



NORTHERN LIGHTS
SCHOOL DIVISION NO. **113**

Locally Developed Course Certificates 30L



2015 Developed
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Table of Contents

| | |
|--|---|
| Introduction/Overview..... | 3 |
| Broad Areas of Learning..... | 3 |
| Cross-Curricular Competencies..... | 4 |
| Career Education..... | 5 |
| Understanding through Inquiry..... | 5 |
| Outcomes and Indicators..... | 6 |
| Detailed Course Outline..... | 7 |
| Sample Course Outline..... | 7 |
| Instructional Approaches..... | 8 |
| Assessment and Evaluation Techniques..... | 8 |
| Instructional Materials..... | 8 |
| Evaluation of Locally Developed Course of Study..... | 8 |

Introduction/Overview

This Locally Developed Certificates 30 level course is to help structure and support the delivery of certificate courses. The division has recognized the value of providing central support and coordination of the above, as well, feeling that providing a credit to students would lead towards graduation. The schools, based on student interest and available resources, will coordinate and supervise delivery of certificate courses that will contribute to 80% the overall course, this leaving 20% to be locally determined.

Rationale

- Contribution to community
- Career development (Opportunities to develop personal resume)
- Life Long Experiences
- The availability of Provincial/National Certifications are currently not essential pieces of regular curricula
- Potential to partner with community members and educational agencies

Purpose

- Provide students the opportunity to receive high school credit through completion of Provincial/National Certification Courses
- Gain high school credit leading to graduation
- Helping students become a resource to their community
- To enhance personal resumes

Broad Areas of Learning

The SK Ministry of Education's goals are based on three Broad Areas of Learning. Certificates 30L is guided by these goals to help students achieve understandings, skills and attitudes related to:

Building Lifelong Learners

Students that accumulate sufficient certificate programs to fulfil the expectations of Certificates 30L will be attaining knowledge and skills that impact their daily lives. By meeting the expectations of the course students will be able to consider applications that affect themselves, community and further.

Building a Sense of Self and Community

The Certificates 30L course provides a degree of choice that depends on student interest. The various certificate based programs required to meet the course expectations, potentially provides students the opportunity to be a role model to peers and a resource to community and possibly workplace.

Building Engaged Citizens

The Certificates 30L course expectations provide students with the chance to take part in learnings that are directly applied. The knowledge gained is both applicable to themselves and society at large.

Cross-Curricular Competencies

The Cross-curricular competencies are four interrelated areas containing understanding, values, skills and processes which are considered important for all areas of study.

Developing Thinking

It is important that, while participating in Certificates 30L students are engaged in developing a personal resume useful for transition into real life application and careers. This occurs most effectively when students have been engaged in multiple opportunities that reflect practical learnings outside of regular curriculum areas.

Learners construct knowledge through application of prior experiences in their lives to the new situations they encounter, this is how people make sense of the world around them. Certificates 30L utilizes students' current knowledge and past experiences to help them establish what additional learnings and skills are required for them to plan, execute, adjust and maintain their community contribution and life-long experiences.

Developing Identity and Interdependence

This is the ability to act autonomously in an interdependent world. Certificates 30L builds positive self-concept, increases understanding the importance of one's abilities to be creative in fostering acquired skills and personal career choices that is reflective of surroundings. These skills and abilities help achieve understanding, valuing and caring for oneself; all central to developing identity and high functioning ability within society.

Developing Literacies

Literacies provide multiple ways to interpret the world and express a personal understanding of the world. Certificates 30L will provide students the opportunity to experience a variety of instructional approaches and content that is typical of real life situations.

Developing Social Responsibility

The Certificates 30L provides students the opportunity to potentially contribute and take leadership within their community and peers.

Career Education

As students participate in Certificates 30L, they will add to their personal resumes and portfolios certifications that may be useful in future career opportunities and or post-secondary programs.

Understanding through Inquiry

Inquiry learning focuses on the development of compelling questions and challenging opportunities that help motivate and guide inquiries into concepts related to Certificates 30L stated outcomes and indicators. Opportunities should be created for students to explain, apply and transfer understandings to new situations. Students who are engaged in inquiry:

- construct knowledge and deep understanding rather than passively receiving it
- are directly involved and engaged in the discovery of new knowledge
- encounter alternative perspectives and differing ideas that transform prior knowledge and experience into deep understandings
- transfer new knowledge and skills to new circumstances
- take ownership and responsibility for their ongoing learning of curriculum content and skills

Outcomes and Indicators

The SK Ministry of Education introduced the document Renewed Outcomes: Understanding Curricula, 2010, which guides all SK curricula outcomes.

Effective **outcomes** are:

- critical for attaining deep understanding
- representative of behaving like a subject expert within the subject discipline
- created using different types and level of knowledge including factual, conceptual, procedural and metacognitive, to address competency as well as basic content coverage
- expansive enough to encourage and require various ways of knowing and world views

Indicators are examples of ways that students might be asked to demonstrate achievement of an outcome. Indicators are examples of evidence that teachers would accept to determine the extent to which students have achieved the desired learning result. Indicators will:

- provide the depth and breadth of the outcome
- tell the story or create the picture of the outcome
- define the level and type of knowledge intended by the outcome
- not be merely a checklist of instructional activities or assessment items

Goals:

- to provide the opportunity for students to gain certification and credit recognition by completing selected local, regional, provincial and national certification programs
- to provide the ability for students to develop personal resumes benefiting the transition to post-secondary and career related opportunities
- to encourage, through the completion of select certification programs to be resource to the community

| Outcomes: Review Locally Developed Level 30 Course outline | Indicators |
|--|---|
| Participate and complete selected certification programs | <ul style="list-style-type: none"> • examine the expected hours for each selected certificate program • identify expectation for completion of selected certificate programs • read and respond to provided outline of selected certificate programs |
| Complete and update a personal resume upon completion of Certificates Level 30 | <ul style="list-style-type: none"> • develop and file a personal profile with evidence of completed certification courses that demonstrates 100 hours of instructions • present an outline of a personal resume that includes selected certificate programs |
| Communicate personal resumes to the community | <ul style="list-style-type: none"> • identify potential community sources that would recognize the usefulness of completed certification programs • provide to community sources evidence of completed certification programs |

Detailed Course Outline

1. National Coaching Certification Program (Various Levels) <http://www.coach.ca/coach-training-in-canada-s15408>
 2. Minor Hockey Association <http://www.hockeycanada.ca/en-ca/Hockey-Programs/MHA>
 3. Specific Sport Certification, Volleyball, Wrestling, <http://www.coach.ca/sport-specific-training-s16547>
 4. Officiating various sports <http://www.shsaa.ca/> Saskatchewan High Schools Athletic Association
 5. Paddle Canada paddlingcanada.com/
 6. Wilderness/First Aid <http://www.sja.ca/English/Pages/default.aspx> ...specific to needs, i.e., Occupational First Aid/CPR
 7. WHIMIS <http://www.whmis.ca/saskatchewan.html>
 8. Saskatchewan Construction Safety Association <http://www.scsaonline.ca/>
 9. Boat Safety <http://www.boatinglicense.ca/canada/saskatchewan.aspx>
http://www.boatsmartexam.com/en/?gclid=CNy8r_qwwcQCFYVAaQodNo0Alw
 10. Sask. Association for Firearm Education <http://www.saskhuntered.ca/courses.php>
 11. Food Safety Training <http://www.foodsafety1st.com/>
 12. Service Best <http://store.industrymatters.com/courses/list>
 13. Industrial/Oil Field Safety Certification, i.e., H2S, Confined Spaces
<http://www.scsaonline.ca/>
 14. Chainsaw Safety, Felling
 15. Trapping Course <http://www.usask.ca/education/ccstu/pdfs/trapping%20app.pdf>
 16. Snowmobile Safety Course <http://www.snowmobilecourse.com/canada/saskatchewan>
- Based on 100 credit hours, schools will follow prescribed time allocation specified by individual course offerings...i.e.,NCCP 13 hours level one theory
 - Self-directed course will have hours identified by school division, i.e., WHIMIS, Construction Safety Training System (6 hours each)

Sample Course Outline

Wilderness First Aid is designed for individuals who work or travel in remote locations outside the range of emergency medical services. This 16-hour course provides participants with an introduction to wilderness first aid, with an emphasis on prevention, practical skills, decision making and dealing with environmental conditions. The program includes CPR/AED Heart Saver for the Lay Rescuer.

Examples of Instructional Approaches

- Inquiry base learning
- Independent learning
- Experiential learning
- Review/Check for prior knowledge
- Direct instruction
- Guided practice
- Independent practice
- Oral drill and practice (as necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcome
- Demonstrate (in a variety of ways)
- Provide examples to help transfer learning
- Investigate/Observe (from a variety of angles)
- Link new information and/or skills to prior knowledge (build background)
- Check for understanding/Question
- Re-teach (if necessary)
- Evaluate/Summarize

Examples of Assessment and Evaluation Technique

All assessment and evaluation of student achievement will based on the outcomes of the Certificates 30L, specific to certification courses of which most of have embedded within individual programs. Upon completion of 100 hours of certification courses students will have an updated personal resume and where applicable, submit to agencies within the communities.

Instructional Materials

- depending on certification courses selected by students

Evaluation of the Locally Developed Course of Study

- division will identify two pilot sites
- student enrolment and completion of courses
- student feedback
- cost analysis and availability of identified courses (how challenging is it to coordinate sufficient certification courses)