

2010 Saskatchewan Curriculum – Renewed Curricula, Understanding Outcomes and the Alignment with *The 7 Habits of Highly Effective People* encompassed within *The Leader In Me* process.

Understanding the Conceptual Foundations

An effective learning program is purposefully planned to connect the parts to the whole. The Broad Areas of Learning, Cross-curricular Competencies, area of study K-12 aims and goals, and grade-level outcomes are interconnected. It is important that teachers keep this interconnectedness in mind when planning.

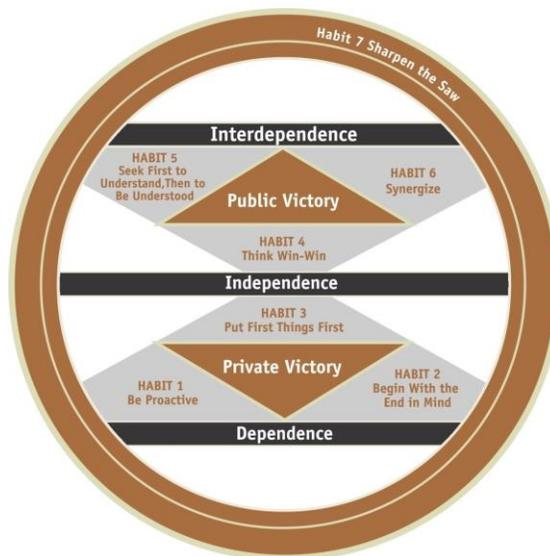
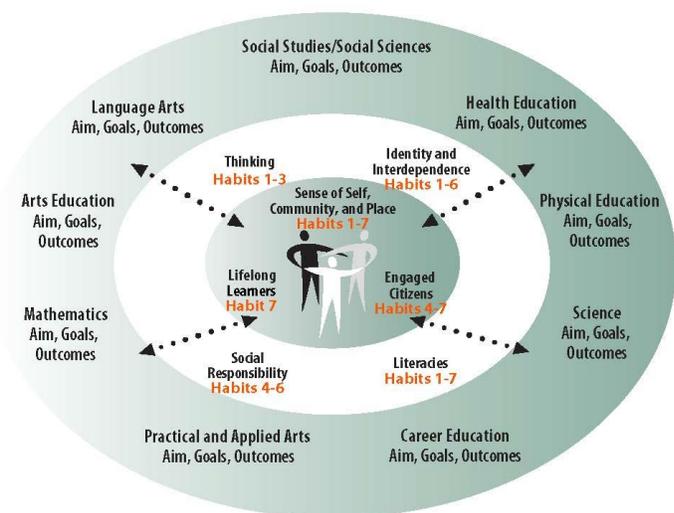
Education Sector Strategic Plan, 2014-2020 (Level 1)

Cycle 1

Existing over time		Short Term (Upcoming Year)	
Culturally relevant and engaging curriculum Differentiated, high quality instruction Culturally appropriate and authentic assessment Targeted and relevant professional learning Strong family, school, and community partnerships Alignment of human, physical, and fiscal resources	Correlations	In partnership with FNM stakeholders, develop a FNM student achievement initiative. Identify and implement a unified set of provincial high impact reading assessment, instruction, and intervention strategies in 2014-15.	Correlations
	Correlations	Hoshin (Improvement Breakthroughs)	Correlations
Strategic Intent: I am ready to learn. I am valued. I belong. I am successful. I am preparing for my future.		Improve at Targets	Correlations
By June 2015, at least 78% of Grade 3 students will be reading at or above grade level. By June 2018, 80% of grades 5 and 8 students will be proficient on identified numeracy outcomes on the provincial math assessment. By June 2020, at least 80% of grades 4, 7, and 10 students will be proficient on the provincial writing assessment. Achieve a 7% increase in the FNM graduation rate per year. Achieve a 3% total increase in the provincial graduation rate per year. By June 2020, all students report high levels of engagement in their learning. Achieve accumulated operational savings by 2016 to reassign to system strategies. In 2014-15, all school divisions will administer the Early Years Evaluation to all Kindergarten students to establish baseline data. By June 2015, align the work of the Education Sector Strategic Plan with the SK Child and Family Interministerial table.		Correlations	Correlations
By June 2020, 80% of students will be at grade level or above in reading, writing, and math. By June 2020, collaboration between FNM and non-FNM partners will result in significant improvement in FNM achievement and graduation rates. Saskatchewan's graduation rate will be 85% by 2020. By 2017, the increase in operational education spending will not exceed the general wage increases and inflationary costs within the sector while being responsive to the challenges of student need, population growth, and demographic changes. By June 2020, 90% of students exiting Kindergarten will score within the appropriate range in 4 of the 5 domains as measured by the Early Years Evaluation (EYE).		Correlations	Correlations
Long Term (Six Years)			

Strategic Intent:
I am ready to learn: I am safe, healthy and hopeful.
I am valued: I have a voice and am supported in my ways of learning.
I belong: I contribute, am respected and respectful.
I am successful: at levels appropriate for my ability and aspiration.
I am preparing for my future: in education, in employment, in my community and in life.

Hoshin and Outcome Teams:
FNM student achievement initiative: Don Rempel, Marlene Nicholls, Ross Brown
Reading assessment, instruction and intervention strategies: Liam Choo Foo, Terric Cychmistruk, Doug Robertson
At grade level or above in reading, writing, and math: Darrell Zaba, Duane Haak, Rob Currie
Significant improvement in FNM achievement and graduation rates: Robert Bratvold, Randy Fox, Daryl Sametz
SK grad rate will be 85%: Avon Whittles, Bob Smith, John Kuzbik
Operational education spending: Dwayne Reeve, Herb Sutton
Students exiting Kindergarten score within appropriate range: Greg Chatlain, Celeste York, Bernard Roy, Lorel Trumler



Assessment and Evaluation

Assessment and evaluation are integral components of the teaching-learning cycle. Effectively planned assessment and evaluation promotes learning, builds confidence, and develops students' understanding of themselves as learners. Effectively planned assessment and evaluation also improves and guides future instruction and learning.

Assessment is the act of gathering information on an ongoing basis in order to understand individual students' learning and needs.

Evaluation is the culminating act of interpreting the information gathered through relevant and appropriate assessments for the purpose of making decisions or judgements, often at reporting time.

Assessment and evaluation are continuous activities that are planned for and derived from curriculum outcomes and consistent with the instructional learning strategies. The depth and breadth of each outcome, as defined by the indicators, informs teachers of the skills, processes, and understandings that should be assessed.

Effective and authentic assessment and evaluation involves:

- designing performance tasks that align with curricular outcomes
- involving students in determining how their learning will be demonstrated
- planning for the three phases of assessment and evaluation is indicated in the table below

Note to Reader: The dark blue hi-lited content represents the alignment to The Leader In Me framework. You will find The Leader In Me framework on page 3.

Phases of Assessment and Evaluation	Purpose	Also Called
Assessment <i>for</i> learning (before) *School Goals, Team Goals, Staff Goals, Student Goals (<i>before</i>)	To determine students' prior knowledge and skills. Align individual student academic goal to provincial, division, school, and classroom outcomes. Help establish personal goal as part of self-mastery.	Diagnostic assessment
Assessment <i>for</i> and <i>as</i> learning (during) *Leadership Notebooks, Student-Led Conferences, School and Classroom Score-Boarding (<i>during</i>)	To determine the next steps in learning Next steps in learning are determined on continual sharing, reflection and if/when updating of the goals above, inclusive of all stakeholders – staff, students and parents.	Formative assessment
Assessment <i>of</i> learning (after) *Teacher Planning and Reflection, Collaborative Protocols, Student-Led Learning, Parent Engagement (<i>after</i>)	To judge what students have learned based on data obtained through several recent and varied assessment techniques. To assess what all stakeholders have learned and practiced based on the data obtained and shared.	Summative assessment and evaluation

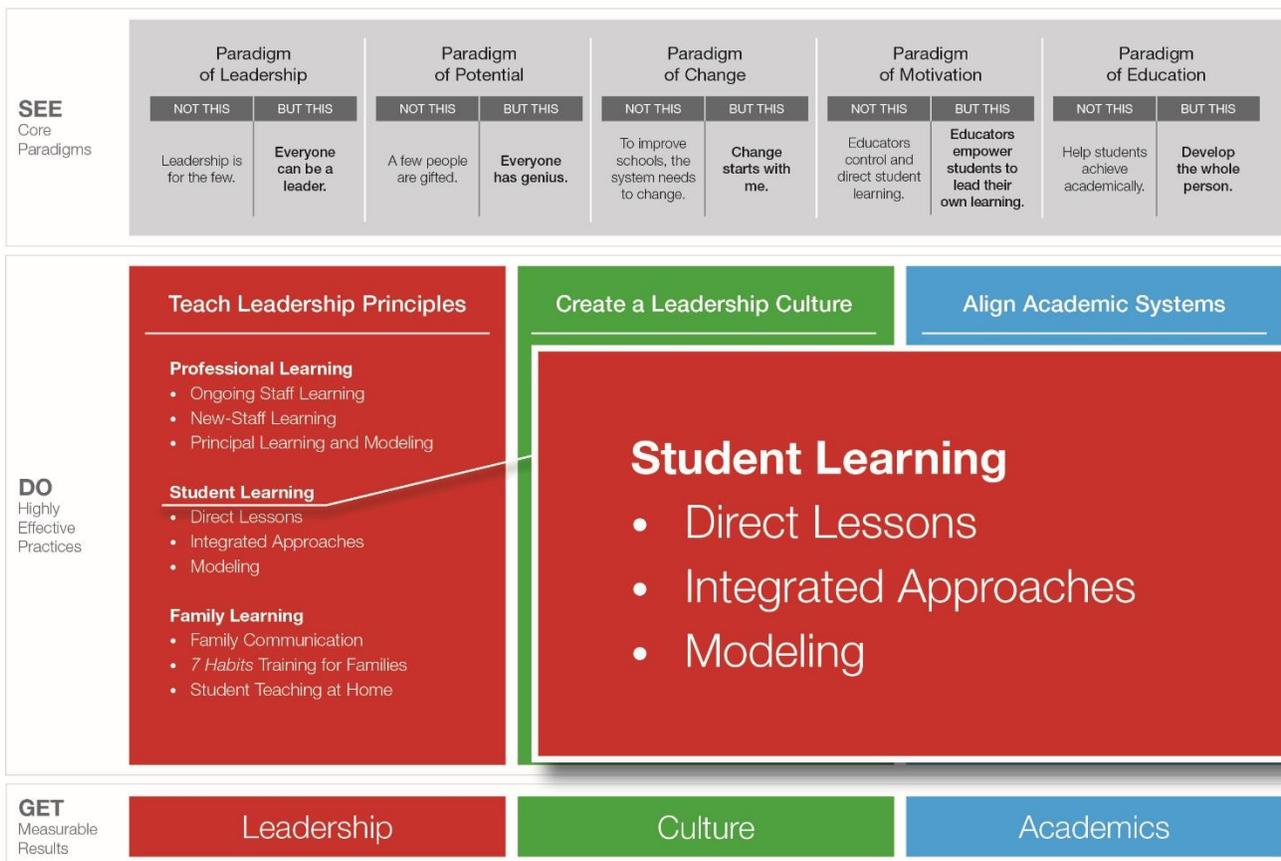


“THE CRITICAL LINK”

Higher Order Learning

The Leader In Me Framework is utilized by the school and a personal Coach for planning, accountability, assessment and continual progress.

The LeaderinMe® Framework



The LeaderinMe | Coaching System™

Integrated Approaches to Student Learning

↑ HIGHER-ORDER LEARNING	LEVEL OF APPLICATION	STUDENT IMPACT
	ADVANCED (Alignment to Bloom's evaluating/creating levels)	Students are able to transfer highly effective practices to real-life situations. Students can generate possibilities and alternatives using Highly Effective Practices.
	INTERMEDIATE (Alignment to Bloom's applying/analyzing levels)	Students share connectors between Highly Effective Practices and prior learning. Students can evaluate arguments and actions of themselves and others based on Highly Effective Practices.
	BASIC (Alignment to Bloom's remembering/understanding levels)	Students can explain how the 7 Habits may affect the outcome of a story, historical event, current event, etc. Students are able to transfer knowledge about the 7 Habits to daily life inside and outside school.
	None	Students are unfamiliar with the 7 Habits and the Highly Effective Practices.

Habit 7: Sharpen the Saw

I take time for myself every day because it gives me the ability to do everything else.

PRINCIPLES: Renewal, continuous improvement, and balance.

Integrated Approaches Sound Like...

HIGHLY EFFECTIVE PRACTICES	
Achieve the Daily Private Victory (Body, Brain, Heart, and Soul)	
ADVANCED	"If you made it a habit to sharpen your saw daily, what would be different a month from now?"
INTERMEDIATE	"On the tables are pieces of paper labeled 'body,' 'brain,' 'heart,' and 'soul.' As your group visits each table, work interdependently and write as many ways to sharpen each area as you can."
BASIC	"Today we will sharpen our body and brain as we learn a new skill in gym class."

Appendix A: Broad Areas of Learning

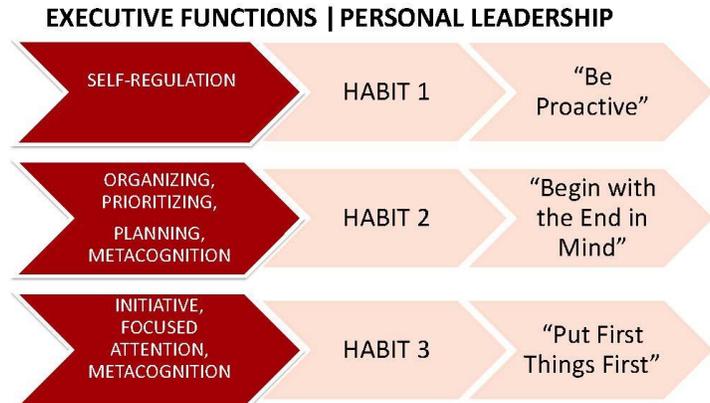
Note to Reader: The Broad Areas of Learning reflect the desired attributes for Saskatchewan’s PreK-12 students. The descriptions below show the knowledge (factual, conceptual, procedural, metacognitive) that students will achieve throughout their PreK-12 schooling career.

Refer to page 6 for snapshot of alignment.

Sense of Self, Community, and Place

(Related to the following Goals of Education: Understanding and Relating to Others, Self Concept Development, and Spiritual Development)

Students possess a positive sense of identity and understand how it is shaped through interactions within natural and constructed environments. They are able to nurture meaningful relationships and appreciate diverse beliefs, languages, and practices from the First Peoples of Saskatchewan and from the diversity of cultures in our province. Through these relationships, students demonstrate empathy and a deep understanding of self, others, and the influence of place on identity. In striving to balance their intellectual, emotional, physical, and spiritual dimensions, students’ sense of self, community, and place is strengthened.



Lifelong Learners

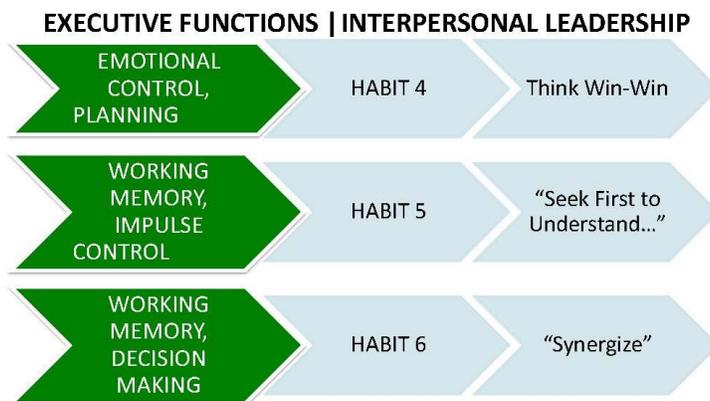
(Related to the following Goals of Education: Basic Skills, Lifelong Learning, Positive Lifestyle)

Students are curious, observant, and reflective as they imagine, explore, and construct knowledge. They demonstrate the understandings, abilities, and dispositions necessary to learn from subject discipline studies, cultural experiences, and other ways of knowing the world. Such ways of knowing support students’ appreciation of Indigenous worldviews and learning about, with, and from others. Students are able to engage in inquiry and collaborate in learning experiences that address the needs and interests of self and others. Through this engagement, students demonstrate a passion for lifelong learning.

Engaged Citizens

(Related to the following Goals of Education: Career and Consumer Decisions, Membership in Society, and Growing with Change)

Students demonstrate confidence, courage, and commitment in shaping positive change for the benefit of all. They contribute to the environmental, social, and economic sustainability of local and global communities. Their informed life, career, and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, natural and constructed environments. Along with this responsibility, students recognize and respect the mutual benefits of Charter, Treaty, and other constitutional rights and relationships. Through this recognition, students advocate for self and others, and act for the common good as engaged citizens.



Appendix B: Cross-curricular Competencies

Although described separately, the cross-curricular competencies (i.e., Thinking, Identity and Interdependence, Literacies, and Social Responsibility) are interrelated. They are intended to embrace the Common Essential Learnings and support student achievement of subject area outcomes and, ultimately, the provincial Goals of Education (as expressed through the Broad Areas of Learning). These competencies will “strengthen and enrich students’ present learning and future lives” (Saskatchewan Education, 1988, p.11).

The competencies are addressed through all areas of study and through school and classroom routines, relationships, and environments. Such inclusive, culturally diverse, resource-rich environments include increasingly networked, technology-rich classrooms.

Each cross-curricular competency has three K-12 goals:  Student Leadership Portrait™

- Goals to develop Thinking are:
 - Think and learn contextually
 - Think and learn creatively
 - Think and learn critically.
- Goals to develop Identity and Interdependence are:
 - Understand, value, and care for oneself (intellectually, emotionally, physically, spiritually)
 - Understand, value, and care for others
 - Understand and value social, economic, and environmental interdependence and sustainability.
- Goals to develop Literacies are:
 - Construct knowledge related to various literacies
 - Explore and interpret the world using various literacies
 - Express understanding and communicate meaning using various literacies.
- Goals to develop Social Responsibility are:
 - Use moral reasoning processes
 - Engage in communitarian thinking* and dialogue
 - Take social action.



These interrelated K-12 goals express the breadth of each competency. The outcomes listed below each goal on the following pages show what students will know, understand, and be able to do related to a particular goal at the end of each grade in each area of study. Such knowledge (factual, conceptual, procedural, metacognitive) can be demonstrated in developmentally appropriate ways. (See Appendix for definitions of knowledge dimensions). Embedded within these four competencies is the effective use of technology for teaching and learning. In addition, foundational to the Cross-curricular Competencies are Indigenous epistemologies.

Each of the 7 Habits is based on principles of effectiveness, paradigms that are aligned with principles and practices that produce effective results. Refer to page 7 for Treaty Education outcomes.

What Parents and Business Leaders Want	21 st Century Life Skills/ SK Broad Areas of Learning / SK Cross-curricular Competencies	Indigenous Teachings and Treaty Education <i>(for alignment purposes only with respect to all territories and their teachings)</i>	The 7 Habits of Highly Effective People <i>(foundation of The Leader In Me process)</i> Each of the 7 Habits is based on principles of effectiveness, paradigms that are aligned with principles and practices that produce effective results.
INDEPENDENCE	Sense of Self	Miyo-wicêhtowin (Good Relations)	HABITS 1 – 3 (Private Victory – “I”)
<ul style="list-style-type: none"> • Goal setting • Organization • Time Management • Planning 	<ul style="list-style-type: none"> • Initiative • Responsibility • Self-direction • Personal Productivity <p>Basic Skills, Positive Lifestyle, Self-Concept Development, Career & Consumer Decisions</p> <p>Understand and Value Self, Identity, Moral Reasoning, Think and Learn, Take Action</p>	<ul style="list-style-type: none"> • Self-discipline, <i>honesty</i> • Self-esteem, <i>courage</i> • Self-direction, <i>faith, hope, and belonging</i> • Self-mastery, <i>respect and value life</i> <p>Treaty Education - Spirit and Intent of Treaties (SI)</p>	<p>Be Proactive® - The Habit of Personal Responsibility (You're In Charge) Responsibility, choice, accountability, initiative, resourcefulness</p> <p>Begin With the End in Mind® - The Habit of Personal Vision (Have A Plan) Vision, commitment, purpose</p> <p>Put First Things First® - The Habit of Personal Management (Work First, Then Play) Focus, integrity, discipline, prioritization</p>
INTERDEPENDENCE	Community & Place	Witaskêwin (Living together harmoniously)	HABITS 4 – 6 (Public Victory – “We”)
<ul style="list-style-type: none"> • Teamwork • Conflict Management • Creativity • Analytical skills 	<ul style="list-style-type: none"> • Problem Solving • Communication • Collaboration • Cross-Cultural Skills <p>Membership in Society, Understanding and Relating to Others</p> <p>Explore and Interpret, Construct Knowledge, Care for Others, Express and Communicate, Social Responsibility</p>	<ul style="list-style-type: none"> • Mutual dependence, <i>obedience, listening and humility</i> • Transition figure, <i>enthusiasm and responsibility</i> • Understand and relate to others, the environment, <i>love and happiness</i> • Abundance mentality, <i>thankfulness, sharing, generosity</i> <p>Treaty Education - Treaty Relationships (TR)</p>	<p>Think Win-Win® - The Habit of Mutual Benefit (Everyone Can Win) Mutual benefit, fairness, abundance</p> <p>Seek First to Understand, Then to Be Understood® - The Habit of Empathic Communication (Listen Before You Talk) Respect, mutual understanding, empathy, courage</p> <p>Synergize® - The Habit of Creative Cooperation (Together Is Better) Creativity, cooperation, diversity, humility</p>
RENEWAL	Lifelong Learning	Miyo-pimatisiwin (The Good Life)	HABIT 7 (Mind, Heart, Body, Spirit)
<ul style="list-style-type: none"> • Fun • Desire to Learn • Good Health and Hygiene 	<ul style="list-style-type: none"> • Meaningful Work • Emotional Stability • Practical Skills <p>Growing with Change, Lifelong Learning, Spiritual Development</p> <p>Understand, Value and Care for Oneself</p>	<ul style="list-style-type: none"> • Peace of heart and mind • Cleanliness, <i>clean thoughts, clean mind</i> • Spiritual strength, <i>truth, fortitude and faith</i> • Achieve balance and well-being, <i>renewal</i> <p>Treaty Education - Treaty Promises and Provisions (TPP)</p>	<p>Sharpen the Saw® - The Habit of Daily Self Renewal (Balance Feels Best) Renewal, continuous improvement, balance</p> <p>Creative work that leads to personal growth, consideration and a sense of belonging, adequate compensation and rewards and a compelling purpose to serve.</p> <p>Pimâcihowin (Making A Living) The ability to make a living is central to life on the land – emotional, spiritual, economical and physical dimensions.</p>

Treaty Relationships (TR)

Goal: By the end of Grade 12, students will understand that Treaty relationships are based on a deep understanding of peoples' identity which encompasses: languages, ceremonies, worldviews, and relationship to place and the land.

Examples of Alignment: Interdependence Habits 4-6, The Public Victory "We" (community, place, belonging) and Habit 7, Renewal (lifelong learning, Miyo-pimatisiwin – The Good Life, Pimâcihowin - Making A Living)

Habit 4 Think Win-Win (*identity, mutual benefit*), Habit 5 Seek First to Understand Than To Be Understood (*deep understanding, empathic communication*), Habit 6 Synergize (*creative cooperation*) and Habit 7 Sharpen The Saw (*relationship to place and the land*)

Spirit and Intent of Treaties (SI)

Goal: By the end of Grade 12, students will recognize that there is interconnectedness between thoughts and actions which is based on the implied and explicit intention of those actions. The spirit and intent of Treaties serve as guiding principles for all that we do, say, think, and feel.

Examples of Alignment: Independence Habits 1-3, The Private Victory "I" (spirit, self-mastery, sense of self, Wîtaskêwin – Living Together Harmoniously)

Habit 1 Be Proactive (*intention, thought, personal responsibility*), Habit 2 Begin With the End In Mind (*plan of action, personal vision*), Habit 3 Put First Things First (*guide, personal management*). See-Do-Get model (*interconnectedness*)

Historical Context (HC)

Goal: By the end of Grade 12, students will acknowledge that the social, cultural, economic, and political conditions of the past played and continue to play a significant role in both the Treaty reality of the present and the reality they have yet to shape.

Examples of Alignment: See-Do-Get model (interconnectedness)

The present Treaty reality is of Dependence while the intent was one of Independence (*self-mastery Habits 1-3, Private Victory*) and Interdependence (*community and belonging, partnering together to effectively shape the future Habits 4-6, Public Victory*).

Treaty Promises and Provisions (TPP)

Goal: By the end of Grade 12, students will appreciate that Treaties are sacred covenants between sovereign nations and are the foundational basis for meaningful relationships that perpetually foster the well-being of all people

Examples of Alignment: Interdependence Habits 4-6, The Public Victory "We" (community, place, belonging) and Habit 7, Renewal (lifelong learning, Miyo-pimatisiwin – The Good Life, Pimâcihowin - Making A Living)

Habit 4 Think Win-Win (*Treaty promises, mutual benefit*), Habit 5 Seek First to Understand Then to Be Understood (*meaningful relationships, empathic communication*), Habit 6 Synergize (*foster, creative cooperation*), Habit 7 Sharpen the Saw (*well-being*)

Appendix C: Aims for Areas of Study

Arts Education

The K-12 aim of arts education curricula is to enable students to understand and value arts expressions throughout life.

Career Education

The aim of career education curricula is to enable all students to develop essential skills and career management competencies to assist them in achieving their potential as they construct their personal life and work career.

English Language Arts

The K-12 aim of English language arts curricula is to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction.

Health Education

The K-12 aim of health education curricula is to develop confident and competent students who understand, appreciate, and apply health knowledge, skills, and strategies throughout life.

Mathematics

The K-12 aim of mathematics curricula is to help students develop the understandings and abilities necessary to be confident and competent in thinking and working mathematically in their daily activities and ongoing learnings and work experiences. The mathematics program is intended to stimulate the spirit of inquiry within the context of mathematical thinking and reasoning.

Physical Education

The K-12 aim of physical education curricula is to support students in becoming physically educated individuals who have the understandings and skills to engage in movement activity, and the confidence and disposition to live a healthy, active lifestyle.

Practical and Applied Arts

The aim of practical and applied arts curricula is to enable students, through exploration and experience, to demonstrate practical skills and understanding in the context of practical and applied arts.

Science

The K-12 aim of science curricula is to enable students to develop scientific literacy within the context of Euro-Canadian and Indigenous heritages, both of which have developed an empirical and rational knowledge of nature.

Social Studies and Social Sciences

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

Appendix D: Goals for Areas of Study

Refer to provincial curriculum documents in each area of study for more detailed explanations of the following K-12 goals.

Arts Education

- Cultural/Historical (CH) - Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts and understand the connection between the arts and the human experience.
- Critical/Responsive (CR) - Students will respond to artistic expressions of Saskatchewan, Canadian, and International artists using critical thinking, research, creativity, and collaborative inquiry.
- Creative/Productive (CP) - Students will inquire, create, and communicate through dance, drama, music, and visual art.

Career Education

- Change and Growth (CG) - Students will develop career management competencies through an exploration of personal change and growth.
- Connections to Community (CC) - Students will explore the connections between learning and work pathways and their connections to community.
- Life and Work Plan (LW) - Students will engage in inquiry to construct a personal life and work plan.

English Language Arts

- Comprehend and Respond (CR) - Students will extend their abilities to view, listen to, read, comprehend, and respond to a range of contemporary and traditional grade-level texts in a variety of forms (oral, print, and other texts) from First Nations/Métis and other cultures for a variety of purposes including for learning, interest, and enjoyment.
- Compose and Create (CC) - Students will extend their abilities to represent, speak, and write to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.
- Assess and Reflect (AR) - Students will assess their own language skills; discuss the skills of effective viewers, representers, listeners, speakers, readers, and writers; and set goals for future improvement.

Health

- Understanding, Skills, and Confidences (USC) - Students will develop the understanding, skills, and confidences necessary to take action to improve health.
- Decision Making (DM) - Students will make informed decisions based on health-related knowledge.
- Apply Decisions (AP) - Students will apply decisions that will improve personal health and/or the health of others.

Mathematics

- Logical Thinking - Through their learning of K-12 mathematics, students will develop and be able to apply mathematical reasoning processes, skills, and strategies to new situations and problems.
- Number Sense - Through their learning of K-12 mathematics, students will develop an understanding of the meaning of, relationships between, properties of, roles of, and representations (including symbolic) of numbers and apply this understanding to new situations and problems.
- Spatial Sense - Through their learning of K-12 mathematics, students will develop an understanding of 2-D shapes and 3-D objects, and the relationships between geometrical shapes and objects and numbers, and apply this understanding to new situations and problems.
- Mathematics as a Human Endeavour - Through their learning of K-12 mathematics, students will develop an understanding of mathematics as a way of knowing the world that all humans are capable of with respect to their personal experiences and needs.