Middle Years

Middle Years

P
A
A

Practical
AND
Applied
Arts

NLSD #113
Course Planning Reference

Grade 9

Revised January 2012

NLSD #113 - Middle Years PAA Course Planning Reference

This PAA Survey Course planning Reference is designed for NLSD Schools and teachers to implement the:

- **Ministry of Education PAA Curriculum requirements for Gr. 7-9 PAA Survey course development; as well as**
- **Northern Lights School Division's expectations within the PAA Survey Course Design, delivery and module completion recording process for all grade 7-9 middle years PAA Survey Courses.**

Grade 9 Contents

Section 1

Grade 7-9
Ministry of Education Policy Information (summary)

- Goals,
- Time allocation,
- Definitions,
- PAA Curricula Sections

Middle Years (Gr. 7-9) Practical and Applied Arts

The Ministry of Education has provided the following information to understand Practical and Applied Arts in Sask. Education
Sask. Learning Practical and Applied Handbook
http://www.sasklearning.gov.sk.ca/docs/paa/PAA Handbook/intro.html

Requirements for Middle Years PAA http://www.sasklearning.gov.sk.ca/docs/paa/survey/overview/overview1.html **outlines:**

**** Students are to complete at least 3 (three) 50-hour PAA Survey courses between Grades 7 to 9 (Sept. 2004).**

**** Each 50 hour course will consist of the modules selected from a minimum of three PAA curricula (the modules selected from any one curriculum group will equal less than 25hrs /of the total 50 hrs)**

Aim – Practical and Applied Arts will provide important learning opportunities for all students to apply technical knowledge and to improve technology, planning, personal, and teamwork skills.
Goals – The Practical and Applied Arts are an integral part of the K-12 program of studies and play a significant role in developing the potential of all students.
Framework – The framework for the PAA includes ten Transition to Work dimensions (pg 7) for integration/incorporation in all PAA courses. These dimensions include:

- apprenticeship
- career development
- community project(s)
- volunteerism
- employability skills
- entrepreneurial skills
- occupational skills
- personal accountability
- teamwork
- work study exploration
- processing of information

The intent of the middle years PAA is to expose students to a variety of PAA courses by offering a balance of modules.

For some students, this will help them make choices at the secondary level. For others, the middle level may offer a variety of practical skill development.

The integration of computer skills across the curriculum removes the need for computer literacy as a course. This will free up time to accommodate the PAA Survey course requirements.

Definitions

Four terms used in the Ministry of Education PAA handbooks.

Clusters/Sections: an organizer term used for related curricular groupings. Presently the six organizers (occupational clusters) are:

Agriculture	Home and Hospitality,
Communication	Trades
Natural Resources	Business

PAA Curricula: are groups of related modules (and these groups are placed into a certain section/ cluster) (http://www.education.gov.sk.ca/adx/aspx/adxGetMedia.aspx?DocID=3933,88,Documents&MediaID=11319&Filename=PAAinfobulletin.pdf)

PAA Modules – each module has a set of specific objectives for specific PAA information and skill development - introductory, intermediate, and advanced.

PAA Courses – are created from a selection of PAA modules from the various PAA Curricula within the PAA Sections/Clusters

PAA Sections *(clusters)*
&
Curricula Groups from which to choose modules

Agriculture (section/cluster)	Communications	Home and Hospitality	Trades	Business	Natural Resources-
Curricula	***Curricula***	***Curricula***	***Curricula***	***Curricula***	***Curricula***
Agriculture Studies	Communications Media	Clothing & Textiles	Autobody	Accounting	Energy and Mines
Agriculture Technician – Cow / Calf production	Comm. Production Technology	Food Studies	Commercial Cooking	Career & Work Exploration	Forestry
Ag. Tech. Dairy Production	Design Studies 10, 20	Housing	Cosmetology	Entrepreneurship 30	Wildlife Management
Ag. Tech. Feedlot Production	Drafting & Computer Aid Design	Interior Design	Const. & Carpentry	Info Processing	
Ag. Tech. Field Crop Production	Photography, Graphic Arts 20, 30	Life Transitions	Electrical & Electronics		
Ag. Tech Pork Production & Sheep Production	Theatre Arts	Tourism Hospitality, Entrepreneurship	Horticulture		
		Upholstery	Machining		
			Mechanical Auto		
			Welding		

All PAA Courses incorporate connections to Apprenticeship, Career Development, Personal Accountability, Community Projects, Processing Information, Employability Skills, Teamwork, Work Study/Education and Occupational Skills.

Section 2

Ministry of Education PAA Survey Course Design

NLSD Prescribed PAA modules for grade 8 & 9 only (just an FYI)

PAA Instruction Guidelines

PAA Record Keeping -Student module completion recording:

NLSD Schools
DESIGNING a Grade 7, 8 or 9 PAA Survey Course

Each student in grade 7-9 is to receive one 50 hours PAA Survey Course per year or three 50 hr. PAA Survey Courses by the end of grade 9.

- **Large Schools or one grade Classrooms**– Middle years teachers in collaboration with high school PAA Teachers will create a School PAA Plan to reduce duplication of PAA modules in their courses and to increase the variety of student PAA experiences.
- **Multi grade Classrooms (small schools)** – There are two approaches to planning. One approach is a one year plan with an individual plan for each grade - 7, 8, and 9 . A second more recommended approach is to create a 2 year (for dual grade classes) or a three year PAA Survey Course plan for (for all the students in the class to participate together each year). This plan then just rotates year after year. The second approach is easier to create and better ensures avoiding the repeat of modules (except safety modules) for grade 7-9 students.

Each middle years 50 hour PAA course is to be a Survey Course which:

- Can be based on an activity, event or theme;
- Is dependent on resources (equipment, facilities, staff);
- Is designed around student interest or needs.
- For Grade 8 & 9 will include NLSD prescribed Sask. Learning modules and specific resources to be used.

REQUIRMENTS Regarding MODULE SELECTION:

1. ** Only ---- "Ministry of Education" PAA modules and curriculum are to be used.
2. ** Prerequisite modules - must be taught before the following modules.
3. ** NLSD prescribed modules -- **must be included in grade 8 & 9 PAA Courses (or once in a 3 year rotation for gr. 7-9 classrooms or once in two year rotation for dual grade level classrooms).**
4. ** SURVEY Courses are made of MODULES:
   - **From a minimum of three (3) PAA curricula groups** (see next page for curriculum groups).
   - So that the **total modules' hours from any one curricula group is less than** the total of half of the course hours; therefore **less than 25 hrs**/of the total 50hrs)
   - **Most often introductory modules** ☆ (note: always repeat safety modules but can only get SDS module completion once). ***Combinations*** *of safety information from a variety of safety modules may be developed to suit the needs of a particular PAA Survey Course.* ***(suggested modules see Appendix A)***
   - **At times intermediate modules** ★ **are appropriate**..
   - *Only exception - students in grades 7-9 may use Christian Ethics courses to fulfill two of the three PAA survey course requirements. (100hrs of the 150hrs).* http://www.sasklearning.gov.sk.ca/docs/paa/PAAHandbook/progcon.html#pol . Prescribed Gr. 8 & 9 PAA modules will still need to be provided for.

GRADE 8 AND 9 ONLY

NLSD PRESCRIBED PAA MODULES will be completed in all NLSD Middle Year PAA Survey Courses delivered.

INSTRUCTION OF MODULES:

- As in any other core curriculum, **PAA module foundational & learning objectives** are to be achieved.

- The **Adaptive Dimension** allows the teacher to adapt the learning objectives, the instructional and assessment methods and the learning environment. (except in the NLSD prescribed modules and use of prescribed resources).

- **Safety and career development** learning objectives are **compulsory** topics and are to be **integrated** throughout PAA Courses.

- **Job shadows, career research, interviews, field trips, guest speakers**, etc. are to be used to make connections to the workplace in order to support work-based learning.

RECORD KEEPING

FORMS are included (Student Module Completion Forms. (Appendix C)

Recordkeeping is an essential part of offering Survey Courses at all levels. (Q & A Appendix D)

Each MODULE that a student completes is recorded.

The on going record of modules completed by each student is to be recorded on individual recording sheets and at the end of each term AND:

- **Completed modules are entered on Sask. Student Data System (SDS)**
- **Course completion is entered onto the MAT and;**
- **An updated PAA Modules Completed Form is added to the student's portfolio binder at the end of each school year.**

Section 3

Grade 9

PAA Survey Course Creation

&

Module Selection

Grade 9 PAA Survey Course Creation & Module Selection

THE GRADE 9 PAA SURVEY COURSE WILL INCLUDE:

1. NLSD has specified that all middle years students will receive the Ministry of Education Machining Module 88 – Saskatchewan Apprenticeship preferably in grade 9 (but before the end of grade 9 for sure)
2. Plus those introductory PAA modules selected by the teacher from the Ministry of Education Introductory Module List

The decision to ensure the Sask. Learning Curriculum Module 88 – Apprenticeship in Saskatchewan is instructed to all NLSD grade 7-9 students was based on the following:

- NLSD grade 7-9 students and high school students will be supported in their exploration of the trade's career pathway and apprenticeship.
- The PAA Module 88 was originally designed by Sask. Learning for grade 9.
- High school students are now expected to complete the Saskatchewan Youth Apprenticeship (SYA) Program in NLSD High Schools. The SYA Program provides a structured approach for high school students (whether the student plans to go into the trades or not after high school) to explore the trades as a career pathway and to understand apprenticeship. The SYAP program is made up of twelve challenges which are to be delivered within regular **high** school core curricula. This approach of SYAP delivery supports the greatest number of students to complete the SYA program by grade 12. After completing of the SYAP challenges the student can apply and receive a certificate of completion from the Sask. Apprenticeship and Trades Certification Commission (SATCC). This certificate is useful on resumes and in portfolios. If the student chooses the trades pathway this certificate provides additional apprenticeship credit as well as financial benefits.
- Module 88 completion within the high school SYA Program does not lend itself well to integration into high school core classes because of the number of hours it requires but it is easily made part of a grade 7-9 PAA Survey course.
- To ensure the majority of students complete the Module 88 SYA Challenge it will become a prescribed module to be apart of the required Sask. Learning and NLSD Grade 9 PAA Survey Courses.

Creating the Grade 9 PAA Survey Course
(50hrs with modules from 3 or more curricula groups)

1. **Plan** in cooperation with the other middle years and high school PAA Teachers so as to avoid duplication of teacher selected module offerings when at all possible (except for safety modules)

2. **Use:**
   - The Grade 9 PAA Survey Planning Guide Document (*Appendix A*)
   - The Ministry or Education Introductory PAA Modules to create the Grade 7 PAA SURVEY Course (*Appendix B*)
   - The Ministry of Education "PAA Curriculum Guides" so that your instruction meets the modules' objectives http://www.education.gov.sk.ca/paa *Also when planning- ensure the modules you select are ones you can meet the instructional objectives for.* ***All activities are to be kept in the student's Portfolio Binder.***

Exemplar – Grade 9 PAA Survey Course

Curriculum Groups (3 or more)	**Elective Module Description**	**Module** Codes		
1. Machining	Module 88: Apprenticeship in Sask. Ministry of Education Module 88 Curriculum outline is provided in Section 4	MACH88	**Hours** 8	**Total Hrs** 8
2. Commercial Cooking	Module 1: Introduction to the Food Industry	COOK01A	5	
	Module 2A: Safety and Sanitation	COOK02A	8	
	Module 6: Vegetables and Fruits	COOK06A	5	
	Module15: Career Opportunities in Commercial Cooking	COOK15	3	21
3. Construction and Carpentry	Module 1: Introductory Safety	CONS01	5	
	Module 2:A Introduction to Wood Theory	CONS02	5	
	Module 3: Layout and Hand Tools	CONS03	5	
	Module 9: Project Finishing	CONS09	6	21 T=50

Section 4

Saskatchewan Apprenticeship Module – Module 88 (Machining -MACH 88)

Ministry of Education

- Learning objectives
- Lesson plans

Ministry of Education Module 88 Objectives & Lesson Plans

http://www.sasklearning.gov.sk.ca/docs/paa/welding/module88.html

ALL PAA ACTIVITIES are kept IN THE STUDENT'S PORTFOLIO BINDERS

8 hrs **Machining Module 88:**	**Apprenticeship in Saskatchewan**
LEARNING OBJECTIVES 88.1 To understand and describe the process and benefits of apprenticeship.	• *Students should recognize that apprenticeship is a process of training and certifying workers in specific trades.* • *Students could perform research to determine which trades are designated in Saskatchewan and how those compare to those in other provinces.* • *Students should brainstorm reasons why a person would become an apprentice.* • *Students should be able to describe the difference between a provincial certification and the Inter-provincial Standards "Red Seal" program.*
88.2 To understand and use the appropriate terminology related to apprenticeship.	*Students should be able to use a wide variety of terms appropriately, including but not limited to the following:* *1. Journeyperson* *2. Indenture* *3. Joint training committee* *4.Pre-employment training* *5.Designated trade and sub-trade* *6. Advanced standing*
88.3 To determine the steps involved in becoming an apprentice.	• *Students need to be aware that the applicant must be working in the trade, must sign a formal contract with the employer and the Saskatchewan Apprenticeship and Trade Certification Commission, and must be prepared to attend technical training, typically once per year.* • *Students could interview a journeyperson or an apprentice to learn about their experience.*
88.4 To determine the relationship between the ATCC and the various trade boards.	• *Students should be aware of how a trade board becomes established, and how a trade becomes designated in Saskatchewan.* • *Each student could contact a trade board, and find out the role they play in the apprenticeship process. They should also determine the relationship between the trade board and the ATCC. Students could share and compare their finding with other students in the class.*
88.5 To develop an understanding of the programs available to help make the transition from secondary level to apprenticeship.	• *Students should be aware of the recognition of time that is available. Students should also be aware of the opportunity for challenging the Level I examination in a given trade, providing certain conditions are met.*
88.6 To determine the length of apprenticeship and the annual training required in a particular trade that may be of interest to the student.	• Students should explore the requirements of one or more specific trades including years and hours required, location of annual training, and the duration of annual training. Students could also explore employability and expected wages for those trades. Share with class
88.7 To explore the qualities of a successful apprentice.	• Students could interview employers -determine personal characteristics that will help make an apprentice in a particular trade successful OR brainstorm a list of qualities and discuss them. With these qualities in mind, the students could gauge their own suitability for a career in that trade.

Saskatchewan
Youth Apprenticeship

Module 88 Lesson Plans
Apprenticeship in Saskatchewan

06/28/2006

Module 88 Apprenticeship in Saskatchewan

Outline of Lesson Plans with Learning Objectives

1. To understand and describe the process and benefits of apprenticeship
    a. Work-based learning process of training and certifying workers
    b. Benefits
        i. Lifestyle
        ii. Satisfaction
        iii. Demand/Opportunities
        iv. Wages/Good Pay
        v. Respect
    c. Red Seal program

2. To understand and use the appropriate terminology related to apprenticeship
    a. Journeyperson
    b. Indenture
    c. Joint training committee
    d. Pre-employment program
    e. Designated trade and sub-trade
    f. Advanced standing

3. To determine the steps involved in becoming an apprentice
    a. Working in the trade
    b. Contract
    c. Technical training
    d. Accumulation of hours

4. To determine the relationship between the SATCC and the various trade boards
    a. Define trade board
    b. Designation
    c. Role of the trade board

5. To develop an understanding of the programs available to help make the transition from Secondary School to apprenticeship
    a. Articulation agreements
    b. SYA
    c. SIAST

6. To determine the length of apprenticeship and the annual training required in a particular trade that may be of interest to the student
    a. Choose a trade to study the years and hours required
    b. Location of annual training
    c. Employability
    d. Expected wages

7. To explore the qualities of a successful apprentice
    a. Personal characteristics and qualities
    b. Essential Skills
    c. Employability Skills
    d. Self-assessment

Lesson 1: The Process and Benefits of Apprenticeship

Objectives: To understand the describe the process and benefits of apprenticeship

Assessment: Anecdotal record sheet of participation

Resources: SATCC website for background information at http://www.saskapprenticeship.ca/index.php
Red Seal website at http://www.red-seal.ca/Site/index_e.htm

Teaching Strategies:

1. Definition of apprenticeship as a process of training and certifying workers in specific trades. Apprenticeship involves a formal agreement between and individual who wants to learn a skill and an employer who needs a skilled worker. Apprentices spend approximately 80% of their time working on the job, learning the skills of the trade from a certified journeyperson. Apprentices usually participate in one formal technical training course per year.
2. **Circle of Knowledge** discussion of reasons individuals might choose apprenticeship in the skilled trades. Have the students as a group come up with and discuss reasons which should include areas such as:
    a. Lifestyle
    b. Satisfaction
    c. Demand
    d. Wages/Good Pay
    e. Respect
    f. Opportunities

3. Red Seal Program – allows recognition of training through a challenge examination to receive certification across Canada. A "Red Seal" attached to a provincial Journeyperson Certificate of Qualification allows the individual to work in their trade in any province or territory in Canada without further examinations or training.

Adaptations: Individuals not able to participate orally may wish to build a concept web using the categories listed in 2.

Anecdotal Records in a Circle of Knowledge

Student Name: _____

Date/Time: _____

Activity: _____

1. Effective Communication Skills **Comments:**

Keys: eye contact
listens attentively
summarizes
clarifies
does not interrupt

2. Contribution Comments:

Keys: stays on topic *
positive contribution **
contributes to information from others
own information is contributed

3. Attitude Comments:

Keys: all opinions respected
disagrees in an agreeable way

*The criterion of relevance is intended to record quality not quantity of response.

**The intent is to record evidence of positive student comments as opposed to negative "put downs" and "one-liners".

Lesson 2: Apprenticeship Terminology

Objective: To understand and use the appropriate terminology related to apprenticeship

Assessment: Students can hand in completed work sheet for marking.

Resources: Dictionaries for groups or individuals
Access to SATCC website (http://www.saskapprenticeship.ca) for some groups or individuals
Glossary of Apprenticeship Terms available at:
http://www.apprenticetrades.ca/en/stakeholders/default.asp?selStakeholder=6

Teaching Strategies:

1. Share the list of terms with the class either with an overhead or individual copies. Discuss which terms may be defined accurately for their purpose in the dictionary and which may need some further research. Most of the terms are defined in *High School to Apprenticeship: A Link to the Future* found on the SATCC website.
2. Assign terms to individuals or groups of students with different search resources, i.e. dictionaries and web resources and allow time for finding the answers
3. Bring the large group back together and have them report on their definitions.
4. Ensure all students have all the terms accurately interpreted.

Adaptations:

1. Pair students who may have trouble with the research skills with more capable researchers
2. Allow time for the pairs or groups to conference to ensure all partners have the agreed upon information and explanation.
3. Provide the terms and accurate definitions as a matching assignment

Apprenticeship Terminology

- Journeyperson (formerly journeyman) is an individual who has worked at a trade for several years, passed all examinations, and has been issued a Journeyperson Certificate of Qualification from the Apprenticeship and Trade Certification Commission

- Indenture is the act of signing an apprenticeship contract with an employer or joint training board and the director of apprenticeship

- Joint training committee is made up of employer and employee representatives in a trade. Joint training committees are established in industries where job changes are frequent; for example, the construction industry. Eligible apprentices can indenture directly to the joint training committee rather than to an employer.

- Pre-employment programs are full time training programs designed for individuals who have no job or skills in a trade, but would like to take training to improve their chances of finding a job

- Designated trade is an occupation designated under *The Apprenticeship and Trade Certification Act*. Designation of an occupation means that legislated rules apply; and that standards, technical training and certification examinations are established

- Sub-trade is a branch of a designated trade that is recognized for training and certification purposes

- Advanced standing is recognition and credit for pre-apprenticeship work experience and technical training; may result in exemption from a level of training

- Apprentice is an individual who is working in a designated trade and has signed a contract of apprenticeship with their employer and the Apprenticeship and Trade Certification Commission

- Compulsory Trade is a trade in which no person may work unless they are a registered apprentice or a journey person

- Apprenticeship Agreement is a written contract between the apprentice and the employer that has been registered with SATCC

- Certificate of Completion is a document issued to individual who have completed all levels of technical training, have accumulated enough hours, and passed the certification examination

- Red Seal is the common name of the national certification program which assists workers seeking employment in any province or territory in Canada

Name: _____ Date: _____

Apprenticeship Terminology

- Journeyperson (formerly journeyman)
- Indenture
- Joint training committee
- Pre-employment program
- Designated trade
- Sub-trade
- Advanced standing
- Apprentice
- Compulsory Trade
- Apprenticeship agreement
- Certificate of completion
- Red Seal

Lesson 3: Steps in Apprenticeship

Objective: To determine the steps involved in becoming an apprentice

Assessment: Anecdotal Record of Group Discussion
Students can submit completed chart for evaluation

Resources: "What is Apprenticeship" pamphlet from SATCC
"High School to Apprenticeship: A Link to the Future" handbook (available online at: http://www.saskapprenticeship.ca/modules.php?name=Sections&op=viewarticle&artid=36

Teaching Strategies:

1. Brainstorm what the students believe are the steps from a high school student to obtaining journey certification.
2. Use either the listed pamphlet or other relevant resource to identify the correct steps for the students.
    a. Be working in the trade for an employer who is willing to provide the necessary on-the-job training and supervision
    b. Sign an apprenticeship contract with the employer and register with the Saskatchewan Apprenticeship and Trade Certification Commission
    c. Attend technical training for the required number of weeks each year
    d. Complete the required number of hours of apprenticeship

3. Discuss the university pathway using Teaching as an example career.

4. Compare and contrast university training with apprenticeship training by placing the following factors in a quadrant chart such as the example provided.

Factors:

- Earn while you learn
- Contract signed
- Specific job-related
- Find your own job first
- Job found after training
- 4-9 weeks of classes per year
- 8 months of classes per year
- Tuition fees paid by individual
- Must attend in Saskatoon or Regina
- Must have a paid job in the field
- Training lasts from 2-4 years
- 4 month summer holiday
- Generally provides training without experience
- Provides on-the-job training
- Tuition in thousands of dollars per year
- Tuition in hundreds of dollars per year
- Teachers can add more examples to total 16-20 factors

Name: _____ Date: _____

Comparison of University and Apprenticeship Training

Add statements provided by your teacher to the chart below under the under the appropriate heading. Some statements may fit under both categories. Be prepared to explain the reasons for your choices.

University	Apprenticeship

Sample Education and Training Factors

- Earn while you learn
- Contract signed
- Specific job-related
- Find your own job first
- Job found after training
- 4-9 weeks of classes per year
- 8 months of classes per year
- Tuition fees paid by individual
- Must attend in Saskatoon or Regina
- Must have a paid job in the field
- Training lasts from 2-4 years
- 4 month summer holiday
- Generally provides training without experience
- Provides on-the-job training
- Tuition in thousands of dollars per year
- Tuition in hundreds of dollars per year
-
-
-

Anecdotal Record for Classroom and Group Discussions

Student Name: _____ Date(s):_____

1. Effective Communication Skills **Teacher Comments:**

a. Eye contact -

b. Listens attentively -

c. Summarizes ideas -

d. Clarifies statements -

e. Does not interrupt -

2. Contributions **Teacher Comments:**

a. Stays on topic -

b. Positive contributions -

c. Information of others is contributed -

d. Own information is contributed -

3. Attitude **Teacher Comments:**

a. Respects others' opinions -

b. Disagrees in an agreeable manner -

Lesson 4: Trade Boards and SATCC

Objective: To determine the relationship between the SATCC and the various trade boards

Assessment: None

Resources: Handout

Name: _____ Date: _____

Trade Boards and SATCC

Trade Boards

- Made up of employers and employees in the trade
- Ensure training standards are maintained to support employability of members
- Maintain job descriptions and exams
- Appointed by the Commission based on recommendations from trade employers
- Range from 4-12 people (6-8 generally)
- Advise the Commission
- Ensure standards are current and up to industry standards
- Elect some Commission Board members
- Meet annually or more often if needed

Saskatchewan Apprenticeship and Trade Certification Commission (SATCC)

- Often referred to as "The Commission" or "Apprenticeship"
- Manages and governs program and standards
- Staff of approximately 50 manage and coordinate apprentices
  - Contracts
  - Training needs
  - Inspect for on-the-job situations

- Field consultants support employers and apprentices
  - Career fairs
  - Counselling individuals
  - Register apprentices

- Some Board members selected by employers/industry and then appointed by government; some are elected by trade boards
- Industry lead organization with most members being employers and employees
- Responsibility for equity programs

Lesson 5: Transition Programs

Objective: To develop an understanding of the programs available to help make the transition from Secondary School to apprenticeship

Assessment: Cooperative Learning Skills Checklist

Resources:

- Copies of the case studies provided.
- Copies of the Articulation Agreements for the appropriate trade-related PAA courses
- SIAST pre-employment information from www.gosiast.com

Strategies:

1. Distribute a case study to each student or pair of students and allow time for reading and formulation of a response.
2. Provide information about the Articulation Agreements in the 8 trade-related curricula available in Saskatchewan. They are Autobody, Mechanical and Automotive, Commercial Cooking, Construction and Carpentry, Horticulture, Electrical, Machining, and Welding.
3. Remind students of the procedures for recording their time on Form 6 available through SATCC.
4. A discussion regarding the benefits for the SYA program could be included here if some of the students have not joined.
5. Students should also be familiar with the Pre-employment programs offered by SIAST.

Adaptations: Pair up stronger readers with those who could use support. Do the same if students will be searching the internet for SIAST information.

Name: _____ Date: _____

Case Study: Nikki Kaczman

"The more I was discouraged by my friends, the more I wanted to prove that I could do it!" says Nikki.
Clearly loving what she does and not putting up with any obstacles, Nikki's been taking Mechanical and Automotive for two years in high school. She even likes to spend time on the weekends fixing her boyfriend's car and her cousin's motorbike.
"When I was younger, in the back of my mind, I always wanted to be a mechanic working on cars," says the grubby young lady in the shop. "My dad let me watch him work on the machinery around the farm and I learned a lot from living in rural Saskatchewan without any brothers."
Nikki's mom really wants her to go into nursing, but Nikki prefers the chances she's been given at the local Coop even if it's mostly pumping gas on weekends and during school holidays when the regular staff want time off.
What does Nikki's boyfriend think of her career choice?
"Well, the guys on the hockey team give me some grief over her knowing more about cars than I do, but she's saved me a few hundred bucks in labour. She's smart enough to do whatever she wants so I guess it's okay with me," says Blair C.
Nikki's experience had obviously taught her a lot, but she will soon have to make some career decisions.

What programs and classes could Nikki access to help her live her dream of becoming a professional mechanic?

Name: _____ Date: _____

Case Study: Caron Smyth

"Having a lively personality is a bonus for me," says Caron as she talks about why she's considering a career in the entertainment industry as a hairstylist and/or makeup artist. "I would love to move to Toronto or Vancouver and work in large stage productions or even television or on movies."
Right now living in a Saskatchewan community with a thriving drama club at school allows her to gain experience working with a local professional. The two of them make a great team with Caron learning the basics even though she is not allowed to cut anyone's hair just yet. The dinner theatre group in Caron's community have asked her to help out with their play in the spring which has a lot of characters needing extensive makeup and hair styling.

As Caron dreams of a life working with the stars, what kinds of programs and classes can she take to start her along her career?

Name: _____ Date: _____

Case Study: Lucas Carriere

"I like to stand back when a project is all done and think about how it started off with a pile of wood and ended up being something people really want to own," says Lucas with a big grin on his face. Standing beside the newly painted garden shed he and his two classmates just finished for a neighbour, Lucas talks about how every aspect of the plan had challenges. From negotiating with the customer about siding and colour to getting the best price for materials to coordinating the tasks to complete the project all the angles had to be worked out.

"Now I am looking for another bigger challenge. My uncle is talking about putting up a new garage in his backyard in the summer, but he's worried about getting good work done for a reasonable cost. I think he'll give me the work, but I'm not sure he's crazy about letting a 17 year old be the boss."

What classes and programs can Lucas take part in to build the kind of experience his uncle will be looking for?

Name: _____ Date: _____

Case Study: Matthew McKay

A lot of 16 year olds might not look forward to helping their father rewire the basement renovation of their house on a Saturday morning, but Matthew sees the experience as part of his plan to become an electrician. "I've always been fascinated by electricity," he says, "Even back when I learned how a flashlight worked with batteries."
"Being an electrician would be a great job choice because of the variety of places I could work," explains Matthew. A lot of local house builders are looking for electricians as are several industries around his home town.
"A friend of my teacher's started out as an apprentice way back in the 80's," says Matthew, "And now he owns his own company with a bunch of guys working for him. That would be sweet!"

What kinds of programs and classes could Matthew become involved in to change his dream into a reality?

Date: _____

Cooperative Learning Skills Checklist

Scale: 1 = rarely
2 = some of the time
3 = most of the time
4= all of the time

Names	Encourages Others	Listens Attentively	Disagrees Agreeably	Summarizes for Understanding	Avoids Put-downs

Lesson 6: Apprenticeship Training

Objective: To determine the length of apprenticeship and the annual training required in a particular trade that may be of interest to the student.

Assessment: Self-Evaluation Checklist

Resources:

- "What is Apprenticeship?" pamphlet available through SATCC or online at http://www.saskapprenticeship.ca/modules.php?name=Sections&op=viewarticle&artid=9
- SATCC website at http://www.saskapprenticeship.ca/
- SIAST website at http://www.gosiast.com
- Apprentice Trades at http://www.apprenticetrades.ca/en/
- Sask Job Futures at http://www.saskjobfutures.ca/

Strategies:

1. Have students choose a trade to investigate:
    a. The years and hours required
    b. Location of annual training
    c. Employability
    d. Expected Wages

2. Have a classroom discussion regarding the differences and similarities of the training programs including such factors as benefits of multiple training sites, chances of employability in the local economy or the reason for large salary ranges.

Adaptations:

1. Provide print copies for students who may have trouble with web-based reading.
2. Invite a consultant from SATCC to provide information on apprenticeship training in Saskatchewan.
3. Have individual students interview an apprentice about the relative benefits or drawbacks to their chosen profession.

Name: _____ Date: _____

Self-Evaluation Checklist

Circle the number you feel best describes your performance generally in class.

Rating Scale
1 = Hardly ever 3 = Most of the time
2 = Some of the time 4 = All of the time

1. I make it a point to listen as much as I talk	1	2	3	4
2. I make appropriate eye contact when I speak	1	2	3	4
3. I do not interrupt when others are speaking	1	2	3	4
4. I encourage others to participate in the discussion	1	2	3	4
5. I do my share when working in a group	1	2	3	4
6. I respect others' feelings even when we disagree	1	2	3	4
7. I try not to act aggressively to get my way	1	2	3	4
8. I praise others when appropriate	1	2	3	4
9. I share my ideas with the group	1	2	3	4
10. I cooperate more than I compete with others	1	2	3	4

Complete the following unfinished sentences as completely as possible:

1. I believe two of my strengths in working with others are

   a.

   b.

2. I think two skills that I could improve on from the above list are

   a.

   b.

Appendix A

Grade 9

PAA Survey Course
Planning Aid Document

Grade 9 PAA Survey Course Plan

School Year: _____ to _____ School: _____

Gr. 8 Teacher: _____

Date: _____

Curriculum Groups (3 or more)	**Modules # and Name**	**Module** Code	**Hours**	**Total Hrs**
	Module ___: _____			
Prescribed Curriculum Grp.	**Prescribed Modules :**			
1. Machining	Module 88: Apprenticeship in Sask.	MACH88	8	
Elective Curriculum Grps	**Elective Modules :**			
2.				
3.				

Total number of instructional hours is to be 50 (or very close)

Remember: ***a) Record Student Module Completion on SDS***
b) Enter Grade 9 PAA Survey Course Completion to MAT and
c) Update Student Module Form

Appendix B

Ministry of Education Gr. 7-9

Recommended selections for
PAA Survey Course Introductory Modules

Ministry of Education -- **Introductory PAA Modules & Module Codes**

level	Module Code	Hours	Prerequisite Modules	Module Name
	Accounting			**Accounting** – *Section/ cluster: Business*
☆	ACCT101A	2-5	None	Module 1A: Introduction to Accounting
☆	ACCT101B	4-8	101A	Module 1B: Accounting Equation
☆	ACCT101C	4-8	101B	Module 1C: Transaction Analysis
☆	ACCT101D	5-7	101C	Module 1D: T- Accounts
☆	ACCT101E	4-7	101D	Module 1E: Financial Statements
☆	ACCT104A	7-9	None	Module 4A: Banking
☆	ACCT107A	10-20	None	Module 7A: Calculator and Business Applications
☆	ACCT113	2-5	None	Module 13: Career Opportunities in Accounting
	Autobody			**Autobody** – *Section/ cluster: Trades*
☆	AUTB01	2-4	None	Module 1: Safety
☆	AUTBO2	4-6	None	Module 2: Auto Design
☆	AUTB03	4-6	01	Module 3: Hand Tools
☆	AUTB04	4-6	01, 03	Module 4: Power Tools
☆	AUTB05	20-30	04	Module 5: Metal Straightening
☆	AUTB06	4-6	02, 04	Module 6: Filling Damage
	Career and Work Exploration			**Career and Work Exploration** - *Section/ cluster: Business*
★	CWEX02A	5-10	Gr 8 -None	Module 2A: Portfolio Building
★	CWEX03	2-3	None	Module 3: Recognizing Networks
★	CWEX04	1-2	None	Module4: Understanding Transferable Skills
★	CWEX09A	3-5	Gr. 8 - None	Module 9: Occupational Health and Safety – Resource for part of this module is
★	CWEX10A	1-2	Gr. 8 None	Module 10A: Labour Standards
★	CWEX12	2	None	Module 12: Workplace Hazardous Materials Information System (WHMIS)
	Clothing, Textiles & Fashion			**Clothing, Textiles & Fashion** – *Section/cluster: Home & Hospitality*
☆	CTFA01	5-10	None	Module 1: Introduction to Sewing
☆	CTFA02	20-25	None	Module 2: The Basics: Successful Sewing

level	Module Code	Hours	Prerequisite Modules	Module Name
	Communications Media			**Communications Media** - *Section/cluster: Communications*
	CMED01	3-5	None	Module 1: Communication Through Media (Core)
	CMED02A	2-3	None	Module 2A: Legal and Ethical Issues (Core)
	CMED03	3-5	None	Module 3: Production Stages (Core)
	CMED04	3-5	None	Module 4: Career Opportunities (Core)
	Communication Production Technology			**Communication Production Technology** – *Section/cluster: Communications*
☆	CPTE01	1-3	None	Module 1: Overview of Communication Production Technology
☆	CPTE02	3-5	01	Module 2: Introduction to Production Stages
☆	CPTE03	2	01	Module 3: Legal and Ethical Issues
★	CPTE04	3-10	01	Module 4: Career Opportunities
☆	CPTE05A	10-20	01, 02	Module 5A: Introductory Video Production
☆	CPTE06A	10-20	01,02	Module 6A: Introductory Audio Production
☆	CPTE07A	10-20	01,02	Module 7A: Introductory Multimedia Production
☆	CPTE08A	20-30	5A or 6A or 7A	Module 8A: Introductory Production Projects
☆	CPTE10	2-4	01,02	Module: 10: Effective Communication
	Construction and Carpentry			**Construction and Carpentry** – *Section/ cluster Trades*
☆	CONS01	5-8	None	Module 1: Introductory Safety
☆	CONS02A	5-8	None	Module 2A: Introductory Wood Theory
☆	CONS03	5-10	01	Module 3: Lay Out and Hand Tools
☆	CONS04A	5-8	01	Module 4A: Portable Power Tools
☆	CONS06A	25-50	01, 03, 04	Module 6A: Introductory Wood Projects
☆	CONS07	5-10	02, 04	Module 7: Concrete, Components and Mixing
☆	CONS08	2-6	01	Module 8: Fasteners and Adhesives
☆	CONS09	5-10	None	Module 9: Project Finishing
★	CONS10	2-6	None	Module 10: Construction and Careers

level	Module Code	Hours	Prerequisite Modules	Module Name
	Commercial Cooking			**Commercial Cooking** – *Section/ cluster: Trades*
☆	COOK01A	5	None	Module 1A: Introduction to the Food Industry
☆	COOK02A	8-10	01	Module 2A: Safety and Sanitation
☆	COOK03A	5	01	Module 3A: Tools and Equipment
☆	COOK04A	8-10	01	Module 4A: Kitchen Organization and Food Preparation
★	COOK06A	5-10	01	Module 6A: Vegetables and Fruits
★	COOK15	2-5	01	Module 15: Career Opportunities in Commercial Cooking
	Cosmetology			**Cosmetology** – *Section/ cluster: Trades*
★	COSM01	3-4	None	Module 1: Introduction to a Salon
★	COSM05A	10-15	None	Module 5: Nail Care
★	COSM06A	15-20	None	Module 6A: Skin Care
★	COSM07	10-15	None	Module 7: Make-up Application
★	COSM08	3-5	None	Module 8: Career Opportunities
	Cow/Calf Production			**Cow/Calf Production** – *Section/ cluster: Agriculture*
★	CALF03	3-4	None	Module 3: Career Exploration
★	CALF23	2-4	None	Module 23: Cattle Breeds
	Dairy Production			**Dairy Production** – *Section/ cluster: Agriculture*
★	DAIR03	3-4	None	Module 3: Career Options
★	DAIR16	2-3	None	Module 16: Milk Production
	Design Studies			**Design Studies** – *Section/ cluster: Communications*
☆	DESTO1	15-25	None	Module 1: The Design Process
☆	DESTO2	15-25	01	Module 2: Design Fundamentals
☆	DESTO3	5-15	None	Module 3: Sketching and Freehand Drawing Fundamentals
☆	DESTO4	10-20	None	Module 4: Modeling
☆	DESTO5	10-15	01	Module 5: Historical Cultural Design
☆	DESTO6	15-25	01,02	Module 6: Two Dimensional Design Applications
☆	DESTO7	5-10	None	Module 7: Three-dimensional Design Applications

level	Module Code	Hours	Prerequisite Modules	Module Name
	Drafting and Computer Aided Design			**Drafting & Computer Aided Design** – *Section/ cluster: Communications*
	DRAF01	10-20	None	Module 1: Computer Aided Drafting Basics
☆	DRAF02	10-15	None	Module 2: Basic Manual Drafting Tools and Procedures
☆	DRAFO3	5-15	None	Module3: Sketching and Freehand Drawing Fundamentals
☆	DRAF04	20-25	01 or 02	Module 4: Multiview Drawing
☆	DRAF05	15-20	01 or 02	Module 5: Pictorial Drawings
☆	DRAF06	15-20	01 or 02	Module 6: Basic Dimensioning
★	DRAF29	10-15	None	Module 29: Surveying
★	DRAF30	2-5	None	Career Opportunities
	Electrical and Electronics			**Electrical and Electronics** – *Section/ Cluster: Trades*
☆	ELEC01A	8-15	None	Module 1A: Safety and Health
★	ELEC02A	10-20	1A	Module 2A: Concepts About Electricity
☆	ELEC17A	10-20	2A	Module 17A: Introduction to Electronic Components
☆	ELEC17B	5-8	None	Module17B: Introduction of Electronics, Diodes
☆	ELEC18A	5-10	2A	Moduel18A: Cells and Small Voltage Sources
★	ELEC19A	4-7	2A	Module19A: Measuring Instruments, Meters
★	ELEC20	2-5	None	Module20: Careers
☆	ELEC22A	5-10	2A	Module22A: Soldering, De-soldering and Recycling Components
★	ELEC31	5-10	1A, 2A	Module31: Robotics
★	ELEC32A	5-10	1A, 2A	Module32A: Computer Recycling
	Energy and Mines			**Energy and Mines** – *Section/ cluster: Natural Resources*
★	ENM101	6-8	None	Module1: Introduction to Energy and Mines
	Entrepreneurship			**Entrepreneurship** – *Section/ cluster: Business*
☆	ENTR101	3-5	None	Module 1: Introduction to Entrepreneur
☆	ENTR103	10-15	01	Module 3: Entrepreneurial Skills
	Food *Studies*			**Food Studies** - *Section/ cluster: Home & Hospitality*
☆	FOOD01	8-10	None	Module 1: Kitchen Basics
☆	FOOD02	8-10	Non	Module 2: Kitchen and Food Safety
☆	FOOD03	10-15	None	Module 3: Baking Basics
☆	FOOD04	10-15	None	Module 4: Food and Health

level	Module Code	Hours	Prerequisite Modules	Module Name
☆	FOOD09	5-10	None	Module 9: Snacks
★	FOOD10	6-8	None	Module 10: Canada's Food Guide
★	FOOD28	5-6	None	Module 28: Exploring Careers
	Forestry Studies			**Forestry Studies** – *Section/ cluster: Natural Resources*
☆	FRST02	4-8	None	Module 2: Forest Sector Careers
☆	FRST03	4-6	None	Module 3: Forestry Ecology
★	FRST09A	4-6	None	Module 9A: Occupational Health and Safety
★	FRST10	2-3	None	Module 10: Labour Standards
	Horticulture			**Horticulture** – *Section/ cluster: Agriculture*
☆	HORT01	5-15	None	Module 1: Botony
☆	HORT02	5-10	01	Module 2: Soil Characteristics
☆	HORT03	5-15	None	Module 3: Indoor and Outdoor Plant Clarification
☆	HORT04A	3-9	None	Module 4A: Safety – Recognizing Hazards
★	HORT05	2-5	None	Module 5: Careers Opportunities in Horticulture
☆	HORT07	5-15	None	Module 7: Plant Production
☆	HORT15	5-10	01	Module 15: Container Gardening
☆	HORT25	15-20	01, 07	Module 25: Vegetable C=Gardens
	Information Processing			**Information Processing** – *Section/ cluster: Business*
☆	INFO101	5-10	None	Module 1: Information to Computer Technology
☆	INFO102	20	None	Module 2: Learning to Keyboard by Touch
☆	INFO103	5-10	01	Module 3: Information Processing Activities
☆	INFO104	5-10	02	Module 4: Information Processing Projects
☆	INFO107	5-10	02	Module 7: Developing IP skills for Personal Use
☆	INFO108	20-25	02	Module 8: Introductory Word Processing and Formatting
☆	INFO111	10-15	02	Module 11: Internet Theory, Use and Exploration
☆	INFO123	2-5	None	Module 23: Career Opportunities in Information Processing

level	Module Code	Hours	Prerequisite Modules	Module Name
	Mechanical and Automotive			**Mechanical and Automotive** – *Section/ cluster: Trades*
☆	MECH01	10-20	None	Module 1: Introduction to the Automobile
☆	MECH02	4-10	None	Module 2: Automotive Processes
☆	MECH03	4-12	None	Module 3: Safety Equipment, Hazardous Materials and House Keeping
☆	MECH05	15-25	03	Module 5: Hand and Power Tools
★	MECH06	5-10	03	Module 6: Fasteners and Gaskets
★	MECH10	3-5	03	Module 10: Oils and Lubricants
★	MECH23A	10-15	03	Module 23A: Small Engine Repair
★	MECH34	2-5	None	Module 34: Career Opportunities
	Photography			**Photographic, Photography** – *Section/ cluster: Communications*
☆	PHGA01	3-5	None	Module 1: Introduction to Photography
☆	PHGA02A	5-8	01	Module 2A: Camera Controls and Functions
☆	PHGA03A	15-20	2A	Module 3A: Basic Photographic Skills
☆	PHGA04A	2-3	None	Module 4A: Safety and Sustainability
☆	PHGA05A	8-10	3A	Module 5A: Composition
☆	PHGA06A	6-8	2A	Module 6: Focal Length and Camera Lenses
☆	PHGA07	7-8	6A	Module 7: Understanding Light
☆	PHGA08	3-5	None	Module 8: Career and Occupational Opportunities
☆	PHGA09	3-5	7	Module 9: Color and Light Balance
☆	PHGA11A	8-10	5	Module 11: Image Adjustment
☆	PHGA12A	2-3	None	Module 12: Legal & Ethical Issues
☆	PHGA13A	10-15	11	Module 13: Image Manipulation
	Theatre Arts			**Theatre Arts** – *Section/ cluster: Communications*
★	THEA01	4-6	None	Module 1: Introductory Orientation
★	THEA02	15-20	01	Module 2: Set Design
★	THEA03	10-12	01	Module 3: Stage Lighting
★	THEA06	8-10	01	Module 6: Costume
★	THEA07	10-15	01	Module 7: Make Up and Hair
	Welding			**Welding:** *Section/ cluster: Trades*
☆	WLDG01	2-3	None	Module 1: General Shop Safety
☆	WLDG03	3-15	None	Module 3: Hand and Power Tools

☆	WLDG05	2-4	01	Module 5: Oxy-Acetylene Start –up and Cutting
☆	WLDG09	5-6	05	Module 9: Oxy-acetylene Welding
☆	WLDG14	3-4	None	Module 14: Shield Metal Arc Welding Procedures and Equipment
☆	WLDG15	1-2	None	Module 15: Electric Arc Welding Faults
☆	WLDG16	1-2	None	Module 16: Electric Arc Welding
☆	WLDG17	1-2	None	Module 17: Electric Arc Welding Electrodes
☆	WLDG18	5-7	16, 17	Module 18: Electric Arc Welding Skill Development (7014, 7024, 7018 & 6010)
☆	WLDG19	15-20	18	Module 19: Electric Arc Welding Skill Development (Padding & Butt Weld)
☆	WLDG21A	15-20	19	Introductory Project
level	**Module Code**	**Hours**	**Prerequisite Modules**	**Module Name**
	Wildlife Management			**Wildlife Management** –*Section/ Cluster: Natural Resources*
☆	WILD01	10-20	None	Module 1: Wildlife and Ecosystems
☆	WILD02	10-20	None	Module 3: Natural History of Saskatchewan Wildlife
☆	WILD03A	10-20	None	Module 3A: Outdoor Experience.
★	WILD06	5-10	None	Module 6: Fishing and the Aquatic Environment
★	WILD07	5-10	None	Module 7: Wildlife: A First Nations Perspective

Appendix C

For grades 7-9

NLSD #113 PAA Module Completion FORM

Form 240-3

NLSD PAA MODULE RECORD FORM
PAA Survey Course - Module Completion

Practical Applied Arts Survey Course (50 Hour)Program 20 ___

GRADE _____

School:	Teacher

Student's Name:	Saskatchewan Student Learning ID #

Month and Yr	Code of Module Completed	Name of Module Completed	Hrs for this Module

Note: One copy of the intended module outline for each class should be submitted to the principal at the beginning of each semester/year for submission to the Career Development Consultant at Division Office.

Data Entry Date:

Admin. Initials:

1/23/2012

Appendix D

Grades 7-9

How to Record PAA Module Completion on Ministry of Education (Sask.) Student Data System

Appendix D

How to Record Practical and Applied Arts Modules and FAQS (Frequently Asked Questions)

1. What do I need to have available in order to record the PAA modules?

- Authorization
- Student Name
- Ministry of Education (Saskatchewan Learning) Department numbers a.k.a. Saskatchewan Learning I.D.
- Ministry of Education Modules successfully completed

2. What are the steps to record PAA modules?

******If you are the person designated by your school principal* to enter data you must get authorization and be made aware of Student Tracking Protocol.**
To get the forms required and instruction on entering contact:

Brenda Bates, Administrative Assistant to the Director of Education
Direct line (306) 425-8434; e-mail brendabates@nlsd113.net

Go to http://www.sasked.gov.sk.ca/
Click on Teachers and School Administration
Click on Student Data System – This will open Student Service page
Scroll down and click on Student Data System Web Application
Click on Educator
Click on Individual Practical and Applied Arts Module Recording
The Security Disclaimer screen will appear.
Click on I Agree then click on submit
Authorized User Log In will automatically appear
Enter your authorized user log in USER NAME and PASSWORD
You are now in the PAA Module Recorder – Enter the student's Saskatchewan Learning I.D.
Click on search
The PAA Module Recording Screen will appear with:
Student Personal Information
Practical and Applied Arts Module History
Click on ADD
The Recording screen will display:
Student Personal Information
Module Information
Under School Information – choose your school (you will not be able to access other schools)
Choose the correct school year for module completion
Check off all of the modules successfully completed by the student in the recording period
Click on SUBMIT
This is your last chance to confirm that your entry is correct. If it is not press CANCEL and you will be taken back to the previous page. If your entry is correct – press SUBMIT
The module is now permanently recorded.

3. **How do I correct any mistakes I make while recording modules?** You can't! Do not enter a module unless it is completed and correct. You cannot correct mistakes once you have recorded the module. There are several opportunities in the recording process to review the material entered before the final data is submitted.

4. Do teachers and/or Career Transition Teachers need to check SDS to see which PAA modules the student has completed? Yes! Teachers and/or Career Transition Teachers must review each student's PAA modules to make sure that modules are not being repeated.

5. What are the responsibilities middle years teachers and Career Transition Teachers?
PAA teachers and Career Transition Teachers need to make every effort possible to ensure that students are not repeating successfully completed modules (except safety modules).

6. Are modules completed by Middle Level students recorded? YES. These modules are recorded and **not repeated** at high school.

7. What if the student has passed modules in the course but has not passed the entire course? All successfully completed modules are to be recorded – even if the student does not pass the course. This requires teachers to evaluate by module rather than the course as a whole. Module recording relies on ongoing assessment, evaluation and recording of modules by the teacher. Teachers are responsible for determining module evaluation criteria using guidelines set out in the individual PAA curriculum.

8. Are modules from Locally Developed Curriculum and Special Projects recorded? NO. These are considered electives not PAA courses. There is no place on the SDS to record these modules

?????9, Are there any exceptions to the above? Yes. Exploring Trades and Technology has been given special status as a PAA course.

10. Are teachers allowed to recognize modules completed outside of school curriculum?
NO. If a student has acquired the module outcomes via activities outside of the classroom prior learning assessment and recognition (PLAR) is not allowed. Record only those modules completed under teacher supervision.

11. Am I using the correct PAA course code and PAA module code? Note that Middle years PAA Courses do not have course codes. Only PAA modules are entered on Sask. Data System. The Course is entered on the NLSD MAT.