Introduction

The EAL Stage 1, EAL Stage 2, and EAL Stage 3 Literacy Curriculum Guide is designed for teachers who are planning effective learning experiences and assessing the progress of English as an additional language (EAL) learners within and across three high school credits for Stage 1, Stage 2, and Stage 3 EAL.

These three credit courses were developed based on the recommendations in the Manitoba *Grades 9 to 12 Curriculum Framework for English as an Additional Language (EAL) Programming and Literacy, Academics, and Language (LAL) Programming: Senior Years* (2021), which will be referred to as the EAL Framework in this document. It addresses the language learning needs of a Stage 1, Stage 2, and Stage 3 student.

The EAL Framework provides a structure and the information needed for program planning and assessing student achievement, as well as for developing effective learning programs for the many students in Manitoba schools who are learning English as an additional language. Both content-area classroom teachers and support teachers can use the EAL Framework to determine the best ways to plan for EAL students' programming. This EAL Curriculum Guide will assist Senior Years teachers to understand the EAL progressions of English language acquisition in Manitoba schools.

The purpose of this EAL Curriculum Guide is to provide teachers with learning expectations that students in the early stages of language development need in order to improve their proficiency in using the English language for social and academic purposes and in intercultural competence. Thus, this document is meant to be used by teachers working with EAL high school learners in the context of the EAL Stage 1, EAL Stage 2, and EAL Stage 3 credits.

Relevant aspects of the EAL Framework are summarized and synthesized within this document in order to

- remind teachers of key ideas
- assist them in planning effectively for EAL learners

Note: Students are registered in EAL Stage 1, EAL Stage 2, or EAL Stage 3 based on their current stage of language learning, as determined by the EAL Intake Process and not based on their current age or grade level. Please refer to the Placement Considerations section of this document for further information.

Manitoba's Framework for Learning

Manitoba Education and Early Childhood Learning is also developing an overall Framework for Learning (see www.edu.gov.mb.ca/k12/framework/index.html) that is inclusive of the four Kindergarten to Grade 12 programs offered in Manitoba: English Program, French Immersion Program, Français Program, and Senior Years Technology Education Program. Under this comprehensive Framework for Learning, each program maintains the same solid foundation of goals, global competencies, learning experiences, and assessment, evaluation, and reporting, as well as a consistent curriculum structure. Senior Years EAL Literacy courses for EAL Stages 1, 2, and 3 have been developed for implementation in Manitoba schools. The courses will later be restructured to align with the Framework for Learning.

This curriculum guide is organized into the following sections:

Curriculum Fundamentals

Goals for Education	
Manitoba Global Competencies	There are six global competencies that Manitoba has developed: communication, collaboration, critical thinking, creativity, citizenship, and connection to self. These competencies need to be reflected in each unit of study, each lesson, and in students' daily work.
Indigenous Ways of Life	It is important for all students that the EAL courses infuse Indigenous ways of knowing, being, and doing into each stage of learning. Teachers are encouraged to connect learning topics to Indigenous histories, cultures, and current events whenever possible.
Literacy	Literacy is defined as the ability to think and use language for learning, creating, communicating, and interacting with ideas, others, and the world around us. It is embedded in learning experiences across all subject areas and in learning and life outside of school. Literacy is a lifelong endeavour that evolves as we live, learn, work, and grow.

Foundational Understandings about English as an Additional Language Learning

EAL and LAL Learners	EAL learners encompass a diverse group of students, as outlined in this section. Teachers also need to know whether a student is an LAL learner and how best to accommodate their needs within a high school setting.
Progressions of EAL Proficiency	Language learning for high school learners is delineated across five stages in the EAL Framework. This section provides a brief summary of the expectations for student language development within each of the stages.

Foundational Understandings about English as an Additional Language Learning

Domains of EAL Learning	The essential skills, knowledge, strategies, and attitudes that students must develop in order to be proficient in both the English language and in cultural competency are organized across four domains in the EAL Framework. This section provides a synopsis of the kinds of learning identified in each domain.

Key Components for Planning Instruction and Assessment of EAL Learners

Guiding Principles of Teaching EAL	These guiding principles will shape the day-to-day decisions in the classroom and are the foundation for instruction that will maximize EAL students' learning.
Big Ideas and Guiding Questions	The big ideas and corresponding guiding questions provide the focus for learning experiences that will allow students to develop the skills, knowledge, strategies, and attitudes across all four domains of EAL learning.
"I Can" Statements	The "I Can" Statements Checklist is an assessment tool based on the progressions within the four domains of EAL learning that teachers can use to both plan learning experiences and assess student progress. A simplified version of the "I Can" Statements Checklist is also provided for students to self-assess their language learning progress.

Suggested Learning Experiences and Resources

Teaching Realities in an EAL Classroom	The three teaching realities identified in this section have a significant impact on the choices that teachers make in their instructional planning for an EAL classroom.
Vignettes of EAL Teaching and Learning	The vignettes demonstrate how teachers can design learning experiences that incorporate the guiding principles, big ideas, and "I can" statements.
Suggested Topics, Learning Experiences, and Resources for the Big Ideas	A curated list of suggested topics, learning experiences, and resources is included for each big idea. The information is categorized by the stage of language learning so that teachers can make informed choices based on the credit they are teaching and/or their students' needs.

Placement Considerations and Assessment

Placement Considerations	Since this guide encompasses three credits and language learning can be complex, guidelines are provided for deciding in which credit students should begin and for scheduling time for the credits.
Assessment	This section provides an explanation of how assessment is used to enhance learning within the classroom and how to determine when a student has earned a credit.

Goals for Education

Manitoba Global Competencies

Manitoba global competencies are complex ways of knowing, being, doing, and becoming that are multi-faceted, interdependent, transdisciplinary, and developed over time. The learner accesses their ways of knowing, being, doing, and becoming to engage effectively and with purpose within a context. There are six global competencies that Manitoba has developed: communication, collaboration, critical thinking, creativity, citizenship, and connection to self.

Critical Thinking involves the intentional process of synthesizing and analyzing ideas using criteria and evidence, making reasoned judgments, and reflecting on the outcomes and implications of those decisions.

The competency of critical thinking facilitates the in-depth examination of situations, questions, problems, opportunities, and perspectives. It encompasses a willingness to challenge assumptions, thoughts, beliefs, and actions.

Critical thinking is fundamental to learning more broadly and deeply, and to making ethical decisions as reflective and contributing citizens.

Creativity involves exploring ideas and concepts in order to represent thinking, solve problems, explore opportunities, and innovate in unique ways. It is the interaction of intuition and reasonings.

The competency of creativity facilitates the generation and expression of ideas, concepts, solutions, and opportunities that are novel and have meaning and value for self, others, or the natural world. It fosters open-mindedness, curiosity, flexibility, risk-taking, and perseverance to put ideas into action.

Creativity is fundamental to finding and expressing a sense of wonder, initiative, ingenuity, and hope.