

## Appendix B: Curriculum Outcomes and Literacy with ICT Continuum Descriptors

Appendix B lists specific learning outcomes (SLOs)\* from the core subject areas that Grade 4 students may achieve through the learning experiences in the *Community and Diversity* interdisciplinary unit:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Aboriginal Languages and Cultures

It also lists descriptors that students may achieve from the Cognitive Domain of the *Developmental Continuum for Literacy with ICT*, under the following Big Ideas:

- Plan and Question
- Gather and Make Sense
- Produce to Show Understanding
- Communicate
- Reflect

The Grade 4 subject-specific learning outcomes and literacy with ICT continuum descriptors cited in *Community and Diversity* are identified in the following documents:

Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 3 Standards*. Winnipeg, MB: Manitoba Education and Training, 1996.

---. *Kindergarten to Grade 4 Science: Manitoba Curriculum Framework of Outcomes*. Winnipeg, MB: Manitoba Education and Training, 1999. Available online at [<www.edu.gov.mb.ca/k12/cur/science/outcomes/k-4/>](http://www.edu.gov.mb.ca/k12/cur/science/outcomes/k-4/).

Manitoba Education and Youth. *Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes*. Winnipeg, MB: Manitoba Education and Youth, 2003. Available online at [<www.edu.gov.mb.ca/k12/cur/socstud/framework/>](http://www.edu.gov.mb.ca/k12/cur/socstud/framework/).

Manitoba Education, Citizenship and Youth. *A Continuum Model for Literacy with ICT across the Curriculum: A Resource for Developing Computer Literacy*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006. Available online at [<www.edu.gov.mb.ca/k12/tech/lict/resources/handbook/>](http://www.edu.gov.mb.ca/k12/tech/lict/resources/handbook/).

---. *Kindergarten to Grade 8 Mathematics: Manitoba Curriculum Framework of Outcomes*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2008. Available online at [<www.edu.gov.mb.ca/k12/cur/math/framework\\_k-8/>](http://www.edu.gov.mb.ca/k12/cur/math/framework_k-8/).

---. *Kindergarten to Grade 12 Aboriginal Languages and Cultures: Manitoba Curriculum Framework of Outcomes*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2007. Available online at [<www.edu.gov.mb.ca/k12/abedu/framework/>](http://www.edu.gov.mb.ca/k12/abedu/framework/).

---. *Literacy with ICT Across the Curriculum: A Developmental Continuum*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006. Available online at [<www.edu.gov.mb.ca/k12/tech/lict/>](http://www.edu.gov.mb.ca/k12/tech/lict/).

The numbers and codes that accompany the SLOs and ICT continuum descriptors cited in the unit correspond to the reference systems explained in the respective documents.

\* **Note:** The Grade 4 student learning outcomes identified with an asterisk (\*) on the following pages relate to Manitoba's education for sustainable development (ESD) priorities in a minimum of two factor areas. For a link to the "ESD Correlation Charts of Student Learning Outcomes," please see Manitoba's Education for Sustainable Development website at [<www.edu.gov.mb.ca/k12/esd/correlations/>](http://www.edu.gov.mb.ca/k12/esd/correlations/).

## English Language Arts (Grade 4)

### **GLO 1: Explore thoughts, ideas, feelings, and experiences.**

- 1.1.1 *Express Ideas*—Describe and reflect upon personal observations and experiences to make predictions and reach tentative conclusions.
- 1.1.2 *Consider Others' Ideas*—Explore connections between a variety of insights, ideas, and responses.
- 1.1.3 *Experiment with Language and Form*—Explore a variety of forms of expression for particular personal purposes.
- 1.1.4 *Express Preferences*—Collect and explain preferences for particular forms of oral, literary, and media texts.
- 1.1.5 *Set Goals*—Identify areas of personal accomplishment and set goals to enhance language learning and use.
- 1.2.1 *Develop Understanding*—Connect new information and experiences with prior knowledge to construct meaning in different contexts.
- 1.2.2 *Explain Opinions*—Express new concepts and understanding in own words and explain their importance.
- 1.2.3 *Combine Ideas*—Experiment with arranging ideas and information in a variety of ways to clarify understanding.
- 1.2.4 *Extend Understanding*—Reflect on ideas and experiences and ask questions to clarify and extend understanding.

### **GLO 2: Comprehend and respond personally and critically to oral, literary, and media texts.**

- 2.1.1 *Prior Knowledge*—Make and record connections between personal experiences, prior knowledge, and a variety of texts.
- 2.1.2 *Comprehension Strategies*—Confirm or reject inferences, predictions, or conclusions based on textual information; check and confirm understanding by rereading.
- 2.1.3 *Textual Cues*—Use textual cues [such as headings and subheadings, story elements, key ideas in exposition . . .] to construct and confirm meaning.
- 2.1.4 *Cueing Systems*—Use syntactic, semantic, and graphophonic cueing systems [including word order; context clues; structural analysis to identify roots, prefixes, suffixes, compound words, contractions, and singular and plural words] to construct and confirm meaning; use a junior dictionary to determine word meaning in context.
- 2.2.1 *Experience Various Texts*—Experience texts from a variety of forms and genres [such as personal narratives, plays, adventure stories, mysteries . . .] and cultural traditions; share responses.
- 2.2.2 *Connect Self, Texts, and Culture*—Identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts [including texts about Canada or by Canadian writers].
- 2.2.3 *Appreciate the Artistry of Texts*—Identify mood evoked by oral, literary, and media texts.
- 2.3.1 *Forms and Genre*—Distinguish similarities and differences among various forms and genres of oral, literary, and media texts [such as folk tales, poetry, bone and soapstone sculptures, news and weather reports . . .].
- 2.3.2 *Techniques and Elements*—Explain connections between events and the roles of main characters in oral, literary, and media texts, and identify how these texts may influence people's behaviours.
- 2.3.3 *Vocabulary*—Expand knowledge of words and word relationships [including homonyms, antonyms, and synonyms] using a variety of sources [such as print and electronic dictionaries, thesauri, people . . .].

- 2.3.4 *Experiment with Language*—Recognize how words and word combinations [such as word play, repetition, rhyme . . .] influence or convey meaning; identify ways in which exaggeration is used to convey humour.
- 2.3.5 *Create Original Texts*—Create original texts [such as murals, scripts for short plays, descriptive stories, charts, poems . . .] to communicate and demonstrate understanding of forms and techniques.

### **GLO 3: Manage ideas and information.**

- 3.1.1 *Use Personal Knowledge*—Categorize personal knowledge of a topic to determine information needs.
- 3.1.2 *Ask Questions*—Ask general and specific questions on topics using predetermined categories.
- 3.1.3 *Contribute to Group Inquiry*—Identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research.
- 3.1.4 *Create and Follow a Plan*—Select and use a plan for gathering information.
- 3.2.1 *Identify Personal and Peer Knowledge*—Record, select, and share personal knowledge of a topic to focus inquiry or research.
- 3.2.2 *Identify Sources*—Answer inquiry or research questions using a variety of information sources [such as classroom materials, school libraries, video programs, Dene/Inuit hunts . . .].
- 3.2.3 *Assess Sources*—Assess the usefulness of information for inquiry or research using pre-established criteria.
- 3.2.4 *Access Information*—Use a variety of tools [including indices, maps, atlases, charts, glossaries, typographical features, card or electronic catalogues, and dictionaries] to access information and ideas; use visual and auditory cues to identify important information.
- 3.2.5 *Make Sense of Information*—Determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual and auditory cues.
- 3.3.1 *Organize Information*—Organize information and ideas in logical sequences using a variety of strategies [such as clustering, webbing, charting from a model . . .].
- 3.3.2 *Record Information*—Make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically.
- 3.3.3 *Evaluate Information*—Examine collected information to identify categories or aspects of a topic that need more information.
- 3.3.4 *Develop New Understanding*—Use gathered information and questions to review and add to knowledge; consider new questions regarding the inquiry or research process and content.

### **GLO 4: Enhance the clarity and artistry of communication.**

- 4.1.1 *Generate Ideas*—Focus a topic for oral, written, and visual texts using a variety of strategies [such as jotting point-form notes, mind mapping, developing story frames . . .].
- 4.1.2 *Choose Forms*—Choose from a variety of favourite forms and experiment with modelled forms [such as narrative and descriptive stories, plays, graphs . . .] for various audiences and purposes.
- 4.1.3 *Organize Ideas*—Determine key ideas and organize appropriate supporting details in own oral, written, and visual texts.
- 4.2.1 *Appraise Own and Others' Work*—Share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations.

- 4.2.2 *Revise Content*—Revise to create an interesting impression and check for sequence of ideas.
- 4.2.3 *Enhance Legibility*—Write legibly, with increasing speed, using a handwriting style that is consistent in alignment, shape, slant, and spacing; experiment with the use of templates, formatting, and familiar software when composing and revising.
- 4.2.4 *Enhance Artistry*—Choose descriptive language and sentence patterns to clarify and enhance ideas.
- 4.2.5 *Enhance Presentation*—Prepare organized compositions and reports using sound effects and visuals [such as graphs, charts, diagrams . . .] that engage the audience.
- 4.3.1 *Grammar and Usage*—Edit for complete sentences and appropriate use of statements, questions, and exclamations.
- 4.3.2 *Spelling*—Know and apply spelling conventions using a variety of strategies [including phonics, structural analysis, syllabication, and visual memory] and resources [such as dictionaries, spell-check functions, classroom resources . . .] and spelling patterns when editing and proofreading.
- 4.3.3 *Punctuation and Capitalization*—Know and use conventions of basic capitalization and punctuation [including commas in series and quotation marks] when editing and proofreading.
- 4.4.1 *Share Ideas and Information*—Prepare and share information on a topic using print and non-print aids to engage and inform a familiar audience.
- 4.4.2 *Effective Oral Communication*—Describe and explain information and ideas to a particular audience; select, use, and monitor appropriate volume, intonation, and non-verbal cues.
- 4.4.3 *Attentive Listening and Viewing*—Demonstrate appropriate audience behaviours [such as listening to opposing opinions, disagreeing respectfully, expressing opinions . . .].

### **GLO 5: Celebrate and build community.**

- 5.1.1 *Compare Responses*—Describe relationships between own and others' ideas and experiences.
- 5.1.2 *Relate Texts to Culture*—Explore cultural representations in oral, literary, and media texts from various communities.
- 5.1.3 *Appreciate Diversity*—Connect the insights of individuals in oral, literary, and media texts to personal experiences; discuss connections in representations of cultures in oral, literary, and media texts; discuss personal participation and responsibility in communities.
- 5.1.4 *Celebrate Special Occasions*—Use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the classroom.
- 5.2.1 *Cooperate with Others*—Appreciate that everyone in a group has to work together to achieve cooperative and collaborative group tasks, and act accordingly.
- 5.2.2 *Work in Groups*—Take roles and share responsibilities as a group member.
- 5.2.3 *Use Language to Show Respect*—Appreciate variations in language use in a variety of contexts in immediate communities.
- 5.2.4 *Evaluate Group Process*—Show appreciation and offer constructive feedback to peers and seek support from group members; evaluate own group participation and adjust behaviour accordingly.

## Mathematics (Grade 4)

### Number (N)

- 4.N.3. Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3- and 4-digit numerals) by
- using personal strategies for adding and subtracting
  - estimating sums and differences
  - solving problems involving addition and subtraction
- [C, CN, ME, PS, R]
- 4.N.5. Describe and apply mental mathematics strategies, such as
- skip-counting from a known fact
  - using doubling or halving
  - using doubling and adding or subtracting one more group
  - using patterns in the 9s facts
  - using repeated doubling
- to develop recall of basic multiplication facts to 9 x 9 and related division facts.  
[C, CN, ME, PS, R]

### Patterns and Relations (Patterns) (PR)

- 4.PR.1. Identify and describe patterns found in tables and charts, including a multiplication chart.  
[C, CN, PS, V]

### Statistics and Probability (Data Analysis) (SP)

- 4.SP.1 Demonstrate an understanding of many-to-one correspondence.  
[C, R, T, V]
- 4.SP.2 Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.  
[C, PS, R, V]

## Science (Grade 4)

### Cluster 0: Overall Skills and Attitudes

- 4-0-1A Ask questions that lead to investigations of living things, objects, and events in the local environment.
- 4-0-1B Make and justify predictions based on observed patterns, collected data, or data provided from other sources.
- 4-0-1C Identify practical problems to solve in the local environment.
- 4-0-2A Access information using a variety of sources.  
*Examples: school libraries, videos, traditional knowledge, local hunters, CD-ROMs, Internet . . .*
- 4-0-2B Review information to determine its usefulness to inquiry or to research needs.
- 4-0-3A Brainstorm, in small groups, one or more methods of finding the answer to a given question, and reach consensus on which method to implement.
- 4-0-3B Identify, in small groups, variables that have an impact on an investigation.
- 4-0-3C Create, in small groups, a plan to answer a given question.
- 4-0-3D Brainstorm possible solutions to a practical problem, and identify and justify which solution to implement.
- 4-0-3E Create a written plan to solve a problem or meet a need.  
Include: identify steps to follow, prepare a labelled diagram.
- 4-0-3F Develop criteria to evaluate an object, device, or system based on its function, aesthetics, and other considerations such as materials, and cost.
- 4-0-4A Carry out a plan, and describe the purpose of the steps followed.
- 4-0-4B Construct an object, device, or system to solve a problem or meet a need.
- 4-0-4C Test an object, device, or system with respect to pre-determined criteria.
- 4-0-4D Identify and make improvements to an object, device, or system, and explain the rationale for the changes.
- 4-0-4E Identify problems as they arise, and work with others to find solutions.
- 4-0-4F Assume roles, and share responsibilities as group members.
- 4-0-4G Communicate questions, ideas and intentions, and listen effectively to others during classroom-learning experiences.
- 4-0-4H Use tools and apparatus in a manner that ensures personal safety and the safety of others.
- 4-0-5A Select and use tools to observe, measure, and construct.  
*Examples: tuning fork, prism, binoculars, measuring tape . . .*
- 4-0-5B Estimate and measure mass/weight, length, volume, area, and temperature using standard units.
- 4-0-5C Record observations in a variety of ways.  
*Examples: point-form notes, sentences, labelled diagrams, charts . . .*
- 4-0-6A Construct bar graphs and pictographs using many-to-one correspondence, and interpret these as well as graphs from other sources.
- 4-0-6B Identify and suggest explanations for patterns and discrepancies in data.
- 4-0-6C Choose and identify relevant attributes for use in a classification system, and create a chart or diagram that shows the method of classifying.
- 4-0-6D Sort and classify according to an established classification system.
- 4-0-6E Evaluate, with guidance, the methods used to answer a question or solve a problem.
- 4-0-7A Draw a conclusion based on evidence gathered through research and observation.
- 4-0-7B Identify new questions that arise from what was learned.
- 4-0-7B Propose a solution to the initial problem.
- 4-0-7C Identify new problems that arise.

- 4-0-7D Construct meaning in different contexts by connecting new experiences and information to prior experiences and knowledge.
- 4-0-7E Communicate results and conclusions in a variety of ways.  
*Examples: point-form lists, sentences, graphs, labelled diagrams, charts . . .*
- 4-0-8A Recognize that experimental results may vary slightly when carried out by different persons, or at different times or places; but that if the results of repeated experiments are very different, something must be wrong with the design of the experiment.
- 4-0-8B Recognize that scientists must support their explanations using evidence and scientific knowledge.
- 4-0-8C Recognize that designing a solution to a simple problem may have considerations, such as cost, materials, time, and space.
- 4-0-9A Respect alternative views of the world.
- 4-0-9B Demonstrate confidence in their ability to do science.
- 4-0-9C Report and record what is observed, not what they think they ought to observe, or what they believe the teacher expects.

### **Cluster 1: Habitats and Communities**

- 4-1-01 Use appropriate vocabulary related to their investigations of habitats and communities. Include: habitat, physical adaptation, behavioural adaptation, traditional knowledge, technological development, population, community, food chain, food web, organism, producer, consumer, herbivore, omnivore, carnivore, predator, prey, scavenger, endangerment, extinction, conservation.
- 4-1-02 Recognize that each plant and animal depends on a specific habitat to meet its needs.
- 4-1-03 Identify the components of an animal habitat.  
Include: food, water, living space, cover/shelter.
- 4-1-04 Identify physical and behavioural adaptations of animals and plants, and infer how these adaptations help them to survive in a specific habitat.  
*Examples: ducks' webbed feet and waterproof feathers help them dive for food in the marsh . . .*
- 4-1-05 Investigate alternate explanations of plant or animal adaptations based on traditional knowledge from a variety of cultures.
- 4-1-06 Investigate how technological developments often mirror physical adaptations.  
*Examples: fishnet—spider web, diving fins—webbed feet . . .*
- 4-1-07 Investigate and describe a variety of local and regional habitats and their associated populations of plants and animals.
- 4-1-08 Predict and test to determine an appropriate method for measuring a plant population within a given habitat.
- 4-1-09 Recognize that plant and animal populations interact within a community.
- 4-1-10 Recognize that the food chain is a system in which some of the energy from the Sun is transferred eventually to animals.
- 4-1-11 Construct food chains and food webs, and classify organisms according to their roles. Include: producer, consumer, herbivore, omnivore, carnivore, predator, prey, scavenger.
- 4-1-12 Use the design process to construct a model of a local or regional habitat and its associated populations of plants and animals.
- \*4-1-13 Predict, based on their investigations, how the removal of a plant or animal population may affect the rest of the community.  
*Examples: if the wolves were removed from a community, the deer population may increase rapidly . . .*

- \*4-1-14 Investigate natural and human-caused changes to habitats, and identify resulting effects on plant and animal populations.  
Include: endangerment, extinction.
- \*4-1-15 Describe how their actions can help conserve plant and animal populations and their habitats.  
*Examples: clean up a local stream to improve fish and bird habitat . . .*
- 4-1-16 Describe how specific technological developments have enabled humans to increase their knowledge about plant and animal populations.  
*Examples: radio collar tracking, time-lapse photography . . .*
- \*4-1-17 Recognize and appreciate how traditional knowledge contributes to our understanding of plant and animal populations and interactions.



## Social Studies (Grade 4)

### Cluster 3: Living in Manitoba

- 4-KI-005 Identify cultural communities in Manitoba.
- 4-KI-006 Give examples of diverse artistic and cultural achievements of Manitobans.  
*Include: Aboriginal and francophone cultural achievements.*
- 4-KI-006A Give examples of Aboriginal artistic and cultural achievements and organizations in Manitoba.
- 4-KI-006F Give examples of francophone artistic and cultural achievements and organizations in Manitoba.
- 4-KI-007 Identify Aboriginal communities, cultures, and languages in Manitoba.  
*Examples: Cree, Ojibway, Dakota, Michif, Oji-Cree, Dene . . .*
- 4-KI-007A Identify connections between their community and other Aboriginal communities in Manitoba.
- 4-KI-008 Identify francophone communities in Manitoba.
- 4-KI-008F Identify connections between their local community and other francophone communities in Manitoba.
- 4-KI-009 Describe the influence of various factors on their identities.  
*Include: culture, community, place, region.*
- 4-KI-009A Understand the teachings of Elders about their culture and identity.
- 4-KI-009F Describe the influence of their cultural heritage on their francophone identity.
- 4-KL-020 Locate on a map and describe geographic features of Manitoba.  
*Examples: lakes and rivers, landforms, vegetation, forests, parks, cities and towns, First Nations communities . . .*
- 4-KL-020A Use traditional knowledge to describe and locate places in Manitoba.
- 4-KL-021 Locate on a map and identify major natural resources in Manitoba.
- 4-KL-022 Describe the main demographic features of Manitoba.  
*Include: population, population distribution, cultural communities.*
- \*4-KL-023 Identify issues related to environmental stewardship and sustainability in Manitoba.
- \*4-KL-024 Give examples of Aboriginal peoples' traditional relationships with the land.
- \*4-KL-025 Describe places of historic, cultural, or environmental significance in Manitoba.  
*Examples: Lower Fort Garry, the Forks, musée de Saint-Boniface, Thunderbird House, provincial/national parks . . .*
- 4-VI-003 Value ethnic and cultural diversity in Manitoba.
- 4-VI-004 Value the artistic and cultural achievements of Manitobans.
- \*4-VL-006 Appreciate Manitoba's natural environment.
- \*4-VL-006A Respect their spiritual connection to the natural environment (land, water, sky).

### Active Democratic Citizenship

- 4-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.
- 4-S-101 Resolve conflicts peacefully and fairly.
- 4-S-102 Interact fairly and respectfully with others.
- \*4-S-103 Make decisions that reflect care, concern, and responsibility for the environment.
- 4-S-104 Negotiate constructively with others to build consensus.

### Managing Information and Ideas

- 4-S-200 Select information from oral, visual, material, print, or electronic sources.  
*Examples: maps, atlases . . .*
- 4-S-201 Organize and record information in a variety of formats and reference sources appropriately.  
*Examples: maps, charts, outlines, concept maps . . .*

- 4-S-202 Use appropriate terms or expressions to describe periods of time.  
*Examples: decade, generation, century, when the Earth was new, in the time of our ancestors . . .*
- 4-S-203 Select and use appropriate tools and technologies to accomplish tasks.
- 4-S-204 Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.
- 4-S-205 Construct maps that include a title, legend, compass rose, and grid.
- 4-S-206 Interpret maps that include a title, legend, compass rose, and grid.
- 4-S-207 Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.
- 4-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.  
*Examples: sun, moon, or stars, inuksuit, Global Positioning Systems (GPS) . . .*

**Critical and Creative Thinking**

- 4-S-300 Formulate questions for research.
- 4-S-301 Consider advantages and disadvantages of solutions to a problem.
- 4-S-302 Draw conclusions based on information and evidence.
- 4-S-303 Evaluate personal assumptions based on new information and ideas.
- 4-S-304 Distinguish fact from opinion.
- 4-S-305 Observe and analyze material or visual evidence for research.  
*Examples: artifacts, photographs, works of art . . .*

**Communication**

- 4-S-400 Listen actively to others to understand their perspectives.
- 4-S-401 Use language that is respectful of human diversity.
- 4-S-402 Support their ideas and opinions with information or observations.
- 4-S-403 Present information and ideas orally, visually, concretely, or electronically.

## **Aboriginal Languages and Cultures (Grade 4)**

### **3.1 Home**

#### **3.1.2 *Belongings and Physical Environment***

- 3.1.2: G-4 Identify household products that could be reduced, recycled, or reused.
- 3.1.2: H-4 Identify the use of energy-efficient practices (e.g., turn off lights when not in use, turn off tap water while brushing teeth, take short shower) in the home.

### **3.2 School**

#### **3.2.2 *Physical Environment***

- 3.2.2: B-4 Use student-generated criteria to classify things in the physical environment (e.g., rocks and minerals, trees and plants, materials and substances).
- 3.2.2: C-4 Illustrate the connection of things in the physical environment to natural and human resources development (e.g., the wooden parts of tables are made from trees by people who work in manufacturing plants).
- 3.2.2: D-4 Plan and participate in a classroom project to take care of things in the physical environment (e.g., care for a flowering plant throughout its life cycle, tracking its growth and changes over time).
- \*3.2.2: G-4 Explain how certain things in the physical environment protect or sustain people (e.g., fences help keep out intruders or show boundaries, the sun gives warmth and light).

#### **3.2.3 *Mental and Physical Fitness***

- 3.2.3: B-4 Outline the steps in the decision-making/problem-solving process (e.g., define issue, explore alternatives, consider health knowledge and values, identify possible solutions, decide on action, evaluate results).
- 3.2.3: C-4 List factors that affect personal motivation and achievement of goals.
- 3.2.3: D-4 Give examples of positive communication skills and behaviours for getting along with others.

### **3.3 Within the Community**

#### **3.3.1 *Roles, Responsibilities, and Relationships***

- 3.3.1: A-4 Give examples of individual characteristics (e.g., gender, family, nation, community, interests, gifts, preferred learning styles) that contribute to the development of personal identity, self-esteem, self-confidence, and a sense of belonging.
- 3.3.1: C-4 Demonstrate understanding that everyone is special, unique, and able to succeed (e.g., consider families, interests, gifts, dreams).
- 3.3.1: D-4 Discuss the importance of listening, conversing, and interacting respectfully with others in the community.
- \*3.3.1: F-4 Describe how people in communities influence and depend on each other.

#### **3.3.2 *Daily Life and Sustenance***

- 3.3.2: A-4 Describe current practices, events, celebrations, and traditions associated with own community (e.g., fishing, hunting, National Aboriginal Day).
- \*3.3.2: E-4 Suggest ways in which the local environment is or can be respected, maintained, and sustained (e.g., recycling, renovations, road repair, respect for private property).

### **3.4 Outside the Community**

#### **3.4.1 Living Things and Natural Resources and Phenomena**

- 3.4.1: A-4 Describe ways in which living things depend on each other (e.g., animals help distribute pollen, food chains and food webs).
- 3.4.1: B-4 Classify living things in various ways (e.g., endangered, home/habitats, seasonal).
- 3.4.1: C-4 Give examples of the life processes and cycles of living things (e.g., migration, hibernation, changes in colour and covering) in the local area.
- 3.4.1: D-4 Classify natural resources in the community and local area in various ways (e.g., water/land-based, natural/processed state, living/non-living).
- 3.4.1: E-4 Outline natural or constructed processes that change a natural resource from one state to another (e.g., seed to flower, tree to paper).
- \*3.4.1: F-4 Explain how people use living things and natural resources (e.g., water for drinking, cooking, and washing, animals for food, ceremonial items, and trapping, plants for gardens and medicines).
- \*3.4.1: H-4 Explain ways in which natural phenomena (e.g., blizzards, thunderstorms, floods) affect the activities of living things.
- 3.4.1: I-4 Identify and describe hobbies and jobs involving plants, animals, natural resources, and the land.

#### **3.4.2 Connections, Comparisons, and Influences**

- 3.4.2: A-4 Identify and locate on a map the geographic/political features of Manitoba (e.g., lakes and rivers, parks, Aboriginal communities).
- 3.4.2: B-4 Identify the geographic regions in which Aboriginal cultural groups of Manitoba are located (e.g., some Ojibwe occupy areas of the Canadian Shield, the Prairie Region).
- \*3.4.2: E-4 Give examples of needs and concerns common to Aboriginal communities in Manitoba.

### **4.1 Specific Aboriginal Culture**

#### **4.1.1 History: Places, Events, and Changes**

- 4.1.1: B-4 Outline on a map of Manitoba the traditional territories of Aboriginal cultural groups.
- 4.1.1: C-4 Compare the locations of traditional Aboriginal settlements and population centres with the current locations in Manitoba.
- 4.1.1: D-4 Demonstrate understanding that identity is connected to the history of the home community and culture.

#### **4.1.2 Stories and Teachings**

- 4.1.2: B-4 Explain the importance of oral tradition and Elders in Aboriginal cultures.
- 4.1.2: C-4 Identify the teachings found in traditional Aboriginal stories and legends.
- 4.1.2: G-4 Discuss how various values, beliefs, and teachings (e.g., respect, fairness, generosity) are shown in Aboriginal cultures.

#### **4.1.3 Contributions and Influences**

- 4.1.3: G-4 Give examples of the achievements of Aboriginal role models and organizations in Manitoba.
- \*4.1.3: H-4 Discuss Aboriginal contributions to the history of Manitoba (e.g., place names, art, parks, historic sites, symbols, stories, guidance to early settlers).

## **4.2 Other Cultures: Connections and Influences**

### **4.2.1 Historical Connections and Influences**

- \*4.2.1: A-4 Describe places of historic, cultural, or environmental significance in Manitoba (e.g., Lower Fort Garry, The Forks, Circle of Life Thunderbird House, provincial and national parks).
- 4.2.1: B-4 Research and discuss stories of people and events (e.g., Louis Riel, Chief Peguis, Lord Selkirk, bison hunt) that have shaped Manitoba.
- 4.2.1: C-4 Identify connections (e.g., language, kinship, history) between own community and other Aboriginal communities in Manitoba and Canada.

### **4.2.3 Our Environment**

- 4.2.3: A-4 Locate on a map and identify major natural resources in Canada.
- \*4.2.3: B-4 Describe the traditional Aboriginal perspective on natural resources (e.g., no ownership of natural resources, resources are to be shared).
- \*4.2.3: C-4 Discuss how knowledge of plant and animal populations and interactions helped Aboriginal peoples to survive in the past.
- 4.2.3: D-4 Suggest ways to help conserve plant and animal populations and their habitats (e.g., clean up a local stream).
- 4.2.3: E-4 Identify how various Aboriginal cultures in Manitoba use Earth's materials (e.g., plant parts for food and medicine, clay for pots).
- \*4.2.3: F-4 Describe the influence of the natural environment on settlement patterns in Manitoba.
- 4.2.3: G-4 Give examples of traditional and contemporary teachings of Aboriginal cultures that illustrate respect for the land (e.g., planning an activity for Earth Day celebrations).

## **4.3 Cultural Diversity**

### **4.3.1 Commonalities and Differences**

- 4.3.1: B-4 Give examples of cultural practices followed by schoolmates and different groups in the community.
- 4.3.1: E-4 Compare cultural expressions (e.g., language, stories, art, music, dance, architecture, traditions, clothing) in several communities studied.

### **4.3.2 Intercultural Perspectives and Skills**

- 4.3.2: A-4 Identify factors (e.g., culture and language, time and place, groups and communities, arts and media) that may influence own identity.
- 4.3.2: D-4 Suggest reasons for participating in cultural activities in the community.
- 4.3.2: E-4 Demonstrate awareness that people have different perspectives and ways of doing things.

## **4.4 Linguistic Diversity**

### **4.4.2 Valuing and Using Intercultural Knowledge**

- 4.4.2: C-4 Discuss personal uses made of own knowledge of different languages and cultures.

## Literacy with ICT Continuum Descriptors (Descriptors of the Cognitive Domain)

### Plan and Question

- P-1.1 recalls and/or records prior knowledge and asks topic-related questions
- P-2.1 constructs “how and why” questions, predictions, hunches, educated guesses, and hypotheses and identifies information needs
- P-2.2 adapts given electronic plans  
*examples: electronic storyboards, outlines, timelines, graphic organizers, science experiment reports . . .*

### Gather and Make Sense

- G-1.1 finds and collects information (text, images, data, audio, video) from given media sources  
*examples: within applications, CD-ROMs, the Internet, broadcast media, email . . .*
- G-1.2 identifies sources of information and provides bibliographic/reference data  
*examples: titles, authors, publication dates, URLs, standard bibliographic formats . . .*
- G-1.3 records data or makes notes on gathered information and ideas using given categories and given ICT  
*examples: tables, graphic organizers, spreadsheets . . .*
- G-1.4 collects primary data using electronic devices  
*examples: digital cameras, email, video cameras, digital audio recorders, digital microscopes, archived original artifacts, online surveys, Global Positioning System (GPS), probeware . . .*
- G-1.5 questions whether information from media sources is real, useful, and/or distracting  
*examples: falsified digital images, banners, and/or pop-up advertisements . . .*
- G-2.3 categorizes information using the ICT suitable for the purpose  
*examples: tables, graphic organizers, spreadsheets, outlines, prioritized email, geographic information system layers . . .*

### Produce to Show Understanding

- Pr-1.1 participates in establishing criteria for student-created electronic work
- Pr-1.2 composes text, records sound, sketches images, graphs data, and/or creates video
- Pr-1.3 edits electronic work according to established criteria, conventions, and/or standards  
*examples: text, images, sound, concept maps, multimedia presentations, email, tables, spreadsheets, graphs, video, animation, web pages, wikis, blogs . . .*
- Pr-2.1 selects a suitable ICT application and/or device to create electronic work and explains the selection
- Pr-2.2 revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences  
*examples: by creating and/or critically revising text, images, and/or sound to enhance electronic work; by revising audio/video clips or effects; by adjusting the pace and transitions in multimedia presentations; by adding animation to web pages . . .*

**Communicate**

- C-1.1 displays and/or discusses electronic work  
*examples: text, images, sound, concept maps, multimedia presentations, email, tables, spreadsheets, graphs, video, animation, web pages, wikis, blogs . . .*
- C-2.1 discusses information, ideas, and/or electronic work using tools for electronic communication  
*examples: email, electronic whiteboards, web pages, threaded discussions, videoconferences, chats, instant messages, camera phones, wikis, blogs, podcasts, online whiteboards . . .*

**Reflect**

- R-1.1 participates in guided conferences to think about using ICT to learn  
*examples: with peers, parents, teachers . . .*
- R-2.1 invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn  
*example: explains selection of ICT . . .*

