

Educational Change Update Letter 1997

June 1997

To: Superintendents of Education
Principals of Schools (Kindergarten to Senior 4)

Re: EDUCATIONAL CHANGE UPDATE

This letter is to inform you of further developments in the educational renewal process. The adjustments are based on comments and suggestions from educational partners and are designed to enhance successful implementation of *New Directions*. The information provided will be of assistance to you for both short-term and long-term planning. You may wish to consider placing this letter in your administrative handbook so it will be available as an ongoing reference. The letter includes information related to the following:

1. Graduation
 - a. [Transition to New Directions' Graduation Requirements](#)
 - b. [Phasing Out the Graduation Requirements of *Answering the Challenge* and the *Revised High School Program Model*](#)
 - c. [Senior Years Timetabling](#)
2. [Transitional Implementation Strategy](#) for Senior 1 Mathematics (10F) Curriculum and Standards Testing
3. [Language Arts and Mathematics Curriculum Frameworks and Standards Testing Schedule](#)
4. [Separate Reporting of Provincial Examination Marks](#)
5. [Science, Social Studies, Physical Education/Health Education and The Arts Curriculum Frameworks](#)
6. [Provincial Diplomas](#)
7. [Advisory Councils for School Leadership](#)
8. [Choice of Schools](#)

It is my hope that these modifications will assist you in your planning and scheduling. We will continue to keep you updated and informed.

The following departmental staff can be contacted if you have questions:

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Please share this information with your teachers and parent/advisory councils. I appreciate everyone's ongoing contributions to the process of implementing educational change.

Original signed by the Minister of Education and Training.

TRANSITION TO NEW DIRECTIONS' GRADUATION REQUIREMENTS

As you know, students who entered Senior 1 during the 1995-96 school year, and all Senior 1 students entering in subsequent years, must meet *New Directions'* graduation requirements.

Students who entered Senior 1 during or prior to the 1994-95 school year may graduate by meeting the graduation requirements of the three-year *Revised High School Program* (20 credits across Senior 2-4), the four-year *Answering the Challenge* requirements (28 credits across Senior 1-4), or the four-year *New Directions'* requirements (28 credits across Senior 1-4). This accommodation was communicated in the Educational Change Update letter of March 22, 1996 to enhance flexibility during the transition to *New Directions'* graduation requirements.

During the 1996-97 school year, it has come to the Department's attention that schools require further accommodations related to *Answering the Challenge* graduation requirements. In a spirit of understanding the challenges inherent in timetabling and scheduling during the transition to *New Directions'* graduation requirements, additional accommodations specifically related to *Answering the Challenge* graduation requirements will now be permitted and can be applied in relation to any students who entered Senior 1 during or prior to the 1994-95 school year. The specific *Answering the Challenge* accommodations permitted are as follows:

Answering the Challenge Accommodations

Senior 1

Compulsory Credits 5 or 6 credits

Complementary Credits 2 or 3 credits

Language Arts (English) 1 or 2 credits

Note: A student who takes only one Senior 1 English Language Arts credit must complete one additional complementary credit in a subject area of his/her choosing. However, a student who took Français Language Arts or Français Immersion does not have to take an additional complementary credit.

Senior 2

Compulsory Credits 5 or 6 credits

Complementary Credits 2 or 3 credits

Skills for Independent Living 0 or 1 credit

Note: A student who does not take Senior 2 Skills for Independent Living must complete an additional complementary credit.

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Senior 3

Compulsory Credits 4 or 4½ credits

Electives Minimum of 1½ - 2 credits

Physical Education 0 or ½ credit

Note: A student who does not take Senior 3 Physical Education (½ credit) must complete an additional ½ elective credit.

Senior 4

Language Arts (English) 1 or 2 credits

Senior 4 courses 2 or 3 credits

Note: A student who takes only one Senior 4 English Language Arts credit must complete a Senior 4 English Language Arts first credit and must complete an additional Senior 4 credit in any subject area. Please refer to [Table 1](#) – Revised (June 1997) *Answering the Challenge* New High School Program Model which presents these accommodations.

PHASING OUT ANSWERING THE CHALLENGE AND REVISED HIGH SCHOOL PROGRAM GRADUATION REQUIREMENTS

All schools are required to phase out, by the end of the 2000-2001 school year, *Answering the Challenge* and *Revised High School Program* graduation requirements, for all students who entered Senior 1 or Grade 9 during or prior to the 1994-95 school year.

Effective the 2001-02 school year, **all** students must graduate under *New Directions*' graduation requirements, including any returning students who may have begun their Senior Years under an earlier set of graduation requirements.

SENIOR YEARS TIMETABLING AND GRADUATION REQUIREMENTS

While the Department appreciates the difficulties inherent in timetabling and staffing during a period of transition to new provincial graduation requirements, it is the responsibility of divisional and school administrators to timetable so that Departmental policy related to graduation requirements is implemented.

Further accommodations related to *Answering the Challenge* graduation requirements will not be permitted and school divisions/districts must ensure that as of the 2001-02 school year all students are provided with the opportunities necessary to graduate under *New Directions'* graduation requirement.

TRANSITIONAL IMPLEMENTATION STRATEGY FOR MATHEMATICS

In response to feedback from Senior Years administrators and Senior 1 mathematics teachers concerning the length and the extent of change in the Senior 1 Mathematics (10F) curriculum, Manitoba Education and Training has developed a transitional strategy to facilitate its effective implementation. The strategy recognizes the need for a period of adjustment for teachers and students who are implementing new mathematics content and methodologies. Beginning in the 1997-98 school year, the schedule outlined in [Table 2](#) will be in effect for Senior 1 Mathematics (10F) curriculum and related Senior 1 mathematics standards testing.

Implications for Students Enrolling in Senior 2 Mathematics/Mathématiques Courses

Students who do not study Units 10 or 11 during the transition to Senior 1 Mathematics/Mathématiques (10F) curriculum will require some specific program support when they enrol in Senior 2 Applied Mathematics/Mathématiques Appliquées (20S) or Pre-Calculus Mathematics/Mathématiques Pré-Calcul (20S). It is important, therefore, that teachers of Senior 1 Mathematics/Mathématiques (10F) maintain records of the units each student has completed, and communicate this information to the receiving teacher(s) of students in Senior 2 mathematics/mathématiques courses.

[Table 3](#) summarizes the focus of Units 10 and 11, and suggests programming implications for Senior 2 Applied Mathematics/Mathématiques Appliquées (20S) and Pre-Calculus Mathematics/Mathématiques Pré-Calcul (20S) courses. No specific programming is required for students enrolling in Senior 2 Consumer Mathematics/Mathématiques du Consommateur (20S).

Implications for Students Enrolling in Senior 3 and Senior 4 Mathematics/Mathématiques Courses

Provided that programming supports are put in place at Senior 2, the transitional adjustments to Senior 1 Mathematics/Mathématiques (10F) would not affect student performance in Senior 3 or Senior 4 mathematics/mathématiques courses or on the Senior 4 standards test.

LANGUAGE ARTS AND MATHEMATICS CURRICULUM FRAMEWORKS AND STANDARDS TESTING SCHEDULE

Note: Updates to this section since the release of the letter in June 1997 are noted in **red**. For further updates see the Educational Change Update (June 1999).

Curriculum Frameworks of Outcomes and Standards Documents

For your information, the following curriculum frameworks have been distributed to all Manitoba schools over the past two school years, for system-wide implementation.

Mathematics

- *Kindergarten to Grade 4 Mathematics: Manitoba Curriculum Framework of Outcomes and Grade 3 Standards* (September 1995)
- *Grades 5 to 8 Mathematics: Manitoba Curriculum Framework of Outcomes and Grade 6 Standards* (August 1996)
- **April 1998 Standards Testing Schedule (April 1998)**
- ***Senior 1 Mathematics: Manitoba Curriculum Framework of Outcomes and Senior 1 Standards (10F)*** (August 1997)

Mathématiques

- *Cadre commun des programmes d'études de Mathématiques M-12 : (M à 9^e année)* (1995)
- *Cadre commun des programmes d'études de Mathématiques M-12 : (10^e - 12^e année)* (1996)
- *Normes manitobaines de performance de l'élève - Mathématiques 3^e* (November 1995)
- *Normes manitobaines de performance de l'élève - Mathématiques 6^e* (May 1997)

English Language Arts

- *Kindergarten to Grade 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 3 Standards* (August 1996)
- *Grades 5 to 8 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 6 Standards* (August 1996)
- *Senior 1 English Language Arts: Manitoba Curriculum Framework of Outcomes and Senior 1 Standards (10F)* (August 1996)

English L.A.-Immersion

- *Grades 1 to 4 English L.A.-Immersion: Manitoba Curriculum Framework of Outcomes and Grade 3 Standards* (Draft 1996)
- *Grades 5 to 8 English L.A.-Immersion: Manitoba Curriculum Framework of Outcomes and Grade 6 Standards* (Draft 1996)

Anglais

- *Grades 3 and 4 Anglais: Manitoba Curriculum Framework of Outcomes* (Draft 1996)
- *Grades 5 to 8 Anglais: Manitoba Curriculum Framework of Outcomes and Grade 6 Standards* (Draft 1996)

Français-Immersion

- *Les résultats d'apprentissage manitobains en français langue seconde-immersion (M-S4)* (1996)
- *Normes manitobaines de performance en français langue seconde-immersion : troisième année* (1997)
- *Normes manitobaines de performance en français langue seconde-immersion : sixième année* (1997)
- *Normes manitobaines de performance en français langue seconde-immersion : secondaire 1* (1997)

Français

- *Les résultats d'apprentissage manitobains en français langue première (M-S4)* (1996)
- *Normes manitobaines de performance en français langue première : troisième année* (1997)
- *Normes manitobaines de performance en français langue première : sixième année* (1997)
- *Normes manitobaines de performance en français langue première : secondaire 1* (1997)

Note: 1. *Normes manitobaines de performance de l'élève - Mathématiques S1* is projected for January 1998 release.

A Foundation for Implementation Documents

Manitoba Education and Training prepares *A Foundation for Implementation* documents to provide teachers with suggestions for instruction, assessment, and learning resources to support implementation of the curriculum frameworks of outcomes and standards. The distribution schedule is as follows:

Mathematics

Kindergarten to Grade 4 Mathematics: A Foundation for Implementation

Distributed to schools in 1996-97 school year

Grades 5 to 8 Mathematics: A Foundation for Implementation

Distributed to schools in 1997-98 school year

Senior 1 Mathematics (10F): A Foundation for Implementation

Distributed to schools in 1997-98 school year

Mathématiques

*Programmes d'études - document de mise en oeuvre
Mathématiques M à 4^e année*

Distributed to schools in draft form in
1996-97 school year

*Programmes d'études - document de mise en oeuvre
Mathématiques 5^e à 8^e année*

Distributed to schools in draft form in
1996-97 school year

*Programmes d'études - document de mise en oeuvre
Mathématiques 10F*

Distributed to schools in draft form in
1996-97 school year

English Language Arts

*Kindergarten to Grade 4 English Language Arts: A
Foundation for Implementation*

**Distributed to schools in
1998-99 school year**

*Grades 5 to 8 English Language Arts: A Foundation for
Implementation*

**Distributed to schools in
1998-99 school year**

*Senior 1 English Language Arts (10F): A Foundation for
Implementation*

Distribution to schools in
1997-98 school year

English L.A.-Immersion

Adaptations of the English Language Arts Foundation for
Implementation documents are being developed.

Release projected for the 1997-98
school year

Anglais

Adaptations of the English Language Arts Foundation for
Implementation documents are being developed.

Release projected for the 1997-98 school
year

Français-Immersion

Programme d'études - document de mise en oeuvre
Maternelle à 4^e, 5^e à 8^e et S1

Distribution to schools in 1997-98
school year

Français

Programme d'études - document de mise en oeuvre
Maternelle à 4^e, 5^e à 8^e et S1

Distribution to schools in 1997-98
school year

In [Tables 4 to 11](#), you will find detailed schedules for the implementation of curriculum frameworks and standards testing. They will assist you in planning, scheduling, and staffing for the coming school year. These tables replace all previous implementation schedules.

Until Senior 4 standards tests in mathematics and language arts are introduced to the system, annual provincial examinations in these two subject areas will continue, based on existing curriculum, and will be valued at 30% of Senior 4 students' final marks.

SEPARATE REPORTING OF PROVINCIAL EXAMINATION MARKS

On March 14, 1997, divisions/districts and schools received a Ministerial letter asking them to report marks of January and June 1997 Mathematics/Mathématiques 40S and 40G provincial examinations separately. Final grades and provincial examination marks out of 100% (where written) were to be clearly identified on report cards and transcripts. If the provincial examination was not written for reasons of weather, absence due to illness, etc., DNW (did not write) was to be shown. Reporting results in this way indicated to parents and others whether a student wrote the 40S or 40G Mathematics/Mathématiques provincial examinations and what the results were.

Effective for the 1997/98 school year, separate disclosure of provincial examination marks will be required for Senior 4 Mathematics/Mathématiques 40S and 40G, Senior 4 English Language Arts, and Senior 4 Français - langue maternelle. Final grades and provincial examination marks out of 100% are to be clearly identified on report cards and transcripts with DNW being used in situations where the provincial examination was not written due to weather, etc. As announced previously, separate reporting of standards tests results will also be a requirement for all standards tests as they are introduced.

LANGUAGE ARTS AND MATHEMATICS CURRICULUM FRAMEWORKS AND STANDARDS TESTING SCHEDULE

Note: Updates to this section since the release of the letter in June 1997 are noted in **red**. For further updates see the Educational Change Update (June 1999).

Science and Social Studies

Curriculum frameworks for science and social studies were previously scheduled for implementation during the 1997-98 school year. Timelines have been extended in order to align Manitoba curriculum development with the Pan Canadian Science Project and the Western Canadian Protocol Social Studies Project.

Until further notice from Manitoba Education and Training, schools are to continue to use existing curricula for Kindergarten to Senior 4 science and social studies.

Senior 3 Social Studies (Canadian History) will continue as a compulsory course until new social studies curricula are implemented. It should be considered as a required Compulsory Complementary course under *New Directions'* graduation requirements. **NOTE: An [announcement](#) regarding changes to the graduation requirements for the English, Français, and French Immersion programs was made on December 11, 1997. The changes are related to Senior 3 Social Studies.**

Physical Education/Health Education

Until the new curriculum framework for physical education/health education is released, schools are to use existing physical education/health education curricula. As well, they should ensure that within the time allotted to physical education, including health, in Grades 1 to 8, between 60 and 65% should be allocated to physical education and 35 to 40% to health education. In each of Senior 1 and 2, the existing breakdown should remain in effect, that is 55 hours (½ credit) for physical education and 55 hours (½ credit) for health education.

The new Manitoba Curriculum Framework of Outcomes for physical education/health education will be released for the 1998-99 school year when schools will have the opportunity to use the document for a voluntary planning year. When completed, the new Physical Education/Health Education curriculum is expected to move to 25%/75% for Health Education and Physical Education respectively for Kindergarten to Grade 8 and 50%/50% for each of Senior 1 and 2. Schools/school divisions wanting to move in the direction of the new curriculum in terms of scheduling may choose to do so.

The Arts

Manitoba Education and Training remains committed to the role of The Arts in children's educational experiences. The Arts are compulsory from Grades 1 to 8.

Curriculum development in the area of The Arts is scheduled to occur within the next several years as operating and staffing resources are allocated to this *New Directions'* priority. As indicated in my letter of March 22, 1996 to superintendents and principals, new curricula in The Arts will be developed along

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four strands: Music, Visual Arts, Dance and Drama. Curriculum will be developed to ensure the distinct nature of each of these four strands.

This Educational Change Update letter further directed schools as follows:

Until new curricula for The Arts are developed, schools are to use existing curricula. All four strands need not be offered in schools. Rather, schools may elect to offer a major focus in one strand of The Arts or they may choose to offer a major/minor focus in two strands. Schools are encouraged to provide students with a rich experience in one or two strands of The Arts and to work with Advisory Councils for School Leadership in determining which strand(s) to make available to students.

PROVINCIAL DIPLOMAS

A standard provincial graduation diploma must be issued by all public Senior Years schools and funded independent Senior Years schools to those students who will be graduating in June 1997 and thereafter. Those students who have completed 28 credits and satisfied all program requirements of *Answering the Challenge* or *Renewing Education: New Directions* are to be awarded a provincial diploma as outlined in *Renewing Education: New Directions, A Foundation for Excellence* (July 1995).

The requirement to issue the provincial diploma does not preclude schools from also issuing their own diploma. A division and/or school-based diploma can optionally be issued to students who have obtained 28 credits or have met additional local requirements beyond the 28 credits.

Provincial diplomas are printed for the four recognized program areas and a Mature Student diploma is also available. The provincial diplomas are available free of charge to schools through the [Manitoba Text Book Bureau](#).

ADVISORY COUNCILS FOR SCHOOL LEADERSHIP

Note: James C. McCrae communicates information received from a series of regional parent consultations hosted in spring 1999.

Regulations were enacted in Spring 1996 allowing for the establishment of Advisory Councils for School Leadership (ACSLs) which gave parents, community members, and school representatives the right to organize and to contribute ideas and suggestions on school policies and procedures.

ACSLs are designed to support collaborative educational processes, by involving parents, community members and school staff in important matters of the local school and school board. The role of the ACSL includes advising the principal about school policies, activities, and organization; advising the principal about fund-raising and participating in fund-raising activities; advising the school board about the process of hiring and assigning principals; advising the principal and the school board about an annual budget for the school; participating in developing an annual school plan; and participating in any review of the school that the minister or the school board has directed be carried out.

According to legislation and regulation, ACSLs are to perform their roles within the framework of responsibilities and powers conferred on school boards, principals, and teachers under The Public Schools Act and The Education Administration Act.

In order to facilitate the partnership and shared responsibility between advisory councils/parent committees and school officials, the duties of school boards have been expanded and strengthened by way of legislation passed in late 1996 (Bill 47 - The Public Schools Amendment Act). School boards must provide advisory councils and parent committees with information necessary for their operation and report to parents the results of assessments of the effectiveness of educational programs. School divisions must also allow advisory councils the opportunity to review the division budget before it is finalized.

CHOICE OF SCHOOLS

Choice of schools within and between divisions/districts is effective for the 1997-98 school year. Bill 47 (The Public Schools Amendment Act) tabled during the 1996 Legislative Session, and recently passed into law, outlines the fundamental enabling provisions related to schools of choice.

A reference guide on schools of choice was sent to school officials on December 13, 1996 outlining key implementation details such as transportation issues, application and notification dates and procedures, fees and other related matters. The Department has developed and printed application forms for parents/age of majority students to use when seeking admission to other than their designated school. These forms have been distributed to all school division/district offices in Manitoba for dissemination to schools.

TABLE INDEX

Links to the various tables:

[Table 4](#): Senior Years Mathematics

[Table 5](#): Senior Years Mathématiques

[Table 6](#): Senior Years English Language Arts

[Table 7](#): Senior Years Français

[Table 8](#): Senior Years Français - Immersion

[Table 9](#): Kindergarten to Grade 8 Mathematics and English Language Arts

[Table 10](#): Kindergarten to Grade 8 Mathématiques and Grade 3 to 8 Anglais

[Table 11](#): Kindergarten to Grade 8 English L.A.- Immersion and Mathématiques

TABLE 1

Revised (June 1997)
Answering the Challenge New High School Model

Regular or Vocational High School Program

| Senior 1 | | Senior 2 | |
|--|---|---|---|
| Compulsory | (5 or 6 credits) | Compulsory | (5 or 6 credits) |
| English Language Arts | 1 or 2 credits | English Language Arts | 1 credit |
| Social Studies | 1 credit | Skills for Independent Living | 0 or 1 credit |
| Mathematics | 1 credit | Social Studies | 1 credit |
| Science | 1 credit | Mathematics | 1 credit |
| *Physical Education | 1 credit | Science | 1 credit |
| | | *Physical Education | 1 credit |
| Complementary (2 or 3 credits) made up of 1 credit or 1/2 credit courses from such areas as: | Complementary (2 or 3 credits) made up of 1 credit or 1/2 credit courses from areas such as | • Vocational and Applied Arts Courses** | • Vocational and Applied Arts Courses** |
| • Aesthetics | • Aesthetics | • Modern Languages | • Modern Languages |
| 8 credits | | 8 credits | |

Regular High School Program

| Senior 3 | | Senior 4 | |
|-----------------------|-------------------------------------|---|----------------------------|
| Compulsory | (4 or 4 1/2 credits) | Compulsory | (4 credits) |
| English Language Arts | 1 credit | English Language Arts | 1 or 2 credits |
| Social Studies | 1 credit | Note: if 1 credit is taken, it must be Senior 4 English Language Arts First Credit | |
| Science | 1 credit | Senior 4 Courses | 2 or 3 credits |
| Physical Education | 0 or 1/2 credit | Electives | (min. of 2 credits) |
| Electives | (min. of 1 1/2 to 2 credits) | 6-8 credits | |
| 6-8 credits | | | |

Vocational Education Program Model

| Senior 3 | | Senior 4 | |
|--------------------------|-------------|--|------------|
| Compulsory | (3 credits) | Compulsory | (1 credit) |
| ***English Language Arts | 1 credit | ***English Language Arts | 1 credit |
| ***Mathematics | 1 credit | Vocational Education | 4 credits |
| ***Science | 1 credit | Vocational Education (including two Senior 4 level Vocational Education courses) | |
| Vocational Education | 4 credits | 0-3 additional options | |
| 0 or 1 additional option | | 5-8 credits | |
| 7-8 credits | | | |

*Includes Fitness, Health, AIDS, and Chemical Abuse.

** Includes Home Economics, Vocational and Industrial Arts.

*** Senior 3 and 4 Language Arts/Mathematics/Science courses may have a focus on the applied use of the content in each subject area.

Notes:

1. A minimum of 28 credits are required for graduation from high school.
2. Students in a French Immersion Program or a Français Program must have 1 credit in the subject area of Français-Immersion or français at each senior year level.

TABLE 2

Transitional Implementation Strategy for Senior 1 Mathematics/Mathématiques (10F) Curriculum and Standards Testing

| | 1997-98 | 1998-99 | 1999-2000 | 2000-01 |
|---|--|--|--|--|
| Implementation of Senior 1 Mathematics/Mathématiques (10F) Curriculum (Units 1-11) | Schools implement Units 1-9, and either Unit 10 or Unit 11 | Schools implement Units 1-9, and either Unit 10 or Unit 11 | Schools implement Units 1-10 Unit 11 is optional | Schools implement Units 1-11 (full system-wide use of Senior 1 Mathematics/Mathématiques (10F) Curriculum) |
| Implementation of Senior 1 Mathematics/Mathématiques Standards Tests | Students are tested on Units 1-9 (pilot test)* | Students are tested on Units 1-9 (system-wide test) | Students are tested on Units 1-10 (system-wide test) | Students are tested on Units 1-11 (system-wide test) |

* Small-scale standards test pilots will be administered in a number of selected schools; however, an information package with sample questions will be distributed to all schools.

TABLE 3

Implications for Students Enrolling in Senior 2 Mathematics/Mathématiques Courses

| | Links to Senior 2 Applied Mathematics/ Mathématiques Appliquées (20S) | Links to Senior 2 Pre-calculus Mathematics/ Mathématiques Pré-Calcul (20S) |
|---|--|---|
| <p>Unit 10</p> <ul style="list-style-type: none"> • Focus on Measurement • Provides background for Senior 2 Applied Mathematics/ Mathématiques Appliquées (20S) | <p>Students entering Senior 2 Applied Mathematics/ Mathématiques Appliquées (20S) without Unit 10 from Senior 1 Mathematics/ Mathématiques (10F) would need a review of volume and surface area concepts from Grades 7 and 8 Mathematics/ Mathématiques, as well as an introduction to some specific Measurement concepts from Senior 1 Mathematics/ Mathématiques (10F)</p> | <p>Minimal implications</p> |
| <p>Unit 11</p> <ul style="list-style-type: none"> • Focus on Transformations • Provides background for Senior 2 Pre-Calculus Mathematics/ Mathématiques Pré-Calcul | <p>Minimal implications</p> | <p>Students entering Senior 2 Pre-calculus Mathematics/ Mathématiques Pré-Calcul without Unit 11 from Senior 1 Mathematics/ Mathématiques (10F) could be introduced to transformation of functions from an algebraic perspective rather than a geometric or visual perspective.</p> |

TABLE 4

Senior Years Mathematics

| | 1997-98 | 1998-99 | 1999-00 | 2000-01 | 2001-02 |
|--|--|--|---|--|---------|
| Senior 1 Outcomes and Standards (10F) | Full system-wide implementation of new Senior 1 Mathematics, beginning in 1995-96 school year | | | | |
| Senior 2 Outcomes Applied Mathematics (20S) Consumer Mathematics (20S) Pre-Calculus Mathematics (20S) | Continue Applied Math, Consumer Math, Pre-Calculus Math pilots/voluntary implementation ** | Full system-wide implementation of new Senior 2 Mathematics | | | |
| Senior 3 Outcomes Applied Mathematics (30S) Consumer Mathematics (30S) Pre-Calculus Mathematics (30S) Accounting Principles (30S)* | Continue Applied Math/Pre-Calculus pilots ----- Pilot Consumer Math | Continue pilots/voluntary implementation ** | Full system-wide implementation of new Senior 3 Mathematics, including reformatted Accounting Principles (30S) | | |
| Senior 4 Outcomes and Standards Applied Mathematics (40S) Consumer Mathematics (40S) Pre-Calculus Mathematics (40S) Accounting Systems (40S)* | Pilot Applied Math Pre-Calculus Math Consumer Math | Continue pilots | Continue pilots/voluntary implementation ** | Full system-wide implementation of new Senior 4 Mathematics, including reformatted Accounting Systems (40S) | |
| Senior 1 Standards Test Pilot | | | | | |
| Senior 1 Standards Test | | | | | |
| Senior 4 Standards Test Pilot | | | | | |
| Senior 4 Standards Test | | | | | |
| Use of Existing Mathematics Curricula (20G/20S) (30G/30S) (40G/40S) | Continue use of all | Discontinue Mathematics (20G/20S) | Discontinue Mathematics (30G/30S) | Discontinue Mathematics (40G/40S) | |

Key

- Full system-wide use of mathematics curriculum frameworks and standards tests
- Small-scale standards test pilots will be administered in a number of selected schools; however, an information package with sample questions will be distributed to all schools.

* Accounting Principles (30S) and Accounting Systems (40S) are existing courses. Learning outcomes will be developed for each course and incorporated in reformatted documents for system-wide use in 1999-00 (30S) and 2000-01 (40S).


** During the final pilot year before full system-wide implementation of new Senior 2, Senior 3, or Senior 4 mathematics curricula, schools may choose to implement the curricula on a voluntary basis.


TABLE 5

Senior Years Mathématiques

| | 1997-98 | 1998-99 | 1999-00 | 2000-01 | 2001-02 |
|---|--|--|--|--|---------|
| Senior 1 Outcomes and Standards (10F) | Full system-wide implementation of new Senior 1 Mathématiques, beginning in 1995-96 school year | | | | |
| Senior 2 Outcomes Mathématiques appliquées(20S) Mathématiques du consommateur (20S) Mathématiques pré-calcul (20S) | Continue Mathé appliquées, Mathé du consommateur, Mathé pré-calcul pilots/voluntary implementation ** | Full system-wide implementation of new Senior 2 Mathématiques | | | |
| Senior 3 Outcomes Mathématiques appliquées(30S) Mathématiques du consommateur (30S) Mathématiques pré-calcul (30S) Principes comptables (30S)* | Continue Mathé appliquées, , Mathé pré-calcul ----- Pilot Mathé du consommateur | Continue pilots/ voluntary implementation ** | Full system-wide implementation of new Senior 3 Mathématiques, including reformatted Principes comptables (30S) | | |
| Senior 4 Outcomes and Standards Mathématiques appliquées(40S) Mathématiques du consommateur (40S) Mathématiques pré-calcul (40S) Systèmes de comptabilité (40S)* | Pilot Mathé appliquées, Mathé du consommateur, Mathé pré-calcul | Continue pilots | Continue pilots/ voluntary implementation ** | Full system-wide implementation of new Senior 4 Mathématiques, including reformatted Systèmes de comptabilité (40S) | |
| Senior 1 Standards Test Pilot | | | | | |
| Senior 1 Standards Test | | | | | |
| Senior 4 Standards Test Pilot | | | | | |
| Senior 4 Standards Test | | | | | |
| Use of Existing Mathématiques Curricula (20G/20S) (30G/30S) (40G/40S) | Continue use of all | Discontinue Mathématiques (20G/20S) | Discontinue Mathématiques (30G/30S) | Discontinue Mathématiques (40G/40S) | |

Key

 Full system-wide use of mathématiques curriculum frameworks and standards tests

 Small-scale standards test pilots will be administered in a number of selected schools; however, an information package with sample questions will be distributed to all schools.

* Principes comptables (30S) and Systèmes de comptabilité (40S) are existing courses. Learning outcomes will be developed for each course and incorporated in reformatted documents for system-wide use in 1999-00 (30S) and 2000-01 (40S).


** During the final pilot year before full system-wide implementation of new Senior 2, Senior 3, or Senior 4 mathématiques curricula, schools may choose to implement the curricula on a voluntary basis.


TABLE 6

Senior Years English Language Arts

| | 1997-98 | 1998-99 | 1999-00 | 2000-01 | 2001-02 |
|--|--|--|--|--|---------|
| Senior 1 ELA Outcomes and Standards (10F) | Full system-wide implementation of new Senior 1 English Language Arts, beginning in 1996-97 school year | | | | |
| Senior 2 ELA Outcomes* | Continue use of existing curriculum ELA (20G) | Full system-wide implementation of new Senior 2 English Language Arts | | | |
| Senior 3 ELA Outcomes* | Continue use of existing curriculum ELA (30G/30S/30S) | Continue use of existing curriculum ELA (30G/30S/30S) | Full system-wide implementation of new Senior 3 English Language Arts | | |
| Senior 4 ELA Outcomes and Standards* | Continue use of existing curriculum ELA (40G/40S/40S) | Continue use of existing curriculum ELA (40G/40S/40S) | Continue use of existing curriculum ELA (40G/40S/40S) | Full system-wide implementation of new Senior 4 English Language Arts | |
| Senior 1 Standards Test Pilot | | | | | |
| Senior 1 Standards Test | | | | | |
| Senior 4 Standards Test Pilot | | | | | |
| Senior 4 Standards Test | | | | | |
| Use of Existing ELA Curricula (20G) (30G/30S/30S) (40G/40S/40S) | Continue use of all existing curricula | Discontinue ELA (20G) | Discontinue ELA (30G/30S/30S) | Discontinue ELA (40G/40S/40S) | |

Key

 Full system-wide use of English language arts curriculum frameworks and standards tests.

 Small-scale standards test pilots will be administered in a number of selected schools; however, an information package with sample questions will be distributed to all schools.

* Course titles for Senior 2, Senior 3, and Senior 4 English language arts will be confirmed following Manitoba alignment with the Western Canadian Protocol outcomes in *The Common Curriculum Framework for English Language Arts, Kindergarten-Grade 12* (under development).

** At the Senior Years, the same curricula, tests, and timelines apply to English Language Arts-Immersion and Anglais.

TABLE 7

Senior Years Français

| | 1997-98 | 1998-99 | 1999-00 | 2000-01 | 2001-02 |
|--|---|---|---|---|---------|
| Senior 1 Français 10F | Full system-wide implementation of new Senior 1 Français, beginning in 1996-97 school year | | | | |
| Senior 2 Français 20F | Continue use of existing curriculum Français (20G) | Full system-wide implementation of new Senior 2 Français | | | |
| Senior 3 Français | Continue use of existing curriculum Français (30G/30S) | Continue use of existing curriculum Français (30G/30S) | Full system-wide implementation of new Senior 3 Français | | |
| Senior 4 Français | Continue use of existing curriculum Français (40G/40S) | Continue use of existing curriculum Français (40G/40S) | Continue use of existing curriculum Français (40G/40S) | Full system-wide implementation of new Senior 4 Français | |
| Senior 1 Standards Test Pilot | | | | | |
| Senior 1 Standards Test | | | | | |
| Senior 4 Standards Test Pilot | | | | | |
| Senior 4 Standards Test | | | | | |
| Use of Existing Français Curricula (20G) (30G/30S) (40G/40S) | Continue use of all existing curricula | Discontinue Français (20G) | Discontinue Français (30G/30S) | Discontinue Français (40G/40S) | |

Key



-  Full system-wide use of Français curriculum frameworks and standards tests.
-  Small-scale standards test pilots will be administered in a number of selected schools; however, an information package with sample questions will be distributed to all schools.

TABLE 8

Senior Years Français - Immersion

| | 1997-98 | 1998-99 | 1999-00 | 2000-01 | 2001-02 |
|---|---|---|---|---|---------|
| Senior 1 Français - Immersion 10F | Full system-wide implementation of new Senior 1 Français - Immersion, beginning in 1996-97 school year | | | | |
| Senior 2 Français - Immersion 20F | Continue use of existing curriculum Français - Immersion (20G) | Full system-wide implementation of new Senior 2 Français - Immersion | | | |
| Senior 3 Français - Immersion | Continue use of existing curriculum Français - Immersion (30G/30S) | Continue use of existing curriculum Français - Immersion (30G/30S) | Full system-wide implementation of new Senior 3 Français - Immersion | | |
| Senior 4 Français - Immersion | Continue use of existing curriculum Français - Immersion (40G/40S) | Continue use of existing curriculum Français - Immersion (40G/40S) | Continue use of existing curriculum Français - Immersion (40G/40S) | Full system-wide implementation of new Senior 4 Français - Immersion | |
| Senior 1 Standards Test Pilot | | | | | |
| Senior 1 Standards Test | | | | | |
| Senior 4 Standards Test Pilot | | | | | |
| Senior 4 Standards Test | | | | | |
| Use of Existing Français - Immersion Curricula (20G) (30G/30S) (40G/40S) | Continue use of all existing curricula | Discontinue Français - Immersion (20G) | Discontinue Français - Immersion (30G/30S/30S) | Discontinue Français - Immersion (40G/40S/40S) | |

Key



-  Full system-wide use of Français - Immersion curriculum frameworks and standards tests.
-  Small-scale standards test pilots will be administered in a number of selected schools; however, an information package with sample questions will be distributed to all schools.

TABLE 9

Kindergarten to Grade 8 Mathematics and English Language Arts

| | | 1997-98 | 1998-99 | 1999-00 | 2000-01 | 2001-02 |
|------------------------------|---|--|---------|---------|---------|---------|
| English Language Arts | K-4 ELA Outcomes and Grade 3 Standards | Full system-wide implementation of new Kindergarten to Grade 4 English Language Arts, beginning in 1996-97 school year. | | | | |
| | 5-8 ELA Outcomes and Grade 6 Standards | Full system-wide implementation of new Grades 5 to 8 English Language Arts, beginning in 1996-97 school year. | | | | |
| | Grade 3 Standards Test Pilot | | | | | |
| | Grade 3 Standards Test | | | | | |
| | Grade 6 Standards Test Pilot | | | | | |
| | Grade 6 Standards Test | | | | | |
| Mathematics | K-4 Math Outcomes and Grade 3 Standards | Full system-wide implementation of new Kindergarten to Grade 4 Mathematics, beginning in 1995-96 school year. | | | | |
| | 5-8 Math Outcomes and Grade 6 Standards | Full system-wide implementation of Grades 5 to 8 Mathematics, beginning in 1996-97 school year. | | | | |
| | Grade 3 Standards Test * | | | | | |
| | Grade 6 Standards Test Pilot | | | | | |
| | Grade 6 Standards Test | | | | | |

Key

- Full system-wide use of English language arts and mathematics curriculum frameworks and standards tests.
- Small-scale standards test pilots will be administered in a number of selected schools; however, an information package with sample questions will be distributed to all schools.

* The standards test pilot for Grade 3 Mathematics was implemented in May 1996.

TABLE 10

Kindergarten to Grade 8 Mathématiques and Grade 3 to 8 Anglais

| | | 1997-98 | 1998-99 | 1999-00 | 2000-01 | 2001-02 |
|---------------|--|---|---------|---------|---------|---------|
| Anglais | Grade 3 and/or Grade 4 Anglais Outcomes | Full system-wide implementation of new Grade 3 and/or Grade 4 Anglais, beginning in 1997-98 school year. | | | | |
| | 5-8 Anglais Outcomes and Grade 6 Standards | Full system-wide implementation of new Grades 5 to 8 Anglais, beginning in 1997-98 school year. | | | | |
| | Grade 6 Standards Test Pilot | | | | | |
| | Grade 6 Standards Test | | | | | |
| Mathématiques | K-4 Mathé Outcomes and Grade 3 Standards | Full system-wide implementation of new Kindergarten to Grade 4 Mathématiques, beginning in 1996-97 school year. | | | | |
| | 5-8 Mathé Outcomes and Grade 6 Standards | Full system-wide implementation of new Grades 5 to 8 Mathématiques, beginning in 1996-97 school year. | | | | |
| | Grade 3 Standards Test * | | | | | |
| | Grade 6 Standards Test Pilot | | | | | |
| | Grade 6 Standards Test | | | | | |

Key

Full system-wide use of Anglais and Mathématiques curriculum frameworks and standards tests.

Small-scale standards test pilots will be administered in a number of selected schools; however, an information package with sample questions will be distributed to all schools.

* The standards test pilot for Grade 3 Mathématiques was implemented in May 1996.

TABLE 11

Kindergarten to Grade 8 English L.A.-Immersion and Mathématiques

| | | 1997-98 | 1998-99 | 1999-00 | 2000-01 | 2001-02 |
|---------------------------------|--|--|---------|---------|---------|---------|
| English L.A. - Immersion | K-4 English L.A.-Immersion Outcomes and Grade 3 Standards | Full system-wide implementation of new Kindergarten to Grade 4 English L.A.-Immersion, beginning in 1997-98 school year. | | | | |
| | 5-8 English L.A.- Immersion Outcomes and Grade 6 Standards | Full system-wide implementation of new Grades 5 to 8 English L.A.-Immersion, beginning in 1997-98 school year. | | | | |
| | Grade 3 Standards Test Pilot | | | | | |
| | Grade 3 Standards Test | | | | | |
| | Grade 6 Standards Test Pilot | | | | | |
| | Grade 6 Standards Test | | | | | |
| Mathématiques | K-4 Mathé Outcomes and Grade 3 Standards | Full system-wide implementation of new Kindergarten to Grade 4 Mathématiques, beginning in 1996-97 school year. | | | | |
| | 5-8 Mathé Outcomes and Grade 6 Standards | Full system-wide implementation of new Grades 5 to 8 Mathématiques, beginning in 1996-97 school year. | | | | |
| | Grade 3 Standards Test * | | | | | |
| | Grade 6 Standards Test Pilot | | | | | |
| | Grade 6 Standards Test | | | | | |

Key



Full system-wide use of English L.A.-Immersion and Mathématiques curriculum frameworks and standards tests.



Small-scale standards test pilots will be administered in a number of selected schools; however, an information package with sample questions will be distributed to all schools.

* The standards test pilot for Grade 3 Mathématiques was implemented in May 1996.

Kindergarten to Senior 4 Social Studies

**Superintendents of Education
Principals of Kindergarten to Senior 4 Schools**

Dear Colleagues:

Re: Kindergarten to Senior 4 Social Studies

As you are aware, *Renewing Education: New Directions, A Blueprint for Action* communicated government's intentions about changes to fundamental aspects of schooling, including curriculum and graduation requirements. Among these were changes to Manitoba's Social Studies curriculum and compulsory credits for graduation.

The intent has been to ensure that the new social studies curriculum, beginning at Kindergarten, and continuing at each grade -- up to and including Senior 3 and 4 -- resonates with the richness of Canadian history and acknowledges the pivotal role of Canadian studies in fostering a shared pride in our country, a strong commitment to the responsibilities of citizenship, and a collective consciousness of who we are as a people.

I am writing today to inform you of our continuing commitment to the intent expressed above and to communicate a change.

Given that the unity of our country is of paramount importance to Manitobans as well as other Canadians, we are now making a greater commitment to the place of Canadian history and Canadian studies within social studies. Consequently, Senior 3 Social Studies (Canadian History) will remain compulsory, even with the introduction of the new curriculum. Please refer to the Department's Home Page (<http://www.edu.gov.mb.ca/k12/>) for [updated charts for New Directions graduation requirements](#).

We are confident that with a relevant and powerful Canadian studies emphasis in social studies education in our schools, today's students will rise to meet the challenges that will face them in tomorrow's world.

Yours sincerely,

Original signed by

Honourable Linda G. McIntosh (Mrs.)

Education and Training