



CANADA'S CENTRE
FOR DIGITAL AND
MEDIA LITERACY

CYBER CHOICES CURRICULUM CONNECTIONS – MANITOBA

English Language Arts – Grades 3 to 5 Band

Learners are reflecting on and using what they know about texts and themselves to make purposeful and personal decisions

Language as Sense Making

- Over time and across multiple contexts, learners reflect on and use what they know about themselves to make purposeful and personal decisions.

Learners are recognizing, comparing and using the codes and conventions of print, oral, visual and multimodal texts.

Language as System

- Learners will begin to recognize and explore different organizational patterns in texts.

Learners are using strategies, resources and sources to explore ideas and deepen and extend thinking

Language as Exploration and Design

- Grades 3-5 learners will ask initial questions and focus these questions as they gather information.
- They will find answers and information using an increasing number and variety of sources.

Learners are blending experiences to represent ideas in different ways

Language as exploration and design

- Learners in Grades 3 to 5 play with mixing or weaving modes (e.g., blending visual, oral, media and/or print).

Learners are beginning to analyze differences in opinion

Language as Power and Agency

- With time, learners evaluate the views and reasons presented by others and disagree and/or challenge ideas constructively.

Learners are expressing and supporting opinions and judgements

Language as Power and Agency

- Grades 3 to 5 learners connect their own and others' opinions to real-life experiences.
- They will notice different ways to express opinions and will state their personal opinions with supporting reasons and explanations.

Learners are recognizing that point of view has an impact on understanding.

Language as Power and Agency

- Learners in this grade band will notice how characters and people can have different points of view on ideas.
- Learners will talk about and experiment with how a story or information might be presented and changed from a different character's, person's, or group's point of view.

Learners are exploring how ideas like justice, equity, and fairness are complex

Language as Power and Agency

- Grades 3 to 5 learners will begin noticing nuances and different ways of thinking about complex ideas.
- They will also notice and talk about possible reasons and motivations for decisions related to complex ideas with others.

Physical Education/Health Education – Grade 3

Safety

Specific Expectations

- Show an understanding of general and specific safety guidelines and behaviours that are appropriate for own age and ability
- Identify general safety procedure related to safety in the community
- Identify strategies to avoid being bullied in different case scenarios
- Identify ways to avoid dangerous and /or inappropriate situations for self and/pr others in a variety of contexts

Personal and Social Management

Specific Expectations

- Identify the importance of showing consideration for self and others, and for individual differences
- Explore the steps in the decision-making/problem-solving process
- Describe the behaviours that show respect for the abilities and feelings of others
- Identify appropriate and inappropriate ways of communicating emotions
- Recognize anger triggers for self and others and strategies to reduce, control, or avoid anger in emotional situations
- Show an understanding of the steps in a conflict-resolution process
- Use avoidance and assertiveness skills in scenarios related to potentially dangerous situations

Physical Education/Health Education – Grade 5

Safety

Specific Expectations

- Describe safety guidelines and the use of strategies to deal with bullies in harassment in a variety of situations

Personal and Social Management

Specific Expectations

- Describe behaviours that show respect for the rights and feelings of others
- Identify qualities that are important in establishing and maintaining a friendship
- Identify components of anger management and strategies for self-control in different contexts
- Identify misunderstandings and or/miscommunications related to messages in the media that could cause of affect conflict
- Show an understanding of the steps in a conflict-resolution process and conflict-resolution strategies to negotiate disputes and de-escalate conflicts
- Identify and assess strategies for preventing or avoiding uncomfortable or dangerous situations.

Social Studies – Grades 4 to 5

Identity, Culture, and Community

Overall Outcomes

Identity, Culture and Community:

- Provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups
- Students enhance their understanding of diverse perspectives and develop their competencies as social beings

Specific Outcomes

- This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.