

Released in Spring 2007, *Senior Years Information and Communication Technology: Manitoba Curriculum Framework of Outcomes* replaces\* existing high school technology curricula and augments course options outlined in Business Education or Marketing Education clusters.

### Senior Years ICT Framework

Locally customizable implementation models; wide variety of learning opportunities

Flexible, half-credit options provide Manitoba high school students with opportunities to extend their literacy with ICT and to apply previous learning into specialized ICT areas that interest them.

**Three implementation models are presented in this brochure, and sample school scenarios are provided.**



Senior Years ICT Course Options:

- ◆ Applying ICT 1 & 2 (15F)
- ◆ Digital Film Making (25S)
- ◆ Digital Pictures (25S)
- ◆ Keyboarding (25S)
- ◆ Print Communications (25S)
- ◆ 2D Animation (35S)
- ◆ 3D Modeling (35S)
- ◆ Broadcast Media (35S)
- ◆ Data Collection and Analysis (35S)
- ◆ Desktop Publishing (35S)
- ◆ Interactive Media (35S)
- ◆ Interactive Websites (35S)
- ◆ Relational Databases (35S)
- ◆ Web Design (35S)

\* Beginning September 2008, students may no longer register and receive credit for the following: Introductory Keyboarding 15G, Advanced Keyboarding 25G, Computer Applications and Technology 20S, Software Applications 30S, Word Processing 30G, and Advanced Word Processing 45S.

**Senior Years ICT Framework is available online at**

**<[www.edu.gov.mb.ca/k12/cur/ict/framework.html](http://www.edu.gov.mb.ca/k12/cur/ict/framework.html)>.**



**Implementation Models for**

# Senior Years Information and Communication Technology

**Manitoba Curriculum  
Framework of Outcomes**



**For more information, or to customize an implementation plan to meet the local needs of your school or division, please contact:**

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# S

## Stand-Alone Model

- ◆ half-credit ICT options are timetabled independently or may be combined to create full-credit courses
- ◆ stand-alone implementation supports learners' transitions into technical-vocational and business education programs

**Scenario 1:** *Keyboarding 25S* is timetabled into the first half-slot of the day or into a non-semestered timeslot every second day.

**Scenario 2:** *Interactive Websites 35S* is combined and timetabled with *Relational Databases 35S* to create a full-credit ICT course, requiring learners to develop dynamic websites that include a database back end.

### Senior Years ICT Framework

A response to new literacy and student interest in ICT

Literacy with ICT means choosing and using ICT, responsibly and ethically, to support critical and creative thinking about information and about communication as citizens of the global community.



# C

## Complementary Model

- ◆ two or more implementing teachers co-plan inquiry and project-based learning experiences for individual learners or small groups of common learners
- ◆ a teacher, who is responsible both for half-credit ICT options and other content-area curricula, plans for individual, small-group, or whole-class cross-curricular learning experiences that combine outcomes and expectations from both ICT and non-ICT curricula
- ◆ as in the stand-alone model, ICT options are timetabled independently from content-area courses

**Scenario 1:** A teacher, who is responsible for student assessment and reporting in *Digital Pictures 25S*, plans for inquiry-based learning rooted in conversation and collaboration with her learners' social studies teacher. Shared learners are required to submit photo essays demonstrating achievement of outcomes outlined in each curriculum.

**Scenario 2:** A mathematics teacher, who is also responsible for the assessment and reporting of a group of the same students registered in his *Data Analysis and Collection 25S* course, plans for student learning that requires students to collect and analyze data in contexts provided by the math curriculum.

# I

## Integrated Model

- ◆ students and teachers target and achieve all ICT learning outcomes in the context of other content-area curricula
- ◆ project-based planning, inquiry-based learning, and classroom-based assessment become essential
- ◆ team teaching, teacher mentoring, and on-site ICT specialist support for teachers may be required
- ◆ students may be expected to complete some work outside of scheduled class time because ICT is not timetabled into the school day
- ◆ optional student registration for the integrated ICT half-credits is recommended

**Scenario 1:** A teacher integrates outcomes from *Desktop Publishing 35S* into an English language arts course, and students registered for both represent their learning in ELA by publishing various genres of print media. Assessing and reporting on student achievement in ICT outcomes means students may earn 1.5 credits.

**Scenario 2:** Taking ownership for her learning and assessment in ICT options, a student collects her goals, reflection, and evidence of achievement of new learning over two semesters in an electronic portfolio. Presenting her portfolio to a panel of teachers, she is awarded half-credits in *Print Communications 25S* and *Web Design 25S*.