

EARLY YEARS

OPTIONAL SUBJECT AREAS

Only the most prevalent optional subject areas offered in Manitoba schools are mentioned in this section.

ABORIGINAL EDUCATION

In 2003, a Project Advisory Team and an Aboriginal languages and Cultures Curriculum Project Team were formed to oversee and to participate in the development of *Kindergarten to Grade 12 Aboriginal Languages and Cultures: Manitoba Curriculum Framework of Outcomes* (hereafter referred to as the *Framework*).

Purpose of the *Framework*

The intent of the *Framework* is to provide a focus and direction for student learning outcomes (SLOs) that standardizes learning experiences regarding the teaching of Aboriginal languages and cultures in Manitoba.

Intent and Use of the *Framework*

The *Framework* is intended for use in additional language programming in which an Aboriginal language is taught as a separate subject. Each school/community decides on the type of Aboriginal language programming offered to students. The language programming focuses on providing language and cultural content relevant to the community.

Use of this *Framework* promotes knowledge of Aboriginal languages and cultures in Manitoba. The learning outcomes identified in this *Framework* are based on the assumption that language will be taught and used while teaching cultural content.

General Learning Outcomes

General learning outcomes (GLOs) are broad statements identifying the knowledge, skills, and attitudes that learners are expected to achieve in the course of their language learning experience.

The order in which the GLOs are presented in the *Framework* does not represent a sequential order, nor does it indicate the relative importance of one over another. Educators may choose to emphasize or expand one component more than others in response to the needs and interests of their learners.

General Learning Outcome 1: Language Competence

Students will use the Aboriginal language effectively and competently in listening, viewing, speaking, reading, representing, and writing.

General Learning Outcome 2: Language Learning Strategies

Students will develop and use strategies to enhance the effectiveness of learning and communication.

General Learning Outcome 3: Language Use in Context

Students will use the Aboriginal language in a variety of situations and for a variety of purposes at home, at school, and within and outside the community.

General Learning Outcome 4: Cultural and Linguistic Diversity

Students will explore and value cultural and linguistic diversity and gain intercultural knowledge, skills, and attitudes to be respectful and contributing members of society.

Clusters

Each GLO is divided into several cluster headings. These clusters organize the specific learning outcomes that learners are to achieve by the end of certain grades.

Although the cluster headings are presented separately, they are interrelated and interdependent.

GLO 1: Language Competence will help students to develop knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

The various components of language competence are grouped into four cluster headings

- 1.1 *Listening, Observing, and Responding*
- 1.2 *Speaking, Sharing, and Presenting*
- 1.3 *Reading, Viewing, and Comprehending*
- 1.4 *Writing, Representing, and Producing*

GLO 2: Language Learning Strategies will help students to learn and to communicate more effectively.

The language learning strategies are grouped into four cluster headings

- 2.1 *Cognitive Strategies*
- 2.2 *Metacognitive Strategies*
- 2.3 *Social Strategies*
- 2.4 *Affective Strategies*

GLO 3: Language Use in Context deals with what learners will be able to do with the Aboriginal language; that is, the functions they will be able to perform and the contexts in which they will be able to operate.

The various contexts for language use are organized into four cluster headings

- 3.1 *Home*
- 3.2 *School*
- 3.3 *Within the Community*
- 3.4 *Outside the Community*

GLO 4: Cultural and Linguistic Diversity allows learners to explore various aspects of a specific Aboriginal culture, as well as other cultures.

The various components of cultural and linguistic diversity are grouped into four cluster headings

- 4.1 *Specific Aboriginal Culture*
- 4.2 *Other Cultures: Connections and Influences*
- 4.3 *Cultural Diversity*
- 4.4 *Linguistic Diversity.*

Resources

In the curriculum document, specific learning outcomes are outlined for each general learning outcome for the respective grade groupings. For more detailed information, please refer to the *Framework*.

BASIC FRENCH

Basic French is an optional subject area offered from Grades 4 to 12 within the English program in Manitoba. This curriculum is designed to expose the students to the French language and culture, encouraging future study and mastery of the language. Early start French courses in Kindergarten to Grade 3 are aimed at fostering a positive attitude toward French and developing an awareness of French culture.

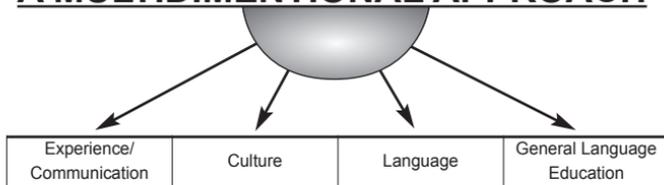
Program Goal

The overall goal of the Basic French curriculum is to encourage the learning of French as a means of communication and to make it an integral part of the student's overall education. French is not only the subject matter being taught, but also the means of instruction.

This curriculum is designed to expose the students to the French language and culture, encouraging future study and mastery of the language.

Multidimensional Program

A MULTIDIMENSIONAL APPROACH



The multidimensional approach consists of four syllabi: experience/communication, culture, language, and general language education. The content of these syllabi is taught in an integrated manner, through various learning situations related to the life experience and interests of the students.

General Learning Outcomes (GLOs)

The GLOs reflect the overall knowledge, skills and attitudes targeted by the Basic French curriculum. Based on their needs and interests, the students will be able to

Experience

- broaden life experience and develop learning and know-how by participating in activities in various fields of experience

Communication

- participate in French in genuine situations of communication related to a variety of fields of experience
- understand the meaning of an oral message
- express self orally according to the purpose of the communication
- understand the meaning of different types of authentic and adapted texts
- express in writing, ideas related to a particular subject

Culture

- become aware of the culture of own community, the culture of the francophone communities in Canada and in the world as well as those of other people in Canada and the world

Language

- understand and use orally and in writing, the structures and vocabulary related to the fields of experience

General Language Education

- demonstrate an awareness of the characteristics of language and culture
- choose strategies for learning and communication and put them into practice

Themes

The students are taught in an integrated manner, through various learning situations related to the life experience and interests of the students. Using activities that incorporate the four modalities of learning (kinaesthetic, tactile, visual, and auditory), teachers can adapt the following themes to reflect the interests and needs of the students.

GRADE 4

Themes to be developed

- School
- Food
- Animals
- Myself and the People around Me
- The Media
- Canadian Identity
- Holidays and Celebrations
- Physical Activity
- Environment
- Hobbies and Activities

Resources

For those schools wishing to offer Basic French at the primary level, the “Early Start French” is available with user-friendly material *Au Manitoba, on s’amuse en français, maternelle à la 1^{re} année* and *Au Manitoba, on s’amuse en français, 2^e et 3^e années*. Specifically the aims of Early Start French courses (Kindergarten to Grade 3) are to foster a positive attitude toward French and develop an awareness of French culture.

For more information on Basic French learning outcomes, teaching and assessment strategies, please reference the following document: *Français de base, 4^e à la 6^e année, programme d’études : document de mise en œuvre, 1998* (révisé en 2006).

The document *Basic French Guidelines: a Handbook for School Divisions/Districts* sets out the guidelines and conditions, which enable schools to offer consistent, continuous, and effective programming in Basic French.

INTERNATIONAL AND HERITAGE LANGUAGES

Increasingly, Canadians and people throughout the World recognize the importance of bilingual and multilingual skills for effective communication and participation as “Global citizens.” The need for language programming is growing as students and parents realize the importance of languages in the global marketplace, for personal development, and international cooperation. Each province is facing the need to provide language programs in many languages for relatively small numbers of students.

Manitoba recognizes the value of interprovincial and international cooperation in developing curriculum and other initiatives. Therefore, Manitoba has collaborated with Saskatchewan, Alberta and other stakeholders in several joint projects in international languages under the Western and Northern Canadian Protocol.

Definitions

There are a variety of terms used in Manitoba and in other jurisdictions for languages other than the official or dominant language or languages. Terms such as “heritage,” “second,” “modern,” “foreign,” “world,” and “international” are used to refer to these languages. “Heritage languages” was the term most often used in Manitoba, but today, “International languages” is often a more popular term. In Manitoba, English or French are official languages of instruction.

International languages are defined as all languages other than English, French, or Aboriginal, taught in the public school system, during the regular school day.

In “**bilingual**” **international languages programming**, the international language is used for **instruction** as well as being the focus of study. In addition to language arts in the target language, subjects such as social studies, the arts, and physical and health education may be taught in the international language for up to 50% of the school day.

In **basic international language courses**, also known as “language of study” courses, the target language is taught as a subject, in the same manner as other school subjects. The emphasis is on the acquisition of the four language skills (listening, speaking, reading, and writing) within the recommended time allotment.

Benefits of Learning International Languages

Language is both the repository and transmitter of a group’s culture, history, and traditions. The study of international languages within the regular school day strengthens Manitoba’s linguistic and cultural international, maintains a valuable economic resource, promotes intercultural and cross-cultural understanding, and is one of the key skills required for effective global citizenship.

There is a growing appreciation of the role that multilingual individuals can play in an increasingly diverse society, and there is a greater understanding of the academic and cognitive benefits of learning other languages.

Increased research on brain development has focused attention on learning processes and developmental issues. Some of this research has analyzed the effects of language acquisition on the brain. The results of these studies have generated interest in how early learning experiences, including first and second language acquisition, promote cognitive development. Most experts agree that making it possible for children to learn a second language early in life and beyond is entirely beneficial.

Goals of International Language Instruction

International language instruction

- promotes self-esteem
- enhances personal and cultural identity
- increases the ability to adjust to new environments and modes of thinking, and acting
- assists in developing global citizenship skills
- expands cultural, economic, educational, and professional opportunities
- prepares for living and working in cross-cultural environments
- provides the opportunity for all Manitoba students to study other languages, in addition to English and French, regardless of their ethnocultural background

Program

In addition to English and French, a variety of languages are offered in Manitoba either as “bilingual” or “language of instruction” programming or as “languages of study” (similar to Basic French) programming. Manitoba’s legislation was amended in 1979 to allow instruction in languages other than English or French in 1979. Manitoba, Alberta, and Saskatchewan have similar legislation in this regard.

In “bilingual” international languages programming, the international language is used for instruction for up to 50% of the school day. For “languages of study” programming, students study the language as a course or elective subject.

Some languages have been offered for many years and others, like Spanish and Japanese, have recently become popular.

Languages offered through bilingual programming in Manitoba’s public schools include:

- Cree
- German
- Hebrew
- Ukrainian

Languages offered as languages of study programming in Manitoba’s public schools include:

- Cree
- Filipino
- German
- Hebrew
- Japanese
- Mandarin (Chinese)
- Ojibwé/Saulteaux
- Portuguese
- Spanish
- Ukrainian

International language programs are open to all students, not just to members of a particular ethnocultural background. Many classes include students from a variety of cultural linguistic backgrounds.

Requirements for Program Implementation

Basic International language courses may be offered with the following provisions:

- that the program has sufficient enrolment
- that a qualified teacher, with demonstrated ability in the language, is available
- that an approved curriculum is available or, if a course is being introduced for which no curriculum is available, a proposal and a course of study have been submitted by a school board of a division or district and duly approved by the minister of Education, Citizenship and Youth in the form and manner set out in the Act
- that textbooks and supplementary materials have been authorized and approved

For more information on implementing an International language course, please reference *Policy for Heritage Language Instruction* online at www.edu.gov.mb.ca/k12/docs/policy/heritage/index.html or contact the Diversity and International Languages Consultant at the Department.

Resources

Manitoba participated with Saskatchewan and Alberta in projects to support curriculum development in languages other than English or French. The two documents mentioned below were the result of this inter-provincial collaboration. The documents were utilized to develop new curriculum for various international/heritage languages.

- *The Common Curriculum Framework for Bilingual Programming in International Languages, 1999.* This document is intended to support curriculum developers and teachers working in bilingual education.
- *The Common Curriculum Framework for International Languages, Kindergarten to Grade 12, June 2000.* This framework is intended for language of study or “basic” programs. The document provides outcomes for students entering international/heritage language programming at Early (Kindergarten), Middle (Grade 5) and Senior Years (Grade 9) levels.

The following documents are the products of collaborative work with Alberta and Saskatchewan through the Western and Northern Canadian Protocol for Collaboration in Basic Education.

- *Kindergarten to Senior 4 German Language Arts: Manitoba Curriculum Framework of Outcomes* was released in spring 2003.
- *Grade 7 to Senior 4 Spanish Language and Culture: Manitoba Curriculum Framework of Outcomes (2004)* and *Grade 7 to Senior 4 Spanish Language and Culture: A Foundation for Implementation*
- *Kindergarten to Senior 4 Ukrainian Language Arts: Manitoba Curriculum Framework of Outcomes (2005)* was released in April 2005.
- *Kindergarten to Grade 6 Hebrew Language Arts: Manitoba Curriculum Framework of Outcomes (2008)*

