

PRACTICAL AND APPLIED ARTS (PAA)

Background

All students are to obtain a well rounded education — one that prepares them for further academic or skills training at a post-secondary institution on the one hand, or entry into the work world on the other. PAA courses, as prescribed by the Ministry of Education, are meant to complement academic courses by integrating theory with practice.

PAA courses are comprised of Introductory, Intermediate and Advanced modules. The choices range from developing personal use skills to gaining entry level employment skills or pursuing post-secondary education or training. All students have the opportunity to explore and develop career pathways.

Courses may be:

Survey Courses

- Prerequisite modules
- No articulation with post-secondary training

Pure Courses

- Core and optional modules
- Possible articulation pathways with post-secondary training
 - Prescribed Modules
 - Articulation with designated trades and SIAST programs supported by the Apprenticeship and Trade Certification Commission

Transfer Credit

One of the goals of the new PAA curriculum is to provide transfer credit wherever possible. This will occur when articulation agreements are formulated that enable students to obtain credits recognized by both the K-12 education system and the post-secondary education system (e.g., SIAST). For example, a student may be enrolled in Autobody courses at the Secondary Level and her/his learning may also be recognized in a post-secondary program of study at SIAST.

In the designated trades courses, time credit for the hours a student accrues at the Secondary Level, under the supervision of a journeyman in the trade, may be applied toward Apprenticeship Credits (See AP 218-2) or to a subsequent registration as an indentured apprentice in the designated trade, following high school completion. Appropriate documentation of these hours must be maintained. WORK STUDY provides opportunities that support transfer credit.

Strengthening the interface between secondary education and post-secondary education in the PAA will benefit students. Articulation is the formal process to link secondary and post-secondary programs in a manner that facilitates student progress. Effective articulation results in improved information for educational and career planning, and improved access and preparation for success in post-secondary institutions and programs. Articulation can facilitate recruitment and retention in programs. Articulation can reduce duplication of learning activities and lower costs. Formal articulation agreements may include consideration for entrance as well as transfer credit or advanced standing.

The framework for the PAA includes ten TTW dimensions 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
- processing of information
- teamwork
- Work Study and exploration

Procedures

1. Students are required to take at least fifty (50) hours in a PAA Survey Course per year during the Middle Level (grades seven to nine) for a total of one hundred and fifty (150) hours. Middle years PAA programs may be derived from existing introductory PAA modules developed by the Ministry of Education.
2. In Grade 8, the PAA Survey Course will include the Young Worker Readiness Course which will lead to achievement of the Young Worker Readiness Certificate for those who successfully write the final test. This supports students aged 14 and 15 in eligibility for work as prescribed by Saskatchewan Labour laws.
3. Students at the Secondary Level are required to take two (2) compulsory courses from the areas of Arts Education and/or PAA. Students may also choose from the PAA courses to fulfill the requirements of nine (9) elective courses at the Secondary Level.
4. Courses in the PAA category are to:
 - 4.1 Reinforce theory and concepts learned in other areas and apply that theory and those concepts in a practical way;
 - 4.2 Emphasize skills and understandings that students will use throughout life and employment;
 - 4.3 Incorporate the common essential learnings;
 - 4.4 Develop skills in the manipulation of equipment and materials;
 - 4.5 Provide opportunities to explore a variety of electives to assist in vocational and avocational choices;
 - 4.6 Assist students to meet graduation requirements in various ways;
 - 4.7 Provide specialized learning to assist students to access post-secondary institutions and employment opportunities;
 - 4.8 Create and support an attitude for lifelong learning.

Reference: Sections 85,108, 109, 175 Education Act
Core Curriculum: An Information Bulletin for Administrators