



Core Curriculum: Principles, Time Allocations, and Credit Policy

Table of Contents

Introduction	1
Background	1
Principles of Core Curriculum	2
Required Areas of Study	3
Common Essential Learnings	3
Locally-determined Options	4
Adaptive Dimension	4
Resource-based Learning	5
First Nations, Métis, and Inuit Content, Perspectives, and Ways of Knowing	5
Gender Equity	5
Multicultural Education	5
Career Education	5
Instruction and Evaluation	5
Time and Credit Allocations	6
Kindergarten	6
Elementary Level (grades 1 to 5)	6
Middle Level (grades 6 to 9)	7
Secondary Level (grades 10 to 12)	8
Areas of Study	12
English Language Arts	12
Mathematics	13
Science	14
Social Sciences	15
Health Education/Physical Education	15
Arts Education/Practical and Applied Arts	16
Christian Ethics	17
Electives	17
Special Project Credits	17
Apprenticeship Credits	19
Course Challenge Process	20
French Immersion and Fransaskois Program Requirements	22
Additional Education Programs	32
Adult Secondary Education Requirements	33
References	34

Introduction

This document replaces *Core Curriculum: Principles, Time Allocations, and Credit Policy* (October 2009) and provides the credit policy for Saskatchewan secondary education in the context of Core Curriculum, K-12. Future updates will be made to the online document.

For courses offered in the context of Fransaskois education or French Immersion programs, while the general policy applies, specific requirements vary. Please consult the separate section beginning on page 22 of this document.

Background

In 1987, the Ministry of Education released the policy document *Core Curriculum: Plans for Implementation*. This document described the principles of Core Curriculum and outlined new requirements for students graduating from high school. Credit requirements were increased from 21 to 24, and required courses were added to the program to ensure that all secondary school students would receive a broad, comprehensive education.

The increase in the number of required courses had considerable impact on Saskatchewan secondary schools. Small secondary schools, in particular, experienced some difficulty in offering a wide range of elective courses in addition to the added required courses. Educators and members of the public expressed concern that the increased credit requirements made it difficult for students to select electives of their choice while taking required courses and other courses that they needed for entrance to post-secondary institutions (*High School Review Advisory Committee Final Report*, 1994).

Based upon the Minister's Response to the High School Review, *Core Curriculum: An Information Bulletin for Administrators* (June 1997) was developed to describe the changes related to a new credit policy. In December 1999, an update to the policy required the development and distribution of page replacements for the Information Bulletin. This document incorporates the December 1999 update along with updates distributed in 2000, 2005, and 2007.

For additional information related to Core Curriculum, please refer to the Ministry website (www.education.gov.sk.ca/policy) for policy and foundation documents that include the following:

- *Understanding the Common Essential Learnings: A Handbook for Teachers* (1988)
- *Objectives for the Common Essential Learnings (CELs)* (1998)
- *Renewed Objectives for the Common Essential Learnings of Critical and Creative Thinking (CCT) and Personal and Social Development (PSD)* (2008)
- *The Adaptive Dimension in Core Curriculum* (1992)
- *Policy and Procedures for Locally-developed Courses of Study* (2004)
- *Connections: Policy and Guidelines for School Libraries in Saskatchewan* (2008)
- *Diverse Voices: Selecting Equitable Resources for Indian and Métis Education* (2005)
- *Gender Equity: Policies and Guidelines for Implementation* (1991)
- *Instructional Approaches: A Framework for Professional Practice* (1991)

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- *Multicultural Education and Heritage Language Education Policies* (1994)
 - *Physical Education: Safety Guidelines for Policy Development* (1998)
 - *Resource-based Learning: Policy, Guidelines, and Responsibilities for Saskatchewan Learning Resource Centres* (1987)
 - *Classroom Curriculum Connections: A Teacher's Handbook for Personal-Professional Growth* (2001).

Principles of Core Curriculum

Core Curriculum is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. It reinforces the teaching of basic skills and introduces an expanded range of new knowledge and skills to the curriculum.

Core Curriculum is developmental in nature and based on a kindergarten to grade 12 continuum. In recognition of the stages of child growth and development, the grades are grouped into the following levels:

- Kindergarten
- Elementary Level (grades 1 to 5)
- Middle Level (grades 6 to 9)
- Secondary Level (grades 10 to 12).

The two major components of Core Curriculum are the **Required Areas of Study** and the **Common Essential Learnings**. Seven Required Areas of Study form the framework of the curriculum. Six categories of Common Essential Learnings are to be incorporated in an appropriate manner into all courses of study offered in Saskatchewan schools.

Although Core Curriculum specifies Required Areas of Study for all students, opportunities for choice or electives increase as students move through the K to 12 continuum.

To meet community and student needs at the local level, provision is made within Core Curriculum to offer **Locally-determined Options**. Such options can be provided through the selection of provincially-developed courses or through courses developed at the local level. In recognition of the diverse needs of students, provision is made through the **Adaptive Dimension** for teachers to adapt instruction, materials, and environment.

Required Areas of Study

The seven Required Areas of Study within the Core Curriculum are:

- language arts
- mathematics
- science
- social studies
- health education
- arts education
- physical education.

Each required area has unique knowledge, skills, and values that are essential for all students at the Elementary, Middle, and Secondary Levels. Therefore, the Required Areas of Study are included throughout the school program from the Elementary to Secondary Levels.

Common Essential Learnings

The six Common Essential Learnings within the Core Curriculum are:

- Communication
- Numeracy
- Critical and Creative Thinking
- Technological Literacy
- Personal and Social Development
- Independent Learning.

The Common Essential Learnings are six interrelated areas containing knowledge, skills, attitudes, and abilities that are important for learning in all school subjects.

Locally-determined Options

The Core Curriculum makes provision in the K to 12 school program for Locally-determined Options, to gain time for local or community program priorities. Policy guidelines are as follows:

- At the Elementary and Middle Levels, school divisions may gain time for Locally-determined Options by reducing the time to be spent in one or more of the required areas up to a maximum of 20%.
- At the Secondary Level, time for Locally-determined Options is available through the use of courses in the elective categories.
- Locally-determined Options can be provided through the selection of provincially-developed courses or through courses developed at the local level. The Ministry of Education will continue to require that all locally-developed courses be reviewed for approval by the ministry.

Decisions about the priorities of locally-determined program offerings, such as religious education or second language instruction, are best made by boards of education in consideration of local community needs.

Adaptive Dimension

In order to meet the variety of students' needs, flexibility is required within the school program to enable schools and teachers to adapt instructional materials, methods, and environment to provide the most appropriate educational opportunities for students.

The Adaptive Dimension is used to:

- help students achieve curriculum outcomes
- maximize student learning and independence
- lessen discrepancies between achievement and ability
- promote a positive self-image and feeling of belonging
- promote a willingness to become involved in learning.

These purposes address a primary function of the school, that of helping students to maximize their potentials as independent learners.

In addition to these components, Core Curriculum includes various initiatives that guide the development of teaching materials as well as instruction in the classroom. These initiatives include: Resource-based Learning; First Nations, Métis, and Inuit Content, Perspectives, and Ways of Knowing; Gender Equity; Multicultural Education; Career Education; instructional methods; and assessment and evaluation practices.

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.

First Nations, Métis, and Inuit Content, Perspectives, and Ways of Knowing

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.

Gender Equity

In order to reach the goal of Gender Equity in the K to 12 system, the Ministry of Education is committed to efforts to bring about the elimination of gender bias which restricts the participation and choices of students. Expectations based primarily on gender limit students' ability to develop their full potential. Both girls and boys need encouragement to explore a wide variety of options based on aptitudes, abilities, and interest, rather than on gender.

Multicultural Education

Multicultural education is an interdisciplinary educational process that fosters understanding, acceptance, empathy, and constructive and harmonious relations among people of various cultures. It encourages learners of all ages to view different cultures as a source of learning and enrichment.

Career Education

Saskatchewan 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.

Instruction and Evaluation

The components and initiatives of Core Curriculum find expression, interpretation, and implementation through instructional practice. For this reason, a range of instructional approaches and evaluation techniques is required if teachers are to meet the objectives of Core Curriculum and the instructional needs of students.

Time and Credit Allocations

Kindergarten

To support programming at the Kindergarten level, *Children First: A Resource for Kindergarten* (2009) is available along with kindergarten curricula for each Required Area of Study.

Elementary Level (grades 1 to 5)

The balance of time required for each area of study at the Elementary Level will continue to be as follows:

Area of Study	Minutes per Week
language arts	560
mathematics	210
science	150
social studies	150
health education	80
arts education	200
physical education	150
Locally-determined Options *	
• maximum	300
• minimum	0
Total time available	1500

*Time for Locally-determined Options may be gained by reducing areas of study by no more than 20% in any area. This creates a maximum of 300 minutes per week for Locally-determined Options.

Please Note: Time allocations for French immersion and Fransaskois education programs are different. See the appropriate tables on pages 21 and 22 of this document.

Middle Level (grades 6 to 9)

The balance of time required for each area of study at the Middle Level will continue to be as follows:

Area of Study	Minutes per Week		
	Grade Level	grade 6	grades 7 to 9
language arts		510	300
mathematics		210	200
science		150	150
social studies		150	150
health education		80	100
arts education		200	200
physical education		150	150
career education		50	50
Practical and Applied Arts survey course*		0	75
Locally-determined Options **			
• maximum		300	300
• minimum		0	125
Total time available		1500	1500

Middle Level Career Education is a 120 hour course provided to students over a four year period (grades 6-9) in fulfillment of the 50 minutes per week/per grade level requirement of Core Curriculum for Career Education instruction. Outcomes-based curricula for Career Education 6, 7, 8, and 9 (2008) are available.

*Students entering grade seven are required to take at least three **Practical and Applied Arts (PAA)** survey courses before completing grade nine. Each course must be a minimum of 50 hours. The modules for these three PAA survey courses must be chosen using criteria recommended in the *Practical and Applied Arts Handbook*. Students in grades 7-9 may use Christian Ethics courses to fulfill two of the three PAA survey courses requirement.

**Time for Locally-determined Options may be gained by reducing the Required Areas of Study by no more than 20% in any area. This creates a maximum of 300 minutes per week for grades 6 to 9.

Secondary Level (grades 10 to 12)

At the Secondary Level, there are three categories in which students must obtain credits:

- **required courses of study** which are compulsory courses intended to provide a general education
- **specified areas of study** which are intended to allow students to continue to take courses of a general nature or to specialize in areas of individual interest
- **electives** which allow for further choice and specialization based on individual needs and local priorities.

Credit Policy

The following chart outlines the credit policy for secondary education in Saskatchewan.

Area of Study	Number of Credits Required
English language arts	5
mathematics	2
science	2
social studies (includes <i>Canadian Studies</i>)	3
health education/physical education	1
arts education/practical and applied arts	2
SUB-TOTAL	15
electives	9
TOTAL	24

Note:

- 1 credit = 100 hours of classroom instruction.

This credit requirement change came into effect for students graduating in the year 2000.

Credit Requirements for Grades 10, 11, and 12

Program	Credits		
	Grade 10	Grade 11	Grade 12
Required Courses of Study			
English language arts	2	1	2
mathematics	1	1	
science	1		
social science	1		
<i>Canadian Studies</i>			1

Specified Areas of Study	Grade 10, 11, or 12	
	Grade 10, 11, or 12	Grade 11 or 12
science		1
social science		1
health education/physical education	1	
arts education/practical and applied arts	2	

Electives	Grade 10, 11, or 12	
	Grade 10, 11, or 12	Grade 11 or 12
9 electives	3	6

Grade Standing	Grade 10	Grade 11	Grade 12
		minimum 8 credits	minimum 16 credits

Graduation Requirements

A minimum of 24 credits, at least five of which shall be 30 level credits.

Notes:

- 1 credit = 100 hours of classroom instruction.
- Modified courses (11, 21, 31 and 10A, 20A, 30A) can be used to fulfill requirements in the required courses of study, specified areas of study, and electives.
- Locally-developed courses (designated with an L) may be used to meet **elective** requirements only.
- Graduation requirements are minimum requirements for grade 12 standing. Students may choose to exceed these requirements.
- This credit requirement change came into effect for students graduating in the year 2000.

Secondary Level Courses of Study

Grade 10	Grade 11	Grade 12
Required Courses of Study		
English Language Arts A10 English Language Arts B10 Science 10 One of: Mathematics 10 Foundations of Math and Pre-Calculus 10 Workplace and Apprenticeship Math 10 One of: Social Studies 10 History 10 Native Studies 10	English Language Arts 20 One of: Mathematics 20 Foundations of Math 20 Pre-Calculus 20 Workplace and Apprenticeship 20	English Language Arts A30 English Language Arts B30 One of: Social Studies 30: <i>Canadian Studies</i> History 30: <i>Canadian Studies</i> Native Studies 30: <i>Canadian Studies</i>
Specified Areas of Study	In addition to the above required courses of study, credits are required in the following specified areas of study:	
Science	One additional credit required at the grade 11 or 12 level	
	Physics 20 Biology 20 Chemistry 20 Computer Science 20	Physics 30 Biology 30
Social Science	One additional credit required at the grade 11 or 12 level	
	Social Studies 20 History 20 Native Studies 20 Economics 20 Geography 20 Psychology 20	Social Studies 30: <i>Canadian Studies</i> History 30: <i>Canadian Studies</i> Native Studies 30: <i>Canadian Studies</i> Economics 30 Geography 30 Psychology 30 Law 30
Health/Physical Education	One credit required at the grade 10, 11, or 12 level	
Wellness 10	Physical Education 20	Physical Education 30

Notes:

- 1 credit = 100 hours of classroom instruction.
- Modified courses (11, 21, 31, and 10A, 20A, 30A) can be used to fulfill requirements in the required courses of study, specified areas of study, and electives.

Secondary Level Courses of Study (continued)

Specified Areas of Study (continued)	
Arts Education/Practical and Applied Arts	Two credits required at the Grade 10, 11, or 12 level
<u>Arts Education</u>	<u>Practical and Applied Arts (continued)</u>
Arts Education 10, 20, 30	Electrical 20, A30, B30
Band 10, 20, 30	Electronics 20, A30, B30
Choral 10, 20, 30	Energy and Mines 10, 20, 30
Dance 10, 20, 30	Entrepreneurship 30
Drama 10, 20, 30	Feedlot Production 10, 20, 30
Instrumental Jazz 10, 20, 30	Field Crop Production 10, 20, 30
Music 10, 20, 30	Food Studies 10, 30
Visual Art 10, 20, 30	Forestry Studies 20, 30
<u>Practical and Applied Arts</u>	Graphic Arts 20, 30
Accounting 10, 20, 30	Horticulture 10, 20, 30
Agriculture Studies 30	Housing 30
Apprenticeship A20, B20, A30, B30	Information Processing 10, 20, 30
Autobody 10, A20, B20, A30, B30	Interior Design 30
Career and Work Exploration 10, 20, A30, B30	Life Transitions 20, 30
Clothing, Textiles, and Fashion 10, 30	Machining 10, 20, 30
Commercial Cooking 10, 20, 30	Mechanical and Automotive 10, A20, B20, A30, B30
Communication Media 10, 20, 30	Photography 10, 20, 30
Construction and Carpentry 10, 20, 30	Pork Production 10, 20
Cosmetology 10, 20, 30	PAA Survey A10, B10, A20, B20, A30, B30
Cow/Calf Production 10, 20, 30	Sheep Production 10, 20, 30
Dairy Production 10, 20, 30	Theatre Arts 20, 30
Design Studies 10, 20	Tourism, Hospitality, Entrepreneurship A30, B30
Drafting and Computer-Aided Design 10, 20, 30	Upholstery 10, 20, 30
Electrical and Electronics 10	Welding 10, 20, A30, B30
	Wildlife Management 10, 20, 30
For recent course developments in the Practical and Applied Arts, see the following website: www.education.gov.sk.ca/paa .	

Note:

- To meet the credit requirements for graduation, students may continue to use Christian Ethics courses to fulfill the compulsory two credit requirement in the Arts Education/Practical and Applied Arts areas of study.

Electives

To meet the credit requirements for graduation, students are required to take **nine** elective courses at the Secondary Level. These courses will include at least **six** courses at Grade 11 or 12. To fulfill elective credit requirements, students may choose courses from the Required Areas of Study, the Practical and Applied Arts, language courses, and locally-developed courses. In addition, students may acquire up to three credits for out-of-school personal learning initiatives (see *Special Project Credits*).

Areas of Study

Further description of the credit requirements for each area of study is included in the sections that follow.

English Language Arts

Policy

To meet the credit requirements for graduation, students are required to take **five** compulsory English language arts courses at the Secondary Level. These compulsory language-based courses include **three** theme-based courses in a Grade 10, 11, and 12 sequence. In addition, **two** issue-oriented courses designated as “B” courses are required at the Grade 10 and 12 levels respectively.

Compulsory English Language Arts Courses

Grade 10	Grade 11	Grade 12
English Language Arts A10	English Language Arts 20	English Language Arts A30
English Language Arts B10		English Language Arts B30

Notes:

- A10, 20, and A30 are a prerequisite series and are to be taken sequentially.
- Students need A10, B10, and 20 for Grade 11 completion.
- At Grade 11 or 12, students may also choose to enrol in an elective English language arts course. Provincially developed level 20 courses (i.e., Communication Studies 20, Creative Writing 20, Journalism Studies 20, Media Studies 20) may be used to fulfill course elective options.

Implementation

- The new A10 and B10 courses are available for implementation in the 2011-2012 school year.
- The compulsory 20 and elective 20 level courses were available for implementation in the 1998-99 school year.
- The A30 and B30 courses were available for implementation in the 1999-2000 school year.

Mathematics

Policy

To meet the credit requirements for graduation, students are required to take **two** mathematics courses at the Secondary Level. These courses must include one course at Grade 10 and one at Grade 11.

Compulsory Mathematics Courses

Grade 10	Grade 11	Grade 12
One of:	One of:	
Mathematics 10 (no longer available)	Mathematics 20 (not available after 2010-2011)	
Foundations of Mathematics and Pre-calculus 10	Foundations of Mathematics 20	
Workplace and Apprenticeship Mathematics 10	Workplace and Apprenticeship Mathematics 20	
	Pre-calculus 20	

Notes:

- Mathematics courses are being transitioned from a series of 6 sequential courses (10, 20, A30, B30, C30, Calculus 30) to 8 courses in three pathways, plus Calculus 30.

Implementation

- Foundations of Mathematics and Pre-calculus 10, and Workplace and Apprenticeship Mathematics 10: implemented in 2010-2011.
- Foundations of Mathematics 20, Pre-calculus 20, and Workplace and Apprenticeship Mathematics 20: implemented in 2011-2012.
- Foundations of Mathematics 30, Pre-calculus 30, and Workplace and Apprenticeship Mathematics 30: implemented in 2012-2013.

Science

Policy

To meet the credit requirements for graduation, students are required to take **two** compulsory science courses at the Secondary Level. These compulsory courses include one course at Grade 10 and one course at Grade 11 or 12.

Compulsory Science Courses

Grade 10	Grade 11 or 12
Science 10	Biology 20 or 30 or Physics 20 or 30 or Chemistry 20 or Computer Science 20

Notes:

- Science 10 is the foundational prerequisite course.
- Biology 20 is **not** a prerequisite for Biology 30.
- Physics 20, Foundations of Mathematics 20, Workplace and Apprenticeship Mathematics 20, Pre-calculus 20, or Mathematics A30 are a prerequisite for Physics 30.
- Chemistry 20 is a prerequisite for Chemistry 30.

Social Sciences

Policy

To meet the credit requirements for graduation, students are required to take **three** compulsory social science courses at the Secondary Level. These compulsory courses include one course at Grade 10 and one Canadian Studies credit at the 30 level. The Canadian Studies credit can be fulfilled by taking **one** of:

- History 30: *Canadian Studies*
- Native Studies 30: *Canadian Studies*
- Social Studies 30: *Canadian Studies*.

Compulsory Social Science Courses

Grade 10	Grade 11	Grade 12
History 10 or Native Studies 10 or Social Studies 10		History 30: <i>Canadian Studies</i> or Native Studies 30: <i>Canadian Studies</i> or Social Studies 30: <i>Canadian Studies</i>
	One additional credit required at Grade 11 or 12 from: History 20 History 30: <i>Canadian Studies</i> Native Studies 20 Native Studies 30: <i>Canadian Studies</i> Social Studies 20 Social Studies 30: <i>Canadian Studies</i> Economics 20 Law 30 Geography 20 Economics 30 Psychology 20 Geography 30 Psychology 30	

Implementation

- The Canadian Studies courses (History, Native Studies, and Social Studies) at the 30 level were available for implementation in the 1997-98 school year.

Health Education/Physical Education

Policy

To meet the credit requirements for graduation, students are required to take **one** compulsory health education or physical education course at the Secondary Level.

Compulsory Health Education/Physical Education Course

Grade 10	Grade 11	Grade 12
Wellness 10	or Physical Education 20	or Physical Education 30

Note:

- No prerequisites are required for Wellness 10 or for Physical Education 20 or 30.

Arts Education/Practical and Applied Arts

Policy

To meet the credit requirements for graduation, students are required to take **two** compulsory courses from the areas of Arts Education and/or Practical and Applied Arts. These compulsory courses can be taken at Grades 10, 11, or 12 from either or both areas.

Arts Education/Practical and Applied Arts Courses

Two credits required at Grade 10, 11, or 12 from:

Arts Education

Arts Education 10, 20, 30
Band 10, 20, 30
Choral 10, 20, 30
Dance 10, 20, 30
Drama 10, 20, 30
Instrumental Jazz 10, 20, 30
Music 10, 20, 30
Visual Art 10, 20, 30

Practical and Applied Arts

Accounting 10, 20, 30
Agriculture Studies 30
Apprenticeship A20, B20, A30, B30
Autobody 10, A20, B20, A30, B30
Career and Work Exploration 10, 20, A30, B30
Clothing, Textiles, and Fashion 10, 30
Commercial Cooking 10, 20, 30
Communication Media 10, 20, 30
Construction and Carpentry 10, 20, 30
Cosmetology 10, 20, 30
Cow/Calf Production 10, 20, 30
Dairy Production 10, 20, 30
Design Studies 10, 20
Drafting and Computer-Aided Design 10, 20, 30
Electrical and Electronics 10

Practical and Applied Arts (continued)

Electrical 20, A30, B30
Electronics 20, A30, B30
Energy and Mines 10, 20, 30
Entrepreneurship 30
Feedlot Production 10, 20, 30
Field Crop Production 10, 20, 30
Food Studies 10, 30
Forestry Studies 20, 30
Graphic Arts 20, 30
Horticulture 10, 20, 30
Housing 30
Information Processing 10, 20, 30
Interior Design 30
Life Transitions 20, 30
Machining 10, 20, 30
Mechanical and Automotive 10, A20, B20, A30, B30
Photography 10, 20, 30
Pork Production 10, 20
PAA Survey A10, B10, A20, B20, A30, B30
Sheep Production 10, 20, 30
Theatre Arts 20, 30
Tourism, Hospitality, Entrepreneurship A30, B30
Upholstery 10, 20, 30
Welding 10, 20, A30, B30
Wildlife Management 10, 20, 30

For recent course developments in the Practical and Applied Arts, see the following website:

www.education.gov.sk.ca/paa.

Note:

- Students may choose to fulfill the two compulsory credits by taking two Arts Education courses or two Practical and Applied Arts courses or by taking one Arts Education course and one Practical and Applied Arts course.

Christian Ethics

Policy

To meet the credit requirements for graduation, students may use Christian Ethics courses to fulfill the compulsory two credit requirement in the Arts Education/Practical and Applied Arts areas of study.

Electives

Policy

To meet the credit requirements for graduation, students are required to take **nine** elective courses at the Secondary Level. These courses include at least **six** courses at Grade 11 or 12.

Elective Courses (9 courses required)

Grade 10	Grade 11	Grade 12
	at least 6 courses	

Note:

- To fulfill elective credit requirements, students may choose courses from the Required Areas of Study, the Practical and Applied Arts, language courses, and locally-developed courses. In addition, students may acquire up to three credits for an out-of-school personal learning initiative (see Special Project Credits).

Implementation

- Students entering Grade 10 must be counselled to enrol in elective courses at appropriate grade levels to fulfill the credits required in the new credit policy.

Special Project Credits

Policy

To meet the credit requirements for graduation, the Ministry of Education recognizes three Special Project Credits per student for out-of-school initiatives, on the basis of work proposed and completed by an individual student. The Special Project Credit(s) shall be named Special Project 10, Special Project 20, or Special Project 30 and may be used to fulfill elective requirements for graduation. Students must complete the credit(s) during grades 10-12.

Granting of credit for approved out-of-school initiatives recognizes student achievement in areas outside of the regular Secondary Level program. It encourages students to become involved in the selection, planning, and organization of their own programs.

While students may use programs currently in place (e.g., Cadet Training, Royal Conservatory of Music, post-secondary courses) to develop their personal learning proposal, it is recommended that the proposal(s) be developed to meet the needs and interests of the individual student.

Notes:

- The project proposal(s) must be in place and approved prior to the student beginning the project(s).
- Each project shall be carried out under the supervision of a teacher.
- The content of the Special Project(s) need not be related to a specific school subject. If a Special Project is related to a specific school subject, the content of the project shall be distinct from and in addition to regular course requirements.
- Special Project(s) may be used up to three times as electives to meet the 24 credit requirement at the Secondary Level.
- School divisions and institutions offering the option of a Special Project shall develop a policy for the administration of Special Projects, which includes: project development, evaluation, and reporting procedures.
- When a project takes a student off campus, the Work Study Guidelines for coordinating and monitoring shall apply, as appropriate (see Practical and Applied Arts Handbook).
- Student activities that would be considered a normal part of extra curricular or co-curricular activities generally offered by a school may not be given Special Project Credit recognition (e.g., school team sports, school newspaper, yearbook, student representative positions).
- The expansion of this policy from one credit to three credits came into effect August 2009.

Implementation

- School divisions offering the option of Special Project credits shall develop a policy for the administration of Special Projects, and shall submit the policy to the Regional Office.
- Students are required to submit a clearly planned proposal to the principal for approval. The proposal shall include:
 - a description or outline of the project
 - the number of hours of work expected to complete the project (minimum 100 hours)
 - a method by which the project will be carried out
 - a description of the expected result
 - the evaluation procedures jointly developed by the student and supervising teacher
 - the expected completion date
 - the name of the supervising teacher.
- Students who successfully complete projects will be granted one credit for a minimum of 100 hours of work on the approval of the principal. The registration and mark shall be submitted to Ministry of Education in the same manner as for other courses of study.
- The school division shall retain a copy of each Special Project proposal on file for a minimum of two years.

Apprenticeship Credits

Policy

To meet the credit requirements for graduation, students employed under the supervision of a journeyman, in a trade in which the hours worked are eligible for apprenticeship credit, may earn up to four Secondary Level Apprenticeship credits on the basis of work proposed and completed by the student. The Apprenticeship credits shall be named Apprenticeship A20, B20, A30, and B30 and may be used to fulfill the requirements for graduation.

Granting of credit for approved apprenticeships recognizes student achievement in trades outside of the regular Secondary Level program. Only students who are registered in a secondary school in Saskatchewan and are working (employed) in a trade are eligible for Apprenticeship credits.

Notes:

- The application for Apprenticeship credits must be in place and approved prior to the student beginning the work for which s/he will receive credit.
- Each Apprenticeship credit shall be carried out under the supervision of a teacher.
- The apprenticeship need not be related to a specific school subject.
- Apprenticeship credits may be used to meet the Practical and Applied Arts/Arts Education credit requirement or as electives to meet the 24 credit requirement at the Secondary Level.
- School divisions and institutions offering the option of Apprenticeship credits shall develop a policy for the administration of Apprenticeship credits, which includes: application procedures, evaluation, and reporting procedures.
- When a student works off campus, the Work Study Guidelines for coordinating and monitoring shall apply as appropriate (see *Practical and Applied Arts Handbook*).
- This policy came into effect August 2009.

Implementation

- School divisions offering the option of Apprenticeship credits shall develop a policy or administrative procedures for the administration of Apprenticeship credits, and shall submit the policy to the Regional Office.
- Students are required to submit a clearly planned proposal to the principal for approval. The proposal shall include:
 - evidence of employment in a trade including name, address, contact information of employer, and supervising journeyman
 - a description of the trade-related work
 - the number of hours of work expected to complete the credit (minimum 100 hours)
 - a description of the expected result
 - the evaluation procedures jointly developed by the student, supervising teacher, and employer
 - the expected completion date
 - the name of the supervising teacher.
- Students will be granted one credit for a minimum of 100 hours of trade experience hours eligible for Form 6A submission to the Saskatchewan Apprenticeship and Trade Certification Commission on the approval of the principal. The registration and mark shall be submitted to the Ministry of Education in the same manner as for other courses of study.

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- The school division shall retain a copy of each Apprenticeship credit application on file for a minimum of two years.

Course Challenge Process

Policy

This policy recognizes that some students are able to demonstrate a high level of achievement of the learning objectives of a particular course without spending the required hours enrolled in the course. The intention is to allow students to challenge a course and to demonstrate the course requirements through a rigorous and comprehensive challenge process, in order to move on to further learning. To accommodate this, the Ministry of Education developed a process for challenging courses for credit. Using this process, a maximum of two course challenge credits may be attained at the 10 or 20 level.

Notes:

- To challenge a course, the student must be enrolled in the school division.
- School divisions shall develop a policy for the administration of the course challenge process that is consistent with the procedures outlined by the Ministry and submit the policy to the Regional Office.
- The school will administer the course challenge process within provincial guidelines and school division policy.
- Provincially-developed courses may be challenged at the 10 or 20 level.
- A teacher who has previously taught the course at least twice is qualified to administer the course challenge process.
- The course challenge process should include a variety of assessment techniques that measure the level of student attainment of curriculum outcomes.
- The student must attain a minimum of 80% through the course challenge process in order to be granted credit. The percentage mark attained will be recorded on the student's transcript.
- Students who are not successful in the course challenge process shall not be allowed to challenge the same course a second time. In order to receive credit for the course, these students will be required to register in and successfully complete that course.

Implementation

- The school division will determine which courses at the 10 or 20 level may be challenged in their schools. This decision will be based upon whether teachers have taught a particular course at least twice. Within a school division, a teacher at a neighbouring school may administer the challenge process for a course where a particular school does not have a teacher who has taught the course at least twice.
- The school division will develop an *Intent to Challenge* form. See *Sample Intent to Challenge Course* form in *Course Challenge Process: Policy and Procedures* (October 1998).
- Assessment strategies for a challenge process shall be developed by the course instructor based upon course requirements and upon current classroom assessment techniques. Curriculum outcomes will be listed with the assessment strategies and shall be available to attach to the *Intent to Challenge Course* form. It is anticipated that teachers of a particular course will meet at the beginning of the school year to share assessment strategies and develop a challenge process. Each course challenge process should be reviewed annually by the respective teachers of the particular course.
- It is a local decision to determine appropriate times when courses may be challenged.
- Schools shall establish procedures to communicate to parents and students the availability, procedures, objectives, and assessment strategies for course challenges.

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- To challenge a course, the student must make a formal request to the principal and then submit the completed *Intent to Challenge Course* form to the school.
 - Students shall take the responsibility for providing evidence of readiness to challenge a course (e.g., a high mark in a prerequisite course, selections from a portfolio or other collection, recommendation from a previous teacher, documentation of work or other experience).
 - The decision to proceed with a course challenge process, by evaluating the *Intent to Challenge Course* form, will be determined at the local level by a team of at least two individuals (to include the principal and the teacher who will administer the challenge process). Arrival at this decision shall include discussion of the student's chance of successfully meeting the exemplary level in the course challenge and, subsequently, the student's capacity to complete the course at the next level successfully.
 - If the "Intent to Challenge" is refused, the student is required to register in and successfully complete that course in order to receive credit for the course.
 - Students will be notified by the school principal of the approval or refusal of their "Intent to Challenge" within two weeks. Refusals will be documented according to criteria. Approvals will state a date for completion of the challenge process.
 - Students who successfully complete the challenge process will be granted one credit for the course.
 - For recognition on the transcript, the mark shall be submitted to the Provincial Registrar in the form of a letter from the principal or designate. Credit recognition will appear on the student's transcript with the mark attained.

French Immersion and Fransaskois Program Requirements

The following outlines the credit policy for French Immersion and Fransaskois programs. Please read carefully as there are distinctions to be made between the two programs.

Time and Credit Allocations

Elementary Level (grades 1 to 5)

Area of study	Minutes per Week			
	Grades 1-3		Grades 4-5	
	Immersion	Fransaskois	Immersion	Fransaskois
language arts: English and Français*	750	750	750	700
mathematics	170	200	170	200
science	120	120	120	160
social studies	120	110	120	120
health education	60	60	60	60
arts education	160	140	160	140
physical education	120	120	120	120
Locally-Determined Options				
• maximum	120	120	120	120
• minimum	0	0	0	0
Total time available	1500		1500	

* Depending on the type of program, English language arts (ELA) is introduced at different times. In French Immersion, the introduction of ELA may be postponed as late as Grade 3 in order to maximize the benefits of learning French, the language of instruction in that program. In Fransaskois education, ELA is introduced formally only in Grade 4. Once English language arts is introduced, the suggested number of minutes for language arts must be divided between French and English language arts in a manner that meets the needs of students and the demands of the programs.

Middle Level (grades 6 to 9)

Area of study	Minutes per Week			
	Grade 6		Grades 7-9	
	Immersion	Fransaskois	Immersion	Fransaskois
language arts: English and Français	700	600	600	600
mathematics	180	200	190	200
science	120	120	120	120
social studies	120	120	120	120
health education	60	60	80	70
arts education	160	150	160	150
physical education	120	120	120	120
career education	40	40	40	40
survey PAA courses*	0	90	70	80
Locally-Determined Options				
• maximum	120	120	120	120
• minimum	0	0	0	0
Total time available	1500		1500	

* Students entering grade 7 are required to take at least three Practical and Applied Arts (PAA) survey courses before completing grade 9. Each course must be a minimum of 50 hours. The modules for these three PAA survey courses must be chosen using criteria recommended in the *Arts pratiques et appliqués – Document d’orientation 2004*. Students in grades 7-9 may use Christian Ethics courses to fulfill two of the three PAA survey courses requirement.

Secondary Level (grades 10 to 12)

Requirements for Bilingual Mention – French Immersion Programs

To meet the requirements for bilingual mention on the transcript of Secondary Level achievement, students are required to complete a minimum of 12 credits taken in French in addition to meeting the English program requirements with the exception of the English language arts area. A minimum of 4 credits taken in French is required for grade 10, 8 credits for grade 11, and 12 credits for grade 12.

The 12 courses necessary for bilingual mention must include 3 French language arts courses (Français immersion 10, 20, 30). The other 9 credits can be obtained from courses in the remaining areas of study or electives that are taught in French.

Requirements for the Fransaskois Program

All subjects other than English language arts are typically taught in French.

Area of study	Number of Credits Required	
	Immersion	Fransaskois
English language arts	3	3
French language arts	3	5
mathematics	2	2
science	2	2
social sciences	3	3
health education/physical education	1	1
arts education/practical and applied arts	2	2
SUB-TOTAL	16	18
electives	8	6
TOTAL	24	24

English Language Arts – French Immersion and Fransaskois Programs

Policy

To meet the credit requirements for graduation, students are required to take **three** compulsory English language arts courses at the Secondary Level. These compulsory courses include **three** courses in a Grade 10, 11 and 12 sequence.

Compulsory English Language Arts Courses

Grade 10	Grade 11	Grade 12
English Language Arts A10 or B10	English Language Arts 20	English Language Arts A30 or B30

Implementation

- The new A10 and B10 courses were available for implementation in the 2011-12 school year.
- The compulsory 20 level course was available for implementation in the 1998-99 school year.
- The A30 and B30 courses were available for implementation in the 1999-2000 school year.

French Language Arts

French Immersion Program Policy

To meet the credit requirements for graduation, students are required to take **three** compulsory French language arts courses at the Secondary Level. These compulsory courses include one course at each grade level.

French Language Arts Courses

	Grade 10	Grade 11	Grade 12
Compulsory	Français immersion 10	Français immersion 20	Français immersion 30
Elective	Français immersion intégré A20 and B20		

Notes:

- Français immersion intégré A20 and B20 can be taken during Grade 11 or 12. They may be used to fulfill the two credit requirement in the Arts Education/Practical Applied Arts areas of study.
- Français immersion 10 is a prerequisite for Français immersion intégré A20 and B20.

Implementation

- Français immersion 10 and 20 were available for implementation in 1997-98.
- Français immersion 30 and Français immersion intégré A20 and B20 were available for implementation in the 1998-99 school year.

Fransaskois Program Policy

To meet the credit requirements for graduation, students are required to take **five** compulsory French language arts courses at the Secondary Level. These language-based compulsory courses include two courses at Grade 10, one course at Grade 11, and two courses at Grade 12.

French Language Arts Courses

	Grade 10	Grade 11	Grade 12
Compulsory	Français fransaskois A10	Français fransaskois 20	Français fransaskois A30
	Français fransaskois B10		Français fransaskois B30

Note:

- A30 or B30 can be taken during Grade 11 or 12.

Implementation

- The A10 and B10 courses were available for implementation in 1997-98.
- The compulsory A20 and B30 courses were available for implementation in 1998-99.
- The compulsory A30 course was available for implementation in 1999-2000.

Mathematics – French Immersion and Fransaskois Programs

Policy

To meet the credit requirements for graduation, students are required to take **two** mathematics courses at the Secondary Level. These courses must include one course at Grade 10 and one at Grade 11

Compulsory Mathematics Courses

Grade 10	Grade 11	Grade 12
One of:	One of:	
Mathématiques 10 (no longer available)	Mathématiques 20 (not available after 2010-2011)	
Fondements des mathématiques et précalcul 10	Fondements des mathématiques 20	
Milieus de travail et formation d'apprentis 10	Milieus de travail et formation d'apprentis 20	
	Précalcul 20	

Notes:

- Mathematics courses are being transitioned from a series of 6 sequential courses (10, 20, A30, B30, C30, Calculus 30) to 8 courses in three pathways, plus Calculus 30.

Implementation

- Foundations of Mathematics and Pre-calculus 10, and Workplace and Apprenticeship Mathematics 10: implemented in 2010-2011.
- Foundations of Mathematics 20, Pre-calculus 20, and Workplace and Apprenticeship Mathematics 20: implemented in 2011-2012.
- Foundations of Mathematics 30, Pre-calculus 30, and Workplace and Apprenticeship Mathematics 30: implemented in 2012-2013.

Science – French Immersion and Fransaskois Programs

Policy

To meet the credit requirements for graduation, students are required to take **two** compulsory science courses at the Secondary Level. These compulsory courses include one course at Grade 10 and one course at Grade 11 or 12 (see Requirements for *Bilingual Mention – French Immersion Programs* and *Requirements for the Fransaskois Program*, page 24).

Science Courses

Grade 10	Grade 11 or 12
Sciences 10	Biologie 20 or 30 or Physique 20 or 30 or Chimie 20

Notes:

- Sciences 10 is the foundation prerequisite course.
- Biologie 20 is **not** a prerequisite for Biologie 30
- Physique 20, Fondements des mathématiques 20, Milieux de travail et formation d'apprentis 20, Précalcul 20, or Mathématiques A30 are a prerequisite for Physique 30.
- Chimie 20 is a prerequisite for Chimie 30.

Social Sciences

French Immersion Program Policy

To meet the credit requirements for graduation, students are required to take **three** compulsory social science courses at the Secondary Level (see *Requirements for Bilingual Mention – French Immersion Programs*, page 24).

Social Science Courses

Grade 10	Grade 11	Grade 12
Histoire 10		Sciences sociales immersion 30
	One additional required credit	

Notes:

- Histoire 10 implementation is completed.
- Sciences sociales immersion 30 was available for implementation in 1997-98.

Fransaskois Program Policy

To meet the credit requirements for graduation, students are required to take **three** compulsory social science courses at the Secondary Level.

Social Science Courses

Grade 10	Grade 11	Grade 12
Sciences sociales fransaskois 10		Sciences sociales fransaskois 30
One additional required credit		

Health Education/Physical Education – French Immersion and Fransaskois Programs

Policy

To meet the new credit requirements for graduation, students are required to take **one** compulsory health education or physical education course at the Secondary Level (see *Requirements for Bilingual Mention – French Immersion Programs* and *Requirements for the Fransaskois Program*, page 24).

Compulsory Health Education/Physical Education Course

Grade 10	Grade 11	Grade 12
Mieux-être 10	or Éducation physique 20	or Éducation physique 30

Note:

- No prerequisites are required for Mieux-être 10 or Éducation physique 20 or Éducation physique 30.

Arts Education/Practical and Applied Arts – French Immersion and Fransaskois Programs

Policy

To meet the credit requirements for graduation, students are required to take **two** compulsory courses from the areas of Arts Education and/or Practical and Applied Arts. These compulsory courses can be taken at Grades 10, 11, or 12 from either or both areas (see *Requirements for Bilingual Mention – French Immersion Programs* and *Requirements for the Fransaskois Program*, page 24).

Arts Education/Practical and Applied Arts Courses

Two credits required at Grade 10, 11, or 12 from:

Arts Education

Art dramatique 10, 20, 30

Arts visuels 10, 20, 30

Musique 10, 20, 30

Practical and Applied Arts

Adaptation au travail 10, 20, 30

Alimentation 10, 20, 30

Formation d'apprentis A20, B20, A30, B30

Arts pratiques et appliqués, cours combiné 10, 20, 30

Design technique et industriel 10, 20, 30

Électro-technologies 10, 20, 30

Énergies et mines 10, 20, 30

Entreprise et innovation 10, 20, 30

Exploration de carrières et d'emplois 10, 20, A30, B30

Fabrication 10, 20, 30

Practical and Applied Arts (continued)

Faune 10, 20, 30

Foresterie 10, 20, 30

Gestion des finances 10, 20, 30

Gestion et marketing 10, 20, 30

Logistique 10, 20, 30

Mécanique 10, 20, 30

Mode 10, 20, 30

Pratiques agricoles 10, 20, 30

Santé communautaire 10, 20, 30

Soins esthétiques 10, 20, 30

Technologie des communications 10, 20, 30

Technologies de la construction 10, 20, 30

Technologies de l'information 10, 20, 30

Tourisme 10, 20, 30

Transitions dans la vie 20, 30

For additional course offerings in the Practical and Applied Arts, refer to the list of *Secondary Level Courses*.

Notes:

- Students may choose to fulfill the two compulsory credits by taking two Arts Education courses or two Practical and Applied Arts courses or by taking one Arts Education course and one Practical and Applied Arts course.
- Immersion students have the option of selecting from the regular list as well (see page 15) provided they respect the general requirement for the bilingual mention as specified on page 23 of this document.
- The Français immersion intégré A20 and B20 may be used to meet the Practical and Applied Arts requirements as well as the elective requirements.

Electives

French Immersion Program Policy

To meet the credit requirements for graduation, students are required to take **eight** elective courses at the Secondary Level. These courses include at least **six** courses at Grade 11 or 12 (see *Requirements for Bilingual Mention – French Immersion Program*, page 24).

Elective Courses (8 courses required)

Grade 10	Grade 11	Grade 12
	at least 6 courses	

Fransaskois Program Policy

To meet the credit requirements for graduation, students are required to take **six** elective courses at the Secondary Level. These courses include at least **four** courses at Grade 11 or 12 (see *Requirements for the Fransaskois Program*, page 23).

Elective Courses (6 courses required)

Grade 10	Grade 11	Grade 12
	at least 4 courses	

Christian Ethics – French Immersion and Fransaskois Programs

Policy

To meet the credit requirements for graduation, students may use Éducation chrétienne courses to fulfill the compulsory two credit requirement in the Arts Education/Practical and Applied Arts areas of study.

Additional Education Programs

Additional education programs include: Alternative Grade 10, 11, 12 or Functional Integrated Program.

Alternative Grade 10, 11, and 12

An **Alternative Grade 10, 11, or 12 Program** is designed for students unable to succeed in the Regular Education Program. It is an approved locally-developed program designed to meet the special needs of students who require curricula that are qualitatively different from those available in the Regular Education Program. At each grade level, a student must complete a minimum of eight courses that may include various combinations of courses from Regular and Alternative Education Programs. Students may receive standing in an Alternative Grade 10, 11, and/or 12 Program. For more information, refer to *Policy, Guidelines, and Procedures for Alternative Education Programs* (2006).

Functional Integrated Program

Functional Integrated Programs are designed for students with severe multiple or intellectual disabilities who require individual programs. The specifics of a Functional Integrated Program will vary from student to student in accommodating each student's particular learning needs. For more information, refer to *Policy, Guidelines, and Procedures for Functional Integrated Programs* (2006).

Alternative Programs in the Fransaskois Education System

For a detailed explanation of the policy on alternative education for Fransaskois students, administrators and teachers are asked to consult the Ministry policy document titled *Politique et procédures pour l'approbation de programmes d'éducation alternative offerts en français : 10e, 11e et 12e année* (2006).

Adult Secondary Education Requirements

Grade 12

An adult may obtain grade 12 standing without having completed previous grades with a minimum of seven credits with five credits at the 30 level as follows:

New Credit Policy

- English Language Arts A30 and English Language Arts B30
- History 30: Canadian Studies or Native Studies 30: Canadian Studies or Social Studies 30: Canadian Studies
- one mathematics at the 20 or 30 level
- one science at the 20 or 30 level
- two electives at level 30 (one may be a Prior Learning Credit).

Notes:

- An adult is defined as a person who is at least 18 years of age and who has been out of school for at least one year.
- Courses from the following series may also meet requirements for completion: 21, 31; 20A, 30A.
- Locally-developed courses (designated with an L) may be used to meet **elective** requirements only.
- For information on how to submit a Prior Learning Credit, refer to the *Registrar's Handbook for School Administrators*.

Please Note: Francophone Adult Secondary Education Requirements:

- Français Fransaskois A30 ou B30
- English Language Arts A30 ou B30
- Un crédit de niveau 30 en Sciences sociales
- Un crédit de niveau 20 ou 30 en Mathématiques et en Sciences
- Deux crédits au choix de niveau 30 (un des crédits peut être un crédit accordé pour connaissances déjà acquises).

For more information regarding adult education programs in the Fransaskois education system, refer to *Tronc commun: Principes, répartition de temps et allocation des crédits pour les écoles fransaskoises* (2007).

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