

WHY NEW ELA CURRICULUM?

The new English Language Arts curriculum frameworks

- continue to teach the basic skills and strategies to listen, speak, read and write effectively
- include view and represent as language arts
- apply the newest research to improve the teaching of the language arts
- place greater emphasis on information literacy skills to prepare students for the information age
- emphasize the need to learn and work co-operatively in groups
- ensure that Manitoba students have the skills to compete in the global economy

The new Senior Years curriculum frameworks provide students with choices. For their compulsory core credit, students must choose one of the following at each of Senior 3 and Senior 4:

Senior 3	Senior 4
Senior 3 ELA: Comprehensive Focus (30S)	Senior 4 ELA: Comprehensive Focus (40S)
Senior 3 ELA: Literary Focus (30S)	Senior 4 ELA: Literary Focus (40S)
Senior 3 ELA: Transactional Focus (30S)	Senior 4 ELA: Transactional Focus (40S)
	Senior 4 ELA: Language and Technical Communication (40S)

Students may select from this list additional courses at Senior 3 and Senior 4 to fulfill compulsory and optional requirements.

For more information, check out the Web site at <http://www.edu.gov.mb.ca/ks4/docs/parents/elaleads>

THE LANGUAGE ARTS ARE

listening, speaking, reading, writing, viewing and representing.

We use language arts every day

- to share ideas, information and feelings
- to think about our experiences
- to think, explore and make meaning of our own and others' experiences
- as an art
- to understand and work with others
- to participate in our community – local, provincial, national, world
- to learn about things that interest us

Students who are successful in English language arts

- understand how images and language communicate ideas, values and beliefs
- acquire and process information and appreciate the ideas and experiences of others
- gather and learn information
- consider the ideas and experiences of others
- use charts, posters, drama, visual art and video presentations, as well as writing, to communicate their ideas
- understand how the media influences people's lives
- communicate ideas clearly
- appreciate a variety of points of view and the importance of building community
- contribute to building a healthy learning community
- make informed decisions
- experience the joy of communicating clearly and well
- are literate in knowledge and skills that go beyond reading and writing
- have more opportunities available to them in a rapidly changing world



BUILDING THE TEAM FOR THE 21ST CENTURY

To be ready for the 21st century, the information age, students need to



WHAT ARE STUDENT LEARNING OUTCOMES?

Learning outcomes are statements that describe what students are expected to know and be able to do in a specific subject area by the end of a course or grade.

Each general learning outcome includes specific learning outcomes. Students are expected to show that they have attained the specific learning outcomes for a particular course or grade while building on and maintaining previous outcomes. They are cumulative.

There are five general learning outcomes for the English language arts.

Students will listen, speak, read, write, view and represent to



explore thoughts, ideas, feelings and experiences



comprehend and respond personally and critically to oral, print and other media texts



manage ideas and information



enhance the clarity and artistry of communication



celebrate and build community

Learning outcomes are not taught in isolation of one another. Since they overlap, effective teaching strives to address several at the same time, often using one or more of the language arts.

