships
Sub-Strand 3: Conflict-Resolution Process

GLO 4—Personal and Social Management (Skills)

Strand A: Acquisition of Personal and Social Management Skills Related to Physical Activity and Healthy Lifestyle Practices
Sub-Strand 1: Goal Setting/Planning
Sub-Strand 2: Decision Making/Problem Solving
Sub-Strand 3: Interpersonal Skills
Sub-Strand 4: Conflict-Resolution Skills

GLO 5—Healthy Lifestyle Practices

Strand A: Personal Health Practices
Sub-Strand 1: Personal Health Practices
Sub-Strand 2: Illness/Disease Prevention

- Strand B: Active Living
 - Sub-Strand 1: Benefits of Physical Activity
 - Sub-Strand 2: Physical Activity Choices
 - Sub-Strand 3: Influence of Technology on Physical Activity
- Strand C: Nutrition
 - Sub-Strand 1: Healthy Eating
- Strand D: Substance Use and Abuse Prevention
 - Sub-Strand 1: Helpful and Harmful Substances
 - Sub-Strand 2: Effects of Substance Use
 - Sub-Strand 3: Factors Affecting Substance Use

3.4 Outside the Community

3.4.1 Living Things and Natural Resources and Phenomena

- GLO 3—Safety (Knowledge)
 - Strand A: Physical Activity Risk Management
 - Sub-Strand 3: Dress/Footwear
 - Sub-Strand 4: Equipment and Facilities
 - Sub-Strand 5: Alternative Pursuits
 - Strand B: Safety of Self and Others
 - Sub-Strand 1: Community Safety Awareness
 - Sub-Strand 2: Environmental Safety Awareness
- GLO 5—Healthy Lifestyle Practices (Knowledge)
 - Strand B: Active Living
 - Sub-Strand 3: Influence of Technology on Physical Activity
 - Strand D: Substance Use and Abuse Prevention
 - Sub-Strand 1: Helpful and Harmful Substances

3.4.2 Connections, Comparisons, and Influences

- GLO 3—Safety (Knowledge)
 - Strand B: Safety of Self and Others
 - Sub-Strand 4: Community Support and Services
- GLO 4—Personal and Social Management (Knowledge)
 - Strand A: Personal Development
 - Sub-Strand 1: Self-Awareness/Self-Esteem
 - Sub-Strand 3: Decision-Making/Problem-Solving Process
 - Strand B: Social Development
 - Sub-Strand 1: Social Responsibility
 - Sub-Strand 2: Relationships
- GLO 5—Healthy Lifestyle Practices (Knowledge)
 - Strand A: Personal Health Practices
 - Sub-Strand 1: Personal Health Practices
 - Sub-Strand 2: Illness/Disease Prevention
 - Strand B: Active Living
 - Sub-Strand 2: Physical Activity Choices
 - Sub-Strand 3: Influence of Technology on Physical Activity
 - Strand D: Substance Use and Abuse Prevention
 - Sub-Strand 2: Effects of Substance Use
 - Sub-Strand 3: Factors Affecting Substance Use

Science (Kindergarten to Grade 8)

References: Manitoba Education and Training. *Grades 5 to 8 Science: Manitoba Curriculum Framework of Outcomes*. Winnipeg, MB: Manitoba Education and Training, 2000.
---. *Kindergarten to Grade 4 Science: Manitoba Curriculum Framework of Outcomes*. Winnipeg, MB: Manitoba Education and Training, 1999.

Making Connections

The purpose of Manitoba's science curriculum is to have students develop a measure of scientific literacy that will assist them in becoming informed, productive, and fulfilled members of society. The science curriculum is built upon the following five foundations for scientific literacy:

- A. Nature of Science and Technology**
- B. Science, Technology, Society, and the Environment (STSE)**
- C. Scientific and Technological Skills and Attitudes**
- D. Essential Science Knowledge**
- E. Unifying Concepts**

For more information on each of the foundations for scientific literacy, refer to the Manitoba Education, Citizenship and Youth website at www.edu.gov.mb.ca/k12/cur/science/outcomes/5-8/appendix.html.

The specific learning outcomes in the science *Framework* documents (Kindergarten to Grade 4, Grades 5 to 8) are grouped into clusters. The clusters are thematic and generally relate to the three science disciplines: life science, physical science, and Earth and space science.

There is a correlation in cluster headings and learning outcomes between the science curriculum and *Kindergarten to Grade 12 Aboriginal Languages and Cultures: Manitoba Curriculum Framework of Outcomes*. Examples of science cluster headings that could be integrated into General Learning Outcome 3 of this *Framework* follow.

General Learning Outcome 3: Language Use in Context

3.1 Home

3.1.1 Interpersonal Relationships and Activities

Grade 1 – Cluster 4: Daily and Seasonal Changes

3.1.2 Belongings and Physical Environment

Kindergarten – Cluster 2: Colours

Grade 1 – Cluster 3: Characteristics of Objects and Materials
Cluster 4: Daily and Seasonal Changes

Grade 2 – Cluster 1: Growth and Changes in Animals
Cluster 2: Properties of Solids, Liquids, and Gases

Grade 3 – Cluster 2: Materials and Structures
Cluster 3: Forces That Attract or Repel

Grade 4 – Cluster 2: Light

Grade 5 – Cluster 2: Properties of and Changes in Substances

Grade 6 – Cluster 1: Diversity of Living Things
Cluster 3: Electricity

3.2 School

3.2.1 Interpersonal Relationships and Activities

Grade 1 – Cluster 1: Characteristics and Needs of Living Things
Cluster 2: The Senses
Cluster 4: Daily and Seasonal Changes

Grade 6 – Cluster 1: Diversity of Living Things

3.2.2 Physical Environment

Kindergarten – Cluster 2: Colours
Cluster 3: Paper

Grade 1 – Cluster 2: The Senses
Cluster 3: Characteristics of Objects and Materials

Grade 2—Cluster 2: Properties of Solids, Liquids, and Gases
Cluster 3: Position and Motion
Cluster 4: Air and Water in the Environment

Grade 3—Cluster 1: Growth and Changes in Plants
Cluster 2: Materials and Structures

Grade 4—Cluster 2: Light
Cluster 3: Sound
Cluster 4: Rocks, Minerals, and Erosion

Grade 5—Cluster 2: Properties of and Changes in Substances

Grade 6—Cluster 1: Diversity of Living Things
Cluster 3: Electricity

Grade 7—Cluster 2: Particle Theory of Matter

Grade 8—Cluster 2: Optics
Cluster 4: Water Systems

3.2.3 Mental and Physical Fitness

Grade 1—Cluster 1: Characteristics and Needs of Living Things
Cluster 2: The Senses
Cluster 4: Daily and Seasonal Changes

Grade 2—Cluster 1: Growth and Changes in Animals
Cluster 3: Position and Motion

Grade 3—Cluster 1: Growth and Changes in Plants

Grade 5—Cluster 1: Maintaining a Healthy Body
Cluster 2: Properties of and Changes in Substances
Cluster 4: Weather

Grade 8—Cluster 1: Cells and Systems

3.3 Within the Community

3.3.1 Roles, Responsibilities, and Relationships

Grade 1—Cluster 1: Characteristics and Needs of Living Things
Cluster 4: Daily and Seasonal Changes

Grade 5—Cluster 1: Maintaining a Healthy Body
Cluster 4: Weather

Grade 6—Cluster 1: Diversity of Living Things

3.3.2 Daily Life and Sustenance

Kindergarten—Cluster 1: Trees
Cluster 3: Paper

Grade 1—Cluster 1: Characteristics and Needs of Living Things
Cluster 4: Daily and Seasonal Changes

Grade 2—Cluster 1: Growth and Change in Animals
Cluster 2: Properties of Solids, Liquids, and Gases
Cluster 3: Position and Motion
Cluster 4: Air and Water in the Environment

Grade 3—Cluster 1: Growth and Changes in Plants
Cluster 2: Materials and Structures
Cluster 4: Soils in the Environment

Grade 4—Cluster 1: Habitats and Communities
Cluster 3: Sound
Cluster 4: Rocks, Minerals, and Erosion

Grade 5—Cluster 1: Maintaining a Healthy Body
Cluster 3: Forces and Simple Machines
Cluster 4: Weather

Grade 6—Cluster 1: Diversity of Living Things
Cluster 2: Flight
Cluster 3: Electricity

Grade 7—Cluster 2: Particle Theory of Matter
Cluster 3: Forces and Structures

Grade 8—Cluster 4: Water Systems

3.3.3 Safety and Well-Being

- Grade 1 – Cluster 1: Characteristics and Needs of Living Things
 - Cluster 2: The Senses
 - Cluster 4: Daily and Seasonal Changes
- Grade 2 – Cluster 1: Growth and Changes in Animals
- Grade 3 – Cluster 2: Materials and Structures
- Grade 5 – Cluster 1: Maintaining a Healthy Body
 - Cluster 2: Properties of and Changes in Substances
 - Cluster 4: Weather
- Grade 6 – Cluster 3: Electricity

3.4 Outside the Community

3.4.1 Living Things and Natural Resources and Phenomena

- Kindergarten – Cluster 1: Trees
 - Cluster 2: Colours
 - Cluster 3: Paper
- Grade 1 – Cluster 1: Characteristics and Needs of Living Things
 - Cluster 2: The Senses
 - Cluster 3: Characteristics of Objects and Materials
 - Cluster 4: Daily and Seasonal Changes
- Grade 2 – Cluster 1: Growth and Changes in Animals
 - Cluster 4: Air and Water in the Environment
- Grade 3 – Cluster 1: Growth and Changes in Plants
 - Cluster 4: Soils in the Environment
- Grade 4 – Cluster 1: Habitats and Communities
 - Cluster 4: Rocks, Minerals, and Erosion
- Grade 5 – Cluster 2: Properties of and Changes in Substances
 - Cluster 4: Weather
- Grade 6 – Cluster 1: Diversity of Living Things
- Grade 7 – Cluster 1: Interactions within Ecosystems
 - Cluster 4: Earth's Crust

Grade 8 – Cluster 4: Water Systems

3.4.2 Connections, Comparisons, and Influences

- Grade 1 – Cluster 1: Characteristics and Needs of Living Things
 - Cluster 4: Daily and Seasonal Changes
- Grade 2 – Cluster 4: Air and Water in the Environment
- Grade 5 – Cluster 1: Maintaining a Healthy Body
 - Cluster 4: Weather
- Grade 6 – Cluster 3: Electricity
- Grade 7 – Cluster 1: Interactions within Ecosystems
 - Cluster 4: Earth's Crust
- Grade 8 – Cluster 4: Water Systems

Education for a Sustainable Future

Reference: Manitoba Education and Youth. *Education for a Sustainable Future: A Resource for Curriculum Developers, Teachers, and Administrators*. Winnipeg, MB: Manitoba Education and Training, 2000.

Making Connections

Education for a Sustainable Future is intended to assist Manitoba curriculum developers and educators to integrate sustainability concepts into new and existing curricula. The document is interdisciplinary in approach, and provides direction for the integration of sustainability knowledge, skills, values, and life practices within the curriculum, the classroom, and the community.

Sustainability refers to the *conservation, protection, and regeneration* of resources over an indefinite period of time. Central to sustainability is the idea that today's decisions affect the future of human health and well-being, the environment, and the economy.

Sustainability requires knowledge and understanding of past events, as well as the ability to make informed predictions of future events. The aim of sustainability is to make equitable decisions and to conduct activities so that human health and well-being, the environment, and the economy can be improved and maintained for future generations. The challenge of sustainability is that it must be a collaborative process – citizens need to agree upon a vision as well as an action plan for the future. This process requires collective and conscious decision making, and is at the heart of *Education for a Sustainable Future*.

In traditional times the concept of sustainability was not only a world view of Aboriginal people, but was also a part of daily living for Aboriginal people.

The Early (E), Middle (M), and Senior (S) Years sustainability life practices identified in *Education for a Sustainable Future*, and in the list that follows, have been integrated into the cluster headings of General Learning Outcome 3 of *Kindergarten to Grade 12 Aboriginal Languages and Cultures: Manitoba Curriculum Framework of Outcomes*.

General Learning Outcome 3: Language Use in Context

3.1 Home

3.1.1 Interpersonal Relationships and Activities

Human Health and Well-Being

1E/1M/1S – Demonstrate healthy behaviours

2E/2M/2S – Demonstrate safe behaviours

3E – Demonstrate care and concern for others at home and at school

The Environment

4M – Demonstrate behaviours that contribute to the well-being of the environment, at home, at school, and in the community

The Economy

5E/5M/5S – Make wise choices about consumption

6E/6M/6S – Understand basic economic principles

3.1.2 Belongings and Physical Environment

The Environment

4E – Demonstrate behaviours that contribute to the well-being of the local environment

4M – Demonstrate behaviours that contribute to the well-being of the environment, at home, at school, and in the community

The Economy

5E/5M/5S – Make wise choices about consumption

5E/5M/5S – Use energy-efficient practices

Taking Action

7E/7M/7S – Take action on sustainability issues

3.2 School

3.2.1 Interpersonal Relationships and Activities

Human Health and Well-Being

1E/1M/1S – Demonstrate healthy behaviours

2E/2M/2S – Demonstrate safe behaviours

3E – Demonstrate care and concern for others at home and at school

The Economy

6E/6M/6S – Understand basic economic principles

3.2.2 Physical Environment

The Environment

4E – Demonstrate behaviours that contribute to the well-being of the local environment

4M – Demonstrate behaviours that contribute to the well-being of the environment, at home, at school, and in the community

The Economy

5E/5M/5S – Make wise choices about consumption

5E/5M/5S – Use energy-efficient practices

Taking Action

7E/7M/7S – Take action on sustainability issues

3.2.3 Mental and Physical Fitness

Human Health and Well-Being

1E/1M/1S – Demonstrate healthy behaviours

2E/2M/2S – Demonstrate safe behaviours

3E – Demonstrate care and concern for others at home and at school

3M/3S – Demonstrate care and concern for others, locally, nationally, and globally

3.3 Within the Community

3.3.1 Roles, Responsibilities, and Relationships

Human Health and Well-Being

1E/1M/1S – Demonstrate healthy behaviours

2E/2M/2S – Demonstrate safe behaviours

3E – Demonstrate care and concern for others at home and at school

3M/3S – Demonstrate care and concern for others, locally, nationally, and globally

The Environment

4E – Demonstrate behaviours that contribute to the well-being of the local environment

4M – Demonstrate behaviours that contribute to the well-being of the environment, at home, at school, and in the community

The Economy

5E/5M/5S – Make wise choices about consumption

5E/5M/5S – Use energy-efficient practices

6E/6M/6S – Understand basic economic principles

Taking Action

7E/7M/7S – Take action on sustainability issues

3.3.2 Daily Life and Sustenance

Human Health and Well-Being

1E/1M/1S – Demonstrate healthy behaviours

2E/2M/2S – Demonstrate safe behaviours

3E – Demonstrate care and concern for others at home and at school

3M/3S – Demonstrate care and concern for others, locally, nationally, and globally

The Environment

4E – Demonstrate behaviours that contribute to the well-being of the local environment

4M – Demonstrate behaviours that contribute to the well-being of the environment, at home, at school, and in the community

4S – Demonstrate behaviours that contribute to the well-being of the environment, locally, nationally, and globally

The Economy

5E/5M/5S – Make wise choices about consumption

5E/5M/5S – Use energy-efficient practices

6E/6M/6S – Understand basic economic principles

Taking Action

7E/7M/7S – Take action on sustainability issues

3.3.3 Safety and Well-Being

Human Health and Well-Being

1E/1M/1S – Demonstrate healthy behaviours

2E/2M/2S – Demonstrate safe behaviours

3E – Demonstrate care and concern for others at home and at school

3.4 Outside the Community

3.4.1 Living Things and Natural Resources and Phenomena

The Environment

4E – Demonstrate behaviours that contribute to the well-being of the local environment

4M – Demonstrate behaviours that contribute to the well-being of the environment, at home, at school, and in the community

4S – Demonstrate behaviours that contribute to the well-being of the environment, locally, nationally, and globally

The Economy

5E/5M/5S – Make wise choices about consumption

5E/5M/5S – Use energy-efficient practices

6E/6M/6S – Understand basic economic principles

Taking Action

7E/7M/7S – Take action on sustainability issues

3.4.2 Connections, Comparisons, and Influences

Human Health and Well-Being

3E – Demonstrate care and concern for others at home and at school

3M/3S – Demonstrate care and concern for others, locally, nationally, and globally

The Economy

6E/6M/6S – Understand basic economic principles

Taking Action

7E/7M/7S – Take action on sustainability issues

Mathematics (Kindergarten to Grade 5)

References: Manitoba Education and Training. *Grades 5 to 8 Mathematics: Manitoba Curriculum Framework of Outcomes and Grade 6 Standards*. Winnipeg, MB: Manitoba Education and Training, 1996.
---. *K-4 Mathematics: Manitoba Curriculum Framework of Outcomes and Grade 3 Standards*. Winnipeg, MB: Manitoba Education and Training, 1995.
Manitoba Education, Citizenship and Youth. "Mathematics." *Manitoba Education, Citizenship and Youth*. <www.edu.gov.mb.ca/k12/cur/math/mathcurr.html> (3 Aug. 2007).

Making Connections

Students need to understand how they can use mathematics to learn concepts in other subject areas. Teachers plan experiences and instruction so that cross-curricular connections are revealed and applied. There should be opportunities to explore practical applications in the school, home, and community. These applications will help students to understand that mathematics is a powerful and flexible tool that they can use to solve problems, to describe and model real-world phenomena, and to communicate complex thoughts and information.

The four strands of mathematics are

- **Number (N)**
- **Patterns and Relations (PR)**
- **Shape and Space (SS)**
- **Statistics and Probability (SP)**

Examples of specific learning outcomes from the mathematics curriculum (Kindergarten to Grade 5) are presented here to provide teachers with an opportunity to integrate them into General Learning Outcome 3 of *Kindergarten to Grade 12 Aboriginal Languages and Cultures: Manitoba Curriculum Framework of Outcomes*, where applicable. Although some learning outcomes could be integrated in various areas, they are identified only in some sections.

General Learning Outcome 3: Language Use in Context

3.1 Home

3.1.1 Interpersonal Relationships and Activities

- Kindergarten—SS-VI.1.0 Uses the terms long time or short time to talk about the duration of events
- Grade 1—SP-I.2.1 Chooses, with guidance, first-hand sources for obtaining information
SP-V.1.1 Predicts the chance of an event happening, using the terms never, sometimes, always
- Grade 2—SP-I.2.2 Chooses, independently, first-hand sources of information
SS-VI.1.2 Selects the most appropriate standard unit to measure a given time period, and estimates and measures the passage of time related to minutes and hours
- Grade 3—SP-I.2.3 Chooses from first- and second-hand sources of information
SS-VI.2.3 Reads and writes the days of the week and the months of the year

3.1.2 Belongings and Physical Environment

- Kindergarten—PR-I.1.0 Sorts objects using a single self-determined attribute
SS-IV.1.0 Uses the words heavier or lighter to talk about the mass/weight of two objects
- Grade 1—PR-I.1.1 Sorts objects, using a single given attribute, or a single self-determined attribute
PR-III.1.1 Begins to recognize patterns in the environment
SS-I.1.1 Selects an appropriate non-standard unit, and estimates, measures, records, compares, and orders objects by length, height, and distance around

- Grade 2—SS-I.1.2 Selects the most appropriate standard unit (cm, dm, m), and estimates, measures, records, compares, and orders objects by length, height, and distance around
- SS-III.1.2 Estimates, measures, records, compares, and orders containers, by capacity/volume using non-standard units
- N-II.1.2 Illustrates and explains halves, thirds, and fourths as part of a region or set
- Grade 3—PR-I.1.3 Sorts, concretely and pictorially, using two or more attributes
- SS-II.1.3 Selects an appropriate non-standard unit, and estimates, measures, records, compares, and orders shapes by area

3.2 School

3.2.1 Interpersonal Relationships and Activities

- Kindergarten—SP-II.1.0 Collects, with assistance, first-hand information
- SS-VII.1.0 Exchanges play money for objects in a play store
- Grade 1—SP-II.1.1 Collects, with guidance, first-hand information by: observing/counting; conducting surveys
- SP-V.1.1 Predicts the chance of an event happening, using the terms never, sometimes, always
- SS-VI.2.1 Describes the time of day (e.g., morning), sequences events within one day and over several days, and names in order the days of the week and the seasons of the year
- Grade 2—SP-I.1.2 Formulates, independently, the questions and categories for data collection
- SP-II.1.2 Collects, independently, first-hand information, choosing an appropriate recording method such as tally marks to record data

- SS-VI.2.2 Names, in order, the months of the year, and reads the date on a calendar
- SS-VII.1.2 Recognizes all Canadian coins and bills to \$10, and estimates, counts, and records, using the cent symbol only, the value of collections up to \$1

- Grade 3—SP-IV.2.3 Makes predictions and inferences when solving similar problems
- SS-VI.2.3 Reads and writes the days of the week and the months of the year
- SS-VII.2.3 Makes purchases and change up to \$10
- SS-VII.3.3 Creates and recognizes that a given value of money can be represented in many different ways
- SS-VIII.4.3 Estimates, reads, and records temperature to the nearest degree C, and relates temperature to everyday situations

3.2.2 Physical Environment

- Kindergarten—PR-II.1.0 Recognizes, reproduces, extends, and creates patterns using actions and manipulatives, and orally describes them
- SS-VII.1.0 Exchanges play money for objects in a play store
- SS-VIII.1.0 Uses words like hot, hotter; cold, colder; warm, warmer; and cool, cooler to talk about temperature
- N-I.1.0 Counts the number of objects in a set (0-10)
- N-I.3.0 Builds, compares, and orders two sets of like objects, and describes relationships between them using the terms more than, greater than, less than, the same as, equal to
- Grade 1—PR-II.1.1 Identifies, names, reproduces, extends, compares, and creates patterns, using actions, manipulatives, diagrams, and spoken terms
- PR-III.1.1 Begins to recognize patterns in the environment

SS-I.1.1 Selects an appropriate non-standard unit, and estimates, measures, records, compares, and orders objects by length, height, and distance around

SS-III.1.1 Estimates, measures, records, and compares the volume/capacity of containers using non-standard units

SS-IV.1.1 Estimates, measures, records, and compares objects by mass/weight using non-standard units

SS-X.1.1 Identifies, names, and describes specific 2-D shapes such as circles, triangles, and rectangles, and compares, sorts, and classifies 2-D shapes

N-I.2.1 Reads and writes numerals to 20, reads number words to ten, and explores the representation of numerals (0-50), using a calculator or computer

N-II.1.1 Demonstrates, and explains orally, an understanding of halves as part of a shape or solid

Grade 2—PR-I.1.2 Sorts objects and shapes, using one or two attributes, and identifies attributes and rules in pre-sorted sets

PR-II.1.2 Identifies, creates, extends, describes, and compares both numerical and non-numerical patterns

SS-II.1.2 Estimates, measures, records, and compares the area of shapes, using non-standard units

SS-III.1.2 Estimates, measures, records, compares, and orders containers, by capacity/volume using non-standard units

SS-X.2.2 Builds and rearranges a pattern, using a set of 2-D shapes, and matches and makes identical (congruent) 2-D shapes

SS-XII.1.2 Communicates and applies positional language in oral, written, or numerical form

N-I.2.2 Reads and writes numerals to 100 and number words to 20

N-I.3.2 Recognizes, builds, compares, and orders sets that contain 0 to 100 elements

N-II.1.2 Illustrates and explains halves, thirds, and fourths as part of a region or set

Grade 3—PR-I.1.3 Sorts, concretely and pictorially, using two or more attributes

SS-I.1.3 Selects the most appropriate standard unit, including km, and estimates, measures, records, compares, and orders objects by length, height, and perimeter

SS-I.3.3 Describes the relationship among cm, dm, and m

SS-II.1.3 Selects an appropriate non-standard unit, and estimates, measures, records, compares, and orders shapes by area

SS-II.2.3 Constructs a variety of shapes given a specific area in non-standard units

SS-III.1.3 Selects an appropriate unit, and estimates, measures, records, compares, and orders containers by capacity, using non-standard units or litres

SS-IV.1.3 Estimates, measures, records, compares, and orders objects by mass/weight, using standard units (g and kg)

SS-IX.1.3 Identifies and counts faces, vertices, and edges of 3-D objects, and compares and contrasts two 3-D objects

SS-XII.1.3 Communicates and applies terms of direction such as north or south, and east or west, relates them to maps, and graphs whole number points on a horizontal or vertical number line

Grade 4—SS-I.2.4 Constructs items of specific lengths, including mm

SS-I.3.4 Describes the relationships among mm, cm, dm, m, and km, and relates the size of a unit to the number of units used to measure length

SS-II.2.4 Constructs a number of shapes given a specific area (cm²)

SS-III.1.4 Estimates, measures, records, compares, and orders containers, by capacity, using mL and L

SS-IV.3.4 Relates g and kg, and the size of a unit to the number of units used to measure the mass
SS-XI.1.4 Recognizes from everyday experience, and identifies: point, line, angle, parallel lines, intersecting lines, perpendicular lines, vertical lines, horizontal lines
SS-XII.3.4 Creates and verifies symmetrical 2-D shapes by drawing lines of symmetry
N-II.1.4 Illustrates and explains hundredths as part of a region or set
N-V.2.4 Recalls multiplication and division facts to 81 (9 x 9) on a multiplication grid

Grade 5—SS-III.1.5 Estimates, measures, records, and orders containers by volume, using cm^3
SS-VII.1.5 Builds, represents, and describes geometric objects and shapes
SS-VIII.2.5 Identifies and names polygons according to the number of sides, angles, and vertices
SS-IX.2.5 Constructs, analyzes, and classifies triangles according to the measures of the sides
SS-X.2.5 Recognizes motion as a slide (translation), turn (rotation), or flip (reflection)

3.3 Within the Community

3.3.1 Roles, Responsibilities, and Relationships

Kindergarten—SP-III.2.0 Constructs concrete-object graphs, with assistance, using 1:1 correspondence
SS-VI.1.0 Uses the terms long time or short time to talk about the duration of events
Grade 1—SP-I.2.1 Chooses, with guidance, first-hand sources for obtaining information
SP-III.2.1 Constructs concrete-object graphs and pictographs, with guidance, using 1:1 correspondence

SP-IV.1.1 Compares data using appropriate language, including quantitative terms such as how many more, and poses oral questions in relation to the data gathered
SP-V.1.1 Predicts the chance of an event happening, using the terms never, sometimes, always
SS-VI.2.1 Describes the time of day (e.g., morning), sequences events within one day and over several days, and names in order the days of the week and the seasons of the year
SS-VII.1.1 Recognizes and names Canadian coins

Grade 2—SP-III.1.2 Organizes data independently, using graphic organizers as diagrams, charts, and lists
SP-III.2.2 Constructs and labels, independently, concrete-object graphs, pictographs, and bar graphs
SP-IV.1.2 Discusses data, and generates new questions from the displayed data
SP-IV.2.2 Draws and communicates appropriate conclusions
SP-V.2.2 Makes a prediction based on a simple probability experiment
SS-VI.3.2 Relates the number of days to a week, months to a year, minutes to an hour, hours to a day
SS-VII.1.2 Recognizes all Canadian coins and bills to \$10, and estimates, counts, and records, using the cent symbol only, the value of collections up to \$1
SS-VII.3.2 States the value, in cents, of quarters, a dollar, and bills to \$10, and creates equivalent sets of coins (using pennies, nickels, and dimes) up to \$1
Grade 3—SS-VI.1.3 Estimates and measures the passage of time, using standard units (seconds, minutes, hours, days, weeks, months, years), and reads digital clocks and writes time to the nearest minute, using 12 hour notation
SS-VII.3.3 Recognizes that a given value of money can be represented in many different ways

SS-VIII.4.3 Estimates, reads, and records temperature to the nearest degree C, and relates temperature to everyday situations

N-II.1.3 Illustrates and explains fifths and tenths as part of a region or set

Grade 4—PR-II.2.4 Identifies and explains mathematical patterns and relationships using: objects/models; charts/grids; Venn/Carroll/tree diagrams; graphs; technology
PR-III.1.4 Makes and justifies predictions, using numerical and non-numerical patterns

Grade 5—SP-V.1.5 Describes events, using the vocabulary of probability: best/worst chance; probable/improbable; always/more likely/equally likely/less likely/never
SP-V.2.5 Conducts probability experiments, explains results using the language of probability, and demonstrates that results are not influenced by such factors as age, experience, or skill of participants
SP-V.3.5 Lists all possible outcomes of an experiment involving a single event

3.3.2 Daily Life and Sustenance

Kindergarten—SS-IX.1.0 Identifies, sorts, and classifies 3-D objects in the environment, and describes and discusses objects, using such words as big, little, round, like a box, like a can

Grade 1—SS-II.1.1 Estimates the number of uniform objects or shapes, or the number of irregular shapes that will cover a given area, and verifies by covering and counting
SS-VI.2.1 Describes the time of day (e.g., morning), sequences events within one day and over several days, and names in order the days of the week and the seasons of the year
SS-IX.1.1 Explores and describes 3-D objects according to two attributes

Grade 2—SS-VI.1.2 Selects the most appropriate standard unit to measure a given time period, and estimates and measures the passage of time related to minutes and hours
SS-VI.3.2 Relates the number of days to a week, months to a year, minutes to an hour, hours to a day
SS-VII.3.2 States the value, in cents, of quarters, a dollar, and bills to \$10, and creates equivalent sets of coins (using pennies, nickels, and dimes) up to \$1

Grade 3—SS-IX.1.3 Identifies and counts faces, vertices, and edges of 3-D objects, and compares and contrasts two 3-D objects
SS-X.2.3 Recognizes congruent (identical) 2-D shapes
SS-XI.3.3 Explores, concretely, the concepts of perpendicular, parallel, and intersecting lines on 3-D objects

Grade 4—SS-VI.1.4 Reads and writes time using a.m. and p.m., and reads an analogue clock to the nearest minute
SS-VI.3.4 Relates years to decades, decades to centuries, and centuries to millenniums
SS-VII.1.4 Estimates, counts, and records collections of coins and bills up to \$50
SS-VII.2.4 Makes purchases and change up to \$50

Grade 5—PR-I.1.5 Constructs and extends patterns in 2 and 3 dimensions (concretely and pictorially)
PR-I.3.5 Develops charts to record and reveal patterns, and predicts and justifies pattern extensions
SS-VI.1.5 Reads and writes time on a 24-hour clock
N-II.2.5 Represents and describes equivalent fractions; connects proper fractions to decimals, concretely, pictorially, and symbolically

3.4 Outside the Community

3.4.1 Living Things and Natural Resources and Phenomena

Kindergarten—SP-III.2.0 Constructs concrete-object graphs, with assistance, using 1:1 correspondence

SS-VI.1.0 Uses the terms long time or short time to talk about the duration of events

SS-VIII.1.0 Uses words like hot, hotter; cold, colder; warm, warmer; and cool, cooler to talk about temperature

SS-IX.1.0 Identifies, sorts, and classifies 3-D objects in the environment, and describes and discusses objects, using such words as big, little, round, like a box, like a can

SS-XII.1.0 Describes the relative position of 3-D objects using such words as over, under, beside, between, inside, outside

Grade 1—PR-I.1.1 Sorts objects, using a single given attribute, or a single self-determined attribute

PR-II.1.1 Identifies, names, reproduces, extends, compares, and creates patterns, using actions, manipulatives, diagrams, and spoken terms

SS-VI.2.1 Describes the time of day (e.g., morning), sequences events within one day and over several days, and names in order the days of the week and the seasons of the year

SS-IX.1.1 Explores and describes 3-D objects according to two attributes

N-I.1.1 Counts orally by 1s, 2s, 5s, and 10s to 100; and estimates, then counts the number of objects in a set (0-50), comparing the estimate with the actual number

Grade 2—SP-III.1.2 Organizes data independently, using graphic organizers as diagrams, charts, and lists

SP-IV.1.2 Discusses data, and generates new questions from the displayed data

SP-IV.2.2 Draws and communicates appropriate conclusions

SP-V.2.2 Makes a prediction based on a simple probability experiment

Grade 3—SP-III.1.3 Uses rank ordering to organize data, and obtains new information by performing arithmetic operations on the data

SP-III.2.3 Displays data, using more than one way to display the same data

SP-IV.2.3 Makes predictions and inferences when solving similar problems

SP-V.2.3 Conducts a probability experiment, chooses an appropriate recording method, and draws conclusions from the results

Grade 4—PR-III.1.4 Makes and justifies predictions, using numerical and non-numerical patterns

SP-I.2.4 Selects a sample or population, and organizes the collection of data

SP-II.2.4 Discusses the process by which the data was collected

SP-III.1.4 Manipulates the data to create intervals for both tables and graphs

SP-III.2.4 Constructs a bar graph and a pictograph, using many to one correspondence, and justifies the choice of intervals and correspondence used

Grade 5—SS-X.3.5 Recognizes tessellations created with regular and irregular shapes in the environment

English Language Arts

References: Manitoba Education and Training. *Grades 5 to 8 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 6 Standards*. Winnipeg, MB: Manitoba Education and Training, 1996.

---. *Kindergarten to Grade 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 3 Standards*. Winnipeg, MB: Manitoba Education and Training, 1996.

---. *Senior 1 English Language Arts: Manitoba Curriculum Framework of Outcomes and Senior 1 Standards*. Winnipeg, MB: Manitoba Education and Training, 1996.

Making Connections

The English language arts (ELA) learning outcomes and standards of performance for Manitoba students are identified in the *ELA Framework* documents. These learning outcomes integrate the four foundation skill areas of literacy and communication, problem solving, human relations, and technology (Manitoba Education and Training, *A Foundation for Excellence*).

In all language learning there are interrelated and rule-governed symbol systems that represent social and human ways of representing, exploring, and communicating meaning. As well as being a defining feature of culture, language is an unmistakable mark of personal identity, and is essential for forming interpersonal relationships, understanding social systems, extending experience, and reflecting on thought and action. Language is the primary basis of all communication and the primary instrument of thought. The development of communication skills is essential to building common goals, appreciating linguistic and cultural diversity, and strengthening a sense of community.

Language learning is the responsibility of all educators across the curriculum. Subject area teachers, as well as Aboriginal language instructors, teach specialized language and text forms within the context of their disciplines.

Five general learning outcomes (GLOs) serve as the foundation for the *ELA Framework*. Each learning outcome is achieved through a variety of listening, speaking, reading, writing, viewing, and representing experiences. Students will listen, speak, read, write, view, and represent to

1. explore thoughts, ideas, feelings, and experiences
2. comprehend and respond personally and critically to oral, literary, and media texts
3. manage ideas and information
4. enhance the clarity and artistry of communication
5. celebrate and build community

Specific learning outcomes from the *ELA Framework* documents are included here to provide awareness of the ELA learning outcomes in Manitoba and to serve as a guide for Aboriginal language instructors in correlating ELA learning outcomes at specific grades. As there are differences in views on language learning, differences in language programming, and variations in the availability of trained teachers and relevant resources, there will not always be a direct correlation to the ELA learning outcomes identified for certain grades. For example, some Aboriginal language programming offers classes only once a week per grade, so the focus may be on oral language, and the reading and writing outcomes may not be at the same level of attainment. On the other hand, Aboriginal immersion programming may correlate with or surpass the expected learning outcomes of ELA in various strands. There may also be differences in views on when to begin the reading and writing process for Aboriginal language programming. Some programming may focus primarily on oral language, and may not introduce reading or writing until later grades. Teachers may also correlate certain ELA learning outcomes with the Aboriginal language outcomes.

The following learning outcomes are taken from Kindergarten, Grade 3, Grade 6, and Grade 9 (Senior 1) *ELA Framework* documents. The Kindergarten learning outcomes are included as a starting point for Aboriginal language programming in which the ELA learning outcomes are used for language learning. As the *ELA Framework* documents also describe standards of performance for students at the end of Grade 3, Grade 6, and Grade 9, the specific learning outcomes for these grades are also included. Standards are based on combinations of specific learning outcomes that describe the knowledge, skills, and attitudes that students are expected to demonstrate with increasing competence and confidence by the end of each grade.

Kindergarten

GLO 1: Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

1.1 Discover and Explore

- 1.1.1 Talk about personal experiences.
- 1.1.2 Listen to experiences and feelings shared by others.
- 1.1.3 Share experiences, feelings, and thoughts; use a scribe when appropriate.
- 1.1.4 Express preferences for favourite oral, literary, and media texts.
- 1.1.5 Talk about reading and writing stories.

1.2 Clarify and Extend

- 1.2.1 Recognize connections between new experiences and prior knowledge.
- 1.2.2 Explore new experiences and ideas.
- 1.2.3 Group ideas and information to make sense.
- 1.2.4 Wonder about and question new ideas and observations.

GLO 2: Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.

2.1 Use Strategies and Cues

- 2.1.1 Make connections between oral language, texts, and personal experiences.
- 2.1.2 Recognize and anticipate meaning from print, symbols, and images; revise understanding based on further information.
- 2.1.3 Recognize environmental print, symbols, and images [such as illustrations, photographs . . .] in context; recognize own name and personally familiar words.
- 2.1.4 Recognize that print is organized from top to bottom and left to right; recognize that letters represent sounds and match sounds with print.

2.2 Respond to Texts

- 2.2.1 Participate in shared listening, reading, and viewing experiences using texts from a variety of forms and genres [such as picture books, fairy tales, rhymes, stories, photographs, illustrations, video programs . . .] and cultural traditions.
- 2.2.2 Share personal experiences and family traditions related to oral, literary, and media texts; talk about and represent the actions of people in texts [including texts about Canada or by Canadian writers].
- 2.2.3 Share feelings evoked by oral, literary, and media texts.

2.3 Understand Forms and Techniques

- 2.3.1 Distinguish between what is realistic and imaginary in oral, literary, and media texts.
- 2.3.2 Develop a sense of story through listening, reading, viewing, and retelling experiences.
- 2.3.3 Demonstrate curiosity about and experiment with letters, sounds, words, and word patterns.
- 2.3.4 Appreciate the sounds and rhythms of language [such as nursery rhymes, personal songs, finger-plays . . .].
- 2.3.5 Create original texts [such as pictures, chants, storyboards, dramatic play . . .] to communicate and demonstrate understanding of forms and techniques.

GLO 3: Students will listen, speak, read, write, view, and represent to manage ideas and information.

3.1 Plan and Focus

- 3.1.1 Discuss personal knowledge of a topic.
- 3.1.2 Ask questions to satisfy personal curiosity and information needs.
- 3.1.3 Ask and answer questions to help satisfy group curiosity and information needs.
- 3.1.4 Choose different ways to gather information and ideas; recall directions.

3.2 Select and Process

- 3.2.1 Identify self and others as sources of information.
- 3.2.2 Seek information from others [such as people at school, at home, in the community . . .]; use multimedia and computers when appropriate.
- 3.2.3 Compare gathered ideas and information to personal knowledge.
- 3.2.4 Use illustrations, photographs, video programs, objects, and auditory cues to understand ideas and information.
- 3.2.5 Ask questions and use prior knowledge to make sense of information.

3.3 Organize, Record, and Assess

- 3.3.1 Categorize objects and pictures according to visual similarities and differences.
- 3.3.2 Represent and share information and ideas; compose with a scribe.
- 3.3.3 Indicate whether or not information is useful for answering questions.
- 3.3.4 Share learning and information-gathering experiences.

GLO 4: Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

4.1 Generate and Focus

- 4.1.1 Contribute ideas to focus on a topic.
- 4.1.2 Share ideas and experiences through talking, storytelling, pictures, singing, illustrations, and print.
- 4.1.3 Know that ideas expressed in oral language can be drawn and recorded.

4.2 Enhance and Improve

- 4.2.1 Talk about own and others' creations and stories.
- 4.2.2 Retell and represent ideas to clarify meaning.
- 4.2.3 Form recognizable letters and use letters and directional arrow keys on the keyboard.
- 4.2.4 Describe and enhance own drawings, stories, and writing using images and sounds.

- 4.2.5 Use drawings and labels to express ideas, feelings, and information.

4.3 Attend to Conventions

- 4.3.1 Check for completeness of work; add details, where appropriate.
- 4.3.2 Connect sounds with letters in words.
- 4.3.3 Recognize own name, upper and lower case letters, familiar logos, and periods.

4.4 Present and Share

- 4.4.1 Share information and ideas about a topic of personal interest.
- 4.4.2 Share information and ideas with a group.
- 4.4.3 Demonstrate active listening and viewing skills and strategies [such as showing attentive facial expression, keeping respectful silence . . .].

GLO 5: Students will listen, speak, read, write, view, and represent to celebrate and to build community.

5.1 Develop and Celebrate Community

- 5.1.1 Tell and draw stories about self and family.
- 5.1.2 Listen actively to stories and demonstrate curiosity.
- 5.1.3 Relate aspects of stories to personal feelings and experiences.
- 5.1.4 Contribute to group stories using rhymes, rhythms, symbols, pictures, and drama to create and celebrate.

5.2 Encourage, Support, and Work with Others

- 5.2.1 Participate in cooperative group activities.
- 5.2.2 Demonstrate attentiveness in group activities.
- 5.2.3 Recognize variations in language use at home, on the playground, and in the classroom.
- 5.2.4 Find ways to be helpful to others and use group process.

Grade 3

GLO 1: Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

1.1 Discover and Explore

- 1.1.1 Describe personal observations, experiences, predictions, and feelings.
- 1.1.2 Consider others' ideas and observations to discover and explore personal understanding.
- 1.1.3 Experiment with language to express feelings, and talk about memorable experiences and events.
- 1.1.4 Collect and share favourite oral, literary, and media texts.
- 1.1.5 Discuss areas of personal accomplishment and use pre-established criteria to set goals in language learning and use.

1.2 Clarify and Extend

- 1.2.1 Examine how new experiences, ideas, and information connect to prior knowledge and experiences; record connections.
- 1.2.2 Explain understanding of new concepts.
- 1.2.3 Arrange and label ideas and information in more than one way to make sense for self and others.
- 1.2.4 Ask questions to clarify information and develop new understanding.

GLO 2: Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.

2.1 Use Strategies and Cues

- 2.1.1 Make connections between texts, prior knowledge, and personal experiences.
- 2.1.2 Set a purpose for listening, reading, and viewing; make and confirm predictions, inferences, and conclusions; reread to check meaning.
- 2.1.3 Use textual cues [such as titles, covers, headings, illustrations, paragraphs as units of meaning . . .] to construct and confirm meaning.

- 2.1.4 Use syntactic, semantic, and graphophonic cues [including word order and punctuation—period, question mark, exclamation mark, apostrophe, and quotation marks; high-frequency sight words; structural analysis to identify prefixes, suffixes, compound words, contractions, and singular and plural words] to construct and confirm meaning in context.

2.2 Respond to Texts

- 2.2.1 Choose a variety of literary and media texts for shared and independent listening, reading, and viewing experiences using texts from a variety of forms and genres [such as non-fiction, chapter books, novels, short stories . . .] and cultural traditions.
- 2.2.2 Discuss similarities between experiences and traditions encountered in daily life and those portrayed in oral, literary, and media texts [including texts about Canada or by Canadian writers].
- 2.2.3 Identify words that form mental images and create mood in oral, literary, and media texts.

2.3 Understand Forms and Techniques

- 2.3.1 Recognize the distinguishing features of a variety of forms and genres [such as stories, poetry, plays, drum dances, news reports . . .].
- 2.3.2 Identify the sequence of events in oral, literary, and media texts, the time and place in which they occur, and the roles of main characters.
- 2.3.3 Apply knowledge of word patterns [including root words, prefixes, and suffixes] in a variety of contexts to extend knowledge of words.
- 2.3.4 Identify examples of repeated sound and poetic effects that contribute to enjoyment; respond to humour in oral, literary, and media texts.
- 2.3.5 Create original texts [such as personal narratives, reports, visual art, dramatizations, puppet plays, tableaux . . .] to communicate and demonstrate understanding of forms and techniques.

GLO 3: Students will listen, speak, read, write, view, and represent to manage ideas and information.

3.1 Plan and Focus

- 3.1.1 Use self-questioning to determine personal knowledge of a topic and identify information needs.
- 3.1.2 Ask topic-appropriate questions to identify information needs.
- 3.1.3 Contribute knowledge of a topic in group discussion to help determine information needs.
- 3.1.4 Recall and follow a sequential plan for accessing and gathering information.

3.2 Select and Process

- 3.2.1 Record and share personal knowledge of a topic.
- 3.2.2 Answer inquiry and research questions using a variety of information sources [such as children’s magazines, plays, folktales, personal songs, storytelling, the land . . .].
- 3.2.3 Review information to determine its usefulness to inquiry or research needs using pre-established criteria.
- 3.2.4 Use knowledge of visual and auditory cues and organizational devices [including titles, pictures, headings, labels, diagrams, library files, dictionary guide words, and table of contents] to locate and gather information and ideas.
- 3.2.5 Determine main ideas in information using prior knowledge, predictions, connections, and inferences.

3.3 Organize, Record, and Assess

- 3.3.1 Organize and explain information and ideas using a variety of strategies [such as clustering, categorizing, sequencing . . .].
- 3.3.2 Record facts and ideas using a variety of strategies [such as outlining, webbing, charting . . .]; list authors and titles of sources.
- 3.3.3 Determine whether collected information is sufficient or inadequate for established purpose.
- 3.3.4 Determine information needs during the inquiry or research process; assess inquiry or research experiences and skills.

GLO 4: Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

4.1 Generate and Focus

- 4.1.1 Generate and contribute ideas on particular topics for oral, written, and visual texts using a variety of strategies [such as brainstorming, creating thought webs, listing, drawing . . .].
- 4.1.2 Use a variety of forms [such as puppet plays, drum dances, Readers Theatre, murals, narrative stories . . .] for particular audiences and purposes.
- 4.1.3 Develop and arrange ideas in own oral, written, and visual texts using organizers [such as story maps, research planners . . .].

4.2 Enhance and Improve

- 4.2.1 Share own and others’ writing and creations in various ways [such as author’s chair, paired sharing . . .]; identify strengths and areas for enhancement of own and others’ work and presentations using pre-established criteria.
- 4.2.2 Revise to accommodate new ideas and information.
- 4.2.3 Print and write legibly, developing a personal style; format text and space words consistently on a line and page or on an electronic screen.
- 4.2.4 Select from a range of word choices and use simple and compound sentence patterns to communicate ideas and information.
- 4.2.5 Prepare neat and organized compositions, reports, and charts that engage the audience.

4.3 Attend to Conventions

- 4.3.1 Edit for complete sentences.
- 4.3.2 Know and apply conventional spelling patterns using a variety of strategies [including phonics, structural analysis, and visual memory] and resources [such as junior dictionaries, electronic spell-check functions . . .] when editing and proofreading.
- 4.3.3 Know and use some punctuation conventions [including periods, exclamation marks, and question marks] when editing and proofreading.

4.4 Present and Share

- 4.4.1 Present information and ideas on a topic to engage a familiar audience using a pre-established plan; use print and non-print aids to enhance the presentation.
- 4.4.2 Select, monitor, and use appropriate volume, expression, and non-verbal cues in presentations; use physical stance and gestures to enhance communication.
- 4.4.3 Demonstrate appropriate audience behaviours [such as showing enjoyment and appreciation . . .].

GLO 5: Students will listen, speak, read, write, view, and represent to celebrate and to build community.

5.1 Develop and Celebrate Community

- 5.1.1 Record ideas and experiences and share them with others.
- 5.1.2 Discuss ideas within stories from oral, literary, and media texts from various communities.
- 5.1.3 Connect portrayals of individuals or situations in oral, literary, and media texts to personal experiences; talk about personal participation and responsibility in communities.
- 5.1.4 Acknowledge and celebrate individual and class achievements.

5.2 Encourage, Support, and Work with Others

- 5.2.1 Cooperate and collaborate in small groups.
- 5.2.2 Ask others for their ideas and express interest in their contributions.
- 5.2.3 Show consideration for those whose ideas, abilities, and language use differ from own.
- 5.2.4 Understand how class members help each other to maintain group process.

Grade 6

GLO 1: Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

1.1 Discover and Explore

- 1.1.1 Engage in exploratory communication to share personal responses, make predictions, and discover own interpretations.
- 1.1.2 Select from others' ideas and observations to develop thinking and understanding.
- 1.1.3 Experiment with new forms of self-expression.
- 1.1.4 Assess personal collection of favourite oral, literary, and media texts and discuss preferences for particular forms.
- 1.1.5 Assess personal language use and revise personal goals to enhance language learning and use.

1.2 Clarify and Extend

- 1.2.1 Reflect on prior knowledge and experiences to arrive at new understanding.
- 1.2.2 Explain personal viewpoints in clear and meaningful ways and revise personal understanding.
- 1.2.3 Search for ways to reorganize ideas and information to extend understanding.
- 1.2.4 Appraise ideas for clarity and ask extending questions; select from others' experiences and ideas to extend ways of knowing the world.

GLO 2: Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.

2.1 Use Strategies and Cues

- 2.1.1 Seek connections between previous experiences, prior knowledge, and a variety of texts.
- 2.1.2 Use comprehension strategies [such as asking questions, making notes, adjusting reading rate . . .] appropriate to the type of text and purpose [including summarizing, outlining, remembering ideas, and responding personally].

- 2.1.3 Use textual cues [such as organizational structures of narrative and expository texts, headings, glossaries, margin notes . . .] to construct and confirm meaning.
- 2.1.4 Use syntactic, semantic, and graphophonic cueing systems [including word order; context clues and multiple meanings of words; structural analysis to identify roots, prefixes, and suffixes] to construct and confirm meaning; use a dictionary to determine word meaning in context.

2.2 Respond to Texts

- 2.2.1 Seek opportunities to experience texts from a variety of forms and genres [such as autobiographies, travelogues, comics . . .] and cultural traditions; share responses.
- 2.2.2 Discuss own and others' understanding of various community and cultural traditions in various places and times as portrayed in oral, literary, and media texts [including texts about Canada or by Canadian writers].
- 2.2.3 Identify descriptive and figurative language in oral, literary, and media texts and discuss how it enhances understanding of people, places, and actions.

2.3 Understand Forms and Techniques

- 2.3.1 Recognize key characteristics of various forms and genres of oral, literary, and media texts [such as novels, biographies, autobiographies, myths, poetry, drawings and prints . . .].
- 2.3.2 Identify significant elements and techniques in oral, literary, and media texts, and examine how they interact to create effects.
- 2.3.3 Experiment with ambiguity in language [such as puns, jokes based on multiple meanings, poetry . . .] in a variety of contexts.
- 2.3.4 Alter words, forms, and sentence patterns to create new versions of texts for a variety of purposes [such as humour . . .]; explain ways in which figures of speech [such as similes, metaphors . . .] clarify and enhance meaning.

- 2.3.5 Create original texts [such as letters, short stories, media broadcasts, plays, poems, video presentations, Readers Theatre . . .] to communicate and demonstrate understanding of forms and techniques.

GLO 3: Students will listen, speak, read, write, view, and represent to manage ideas and information.

3.1 Plan and Focus

- 3.1.1 Summarize and focus personal knowledge of a topic to determine information needs.
- 3.1.2 Formulate relevant questions to focus information needs for an inquiry.
- 3.1.3 Contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research.
- 3.1.4 Create and follow a plan to collect and record information within a pre-established time frame.

3.2 Select and Process

- 3.2.1 Recall, record, and organize personal and peer knowledge of a topic for inquiry or research.
- 3.2.2 Answer inquiry and research questions using a variety of information sources [such as bulletin boards, art, music, skilled community people, CD-ROMs, Internet . . .].
- 3.2.3 Recognize that information serves different purposes and determine its usefulness for inquiry or research focus using pre-established criteria.
- 3.2.4 Use a variety of tools [including bibliographies, thesauri, and technology] to access information and ideas; use visual and auditory cues [such as captions, intonation, staging . . .] to identify relevant information.

- 3.2.5 Use organizational patterns of oral, visual, and written texts [including main ideas and supporting details, explanation, comparison and contrast, cause and effect, and sequence] to construct meaning; skim, scan, and read closely to gather information.

3.3 Organize, Record, and Assess

- 3.3.1 Organize information and ideas using a variety of strategies and techniques [such as comparing and contrasting, classifying and sorting according to subtopics, sequences, order of priority or importance . . .].
- 3.3.2 Make notes on a topic, combining information from more than one source; reference sources appropriately.
- 3.3.3 Evaluate the appropriateness of information for a particular form, audience, and purpose; identify gaps in information collected and gather additional information.
- 3.3.4 Relate gathered information to prior knowledge to reach conclusions or develop points of view; establish goals for developing further inquiry or research skills.

GLO 4: Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

4.1 Generate and Focus

- 4.1.1 Focus a topic for oral, written, and visual texts integrating ideas from experiences and a variety of other sources.
- 4.1.2 Select specific forms [such as diaries, narratives, speeches, letters, poetry, mime . . .] that serve particular audiences and purposes.
- 4.1.3 Adapt models from listening, reading, and viewing experiences to enhance own oral, written, and visual texts using organizational patterns [such as stanzas, chronological order, paragraphs . . .].

4.2 Enhance and Improve

- 4.2.1 Share own stories and creations at appropriate times during revision and use criteria to provide feedback for others and to revise and assess own work and presentations.
- 4.2.2 Revise to eliminate unnecessary information.
- 4.2.3 Write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of formatting options [such as spacing, graphics, titles and headings, variety of font sizes and styles . . .] when appropriate.
- 4.2.4 Choose language, sounds, and images [including transitional devices] to enhance meaning and emphasis.
- 4.2.5 Prepare detailed and organized compositions, presentations, reports, and inquiry or research projects using templates or pre-established organizers.

4.3 Attend to Conventions

- 4.3.1 Edit for subject-verb agreement, appropriate verb tense, and correct pronoun references.
- 4.3.2 Know and apply spelling conventions using appropriate strategies [including structural analysis, syllabication, and visual memory] and spelling patterns when editing and proofreading; use a variety of resources to determine the spelling of common exceptions to conventional spelling patterns.
- 4.3.3 Know and apply capitalization and punctuation conventions in compound sentences, titles, headings, salutations, and addresses when editing and proofreading.

4.4 Present and Share

- 4.4.1 Share information on a topic with class members in a planned and focused group session using a variety of strategies [such as interactive dialogues, demonstrations, dramatizations, audiovisual and artistic representations . . .].
- 4.4.2 Use appropriate volume, phrasing, intonation, non-verbal cues [such as body language, facial expression . . .], and presentation space to enhance communication.

- 4.4.3 Demonstrate critical listening and viewing skills and strategies [such as recognizing main idea and details, identifying inference . . .] and show respect for presenter(s) through appropriate audience behaviours [such as giving non-verbal encouragement, responding to emotional aspects of the presentation . . .].

GLO 5: Students will listen, speak, read, write, view, and represent to celebrate and to build community.

5.1 Develop and Celebrate Community

- 5.1.1 Compare personal ways of responding and thinking with those of others.
- 5.1.2 Incorporate language from oral, literary, and media texts to describe personal perspectives on cultural representations.
- 5.1.3 Observe and discuss aspects of human nature revealed in personal experiences and in oral, literary, and media texts; recognize personal participation and responsibility in communities.
- 5.1.4 Explore and experiment with various ways in which language is used across cultures, age groups, and genders to honour and celebrate people and events.

5.2 Encourage, Support, and Work with Others

- 5.2.1 Assist group members to maintain focus and complete tasks; identify and solve group process issues.
- 5.2.2 Select and assume roles to assist in the achievement of group goals; engage in ongoing feedback.
- 5.2.3 Demonstrate sensitivity to appropriate language use and tone when communicating orally.
- 5.2.4 Assess own contributions to group process, set personal goals for enhancing work with others, monitor group process using checklists, and set group goals.

Grade 9 (Senior 1)

GLO 1: Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

1.1 Discover and Explore

- 1.1.1 Question and reflect on personal responses, predictions, and interpretations; apply personal viewpoints to diverse situations or circumstances.
- 1.1.2 Acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and viewpoints.
- 1.1.3 Use memorable language effectively and experiment with different personas for dynamic self-expression.
- 1.1.4 Discuss with peers preferences for texts [including books] and genres by particular writers, artists, storytellers, and filmmakers.
- 1.1.5 Reflect on attainment of personal goals for effective language learning and use.

1.2 Clarify and Extend

- 1.2.1 Reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge.
- 1.2.2 Review and refine personal viewpoints through reflection, feedback, and self-assessment.
- 1.2.3 Structure and restructure ideas and information to extend current understanding and to broaden personal perspectives of the world.
- 1.2.4 Consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding.

GLO 2: Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.

2.1 Use Strategies and Cues

- 2.1.1 Analyze and explain connections between previous experiences, prior knowledge, and a variety of texts [including books].

- 2.1.2 Use comprehension strategies [including recognizing main ideas and significant supporting details, and paraphrasing ideas] appropriate to the type of text and purpose; enhance understanding by rereading and discussing relevant passages.
- 2.1.3 Use textual cues [such as common literary, expository, and media text structures . . .] and prominent organizational patterns [such as chronology, cause and effect, comparison and contrast, problem and solution . . .] within texts to construct and confirm meaning and interpret texts.
- 2.1.4 Use syntactic, semantic, and graphophonic cueing systems [including context clues; structural analysis to identify foreign roots, prefixes, and suffixes] to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary].

2.2 Respond to Texts

- 2.2.1 Experience texts from a variety of forms and genres [such as essays, broadcast advertisements, romantic literature . . .] and cultural traditions; explain various interpretations of the same text.
- 2.2.2 Examine how personal experiences, community traditions, and Canadian perspectives are presented in oral, literary, and media texts.
- 2.2.3 Discuss how word choice and supporting details in oral, literary, and media texts [including books, drama, and oral presentations] affect purpose and audience.

2.3 Understand Forms and Techniques

- 2.3.1 Explain preferences for particular forms and genres of oral, literary, and media texts.
- 2.3.2 Examine the use of a variety of techniques [including establishing setting, characterization, and stereotyping] to portray gender, cultures, and socio-economic groups in oral, literary [including books], and media texts.
- 2.3.3 Appreciate variations in language, accent, and dialect in Canadian communities and regions; recognize the derivation and use of words, phrases, and jargon.

- 2.3.4 Examine creative uses of language in popular culture [including advertisements, magazines, and music]; recognize how figurative language and techniques create a dominant impression, mood, tone, and style.
- 2.3.5 Create original texts [such as video scripts, debates, editorials, audiotapes with voice and music, speeches, Readers Theatre, formal essays, letters, advertisements . . .] to communicate and demonstrate understanding of forms and techniques.

GLO 3: Students will listen, speak, read, write, view, and represent to manage ideas and information.

3.1 Plan and Focus

- 3.1.1 Determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research.
- 3.1.2 Develop focused questions to establish a purpose for reading, listening, and viewing information sources.
- 3.1.3 Generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic.
- 3.1.4 Prepare and use a plan to access, gather, and evaluate information and ideas from a variety of human, print, and electronic sources.

3.2 Select and Process

- 3.2.1 Access, record, and appraise personal and peer knowledge of a topic and evaluate it for breadth and depth to establish an information base for inquiry or research.
- 3.2.2 Obtain information and varied perspectives when inquiring or researching using a range of information sources [such as expository essays, books, radio and television transcripts, charts, tables, graphs, diagrams . . .].
- 3.2.3 Evaluate information sources for possible bias using criteria designed for a particular inquiry or research plan.
- 3.2.4 Expand and use a variety of skills [including visual and auditory] to access information and ideas from a variety of sources [including books, online catalogues, periodical indices, broadcast guides, film libraries, and electronic databases].

- 3.2.5 Identify a variety of factors [such as organizational patterns of text, page layouts, font styles, colour, voice-over, camera angle . . .] that affect meaning; scan to locate specific information quickly; summarize, report, and record main ideas of extended oral, visual, and written texts [including books].

3.3 Organize, Record, and Assess

- 3.3.1 Organize information and ideas by developing and selecting appropriate categories and organizational structures.
- 3.3.2 Summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions; reference sources.
- 3.3.3 Distinguish between fact and theory and between main and supporting information to evaluate usefulness, relevance, and completeness; address information gaps for particular forms, audiences, and purposes.
- 3.3.4 Reflect on new knowledge and its value to self and the wider community; determine personal inquiry and research strengths and learning goals.

GLO 4: Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

4.1 Generate and Focus

- 4.1.1 Use a variety of techniques to generate and select ideas for oral, written, and visual texts.
- 4.1.2 Adapt specific forms [such as book and film reviews, editorials, multimedia presentations, newscasts, letters, essays, poetry, myths, prose . . .] to match content, audience, and purpose.
- 4.1.3 Identify and use a variety of organizational patterns [such as flashbacks, cause and effect, comparison and contrast, problem and solution . . .] in own oral, written, and visual texts; use effective transitions.

4.2 Enhance and Improve

- 4.2.1 Share and discuss particular qualities of samples from own collection of work; accept and provide constructive suggestions for revising own and others' work and presentations.
- 4.2.2 Review previous draft and revise to refine communication and enhance self expression.
- 4.2.3 Format for legibility and use word processing effectively and efficiently when composing and revising; use electronic design elements to combine print and visuals.
- 4.2.4 Experiment with a variety of sentence patterns and figurative language; use supporting details when revising to enhance clarity and artistry.
- 4.2.5 Prepare compositions, presentations, reports, essays, and inquiry or research projects in a meaningful order and with adequate detail for audience understanding.

4.3 Attend to Conventions

- 4.3.1 Edit for parallel structure, use of transitional devices, and clarity.
- 4.3.2 Know and apply a repertoire of spelling conventions when editing and proofreading; use a variety of resources when editing and proofreading.
- 4.3.3 Know and apply capitalization and punctuation conventions in dialogues, quotations, footnotes, endnotes, and references when editing and proofreading.

4.4 Present and Share

- 4.4.1 Plan and conduct peer-involved class activities to share individual inquiry or research and understanding on a topic.
- 4.4.2 Choose vocabulary, voice production factors, and non-verbal cues to communicate effectively to a variety of audiences; use a variety of media and display techniques to enhance the effectiveness of oral presentations.

- 4.4.3 Demonstrate critical listening and viewing skills and strategies [such as following the train of thought, noting main points and details, evaluating presentation techniques . . .] and show respect for presenter(s).

GLO 5: Students will listen, speak, read, write, view, and represent to celebrate and to build community.

5.1 Develop and Celebrate Community

- 5.1.1 Recognize that differing perspectives and unique reactions enrich understanding.
- 5.1.2 Explain ways in which oral, literary, and media texts reflect topics and themes in life.
- 5.1.3 Reflect on ways in which the choices and motives of individuals encountered in oral, literary, and media texts [such as oral stories, novels and poems, magazines and television programs . . .] provide insight into those of self and others; discuss personal participation and responsibilities in a variety of communities.
- 5.1.4 Participate in organizing and celebrating special events, recognizing the importance and significance of the influence of language.

5.2 Encourage, Support, and Work with Others

- 5.2.1 Recognize the importance of effective communication in working with others.
- 5.2.2 Plan, organize, and participate in presentations of group findings.
- 5.2.3 Use inclusive language and actions that support people across races, cultures, genders, ages, and abilities.
- 5.2.4 Establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development.



GLOSSARY

GLOSSARY

The following definitions are intended to clarify the meaning of words and terms as they are used in this *Framework*.

Aboriginal

The term used in the context of the indigenous peoples of a particular country. In the *Constitution Act* of 1982 the term Aboriginal refers to all indigenous peoples in Canada, including Indians (status and non-status), Inuit, and Métis peoples. Many Aboriginal peoples prefer the term First Nations over the term Indians (*see* First Nations).

Aboriginal perspective

The world view of the Aboriginal cultures, as distinct from the world view of the mainstream culture in Canada. This world view presents human beings as inhabiting a universe made by the Creator and striving to live in respectful relationship with nature, one another, and themselves. Each Aboriginal culture expresses this world view in different ways, with different practices, stories, and cultural products.

actional competence

See communicative competence.

affective strategies

See language learning strategies.

cognitive strategies

See language learning strategies.

cohesion and coherence

Two important elements of discourse competence. Cohesion in a discourse sequence is created by many words or phrases that link one part of the text to another (*see* communicative competence). Coherence is more concerned with the large structure of texts: a single theme or topic, the sequencing or ordering of the sentences, and the organizational pattern (e.g., temporal sequencing, cause and effect, condition and result). Texts that are cohesive and coherent are easier to interpret.

communicative competence

The mode of communicative competence adopted in this document that is roughly based on the models of Canale and Swain, and Celce-Murcia, Dörnyei, and Thurrell, but includes insights from a number of other researchers, including Bachman, Byram, and Cohen. It comprises the following components:

■ **discourse competence**

The “ability to interpret a series of sentences or utterances in order to form a meaningful whole and to achieve coherent texts that are relevant to a given context” (Savignon 40). It involves understanding and being able to use the words and grammatical functions to make connections between elements of a text so that the text forms a meaningful whole. Some examples of these words and grammatical functions are noun–pronoun references, relative pronouns, conjunctions (e.g., *but*, *and*, *so*), as well as many words and phrases (e.g., *therefore*, *afterwards*, *on the other hand*, *besides*, *for example*).

■ **functional or actional competence**

Relates to the purposes of language users, the contexts in which they can operate, and the functions they can carry out using the language.

■ **intercultural competence**

A combination of the knowledge, skills, and attitudes that enable individuals to communicate and interact across cultural boundaries. This combination includes the skills of finding information about a culture, interpreting this information in order to understand the beliefs, meanings, and behaviours of members of that culture, relating one’s own culture to the target culture, and interacting with members of that culture. In the process of developing these skills, language learners will acquire knowledge of the other culture, a heightened awareness of their own culture, as well as knowledge of the processes of interaction between two cultures. Preconditions for successful intercultural interaction are an attitude of openness and curiosity and a willingness to look at the world from the point of view of the other culture.

■ **linguistic or grammatical competence**

Defined by Savignon as “mastery of the linguistic code, the ability to recognize the lexical, morphological, syntactic, and phonological features of a language and to manipulate these features to form words and sentences” (37). Following Celce-Murcia, Dörnyei, and Thurrell, orthography has been added in this *Framework*.

■ **sociolinguistic or socio-cultural competence**

Has to do with the appropriateness of language in relation to the context or situation. It includes elements such as sensitivity to differences in register or variations in language, non-verbal communication, and idiomatic expressions.

- **strategic competence**

Defined in early models of communicative competence as “ways to avoid potential [difficulties], or repair actual difficulties in communication, coping with communication breakdown, using affective devices” (Citizenship and Immigration Canada 13). The concept was later expanded to include any strategies used to enhance communication and language learning. (See language learning strategies *and* language use strategies.)

communicative teaching

An approach to teaching an additional language based on providing opportunities for learners to use the specific language to communicate in a wide range of interactive socio-cultural activities and situations. Learners are taught strategies that enable them to interweave knowledge of content/topics, sociolinguistic rules pertaining to situations, and the language system, in order to find and express meaning in language-use situations.

community

A group of people with commonalities that may include culture, language, values and beliefs, interests, practices and ways of life, history, or shared space. In some instances, community refers to a geographically defined space. The community can be a First Nations reserve, a Métis settlement, a rural municipality, a neighbourhood, part of a city, a cultural community, or a traditional territory. The community can also be an organized group (e.g., community Elders, youth clubs, sports teams).

competence

Defined in *Canadian Language Benchmarks* as “communicative competence, demonstrated through the ability to communicate and negotiate meaning and through the ability to interact meaningfully with other speakers, discourse, texts and the environment in a variety of situations” (Citizenship and Immigration Canada 10).

content-based language learning

An approach to learning an additional language while learning content from another subject area. This approach is taken in French immersion and bilingual programming.

culture

The customs, history, values, and languages that make up the heritage of a person or people and contribute to that person’s or people’s identity.

- The members of the culture task force of the *National Core French Study* (LeBlanc) define culture as “the general context and way of life. It is the behaviours and beliefs of a community of people whose history, geography, institutions, and commonalities are

distinct and distinguish them to a greater or lesser degree from all other groups” (44). An important element of a people’s way of life is their means of communicating among themselves – that is, their language.

- **Historical and contemporary elements** of the culture may include historical and contemporary events, significant individuals, emblems or markers of national identity (e.g., myths, cultural products, significant sites, events in the collective memory), public institutions, geographical space (e.g., regions, landmarks, borders, frontiers), social distinctions, conventions of behaviour, and beliefs, taboos, perceptions, and perspectives. Choices about which elements to include should reflect the importance of the elements within the culture and the interests and developmental level of the learners.

cultural community

A group of people who communicate using a common Aboriginal language and who associate their culture with specific cultural practices (e.g., protocols for interaction, dances, gathering of earth medicines, ceremonies) and specific cultural products (e.g., stories, tools, architectural designs, spiritual symbols).

dialect

A form of speech characteristic of a definite region or group. For example, five different dialects of the Cree language are spoken in Canada:

- **L** dialect (Moose Cree) – James Bay and Hudson Bay coastal region in Ontario
- **N** dialect (Swampy Cree) with regional variations between eastern (northwestern Ontario) and western (Manitoba) regions
- **R** dialect (Atti Kamek Cree) – Quebec region
- **TH** dialect (Woodlands or Rocky Cree) – northwestern Manitoba and northern Saskatchewan
- **Y** dialect (Plains Cree) – central and southern Saskatchewan and Alberta

discourse

Connected speech or writing that extends beyond a single sentence or utterance.

discourse competence

See communicative competence.

diverse, diversity

Differences that exist within cultures. Within most cultures, there are groups of people who have cultural beliefs, values, and practices that are different from the majority or mainstream culture. These differences may be based on religion, national or ethnic origin, social class, race, or colour.

Elder

Any person regarded or chosen by Aboriginal peoples to be the keeper and teacher of its oral tradition and knowledge (*see* keeper of knowledge). Elders, as individuals, are seen to have their own unique strengths and talents.

First Nations

Refers to First Peoples. Many Aboriginal peoples prefer the term First Nations over the terms Indians, Tribes, and Bands, which are used extensively by the federal, provincial, and territorial governments.

First Peoples

A collective term used to describe the inhabitants of the land now known as Canada prior to European contact.

functional competence

See communicative competence.

grammatical competence

See communicative competence.

guided situations

All the methods teachers and other conversational partners use to help language learners understand and produce language.

- **Oral language** is more easily understood if speech is slow and clearly articulated, with pauses to assimilate meaning, and if it is accompanied by gestures, facial expressions, body language, or visuals that help to express the meaning. Language learners will have less difficulty understanding a familiar speaker (one whose voice, accent, and speech habits are well known to them) speaking about a topic they know well and are interested in.
- **Written language** is more easily understood if, for example, there are illustrations to support the text, titles and subtitles are included to guide the reader, and the topic is a familiar one.

- Both **oral and written production** can be guided by providing learners with language models (e.g., sample sentence structures, text forms, patterns of social interaction) and a language-rich environment (e.g., illustrated thematic vocabulary lists on classroom walls, labels on classroom objects, correction guides, illustrated dictionaries).

idiomatic expression

A word or a group of words that has a commonly accepted meaning that is not the literal meaning (e.g., *he passed away* [he died], *happy as a lark* [very happy], and *I'm fed up* [I've had enough, I'm disgusted, I'm bored]).

intercultural competence

See communicative competence.

keeper of knowledge

A person designated or acknowledged by other Elders of a cultural community as being knowledgeable about the culture, its perspectives, practices, and products (*see* Elder).

kinesthetic ability

The ability to use the body to express ideas and feelings, and the ability to use the hands to produce or transform things.

kinship

Family relationships based on biological connections between parents and children throughout the generations. Kinship can also include extended connections of a family unit through marriages and adoptions.

language learning strategies

Actions taken by learners to enhance their learning. Language learning strategies include the following:

- **affective strategies**
Methods learners use to regulate their emotions, motivation, and attitudes to make them more conducive to learning.
- **cognitive strategies**
Operate directly on the language. They include using different techniques for remembering new words and phrases, deducing grammar rules or applying rules already learned, guessing at the meaning of unknown words, and using different ways to organize new information and link it to previously learned language.

- **metacognitive strategies**

Higher order skills that learners use to manage their own learning. They include planning for, monitoring, and assessing the success of language learning.

- **social strategies**

Actions learners take to interact with other learners or with speakers of the target language.

language use strategies

Actions taken to enhance communication. In early conceptual models of communicative competence (Canale and Swain), strategic competence was one component. It was defined as the strategies used “to compensate for breakdowns in communication due to performance variables or to insufficient competence” (30). Subsequent models have broadened the definition to include non-compensatory strategies. The term language use strategies is being used, rather than communication strategies, to reflect this broader range.

laws of relationships

The shared belief of Aboriginal cultures that “people must live in respectful, harmonious relationships with nature, with one another, and with themselves. The relationships are governed by what are understood as laws, which are gifts from the Creator. The laws are fundamentally spiritual, imbuing all aspects of life. As fundamental as this perspective may be, each Aboriginal culture expresses it in unique ways, with its own practices, products, and knowledge” (*The Common Curriculum Framework for Aboriginal Language and Culture Programs* 5).

lexical phrase

A group of words that functions like a single word (e.g., *all of a sudden, lie down, well done*).

lexicon

Includes all kinds of words, both content words (e.g., *dog, run, happy*) and function words (e.g., *him, from, but*). It also includes lexical phrases, which are groups of words that function like a single word (e.g., *all of a sudden*).

linguistic competence

See communicative competence.

mechanical conventions

The conventions used to make written texts easier to read, including use of capitalization, punctuation, paragraphs, titles, and headings.

metacognitive strategies

See language learning strategies.

morphology

The part of grammar that deals with changes in words that mark their function in the sentence (e.g., changes in verb endings or adjectives to mark agreement).

non-verbal communication

Means of communicating without the use of words. Meaning can be communicated by gestures, eye contact, facial expressions, body language, physical distance, and touch, as well as by sounds, noises, and silence.

oral tradition

The teachings and knowledge passed on from one generation to the next through the spoken word, including narratives, accounts, songs and dances, stories and legends, and laws.

orthography

Describes the writing system of the language—the correlation between the sounds and the spelling (when the writing system is alphabetic), the rules of spelling, and the mechanical conventions, such as capitalization and punctuation. An example is the double vowel writing system used in the Ojibwe language. When using this system, one doubles the long vowels instead of marking them.

patterns of social interaction

Social interaction that often follows fairly predictable patterns. Very simple patterns are made up of two or three exchanges (e.g., greeting–response). More complex patterns may have some compulsory elements and some optional elements that depend on the situation (e.g., express an apology, accept responsibility, offer an explanation, offer repair, promise non-recurrence). Lengthy interactions and transactions can be carried out by combining simpler ones to suit the situation.

phonology

Describes the sound system of the language, including pronunciation of vowels and consonants, intonation, rhythm, and stress.

register

The level of formality of speech or writing based on the social context in which the language is used. Casual conversation uses an informal register, while situations such as a public lecture or a radio broadcast demand a more formal register. The language used in a personal letter to a good friend or a close family member differs considerably from a formal letter in the business world.

semantics

The study of meanings and the development of meanings and words in sentences, phrases, or other groupings of words.

sense of belonging

Feeling and being accepted as part of a whole, such as being a member of a family, a circle of friends or classmates, and a community.

sense of place

Feeling comfortable and safe in one's environment, whether it is at the park, by the lakeshore, at a trapping cabin, or on the land.

social conventions

The customs that accompany speech in social situations. They may include actions such as bowing, shaking hands, or kissing, topics that are taboo in conversation, conventions for taking turns and interrupting or refusing politely, and appropriate amounts of silence before responding.

social strategies

See language learning strategies.

socio-cultural competence

See communicative competence.

sociolinguistic competence

See communicative competence.

spatial ability

The ability to perceive the visual-spatial world accurately and to work with these perceptions. It includes sensitivity to colour, line, shape, form, and space, and the relationships between them.

strategic competence

See communicative competence *and* language use strategies.

sustainability

A recognition of the interdependence of social health and well-being, the environment, and economic development, and a consciousness of the impact of this relationship on quality of life today and for future generations.

syllabics, syllabic writing

A writing system using syllabics, where each symbol stands for a consonant and vowel or just a consonant or a vowel.

syntax

The part of grammar that deals with language at the sentence level, including word order, types of sentences, and the way sentences are constructed. Syntax refers to the way words are arranged to form sentences.

task-based language learning

A practice of structuring classes around meaningful tasks rather than around elements of the language itself, such as grammar structures, vocabulary themes, or language functions.

teachings

Considered by many to be teachings of life, giving guidance to all aspects of life among Aboriginal peoples. This encompasses learning about traditional knowledge and world views, values and beliefs, and essential understandings and morals for living a healthy and balanced life.

technology

An encompassing term that includes tools, instruments, machines, systems, processes, and environments developed by humans to live in or to manage the physical environment.

text, text form

Any connected piece of language, whether a spoken utterance or a piece of writing, that language users/learners interpret, produce, or exchange. Texts consist of all language forms that can be experienced, discussed, and analyzed. These include print texts, oral texts (e.g., storytelling, dialogues, speeches, conversations), and visual texts (e.g., pictures, diagrams, tableaux, mime, non-verbal communication). There can, thus, be no act of communication through language without a text.

traditional

The First Nations and Inuit ways of life that existed before contact with Europeans. Today, the term traditional refers to the knowledge, beliefs, and customs (e.g., traditional dances, foods, ceremonies) that are connected to that time period.

variations in language

Variations, within any language, in the way people speak and write. Language can vary with the age, gender, social class, level of education, and occupation of the speaker. It can also vary from region to region within a country. Variations include differences in accent, vocabulary, and sometimes syntax, as well as different social conventions.

world view

The overall perspective from which one sees, interprets, and makes sense of the world; a comprehensive collection of beliefs and values about life and the universe held by an individual or a group. Any society has more than one world view. The prevailing world view reflects the values of a society's dominant group.



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