

Secondary Education in Canada: A Student Transfer Guide

10th Edition, 2008–2009

Manitoba

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Part 1 – Summary Statement

1. Introduction

Manitoba's participation in consortia of provinces and territories has led to the development of curricula in the four core subject areas (mathematics, language arts, social studies, and science).

By its participation in the Western and Northern Canadian Protocol (WNCP), Manitoba has collaborated on a number of curriculum development projects. WNCP participants have produced common curriculum frameworks for language arts (1996), heritage languages (1999), international languages (2000), Aboriginal languages and culture (2000), social studies (2003), and mathematics (2008). One of the WNCP's goals was to facilitate the transfer of students among western Canadian jurisdictions by more closely aligning curricula.

Manitoba also participated in the broader **Pan-Canadian Science Project** coordinated by the Council of Ministers of Education, Canada (CMEC). It produced *The Common Framework of Science Learning Outcomes, K to 12* (1997). Manitoba's science curriculum is aligned with this framework.

Note: The French version of this guide parallels the English version with the exception of some variation in the requirements for mathematics and social studies (Sections 17 and 19 respectively).

Users of this guide are invited to consult the Manitoba Education, Citizenship and Youth (MECY) website at <http://www.edu.gov.mb.ca/k12/index.html> for updated information in the English language, and <http://www.edu.gov.mb.ca/m12/index.html> for updated information in the French language.

2. Organization of School System

Manitoba's school system comprises public schools, independent schools that receive provincial funding, non-funded independent schools, and federally funded First Nations schools. Non-funded independent schools do not follow provincial curricula. Most First Nations schools implement provincial curricula adapted to meet community needs.

Schools are encouraged to group grades according to Early Years (Kindergarten to Grade 4), Middle Years (Grades 5 to 8), and Senior Years (Grades 9 to 12).

From Grade 9 to Grade 12, students earn course credits towards high school graduation. To obtain a Manitoba high school diploma, students must accumulate the required number of credits from a combination of compulsory and optional courses.

The school year calendar is established on the basis of Manitoba regulations, including school opening and closing dates and the establishment of winter, spring, and summer vacations.

The school year consists of 200 school days. Ten days are allotted for teacher in-service, parent-teacher conferences, administration, and pupil evaluation.

3. Explanation of Terms Used

College-based (C): Educational experiences at the college level that can be used for dual credit: credit at the Grade 12 level and also for the first year of college.

EAL – English as an Additional Language (E): Educational experiences designed to assist students for whom English is not a first language in making a transition into the English Program. An Individual Education Plan (IEP) is required for each student.

Foundation (F): Educational experiences broadly based and appropriate for all students and that may lead to further studies beyond the Senior Years (apprenticeship, college, and university). This designation replaces the General (or G) designation applied to courses developed by Manitoba Education, Citizenship and Youth before 1995.

General (G): All School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) are designated as G courses. (Courses developed by Manitoba Education, Citizenship and Youth that have not yet been revised retain the G designation until they are phased out.)

Individualized (I): Educational experiences intended for students with significant cognitive disabilities and that are developmentally appropriate, age-appropriate, and highly individualized to take into account the learning requirements of the student. An Individual Education Plan (IEP) is required for each student.

Note: Students in individualized programming do not follow Manitoba Education, Citizenship and Youth curricula. The designation indicates student participation in individualized programming. For example, 11I indicates year one of student participation in locally developed programming individualized for the student; 71I indicates year seven of such participation.

Modified (M): Educational experiences intended for students with significant cognitive disabilities and where the provincial subject area curriculum outcomes have been modified by 50 per cent or more to take into account the learning requirements of a student. An Individual Education Plan (IEP) is required for each student.

School-Initiated Courses (SICs): Courses developed locally and registered with Manitoba Education, Citizenship and Youth.

Senior Years: The years that follow early and middle schooling. The term *Senior Years* refers to Grades 9 to 12.

Specialized (S): Educational experiences in specialized areas leading to further studies beyond the Senior Years (apprenticeship, college, and university).

Student-Initiated Projects (SIPs): Projects initiated, designed, and carried out by the student under teacher supervision. An SIP is registered with Manitoba Education, Citizenship and Youth and, upon successful completion, the student earns credit.

University-based (U): Educational experiences at the first-year university level that can be used for dual credits; credit at the Grade 12 level for Senior Years graduation purposes and also for first-year university.

4. Course Designation

Senior Years Course Numbering

The present course-numbering system comprises a three-character alphanumeric code. The first and second characters are numerals, and the third is a letter.

First Character

- 1 – courses developed for Grade 9
- 2 – courses developed for Grade 10
- 3 – courses developed for Grade 11
- 4 – courses developed for Grade 12

Second Character

- 0 – courses developed by Manitoba Education, Citizenship and Youth for 1 credit
- 5 – courses developed by Manitoba Education, Citizenship and Youth for 1 half-credit
- 1 – courses developed by schools or school divisions and approved by Manitoba Education, Citizenship and Youth (includes SICs and SIPs)
- 2 – courses externally developed by an educational authority and, in the case of dual credit, a post-secondary institution (e.g., college, university)

Third Character

- F – Foundation
- G – General
- S – Specialized
- E – EAL
- M – Modified
- I – Individualized
- C – College-based

U – University-based

Department Developed

1 credit (0.5 credit)

	Grade 9	Grade 10	Grade 11	Grade 12
Foundation (F)	10F (15F)	20F (25F)	30F (35F)	40F (45F)
Specialized (S)	10S (15S)	20S (25S)	30S (35S)	40S (45S)

Individual Student Designations

1 credit (0.5 credit)

	Grade 9	Grade 10	Grade 11	Grade 12
English as an Additional Language (E)	10E (15E)	20E (25E)	30E (35E)	40E (45E)
Modified (M)	10M (15M)	20M (25M)	30M (35M)	40M (45M)
Individualized Programming (I)	Note: Students in individualized programming do not use Manitoba Education, Citizenship and Youth curricula. The designation indicates student participation in individualized programming. For example, 11I indicates year one of student participation in locally developed programming individualized for the student; 71I indicates year seven of such participation.			

Externally Developed Courses

	Grade 9	Grade 10	Grade 11	Grade 12
College-Based Dual Credit (C)				42C
University-Based Dual Credit (U)				42U
Advanced Placement and International Baccalaureate (S)			32S	42S

Locally Developed

1 credit and 0.5 credit

	Grade 9	Grade 10	Grade 11	Grade 12
SIC – School-Initiated Courses (G)	11G	21G	31G	41G
SIP – Student-Initiated Projects (G)	11G	21G	31G	41G

Notes:

- G-designated department-developed courses are being phased out.
- No departmental regulation will prevent a student from taking a designated course in one senior year and then switching to a course with a different designation in a later year.

5. Time Allotments and Course Load

The Senior Years (Grades 9 to 12) credit system provides flexibility to enable students to pursue Senior Years courses best suited to their individual requirements and aspirations. A student may earn 1 credit by undertaking and successfully completing a course of study designed for approximately 110 hours of instruction. Half-credits (courses designed for approximately 55 hours of instruction) may be earned in a like manner.

Students seeking to graduate in 2008–2009 require a minimum of 29 credits.

Students seeking to graduate in 2009–2010 require a minimum of 30 credits.

This increase over the next three school years is a result of the recent addition of 1 compulsory physical education/health education (PE/HE) credit at each of the Grade 11 and Grade 12 levels.

Students should ensure they meet the entrance requirements of the post-secondary education and training, apprenticeship, or private vocational opportunity they intend to pursue.

6. Curriculum Organization

There are four school programs in Manitoba: the English Program, the Senior Years Technology Education Program (English, Français, and French Immersion), the French Immersion Program, and the Français Program. At Senior Years level, specific sets of courses for each program lead to one of four diplomas. Attaining one of the four school program diplomas requires satisfactory completion of the compulsory and optional subject areas. Please see Section 8 for information about graduation requirements for each of these programs.

Manitoba's curricula are based on grade- and subject-specific student learning outcomes and, where applicable, standards. Student learning outcomes and standards incorporate four foundation skill areas: literacy and communication, problem solving, human relations, and technology. Educators, scholars, and other community members with relevant expertise participate in the curriculum-development process.

7. Testing and Grading Practices

All school report cards are required to state student marks as percentages for all subject areas at each grade from Grade 9 to Grade 12.

As of 2004–2005, provincial standards tests for English language arts (French in Français and French Immersion programs) and mathematics are only administered at Grade 12. They count for 30 per cent of the student's final mark.

Final marks for the compulsory subject areas of English language arts and mathematics at Grade 12 are to be calculated by combining marks from standards tests with marks obtained from other classroom-based and/or school-based evaluation processes. Report cards will state the mark obtained in the provincial standards tests and the mark obtained through classroom-based and/or school-based evaluation, along with the combined final grade.

All students registered in one of the four school programs in Manitoba will periodically receive a report card from his or her school showing credits earned so that a receiving school can determine at which grade level the student should be placed.

Provincial transcripts of student marks are available from the Professional Certification and Student Records Unit:

Professional Certification and Student Records Unit
Box 700
Russell, Manitoba R0J 1W0
Telephone: (204) 773-2998
Fax: (204) 773-2411

Certificate of School Completion for Students Receiving Individualized Programming

In March 2007, Manitoba Education, Citizenship and Youth introduced a certificate of completion for an Individualized Senior Years Program, effective in the 2006–2007 school year. This certificate recognizes the achievement of students with significant cognitive disabilities who benefit from a highly individualized and functionally appropriate learning program.

8. Requirements for Graduation

Manitoba Education, Citizenship and Youth recently mandated two new physical education/health education (PE/HE) courses at Grades 11 and 12. Students wishing to graduate in

- 2008–2009 will require a minimum of 29 credits (including PE/HE Grade 12)
- 2009–2010 and beyond will require a minimum of 30 credits (including PE/HE Grade 11 and 12)

More information about graduation requirements is available on the Manitoba Education, Citizenship and Youth website at <http://www.edu.gov.mb.ca/k12/policy/grad_require.html>

Making Local Choices

From Grade 9 to Grade 12, schools work with their Advisory Councils for School Leadership to determine which optional subject areas are available to students. They may also choose to designate a specific subject area as compulsory for their students. This process also applies to

exceeding the minimum graduation requirements as well as to the development of locally developed curricula.

In schools where no Advisory Council for School Leadership exists, school principals work with their school division to determine which courses will be offered and identify subject-area availability to decide their local requirement, which may exceed the provincial requirement of the minimum number of credits for graduation.

However, students who have obtained the minimum number of credits in one of the four provincial school programs will be eligible for the Provincial Senior Years Diploma. This approach allows for the creation of educational programming that meets both provincial and local needs.

Notes of Caution: Be aware of and record the number of local courses a school may make compulsory for students beyond the minimum provincial requirement.

A Manitoba high school graduation diploma does not ensure admission into post-secondary institutions. Before selecting Senior Years courses, students should consult the calendars of the post-secondary institutions they are interested in attending. Admission requirements for these institutions vary, as they are set by individual institutions. Information about entrance to post-secondary institutions may be obtained at high schools, at individual institutions, or online.

English Program – Credit Requirement
Compulsory Credits: 17

Grade 9 Compulsory Credits		Grade 10 Compulsory Credits	
	Credits		Credits
Language Arts (English)	1	Language Arts (English)	1
Mathematics	1	Mathematics	1
Social Studies	1	Social Studies	1
Science	1	Science	1
Physical Education/Health Education	1	Physical Education/Health Education	1
Total Credits	5	Total Credits	5
Grade 11 Compulsory Credits		Grade 12 Compulsory Credits	
	Credits		Credits
Language Arts (English)	1	Language Arts (English)	1
Mathematics	1	Mathematics	1
Social Studies	1	Physical Education/Health Education	1
Physical Education/Health Education	1		
Total Credits	4	Total Credits	3

Optional Credits: 13

Students must ensure they meet the entrance requirements of the post-secondary education, training, or work situations they intend to pursue.

Within the optional subject areas, students must complete 1 Grade 11 credit and 2 Grade 12 credits, including

- language arts (additional)
- mathematics (additional)
- sciences (additional)
- social studies (additional)
- basic French
- other languages
- the arts
 - visual arts
 - music
 - drama
 - dance
- life/work exploration
- skills for independent living
- technology education
 - vocational industrial
 - home economics
 - business and marketing
 - industrial arts
- psychology
- First Nations, Métis, and Inuit studies
- community service (SIP)
- cultural exploration (SIP)

Note: School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) may be used to fulfill the graduation requirements within the optional credits to the maximum of 11 and 3 respectively.

Senior Years English Technology Education Program – Credit Requirement

Compulsory Credits: 16

The minimum of 8 to the maximum of 14 approved credits are required from within an approved Senior Years Technology Education Program cluster as listed in the *Manitoba Subject Table Handbook, Technology Education*.

< <http://www.edu.gov.mb.ca/k12/docs/policy/sthl> >

Students must fulfill the minimum credit graduation requirement by completing credits (0 to 6) from the optional category.

To graduate with an approved Senior Years Apprenticeship Option (SYAO), students must complete the compulsory requirements and 8 approved Senior Years Apprenticeship Option credits, along with the optional credits (0 to 6).

Grade 9 Compulsory Credits		Grade 10 Compulsory Credits	
	Credits		Credits
Language Arts (English)	1	Language Arts (English)	1
Mathematics	1	Mathematics	1
Social Studies	1	Social Studies	1
Science	1	Science	1
Physical Education/Health Education	1	Physical Education/Health Education	1
Total Credits	5	Total Credits	5
Grade 11 Compulsory Credits		Grade 12 Compulsory Credits	
	Credits		Credits
Language Arts (English)	1	Language Arts (English)	1
Mathematics	1	Mathematics	1
Physical Education/Health Education	1	Physical Education/Health Education	1
Total Credits	3	Total Credits	3

Optional Credits: 14

Students must ensure they meet the entrance requirements of the post-secondary education, training, or work situations they intend to pursue.

Within the optional subject areas, students must complete 2 Grade 11 credits and 2 Grade 12 credits.

- language arts (additional)
- mathematics (additional)
- sciences (additional)
- social studies (additional)
- basic French
- other second languages
- the arts
 - visual arts
 - music
 - drama

- dance
- life/work exploration
- skills for independent living
- technology education
 - vocational industrial
 - home economics
 - business and marketing
 - industrial arts
- psychology
- First Nations, Métis, and Inuit studies
- Community service
- Cultural exploration

Note: School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) may be used to fulfill the graduation requirements within the optional credits to the maximum of 11 and 3 respectively. Depending on the different requirements of the four school programs, the number of possible SICs and SIPs used as optional credits may vary.

Français Program – Credit Requirement

Compulsory Credits: 21

Grade 9 Compulsory Credits		Grade 10 Compulsory Credits	
	Credits		Credits
Français	1	Français	1
Anglais	1	Anglais	1
Mathématiques	1	Mathématiques	1
Sciences humaines	1	Sciences humaines	1
Sciences de la nature	1	Sciences de la nature	1
Éducation physique et Éducation à la santé	1	Éducation physique et Éducation à la santé	1
Total Credits		Total Credits	
6		6	
Grade 11 Compulsory Credits		Grade 12 Compulsory Credits	
	Credits		Credits
Français	1	Français	1
Anglais	1	Anglais	1
Mathématiques	1	Mathématiques	1
Sciences humaines	1	Éducation physique et Éducation à la santé	1
Éducation physique et Éducation à la santé	1		
Total Credits		Total Credits	
5		4	

Optional Credits: 9

Students must ensure they meet the entrance requirements of the post-secondary education, training, or work situations they intend to pursue.

Within the optional subject areas, students must complete 1 Grade 11 credit and 1 Grade 12 credit, including

- français (additional)
- anglais (additional)
- autres langues
- mathématiques (additional)
- sciences de la nature (additional)
- sciences humaines (additional)
- éducation physique
- éducation à la santé
- études technologiques
 - formation professionnelle et industrielle
 - économie familiale
 - affaires et commercialisation
 - arts industriels
- les arts
 - arts plastiques
 - éducation musicale
 - arts dramatiques
 - danse
- vie autonome
- psychologie
- service communautaire
- exploration culturelle

French Immersion Program – Credit Requirement

Compulsory Credits: 21

Grade 9 Compulsory Credits		Grade 10 Compulsory Credits	
	Credits		Credits
Français langue seconde – Immersion	1	Français langue seconde – Immersion	1
English Language Arts – Immersion	1	English Language Arts – Immersion	1
Mathématiques / Mathematics	1	Mathématiques / Mathematics	1
Sciences humaines / Social Studies	1	Sciences humaines / Social Studies	1
Sciences de la nature / Science	1	Sciences de la nature / Science	1
Éducation physique et Éducation à la santé / Physical Education/Health Education		Éducation physique et Éducation à la santé / Physical Education/Health Education	
Total Credits	6	Total Credits	6
Grade 11 Compulsory Credits		Grade 12 Compulsory Credits	
	Credits		Credits
Français langue seconde – Immersion	1	Français langue seconde – Immersion	1
English Language Arts – Immersion	1	English Language Arts – Immersion	1
Mathématiques / Mathematics	1	Mathématiques / Mathematics	1
Sciences humaines / Social Studies	1	Éducation physique et Éducation à la santé / Physical Education/Health Education	
Éducation physique et Éducation à la santé / Physical Education/Health Education			
Total Credits	5	Total Credits	4

Optional Credits: 9

Students must ensure they meet the entrance requirements of the post-secondary education, training, or work situations they intend to pursue.

Within the optional subject areas, students must complete 1 Grade 11 credit and 1 Grade 12 credit.

Out of the total number of credits required for graduation, the minimum of 14 credits from courses taught in French are required to obtain the provincial diploma in French Immersion; at each grade in Grade 9 and in Grade 10, the minimum of 4 credits must be completed in French, and at each grade in Grade 11 and in Grade 12, the minimum of 3 credits must be completed in French, including

- français (additional)
- anglais (additional)
- autres langues
- mathématiques (additional)
- sciences de la nature (additional)
- sciences humaines (additional)
- éducation physique
- éducation à la santé
- études technologiques
 - formation professionnelle et industrielle
 - économie familiale
 - affaires et commercialisation
 - arts industriels
- les arts
 - arts plastiques
 - éducation musicale
 - arts dramatiques
 - danse
- vie autonome
- psychologie
- service communautaire
- exploration culturelle

Note: School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) may be used to fulfill the graduation requirements within the optional credits to the maximum of 11 and 3 respectively. Depending on the different requirements of the four school programs, the number of possible SICs and SIPs used as optional credits may vary.

Français/French Immersion Technology Education Program – Credit Requirement

Compulsory Credits: 20

Senior Years Technology Education Program Credits: 8 to 10

The minimum of 8 to a maximum of 10 approved credits are required from within an approved Senior Years Technology Education Program cluster as listed in the *Manitoba Subject Table Handbook, Technology Education*.

To graduate with an approved Senior Years Apprenticeship Option, (SYAO) students must complete the compulsory requirements and 8 approved Senior Years Apprenticeship Option credits, along with the optional credits (0 to 2).

Grade 9 Compulsory Credits		Grade 10 Compulsory Credits	
	Credits		Credits
Français / Français langue seconde – Immersion	1	Français / Français langue seconde – Immersion	1
English Language Arts – Immersion	1	English Language Arts – Immersion	1
Mathématiques / Mathematics	1	Mathématiques / Mathematics	1
Sciences humaines / Social Studies	1	Sciences humaines / Social Studies	1
Sciences de la nature / Science	1	Sciences de la nature / Science	1
Éducation physique et Éducation à la santé / Physical Education/Health Education	1	Éducation physique et Éducation à la santé / Physical Education/Health Education	1
Total Credits	6	Total Credits	6
Grade 11 Compulsory Credits		Grade 12 Compulsory Credits	
	Credits		Credits
Français / Français langue seconde – Immersion	1	Français / Français langue seconde – Immersion	1
English Language Arts – Immersion	1	English Language Arts – Immersion	1
Mathématiques / Mathematics	1	Mathématiques / Mathematics	1
Éducation physique et Éducation à la santé / Physical Education/Health Education	1	Éducation physique et Éducation à la santé / Physical Education/Health Education*	1
Total Credits	4	Total Credits	4

Optional Credits: 0 to 2

Students must ensure they meet the entrance requirements of the post-secondary education, training, or work situations they intend to pursue.

Within the optional subject areas, students must complete 1 Grade 11 credit and 1 Grade 12 credit, including

- autres langues
- sciences de la nature (additional)
- mathématiques (additional)
- les arts
 - arts plastiques
 - éducation musicale
 - arts dramatiques
 - danse
- éducation physique
- éducation à la santé

- sciences humaines (additional)
- language arts (additional)
- vie autonome
- études technologiques
 - formation professionnelle et industrielle
 - économie familiale
 - affaires et commercialisation
 - arts industriels
- psychologie
- service communautaire
- exploration culturelle

Note: School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) may be used to fulfill the graduation requirements within the optional credits to the maximum of 11 and 3 respectively. Depending on the different requirements of the four school programs, the number of possible SICs used as optional credit may vary.

9. Prerequisites and/or Co-requisites

Manitoba Education, Citizenship and Youth does not specify course prerequisites at the Senior Years level. Local schools/school divisions may require prerequisites and/or co-requisites.

10. Other Types of Programs

Senior Years Apprenticeship Option

The Senior Years Apprenticeship Option (SYAO) lets students start an apprenticeship while still in high school. It links regular Senior Years school instruction with on-the-job apprenticeship training.

Special Language Credit Option

The Special Language Credit Option (SLCO) recognizes Manitoba's linguistic diversity. Students can earn up to a maximum of 4 credits for mastery of a language other than English or French. This includes American Sign Language. Only one special language credit may be earned in each year of high school.

Distance Learning Courses

Students may take compulsory or optional courses in either print or online format, including approved courses delivered from outside the province. Independent Study Option (ISO) courses and Web-Based Courses (WBC) can expand the range of options available to students. Students

who take these courses need to be able to work in a self-directed manner. They must complete the course work on their own without daily instruction from a classroom teacher and submit assignments for marking, either by mail or online. Examinations are supervised.

Mature Student Diploma

The Mature Student High School Diploma provides an opportunity for adults to graduate from Senior Years.

Requirements

A mature student is someone who:

- is at least nineteen years old at the time of enrollment in a school division/district or in Adult Learning Centre (ALC) programming directed at completing the Mature Student Graduation requirements, or one who will reach the age of nineteen before completion of the course(s) in which one is enrolled;
- has been out of school six months or more, and out of school long enough for the class, of which one was last a member, to have graduated from Senior Years; and
- has not obtained a high school diploma

Courses are available from the following:

- a Manitoba high school
- an Adult Learning Centre
- the Distance Learning Unit of Manitoba Education, Citizenship and Youth

Information on how to complete a high school diploma as a mature student, is available online at < http://www.edu.gov.mb.ca/k12/docs/policy/mature_index.html. >

Focus on the Future

Manitoba Education, Citizenship and Youth created a guide called *Focus on the Future: a Parent and Student Guide to Senior Years Graduation Requirements*. This parent and student guide contains information about the graduation requirements for Manitoba Senior Years students.

This guide is available online at

< <http://www.edu.gov.mb.ca/k12/docs/parents/grad/index.html>. >

11. Assessment of Out-of-Province and Foreign Studies

Students entering Manitoba schools from outside the province have their standing appraised by the school to which they wish to gain admission. A guide for administration is available online

at: < http://www.edu.gov.mb.ca/k12/docs/policy/op_credits/ >

Part 2 – Summary of Course Content

12. English Language Arts

Required Courses

Grades 9 and 10 English Language Arts

Grade 9 English Language Arts (10F)

General and specific outcomes (based on the Western Canadian Protocol document *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12, 1998*) identify English language arts knowledge, skills and strategies, and attitudes students are expected to develop and demonstrate. Students employ the six language arts (listening, speaking, reading, writing, viewing, and representing) to construct and communicate meaning and to experience a variety of oral, literary, and media texts. The student learning outcomes integrate four foundation skill areas of literacy and communication, problem solving, human relations, and technology.

Grade 10 English Language Arts (20F)

General and specific outcomes (based on the Western Canadian Protocol document *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12, 1998*) identify English language arts knowledge, skills and strategies, and attitudes students are expected to develop and demonstrate. These build upon those mandated for Grade 9 (10F). Students employ the six language arts (listening, speaking, reading, writing, viewing, and representing) to construct and communicate meaning and to experience a variety of oral, print, and other media texts. The student learning outcomes integrate four foundation skill areas of literacy and communication, problem solving, human relations, and technology.

Grades 11 and 12 English Language Arts

Three different pathways are offered to students in Grades 11 and 12. English language arts courses have been developed with a comprehensive focus, a literary focus, or a transactional focus. Five general and fifty-six specific learning outcomes identify the knowledge, skills and strategies, and attitudes students are expected to demonstrate in these courses.

Grade 11 English Language Arts: Comprehensive Focus (30S)

Students develop a range of literacy skills that deepen their engagement and appreciation of a variety of texts. The language uses explored fall along a continuum that includes both pragmatic and aesthetic uses. Students engage with and compose texts that inform, persuade, analyze, foster understanding and empathy, reflect culture, express feelings, and bring enjoyment. They explore the aesthetic properties of language used in conveying experience,

and the denotative properties used in communicating information and points of view. This course addresses a variety of informal and formal discourse, ranging from oral discussions, free writing, improvised drama, and journals to reports, formal presentation, documentaries, fiction, and poetry.

Grade 11 English Language Arts: Literary Focus (30S)

The course emphasizes the aesthetic uses of language—language that enlightens, fosters understanding and empathy, reflects culture, expresses feeling and experiences, and brings enjoyment. As listeners, readers, and viewers, students move imaginatively into the world created by texts and deepen their appreciation of language. As poets, fiction writers, playwrights, and actors, they explore the aesthetic properties of language to convey experience, ideas, and perspectives. Of the various texts students read and produce, approximately 70 per cent are aesthetic and 30 per cent are pragmatic in purpose. These texts fall along a continuum of pragmatic, expressive, and aesthetic language uses, with an emphasis on texts that accomplish aesthetic purposes—that is, texts that use language primarily to capture and represent experience, feelings, or vision and to create an imagined reality.

Grade 11 English Language Arts: Transactional Focus (30S)

The course emphasizes the pragmatic uses of language—language that informs, directs, persuades, plans, analyzes, argues, and explains. Students engage with and compose texts primarily for pragmatic purposes: to gain information or discern another point of view, to compare and weigh ideas, and to conduct daily transactions. Of the various texts students read, approximately 70 per cent are pragmatic and 30 per cent are aesthetic in purpose. Students learn the conventions of various pragmatic forms and the purpose and effect of these conventions. As listeners, readers, and viewers, they examine the effect of various language techniques and learn to assess information for accuracy, logic, and relevance. As speakers, writers, and representers, they learn to express themselves clearly, logically, and with an intended effect and select a tone appropriate for their purpose.

Grade 12 English Language Arts: Comprehensive Focus (40S)

Students engage with and compose texts along the whole continuum of language uses, from pragmatic to aesthetic. Students enhance their skills in comprehending and appreciating a range of forms, genres, and media as they learn the conventions of a range of pragmatic and aesthetic forms. As listeners, readers, and viewers, students examine the effects of various language techniques, assess pragmatic texts for accuracy, logic, and relevance, and respond to and interpret aesthetic texts. In speaking and writing, students learn to shape communication for an audience, express themselves clearly with an intended effect, and select from a range of stances, voices, diction, and forms appropriate for their purpose.

Grade 12 English Language Arts: Literary Focus (40S)

The texts to which students listen and those they read and view are approximately 70 per cent aesthetic in purpose and 30 per cent pragmatic. Pragmatic texts, such as reviews, historic sources, biographies, or technical books, are selected as they present themselves in the process of inquiry into aesthetic texts, or as students explore sources for their own creative work. Approximately 70 per cent of the texts students produce are aesthetic in purpose and approximately 30 per cent are pragmatic. While students work as poets, playwrights, video producers, or fiction writers most of the time, they also have opportunities to compose for pragmatic purposes in the natural course of their work. For example, they may write a review of a play they attended, debate an issue raised by a film, or produce an advertisement for a drama they are staging.

Grade 12 English Language Arts: Transactional Focus (40S)

The texts to which students listen and those they read and view are approximately 70 per cent pragmatic in purpose and 30 per cent aesthetic. The pragmatic texts range from technical communication to biography and documentary. Aesthetic texts are selected if they can be used for pragmatic purposes. For example, a novel may be read for the historic information it provides. The texts students produce are pragmatic in purpose. They represent a wide range of forms and media (e.g., documentaries, reviews, memos, speeches, feature articles, essays, debates, websites). While maintaining a pragmatic purpose, students may compose texts that use highly aesthetic language.

Optional Courses

*Grade 12 English Language Arts: Language and Technical Communication (40S)**

Students learn to process and manage technical information and produce readable, useful documents. The course focuses on applying listening, reading, viewing, speaking, writing, and representing to technical communication. In attaining the learning outcomes, students engage in three components, each of which accounts for approximately one-third of the course time and one-third of the final assessment: teacher-directed leaning experiences, major group project, and major individual project.

***Note:** Students who are vocational program majors in the Senior Years English Technology Education Program may take this course as their single compulsory Grade 12 English Language Arts credit.

More information is available online at
< <http://www.edu.gov.mb.ca/k12/cur/ela/index.html>. >

Grade 12 English Language Arts: Language and Literary Forms (40S)

This course provides learners with experiences related to reading, writing, listening, speaking, viewing, and representing; however, use of language is more specialized, as are the materials used to engage students with language. This Language and Literary Forms course is intended for students whose post-secondary goals include emphasis on drama, film, and theatre. In this course, students may choose to specialize in literary forms, dramatic forms, or some combination of literary and dramatic forms. The instructional emphasis is on form; the level of engagement is application.

Grade 12 English Language Arts: Language and Transactional Forms (40S)

This course continues to provide learners with experiences related to reading, writing, listening, speaking, viewing, and representing; however, use of language is more specialized, as are the materials used to engage students with language. This Language and Transactional Forms course is intended for students whose post-secondary goals include emphasis on journalism, public relations, media, or creative communications and for students who are interested in pursuing post-secondary goals related to engineering, trades, management, science, law, medicine, dentistry, business administration, computer science, nursing, accounting, agriculture, retailing, etc. In this course, students may choose to specialize in journalistic forms, transactional forms, or some combination of journalistic and transactional forms. The instructional emphasis is on form; the level of engagement is application.

13. Français (First Language)

The vision for learning in the French as a First Language Program in Manitoba is that upon completion of their secondary studies, francophone students will have acquired skill, knowledge, attitudes, and proficiency in French that enable them to communicate effectively in various situations of daily and school life, as well as to think, learn, build an identity, and create their own cultural space.

The content of compulsory French as a First Language courses is focused on four areas—culture and identity, oral communication, reading, and writing—and is articulated in each of these areas through learning outcomes outlining the expectations for these courses.

These learning outcomes stem from the *Cadre commun des résultats d'apprentissage en français langue première (M–12)* foundation document developed in 1996 under the Western and Northern Canadian Protocol for Collaboration in Education.

At the Senior Years level, four courses (each representing 110 credit hours) are compulsory:

- Grade 9, Français langue première 10F
- Grade 10, Français langue première 20F
- Grade 11, Français langue première : Langue et communication 30S

- Grade 12, Français langue première : Langue et communication 40S

These four compulsory courses give students the opportunity to expand and strengthen their proficiency in oral communication, reading, and writing by means of learning situations that lead to language practices. Materials used for comprehension and for oral and written expression are in various formats, namely oral, textual, visual, media-based, and Internet-based. More generally, these learning situations

- involve communication projects
- are intended to help students further develop independent critical-thinking skills
- work with language as a tool for communication, learning, and thinking, and as a vehicle in building cultural references and identity

The 40S : *Langue et communication* course is subject to standards tests developed by Manitoba Education, Citizenship and Youth. (The test represents 30 per cent of the student's final mark.)

Two optional Grade 12 courses are also offered:

- Grade 12, *Français langue première : Littératures francophones*
- Grade 12, *Français langue première : Communication médiatique*

These two courses (each representing 110 credit hours) may be taken in either Grade 11 and/or Grade 12. Both of these courses specifically emphasize exploration (in the broad sense of the term) of the universe—French-language literature in one case, media communication in the other. In both cases, students are encouraged to demonstrate initiative and have considerable choice in how the course unfolds.

These two optional courses are not subject to standards tests.

Additional information is available online at:

< <http://www.edu.gov.mb.ca/m12/protegu/fl1/index.html>. >

14. English (as an Additional Language – EAL)

Students whose first language is not English and whose educational programming is designed to help her or him in making a transition into the English Program may participate in English as an Additional Language programming (E course designation).

15. French (Second Language)

The majority of Manitoba students begin their study of French in Grade 4. Curriculum documents have different established learning outcomes. For those students wishing an earlier

introduction to the language, a primary Exposure Package is available from Kindergarten to Grade 3. It should be noted that French is not compulsory in Manitoba at any level.

The Manitoba curriculum documents reflect the National Core French Study, its principles of communication, and suggested methodology. Beginning in Grade 4, this course of study allows for greater depth of knowledge in and about the language.

Basic French Curriculum (optional courses) has been developed for Grades 9 to 12—with distinct learning outcomes.

16. French (Immersion)

The vision for learning in the French as a Second Language – Immersion Program in Manitoba is the following:

- to have students develop an interest in written and oral French
- to have students develop language skills that enable them to understand and produce a variety of oral and written outputs
- to have students develop a linguistic competence that enables them to use the French language both as a tool for thinking and reflection and as a tool for learning
- to promote students' personal, intellectual, and social development through the use of the French language in significant communication experiences
- to have students develop a positive attitude towards the French language and regional, national, and international francophone cultures

The content of compulsory French as a Second Language – Immersion courses is focused on five areas—appreciation of French, listening, reading, oral communication, and writing skills—and is articulated in each of these areas through learning outcomes outlining the expectations for these courses.

These learning outcomes stem from the *Cadre commun des resultats d'apprentissage en français langue seconde – immersion* (M–12) foundation document developed in 1996 under the Western and Northern Canadian Protocol for Collaboration in Education.

At the Senior Years level, four courses (each representing 1 full credit) are compulsory:

- Grade 9, *Français langue seconde – immersion* (10F)
- Grade 10, *Français langue seconde – immersion* (20F)
- Grade 11, *Français langue seconde – immersion : Langue et communication* (30S)
- Grade 12, *Français langue seconde – immersion : Langue et communication* (40S)

These four compulsory courses give students the opportunity to expand and strengthen their listening and reading skills, as well as their writing and oral communication skills, by means of learning situations that lead to language practices. Materials used for comprehension and for

oral and written expression are in various formats, namely oral, textual, visual, media-based, and Internet-based. More generally, these learning situations

- involve communication projects
- are intended to help students further develop independent critical-thinking skills
- work with language as a tool for communication, learning, and thinking, as well as a vehicle for personal, intellectual, and social growth and in developing awareness of francophone cultures

The 40S : *Langue et communication* course is subject to standards tests developed by Manitoba Education, Citizenship and Youth. (The test represents 30 per cent of the student's final mark.)

Two optional Grade 12 courses are also offered:

- Grade 12, *Français langue seconde – immersion : Littératures francophones*
- Grade 12, *Français langue seconde – immersion : Communication médiatique*

These two courses (each representing 1 full credit) may be taken in either Grade 11 and/or Grade 12. Both courses specifically emphasize exploration (in the broad sense of the word. In both cases, students are encouraged to demonstrate initiative and have considerable choice in how the course unfolds.

These two optional courses are not subject to standard tests.

Additional information is available online at:

< <http://www.edu.gov.mb.ca/m12/progetu/fl2/index.html>. >

17. Mathematics

There are minor variations in the course content descriptions for mathematics courses offered in English and in French. (The French version of the course content descriptions for Mathematics is available in the French version of this guide.)

Required Courses

Grade 9 Mathematics (10F)

This is a foundation course for all students. The curriculum includes all Grade 9 outcomes identified by *The Common Curriculum Framework for K–12 Mathematics* (2006) developed under the Western Canadian Protocol. It focuses on developing students' mathematical knowledge, skills, and attitudes by using a problem-solving approach, the cumulative nature of mathematics, and appropriate applications of current technology. The goals for students are to value mathematics, to become confident in their mathematical abilities, to become mathematical problem solvers, to communicate mathematically, and to reason mathematically.

Applied Mathematics (20S, 30S, 40S)

Applied Mathematics is particularly directed to students planning to enter post-secondary studies in science, engineering, or the high-technology world of work. It is data-driven. Students collect data in experiments and activities and develop mathematical concepts from analyses of those data. The components of the curriculum emphasize technical communication, the use of technological equipment such as calculators, graphing calculators, and computers, and the use of spreadsheets and specialized measuring devices, including micrometers and calipers. Students are expected to work both individually and in small groups and to demonstrate responsibility, flexibility, and independence in their learning.

Grade 10 Applied Mathematics (20S)

Topics include the use of spreadsheets, technical communication, exploring mathematics using technology, linear models and patterns, 2D/3D projects, relations and functions, coordinate geometry, measurement technology, trigonometry, and data management and analysis.

Grade 11 Applied Mathematics (30S)

Topics include personal finance, geometry, data management and analysis, systems of linear equations, precision measurement, linear programming, non-linear functions, and budgets and investments.

Grade 12 Applied Mathematics (40S)

Topics include probability, variability and statistical analysis, matrix modelling, vectors, applications of periodic functions, sequences, personal finance (use of spreadsheets), and design and measurement.

Consumer Mathematics (20S, 30S, 40S)

Consumer Mathematics is intended for students whose post-secondary planning does not include a focus on mathematics-related and science-related fields. These are 1-credit courses, each consisting of 2 half-credits. They emphasize consumer applications, problem solving, decision making, number sense, and number use. Students are expected to work both individually and in small groups on mathematical concepts and skills encountered in a technological society.

Grade 10 Consumer Mathematics (20S)

Half-credit I: Topics include analysis of games and numbers, problem analysis, spreadsheets, wages and salaries, spatial geometry, and trigonometry.

Half-credit II: Topics include analysis of games and numbers, problem analysis, consumer decisions, geometry project, personal banking, probability, and sampling.

Grade 11 Consumer Mathematics (30S)

Half-credit III: Topics include problem analysis, analysis of games and numbers, relations and formulas, geometry, income and debt, data analysis and interpretation, measurement technology, owning and operating a vehicle, personal income tax, and applications of probability.

Half-credit IV: Topics include problem analysis, analysis of games and numbers, geometry, measurement, technology, owning and operating a vehicle, personal income tax, and applications of probability.

Grade 12 Consumer Mathematics (40S)

Half-credit V: Topics include problem analysis, analysis of games and numbers, personal finance, design and measurement, statistics, government finance, and an investigative project.

Half-credit VI: Topics include problem analysis, analysis of games and numbers, investments, income tax, career/life project, variation and formulas, and completing a portfolio.

Pre-Calculus Mathematics (20S, 30S, 40S)

Pre-Calculus Mathematics is appropriate for students planning to pursue post-secondary studies in mathematics and sciences. These courses are designed for students who intend to study calculus and related mathematics as part of their post-secondary education. The curriculum incorporates a high-level study of theoretical mathematics with an emphasis on problem solving and mental mathematics, as well as cumulative exercises and evaluation. Students are required to learn mathematical concepts through practice and regular homework.

Grade 10 Pre-Calculus Mathematics (20S)

Topics include polynomials and factoring, analytic geometry, trigonometry, exponents and radicals, geometry, rational expressions and equations, functions, statistics and probability, variation, and sequence.

Grade 11 Pre-Calculus (30S)

Topics include quadratic functions, trigonometry, algebra, analytic geometry, geometry, consumer mathematics, logic/proof, and functions.

Grade 12 Pre-Calculus (40S)

Topics include circular functions, transformations, exponents and logarithms, permutations, combinations and binomial theorem, probability, conics, statistics, and geometric sequences.

Accounting

Note: Students can take the following accounting courses to meet the graduation requirements for Grade 11 and Grade 12 mathematics credits; however, this may limit their access to some post-secondary programs.

Grade 11 Accounting Principles (30S)

Topics include basic accounting concepts, the accounting process, control of cash receipts and special journals, payroll accounting and income tax, and computerized accounting.

Grade 12 Accounting Systems (40S)

Topics include orientation to accounting systems, introduction to adjusting entries, merchandise purchases and sales, merchandise payments and receipts, merchandise inventory, computerized accounting data, special transactions, completing the accounting cycle, computerized business applications, and analyzing and interpreting corporate financial statements.

Optional Courses

Grade 9 Transitional Mathematics (10F)

This is a bridging course designed to assist students to develop the skills and understanding needed for success in Grade 9 Mathematics (10F).

18. Science

Required Courses

Manitoba Education, Citizenship and Youth has designated science as a compulsory discipline of study up to and including Grade 10.

Manitoba's science curriculum is designed to support and promote the vision for scientific literacy as articulated in the *Common Framework of Science Learning Outcomes, K to 12 (1997)*, developed under the Pan-Canadian Protocol, and includes the following foundation areas for scientific literacy:

- Nature of Science and Technology
- Science, Technology, Society and the Environment
- Scientific and Technological Skills and Attitudes
- Essential Science Knowledge
- Unifying Concepts

Specific student learning outcomes, organized into four thematic clusters and an overall skills and attitudes cluster, are provided for each grade.

Grade 9 Science (10F)

This course presents specific learning outcomes arranged into groupings, referred to as clusters. These 4 clusters are thematic and relate to the 3 science disciplines *Reproduction* (Life Science), *Atoms and Elements* (Physical Science), *Nature of Electricity* (Physical Science), and *Exploring the Universe* (Earth and Space Science).

Grade 10 Science (20F)

This course presents specific learning outcomes arranged into groupings, referred to as clusters. These 4 clusters are thematic and relate to the 3 science disciplines *Dynamics of Ecosystems* (Life Science), *Chemistry in Action* (Physical Science), *In Motion* (Physical Science), and *Weather Dynamics* (Earth and Space Science).

Optional Courses

Manitoba is currently nearing the closure of the renewal of all Senior Years science curriculum, with implementation timelines varying for individual courses. Updates are available online at: < <http://www.edu.gov.mb.ca/k12/cur/science/index.html>. >

Grade 11 Biology (30S)

This course focuses on the examination and description of the human body in terms of a “systems” approach, with emphases on homeostasis and wellness.

Grade 12 Biology (40S)

This course is a contextual study of genetics in terms of the mechanisms of biological inheritance, with a detailed look at evolutionary theory and biodiversity.

Grade 11 Physics (30S)

This course is a study of introductory kinematics, gravitational fields, waves, and the nature of light.

Grade 12 Physics (40S)

This course is a continuing study of mechanics (dynamics), electric and magnetic fields, and an introduction to modern physics through the applications important in nuclear medicine and health physics. The Grade 12 course builds upon what students know and are able to do as a result of their progress through Grade 11 Physics.

Grade 11 Chemistry (30S)

This course is a study of chemistry in a changing world, physical properties and changes in matter, gases and Earth's atmosphere, chemical reactions, solubility, and organic chemistry.

Grade 12 Chemistry (40S)

This course is a study of chemistry, kinetics, chemical equilibrium, acid-base equilibria, solubility equilibria, and oxidation-reduction reactions.

Grade 11 Current Topics in the Sciences (30S)

This course is an inquiry into a variety of multidisciplinary topics based on current issues. It shifts the focus from learning science concepts and facts to developing critical thinking, the societal dimensions of science, and problem-solving skills related to topics of student interest. The choice of topics is at the discretion of the teacher, but all topics will address general learning outcomes in the areas of nature of science and technology; science, technology, society, and the environment; scientific and technological skills and attitudes; and essential science concepts.

Grade 12 Interdisciplinary Topics in the Sciences (40S)

This course broadens the expectations of student inquiry into a variety of multidisciplinary and interdisciplinary topics based on current issues or episodes from the history of science. It directs its focus on developing a more sophisticated understanding of the nature of science, critical thinking, the societal dimensions of science, and problem-solving skills related to topics of student interest. The choice of topics is at the discretion of the teacher, but all topics will address general learning outcomes in the areas of nature of science and technology; science, technology, society, and the environment; scientific and technological skills and attitudes; and essential science concepts.

The course includes a research component where students are provided an opportunity for more extended inquiry intended to strengthen skills in conducting introductory-level research, improving their scientific communication and reasoning about issues related to science.

19. Social Studies

There are minor variations in the course content descriptions for social studies courses offered in English and in French. (The French descriptions of the course content for social studies are available in the French version of this guide.)

Manitoba Education, Citizenship and Youth is currently renewing the social studies curriculum. New curricula have been developed for all grades from Kindergarten to Grade 10. Grades 11 and 12 are under development, and Manitoba schools will continue to offer the existing curriculum at Grades 11 and 12.

Further information is available online at:

< <http://www.edu.gov.mb.ca/k12/cur/socstud/index.html>. >

Grade 9 Social Studies (10F): Canada in the Contemporary World

Grade 9 students explore Canada's contemporary opportunities and challenges. They examine Canadian demographics and political issues, Aboriginal self-government, francophone presence and influence, multiculturalism, media and popular culture, and the impact of the United States on Canadian culture. They explore cultural interaction in Canadian society and engage in the debate surrounding culture and identity in Canada. Through this inquiry, students develop understanding of the complexities of citizenship and identity in the Canadian context and enhance their ability to become informed, active, and responsible citizens.

Grade 10 Social Studies (20F): Geographic Issues of the 21st Century

Grade 10 students focus on geographic issues of the contemporary world. They explore the nature of geography and develop skills related to geographical thinking. Students use the tools of geography, including geographic information systems, to examine issues and problems. They study concepts related to ownership and development of natural resources, production and distribution of food, development of industry and trade, and increasing urbanization. Students consider these issues in the context of Canada, North America, and the world. Through their study, students become aware of the importance of the environment, stewardship, and sustainable development, as well as the social, political, and economic implications of their personal choices.

Grade 11 Social Studies (30G, 30S): Canada: A Social and Political History

Grade 11 students study the functions and procedures of Canadian civic institutions, historically and within contemporary life, through a problem-solving and analytical approach.

Optional Courses

Grade 10 American History (20G)

This is a survey course in the history of the United States of America.

Grade 11 Physical Geography (30S, 30G)

This course is a study of geographic concepts, with an emphasis on mapping, and the interrelationship between population and economic activities.

Grade 11 Agriculture (30S, 30G)

This course is a study of the role of agriculture in society.

Grade 12 World Geography: A Human Perspective (40S, 40G)

This course is a study of human and physical geography with a focus on environment, world population, food production, resources, energy, industrialization, urbanization, and global interdependence.

Grade 12 Western Civilization: A Historical Review of Its Development (40S, 40G)

This course is a study of the significant historical developments, movements, and individuals who have shaped and influenced Western civilization.

Grade 12 World Issues (40S, 40G)

This course is a study of the cause and effect of world issues on global quality of life.

20. Other Compulsory Courses

Physical Education/Health Education

Physical Education/Health Education (PE/HE) is a compulsory subject area from Kindergarten to Grade 12.

This combined curriculum provides a connected approach to learning about the mind and body that promotes healthy and active living. Student learning outcomes have been designed to enable students to acquire the knowledge, skills, and attitudes to become physically active and to make health-enhancing decisions designed to improve their personal quality of life.

The PE/HE curriculum identifies five general student learning outcomes for Kindergarten to Grade 12: movement; fitness management; safety; personal and social management; and healthy lifestyle practices. Specific student learning outcomes have also been identified for Kindergarten to Grade 12. Schools may choose to include the Grade 11 and 12 PE/HE credits in the timetable or use an out-of-classroom model.

Further information is available online at:

< <http://www.edu.gov.mb.ca/k12/cur/physhlth/index.html>. >

21. Contact Information

English Program

Tom Prins
Consultant
Instruction, Curriculum and Assessment Branch
1567 Dublin Avenue
Winnipeg, (Manitoba) R3E 3J5
Telephone: (204) 945-7974
Fax: (204) 948-2344
E-mail: thomas.prins@gov.mb.ca

Français and French Immersion Programs

Gilbert Michaud, Special Projects
Division du Bureau de l'éducation Française
509–1181 avenue Portage
Winnipeg, (Manitoba) R3G 0T3
Telephone: (204) 945-6927
Fax: (204) 945-1625
E-mail: gilbert.michaud@gov.mb.ca