



Senior Years

Literacy, Academics, and Language (LAL) Literacy Courses

Progression of Literacy Domains

Progression of Literacy Domains

The following is an overview of the learning outcomes for all four LAL literacy courses organized by strand and big ideas. Consolidation of the learning outcomes is not prioritizing some outcomes as more important than others; it is grouping outcomes to help move student learning forward through the conceptual understanding of foundational literacy.

Linguistic Strand				
All LAL literacy courses will have topics infused throughout each half-credit course.				
Technology and Social Media • Indigenous Knowledge and Perspectives • Manitoba Global Competencies • Safe and Caring Schools				
	Phase 1A →	Phase 1B →	Phase 2A →	Phase 2B →
Learning Targets: Alphabet (Sound and Symbols)				
Big Ideas:				
<ul style="list-style-type: none"> • Builds awareness of the alphabet. • Demonstrates an understanding that the alphabet is related to sounds. • Demonstrates an understanding that a letter is a symbol connected to a sound. 				
Consolidation of Learning Outcomes	<ul style="list-style-type: none"> • demonstrates upper- and lower-case letter recognition • uses alternate font formats 			
Learning Targets: Sound and Symbol Systems				
Big Ideas:				
<ul style="list-style-type: none"> • Builds phonological awareness in the English language. • Builds phonemic awareness in the English language. • Uses elements of the sound symbol system appropriately. 				
Consolidation of Learning Outcomes 1.1.1	<ul style="list-style-type: none"> • uses single letter sounds: consonant and vowels • identifies that sounds move left to right (e.g., beginning, middle, and ending sounds of words) • uses C-V-C word patterns • uses syllables and stress 	<ul style="list-style-type: none"> • uses long and short vowels • uses diagraphs and blends • uses word families • uses rhyme • uses intonation of yes/no questions 	<ul style="list-style-type: none"> • recognizes word patterns • demonstrates an understanding of rhyme and word meaning • uses open and closed syllables • uses compound words • uses prefixes and suffixes 	<ul style="list-style-type: none"> • uses root words and derivation • uses <i>schwa</i> sound • uses inflection in words and questions

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Phase 1A →

Phase 1B →

Phase 2A →

Phase 2B →

Learning Targets: Grammatical Features

Big Ideas:

- Uses a range of simple grammatical features.
- Experiments with a developing range of simple English structures to express ideas.
- Demonstrates an increasing awareness of tense and parts of speech.

Consolidation of Learning Outcomes 1.1.3

<ul style="list-style-type: none"> • uses subject pronouns • asks simple wh- questions (e.g., who, what, when, where, why, how) in present tense • asks simple yes/no questions (e.g., "Is/Are...?" or "Do/Does...?") in present tense • makes affirmative and negative statements with the verbs "be" and "do" • uses singular/plural (e.g., nouns, this/these; articles – "the, a/an") • uses simple structures (e.g., It's + day. // It's + time. // It's...) 	<ul style="list-style-type: none"> • asks simple wh- questions and responses (affirm./neg.) • asks simple yes/no questions and responses • makes affirmative and negative statements with "be, do, have" and other high-frequency verbs • uses simple present continuous tense (e.g., simple past with high-frequency verbs such as "be, do, have") • uses modal auxiliary verbs (e.g., can / have to + verb) • uses singular/plural (e.g., count/no-count) • uses simple conjunctions (e.g., and, or, but) and simple prepositions of time and place (e.g., in, on, at, next to, on the right) • uses simple frequency adverbs (e.g., always, sometimes, never) and possessive adjectives (e.g., my, your, her, our) • uses subject pronouns 	<ul style="list-style-type: none"> • uses present continuous tense • uses modal auxiliary verbs (e.g., can/have to + verb) • uses common irregular verbs • uses subject-verb agreement • uses adjective + noun • uses "there is/there are" contractions (e.g., I'm, she's, isn't, don't) • uses demonstrative adjectives (e.g., this/that, these/those) • uses singular/plural (e.g., count/non-count) • uses indefinite articles (e.g., some/any, much/many) • uses possessive adjectives (e.g., my, your, her, our) • uses conjunctions • uses simple frequency adverbs 	<ul style="list-style-type: none"> • uses simple past tense • uses future tense ("will" + verb and "be going to + verb") • uses present perfect tense in high frequency situations • uses simple modals (e.g., can/could, may/might, shall/should, will/would, must) in affirmative/negative • uses simple expressions for giving advice, inviting, and expressing regret • uses comparative and superlative adjectives • uses adverbs (e.g., too, very, enough) • uses verb + infinitive (e.g., want to __, need to __) • uses possessives (e.g., girl's , Tom's) • uses object pronouns (e.g., mine, his, hers, theirs, ours) • uses conjunctions (e.g., and/or, but, either/neither) • uses polite expressions (e.g., "I would rather...", "Would you mind?")
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Linguistic Strand

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Phase 1A →

Phase 1B →

Phase 2A →

Phase 2B →

Learning Targets: Mechanical and Discourse Features (words, sentences—oral and written text)

Big Ideas:

- Recognizes and uses basic English mechanical features.
- Recognizes and uses basic English discourse features.
- Uses basic print conventions.

Consolidation of Learning Outcomes
1.1.4
1.1.5

- uses correct word spacing
- writes legibly (e.g., letter formation, lines, size)
- copies simple and familiar words (3–5 letters)
- copies basic patterned phrases or short sentences (e.g., “I like...”, “This is...”)

- writes basic patterned phrases or short sentences (e.g., “I like...”, “This is...”) with/ without support
- uses basic punctuation (e.g., period, question mark)
- writes simple and familiar words (3–5 letters)
- labels pictures with assistance
- uses repertoire of familiar words

- uses repertoire of familiar phrases
- uses a variety of punctuation (e.g., exclamation marks, commas)
- experiments with connecting words (e.g., and, but, so, however)

- independently authors compound sentences
- uses the following mechanical features: quotation marks, comma, colon, indent, bulleted list
- recognizes and uses basic English discourse features and explores their use for effect in structured situations (e.g., “I think...”, “First... then...”)
- fills in a graphic organizer

Learning Targets: Listening and Viewing

Big Ideas:

- Listens to and understands words and word clusters.
- Listens to and understands phrases, sentences, and oral interactions.
- Listens to, views, and understands the main points of short oral presentations and/or interactions.

Consolidation of Learning Outcomes
1.2.1

- recognizes letters of the alphabet and sounds
- recognizes/responds to basic survival vocabulary, greetings, and polite expressions (e.g. “thank you”, “please”, and “you’re welcome”)
- responds to very simple questions in familiar contexts (e.g., personal information)
- follows simple one-step directions
- indicates lack of understanding through non-verbal language

- recognizes letters of words when spelled or dictated
- recognizes/responds to simple questions/statements in familiar contexts (e.g., weather, family, employment)
- follows one-step or two-step directions in a familiar context to complete a simple task
- recognizes/responds to requests for repetition
- recognizes/responds to personal information questions
- identifies and responds to simple expressions indicating lack of understanding

- listens for key vocabulary words in contextualized conversations
- recognizes common words when spelled or dictated with visual aids
- recognizes/responds to alternative forms of basic questions in familiar contexts
- follows simple multi-step directions and instructions
- identifies and responds to more complex expressions indicating lack of understanding
- uses context clues to get main ideas and to identify details

- responds to statements, questions, and commands using some expanded vocabulary
- identifies key information/details in a description
- responds to requests for clarification and elaboration
- understands more complex language structures
- distinguishes facts and opinions in conversations
- recognizes/responds to common idioms

Linguistic Strand

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Phase 1A →

Phase 1B →

Phase 2A →

Phase 2B →

Learning Targets: Speaking and Representing; Demonstrating Interactive Fluency

Big Ideas:

- Navigates routine interpersonal interactions.
- Creates, shares, and answers questions for a short presentation.

Consolidation of Learning Outcomes
1.2.2
1.2.5

- expresses greetings and personal information
- uses letters verbally to provide personal information
- uses basic vocabulary for social interactions
- produces simple statements
- responds to short questions in a structured/familiar situation
- asks for repetition (e.g., “What?” and “Today?”)
- responds to simple sentences and questions in familiar situations

- produces and responds to common greetings and polite expressions with or without visual aids, such as physical movement, realia, and pictures
- demonstrates some control in language structures in social interactions
- produces simple ideas using key words and short phrases in routine and familiar situations
- answers simple questions with some details
- expresses likes and dislikes
- expresses lack of understanding (e.g., “Speak slower.”; “Please rephrase.”)

- produces simple statements, questions, and commands using familiar vocabulary
- participates in routine social conversations in familiar contexts (e.g., shopping, school)
- retells a simple story with support
- expresses ideas and points of view through short oral presentations or interactions
- asks for repetition or clarification

- produces short statements, questions, and commands using unfamiliar vocabulary
- participates in academic conversations in familiar contexts with support
- tells a simple story in detail
- produces a short oral presentation in an academic context with support
- exchanges ideas after clarification

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Phase 1A →

Phase 1B →

Phase 2A →

Phase 2B →

Learning Targets: Reading and Viewing

Big Ideas:

- Understands that letters represent sounds.
- Decodes some elements of the sound/symbol system, and sounds out simple words and sentences encountered in their environment.
- Demonstrates an understanding that symbols in the environment have meaning (e.g., washroom symbols, stop sign, exit signs).
- Demonstrates an understanding of reading strategies to gain meaning from text (e.g., skimming, locating pictures, using diagrams).
- Reads and gains meaning from simple texts on a familiar topic.

Consolidation of Learning Outcomes 1.2.3

<ul style="list-style-type: none"> • reads some common sight words • recognizes repeated patterns such as C-V-C, C-V-V-C, C-V-C-C, C-V-C-V, etc. • recognizes personal information words in print (e.g., first/last name, address, telephone number) • reads sentences on a familiar topic with support • interprets signs and symbols in the community • begins to recognize and decode words • understands explicit teaching of text forms (i.e., giving information) • makes predictions • visualizes words and pictures 	<ul style="list-style-type: none"> • understands the relationship between words and sentences • develops vocabulary of repeated patterns within a text • comprehends simple sentences • scans for specific text features (e.g., command words in instructions, titles, visuals, headings) • skims for textual cues on familiar topics with support • follows directions on a map • reads sentences about location using prepositions • reads and understands simple instructions that include pictures or modelling • identifies main idea and sequencing in texts 	<ul style="list-style-type: none"> • understands the relationship between sentences and a paragraph • develops vocabulary within an increasing range of text forms • understands more complex sentences with support • scans for specific lexicon vocabulary on a given topic • skims for specific ideas on familiar topics with support • reads interrelated sentences and understands how parts of speech enrich communication • reads and summarizes the text • uses questioning and context clues to determine meaning • reads accurately 	<ul style="list-style-type: none"> • understands the relationship between paragraph and narrative • develops academic vocabulary within different disciplines and academic contexts • understands more complex sentences without support • scans for specific textual evidence on a given topic • skims for specific supporting details • reads interrelated multi-paragraph selections from a variety of genres • infers from and analyzes the text • uses questioning to go beyond the text and make personal connections • reads fluently
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Learning Targets: Writing, Representing, and Using Lexicon Appropriately (Vocabulary)

Big Ideas:

- Knows and uses a repertoire of words and phrases.
- Writes and represents simple words and or phrases.
- Writes and represents simple and familiar texts.

<ul style="list-style-type: none"> • writes basic personal information (e.g., name, age) • uses unconventional spelling to independently write simple words • copies lists 	<ul style="list-style-type: none"> • writes basic personal information (e.g., address, phone number, email) • conventionally spells simple familiar words (3–5 letters) • generates lists (e.g., to-do list, grocery, needs, events, homework, likes and dislikes...) • completes a sentence using supports such as a sentence starter or cloze sentence 	<ul style="list-style-type: none"> • takes notes using a graphic organizer to complete an academic task, with support • generates several sentences on a familiar topic, with support • produces a range of simple and familiar texts on familiar topics (e.g., charts, graphs, menus, directions, recipes, texts, dialogue) 	<ul style="list-style-type: none"> • takes notes using a graphic organizer to complete an academic task independently • produces a simple text of interrelated ideas on a familiar topic • produces a range of simple and familiar texts on familiar topics (e.g., reports, narratives, stories, letters, emails, simple opinion, compare and contrast with support)
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Phase 1A →

Phase 1B →

Phase 2A →

Phase 2B →

Learning Targets: Knowledge of Sociocultural and Sociolinguistic Elements

Big Ideas:

- Uses English confidently for communication and personal expression.
- Demonstrates an understanding of cultural communication norms found in the school and community.

<p>Consolidation of Learning Outcomes</p> <p>1.3.1</p> <p>1.3.2</p> <p>1.3.3</p> <p>1.3.4</p> <p>1.3.5</p>	<ul style="list-style-type: none"> • listens to and observes different levels of formality of language • listens and observes different idiomatic expressions • experiences a variety of formal voices (e.g., statement, exclamation, question, command) • observes and reacts to basic social expressions appropriate to the classroom • understands the meaning of some common non-verbal behaviours used in Canadian culture 	<ul style="list-style-type: none"> • identifies and uses different levels of formality of language • imitates age-appropriate idioms • experiences a variety of informal voices (e.g., humour, fun, tone, sarcasm) • uses basic social expressions appropriate to the classroom (e.g., “excuse me”, “please”) • imitates some common non-verbal behaviours used in Canadian culture (e.g., nodding, keeping personal space, making eye contact, raising hands) 	<ul style="list-style-type: none"> • experiments with formal and informal uses of language • contextualizes idioms and expressions • experiments with a variety of formal and informal voices in language • identifies verbal behaviours that are considered impolite in a variety of contexts • recognizes some common non-verbal behaviours used in Canadian culture (e.g., nodding, keeping personal space, making eye contact, raising hand) 	<ul style="list-style-type: none"> • uses register and code switching appropriately • uses idiomatic expressions appropriately • demonstrates understanding of variations in language • uses social conventions appropriately, and compares and contrasts between Canadian culture and home culture • uses non-verbal communication appropriately, and compares and contrasts between Canadian culture and home culture
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Learning Targets: Knowledge of How Discourse is Organized, Structured, and Sequenced

Big Ideas:

- Demonstrates knowledge of how simple conversation and text is organized, structured, and sequenced.

<p>Consolidation of Learning Outcomes</p> <p>1.4.1</p> <p>1.4.2</p> <p>1.4.3</p>	<ul style="list-style-type: none"> • identifies sequential elements of a simple familiar story, process, or series of events with visual support and modelling (e.g., sequence pictures/visuals) • learns class/school schedules • identifies and responds to the basic elements of books (e.g., beginning, middle, end) • responds using simple social interaction patterns in face-to-face situations (e.g., greeting–response) 	<ul style="list-style-type: none"> • orders sequential elements of a simple familiar story, process, or series of events with visual support and modelling (e.g., sequence with sentences) • begins to organize, structure, and sequence simple texts with modelling and support (e.g., recognizes and responds to school communication, simple letters, and forms) • responds using simple social interaction patterns in face-to-face situations (e.g., question–answer, invitation accept/decline) 	<ul style="list-style-type: none"> • uses simple linking words or groups of words with support (e.g., using words like “first”, “second”, and “in the morning”; using pronouns) • identifies and produces a limited range of simple text forms in guided situations (e.g., advertisements, menus, letters, charts, and graphs) • initiates interactions appropriately using simple social interaction patterns in face-to-face situations (e.g., going to the convenience store, buying a bus pass) 	<ul style="list-style-type: none"> • identifies the connections between several paragraphs on a single topic • identifies and produces a limited range of simple text forms in guided situations (e.g., narratives, reports, stories, poems, and word problems) • initiates interactions and responds appropriately using simple social interaction patterns in face-to-face situations (e.g., request–acceptance/refusal; social invitations)
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Contextual Application

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	Phase 1A	Phase 1B	Phase 2A	Phase 2B
Learning Targets: Express Emotions and Personal Perspectives Big Ideas: <ul style="list-style-type: none"> • Shares ideas and thoughts. • Shares opinions and preferences. • Shares emotions and feelings. 				
Consolidation of Learning Outcomes 2.1.1 a 2.1.1 b	<ul style="list-style-type: none"> • expresses a simple preference or opinion with a single word or short phrase, with support • learns and uses basic emotions and feelings vocabulary (e.g., happy, mad, sad, sick) • responds to basic questions about personal emotions (e.g., “How are you today?”; “How do you feel?”) 	<ul style="list-style-type: none"> • expresses a simple preference or opinion with a single word or short phrase • responds to others expressing basic emotions and feelings using single words or short patterned phrases (i.e., with modelling and support, verbalizes pleasure, happiness, etc., such as “I am ... + adjective”) 	<ul style="list-style-type: none"> • identifies favourite people, places, or things • writes down and shares preferences using examples • shares and expands repertoire of emotions (e.g., anxious, nervous, excited, terrified, frustrated) 	<ul style="list-style-type: none"> • verbally expresses preferences in a variety of familiar situations • responds in writing and shares personal experiences to explain preferences, emotions, or feelings (e.g., journaling)
Learning Targets: Use Language for Imaginative Purposes and Personal Enjoyment Big Ideas: <ul style="list-style-type: none"> • Expresses humour/fun. • Uses language for creative/aesthetic purposes. • Uses language for personal enjoyment. 				
Consolidation of Learning Outcomes 2.1.2 a 2.1.2 b	<ul style="list-style-type: none"> • identifies words or situations that are personally funny (e.g., comedic situations, physical comedy, picture/meme, videos) 	<ul style="list-style-type: none"> • joins others in simple group language/speaking activities that are humorous and creative 	<ul style="list-style-type: none"> • uses language to share humour and creativity (e.g., listen to and share a favourite song, share a favourite video) 	<ul style="list-style-type: none"> • expresses oneself creatively by sharing humour and creativity appropriately with a group (e.g. tell a story, write a poem or song, experiment with the sounds and rhythms of language)
Learning Targets: Extend Their Knowledge of the World Big Ideas: <ul style="list-style-type: none"> • Identifies, states, understands, and solves a problem. • Recognizes and understands differences in opinions and ideas. 				
Consolidation of Learning Outcomes 2.1.3 a 2.1.3 b	<ul style="list-style-type: none"> • experiences and observes problem-solving situations in learning activities and interpersonal relationships • experiences and observes the main idea of simple statements of opinion in familiar social and classroom settings 	<ul style="list-style-type: none"> • identifies simple statements of problems and begins to negotiate solutions with support in familiar settings • interprets the main idea of simple statements of opinion in familiar social and classroom settings 	<ul style="list-style-type: none"> • reports simple statements of problems and participates in problem solving with support (e.g., “My locker won’t open.”; “I forgot my lunch.”) • explores opinions and values of peers in social and classroom settings from diverse and common backgrounds (e.g., two stars and a wish, peer feedback forms, peer discussion, elbow partners) 	<ul style="list-style-type: none"> • communicates problems and initiates solutions in familiar and unfamiliar situations with or without support • responds appropriately to ideas, opinions, values, and products of peers from diverse and common backgrounds with/without support (e.g., structured peer feedback form)

Contextual Application

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Phase 1A →

Phase 1B →

Phase 2A →

Phase 2B →

Learning Targets: Managing Personal Relationships

Big Ideas:

- Communicates and interacts with others to develop personal relationships.

<p>Consolidation of Learning Outcomes 2.2.1</p>	<ul style="list-style-type: none"> • uses greetings and farewells to form, maintain, and change relationships with support • exchanges some basic personal information with support (e.g., name, age, grade, first language, home country) 	<ul style="list-style-type: none"> • addresses a new acquaintance and introduces themselves without support • exchanges basic personal information without support 	<ul style="list-style-type: none"> • participates in casual exchanges with classmates with/without support • uses routine means of interpersonal communications appropriately (e.g., telephone call, social media, text messages) 	<ul style="list-style-type: none"> • initiates casual exchanges with classmates without support • initiates and maintains relationships with routine means of interpersonal communication appropriately without support
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Learning Targets: Imparting and Receiving Information

Big Ideas:

- Communicates and interacts with others to build, extend, and maintain personal relationships.
- Shares and receives essential information to meet personal and group needs.

<p>Consolidation of Learning Outcomes 2.2.2</p>	<ul style="list-style-type: none"> • shares basic information (e.g., name, address, phone number) • identifies familiar people, places, and things (e.g., school, family, friends) • copies essential information (e.g., address, phone number) 	<ul style="list-style-type: none"> • shares information with some details (e.g., meaning of their name) • identifies familiar people and places while sharing some opinions (e.g., favourite places, family relationships) • demonstrates the ability to use the telephone to make an emergency call (e.g., 911, doctor appointment) 	<ul style="list-style-type: none"> • asks for and provides information on familiar topics in structured situations • describes basic characteristics of familiar people, places, and things with support (e.g., sister, brother, store, field, barn) • records essential information for future use with support 	<ul style="list-style-type: none"> • asks for and provides information on topics without support • describes characteristics of familiar people, places, and things • describes basic characteristics of familiar people, places, and things with support (e.g., older/younger, names of store, purpose of place, soccer field, horse barn) • records essential information with some detail for future use
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Phase 1A →

Phase 1B →

Phase 2A →

Phase 2B →

Learning Targets: Get Things Done

Big Ideas:

- Guides actions of others.
- States personal actions.
- Manages group activities.

Consolidation of Learning Outcomes 2.2.3 a 2.2.3 b 2.2.3 c

- gives and responds to simple oral instructions or commands with support (e.g., “Open your book.”; “Go to the gym.”)
- indicates basic needs and wants, using verbal and non-verbal cues (e.g., “Drink.”; “Washroom.”)
- indicates willingness to do something, using non-verbal cues
- responds appropriately to the rules of turn-taking, with support
- responds appropriately to inappropriate behaviour of others through non-verbal communication

- gives and responds to simple oral instructions or commands without support (e.g., “Open your book.”; “Go to the gym.”)
- indicates basic needs and wants with some details (e.g., asking permission; “May I...”; “I need help.”)
- indicates willingness to do something, using verbal cues
- responds appropriately to the rules of turn-taking, producing statements, asking questions, and giving commands
- responds appropriately to inappropriate behaviour of others using simple expressions (e.g., “Please stop!”; “Let’s start.”)

- makes and responds to common requests for assistance, warnings, and other requests with support
- states personal actions in the immediate future, with support
- requests information and expresses needs using language functions with support (e.g., gratitude, appreciation, likes, and dislikes)
- manages turn-taking (e.g., “It’s your turn.”; “It’s my turn.”)
- encourages other group members to act appropriately (e.g., “It’s your turn.”; “Please listen.”), with/without support

- makes and responds to common requests for assistance, warnings, and other requests
- states personal actions in the immediate future
- requests information and expresses needs using language functions (e.g., apologizing, complementing, giving advice)
- manages turn-taking with some direction and agreement (e.g., who goes first, second...)
- encourages other group members to act appropriately

Learning Targets: Express Themselves in a Variety of Academic Contexts

Big Ideas:

- Transfers prior academic and subject area knowledge.
- Transfers prior academic concepts and skills.
- Acquires new knowledge concepts and skills in English.

Consolidation of Learning Outcomes 2.3.1 a 2.3.1 b

- identifies and connects basic knowledge, concepts, and skills related to prior life experiences for foundational academic purpose with visuals, realia, and their first language
- begins to add basic knowledge, concepts, and skills related to the core subject areas with visuals, realia, and their first language
- identifies basic academic tasks that relate to a cross-section of subject areas with support and modelling

- uses prior knowledge to build upon new learning in social situations with visuals, realia, and their first language
- uses basic knowledge, concepts, and skills related to the core subject areas with visuals and realia
- identifies basic academic tasks that relate to a cross-section of subject areas without support and modelling

- draws on prior life experiences in a limited range of academic tasks with visuals, realia, and their first language
- uses a limited range of new knowledge, concepts, and skills to complete simple structured academic tasks with visuals, realia, and their first language
- demonstrates the foundational and essential knowledge, skills, and attitudes related to the core subject areas with support

- draws on prior life experiences in a range of academic tasks with visuals, realia, and their first language
- uses a developing range of new knowledge, concepts, and skills to complete academic tasks with visuals, realia, and their first language
- demonstrates the foundational and essential knowledge, skills, and attitudes related to the core subject areas

Contextual Application

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Phase 1A →

Phase 1B →

Phase 2A →

Phase 2B →

Learning Targets: Express Themselves in a Variety of Non-academic Contexts

Big Ideas:

- Transfers prior knowledge concepts and skills.
- Acquires new knowledge concepts and skills.
- Uses realia for a variety of non-academic purposes.

Consolidation of Learning Outcomes
2.3.2 a
2.3.2 b

- recognizes and attempts to connect basic concepts and skills related to prior learning for everyday communication and participation in the community with visuals, realia, and their first language
- begins to develop new knowledge, concepts, and skills for communication and participation in the community with visuals, realia, and their first language

- connects basic concepts and skills related to prior learning for everyday communication and participation in the community with visuals, realia, and their first language
- uses new knowledge, concepts, and skills for communication and participation in the community with visuals, realia, and their first language

- explores a developing range of basic tasks by drawing on prior learning with visuals, realia, and their first language (e.g., communication; participation in the community and workplace) with support
- develops a range of new knowledge, concepts, and skills for everyday communication and participation in the community with visuals, realia, and their first language, with support

- explores a developing range of basic by drawing on prior learning with visuals, realia, and their first language (e.g., communication; participation in the community and workplace)
- develops a range of new knowledge, concepts, and skills for everyday communication and participation in the community with visuals, realia, and their first language

Intercultural and Global Citizenship

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Phase 1A →

Phase 1B →

Phase 2A →

Phase 2B →

Learning Targets: Self-Affirm and Value First Language, Culture, and Diversity

Big Ideas:

- Values home language.
- Uses home language to make meaning of new vocabulary.
- Recognizes and values cultural diversity of self and others.
- Celebrates diversity across communities.

Consolidation of Learning Outcomes
3.1.1
3.1.2

- connects new words to first language to make meaning with support (e.g., personal dictionary, picture dictionary)
- identifies important personal cultural celebrations and practices with support
- engages in activities and experiences involving people of diverse backgrounds and cultures (e.g., soapstone carving, cricket, weaving)

- connects new words to first language to make meaning (e.g., personal dictionary, picture dictionary)
- identifies important personal cultural celebrations and practices
- demonstrates a willingness to experience and explore activities involving people from diverse backgrounds and cultures

- recognizes similarities and differences among their first language, English, and other languages.
- recognizes and shares similarities and differences among personal cultural heritage and other cultures in the classroom
- celebrates differences found across cultural practices that involve people of diverse cultural backgrounds and cultures with support (e.g., Lunar New Year)

- shares similarities and differences among their first language, English, and other languages.
- recognizes and shares similarities and differences among personal cultural heritage and other cultures beyond the classroom
- collaborates and reflects on the significance of diversity

Learning Targets: Explore Personal Academic and Future Opportunities

Big Ideas:

- Demonstrates a basic understanding of school documents.
- Understands and communicates a personal educational plan.
- Identifies and communicates an understanding of personal interests.
- Uses knowledge and understanding of self to set goals.

Consolidation of Learning Outcomes
3.1.?

- recognizes basic vocabulary regarding school levels in Canada (i.e., Early Years, Middle Years, Senior Years, university/college) with support
- acquires basic vocabulary to access information on report card (e.g., subject areas, percent, platform, behaviour expectations, standards)
- recognizes and uses vocabulary for identifiable jobs found in and around the community (e.g., teacher, doctor, cashier, server, firefighter, police officer)
- identifies and labels areas of interest such as reading, music, animals

- uses basic vocabulary to communicate understanding of the educational pathway in Canada (i.e., Early Years, Middle Years, Senior Years, university/college/vocational schools) with support
- with support, accesses report card and looks for key information
- with support, generates a list of age-appropriate places to work in the community
- communicates areas of personal interest surrounding career and job paths

- knows and can communicate basic understanding for high school graduation (e.g., credits and classes)
- accesses report card and communicates a basic understanding
- identifies possible future careers based on interests
- demonstrates ability to fill out a basic job application with support
- with or without support, chooses correct terms to search for job postings in the local area
- demonstrates an understanding of different educational institutions (e.g., trades, academic, workplace training) with support

- identifies and sets goals to work towards high school graduation (e.g., identifies classes required, sets out a high school plan) with support
- communicates and shares a basic understanding of report card comments and identifies areas that require support and areas of excellence
- independently fills out a basic job application
- chooses correct terms to search for job postings in the local area
- demonstrates an understanding of different educational institutions (e.g., trades, academic, workplace training)
- generates and communicates a long-term career plan or path

Intercultural and Global Citizenship

All LAL literacy courses will have topics infused throughout each half-credit course.

Technology and Social Media • Indigenous Knowledge and Perspectives • Manitoba Global Competencies • Safe and Caring Schools

Phase 1A →

Phase 1B →

Phase 2A →

Phase 2B →

Learning Targets: Demonstrates Knowledge of Canada

Big Ideas:

- Demonstrates knowledge of Canada’s geography, history and development.
- Demonstrates knowledge of Canada’s peoples, cultures, and traditions.
- Demonstrates a basic understanding of democracy and Canada’s government.

<p>Consolidation of Learning Outcomes 3.2.1 3.2.2 Geography Symbols Indigenous Celebrations/ Identity Experiences</p>	<ul style="list-style-type: none"> • copies city, province, and country on a map • demonstrates an understanding of cardinal directions • answers what city, province, and country they live in • recognizes basic symbols of Canada (e.g., national flag, maple leaf) • identifies Indigenous Peoples as Canada’s First Peoples (i.e., First Nations, Métis, Inuit) • demonstrates a developing awareness of holidays/celebrations (e.g., Terry Fox Run, Hallowe’en, Remembrance Day, Orange Shirt Day, New Year’s Day, Festival du Voyageur) 	<ul style="list-style-type: none"> • labels capital cities, provinces, and territories in Canada with support • identifies provincial flag, bison, canoe, inuksuk, Turtle Island • explores the people of the area – specific treaties (e.g., Medicine Wheel, Talking Circle) • introduces government structure and people (e.g., municipal, provincial, federal, Indigenous government, mayor, premier, prime minister, chief) • shares personal holidays and celebrations, and recognizes those of classmates with support 	<ul style="list-style-type: none"> • identifies key features of provinces and territories with support (e.g., coastal, mountains, prairies, the North) • identifies map features • compares Canadian/provincial symbols with symbols from other places with support • develops an understanding of Indigenous history in Canada including residential schools, 60s scoop, treaty (e.g., key vocabulary: separated, taken away, European, children, freedom, language) • introduces significant historical and political figures • develops basic understanding of Canada as a democracy (e.g., vote, ballot, choice, political parties) • shares personal holidays and celebrations, and recognizes those of classmates 	<ul style="list-style-type: none"> • identifies key features of provinces and territories (coastal, mountains, prairies, the North) • makes their own flag or cultural symbols • demonstrates an understanding of the Seven Sacred Teachings • identifies one area of the 94 recommendations for Truth and Reconciliation and puts this into action • identifies significant historical and political figures • demonstrates a basic understanding of the Canadian electoral process (e.g., candidates, elections, voting) • shares personal holidays and celebrations, recognizes those of classmates, and identifies Canadian holidays and celebrations
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Learning Targets: Demonstrates Global Citizenship

Big Ideas:

- Respects the cultural practices, values, and behaviours of self and others.
- Participates in school and community events.

<p>Consolidation of Learning Outcomes 3.3.1 3.3.2</p>	<ul style="list-style-type: none"> • respectfully recognizes similarities and differences between self and others with support • participates in school events as part of a class experience 	<ul style="list-style-type: none"> • demonstrates a developing understanding of the similarities and differences between self and others as positively contributing to class, school, and community culture, with support • attends and demonstrates a basic understanding of various school events 	<ul style="list-style-type: none"> • demonstrates an understanding of the similarities and differences between self and others as positively contributing to class, school, and community culture through inclusive actions • understands and participates in school events independently 	<ul style="list-style-type: none"> • supports peers in developing an understanding of the similarities and differences between self and others as positively contributing to class, school, and community culture • understands, participates in, and encourages others to attend school events
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Strategic Competency

All LAL literacy courses will have topics infused throughout each half-credit course.





Technology and Social Media • Indigenous Knowledge and Perspectives • Manitoba Global Competencies • Safe and Caring Schools

Strands	Phase 1A	Phase 1B	Phase 2A	Phase 2B
Learning Targets: Language Learning Strategies				
Big Ideas:				
<ul style="list-style-type: none"> • Uses cognitive strategies appropriately. • Uses meta cognitive strategies appropriately. • Uses social/affective strategies appropriately. 				
Consolidation of Learning Outcomes 4.1.1 4.1.2 4.1.3	<ul style="list-style-type: none"> • listens attentively • performs actions to match words of a song, story, or rhyme • learns short rhymes or songs, incorporating new vocabulary or sentence patterns • imitates sounds and intonation patterns • memorizes new words by repeating them silently or aloud • repeats phrases in the course of performing a language task • makes personal dictionaries • uses mental images to remember new information • uses available technological aids to support language learning (e.g., recorders, computers) • uses word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember • repeats new words and expressions occurring in their own conversations, and makes use of these new words and expressions as soon as appropriate 	<ul style="list-style-type: none"> • seeks the precise term to express meaning • groups together sets of things with similar characteristics (e.g., vocabulary, structures) • looks for patterns and relationships • finds information, using reference materials such as dictionaries, textbooks, and grammar guidebooks • seeks opportunities outside of class to practise and observe • checks copied writing for accuracy • makes choices about how they learn • rehearses or role-plays language • listens to or reads for keywords • participates in shared reading experiences • seeks the assistance of a friend to interpret a text • works cooperatively with peers in small groups • reduces anxiety by using mental techniques such as positive self-talk or humour • works with others to solve problems and get feedback on tasks 	<ul style="list-style-type: none"> • initiates interaction with others • experiments with the language • identifies similarities and differences between aspects of the English language and their own language • uses previously acquired knowledge to facilitate a learning task • associates new words or expressions with familiar ones, either in English or in their own language • places new words or expressions in a context to make them easier to remember • uses induction to generate rules governing language use • perceives and notes unknown words and expressions, noting also their context and function • makes choices about how they learn • reflects on learning tasks with the guidance of the teacher • makes a plan in advance about how to approach a language learning task • reflects on the listening, reading, and writing process • evaluates their own performance or comprehension at the end of a task 	<ul style="list-style-type: none"> • evaluates their own performance or comprehension at the end of a task • experiences various methods of language acquisition and identifies one or more considered to be personally useful • demonstrates awareness of the potential of learning through direct exposure to the language • knows how strategies may enable coping with texts containing unknown elements • identifies problems that might hinder successful completion of a task and seeks solutions • monitors their own speech and writing to check for persistent errors • demonstrates awareness of their own strengths and weaknesses, and identifies their own needs and goals • understands that making mistakes is a natural part of language learning • experiments with various forms of expression and notes their acceptance or non-acceptance by more experienced speakers • uses self-talk to feel competent to do the task

Strategic Competency

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Technology and Social Media • Indigenous Knowledge and Perspectives • Manitoba Global Competencies • Safe and Caring Schools

Strands	Phase 1A 	Phase 1B 	Phase 2A 	Phase 2B 
Learning Targets: Language-Use Strategies				
Big Ideas: <ul style="list-style-type: none"> • Demonstrates receptivity. • Demonstrates productivity. • Demonstrates interactivity. 				
Consolidation of Learning Outcomes 4.2.1 4.2.2 4.2.3	<ul style="list-style-type: none"> • determines the purpose of listening • listens or looks for keywords • uses illustrations to aid reading comprehension • uses knowledge of the sound-symbol system to aid reading comprehension • observes gestures, intonation, and visual supports to aid comprehension • mimics what the teacher says • uses non-verbal means to communicate • copies what others say or write • uses words visible in the immediate environment • indicates lack of understanding, non-verbally (e.g., “what did you mean?” raised eyebrows, blank look) • interprets and uses a variety of non-verbal cues to communicate (e.g., mime, pointing, gestures, drawing pictures) 	<ul style="list-style-type: none"> • assesses their own information needs before listening, viewing, or reading • prepares questions or a guide to note information found in the text • rereads several times to understand ideas • uses various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas • uses familiar repetitive patterns from stories, songs, rhymes, or media • uses illustrations to provide detail when producing their own texts • uses familiar sentence patterns to form new sentences • takes notes when reading or listening to assist in producing their own texts • uses resources to increase vocabulary • asks for clarification or repetition when they do not understand (e.g., “Can you say that again?”; “Please repeat the question.”) 	<ul style="list-style-type: none"> • makes predictions about what they expect to hear or read based on prior knowledge and personal experience • uses key content words or discourse markers to follow an extended text • uses skimming and scanning to locate key information in texts • infers probable meanings of unknown words or expressions from contextual clues • demonstrates awareness of and use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading) correction (grammar, spelling, punctuation) • compensates for avoiding difficult structures by rephrasing • asks for confirmation that the form used is correct • uses other speakers’ words in subsequent conversations • uses descriptions, explanations, or various words and phrases to compensate for lack of specific terms 	<ul style="list-style-type: none"> • summarizes information gathered • makes connections between texts on the one hand and prior knowledge and personal experience on the other • uses descriptions, explanations, or various words and phrases to compensate for a lack of specific terms (circumlocution) • uses a variety of resources to correct texts (e.g., personal and commercial dictionaries, checklists, grammar guidebooks) • applies grammar rules to improve accuracy at the correction stage • revises and corrects the final version of text • starts again, using a different tactic, when communication breaks down • uses fillers, hesitation devices, and gambits to sustain conversations

Strategic Competency

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Technology and Social Media • Indigenous Knowledge and Perspectives • Manitoba Global Competencies • Safe and Caring Schools

Strands	Phase 1A 	Phase 1B 	Phase 2A 	Phase 2B 
Learning Targets: General Learning Strategies				
Big Ideas: <ul style="list-style-type: none"> • Use cognitive strategies appropriately. • Use metacognitive strategies appropriately. • Use social/affective strategies appropriately. 				
Consolidation of Learning Outcomes 4.3.1 4.3.2 4.3.3	<ul style="list-style-type: none"> • classifies objects and ideas according to their attributes (e.g., red objects and blue objects, or animals that eat meat and animals that eat plants) • uses models • experiments with and concentrates on one thing at a time • focuses on and completes learning tasks • copies key words and concepts in abbreviated form—verbal, graphic, or numeric—to assist with performance of a learning task. (e.g., 1. listen, 2. draw, 3. write) • uses mental images to remember new information • watches others’ actions and copies them • seeks help from others • follows their own natural curiosity and intrinsic motivation to learn • chooses learning activities that enhance understanding and enjoyment 	<ul style="list-style-type: none"> • reflects on learning tasks with the guidance of the teacher • chooses from various study techniques • discovers how their own efforts can affect learning • connects what is already known with what is being learned • reflects upon their own thinking processes and how they learn • decides in advance to attend to the learning task • divides an overall learning task into a number of subtasks • makes a plan in advance about how to approach a task • identifies their own needs and interests • manages their own physical working environment • demonstrates a determination to try, even though mistakes may be made • takes part in group decision-making processes. • uses support strategies to help peers persevere at learning tasks (e.g., offers encouragement, praise, ideas) • takes part in group problem-solving processes 	<ul style="list-style-type: none"> • distinguishes between fact and opinion when using a variety of sources of information • formulates key questions to guide research • uses word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember • seeks information through a network of sources, including libraries, the Internet, individuals, and agencies • works with others to monitor their own learning • participates in cooperative group learning tasks 	<ul style="list-style-type: none"> • makes inferences and identifies and justifies the evidence on which these inferences are based • uses previously acquired knowledge or skills to assist with a new learning task • works with others to monitor their own learning • takes responsibility for planning, monitoring, and evaluating learning experiences • monitors their own level of anxiety about learning tasks, and takes measures to lower it if necessary (e.g., deep breathing, laughter) • uses social interaction skills to enhance group learning

