

SCHOOL LEADERS' GUIDE

TO

MIDDLE YEARS

CURRICULA

COUNCIL OF SCHOOL LEADERS



OF THE MANITOBA TEACHERS SOCIETY

Manitoba 

SCHOOL LEADERS' GUIDE

TO

MIDDLE YEARS

CURRICULA

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INTRODUCTION

Middle Years Education

Middle Years students, at 10- to 15-years-old, are undergoing the most rapid intellectual and developmental changes of their lives. Teachers and school leaders need to be well prepared to provide these young adolescents with a safe, stimulating, and supportive learning environment, as well as organizational structures that promote high expectations, collaboration, and continual learning.

Through a positive attitude to learning, Middle Years students develop competencies in language and literacy skills; thinking and problem-solving skills; social and emotional development; independence; creativity; knowledge and conceptual development; character building; and the skills of active, responsible citizenship.

The provincial curricula are clearly designed to meet these unique characteristics and learning needs of Middle Years students. Integrating curricula and differentiating instruction will further assist in meeting diverse student needs.

Preface

School leaders in Middle Years schools are often faced with the daunting task of reading, understanding, and remembering all of the numerous curricula for each grade level. Having access to immediate curricular information is a necessary tool for a busy school leader.

Recognizing the need to provide school leaders with a summary of the various curricula, the Council of School Leaders (COSL) and Manitoba Education undertook to write a resource guide for school leaders.

Purpose

This concise guide to the curricula provides school leaders with a quick overview or summary of curricular information and outcomes. This information can be used as a springboard for curriculum-related discussions, but it is not intended to provide an in-depth view of any curricula.

This guide to curricula is intended primarily for use by school leaders, but other professionals may also find it useful.

Content

This guide contains the following sections:

- **Compulsory Subject Areas** are listed alphabetically. For each compulsory subject area mentioned, you will find a short introduction, a conceptual framework, information pertinent to that specific subject, and general learning outcomes. A brief description of the content of a given grade is presented in the grade overview.
- **Optional Subject Areas** are listed alphabetically. For each optional subject area mentioned, you will find a short introduction, information pertinent to that specific subject, and a list of relevant resources.
- **Elements Integrated into the Curriculum** are listed alphabetically. In addition to providing the requisite curriculum components, curriculum documents also incorporate several elements. Some of the most recent documents pertaining to elements integrated into the curriculum are highlighted in the guide.

For more information on a specific subject, please refer to the full curriculum document.

MIDDLE YEARS

COMPULSORY SUBJECT AREAS

The six compulsory subject areas that comprise the Middle Years English program are as follows.

ARTS EDUCATION

Arts education is not limited to performance and artistic production; the process of learning about and through the arts also involves exploration and reflection, historical and cultural studies, and the search for value and meaning.

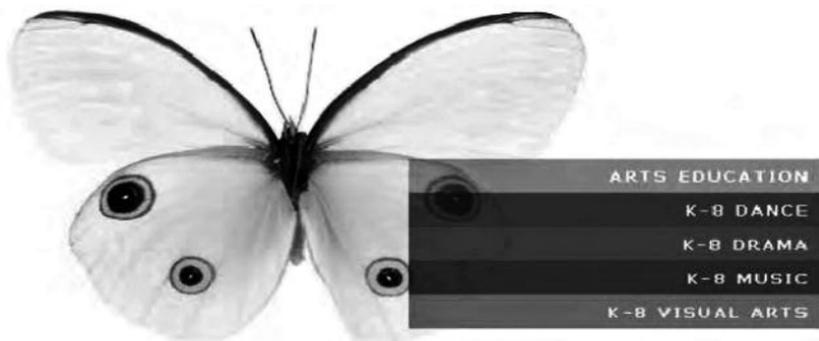
The individual arts (dance, drama, music, and the visual arts) are characterized by unique forms, each employing a variety of media. Students require substantive instruction and active participation in the arts to gain knowledge, skills, and understanding in one or more of the arts.

Essential Goal

The essential goal of arts education is to develop the student's artistic self. This is achieved by enabling students to

- acquire language and skills specific to the arts disciplines
- explore and express ideas through artistic creation
- understand artworks and ideas from many cultural and historical contexts
- value and construct meaning from a wide range of artworks and experiences

The Butterfly



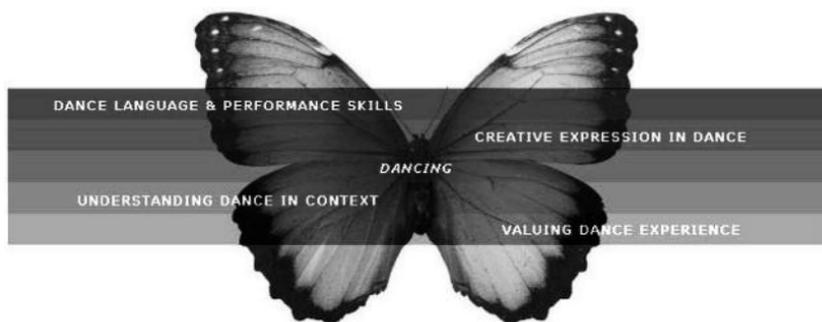
The four art disciplines (dance, drama, music, and the visual arts) are represented by the image of a butterfly.

The Body of the Butterfly: The centre of the butterfly represents the student engaged in active, participatory arts learning experiences.

The Wings Working Together: As one looks from the centre of the butterfly to the wings, a new set of relationships emerge. Each wing represents one of the essential learning areas into which the general and specific learning outcomes are organized. Just as real wings work in coordination with each other, the essential learning areas are intended to function in an integrated way. Rich thematic arts experiences will invariably integrate learning outcomes from two, three, or all four areas.

The Wings Individually: The organization of outcomes into distinct, interrelated learning areas, or wings, is intended to give a clear outline of the knowledge, skills, and attitudes students will be expected to demonstrate at various grade levels.

Dance



Dance Language and Performance Skills

Students develop understanding of and facility with dance elements, concepts, and techniques.

- Students demonstrate understanding of and facility with the elements of dance in a variety of contexts.
- Students develop facility with dance techniques.
- Students demonstrate musicality through dance.

Creative Expression in Dance

Students collaboratively and individually generate, develop, and communicate ideas in creating and performing dance for a variety of purposes and audiences.

- Students generate and use ideas from a variety of sources for creating and performing dance.
- Students develop ideas in dance, creatively integrating dance elements, techniques, and other choreographic considerations.
- Students perform and share their own and others' dance.

Understanding Dance in Context

Students connect dance to contexts of time, place, and community, and develop understanding of how dance reflects and influences culture and identity.

- Students experience and develop awareness of dance from various times, places, social groups, and cultures.
- Students experience and develop awareness of a variety of dance genres, styles, and traditions.
- Students demonstrate understanding of the roles, purposes, and meanings of dance in the lives of individuals and in communities.

Valuing Dance Experience

Students analyze, reflect on, and construct meaning in response to their own and others' dance.

- Students demonstrate interest, curiosity, and engagement while experiencing dance in a variety of contexts.
- Students analyze their own and others' dance excerpts, works, and performances.
- Students construct personal interpretations of their own and others' dance.
- Students assess their learning in performing, creating, and experiencing dance.

Drama



Drama Language and Performance Skills

Students develop understanding of and facility with dramatic forms and elements.

- Students demonstrate understanding of and facility with a variety of dramatic forms.
- Students demonstrate understanding of and facility with character and role in drama.
- Students demonstrate understanding of and facility with theatrical elements that contribute to drama.

Creative Expression in Drama

Students collaboratively and individually generate, develop, and communicate ideas in creating and performing drama for a variety of purposes and audiences.

- Students generate and use ideas from a variety of sources for creating drama.
- Students creatively integrate ideas, elements, and forms in developing drama.
- Students perform and share their own and others' dramatic work.

Understanding Drama in Context

Students connect drama to contexts of time, place, and community, and develop understanding of how drama reflects and influences culture and identity.

- Students experience and develop awareness of drama from various times, places, social groups, and cultures.

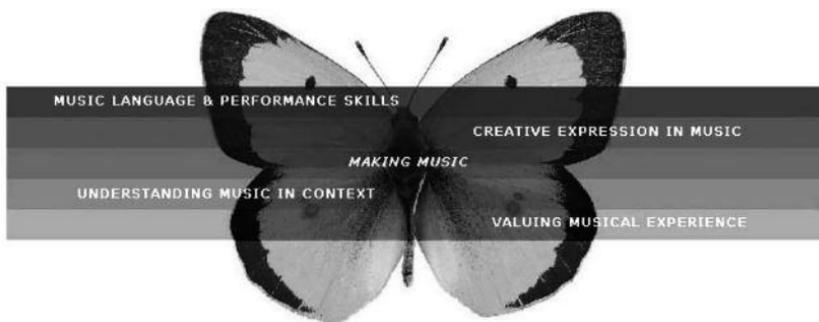
- Students experience and develop awareness of a variety of dramatic forms, styles, and traditions.
- Students demonstrate understanding of the roles, purposes, and meanings of drama in the lives of individuals and in communities.

Valuing Drama Experience

Students analyze, reflect on, and construct meaning in response to their own and others' dramatic work.

- Students demonstrate interest, curiosity, and engagement while experiencing drama in a variety of contexts.
- Students analyze their own and others' dramatic work.
- Students construct personal interpretations of their own and others' dramatic work.
- Students assess their learning in performing, creating, and experiencing drama.

Music



Music Language and Performance Skills

Students develop understanding of and facility with elements, concepts, and techniques for making music.

- Students develop skills for making music individually and as part of an ensemble.
- Students develop skills for making music through aural, written, and visual music systems.

- Students demonstrate understanding of and facility with rhythm, melody, texture, and harmony in a variety of musical contexts.
- Students demonstrate understanding of expression, timbre, and form in a variety of musical contexts.

Creative Expression in Music

Students collaboratively and individually generate, develop, and communicate ideas in creating original and interpretive music for a variety of purposes and audiences.

- Students generate and use ideas from a variety of sources for creating music.
- Students develop ideas in music, creatively integrating music elements, techniques, and compositional tools.
- Students interpret, perform, and share their own and others' music.

Understanding Music in Context

Students connect music to contexts of time, place, and community, and develop understanding of how music reflects and influences culture and identity.

- Students experience and develop awareness of music from various times, places, social groups, and cultures.
- Students experience and develop awareness of a variety of music genres, styles, and traditions.
- Students demonstrate understanding of the roles, purposes, and meanings of music in the lives of individuals and in communities.

Valuing Musical Experience

Students analyze, reflect on, and construct meaning in response to their own and others' music.

- Students demonstrate interest, curiosity, and engagement while making and experiencing music in a variety of contexts.
- Students analyze their own and others' musical excerpts, works, and performances.
- Students form personal responses to and construct meaning from their own and others' music.
- Students assess their learning in performing, creating, and experiencing music.

Visual Arts



Art Language and Tools

Students demonstrate understanding of and facility with visual art elements, principles, and media.

- Students demonstrate understanding of the elements and principles of artistic design in a variety of contexts.
- Students demonstrate understanding of and facility with visual art media, tools, and processes.
- Students develop skills in observation and depiction.

Creative Expression in Visual Art

Students individually and collaboratively generate, develop, and communicate ideas in creating visual art for a variety of purposes and audiences.

- Students generate and use ideas from a variety of sources for creating art.
- Students develop original artworks, creatively integrating ideas and art elements, principles, and media.
- Students finalize and share their original artworks.

Understanding Art in Context

Students connect the visual arts to contexts of time, place, and community, and develop understanding of how art reflects and influences culture and identity.

- Students experience and develop awareness of artworks from various times, places, social groups, and cultures.
- Students experience and develop appreciation for a variety of art forms, styles, and traditions.
- Students demonstrate understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities.

Valuing Artistic Experience

Students analyze, reflect on, and construct meaning in response to their own and others' visual art.

- Students demonstrate interest, curiosity, and engagement while experiencing art in a variety of contexts.
- Students analyze their own and others' artistic compositions.
- Students construct personal interpretations of their own and others' artworks.
- Students assess their learning in creating and experiencing art.

ENGLISH LANGUAGE ARTS

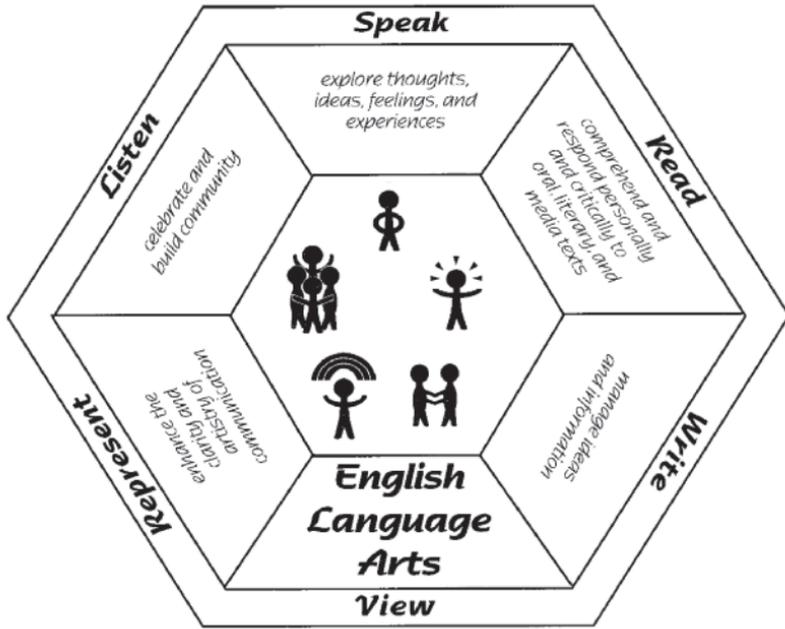
Throughout English language arts instruction, teachers engage students in rich learning opportunities that integrate reading, writing, speaking, listening, viewing, and representing (all six language arts). Students learn to understand and appreciate language, develop proficiency that generates confidence and competence, and view themselves as language learners.

Goal

The goal of English language arts instruction is not only to develop language and literacy skills through listening, speaking, reading, writing, viewing, and representing. It also needs to foster positive attitudes about literacy and about self as a language learner, where students set goals and reflect on their learning within a caring community of learners. Within authentic literacy-rich learning contexts, students talk about, engage with, and create a wide range of oral, print, and media texts.

Organizational Framework

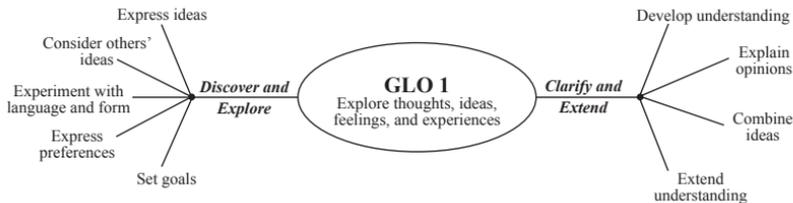
Reading, listening, and viewing provide access to rich literacy models that help students learn language and forms of expression. Effective Middle Years classrooms immerse students in a wide variety of texts that include oral, print, and other media communication. Writing, representing, and talking provide a variety of means for students to use language and forms to develop ownership of them.



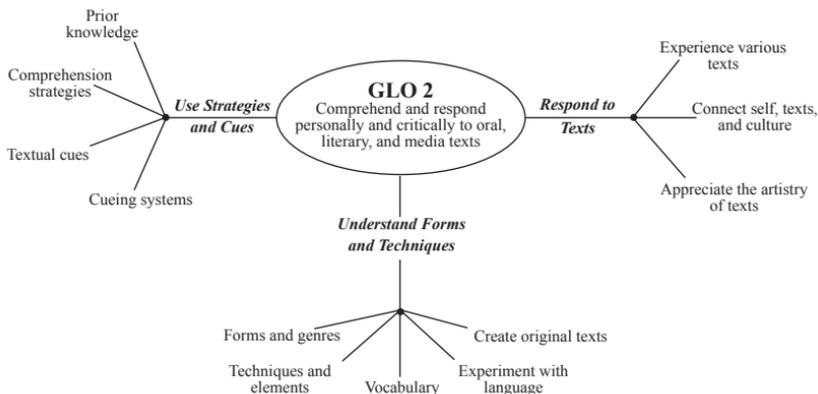
General Learning Outcomes

The five general learning outcomes (GLOs) identify the knowledge, skills and strategies, and attitudes that students learn in English language arts by the end of the grade. They are the foundation of the language arts program.

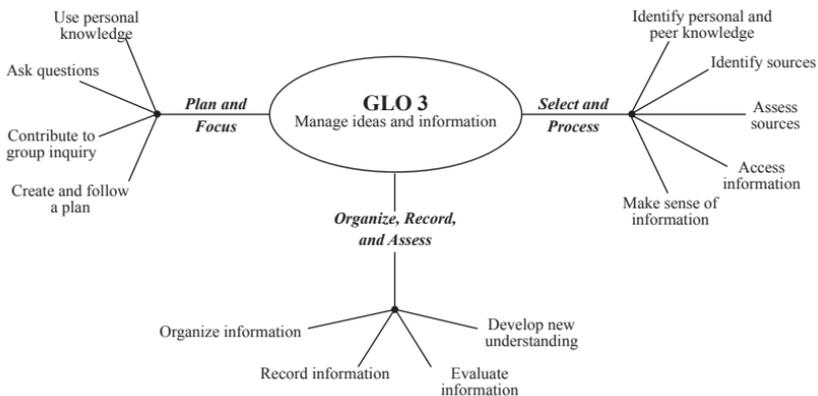
General Learning Outcome 1: Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.



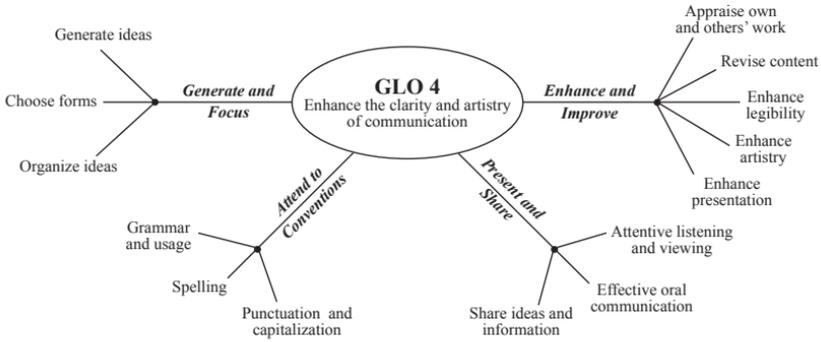
General Learning Outcome 2: Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.



General Learning Outcome 3: Students will listen, speak, read, write, view, and represent to manage ideas and information.



General Learning Outcome 4: Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.



General Learning Outcome 5: Students will listen, speak, read, write, view, and represent to celebrate and build community.



English Language Arts Program

In a language arts program, the six language arts and the learning outcomes are integrated into logical and developmentally appropriate learning sequences. When the teacher determines the focus for instruction based on identified student learning needs, a specific learning outcome (SLO) or a group of SLOs can be the starting point for planning the organization, pace, and focus of instruction, along with assessment processes. In the classroom, single learning outcomes are rarely taught in isolation. Effective integrated language arts classroom activities typically address many learning outcomes simultaneously.

The learning outcomes are interrelated and interdependent. They guide educators as they

- plan learning experiences
- set instructional goals and help students set learning goals
- monitor progress
- communicate student progress in reporting (home/school)
- develop a literacy/assessment plan

Grade Overview

In the study of English language arts, students learn to *listen, speak, view, represent, read, and write* through multiple, varied, and developmentally appropriate learning experiences. Classroom learning reflects “everyday” experiences where students learn to choose and use the six language arts for real purposes.

Grade 5

- Students develop ideas by respectfully discussing their thoughts with others, and set personal goals for language learning. They predict; express opinions; listen actively; appreciate others' ideas; disagree politely; encourage others; ask extending questions; paraphrase; and identify strengths and areas for growth.
- Students learn a variety of strategies that help them understand and respond to what they read, see, and hear. They set a purpose; ask questions; infer; confirm or reject predictions and conclusions; identify key ideas; sequence events; and use a dictionary.
- Students begin to recognize different ways writers use language. They experience a variety of reading material such as poetry, articles, news reports, and documentaries.
- Students do research by determining their own questions and using a plan to gather and record useful information to answer their questions.
- Students organize and communicate ideas for different audiences and purposes through written, oral, and visual presentations. They tell personal stories; prepare book covers; write news stories, interviews, reports and inquiry projects, journals, and travelogues; and combine print and art.
- Students begin to develop the ability to revise and edit their work. They clarify ideas; improve spelling; write in complete sentences; and apply some rules for capitalizing and punctuating.
- Students assume a variety of roles, learn how to work productively, and set goals when they work in groups. They show self-control, include everyone, and share space and materials.

Grade 6

- Students develop clear points of view by respectfully discussing their thoughts with others, and assess and revise personal goals for language learning. They predict; share interpretations; listen actively; contribute ideas; appreciate others' ideas; disagree politely; encourage others; recall relevant information; clarify ideas; ask questions; identify strengths and areas for growth; and follow through.
- Students identify strategies that help them understand and respond to what they read, see, and hear. They ask questions; make notes; adjust their reading rate; summarize; outline; respond personally; remember ideas; understand how different reading materials are organized; and use a dictionary to determine word meaning in context.

- Students begin to recognize different ways writers use language, and explain how language choice improves understanding. They experience different kinds of reading materials, such as novels, biographies, autobiographies, myths, poetry, drawings, and prints.
- Students do research by determining their own questions, and use their own plan to gather and record useful information to answer their questions.
- Students experiment with a variety of ways to communicate ideas for different audiences and purposes through written, oral, and visual presentations. They participate in dramatizations and storytelling; give demonstrations; prepare greeting cards and collages; use technology; and write diaries, short stories, narratives, speeches, letters, and poetry.
- Students use a variety of skills and strategies to revise and edit their work. They eliminate unnecessary information; use descriptive language; use appropriate verb tenses and pronouns; and apply some rules for spelling, capitalizing, and punctuating.
- Students learn to identify and solve problems and help each other stay on task when working in groups. They take responsibility; are sensitive to others' feelings; monitor the group; show self-control; resolve conflicts and negotiate; and stay with the group until the task is complete.

Grade 7

- Students compare and summarize points of view by respectfully discussing their thoughts with others, and reflect on their language learning. They predict; express opinions; reach conclusions; listen actively; appreciate others' ideas; disagree politely; paraphrase and ask relevant questions to clarify ideas; correct misconceptions; provide feedback; identify strengths and areas for growth; and follow through.
- Students use a variety of appropriate strategies to help them understand and respond to what they read, see, and hear. They reflect on and assess meaning; skim; scan; close reading; state main ideas and supporting ideas in own words; understand the purpose of bold print and footnotes in information books; and understand the meaning of specialized vocabulary.
- Students compare different ways in which writers use language. They experience different kinds of reading materials such as journals, letters, and novels.

- Students do research in a variety of ways and learn to choose appropriate information sources when seeking answers to their questions.
- Students identify and use a variety of ways to communicate ideas for different audiences and purposes through written, oral, and visual presentations. They participate in role-play, language games, and simulations; create posters; prepare PowerPoint presentations; and write character sketches, legends, scripts, advertisements, speeches, short stories, and cartoon sequences.
- Students use a variety of skills and strategies to revise and edit their work. They create a variety of interesting sentences; use figurative language such as similes; eliminate repetition; and apply rules for spelling, capitalizing, and punctuating.
- Students learn to reach consensus when working in groups, and evaluate their own contributions and the group's effectiveness. They analyze and evaluate different viewpoints and information; and share perspectives and conclusions.

Grade 8

- Students assess their own points of view during respectful discussions with others, and independently reflect on their language learning. They listen actively; share perspectives and conclusions; appreciate others' ideas; disagree politely; paraphrase and ask in-depth questions to clarify ideas; correct misconceptions; assimilate information; provide feedback; celebrate success; identify areas that require improvement; and follow through.
- Students compare how they understand what they are reading, seeing, and hearing. They summarize main ideas, and understand the meaning of specialized and technical vocabulary.
- Students describe and respond to different ways writers use language. They experience different kinds of expression such as magazine articles, diaries, drama, advertisements, commercials, and videos.
- Students do research in a variety of ways and choose appropriate information sources when seeking answers to their questions.

- Students experiment with more sophisticated ways to communicate ideas, depending upon their audience and purpose, through written, oral, and visual presentations. They present mini-lessons, role-plays, impersonations, panel discussions, debates, dramatizations, and speeches; create collages and timelines; write biographies, letters to the editor, and newspaper articles; and prepare audiovisual presentations and documentary videos.
- Students use a variety of skills and strategies to revise and edit their work. They use several kinds of sentences that appeal to the audience; write effective descriptions; and apply rules for spelling, capitalizing, and punctuating.
- Students work cooperatively to maintain group harmony; evaluate their own contributions and the group's effectiveness; and set goals for improvement. They compare reactions; adjust perceptions; discuss responsibility; resolve conflicts and negotiate; and are assertive in acceptable ways.

MATHEMATICS

The mathematics curriculum is designed to support and promote the understanding that mathematics is a way of learning about our world and is part of our daily lives. Mathematics and its study encourage the development of creative and logical thinking, problem-solving skills, and co-operative interaction. The learning environment should value and respect all students' experiences and ways of thinking so that learners are comfortable taking intellectual risks, asking questions, and posing conjectures.

Goals

The main goals of mathematics education are to prepare students to

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- make connections between mathematics and its application
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society

Nature of Mathematics

Mathematics is one way of trying to understand, interpret, and describe our world. There are a number of components that define the nature of mathematics and these are woven throughout the curriculum. These components include *change*, *constancy*, *number sense*, *patterns*, *relationships*, and *spatial sense*.

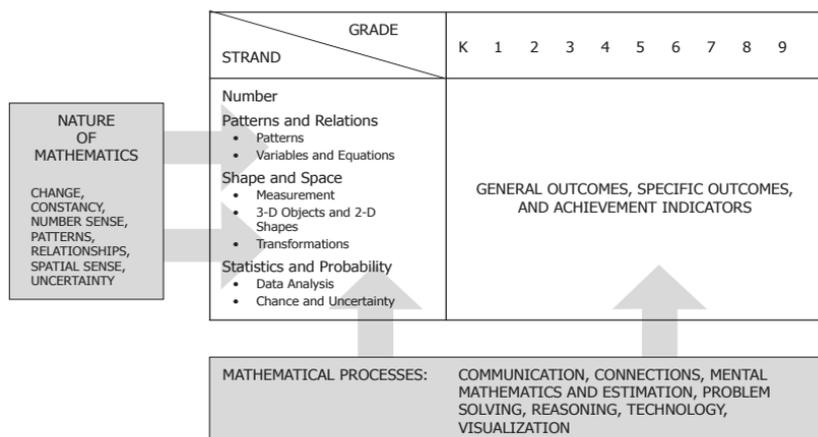
Mathematical Processes

Students use seven critical mathematical processes to build their understanding of mathematics and to support lifelong learning:

- **Communication:** Showing learning orally, through diagrams, and in writing
- **Connections:** Making connections among everyday situations, other subject areas, and mathematics concepts
- **Estimation/Mental Mathematics:** Developing understanding of numbers and quantities
- **Problem Solving:** Investigating problems, including those with multiple solutions
- **Reasoning:** Justifying thinking
- **Technology:** Using technology to enhance problem solving and encourage discovery of number patterns
- **Visualization:** Drawing on mental images to clarify concepts

Conceptual Framework

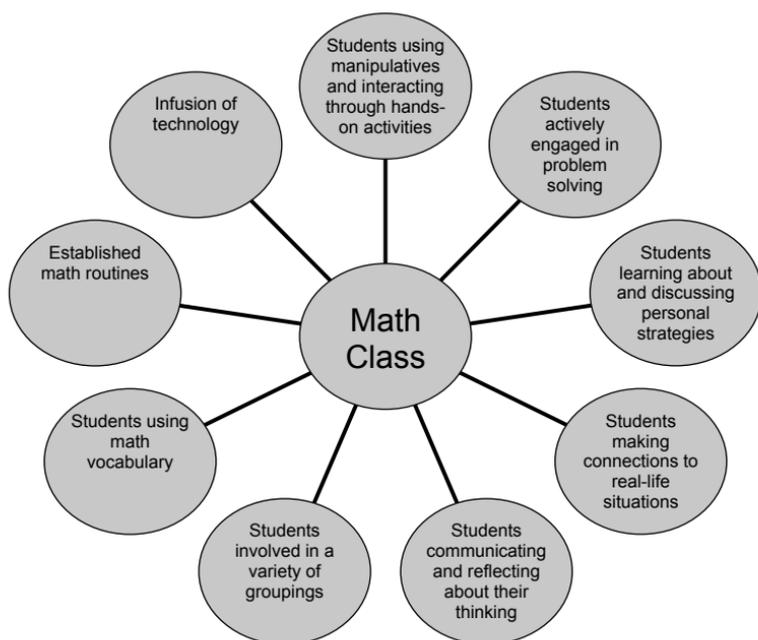
The following conceptual framework provides an overview of how the **nature of mathematics** and **mathematical processes** influence learning outcomes.



Programming

For balanced programming in mathematics, students should receive instruction through problem-based lessons. Students need to follow a progression of learning, going from concrete to pictorial to symbolic representations in order to construct meaning. During mathematics lessons, students need to be actively engaged, explore solutions, share, and reflect about their thinking.

The following graphic organizer lists some (but not all) of the components that can be found in a mathematics classroom.



Strands and General Outcomes

The learning outcomes in the Manitoba Curriculum Framework are organized into four strands (*number, patterns and relations, shape and space, and statistics and probability*) across the grades. Some strands are further subdivided into substrands.

General outcomes are overarching statements about what students are expected to learn in each strand/substrand. The general outcome for each strand/substrand is the same throughout the grades.

The strands and substrands, including the general outcomes for each strand, follow.

Number

General outcome

- Develop number sense.

Patterns and Relations

Patterns

General outcome

- Use patterns to describe the world and solve problems.

Variables and Equations

General outcome

- Represent algebraic expressions in multiple ways.

Shape and Space

Measurement

General outcome

- Use direct or indirect measurement to solve problems.

3-D Objects and 2-D Shapes

General outcome

- Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

Transformations

General outcome

- Describe and analyze position and motion of objects and shapes.

Statistics and Probability

Data Analysis

General outcome

- Collect, display, and analyze data to solve problems.

Chance and Uncertainty

General outcome

- Use experimental or theoretical probabilities to represent and solve problems involving uncertainty.

Grade Overview

A brief description of the content of a given grade is presented in the grade overview.

Grade 5

- Students understand numbers to 100 000; demonstrate number sense for fractions and decimals; and solve problems using a combination of arithmetic operations on decimals and whole numbers.
- Students extend, create, and explain the growth of patterns using everyday language, charts, and rules.
- Students solve everyday problems using measurement concepts, appropriate tools, and results of measurements; solve problems related to objects and shapes by visualizing, building, and drawing; use coordinates to describe position; and describe motion as flips, slides, or turns.
- Students develop and use a plan to answer a question; gather, display, and interpret data; and predict outcomes, conduct probability experiments, and communicate the results.

Grade 6

- Students develop a number sense for decimals and common fractions, explore integers, and demonstrate a number sense for large numbers; and add, subtract, multiply, and divide whole numbers and decimals to solve and create problems.
- Students explain, generalize, and extend patterns using relationships; and solve equations with one unknown using informal strategies.
- Students solve problems involving perimeter, area, surface area, volume, and angle measurement; solve problems using symmetry and visualization; and create patterns and designs using symmetry, slides, and flips.
- Students develop and use a plan to collect, display, and analyze data gathered from appropriate samples; and use numbers to communicate the probability of single events from experiments.

Grade 7

- Students demonstrate a number sense for decimals, fractions, integers, and whole numbers; add, subtract, multiply, and divide decimals and integers to solve problems; and use rates, ratios, and percentages to solve problems.
- Students use expressions containing unknowns to represent patterns and to make predictions; and solve problems by using unknowns and equations.
- Students solve problems involving circles, time zones, perimeter, and area; link angles and properties of parallel lines; and create and analyze patterns and designs, using congruence, symmetry, slides, flips, and turns.
- Students develop and defend a plan to collect, display, and analyze data (using median, mode, mean, range, extremes, and quartiles); and create and solve problems using probability.

Grade 8

- Students demonstrate a number sense for decimals, fractions, integers, and whole numbers; add, subtract, multiply, and divide fractions to solve problems; and use rates, ratios, percentages, and proportion to solve problems.
- Students solve problems using patterns, unknowns, algebraic expressions, and graphs; and solve and verify two-step linear equations.
- Students generalize relationships in measurement; solve problems involving area, perimeter, surface area, and volume; link angle measures and parallel lines to the classification of four-sided shapes; create and analyze patterns in designs and architecture; and solve problems using proportion, scale, and networks.
- Students develop and use a plan to collect and display data, using technology; analyze the effect of changes in data; and compare theoretical and experimental probability of independent events.

PHYSICAL EDUCATION AND HEALTH EDUCATION

The combined physical education/health education (PE/HE) curriculum is designed to address the five major health risks for children and youth:

- inadequate physical activity
- unhealthy dietary behaviours
- drug use, including alcohol and tobacco
- sexual behaviours that result in STIs and unintended pregnancies
- behaviours that result in intentional and unintentional injuries

Aim and Vision

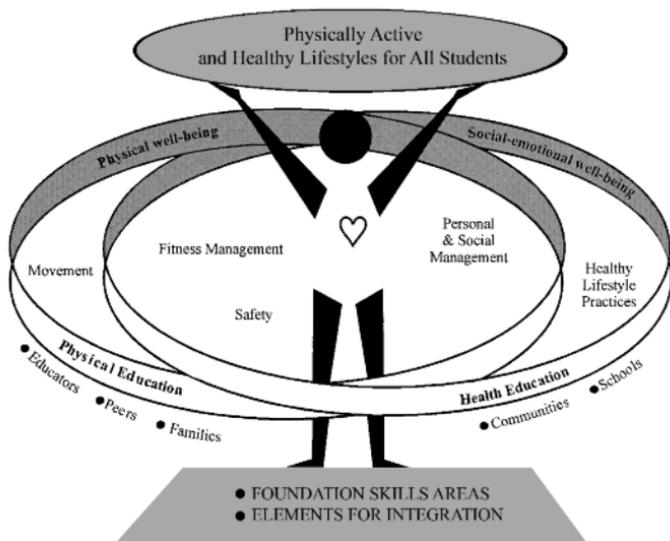
The **aim** of the curriculum is to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles.

The **vision** of the curriculum is *physically active and healthy lifestyles for all students*.

Conceptual Framework

The following conceptual framework illustrates the key components upon which the Manitoba PE/HE curriculum is based.

*Kindergarten to Senior 4 Physical Education/Health Education:
Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*
CONCEPTUAL FRAMEWORK



General Learning Outcomes

The curriculum identifies five general learning outcomes (GLOs) for Kindergarten to Grade 12 students. GLOs are broad statements identifying the knowledge, skills, and attitudes that students are expected to demonstrate with increasing competence and confidence.

The following five GLOs are interrelated, cumulative, and interdependent.

Movement

The student will demonstrate competency in selected movement skills and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.

Fitness Management

The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.

Safety

The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.

Personal and Social Management

The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.

Healthy Lifestyle Practices

The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.

Programming

For balanced programming in physical education, students should receive instruction in the following five physical activity categories:

- Individual/Dual Sports/Games
- Team/Group Sports/Games
- Alternative Pursuits
- Rhythmic/Gymnastic Activities
- Fitness Activities

For balanced programming in health education, healthy decision making is emphasized in the following strands or topics:

- Safety of Self and Others
- Personal Development
- Social Development
- Mental-Emotional Development
- Personal Health Practices
- Active Living
- Nutrition
- Substance Use and Abuse Prevention
- Human Sexuality

Safety and Liability

Teachers are expected to provide a “professional” standard of care rather than “the careful and prudent parent” standard of care, especially in high-risk physical activities. Educators must be knowledgeable of the four criteria established by the Supreme Court of Canada to determine the necessary and appropriate standard of care within the context of physical education:

- Is the activity suitable to the age, mental, and physical condition of participating students?
- Have the students been progressively taught and coached to perform the activity(ies) properly and to avoid the dangers inherent in the activity(ies)?
- Is the equipment adequate and suitably arranged?
- Is the activity being supervised properly in light of the inherent danger involved?

The following are current recommended resources related to physical activity safety:

- *Safety Guidelines for Physical Activity in Manitoba Schools* (1997)
- *YouthSafe Outdoors Manitoba* (2004)
- *OUT-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education* (2008)

Treatment of Potentially Sensitive Content

The following student learning outcomes may be potentially sensitive to some students and their parents/families and/or communities: two strands, “Substance Use and Abuse Prevention” and “Human Sexuality” in the GLO *Healthy Lifestyle Practices*, as well as the sub-strand “Personal Safety” (involving the prevention of sexual exploitation and abuse) in the GLO *Safety*.

Potentially sensitive content must be treated in ways that are appropriate for the local school and community context. Greater cooperation and coordination among the home, school, and public health systems will contribute to the health and well-being of students.

Note: For more information on treatment of potentially sensitive content, please refer to page 9 of *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* (2000).

Grade Overview

In the combined PE/HE curriculum, students develop the knowledge, skills, and attitudes for leading physically active and healthy lifestyles.

The following curriculum content, highlighted for each grade, is organized within the five GLOs.

Grade 5

- Students show an understanding of concepts related to balancing; designing routines showing contrast in levels, pathways, and directions; using game strategies involving a moving object; game rules and terminology; and fair play. Students perform and combine movement skills (e.g., running, hopping, throwing) to improve control related to sports/games, outdoor pursuits, and rhythmic/gymnastic activities, including innovative games.
- Students identify the benefits of exercise on the cardiovascular system and the factors that affect fitness development (e.g., planning, effort, motivation); and participate, with correct execution, in exercises or physical activities to monitor/maintain target heart rate and improve personal health-related fitness components.
- Students show an understanding of safety guidelines and behaviours related to themselves and others in a variety of physical activities, including stretching techniques and water-based activities; describe safety concerns in the community/media related to roads, vehicles, traffic, unsupervised areas, environmental conditions, violence prevention, personal safety, and available community supports; and participate safely in class activities.
- Students show an understanding of their own and others' feelings, the influence of others in decision making, responsible social behaviours, appreciation of diversity, qualities for developing friendships, anger management, and conflict-resolution steps; and demonstrate use of goal-setting process for a group goal, interpersonal skills for developing positive relationships, strategies to turn conflict into a win-win situation, and avoidance and refusal strategies.
- Students apply the knowledge and decision-making process involved in making healthy decisions in scenarios related to reproductive health and puberty, as well as avoidance of substance use and abuse.

Grade 6

- Students show an understanding of factors that affect movement skill development; game strategies in sending and receiving activities (e.g., throwing and catching, kicking and trapping); making up routines; adapting game rules to promote inclusion; simple offensive and defensive strategies; examples of fair play; and teamwork when playing and officiating. Students apply selected movement skills in striving for improvement related to sports/games, outdoor pursuits, and rhythmic/gymnastic activities, including multicultural games and dances.
- Students show an understanding of the health- and skill-related fitness components, the effects of exercise on the skeletal system, and proper stretching techniques; and participate in physical activities to enhance and monitor personal fitness and proper technique.
- Students determine emergency steps for bicycle accidents and effective safety practices related to physical activity, especially to promote inclusion, and appropriate dress for exercising outdoors in different conditions; show an understanding of safety practices, basic first-aid procedures, and ways to seek help in the home, school, and community, including while babysitting; and participate safely in class activities.
- Students show an understanding of characteristics for developing self-confidence, techniques for developing and revising personal goals and plans, behaviours that promote responsible decision making and build positive relationships, and strategies for managing stress and emotions; and assess and revise personal health goals, including the use of interpersonal skills, as well as decision-making, problem-solving, and stress-management skills.
- Students apply the knowledge and decision-making process involved in making healthy decisions in scenarios related to daily physical activity habits, personal hygiene practices, and nutrition.

Grade 7

- Students show an understanding of concepts, rules, terms, ethics, and skill/technique in a variety of physical activities, including territory/invasion games (e.g., soccer, ultimate) and striking/fielding games (e.g., baseball, cricket). Students design, perform, combine, and analyze movement skills in selected physical activities related to sports/games, outdoor pursuits, and rhythmic/gymnastic activities.

- Students describe exercises and how they affect muscular development, the principles of training, and the purpose of warm-up and cool-down activities; and demonstrate behaviours to attain personal fitness goals and the ability to record and interpret their own results.
- Students identify safety rules, routines, and procedures related to physical activity participation; specific equipment and facilities that promote inclusion; and water-based activities. Students show an understanding of dangerous situations, including school intruders, home invasion, hazing, Internet use, violence prevention, and abuse, as well as ways to seek help. Students participate safely in class activities.
- Students explain the mental skills and obstacles that affect goal achievement, and the skills related to dealing with change, making healthy decisions, being a leader, making new friends, and managing anger, conflict, and potentially dangerous situations; and demonstrate the ability to develop interpersonal skills, as well as conflict-resolution, decision-making/problem-solving, avoidance, and refusal strategies.
- Students identify the lifestyle practices for making healthy decisions related to substance use and/or abuse issues, developing relationships, and responsible sexual behaviour.

Grade 8

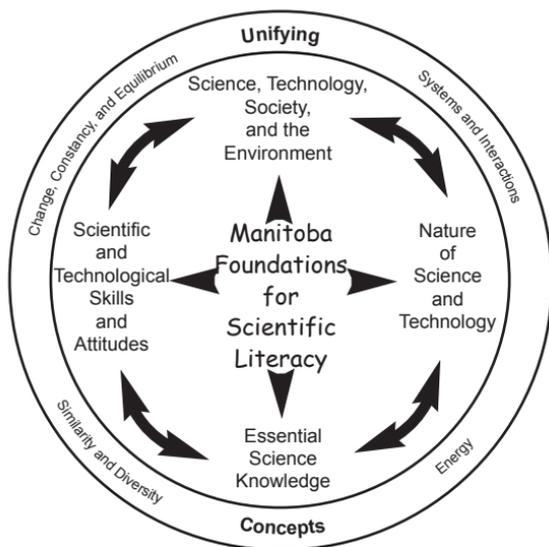
- Students show an understanding of concepts, rules, terms, ethics, and skill/technique in a variety of physical activities, including net/wall games (e.g., badminton, volleyball) and target games (e.g., bowling, curling). Students apply selected movement skills in a variety of physical activities related to sports/games, outdoor pursuits, and rhythmic/gymnastic activities.
- Students show an understanding of the health-related fitness components, the effects of exercise, the principles of training, the design of specific warm-ups, and the factors that affect personal fitness planning; and participate in fitness activities and assess progress and achievement of fitness goals, including time spent in target heart-rate zone.
- Students identify safety rules and procedures related to selected physical activities, including cycling and exercising; show an understanding of the laws and policies for safe communities, basic first-aid procedures, and ways to access community health information; and participate safely in class activities.

- Students show an understanding of setting and achieving goals, dealing with stereotyping, appreciating diversity, building positive relationships, and dealing with loss and grief, as well as stress and anxiety; and demonstrate competency in the use of interpersonal skills, as well as goal-setting, decision-making/problem-solving, and stress-management skills.
- Students examine the healthy lifestyle practices related to personal hygiene, active living, and nutrition for maintaining healthy bodies; and develop personal plans for active and healthy living.

The development of increasingly scientifically literate individuals is one of the primary concerns of science education. Within that vision can be included skills such as effectively interpreting technical information, participation in the solution of problems that appeal to new scientific understandings, making informed decisions in relation to issues and trends in a technological society, better adapting to and accommodating rapid change, and welcoming the creation of new knowledge.

Manitoba Science Curriculum Conceptual Organizer

The following curriculum conceptual organizer summarizes the relationships among the Manitoba Foundations for Scientific Literacy.



Manitoba Foundations for Scientific Literacy

The “Five Foundations for Science Literacy” diagrammed in the Curriculum Conceptual Organizer are the primary underpinnings of the science curriculum, and provide the framework upon which both the general and specific learning outcomes are based.

Nature of Science and Technology

Students learn that science and technology are creative human activities with long histories in all cultures. Science is a way of learning about the universe. This learning stems from curiosity, creativity, imagination, intuition, exploration, observation, replication of experiments, interpretation of evidence, and debate over that evidence and its interpretations.

Science, Technology, Society, and the Environment (STSE)

Understanding the complex interrelationships among STSE is an essential component of fostering increased scientific literacy. By studying the historical context, students come to appreciate ways in which cultural and intellectual traditions have influenced the questions and methodologies of science, and how science, in turn, has influenced the wider world of ideas.

Scientific and Technological Skills and Attitudes

A science education that strives for developing scientific literacy must engage students in answering questions, solving problems, and making decisions. These processes are referred to as scientific inquiry, technological problem solving (the design process), and decision making.

Essential Science Knowledge

The subject matter of science includes theories, models, concepts, and principles that are essential to an understanding of life science, physical science, and the Earth and space sciences. Content is a vehicle for essential learning and it will be increasingly important for students to make interdisciplinary connections among the content areas of the sciences.

The Unifying Concepts

An effective way to create linkages within and among science disciplines is to use unifying concepts – the key ideas that underlie and integrate all science knowledge and extend into areas such as mathematics and social studies. Unifying concepts help students construct a more holistic, systems-related understanding of science and its role in society. In the Manitoba science curriculum, the four unifying concepts are *Similarity and Diversity*, *Energy in Systems*, *Change Constancy*, and *Equilibrium and Systems Interactions*.

Grade 5 to Grade 8 Overview

Within each grade, specific learning outcomes are arranged into groupings, referred to as clusters.

Cluster 0 comprises nine categories (*initiating; researching; planning; implementing a plan; observing, measuring, recording; analyzing and interpreting; concluding and applying; and reflecting on science and technology*) of specific learning outcomes that describe the skills and attitudes involved in scientific inquiry, the design process, or both. Overall skills and attitudes are integrated into clusters 1 to 4.

Clusters 1 to 4 are thematic and generally relate to the three science disciplines (*Life Science, Physical Science, and Earth and Space Science*).

Cluster	Grade 5	Grade 6	Grade 7	Grade 8
Cluster 0	Overall Skills and Attitudes	Overall Skills and Attitudes	Overall Skills and Attitudes	Overall Skills and Attitudes
Cluster 1	Maintaining a Healthy Body	Diversity of Living Things	Interactions within Ecosystems	Cells and Systems
Cluster 2	Properties of and Changes in Substances	Flight	Particle Theory of Matter	Optics
Cluster 3	Forces and Simple Machines	Electricity	Forces and Structures	Fluids
Cluster 4	Weather	Exploring the Solar System	Earth's Crust	Water Systems

Grade Overview

In the science classroom, students are actively engaged in “doing” science and developing related skills and attitudes, as well as extending their understanding of science concepts.

Grade 5

Students develop an understanding of the following science concept:

- Cluster 1: The study of the human body focuses on the maintenance of good health.
- Cluster 2: Students deepen their understanding of the characteristics and properties of substances, and the changes that occur in substances in different solutions.
- Cluster 3: Students increase their understanding of forces through the study of simple machines.
- Cluster 4: Students learn that daily weather conditions are not the result of random occurrences, but of global systems that can be predicted on a short-term and a seasonal basis.

Students develop the following skills, attitudes, and understanding about the nature of science:

- Students recognize that there are some questions science can't answer.
- Students explore, with teacher guidance, the concept of a fair test, by planning and implementing experiments and drawing conclusions based on investigation results.
- Students construct an object or device to solve a problem, based on specific criteria.
- Students investigate positive and negative effects of science and technology, including effects on themselves, society, the environment, and the economy.
- Students develop a sense of responsibility for the welfare of other humans, other living things, and the environment.
- Students realize that science and technology are part of many hobbies and careers.

Grade 6

Students develop an understanding of the following science concepts:

- Cluster 1: Students develop an appreciation of the diversity of living things. The animal kingdom provides a specific focus with students investigating different types of animals to understand where they fit in the classification of things.
- Cluster 2: A study of the properties of fluids helps students to understand how flight can be achieved.
- Cluster 3: Students explore current and static electricity and compare and contrast the characteristics of each.
- Cluster 4: Students develop an understanding of the Earth in space, the solar system, and the role of space research programs in increasing scientific knowledge.

Students develop the following skills, attitudes, and understanding about the nature of science:

- Students recognize that there are some questions science can't answer.
- Students explore, with teacher guidance, the concept of a fair test, by planning and implementing experiments and drawing conclusions based on investigation results.
- Students construct an object or device to solve a problem, based on specific criteria.
- Students investigate positive and negative effects of science and technology, including effects on themselves, society, the environment, and the economy.
- Students develop a sense of responsibility for the welfare of other humans, other living things, and the environment.
- Students realize that science and technology are part of many hobbies and careers.

Grade 7

Students develop an understanding of the following science concepts:

- Cluster 1: Students investigate the complex interactions between organisms and their environment.
- Cluster 2: Students explore the nature of science by examining the development of scientific theories. One theory, the particle theory of matter, is investigated in detail.
- Cluster 3: Students explore a variety of natural and human-built structures and the forces that act on them.
- Cluster 4: Students investigate Earth's geology, including rock and mineral formation, changes in the landscape over time, and human use of geological resources.

Students develop the following skills, attitudes, and understanding about the nature of science:

- Students recognize that scientific knowledge has evolved and that technology has played a role in this process.
- Students plan and conduct experiments that constitute a fair test, including controlling variables, recording and analyzing data, and drawing a conclusion based on experimental results.
- Students construct an object or device to solve a problem, based on specific criteria.
- Students investigate societal, environmental, and economic impacts of science and technology.
- Students recognize the importance of maintaining a balance between the needs of humans and a sustainable environment.
- Students appreciate the contributions of Canadians to science and technology.

Grade 8

Students develop an understanding of the following science concepts:

- Cluster 1: Students investigate living things through a focus on cells and systems. Cell theory provides the basis for exploring cells and unicellular and multicellular organisms.
- Cluster 2: Students broaden their understanding of how light is produced, transmitted, and detected.
- Cluster 3: Students investigate the properties of fluids, including viscosity, density, and compressibility.
- Cluster 4: Students investigate the properties of water, its global manifestations, and its impacts.

Students develop the following skills, attitudes, and understanding about the nature of science:

- Students recognize that scientific knowledge has evolved and that technology has played a role in this process.
- Students plan and conduct experiments that constitute a fair test, including controlling variables, recording and analyzing data, and drawing a conclusion based on experimental results.
- Students construct an object or device to solve a problem, based on specific criteria.
- Students investigate societal, environmental, and economic impacts of science and technology.
- Students recognize the importance of maintaining a balance between the needs of humans and a sustainable environment.
- Students appreciate the contributions of Canadians to science and technology.

SOCIAL STUDIES

Social studies is the study of people in relation to each other and to the world in which they live. In Manitoba, social studies comprises the disciplines of history and geography, draws upon the social sciences, and integrates relevant content from the humanities. As a study of human beings in their physical, social, and cultural environments, social studies examines the past and present, and looks toward the future. Social studies helps students acquire the skills, knowledge, and values necessary to become active democratic citizens and contributing members of their communities, locally, nationally, and globally.

Citizenship as a Core Concept

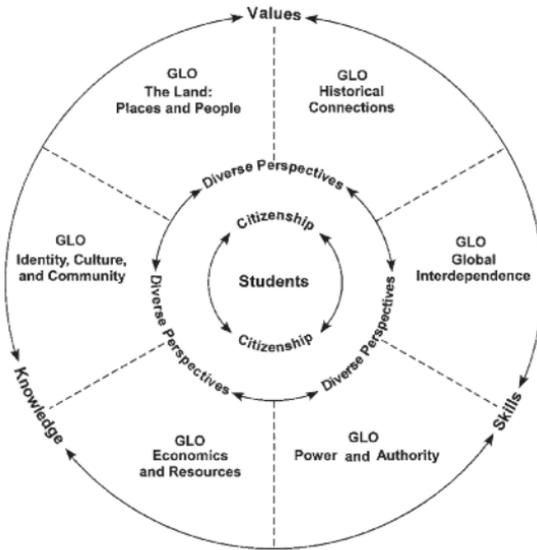
Citizenship is the core concept that provides the learning focus for social studies at all grades. To identify the skills, knowledge, and values that students will need as active democratic citizens, social studies must take into account the society in which students live and anticipate the challenges that they will face in the future.

Citizenship includes

- Active democratic citizenship in Canada
- Canadian citizenship for the future
- Citizenship in the global context
- Environmental citizenship

Conceptual Map

The following conceptual map illustrates the core concept and other key components upon which Manitoba social studies curricula are based.



General Learning Outcomes

The following general learning outcomes provide the basis for the specific learning outcomes for each grade.

Identity, Culture, and Community

Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.

The Land: Places and People

Students will explore the dynamic relationships of people with the land, places, and environments.

Historical Connections

Students will explore how people, events, and ideas of the past shape the present and influence the future.

Global Interdependence

Students will explore the global interdependence of people, communities, societies, nations, and environments.

Power and Authority

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Economics and Resources

Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

Grade 5 to Grade 8 Overview

Specific learning outcomes are statements that describe the skills, knowledge, and values that students are expected to achieve in each grade.

Although the following two types of learning outcomes are presented separately, they are interdependent in the learning process and are intended to be integrated in the social studies classroom.

Social Studies Skills: The skills learning outcomes are intended to be integrated across the grades. They are organized into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Information and Ideas
- Critical and Creative Thinking Skills
- Communication Skills

Knowledge and Values: The knowledge and values outcomes are grouped thematically into clusters to facilitate planning in each grade. The specific learning outcomes for the core concept of citizenship are integrated into the clusters.

Grade	Grade 5 <i>People and Stories of Canada to 1867</i>	Grade 6 <i>Canada: A Country of Change (1867 to Present)</i>	Grade 7 <i>People and Places in the World</i>	Grade 8 <i>World History: Societies of the Past</i>
Skills Learning Outcomes	Skills Learning Outcomes (see 4 categories)	Skills Learning Outcomes (see 4 categories)	Skills Learning Outcomes (see 4 categories)	Skills Learning Outcomes (see 4 categories)
Cluster 1	First Peoples	Building a Nation (1867 to 1914)	World Geography	Understanding Societies Past and Present
Cluster 2	Early European Colonization (1600 to 1763)	An Emerging Nation (1914 to 1945)	Global Quality of Life	Early Societies of Mesopotamia, Egypt, or the Indus Valley
Cluster 3	Fur Trade	Shaping Contemporary Canada (1945 to Present)	Ways of Life in Asia, Africa, or Australasia	Ancient Societies of Greece and Rome
Cluster 4	From British Colony to Confederation (1763 to 1867)	Canada Today: Democracy, Diversity, and the Influence of the Past	Human Impact in Europe or the Americas	Transition to the Modern World (Circa 500 to 1400)
Cluster 5				Shaping the Modern World (Circa 1400 to 1850)

Grade Overview

A brief description of the content and focus of a given grade is presented in the grade overview.

Grade 5

Peoples and Stories of Canada to 1867

Students focus on the stories of the peoples of early Canada and how they came to share this land. They explore ways of life of First Peoples before and after European contact and consider how Aboriginal cultures have influenced this country. Students examine early European exploration and consider the experiences of French and British settlers and of diverse cultural groups as they developed roots in this country. They become aware of the development of Canada as a nation, from a vast land rich in natural resources inhabited by Aboriginal peoples, to a colony of France and then of Britain, and, finally, as a confederation of provinces and territories. They study the fur trade and the rise of the Métis Nation, and examine cultural interaction and interdependence in early Canada. As students reflect upon the stories of people and events that shaped early Canada, they learn how the history and geography of this land influenced Canadians.

- Cluster 1: Students explore First Peoples' ways of life before and during their early contact with Europeans, which includes a focus on the daily life, leadership, culture, and beliefs of First Peoples communities.
- Cluster 2: Students examine causes and consequences of European exploration and settlement in early Canada.
- Cluster 3: Students explore the influence of the fur trade on the exploration, westward and northward expansion, and historical development of Canada.
- Cluster 4: Students examine life and citizenship in British North America.

Grade 6

Canada: A Country of Change (1867 to Present)

Students focus on people and events in Canada from Confederation to the present. They explore the changing character of this country as they examine territorial expansion, the role of immigration, and the evolving relationships between First Nations, Inuit, and Métis peoples and the Canadian government. Students learn about democratic processes and study the emergence of Canada as a culturally diverse, bilingual, and democratic society. They focus on Canadian questions regarding the environment, citizenship, identity, and diversity. Students also consider

contemporary world events that have shaped Canadian society. As they explore Canada's past and present, they enhance their awareness of democratic ideals and their understanding of Canadian citizenship.

- Cluster 1: Students examine life in post-Confederation Canada.
- Cluster 2: Students examine Canada as a newly emerging nation.
- Cluster 3: Students explore factors that have shaped contemporary Canadian life.
- Cluster 4: Students explore Canadian governance, citizenship, and identity, and the ideals, responsibilities, and rights of democracy.

Grade 7

People and Places in the World

Students focus on environmental, social, and cultural factors that affect quality of life for people in various places in the world. They study physical and human geography and global demographic trends. Students enhance their awareness of indigenous peoples and explore ways of life in other places. They examine how various factors shape ways of life in a contemporary society of Asia, Africa, or Australasia. They also focus on a contemporary society in Europe or the Americas as they consider the human impact of urbanization and technological change. Students become aware of the commonalities that link cultures and societies and the disparities that divide them. As they explore global challenges and opportunities, students become aware of the importance of international cooperation and begin to understand their roles as citizens in an increasingly interdependent world.

- Cluster 1: Students examine human and physical geography and their connections.
- Cluster 2: Students examine environmental, social, and cultural factors that affect quality of life for people in Canada and other places in the world.
- Cluster 3: Students examine how various factors shape ways of life in one contemporary society, selected from a choice of Asia, Africa, or Australasia.
- Cluster 4: Students examine the impact of human activities in one contemporary society, selected from a choice of Europe or the Americas.

Grade 8

World History: Societies of the Past

Students explore societies of the past and make connections between the past and present. They examine the origins of human societies from early hunter-gatherer ways of life to societies of the nineteenth century. They study significant people, ideas, and events of historical periods that have shaped the modern world and consider the implications of contact between diverse societies. As they explore selected past societies, students become aware of differing world views and the factors that influence change in societies. They assess the influence of the past on the present and develop an appreciation for the historical significance of past societies and civilizations.

- Cluster 1: Students explore concepts related to society, civilization, and world view.
- Cluster 2: It begins with a brief world overview, focusing on Mesopotamia, Egypt, the Indus Valley, China, and the Mayas and Incas from about 3500 to 500 BCE. Students then explore life in one early society, selected from a choice of Mesopotamia, Egypt, or the Indus Valley.
- Cluster 3: It begins with a brief world overview, focusing on China, Greece, Rome, Persia, and the Mayas and Incas, from about 500 BCE to 500 CE. Students then explore life in ancient societies of both Greece and Rome.
- Cluster 4: It begins with a brief world overview, focusing on China, Europe, the Middle East, Africa, Asia, and the Americas from about 500 to 1400. Students then explore individuals and events in selected places in the world during this time period.
- Cluster 5: It begins with a brief world overview, focusing on Europe, Africa, Asia, Australasia, and the Americas from about 1400 to 1850. Students then explore individuals, ideas, and events related to the Renaissance, the Protestant Reformation, global exploration, and the Industrial Revolution.

MIDDLE YEARS

OPTIONAL SUBJECT AREAS

Note: 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* (hereinafter 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 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 the 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 (SLOs) 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, SLOs are outlined for each GLO for the respective grade groupings. For more detailed information, please refer to the *Framework*.

BASIC FRENCH

Basic French is an optional subject area that is offered from Grades 4 to 12 within the English program in Manitoba. This curriculum is designed to expose students to the French language and culture, encouraging future study and mastery of the language.

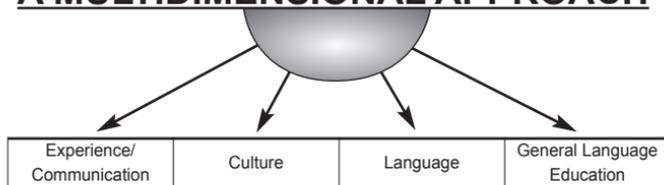
Program Goal

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 pupil'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 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 pupils.

General Learning Outcomes (GLOs)

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

Experience

- broaden their life experiences and develop their 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 themselves 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 their 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 5 and Grade 6

Themes to be developed

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

Grade 7 and Grade 8

Themes to be developed

- Leisure-Time Activities
- Food
- Friends
- Physical Well-Being and Exercise/Sports
- School
- Holidays, Celebrations, and Multiculturalism
- Clothing
- Shopping and the Young Consumer
- Travel and Excursions

Resources

For more information on Basic French learning outcomes and teaching and assessment strategies, please refer to the following documents:

- *Français de base, 4^e à la 6^e année, programme d'études : document de mise en œuvre*, 1998 (révisé en 2006).
- *Français de base, 7^e et 8^e années, programme d'études : document de mise en œuvre*, 1997 (révisé en 2005).

The document *Basic French Guidelines: A Handbook for School Divisions/Districts* (Manitoba Education, Citizenship and Youth, 2004) sets out the guidelines and conditions that enable schools to offer consistent, continuous, and effective programming in Basic French.

HOME ECONOMICS AND INDUSTRIAL ARTS

Home economics and industrial arts programming builds on connections that already exist, and helps to create relevance to learning life skills. Its courses integrate a blend of knowledge in the physical and biological sciences, social sciences, and the arts and humanities with participatory activities that incorporate the four modalities of learning (kinaesthetic, tactile, visual, and auditory).

Rationale

Our society is characterized by rapid social, economic, and technological change. It is increasingly critical to our nation's social and economic prosperity that Canadians be able to manage their own work and personal lives. Manitoba schools must provide relevant programs to help students take charge of their life/work destiny in a complex and changing world.

To meet the challenge of providing relevant programs to students, home economics and industrial arts programs offer the following:

- active-interactive learning
- balancing work and home life
- employability skills, essential skills, and career development skills

General Learning Outcomes

General learning outcomes identify the broad categories of knowledge, skills, and attitudes that students are expected to learn and be able to do in home economics and industrial arts.

Home Economics General Learning Outcomes:

- To incorporate a variety of foods from each food group every day in one's diet to provide the energy necessary to lead an active life.
- To recognize the importance of meeting basic needs and healthy personal development.
- To demonstrate an understanding that assists the consumer to make educated decisions about textile products.

Industrial Arts General Learning Outcomes:

- To demonstrate safe practices with tools, machines, materials, and related processes.
- To select appropriate measurement tools and apply measurements in practice.
- To perform tasks that demonstrate application of the design process to a project.

Specific Learning Outcomes

Middle Years education can be categorized from Grades 5 to 8 or Grades 6 to 9, depending on the educational setting. It is for this reason that the four levels of specific learning outcomes (exploratory, introductory, intermediate, and advanced) are not grade-specific. The four levels provide an opportunity for each school to select the time allocation that suits the needs of their learning environment to incorporate Middle Years home economics/industrial arts programming into their educational plan.

Themes

In teaching home economics/industrial arts themes, teachers are encouraged to adapt the instructional approaches and assessment tools/methods to give them flexibility in providing students with connections within the global community in which they live.

Home Economics Education

- **Clothing and Textiles:** The clothing and textiles curriculum creates awareness of the role of clothing, textiles, and fashion in our daily lives.
- **Food and Nutrition:** The food and nutrition curriculum is designed to teach about food and nutrition through theoretical and practical food experiences.
- **Human Development:** The family studies/human development curriculum provides skills and knowledge in the areas of parenting, money management, relationships, and the well-being of individuals/families.

Industrial Arts Education

- **Graphic Communications:** The graphic communications technology curriculum is based on the development of knowledge, skills, and attitudes in drafting and graphic arts.
- **Power/Energy:** The power and energy curriculum develops knowledge, skills, and attitudes in electronics/electricity/power mechanics and related systems and subsystems.
- **Manufacturing:** Woodwork, metalwork, and plastics courses provide students with opportunities to acquire knowledge, skills, and attitudes needed to plan, design, build, and evaluate projects using instruments, tools, equipment, and machinery related to these materials. These courses also help students understand the role of manufacturing in our economy and its relationship to other economic sectors.
- **Construction:** The construction curriculum provides knowledge and skills within approximately 20 trade areas that comprise the construction industry.

Resources

For more information on home economics and industrial arts programming, please refer to the document *Middle Years Home Economics/Industrial Arts: Linking Living to Learning* (Manitoba Education, Citizenship and Youth, 2003).

The purpose of the document *Keeping Your Facilities SAFE: A Support Document for Industrial Arts Teachers* (Manitoba Education, Citizenship and Youth, 2003) is to help teachers develop and operate a program that will prevent and control incidents. Such a program protects students and increases the effectiveness of instructional methods and facility operations, and provides students with the skills, knowledge, and attitudes needed to keep them free and safe from injury now and later on the job.

The document provides

- information about facility inspections, machine guarding, and personal protective equipment (PPE)
- resource material for use within your facility
- an understanding of the importance of the teacher's role in developing and instilling students' safe attitudes that students will carry forward from school
- an understanding of the need for support and sufficient funds to provide efficient safety

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 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 that are 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 diversity, 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

Programming

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 the following:

- Cree
- German
- Hebrew
- Ukrainian

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

- 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 group. 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 the school board of a division and duly approved by the Minister 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 languages course, please refer to the following documents: *Policy for Heritage Language Instruction* (Manitoba Education and Training, 1993) 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* (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)
- *Kindergarten to Grade 6 Hebrew Language Arts: Manitoba Curriculum Framework of Outcomes* (2008)

MIDDLE YEARS

ELEMENTS INTEGRATED INTO THE CURRICULUM

In addition to providing the requisite curriculum components (nature of the discipline, rationale, philosophy, aim, structure, student learning outcomes and standards), curriculum documents incorporate the following elements.

ABORIGINAL PERSPECTIVES

Aboriginal perspectives are integrated into curricula to enable students to learn the history of Manitoba and Canada before European settlement, and to give the perspectives of Aboriginal people since that time. Each subject area addresses the perspectives and accomplishments of Aboriginal people, as appropriate.

Aboriginal perspectives apply to learning experiences for all students; however, there may be unique and particular learning experiences that apply specifically to Aboriginal students. Aboriginal students are learners and participants in Aboriginal cultures, and are not necessarily experts in the culture. Their knowledge about their culture may be the same as that of other students in the class. If, however, they do have extensive knowledge about their culture, sharing their knowledge could benefit the entire class.

Goals

For Aboriginal Students

- to develop a positive self-identity through learning their own histories, cultures, and contemporary lifestyles
- to participate in a learning environment that will equip them with the knowledge and skills needed to participate more fully in the unique civic and cultural realities of their communities

For Non-Aboriginal Students

- to develop an understanding and respect for the histories, cultures, and contemporary lifestyles of Aboriginal people
- to develop informed opinions on matters relating to Aboriginal people

Resources

To assist Manitoba educators in incorporating Aboriginal perspectives, the following Native Studies documents were developed and published:

- *Native Studies Early Years (K–4): A Teacher’s Resource Book*
- *Native Studies Middle Years (Grades 5–8): A Teacher’s Resource Book Framework*
- *Native Studies Senior Years (S1–S4): A Teacher’s Resource Book Framework*

In 2003, the Department published *Integrating Aboriginal Perspectives into Curricula: A Resource for Curriculum Developers, Teachers, and Administrators*. This document is meant to assist Manitoba curriculum developers and educators as they integrate Aboriginal perspectives into new and existing curricula. It provides direction for the integration of Aboriginal perspectives within the various curricula taught in Manitoba classrooms.

For your information: The curriculum document *Grade 12 Current Topics in First Nations, Métis, and Inuit Studies: A Foundation for Implementation* is available online at www.edu.gov.mb.ca/k12/abedu/foundation_gr12/index.html.

ASSESSMENT

The Department has published the following two support documents to provide guidance for assessment practice in Manitoba:

1. *Rethinking Classroom Assessment with Purpose in Mind* (2006) affirms that assessment must be planned with its specific purpose in mind, and that what is done to assess student learning and how the information about learning is used will differ according to the purpose. The document defines the following three distinct but interrelated purposes for assessment:
 - *Assessment for learning*: Where assessment helps teachers gain insight into what students understand in order to plan and guide instruction, and provide helpful feedback to students.
 - *Assessment as learning*: Where students develop an awareness of how they learn, and use that awareness to adjust and advance their learning, taking an increased responsibility for their learning.
 - *Assessment of learning*: Where assessment informs students, teachers, and parents, as well as the broader educational community, of achievement at a certain point in time in order to celebrate success, plan interventions, and support continued progress.
2. *Communicating Student Learning* (2008) aligns with and extends the ideas contained in *Rethinking Classroom Assessment*. Its focus is on ways to communicate with students and parents throughout the learning process that are most supportive of further learning. It includes guidelines for quality grading and reporting practices.

Current research suggests that implementing the following three key strategies can have a significant positive impact on student achievement:

- Increase the amount of assessment *for learning* in classrooms
- Offer more opportunities for student involvement and engagement in their learning (assessment *as learning*)
- Ensure high-quality assessment *of learning*, and improve grading and reporting practices

Evidence in classrooms that these three strategies are being implemented would include the following:

- Teachers have an assessment plan for a unit, developed at the outset of the unit, which is communicated to students (and parents as appropriate).
 - The assessment plan would include not only the culminating (summative) assessments through which students demonstrate understanding, but the formative assessment opportunities that help both the teacher and the student to see how they are doing and what they could do to improve during the instruction and practice phases of the learning cycle.
- Teachers and students understand the learning outcomes that are the focus of the lesson/unit.
 - The learning outcome(s) that are the focus of the lesson/unit might be posted in the classroom in age-appropriate/student-friendly language.
 - If asked, students could articulate what they are learning and why.
- Students understand the criteria that will be used to judge the quality of their work.
 - Sometimes these criteria are described or listed by the teacher. In some classrooms, students and teachers co-construct the criteria.
 - Samples of work at the desired level, or at a variety of levels, might be displayed, assisting students in assessing their own work.
- Teachers check for students' prior knowledge and readiness prior to instruction, and frequently check for the development of the requisite understanding and skills throughout instruction.
 - A variety of strategies might be used, including the following:
 - KWL (What you already know, what you want to learn, what you have learned)
 - Visual signals (thumbs-up/thumbs-down, etc.)
 - Graphic organizers (Venn diagrams, before and after diagrams, concept maps, etc.)
 - Written responses (exit passes, journal entries, learning logs, etc.)

- Students receive and generate descriptive feedback on their work in relation to the agreed-upon criteria.
 - Students may have access to checklists or rubrics that remind them of the criteria and performance standard they are working toward.
 - Students receive specific descriptive feedback in relation to the criteria from the teacher, and/or from peers, and they have the opportunity to generate the feedback for themselves.
- Students demonstrate what they have learned by the end of the unit.
 - A variety of culminating tasks might be used that require students to apply and synthesize what they have learned, such as
 - Demonstration
 - Role-play
 - Performance
 - Essay
 - Test
- Teachers use assessment information to plan appropriate next steps for each learner.
 - Instruction is differentiated according to the learner's profile of strengths and areas requiring improvement.
- When grades are required, teachers use assessment information and professional judgment to assign grades that are
 - Meaningful
 - The grade is a valid indicator of the learning outcomes that were focused upon.
 - Teachers design and organize assessment evidence by learning goal, not by assessment method (e.g., project, quizzes, tests, homework).
 - Consistent
 - The grade is based on how well the student has done in relation to the criteria that were outlined, not based on how well the student did in relation to peers.

- Accurate
 - Assessments are of high quality – that is,
 - The assessment method is appropriate for the learning outcome.
 - A sufficient sample of evidence is included.
 - Students have had a variety of ways to demonstrate their learning.
 - The grade has not been distorted by non-achievement factors (such as effort, lateness, missing assignments, etc.).
- Supportive of learning
 - Only marks from summative assessments are used in determining grades.
 - When more recent evidence shows that a student now understands or can do what was intended, the more recent evidence replaces earlier evidence that may have indicated the difficulty the student had at the beginning of instruction.
 - Students are involved in the assessment process
 - They have some choice in how they demonstrate their learning.
 - They are involved in keeping track of their learning (e.g., portfolios, learning logs).
 - They are involved in communicating about their learning (e.g., student-involved or student-led conferences).

DIVERSITY AND EQUITY

In May 1992, the Department published *Multicultural Education: A Policy for the 1990s*. This document focused on the following three thrusts: education for full participation in society; education for cultural and linguistic development; and education for intercultural understanding.

More recently, the Department has recognized the need to renew and refresh its commitment to diversity and equity. In October 2006, *Belonging, Learning, and Growing: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity* was released. This document outlines a variety of strategies and initiatives for enhancing diversity and equity education in Manitoba.

As a result of the vision and hope to create a more inclusive school, the Department made a commitment in 1996 to integrate the following elements into all subsequent curriculum documents:

Gender Fairness

To address the challenges of gender fairness and to develop student understanding in all subject areas in a balanced way, teaching, learning, and assessing must be equally accessible, relevant, interesting, appropriate, and challenging to male and female students. This will ensure that all students have opportunities to succeed regardless of gender.

Curriculum documents, learning resources, and classroom practice should reflect a commitment to gender fairness and inclusion. All students, regardless of gender, should be encouraged and supported to develop to their full potential.

Appropriate Age Portrayals

There is a growing awareness of stereotypes and discriminatory practices and attitudes related to aging. The contributions of all age groups, including the aging population, should be supported in teaching, learning, and assessing. Stereotyping related to age should be avoided.

Human Diversity

Manitoba is a rich mosaic of people with a diversity of cultures, languages, religions, and other characteristics. These aspects of human diversity should be recognized, accepted, and celebrated. This will create learning environments that prepare all students for full participation in society, provide students with opportunities for cultural and linguistic development, and encourage intercultural understanding and harmony.

Anti-Racism/Anti-Bias Education

Effective schools strive to create and maintain inclusive school programs and environments that welcome diversity and challenge bias and discrimination. An anti-bias and anti-racism educational approach is a critical element in the development of curriculum documents and school environments so that students can experience learning in a safe environment and can develop the required knowledge and skills.

Resources

The following support documents produced by the Department provide guidance for integrating diversity and equity in education:

- *Multicultural Education: A Policy for the 1990s.*
- *Manitoba K–S4 Education Agenda for Student Success, 2002–2006* provides a set of priorities for education in Manitoba.
- The consultation document *Diversity and Equity in Education: An Action Plan for Ethnocultural Equity* provided a basis for discussion for the consultations held from 2003 to 2005.
- In October 2006, *Belonging, Learning, and Growing: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity* was released.
- *Kindergarten to Grade 12 Action Plan for Ethnocultural Equity 2006–2008* outlines the Department’s plan for implementing a number of initiatives that build capacity for diversity and equity in education.

EDUCATION FOR SUSTAINABLE DEVELOPMENT

Education for sustainable development (ESD) is a priority for the Department as educators, schools, and school divisions are realizing the importance of promoting sustainable living among students.

Concept

The concept of sustainable development is the process of integrating and balancing the economy, environment, and the overall health and well-being of society through a consensus-based decision-making process so that each of these areas – the economy, the environment, and society – can be sustained for future generations. ESD is embedded in the curriculum, specifically in social studies, science, and physical education/health education. An interdisciplinary approach to engaging students in ESD provides the opportunity to integrate all other subject areas.

Education for Sustainable Development

ESD involves incorporating into the education system key themes of sustainable development such as poverty alleviation, human rights, health and environmental protection, and climate change.

The challenge is to enable students to make choices that incorporate the essential principles and values of sustainability. In order to do this, students need to be given opportunities to think and act according to the principles of sustainability. This process will contribute to their development as informed and responsible citizens who demonstrate attitudes and make decisions that reflect concern for the sustainability of this planet.

Resources

The following Department resources provide guidance for integrating sustainable development into other curricular areas:

- The ESD website at <www.gov.mb.ca/k12/esd> contains current information, resources, and supports for educators. It is updated regularly with new initiatives, such as correlation charts that highlight ESD learning outcomes, a toolkit to assist teachers in creating theme-based lessons, information on the Eco-Globe Schools recognition program, and supporting websites with teacher-ready materials to support educators and school communities participating in ESD activities. This website also includes ESD grant programs, posters with activities and teacher guides, parent brochures, school division newsletters, as well as courses and units with an ESD focus.
- *Education for a Sustainable Future: A Resource for Curriculum Developers, Teachers, and Administrators* (2000) is intended to help Manitoba curriculum developers and educators to integrate sustainability concepts into new and existing curricula. It is interdisciplinary in approach, and provides direction for the integration of sustainability knowledge, skills, values, and life practices into the curriculum, the classroom, and the community.

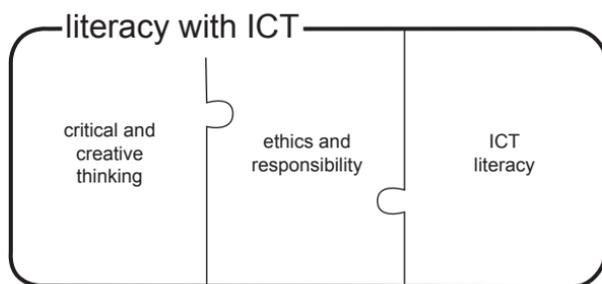
LITERACY WITH ICT ACROSS THE CURRICULUM

www.edu.gov.mb.ca/k12/tech/lict/index.html

What is Literacy with ICT (LwICT)?

Literacy with ICT (LwICT) is the ability to find, evaluate, use, and share information by thinking **critically**, **creatively**, and **ethically**. It is also about when, why, and how to use ICT in **responsible ways**. This approach does not create a separate curriculum. Rather, it uses a continuum that is congruent with and infused with existing concepts across the curriculum.

Literate students develop LwICT through a **process of inquiry** across the curriculum. The *Developmental Continuum for Literacy with ICT* paints a picture of how students develop their critical and creative thinking, in curricular context, and through the responsible and ethical use of ICT. It also provides a vehicle for students to self-assess and set goals for their learning.



This representation shows the relationship between **ICT literacy** (i.e., demonstrating ICT skills) and **literacy with ICT** (i.e., choosing and using ICT, responsibly and ethically, to support critical and creative thinking about information and about communication across the curriculum). ICT literacy is a critical component of literacy with ICT, but it is not sufficient in itself.

What is the *Developmental Continuum for Literacy with ICT Across the Curriculum*?

A developmental learning continuum is an assessment tool for learning based on teacher observations. It describes what teachers see and hear students doing as they demonstrate their literacy. Many teachers already use continua for assessing learning in reading, writing, and numeracy.

The *Developmental Continuum for Literacy with ICT* paints a picture of how students develop their critical and creative thinking, in a curricular context, and through the responsible and ethical use of ICT.

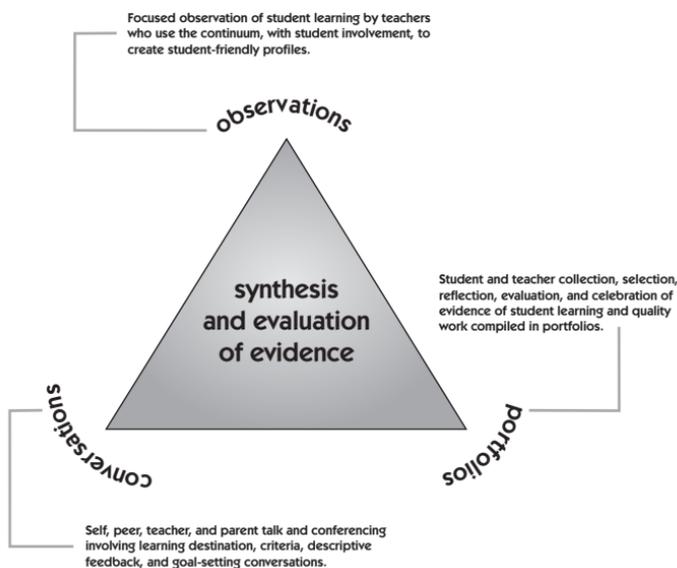
Supporting Principles of LwICT

The *Developmental Continuum for Literacy with ICT* is a matrix of descriptors that portray how students demonstrate their LwICT. The following concepts, processes, and methodologies are embedded in the continuum and have become supporting principles for the implementation of *Literacy with ICT Across the Curriculum*:

- Inquiry
- Constructivist learning
- Higher-level critical and creative thinking
- Reaching deeper understanding
- Gradual release of responsibility
- Digital citizenship
- Multiple literacies for the 21st century

For a description of each principle, visit www.edu.gov.mb.ca/k12/tech/lict/tell_me/sp.html.

Assessing, Evaluating, and Reporting on Student Progress in LwICT



Authentic assessment begins with pre-assessment and with learners knowing and helping to develop the criteria on which they will be assessed. It continues as students apply established criteria to the real-world performances/products they have created. In the most sophisticated learning context, students develop assessment criteria and apply them independently to representations of their understandings, as components of overall assessment *for/as/of* learning. (For further information, see the Department document *Rethinking Classroom Assessment with Purpose in Mind*.)

The *Developmental Continuum for Literacy with ICT* functions as both a planning tool and as assessment *for/as/of* learning. By observing learners as they engage in inquiry using ICT, teachers determine which behaviours students have demonstrated and those they are still working towards. This information helps teachers plan for instruction, as it indicates the nature of the learning contexts that will further develop student LwICT (assessment *for* learning). There are three components in assessing student LwICT: observations, portfolios, and conversations.

Policy on Reporting LwICT

Manitoba schools are required to implement *Literacy with ICT Across the Curriculum* for students from K to Grade 8. The implementation began in the 2006/2007 school year, with full implementation achieved by the end of 2008/2009.

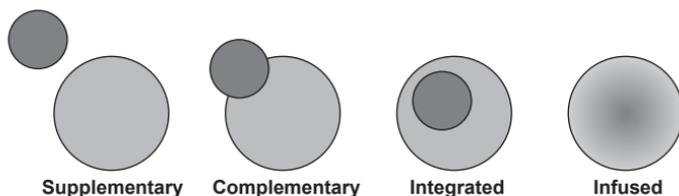
Schools are expected to report to parents of K-8 students within their existing reporting structure. Reporting is mandatory for Grades 2, 4, 6, and 8. Reporting on the progress of each student's literacy with ICT along the developmental continuum is based on the following framework:

- reporting on three competencies of LwICT
 - demonstrates critical thinking with ICT to plan and gather information
 - demonstrates creative thinking with ICT to produce and communicate information
 - demonstrates responsibility and ethics with ICT
- providing evidence of and opportunities to discuss student LwICT at parent/teacher/student conferences. These discussions can be facilitated by
 - portfolios of student work
 - individual student profiles on the *Developmental Continuum for Literacy with ICT*

Role of School Leaders in Supporting LwICT

For an in-depth description of the role of the school leader, see www.edu.gov.mb.ca/k12/tech/lict/s_leaders/index.html.

What Does LwICT Look Like in My School?



A *supplementary* relationship separates ICT and curriculum in space, time, and personnel—separate computer labs, computer classes, and computer teachers. A *complementary* relationship begins to connect ICT with curricula in various ways. An *integrated* relationship allows the classroom teacher to bring ICT **into** the classroom so it is available at teachable moments. An *infused* relationship allows the transparent application of ICT, wherever and whenever appropriate, to enhance critical and creative thinking.

While there is not a single model for LwICT in Manitoba schools, the goal of LwICT is to foster an infused relationship.

Factors that Influence How LwICT Can Support and Extend Student Learning

School leaders need to be knowledgeable about learning, teaching, and assessing in the context of developing students' literacy with ICT. In order to support LwICT in their school, they need to understand the instructional factors that influence students' literacy with ICT, including school factors, teacher factors, and student factors.

School factors include resources and timely access to ICT, collegiality and professionalism, ethics, responsibility and safety, and reporting to parents.

Teacher factors include effective use of ICT, instructional strategies, classroom management, and professional use of ICT.

Student factors include home environment, and exposure and prior knowledge.

Guiding Concepts for Implementing LwICT

By asking themselves the appropriate questions, school leaders consider concepts of continuity, complexity, diversity, differentiation, equity, fairness, and relevance in the development of student LwICT.

Suggestions for the Successful Implementation of LwICT

School leaders, together with their staff members, develop procedures within the context of provincial and divisional policies, and the school plan, to implement *Literacy with ICT Across the Curriculum*. Areas to be considered are: common planning time, professional learning, budget, technical support, access to ICT in the classroom, and reporting procedures.

The following resources produced by the Department support the implementation of LwICT:

- The *Developmental Continuum for Literacy with ICT*
- A handbook entitled *A Continuum Model for Literacy with ICT Across the Curriculum*
- Age-appropriate snapshots of student development of LwICT
- Age-appropriate, student-friendly versions of the continuum to enable student involvement in assessment
- *Literacy with ICT Is for Me! – a parent handbook on learning with information and communication technology*
- A website that provides school leaders with practical guidelines to support teachers as they implement *Literacy with ICT Across the Curriculum* to enhance student learning, found at www.edu.gov.mb.ca/k12/tech/lict/s_leaders/index.html
- A website to help teachers, school leaders, and curriculum developers to understand the role of ICT in classroom learning, teaching, and assessment, found at www.edu.gov.mb.ca/k12/tech/lict/index.html, including
 - *Learning Experiences* for students, based on the Kindergarten to Grade 8 curriculum
 - *Professional Learning for Teachers*, with tutorials on subjects
 - Information on *ePearl* electronic portfolios

The Department has also enabled the establishment of divisional implementation teams and has provided those teams with ongoing support through professional learning opportunities, ongoing consultation, and institutes. Divisional teams may include any of the following: an ICT consultant, school leaders, curriculum consultants, Early Years and Middle Years teachers, teacher-librarians, and others.



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