

Saskatchewan Context for EAL Learners 20L

Prairie South Schools
2015

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Philosophy and Rationale

Saskatchewan Context for EAL Learners 20L is a locally developed course that is provided for EAL students only. EAL students wishing to take this course must have completed EAL B10L or have a CFR level of A2.1 or higher. Included in this guide are CFR levels and descriptors for A2.1 – B1.2. We encourage teachers to use the CFR in tandem with the course to actively develop language along with acquiring the content.

This locally developed course is meant to give newcomers to Canada and Saskatchewan important skills and content with regards to being productive, contributing citizens. The course is designed to provide many opportunities for real-life situations and authentic based tasks within your community. The suggested indicators are not mandatory, as many are based on Moose Jaw and the surrounding area, but are examples to help guide the teacher.

The information in this course is not designed to portray Saskatchewan or Canada as superior, but to inform students on life in Saskatchewan and Canada. The course strives to have students draw comparisons between Canada and their country of origin. In cases where students are Canadian, we encourage them to draw comparisons to their culture as opposed to the country. In some cases the course presents the potential to examine emotionally sensitive topics related to immigrant and refugee experiences; professional judgement is always encouraged.

Purpose

The purpose of Kindergarten to Grade 12 Social Studies is to help students know and appreciate the past, understand the present, influence the future, and make connections between events and issues of the past, the present, and the future. Further, its purpose is to make students aware that, just as contemporary events have been shaped by actions taken by people in the past, they have the opportunity to shape the future. The ultimate aim is for students who have a sense of themselves as active participants and citizens in an inclusive, culturally diverse, interdependent world. (Ministry of Education, Social Studies 9, 2009).

Course Content

This document provides the learning outcomes that students enrolled in Saskatchewan Context for EAL Learners 20L are expected to achieve by the end of the course. Indicators are included to provide the breadth and depth of what students should know, understand, and be able to do in order to achieve the outcomes.

The learning experiences planned for students will support student achievement of the provincial Goals of Education by attending to the Broad Areas of Learning for Saskatchewan and the Cross-Curricular Competencies.

The Saskatchewan Context for EAL Learners 20L course provides:

- Direction for supporting student achievement of the Broad Areas of Learning and Cross-Curricular Competencies
- Saskatchewan Context for EAL Learners 20L outcomes and indicators
- Sample assessment and evaluation criteria for determining student growth and achievement in relation to the outcomes in Saskatchewan Context for EAL Learners 20L
- Connections with other areas of study

Teaching Social Studies

The role of social studies education is to help students develop the values and attitudes, knowledge and understanding, and skills and processes necessary to become active and responsible citizens, engaged in the practice of democratic ideals and aware of their capacity to effect change. Social studies supports active and responsible citizenship by enabling students to:

- understand their rights and responsibilities in order to participate fully in society
- demonstrate a critical understanding of the role of social, political, economic, and legal institutions as they relate to individual and collective well-being
- understand and appreciate the unique nature of Canada, its land, history, complexities, and current issues
- understand and honour the traditions, concepts, and symbols that are the expression of Canadian identities
- thrive in their evolving cultural and Canadian identities with a legitimate sense of belonging to their communities, Canada, and the world
- appreciate and respect diverse Canadian cultural perspectives, including Aboriginal and Francophone, and understand how these perspectives have shaped Canada's political and cultural realities
- value the diversity, respect the dignity, and support the equality of all human beings
- develop a sense of social compassion, fairness, and justice
- recognize, speak out, and take action against injustice as it occurs in their schools, communities, Canada, and the world
- understand Canadian and world history, to better comprehend the present and to influence the future wisely for the well-being of all
- critically consider and understand historic and contemporary issues, including controversial issues, from diverse perspectives
- develop a global consciousness with respect to the human condition and world issues
- understand how political and economic distributions of power affect individuals, communities, nations, and environments
- understand geographic concepts and skills, and that humans exist in a dynamic relationship with the natural environment
- develop a consciousness and sense of stewardship for the land, as well as an understanding of the principles of sustainability
- engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision making
- engage in active inquiry and critical and creative thinking
- conduct research ethically using diverse methods and sources, and organize, interpret, and present their findings, and defend their opinions
- use and manage information and communication technologies
- develop effective communication skills
- develop collaborative and cooperative skills

(WNCP K-9 Framework of Social Studies Outcomes, 2002)

Planning for EAL Instruction

An effective course of studies for English as an Additional Language is built around meaningful contexts, language learning outcomes, and appropriate strategies for teaching and learning, and assessment and evaluation. In planning for effective EAL instruction and support, teachers must focus on the appropriate use of standard Canadian English. This means that attention must be given to English language conventions, forms, functions, and cueing systems.

A well-structured EAL course of studies provides contexts for appropriate and meaningful language use. Through the study of English, students will gain an understanding of the skills and strategies which are helpful for language learning. They can work toward competence and confidence in using English in meaningful, authentic ways for academic success. Building language competence involves skill development in the six language arts strands of viewing, representing, listening, speaking, reading, and writing. In a larger context, language competence also encompasses dialogue, questioning patterns, problem solving, and other meaningful learning activities with fluent speakers of English.

WHAT EAL IS...	WHAT EAL IS NOT...
Using visual, multimedia, oral and written communications for a range of purposes across curricular content areas	Focusing on achieving a minimum level of English proficiency before participating in any content area study
Studying English in addition to known language(s) to allow for full participation in Canadian society	Promoting English language study to replace known language(s)
Focusing on communicative competence	Focusing on grammar rules
Teaching and learning for deep understanding	Asking and answering solely teacher-driven questions
Incorporating many different world views	Reflecting one predominant world view
Emphasizing meaningful communication in authentic situations	Focusing on the memorization of words and phrases out of context
Creating and communicating meaning through both receptive and expressive language strands	Focusing exclusively on reading and writing in order to create and communicate meaning
Demonstrating learning in various contexts and reflecting on learning through self-assessment	Relying on teacher assessment and evaluation of English language progress
Approaching language study with a whole to part to whole orientation	Approaching language study through vocabulary lists
Approaching the learner as able and capable	Approaching the learner as requiring remediation
Approaching language study by using a range of instructional and assessment strategies	Approaching language study primarily through pencil and paper tasks and assessments
Learning how English is structured (e.g., discourse styles, registers, functions, cues and conventions) and consciously using the language for a range of purposes and contexts	Focusing exclusively on grammar instruction as the means to achieving communicative competence

(EAL B10, Ministry of Education, 2010)

CFR Connections – Secondary

A2.1 LISTENING	A2.2 LISTENING	B1.1 LISTENING	B1.2 LISTENING
<ul style="list-style-type: none"> • Can understand the main points in simple and short stories and reports on familiar topics • Can understand the main points in simple and short audio announcements and messages • Can understand simple and short instructions and explanations • Can understand others' expression of feelings • Can understand phrases and words on familiar topics 	<ul style="list-style-type: none"> • Can comprehend general ideas of overheard conversations • Can understand short audio announcements and text • Can understand an audio advertisement if it is delivered clearly and concerns a product and/or service of interest • Can understand dialogue in a variety of movie and television programs when visuals provide contextual support • Can understand a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly • Can follow verbal instructions if the instructions are spoken clearly and slowly 	<ul style="list-style-type: none"> • Can understand when people speak at normal speed on familiar topics with little to no repetition • Can understand clear audio announcements • Can follow the main idea of audio text if the text can be replayed • Can understand the main points of a long discussion concerning subjects of interest • Can understand many television, radio and web-based programs dealing with subjects of interest • Can understand some colloquial expressions related to the classroom • Can understand teacher explanations when delivered slowly, supported by textbook illustrations, and given an opportunity for clarification 	<ul style="list-style-type: none"> • Can understand the main point and the important details of audio recordings • Can comprehend classroom talk between two or more speakers with little need for clarification • Can understand the main points in a long conversation that is overheard • Can understand detailed oral instructions • Can understand teacher explanations when supported by visuals such as textbook illustrations • Can understand clear and organized classroom talks and presentations, provided there is some prior knowledge of the topic • Can understand a short film on a familiar topic • Can understand the main points of stories and other text read aloud in the classroom
A2.1 SPEAKING	A2.2 SPEAKING	B1.1 SPEAKING	B1.2 SPEAKING
<ul style="list-style-type: none"> • Can express common greetings • Can express common feelings • Can participate in a short telephone conversation with preparation • Can ask questions in familiar situations and understand the responses • Can ask others simple questions about their interests and preferences • Can communicate about common matters using simple vocabulary • Can ask for clarification of unknown words and terms • Can ask how to express something in another language (e.g., "How do you say 'kilómetro' in English?"). • Can indicate strengths and weaknesses • Can describe their home, how to get there and length of time spent travelling • Can describe aspects of daily life and daily activities • Can discuss familiar topics 	<ul style="list-style-type: none"> • Can ask for the spelling of a word and can spell out words they know • Can ask appropriate questions during a conversation • Can ask someone to clarify or to repeat what has been said • Can take part in social interactions • Can ask for information and give explanations to others • Can use simple words to describe an opinion or event • Can provide a description of a common object • Can express likes and dislikes about something familiar and explain why 	<ul style="list-style-type: none"> • Can participate in telephone conversations with a known audience • Can ask for help when they need it • Can express opinions on familiar subjects and ask for others' opinions • Can sustain a conversation in the classroom when subject is of interest • Can interview others with prepared questions and can ask follow-up questions • Can repeat what has been said and convey this information to another • Can briefly explain and justify points of view, ideas and plans • Can describe personal goals and intentions 	<ul style="list-style-type: none"> • Can indicate that something is causing a problem and explain why • Can ask spontaneous questions • Can repeat a summary of a conversation to another person • Can initiate and maintain a conversation • Can participate in lengthy conversations with peers on subjects of interest and/or subjects being studied • Can clearly explain how something is used • Can make announcements • Can clearly express feelings and explain the reasons for them • Can express an opinion on everyday life and common issues • Can speak in a clear and fluent manner though there maybe pauses for self-correction

CFR Connections – Secondary

A2.1 READING	A2.2 READING	B1.1 READING	B1.2 READING
<ul style="list-style-type: none"> • Can understand what is written in simple texts • Can locate important information in simple texts • Can understand the main ideas on familiar topics • Can follow simple instructions with visual support 	<ul style="list-style-type: none"> • Can identify and understand important information in text • Can follow step by step instructions with visual support • Can use reference material • Can understand the main ideas in short articles and reports on familiar topics • Can understand the main points in a basic personal communication if the topic is familiar 	<ul style="list-style-type: none"> • Can identify and understand the important information in text concerning subjects of interest • Can examine a web site and determine its purpose • Can pick out important information on the labels of food packages and medicines • Can understand instructions • Can understand letters of correspondence and messages • Can understand factual text and report it back 	<ul style="list-style-type: none"> • Can identify and understand the important information in text concerning subjects being studied • Can read textbook explanations and examples with the support of a word list and/or dictionary • Can understand straightforward, factual text and reports on subjects being studied
A2.1 WRITING	A2.2 WRITING	B1.1 WRITING	B1.2 WRITING
<ul style="list-style-type: none"> • Can write simple notes of greeting and reply to invitations • Can write short sentences expressing wants and preferences • Can write about directions with the help of illustrations • Can write sentences and expressions to describe surroundings, activities and people • Can write simple reminders or notes for personal use 	<ul style="list-style-type: none"> • Can describe aspects of daily life • Can provide descriptions of common objects or familiar places using sentences • Can describe, with detail, a personal experience using short simple language • Can exchange written information with friends • Can complete a questionnaire providing background information 	<ul style="list-style-type: none"> • Can describe places, objects or events using complete sentences that are connected to each other • Can describe an event using simple, coherent, and well-written sentences • Can write a report on personal experience • Can express what has been learned, how it has been learned and learning goals for the future • Can spell and show basic punctuation accurately enough to be followed most of the time 	<ul style="list-style-type: none"> • Can take notes when listening • Can describe objects of interest explaining advantages and disadvantages • Can present personal opinions

(Adapted from the CFR and the Regina Public Schools Progress Report)

Outcomes, Indicators, and Essential Questions

Saskatchewan Social Studies for EAL Students 20L	
Essential Question(s):	
How do we represent culture in Saskatchewan, and Canada?	
How does Saskatchewan’s geography, demographics, and climate make it unique?	
Outcomes (<i>What students are expected to know and be able to do</i>)	Indicators (<i>Students who have achieved this outcome should be able to</i>)
Identify key characteristics, and representations, symbols, and icons, of Saskatchewan and Canada and compare them to your country of origin or culture.	<ul style="list-style-type: none"> • Identify the provinces and territories, and their corresponding capital cities on a map of Canada • Examine the numerous representations, symbols, and icons that represent your community, Saskatchewan, and Canada: <ul style="list-style-type: none"> ○ Beaver, Canada Goose, Canadian Flag, Canadian Currency, Hockey, Lacrosse, Maple Leaf, Maple Syrup, Roughriders, Royal Canadian Mounted Police, Saskatchewan Flag, Wheat, other • Explain how representations, symbols, and icons are important to your identity • Identify the representations, symbols, and icons from your country of origin or culture • Compare the representations, symbols, and icons unique to your community, Saskatchewan, and Canada to your country of origin or culture
Outcomes (<i>What students are expected to know and be able to do</i>)	Indicators (<i>Students who have achieved this outcome should be able to</i>)
Investigate the diverse population of Saskatchewan and determine what factors motivate immigration to Saskatchewan.	<ul style="list-style-type: none"> • Illustrate Saskatchewan’s dynamic demographic population according to size, structure, and distribution: <ul style="list-style-type: none"> ○ age, education, ethnic origin, gender, language, nationality, race, religion, other • Investigate factors that motivate various cultural groups to immigrate to Saskatchewan, Canada: <ul style="list-style-type: none"> ○ economic, education, employment, family, health, refuge, religious, resources, other • Create a representation of your personal journey to arriving in Saskatchewan and/or an examination of your family history
Outcomes (<i>What students are expected to know and be able to do</i>)	Indicators (<i>Students who have achieved this outcome should be able to</i>)
Determine reasons that make Saskatchewan’s geography and climate unique and compare them to your country of origin.	<ul style="list-style-type: none"> • Consider the challenges and opportunities Saskatchewan’s climate presents for its residents and analyze safety measures necessary for living here by season: <ul style="list-style-type: none"> ○ Winter: snow removal, snow routes, snow plows, salting sidewalk ice, snow blower, furnace maintenance, car block heater and plugging your car in, shorter days, frost bite, staying with your vehicle if you get stranded, emergency car kit and blankets, winter tires, checking road conditions (SK Highway Hotline), appropriate clothing for weather, ice and lake safety, dangerous and extreme temperatures, frozen metal, other ○ Spring: wood ticks, pot holes, geese migration, farming, rain, snow melt, budding of leaves, flooding, washed out roads, mosquitos,

	<p>stagnant water, flooding basements, other</p> <ul style="list-style-type: none"> ○ Summer: longer days, greenhouses, community gardens, agriculture, school vacation, camping, wood ticks, extreme heat, heat stroke, heat exhaustion, tornadoes, forest fires, hail damage, other ○ Fall: leaves changing colours, hibernation, weather changes, wood ticks, harvest, wind, other <ul style="list-style-type: none"> ● Identify characteristics associated with Saskatchewan’s diverse Ecoregions: <ul style="list-style-type: none"> ○ plants, wildlife (seasonal), weather, climate, landforms ● Compare Saskatchewan’s unique geography and climate to your country of origin
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Resources:

1. Government of Canada: Official Symbols of Canada - <http://www.pch.gc.ca/eng/1363193195814/1363193294910>
2. Government of Canada: Other symbols of Canada - <http://www.pch.gc.ca/eng/1363194179969/1363194255901>
3. Government of Canada: Saskatchewan, Canadian Heritage - <http://www.pch.gc.ca/eng/1363290315306>
4. Canadian Council for Refugees - <http://ccrweb.ca/en/hundred-years-immigration-canada-1900-1999>
5. Historica Canada - <http://www.thecanadianencyclopedia.ca/en/>
6. Historica Canada Heritage Minutes - <https://www.historicacanada.ca/content/heritage-minutes>
7. Office of the Treaty Commissioner - <http://www.otc.ca/>
8. Canada in the Making - http://www.canadiana.ca/citm/index_e.html
9. Government of Canada: Get Prepared - <http://www.getprepared.gc.ca/cnt/rsrscs/sfttps/tp201101-en.aspx>
10. Centers for Disease Control and Prevention: Emergency Preparedness and Response - <http://emergency.cdc.gov/disasters/winter/guide.asp>
11. Cold weather Resource Kit - <http://ottawa.ca/en/residents/public-health/healthy-living/cold-weather-resource-kit>
12. Passages Canada - <http://passagestocanada.com/educator-resources/>
13. Saskatchewan Conservation Data Centre - <http://www.biodiversity.sk.ca/eco.htm>

Saskatchewan Social Studies for EAL Students 20L	
Essential Question(s):	
What sports, recreation, and leisure programs are available to me in Saskatchewan? What cultural events are celebrated in Saskatchewan? How can I celebrate my own culture in Saskatchewan?	
Outcomes (<i>What students are expected to know and be able to do</i>)	Indicators (<i>Students who have achieved this outcome should be able to</i>)
Compare and contrast different sports, recreation, and leisure activities available in Saskatchewan communities to your country of origin.	<ul style="list-style-type: none"> • Examine the different sports, recreation, and leisure activities that can be found in your community: <ul style="list-style-type: none"> ○ badminton, baseball, basketball, boating, camping, canoeing, cross country running, cross country skiing, curling, cycling, fencing, fishing, football, golf, hiking, hockey, hunting, ice fishing, ice skating, kayaking, lacrosse, skiing, snowboarding, snowshoeing, soccer, swimming, tobogganing, track and field, volleyball, other ○ 15 Wing Moose Jaw, Buffalo Pound Provincial Park, Community Swimming Pool, Crescent Park, Dog Park, Kinsmen Sportsplex, Mac the Moose, Mosaic Place, River Park Campground, Rotary Trail, Wakamow Valley, YARA Centre, YMCA, other ○ Boat Tour, Folk Fest, Mae Wilson Theatre, Moose Jaw Museum and Art Gallery, Mosaic, Motif, Mural Tour, Park Art, Petting Zoo, Public Library, Sukanen Ship Pioneer Village and Museum, Temple Gardens Mineral Spa, Trolley Tour, Tunnels of Moose Jaw, Western Development Museum, Yvette Moore Gallery, other • Compare these sports, recreation, and leisure activities to your country of origin or culture and traditions
Outcomes (<i>What students are expected to know and be able to do</i>)	Indicators (<i>Students who have achieved this outcome should be able to</i>)
Determine how various traditions and customs contribute to Saskatchewan's vast identity.	<ul style="list-style-type: none"> • Explain the significance of Aboriginal Traditions and Customs and their contribution to Saskatchewan's cultural development: <ul style="list-style-type: none"> ○ Circle of Courage, Medicine Wheel, Pipe Ceremony, Pow Wow, Smudge, Sweat Lodge, other • Examine the extent to which cultural groups are able to retain their cultural identity in Saskatchewan: <ul style="list-style-type: none"> ○ Folk Fest, Mosaic A Festival of Cultures, Motif Multicultural Festival, other • Assess the current and historical approaches to embrace cultural diversity in your community and Saskatchewan • Examine common foods consumed in Saskatchewan and compare them to common foods consumed in your country of origin or culture: <ul style="list-style-type: none"> ○ bannock, barley, beef, bison, breakfast foods (bacon and eggs), cabbage rolls, canola, chicken, deer, durum, elk, gravy, lentils, mashed potatoes, mustard, perogies, seasonal fruit and vegetables, turkey, wheat, wild board, other
Resources:	
<ol style="list-style-type: none"> 1. Tourism Moose Jaw - http://www.tourismmoosejaw.ca/ 2. Tourism Saskatchewan - http://www.tourismsaskatchewan.com/?gclid=CPiO-ojz7sUCFQiQaQods0YACQ 3. Tourism Saskatchewan, First Nations, Metis - http://www.tourismsaskatchewan.com/about-saskatchewan/uniquely-saskatchewan/first-nations-and-metis 4. Government of Canada: 15 Wing Moose Jaw - http://www.rcf-arc.forces.gc.ca/en/15-wing/index.page 	

5. Buffalo Pound Provincial Park - <http://www.saskparks.net/BufaloPound>
6. Crescent Park - <http://www.moosejaw.ca/?service=crescent-park>
7. Kinsmen Sportsplex - <http://www.moosejaw.ca/?service=swimming>
8. Mac the Moose - <http://www.tourismmoosejaw.ca/tourism-stuff/mac-the-moose/>
9. Mosaic Place - <http://www.mosaicplace.ca/>
10. River Park Campground - <http://www.wakamow.ca/RiverParkCampground.htm>
11. Moose Jaw Rotary Trail - <https://www.ehcanadatravel.com/saskatchewan/moose-jaw-parks/522-rotary-trail.html>
12. Wakamow Valley - <http://www.wakamow.ca/>
13. YARA Centre - <http://www.yaracentre.com/>
14. YMCA - <http://www.moosejawnymca.ca/>
15. Regina Folk Fest - <http://www.reginafolkfestival.com/>
16. Moose Jaw Cultural Centre - <http://www.moosejawculture.ca/welcome/>
17. Moose Jaw Museum and Art Gallery - <http://www.mjmag.ca/>
18. Mosaic- A Festival of Cultures - <http://www.reginamulticulturalcouncil.ca/info/mosaic-a-festival-of-cultures.html>
19. Motif - <http://www.mjmcinc.ca/motif.php>
20. Murals of Moose Jaw - <http://www.moosejaw.ca/?service=273>
21. Moose Jaw Public Library - <http://www.moosejawlibrary.ca/>
22. Sukanen Ship Pioneer Village and Museum - <http://www.sukanenmuseum.ca/>
23. Temple Gardens Mineral Spa - <http://www.templegardens.sk.ca/>
24. Moose Jaw Trolley - <http://www.tourismmoosejaw.ca/tourism-stuff/moose-jaw-trolley/>
25. Tunnels of Moose Jaw - <http://www.tunnelsofmoosejaw.com/home/>
26. Western Development Museum - <http://www.wdm.ca/>
27. Yvette Moore Gallery of Fine Arts - <http://www.yvettemoore.com/store/>
28. Circle of Courage - <https://www.reclaiming.com/content/aboutcircleofcourage>
29. Local Foods - <http://localfoods.about.com/od/CanadaLocalFoods/tp/Saskatchewan-Local-Foods.htm>

Saskatchewan Social Studies for EAL Students 20L	
Essential Question(s):	
What resources are available to me in my community and why are they important?	
What rules and guidelines do I need to follow in Saskatchewan, and Canada?	
Outcomes (<i>What students are expected to know and be able to do</i>)	Indicators (<i>Students who have achieved this outcome should be able to</i>)
Identify public and private services available in Saskatchewan, how to access them, and what guidelines and rules one must follow in order to acquire these services.	<ul style="list-style-type: none"> • Identify different government and health care services and what they offer you in your community, Saskatchewan, and Canada, and classify how these programs are funded: <ul style="list-style-type: none"> ○ ambulance, dentist, emergency room, fire, health benefits, health care system, hospital, medical clinic, old age care homes, optometrist, pharmacy, police, Teen Wellness Clinic, walk in clinic, other • Assess how resources and services available in your community are beneficial to you: <ul style="list-style-type: none"> ○ animal hospital, banking, blue bins, bus routes, city hall, cemetery, food bank, funeral services, city landfill, garbage collection, Humane Society, Hunger in Moose Jaw, Moose Jaw Multicultural Council, Newcomer Welcome Centre, places of worship, Public Transportation, Riverside Mission, Sarcan, Salvation Army, SK Energy, SK Power, Sasktel/Shaw, Service Canada, Sewer and Water, Social Assistance, SWIS, Transition House, other
Outcomes (<i>What students are expected to know and be able to do</i>)	Indicators (<i>Students who have achieved this outcome should be able to</i>)
Examine laws in Saskatchewan, and Canada and understand how they protect you.	<ul style="list-style-type: none"> • Investigate guidelines, rules, laws, regulations, policies, and procedures that are followed in your community, Saskatchewan, and Canada: <ul style="list-style-type: none"> ○ abortion, abuse, age of sexual consent, domestic violence, driver education and training, drugs and alcohol, harassment, lottery tickets, same sex marriage, tanning, tattoos, tobacco, other
Resources:	
<ol style="list-style-type: none"> 1. Five Hills Health Region - http://www.fhhr.ca/PublicHealth.htm 2. Five Hills Health Regions Ambulance Service - http://www.fhhr.ca/ambulance.htm 3. Moose Jaw and District EMS - http://www.fhhr.ca/MooseJawEMS.htm 4. Moose Jaw Fire Department - http://www.moosejaw.ca/?service=fire-department 5. Canadian Health Benefits - http://www.bluecross.ca/en/index.html 6. Health Canada - http://www.hc-sc.gc.ca/hcs-sss/index-eng.php 7. Moose Jaw Police - http://www.mjpolice.ca/ 8. Teen Wellness Clinic - http://www.fhhr.ca/TeenWellness.htm 9. Public Services - https://www.saskatchewan.ca/government/government-structure/boards-commissions-and-agencies/public-service-commission 10. City of Moose Jaw Transit Division - http://www.moosejaw.ca/?service=city-of-moose-jaw-transit-division 11. Moose Jaw City Hall - http://www.moosejaw.ca/?page_id=37 12. Food Banks of Saskatchewan - http://www.skfoodbanks.ca/find-a-food-bank 13. Moose Jaw Landfill - http://www.moosejaw.ca/?service=sanitary-landfill 14. Moose Jaw Garbage Collection - http://www.moosejaw.ca/?service=automated-garbage-collection 15. Moose Jaw Humane Society - http://www.mjhs.ca/ 16. Hunger in Moose Jaw - http://hungerinmoosejaw.org/ 17. Moose Jaw Multicultural Council - http://www.mjmcinc.ca/ 18. Moose Jaw Newcomer Welcome Centre - http://www.mjnwc.ca/ 19. Settlement.org - http://settlement.org/ 20. Saskatchewan Public Transportation - https://www.saskatchewan.ca/live/transportation/public-transportation 	

21. Riverside Mission - <http://www.riversidemission.ca/>
22. Sarcana - <http://www.sarcana.ca/>
23. Salvation Army Canada - <http://www.salvationarmy.ca/>
24. SaskEnergy - <http://www.saskenergy.com/>
25. SaskPower - <http://www.saskpower.com/>
26. SaskTel - <https://www.sasktel.com/wps/wcm/connect/content/home/>
27. Shaw - <https://www.shaw.ca/store/>
28. Service Canada - <http://www.servicecanada.gc.ca/eng/home.shtml>
29. Government of Saskatchewan - <https://www.saskatchewan.ca/>
30. Canada Benefits - <http://www.canadabenefits.gc.ca/f.1.2ch.4me@.jsp>
31. Saskatchewan Social Services - <https://www.saskatchewan.ca/government/government-structure/ministries/social-services>
32. SWIS - <http://www.mjmcinc.ca/swis.php>
33. Moose Jaw Transition House - <http://www.mj-transitionhouse.com/>
34. National Abortion Federation - <http://www.nafcanada.org/access-region.html>
35. Government of Canada, Department of Justice - <http://www.justice.gc.ca/eng/index.html>
36. SGI Driver Education - <https://www.sgi.sk.ca/individuals/licensing/driverexams/drivered.html>
37. Public Legal Education Association of Saskatchewan - <http://plea.org/>
38. Tobacco Legislation Saskatchewan - <https://www.saskatchewan.ca/live/health-and-healthy-living/health-topics-awareness-and-prevention/tobacco/tobacco-legislation>
39. Teaching Sexual Health - www.Teachingsexualhealth.ca
40. It's Your Sex Life - <http://www.itsyoursexlife.com/>

Saskatchewan Social Studies for EAL Students 20L	
Essential Question(s):	
What is democracy and what part do I play in it?	
What are my rights and responsibilities now that I am in Canada?	
Outcomes (<i>What students are expected to know and be able to do</i>)	Indicators (<i>Students who have achieved this outcome should be able to</i>)
Demonstrate how the democratic system in Saskatchewan and Canada operates.	<ul style="list-style-type: none"> • Identify current leaders in the following positions and investigate their basic role, function, duties, and responsibilities: <ul style="list-style-type: none"> ○ Local MLA, MP, Premier, and Prime Minister, Local Mayor, Federal Parties • Recognize ways in which Saskatchewan people can be involved in decision making: <ul style="list-style-type: none"> ○ council meetings, join a group, letter to the editor, petitions, sit on a board, speak to your MLA, volunteer, voting, other • Understand what voting is and why it is important <ul style="list-style-type: none"> ○ to have a voice, to safeguard our democratic system • Illustrate the voting procedures used in provincial and federal elections and the differences in Aboriginal decision making for Canadian citizens • Recognize that the right to vote came at different times for different groups: <ul style="list-style-type: none"> ○ Aboriginal People, Immigrants, Women, other • Compare Canada's democratic system to other forms of government, and political beliefs: <ul style="list-style-type: none"> ○ Communism, Fascism ○ Capitalism, Conservative, Liberal, Republican, Socialism
Outcomes (<i>What students are expected to know and be able to do</i>)	Indicators (<i>Students who have achieved this outcome should be able to</i>)
Investigate Saskatchewan and Canada's human rights.	<ul style="list-style-type: none"> • Articulate the importance and value of Human Rights in Saskatchewan, and Canada: <ul style="list-style-type: none"> ○ Canadian Bill of Rights, Canadian Charter of Rights and Freedoms (same sex marriage, freedom of speech, freedom of religion), Saskatchewan Bill of Rights, Saskatchewan Human Rights Commission, Universal Declaration of Human Rights, other • Compare Canada's Rights and Freedoms to the Rights and Freedoms of the newcomers country of origin or cultural traditions and beliefs: <ul style="list-style-type: none"> ○ Aboriginal Spiritual Beliefs, Absence/Presence of Rights and Freedoms, Status Indians in Canada/Status Cards, other
Outcomes (<i>What students are expected to know and be able to do</i>)	Indicators (<i>Students who have achieved this outcome should be able to</i>)
Analyze citizenship in your community, Saskatchewan, and Canada.	<ul style="list-style-type: none"> • Compare family roles and responsibilities of young people in Saskatchewan with the roles and responsibilities of your families culture, traditions, and beliefs • Demonstrate your obligations as a citizen in your community, Saskatchewan, and Canada: <ul style="list-style-type: none"> ○ cleaning up after pets, cutting grass, giving back to the community, income tax, not littering, paying bills, paying taxes, pollution, shoveling sidewalks, volunteering, other • Explain the process to becoming a Canadian citizen

- | | |
|--|--|
| | <ul style="list-style-type: none"> • Describe what constitutes proper legal identification: <ul style="list-style-type: none"> ○ birth certificate, health card, social insurance number, valid driver's licence, valid passport, other |
|--|--|

Resources:

1. A History of the Vote in Canada 2nd Edition.
2. Canada at the Polls –Elections Canada
3. My Country My Democracy: Educational Toolkit –Elections Canada
4. Voting Rules! Grade 10 Toolkit – Elections Ontario
5. Voting Rules! Grade 5 Toolkit – Elections Ontario
6. I Can Vote! A user – friendly guide to voting in Canada – Elections Canada
7. Elections Saskatchewan – Tim Kidd <http://www.elections.sk.ca/voters/students-and-youth/>
8. Young Voters - <http://www.elections.ca/content.aspx?section=vot&dir=yth&document=index&lang=e>
9. Student Vote - <http://www.studentvote.ca/home.php>
10. Democracy: Own it - <https://www.democracy-democratie.ca/content.asp?document=home&lang=e>
11. Inspire Democracy - <http://inspirerlademocratie-inspiredemocracy.ca/tls/index-eng.asp#itc>
12. Assembly of First Nations - <http://www.afn.ca/index.php/en>
13. Metis Nation Saskatchewan - <http://www.mn-s.ca/>
14. Gabriel Dumont Institute (Virtual Museum) - <http://www.metismuseum.ca/>
15. Human Rights Museum (Winnipeg) - <https://humanrights.ca/#>
16. St. Boniface Museum - <https://humanrights.ca/#>
17. Canadian Bill of Rights - <http://laws-lois.justice.gc.ca/eng/acts/c-12.3/>
18. Canadian Charter of Rights and Freedoms - <http://www.pch.gc.ca/eng/1355260548180/1355260638531>
19. Saskatchewan Human Rights Code - <http://saskatchewanhumanrights.ca/learn/the-human-rights-code>
20. Immigration and Citizenship - <http://settlement.org/>
21. Apply for Citizenship - http://www.immigrationdirect.ca/citizenship/canadian-citizenship-application.jsp?r=ga-cpc-cancit_ca-becoming_a_canadian_citizen:m=e&gclid=C1bqx6ut5cUCFQuFaQodRAUAxA
22. Requirements of Becoming a Canadian Citizen - <http://www.cic.gc.ca/english/helpcentre/answer.asp?q=355&t=5>
23. Saskatchewan Health Card - <https://skhealthcard.health.gov.sk.ca/>
24. Social Insurance Number - <http://www.servicecanada.gc.ca/eng/sc/sin/>
25. Canadian Passport - <http://www.cic.gc.ca/english/passport/forms.asp>

Saskatchewan Social Studies for EAL Students 20L

Essential Question(s):

What are my environmental responsibilities now that I am in Canada?

How can I contribute to my community and province to make positive change?

Outcomes (*What students are expected to know and be able to do*)

Analyze the importance of protecting our environment and investigate ways in which people can reduce their impact.

Indicators (*Students who have achieved this outcome should be able to*)

- Articulate the importance of protecting the environment in your community, Saskatchewan, Canada, and globally
- Summarize positive and negative practices that affect the environment
- Outline the risks and benefits Saskatchewan’s industries have on the environment:
 - farming and agriculture, lumber and deforestation, mining, oil, natural Gas, potash, uranium, other
- Compare the risks and benefits that industries from your country of origin have on the environment
- Determine ways in which people can reduce their impact on the environment:
 - carbon footprint, carbon gases, carpooling, clean drinking water, ozone layer, paperless options, pollution, public transportation, “rethink, reduce, reuse, recycle, recover”, waste management, water filtration system, other
- Decide how you can influence others, large corporations and companies to help reduce their carbon footprint
- talk to people about it, write a letter, start a petition, start a community clean up, other
- Co-construct and implement a plan of action to reduce yours and other’s negative impact on the environment while improving positive practices:
 - classroom, school wide, community wide, city wide, other

Outcomes (*What students are expected to know and be able to do*)

Understand Saskatchewan and Canada’s renewable and non-renewable resources, and list imports and exports.

Indicators (*Students who have achieved this outcome should be able to*)

- Highlight Saskatchewan’s major resources on a map:
 - durum, lentils, lumber, natural gas, oil, potash, wheat, other
- Identify renewable and non-renewable resources in Saskatchewan, and Canada:
 - crops, ethanol, lumber, natural gas, potash, solar power, wind power, other
- Identify renewable and non-renewable resources from your country of origin or culture
- Make a list of Saskatchewan, and Canada’s imports and exports:
 - crude oil, durum, herbicide, lentils, machinery, non-seasonal fruits and vegetables, uranium, wheat,

Resources:

1. World Wildlife Fund- Protecting the Environment - http://wwf.panda.org/what_we_do/how_we_work/protected_areas/arguments_for_protection/goods_services/
2. Environmental Involvement for Young People - <https://ypte.org.uk/>
3. Government of Canada, Protecting Our Environmental Heritage - <http://www.northernstrategy.gc.ca/env/index-eng.asp>
4. Government of Canada – Environment Canada - <http://www.ec.gc.ca/?lang=En>
5. Industry Requirements for Saskatchewan - <http://www.environment.gov.sk.ca/Default.aspx?DN=bbc49d23-88af-4766-8342-4f9a7f6d6916>

6. Organic Farming in Saskatchewan - <http://www.saskorganic.com/>
7. Carbon Footprint Calculator - <http://www.carbonfootprint.com/calculator.aspx>
8. World Wildlife Fund –Reduce your impact - http://wwf.panda.org/how_you_can_help/live_green/
9. Saskatchewan Ministry of the Environment - <https://www.saskatchewan.ca/government/government-structure/ministries/environment>
10. Loraas Disposal - <http://www.loraasdisposal.com/>
11. Waste Reduction Kit for Schools - http://www.rcbc.ca/files/u7/School_Resource_Kit_Static.pdf
12. Recycling Guide - <http://www.recycling-guide.org.uk/rrr.html>
13. Government of Saskatchewan: Our Key Economic Sectors <http://www.economy.gov.sk.ca/Sectors>
14. Government of Saskatchewan, Export and Trade - <http://www.economy.gov.sk.ca/exporting>
15. Government of Saskatchewan: Our Mineral Resources - <http://www.economy.gov.sk.ca/Mining>
16. Government of Saskatchewan: Our Forest Resources - <http://www.economy.gov.sk.ca/Forestry>
17. Government of Saskatchewan: Live and Work in Saskatchewan - <http://www.economy.gov.sk.ca/Live-Work>
18. Government of Saskatchewan: Invest and Do Business in Saskatchewan - <http://www.economy.gov.sk.ca/Invest-DoBusiness>
19. Government of Saskatchewan: Immigration Programs and Services - <http://www.economy.gov.sk.ca/Immigration>
20. Saskatchewan Mining Association - <http://www.saskmining.ca/>

Saskatchewan Social Studies for EAL Students 20L

Essential Question(s):

What are my options after high school?

What do I need to do to get a job in Saskatchewan?

Outcomes (<i>What students are expected to know and be able to do</i>)	Indicators (<i>Students who have achieved this outcome should be able to</i>)
Understand the advantages of education and develop plans for your future.	<ul style="list-style-type: none"> • Determine what your community, Saskatchewan and Canada’s educational opportunities are: <ul style="list-style-type: none"> ○ Public Education, Separate Education, Private Education, Post-Secondary Education (Saskatchewan Polytechnic, University of Regina, University of Saskatchewan), other • Analyze the advantages of education • Plan for your future in education: <ul style="list-style-type: none"> ○ Understand the high school credit system, English Language proficiency requirements, how to fill out forms, applying for scholarships and grants, create a resume and cover letter, determine appropriate documentation and testing or evaluations, other
Outcomes (<i>What students are expected to know and be able to do</i>)	Indicators (<i>Students who have achieved this outcome should be able to</i>)
Understand work related information and perform job and career requirements necessary to acquire work.	<ul style="list-style-type: none"> • Understand basic work related issues: <ul style="list-style-type: none"> ○ wages and pay, minimum wage, vacations, holidays, leaves, absences, layoffs, termination, work schedules, permits, modified work arrangements, employment standards, complaints, investigations, enforcement, fines, rights and responsibilities, the Saskatchewan Employment Act, workplace safety, work hours, pension, licensing, agreements, contracts, strike, collective bargaining, other • Acquire and develop skills necessary to obtain employment <ul style="list-style-type: none"> ○ resume, cover letter, job application forms, interviews, “Young Worker Readiness Certificate Course” (YWRCC), OHS Training, WHMIS, work ethic, work-related skills, know how to take the city bus, other • Investigate job opportunities in your community: <ul style="list-style-type: none"> ○ online search engines, employment agencies, volunteer opportunities, handing out resumes, other

Resources:

1. Education in Canada - <http://www.cic.gc.ca/english/newcomers/after-education.asp>
2. Ministry of Education Saskatchewan - <http://www.education.gov.sk.ca/>
3. Government of Canada, Elementary and Secondary Education - <http://www.cic.gc.ca/english/newcomers/before-education-schools.asp>
4. Elementary and Secondary Schools in Canada - http://www.educationau-incanada.ca/educationau-incanada/study-etudes/program_secondary-programme_secondaire.aspx?lang=eng
5. Prairie South Schools - <https://www.prairiesouth.ca/>
6. Saskatchewan Polytechnic – <http://saskpolytech.ca/>
7. University of Regina - <http://www.uregina.ca/>
8. University of Saskatchewan - <https://www.usask.ca/>
9. First Nations University of Canada - <http://fnuniv.ca/>
10. Great Plains College - <http://www.greatplainscollege.ca/>

11. Parkland College - <http://www.parklandcollege.sk.ca/>
12. Resume Guide - <http://students.usask.ca/jobs/guides/resume-guide.php>
13. Cover Letter Guide - <http://students.usask.ca/jobs/guides/cover-letter-guide.php>
14. Saskatchewan Work - <https://www.saskatchewan.ca/work>
15. Labour Standards Act - <http://www.publications.gov.sk.ca/details.cfm?p=592>
16. Government of Canada, Workplace Safety - http://www.labour.gc.ca/eng/health_safety/workplace/index.shtml
17. Canadian Centre for Occupational Health and Safety - <http://www.ccohs.ca/>
18. Health Canada, Occupational Health and Safety - <http://www.hc-sc.gc.ca/ewh-semt/occup-travail/index-eng.php>
19. Safety in the Workplace - <https://www.saskatchewan.ca/work/safety-in-the-workplace>
20. Occupational Health and Safety - <https://www.saskatchewan.ca/work/safety-in-the-workplace/ohc-and-ohs-representative/ohc>
21. WorkSafe Saskatchewan - <http://www.worksafesask.ca/>
22. Health Canada, WHMIS - <http://www.hc-sc.gc.ca/ewh-semt/occup-travail/whmis-simdtut/index-eng.php>
23. WHMIS - <http://www.whmis.ca/>
24. Young Worker Readiness Course - <https://www.saskatchewan.ca/work/working-jobs-and-pensions/youth-at-work/take-the-young-worker-readiness-course>
25. Canada Safety Council - <https://canadasafetycouncil.org/training/occupational-health-and-safety>
26. Interview Guide - <http://students.usask.ca/jobs/guides/interview-guide.php>
27. Work in Saskatchewan - <http://www.gov.sk.ca/work-in-saskatchewan/>
28. Job Opportunities - <http://www.gov.sk.ca/work-in-saskatchewan/job-opportunities/>
29. SaskJobs - <https://www.saskjobs.ca/>
30. Moose Jaw Jobs - <http://www.wowjobs.ca/jobs-city+of+moose+jaw-jobs>

Core Curriculum Components

Differentiated Instruction

Differentiated Instruction refers to the concept of making adjustments in approved educational programs to accommodate diversity in student learning needs. It includes those practices the teacher undertakes to make *curriculum, instruction, and the learning environment* meaningful and appropriate for each student.

Differentiated Instruction addresses the importance of providing multiple or varied ways for students to learn and for assessment, evaluation, and reporting of what has been learned in order to promote optimum success for each student. Differentiation is tailored to students' strengths, needs, and interests and are applied within all program of instruction (regular, reduced, modified, and alternate). (SPDU, Ministry of Education, 2008).

Broad Areas of Learning

Three Broad Areas of Learning reflect Saskatchewan's Goals of Education. The locally developed Saskatchewan Context for EAL Learners 20L will contribute to the Goals of Education by helping students achieve knowledge, skills and attitudes related to the following:

Sense of Self, Community, and Place

Diversity is a fundamental aspect of human interaction. Living together as members of society requires understanding and appreciation of human diversity and diverse perspectives. Diverse perspectives are reflected throughout social studies curricula and enable students to develop an awareness of differing understandings and worldviews. As students think critically about contemporary and historical ideas, events, and issues from diverse perspectives, students gain a richer understanding of themselves and of the complexity of cultures, communities, and societies. This understanding enables students to interact with others with sensitivity and open-mindedness, and to respect their own and others' ways of seeing the world. As students consider diverse perspectives in their choices, decisions, and actions, they will be better able to live with others in a pluralistic society (Ministry of Education, Social Studies 9, 2009).

Lifelong Learners

Students engaged in constructing and applying social studies knowledge naturally build a positive disposition towards learning. Throughout their study of social studies, students bring a natural curiosity about their world. This curiosity provides the motivation to discover and explore their personal interests more deeply. Positive values and attitudes about learning involve curiosity and interest with respect to social studies questions, and a sense of wonder regarding the human and natural environments. A spirit of inquiry and the enjoyment of the pursuit of knowledge are integral to social studies education. As students engage in the learning process, they enhance their appreciation of the significance and relevance of questions and issues related to social studies. (Ministry of Education, Social Studies 9, 2009).

Engaged Citizens

The development of values and attitudes, knowledge and understanding, and skills and processes that support active and responsible citizenship is fundamental to social studies education. As active and responsible citizens, students engage in discussions and take action as members of communities –locally, nationally, and globally. The concept of citizenship provides a foundation that enables students to understand and become committed to democratic ideals.

Engaged citizens have empathy for those around them and contribute to the well-being of the community as a whole. Saskatchewan Context for EAL Learners 20L learn how new skills and abilities enable them to make a difference in their personal lives as well as in their family and community. Skills and abilities gained build a sense of confidence which encourages students to participate effectively in their world.

Citizenship involves the ability and willingness to contribute to collective well-being through personal and collective decisions and actions. Students will explore historical and contemporary issues and ideas related to citizenship to develop an understanding of citizenship in the local, national, and global contexts. Students will engage in discussion, negotiation, consensus building, and conflict resolution. As students interact and explore diverse perspectives, they will build the competencies required for active and responsible citizenship in the Canadian context. Values and attitudes that support active and responsible citizenship are central to social studies learning. These include respect for democratic ideals such as justice and equality, and appreciation of the rights, privileges, and responsibilities of citizenship. Active citizenship also involves willingness to engage in discussion, negotiation, debate, and action regarding Canadian and global social issues. Students will examine the contribution individuals can make to the economic, environmental, and social sustainability of communities. (Ministry of Education, Social Studies 9, 2009).

First Nations, Metis, and Inuit Content and Perspectives

First Nations, Metis, and Inuit Education is holistic, lifelong, culturally responsive learning that allows students to reflect on their relationships with themselves, on another, and the natural world. It is a commitment to improving achievement for all learners by providing equitable opportunities for all to succeed and contribute to society in a meaningful manner. (First Nations and Metis Education Policy Framework, 2009).

The inclusion of First Nations, Métis, and Inuit content, perspectives, and ways of knowing benefits all students. Culturally relevant curriculum and resources foster meaningful learning experiences for all students, promote an appreciation of Canada’s cultural mosaic, and support universal human rights. (Ministry of Education, 2011).

Gender Equity

Gender equity is defined as: the provision of equality of opportunity and the realization of equality of results for all students based on individual aptitudes, abilities and interests, regardless of gender.

The intent of the Goals of Education in Saskatchewan is to develop the potential of each person to the fullest extent. In recognition of this, Saskatchewan Education encourages the achievement of gender equity within the province's Kindergarten to Grade 12 system. Gender equity will be promoted as an integral part of all aspects of the educational system including: curriculum, resource materials, instructional and assessment practices, school environment, student development, the relationship between the school and the community, and monitoring.

Resource-Based Learning

Resource-based Learning involves use of a wide array of print, non-print, new media, and human resources to assist students in learning. It offers students opportunities to choose, to explore, and to discover from a variety of resources both within and outside of their community. Resource-based Learning is a means by which teachers can greatly assist students to develop knowledge, attitudes, and abilities for independent, lifelong learning. (Ministry of Education, 2011). To support the principle of Resource-based Learning, a variety of instructional resources have been evaluated and recommended. Students will be using a variety of print, online, audio, visual, and human/community resources to support the course(s). Saskatchewan Context for EAL Learners 20L will also require students to make connections through authentic based tasks and real life experiences.

Multicultural Education

Multiculturalism is recognition of the diversity of cultural differences which exist in a pluralistic society and an endorsement of a society in which individuals of all cultures are accepted and accorded respect. Thus, it encourages a positive acceptance of races, religions and cultures, and recognizes such diversity as healthy. (Saskatchewan Education, Training and Employment, 1994).

Multicultural education is an interdisciplinary educational process which fosters understanding, acceptance, empathy, and constructive and harmonious relations among people of diverse cultures. It encourages learners of all ages to view different cultures as a source of learning and enrichment. (Ministry of Education, 2011).

Cross-Curricular Competencies

The Cross-Curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies are reflective of the Common Essential Learnings and are intended to be addressed in each area of study at each grade level. (Ministry of Education, 2010).

Developing Thinking

Constructing knowledge (i.e., factual, conceptual, procedural, and metacognitive) is how people come to know and understand the world around them. Deep understanding develops through thinking and learning contextually, creatively, and critically in a variety of situations, both independently and with others. K-12 Goals: think and learn contextually; think and learn creatively; think and learn critically. (Ministry of Education, 2010).

Developing Identity and Interdependence

Identity develops as an individual interacts with others and the environment, and learns from various life experiences. The development of a positive self-concept, the ability to live in harmony with others, and the capacity and aptitude to make responsible decisions about the natural and constructed world supports the concept of interdependence. The focus within this competency is to foster personal reflection and growth, care for others, and the ability to contribute to a sustainable future. K-12 Goals: Understand, value, and care for oneself (intellectually, emotionally, physically, spiritually); Understand, value, and care for others; Understand and value social, economic, and environmental interdependence and sustainability. (Ministry of Education, 2010).

Developing Literacies

Literacies provide many ways to interpret the world and express understanding of it. Being literate involves applying interrelated knowledge, skills and strategies to learn and communicate with others. Communication in a globalized world is increasingly multimodal. Communication and meaning making, therefore, require the use and understanding of multiple modes of representation. Each area of study develops disciplinary literacies (e.g., scientific, economic, physical, health, linguistic, numeric, aesthetic, technological, and cultural) and requires the understanding and application of multiple literacies (i.e., the ability to understand, critically evaluate, and communicate in multiple meaning making systems) in order for students to participate fully in a constantly changing world. K-12 Goals: Construct knowledge related to various literacies; Explore and interpret the world using various literacies; Express understanding and communicate meaning using various literacies. (Ministry of Education, 2010).

Developing Social Responsibility

Social responsibility is the ability of people to contribute positively to their physical, social, and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the resulting opportunities that can arise. It also requires participation with others in creating an ethical space to engage in dialogue, address mutual concerns, and accomplish shared goals. K-12 Goals: Use moral reasoning processes; Engage in communitarian thinking and dialogue; Take social action. (Ministry of Education, 2010).

Assessment and Evaluation of Student Learning

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in this locally developed course.

Assessment involves the systematic collection of information about student learning with respect to:

- achievement of provincial curricula outcomes
- effectiveness of teaching strategies employed
- student self-reflection on learning.

Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating to students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process. Reporting of student achievement must be based on the achievement of curriculum outcomes. Additionally, when collecting evidence of student learning, teachers should be triangulating their data so marks or the evaluation is a collection of: (Davies, 2008)

Conversation	Observation	Product
Talking to students to assess their understanding/ comprehension and/ or to detect areas of concern and recording this information for formative or summative purposes.	Watching students and using checklists to record information that will be considered when grading students' achievement of outcomes.	Projects, presentations, demonstrations, tests, quizzes, dances, songs, etc. that can be used to assess the achievement of outcomes.

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement:

Assessment for learning

Involves the use of information about student progress to support and improve student learning, inform instructional practices, and:

- is teacher-driven for student, teacher and parent use
- occurs throughout the teaching and learning process, using a variety of tools
- engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning

Assessment as learning

Actively involves student reflection on learning, monitoring of her/his own progress, and:

- supports students in critically analyzing learning related to curricular outcomes
- is student-driven with teacher guidance (Hattie, 2009)
- occurs throughout the learning process.

Assessment of learning

Involves teachers' use of evidence of student learning to make judgements about student achievement and:

- provides opportunity to report evidence of achievement related to curricular outcomes
- occurs at the end of a learning cycle using a variety of tools
- provides the foundation for discussion on placement or promotion.

(University of Saskatchewan, 2015)

Connections with Other Areas of Study

This course is more relevant when connections are made to students' lives and previous learning. Although some learning outcomes or subject area knowledge may be better achieved through discipline-specific instruction, deeper understanding may be attained through the integration of disciplines. Some outcomes for each area of study complement each other and offer opportunities for subject area integration.

By using a particular context and identifying a common theme to use as an organizer, the outcomes from more than one subject area can be achieved and students can make connections. Integrated, interdisciplinary instruction in a thematic unit, however, must be more than just a series of activities. An integrated unit must facilitate students' learning of the related disciplines and their understanding of the conceptual connections. The unit must achieve each individual subject area's outcomes and ensure that in-depth learning occurs. If deep understanding is to occur, the unit cannot be based on superficial or arbitrarily connected activities. Further, the outcomes and activities of one area of study must not be obscured by the outcomes or activities of another area of study (Ministry of Education, Social Studies 9, 2009).

Incorporating Career Development Competencies

Students will be better equipped to achieve fulfillment in personal, social, and work roles through exposure to a career building process. Career education progresses from early childhood through adulthood and focuses on the continuous development of competencies in three areas, personal management, learning and work exploration, and life/work building.

In 2001, the Department adopted the Blueprint for Life/Work Designs as the scope and sequence for the integration of career development competencies into Core Curriculum. The Blueprint outlines the skills, knowledge, and attitudes that are essential tools for effectively managing life/work development. This framework, which describes career development competencies from early childhood through adulthood, was developed through the collaboration of representatives of Canadian provinces and territories and is published by the National Life/Work Centre, a not-for-profit organization that supports career development. The cornerstone of the Blueprint is the matrix of eleven competencies grouped into three sections: personal management, learning and work exploration, and life/work building.

The career development framework includes the continuous development of the following competencies:

Personal Management

1. Building and maintaining a positive self-image
2. Interacting positively and effectively with others
3. Changing and growing throughout one's life

Learning and Work Exploration

1. Participating in lifelong learning supportive of life/work goals
2. Locating and effectively using life/work information
3. Understanding the relationship between work and society/economy

Life/Work Building

1. Securing, creating, and maintaining work
2. Making life/work enhancing decisions
3. Maintaining balanced life and work goals
4. Understanding the changing nature of life/work roles
5. Understanding, engaging in, and managing one's own life/work building processes.

(Career Development in Curriculum, Ministry of Education)

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