

# EXAMPLES OF MANITOBA CURRICULUM CONNECTIONS

## COURSE: ENGLISH LANGUAGE ARTS, GRADES 10-12

### GENERAL LEARNING OUTCOMES

Consider Others' Ideas (1.1.2)	Invite diverse and challenging ideas and opinions through a variety of means to facilitate the re-examination of own ideas and positions.
Express Preferences (1.1.4)	Explore how personal experiences influence the selection of particular texts [including books] and how texts influence perspectives.
Prior Knowledge (2.1.1)	Analyze connections between personal experiences and prior knowledge of language and texts to develop interpretations of a variety of texts [including books].
Textual Cues (2.1.3)	Use textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts.
Forms and Genres (2.3.1)	Evaluate the effect of forms and genres on content and purpose.
Techniques and Elements (2.3.2)	Analyze how various techniques and elements are used in oral, print [including books], and other media texts to accomplish particular.
Experience Various Texts (2.2.1)	Experience texts from a variety of genres and cultural traditions; examine and analyze various interpretations of texts to revise or extend understanding.
Connect Self, Texts, and Culture (2.2.2)	Respond personally and critically to perspectives and styles of a variety of Canadian and international texts.
Appreciate the Artistry of Texts (2.2.3)	Analyze how language and stylistic choices in oral, print [including books], and other media texts communicate intended meaning and create effect.
Attentive Listening and Viewing (4.4.3)	Demonstrate critical listening and viewing behaviours to make inferences about presentations.
Appraise Own and Others' Work (4.2.1)	Appraise and discuss the effectiveness of own and others' choices relative to content, form, style, and presentation.

<p><b>Attentive Listening and Viewing (4.4.3)</b></p>	<p>Demonstrate critical listening and viewing behaviours [such as analyzing cognitive and emotional appeals, identifying faulty reasoning, reflecting, summarizing...] to make inferences about presentations.</p>
<p><b>Relate Texts to Culture (5.2.2)</b></p>	<p>Identify and analyze ways in which cultural, societal, and historical factors influence texts and how texts, in turn, influence understanding of self and others.</p>
<p><b>Appreciate Diversity (5.2.3)</b></p>	<p>Analyze ways in which languages and texts [such as speeches and presentations, fiction and nonfiction books, news stories, reports and documentaries...] reflect and influence the values and behaviours of people and diverse communities.</p>

Reference: Senior 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Senior 4 Standards. Manitoba Education and Training, 2000: [http://www.edu.gov.mb.ca/k12/cur/ela/docs/s4\\_framework/s4\\_fulldoc.pdf](http://www.edu.gov.mb.ca/k12/cur/ela/docs/s4_framework/s4_fulldoc.pdf)

**COURSE: ABORIGINAL ISSUES, GRADE 12 CURRENT TOPICS IN FIRST NATIONS, MÉTIS, AND INUIT STUDIES (A FOUNDATION FOR IMPLEMENTATION)****ENDURING UNDERSTANDINGS**

---

- > Understanding of and respect for First Nations, Métis, and Inuit peoples begin with knowledge of their pasts.
  - > Current Indigenous issues are really unresolved historical issues.
  - > First Nations, Métis, and Inuit peoples want to be recognized for their contributions to Canadian society and to share in its successes.
- 

***Current Topics in First Nations, Métis, and Inuit Studies offers all Grade 12 students, both Indigenous and non-Indigenous, an opportunity to:***

---

- > enhance their understanding and appreciation of the cultures and traditions, as well as the contemporary realities and aspirations of First Nations, Métis, and Inuit cultures in Manitoba, Canada, and the world
  - > develop a knowledge of the history of First Nations, Métis, and Inuit peoples in Canada in order to better understand the present
  - > develop a sense of comfort and confidence in interactions with First Nations, Métis, and Inuit people
  - > develop an understanding that First Nations, Métis, and Inuit peoples and cultures are an integral part of Canadian society
  - > recognize the ongoing role of First Nations, Métis, and Inuit peoples in shaping Canadian history and identity
- 

Reference: Grade 12 Current topics in First nations, Métis, and Inuit studies a Foundation for implementation. Manitoba Education 2011: [http://www.edu.gov.mb.ca/k12/abedu/foundation\\_gr12/full\\_doc.pdf](http://www.edu.gov.mb.ca/k12/abedu/foundation_gr12/full_doc.pdf)

**COURSE: SOCIAL STUDIES, GRADE 11 HISTORY OF CANADA****CLUSTERS AND LEARNING EXPERIENCES – ENDURING UNDERSTANDINGS****Cluster 1: First Peoples and Nouvelle-France (Beginnings to 1763)****LE 1.1** Enduring Understandings (complete list by LE)

- > First Nations, Métis, and Inuit peoples have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions.
- > The oral traditions of First Nations, Métis, and Inuit peoples teach the importance of maintaining a balance among the emotional, physical, mental, and spiritual aspects of life.

**LE 1.2** Enduring Understandings (complete list by LE)

- > The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from *autonomous co-existence* to *colonialism* to the present stage of *renegotiation and renewal*.

**LE 1.3** Enduring Understandings (complete list by LE)

- > Canada's history and identity have been shaped by its vast land, its northern location, and its abundant natural resources

**Cluster 4: Achievements and Challenges (1931–1982)****LE 4.2** Enduring Understandings (complete list by LE)

- > French-English duality is rooted in Canada's history and is a constitutionally protected element of Canadian society.

**Cluster 5: Defining Contemporary Canada (1982-present)****LE 5.3** Enduring Understandings (complete list by LE)

- > First Nations, Métis, and Inuit peoples play an ongoing role in shaping Canadian history and identity.

**COURSE: ABORIGINAL LANGUAGES AND CULTURES, GRADES 10-12**

(Manitoba Curriculum Framework of Outcomes)

**GENERAL LEARNING OUTCOMES****1.1.2 – Visual Texts****A-6:** Derive meaning from and respond to the visual elements of a variety of media in guided situations**A-12:** Identify the purposes, intended audiences, messages, and points of view in a variety of visual media in guided situations**3.3.2 – Daily Life and Sustenance****B-8:** Research and present information on changes that have occurred in the daily life of the community (e.g., housing, work, use of the land, recreation, education) over a specific time period**B-10:** Discuss current social and economic issues (e.g., unemployment, low graduation rates, illnesses and diseases, gangs, drugs and alcohol), and describe their impacts on the local community**3.4.2 – Connections, Comparisons, and Influences****D-10:** Discuss the effects of residential schools on own community or on other Aboriginal communities in Manitoba**E-8:** Identify common challenges faced by Aboriginal peoples who move to large urban centres**F-10:** Describe effects of stereotyping and discrimination on individuals, communities, and regions**4.1.2 – Stories and Teachings****B-6:** Demonstrate understanding of the teachings found in contemporary Aboriginal stories and plays**D-6:** Give examples of forms (e.g., stories, art, crafts, celebrations, ceremonies) through which Aboriginal culture is expressed**E-10:** Give reasons why it is important for contemporary Aboriginal peoples to maintain or re-establish traditional values in their lives**F-4:** Describe the portrayal of Aboriginal peoples in texts and in the media**4.2.1 – Historical Connections and Influences****C-12:** Give examples of the effects of colonization on indigenous peoples**D-12:** Research and discuss the intergenerational effects of the residential school system on Aboriginal peoples in Canada

---

#### **4.2.3 – Our Environment**

---

**A-4:** Locate on a map and identify major natural resources in Canada

---

**B-4:** Describe the traditional Aboriginal perspective on natural resources (e.g., no ownership of natural resources, resources are to be shared)

---

**C-6:** Describe the influence of the land on the cultural identity (e.g., values, beliefs, traditions, customs, art, clothing) of Aboriginal peoples

---

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

---

**C-12:** Demonstrate understanding of the effects of racism and discrimination on an individual's ability to be successful in a chosen field

---

**D-12:** Give examples of ways in which stereotypes pertaining to Aboriginal peoples have been created and perpetuated

---

Reference: Kindergarten to Grade 12 Aboriginal Languages and Cultures, Manitoba Curriculum Framework of Outcomes: [http://www.edu.gov.mb.ca/abedu/framework/k-12\\_ab\\_lang.pdf](http://www.edu.gov.mb.ca/abedu/framework/k-12_ab_lang.pdf)