

GLOSSARY

Bias	is the attitudes of one segment of the population toward another group, individual or idea may contribute to different forms of bias including: • invisibility – some groups may be rarely seen or not seen at all; • stereotyping – use of pared down, simplified images and attributes; • imbalance – one-sided interpretation of issues or situations; • unreality – avoidance of in-depth analyses of situations and circumstances in life; • fragmentation/isolation – treatment of gender, age and cultural differences as separate, add-on information; and, • linguistic bias – language that is patronizing or ignores disability, age and gender differences and cultural diversity.
Canadian Content	the following points are indicators of Canadian content: • is authored, designed, illustrated, edited or published by a Canadian person or company; • represents a Canadian perspective; or, • is designated to meet Canadian needs
Controversial Materials	materials presenting points of view which, when introduced, arouse strong reactions are considered to be controversial. There are many subjects which, by the nature of our contemporary society, may be considered controversial.
Culture	the customs, history, values and languages that make up the heritage of a person or people and contribute to that person's or people's identity is considered to be their cultural heritage.
Diversity	this term is used to encompass the various differences among people including, but not limited to, race, religion, gender, sexual orientation, disability and socio-economic status.
Learning Resources	as defined in The Education Regulations, 2015, learning resource means, "a resource used for educational purposes in any format, real or virtual, that: (a) illustrates or supports one or more elements of a course or course of study; and (b) may enrich the learning experience of the pupil or teacher".

Outcomes

Outcomes define what students are expected to know, understand and be able to do by the end of a grade or secondary level course in a particular area of study. Therefore, all outcomes are required. The outcomes provide direction for assessment and evaluation and for program, unit and lesson planning and:

- focus on what students will learn rather than what teachers will teach;
- specify the skills, abilities, knowledge and/or attitudes students are expected to demonstrate;
- are observable, assessable and attainable; and,
- are supported by indicators which provide the breadth and depth of expectations.

Saskatchewan Content

The following criteria are indicators of Saskatchewan content:

- authored, designed, illustrated, edited or published by a Saskatchewan person or company;
- represents a Saskatchewan perspective; or,
- designed to meet Saskatchewan needs.

Reference: [Learning Resource Selection Guidelines](#)

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