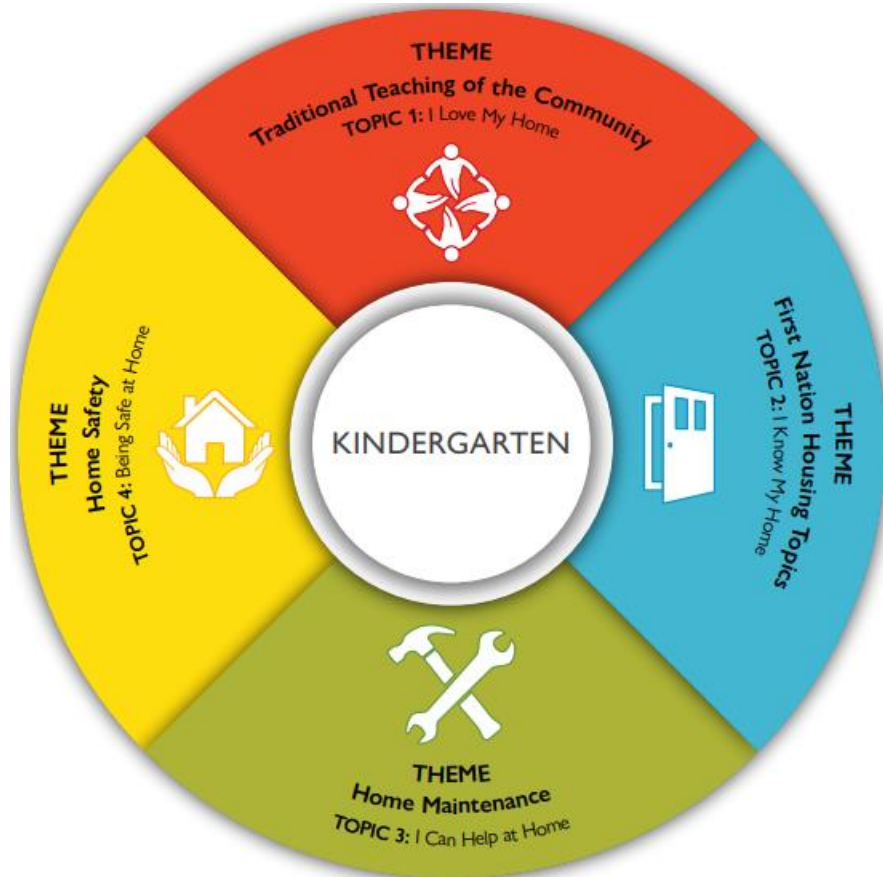




Kindergarten Curricular Outcomes for Saskatchewan



TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

Social Studies
Dynamic relationships

DRK.3 Analyze ways in which place and physical systems influence daily life, including the influence of place on the daily life of First Nation and Métis people.



TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

Social Studies
Dynamic relationships

DRK.3 Analyze ways in which place and physical systems influence daily life, including the influence of place on the daily life of First Nation and Métis people.

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

Health
Understanding, skills and confidences

USCK 2 Establish behaviours that support safety of self and others (including safety at school and at home).

TOPIC 4 THEME: Home Safety

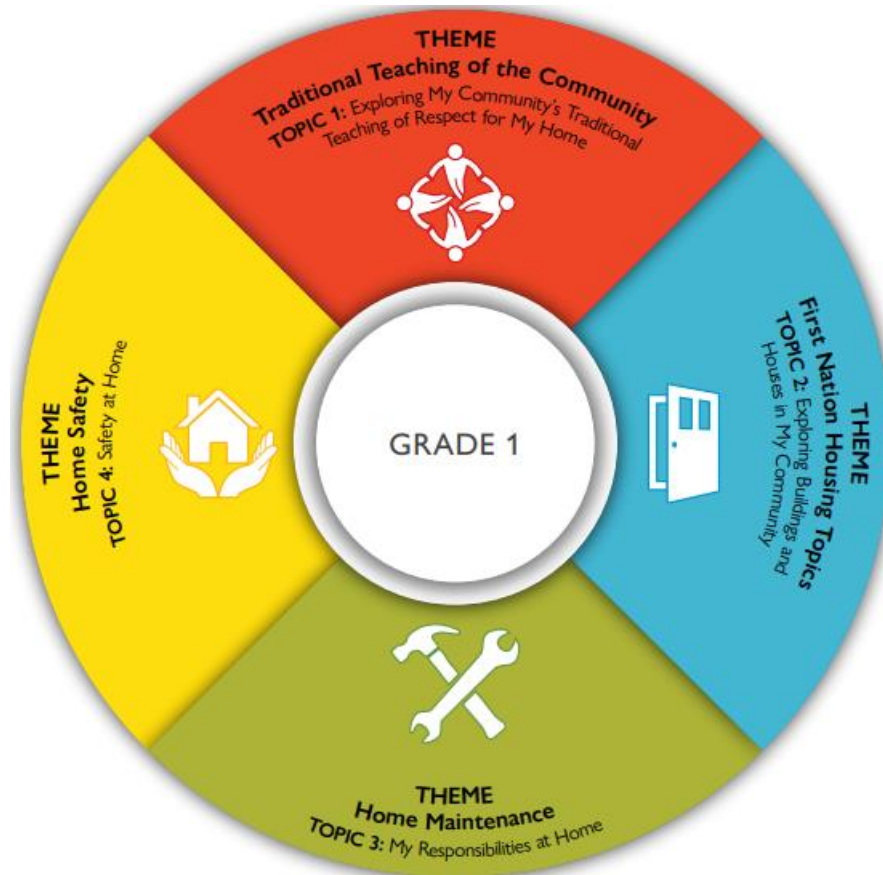
Curricular Outcome

Health
Understanding, skills and confidences

USCK 2 Establish behaviours that support safety of self and others (including safety at school and at home).



Grade 1 Curricular Outcomes for Saskatchewan



❖ TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

Social Studies
Resource and wealth

RW1.1 Describe the influence of physical, spiritual, emotional and intellectual needs and wants on personal well-being.

- c. Share oral stories or traditional narratives on the theme of meeting various types of needs and wants (physical, spiritual, social/emotional, intellectual).
- e. Explain how First Nation people engage traditional teachings in meeting needs and wants (medicine wheel representation for the domains of spiritual, emotional, physical and intellectual being).



TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

Social Studies

Dynamic relationships

DR 1.5 Identify and represent the orientation in space (where) and time (when) of significant places and events in the lives of students.

- g. Describe the relative location of places in the classroom and school neighbourhood.
 - h. Construct and use maps to represent familiar places, such as the location of the student's desk, part of the classroom or playground, incorporating the cardinal directions (north, south, east and west).
-

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

Social Studies

Resource and wealth

RW1.1 Describe the influence of physical, spiritual, emotional and intellectual needs and wants on personal well-being.

- d. Represent various ways in which families meet their physical, spiritual, emotional and intellectual needs and wants.
 - f. Identify ways in which respecting others' needs and wants helps classrooms and homes function effectively.
-

TOPIC 4 THEME: Home Safety

Curricular Outcome

Social Studies

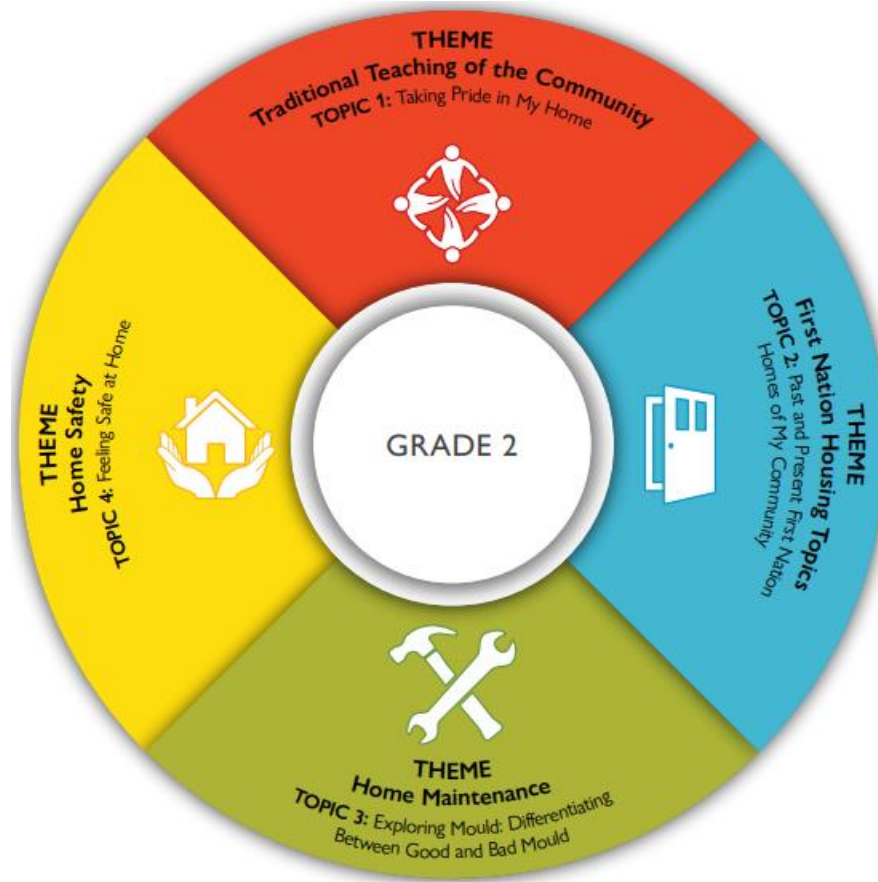
Power and authority

PA 1.2 Analyze the causes of disharmony and ways of returning to harmony.

- a. Identify decision-making approaches, which may result in positive outcomes, and decision-making approaches, which may result in less positive results.
 - b. Illustrate how peace and harmony are exemplified in the classroom, playground and family.
-



Grade 2 Curricular Outcomes for Saskatchewan



TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

Social Studies 2
Dynamic relationships

DR2.1 Investigate stories of significant events and persons in the local community's history to describe the contribution of those who lived in the community in earlier times.

- a. Plan and implement a process to learn about the past experiences of members of the local community (talk to long-term residents, view pictures or other artistic interpretations, visit an historic site).



TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

Social Studies

Dynamic relationships

DR2.4 Describe the influence of Treaty and First Nation people on the local community.

- Share stories of the heritage of the community
 - Investigate the relationship of traditional First Nations to the land
 - Identify on a map the Treaty territory within which the local community is situated
 - Describe the reasons for the Treaty from the perspective of the First Nations and the government
-

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

Social Studies

Power and authority

PA2.2 Assess and practice various approaches to resolving conflicting interests within the community.

- e. Identify ways of maintaining safety and harmony within communities (for example, police, firefighters, signage).
-

TOPIC 4 THEME: Home Safety

Curricular Outcome

Social Studies

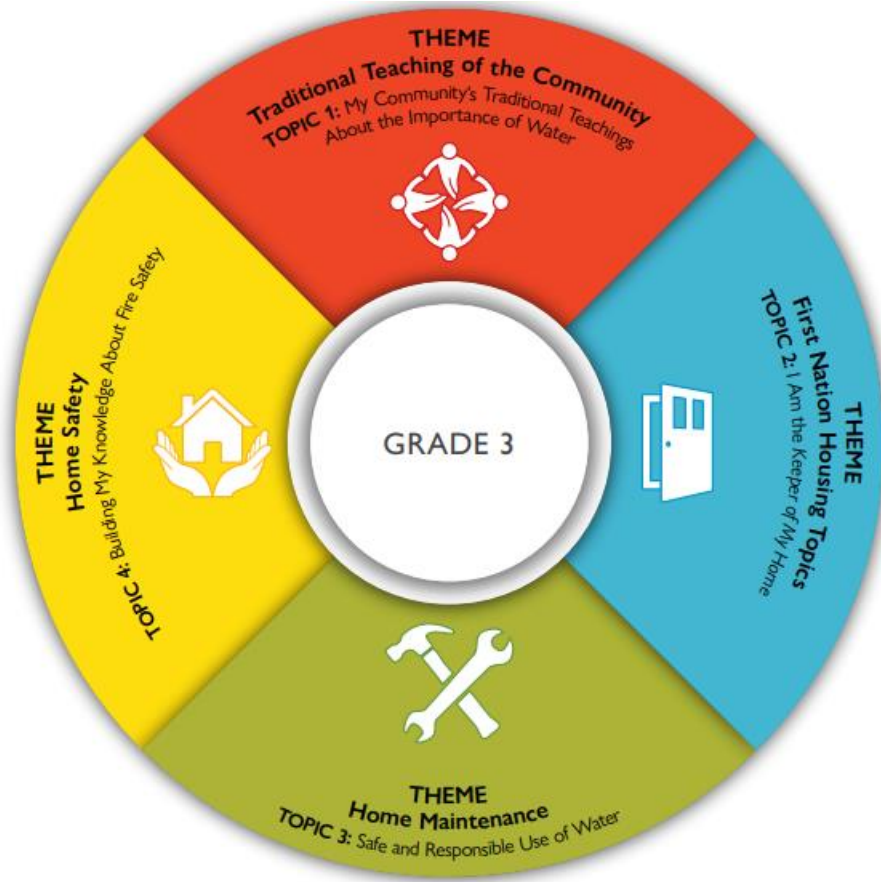
Interactions and interdependence of nations

IN2.1 Determine the characteristics of a community.

- e. Create an inventory of ways in which individuals and groups contribute to the well-being of the school and local community.
 - f. Identify characteristics common to local communities (transportation and communication networks, educational and health care systems, arts, culture, sport and recreation infrastructure).
-



Grade 3 Curricular Outcomes for Saskatchewan



TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

Social Studies
Dynamic relationships

DR3.3 Compare the beliefs of various communities around the world regarding living on and with the land.

- Research the view of land as held by Indigenous peoples in the communities studied
- Identify ways in which people in the communities studied interact with the land (for example, meeting needs and wants, how land is protected or neglected)
- Identify local environmental issues that affect life in the communities studied

Compare environmental concerns (for example, air quality, soil conservation, water availability and quality) common to both the local community and communities studied.



TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

Social Studies
Resources and wealth

RW3.1 Appraise the ways communities meet their members' needs and wants.

- Speculate upon various challenges faced by communities in meeting needs and wants, with evidence gathered from examining pictures, viewing media, and interpreting stories using a variety of fiction and non-fiction texts
 - Identify how individuals and communities meet needs and wants
 - Describe ways in which communities help ensure basic human needs are met (for example, food and water, shelter, clothing, education, safety)
-

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

Social Studies 3
Resources and wealth

RW3.2 Analyze the creation and distribution of wealth in communities studied.

- Assess the role of work in communities, including the value of paid and unpaid work.
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TOPIC 4 THEME: Home Safety

Curricular Outcome

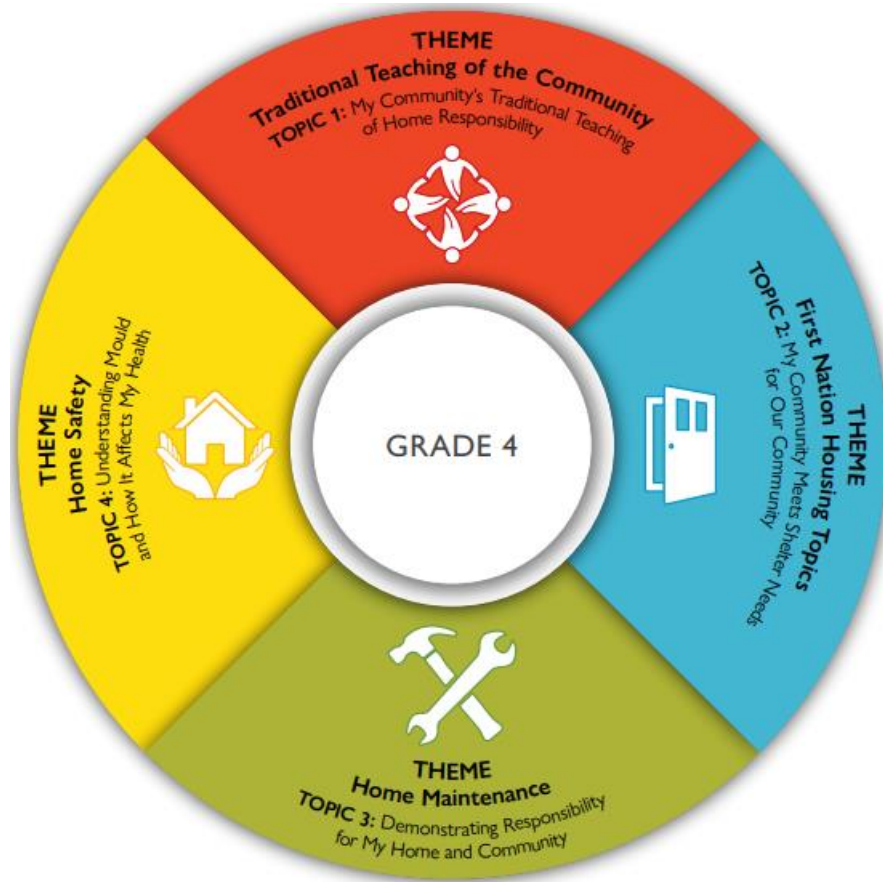
Social Studies 3
Interactions and interdependence of Nations

IN3.1 Analyze daily life in a diversity of communities.

- Describe characteristics of daily life in the communities studied and compare the ways in which the needs are met by individuals in diverse communities (for example, housing, tools, work, use of the land, games, education).
-



Grade 4 Curricular Outcomes for Saskatchewan



TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

Dynamic Relationships

DR4.2 Explain the relationship of First Nations and Métis peoples with the land.

- Explore how the traditional worldviews and teachings of First Nations' Elders regarding land influence the lifestyle of First Nations people today.

DR4.3 Analyze the implications of the Treaty relationship in Saskatchewan.

- Investigate conditions, which precipitated Treaty negotiations in Saskatchewan.
- Research Treaty provisions, including the spirit and intent of Treaties as well as material considerations.



TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

Power and Authority

Demonstrate an understanding of the First Nation system of governance

- Research the structures of governance in First Nation communities (for example, local band council, tribal council, Federation of Saskatchewan Indian Nations, Assembly of First Nations).
- Compile an inventory of issues of current focus for First Nation governments in Saskatchewan.
- Research the structures of governance of Métis people in Saskatchewan (for example, Métis local, Métis Nation of Saskatchewan, Métis National Council).

Health Education 4

Understanding skills and confidences

USC4.4 Determine basic personal responsibility for safety and protection in various environments/situations.

- Discuss various safety rules and practices related to community safety needs.
-

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

Health Education 4

Action planning

AP4.1 Design and apply, with guidance, two, four-day action plans that require communication related to healthy eating and physical activity, prevention/ management of health challenges, negotiating disagreements, safety and protection, personal identity and stressors.

Understanding skills and confidences

USC4.4 Determine basic personal responsibility for safety and protection in various environments/situations.

- Explore critical safety needs (for example, cyber, hunting, water, fire, biking) of self and others in the local community.
 - Investigate common personal and community activities/environments to identify those that involve greater safety risks.
 - Examine laws, behaviours and community rules/regulations that are in place to minimize/prevent risks (for example, smoke detectors, fire bans, life jackets, supervised computer use, non-smoking public places).
-



- Review safety policies and/or plans (for example, harassment, fire, tornado) for a variety of local environments (for example, home, school, street).
 - Distinguish behaviours that may jeopardize people's safety and those that increase people's safety in a variety of situations (for example, show-boating vs. being careful, not wearing/wearing personal protective equipment, not making and following/making and following a plan, not asking/asking permission).
 - Share expectations for personal safety and protection in various environments/situations.
-

TOPIC 4 THEME: Home Safety

Curricular Outcome

Science 4

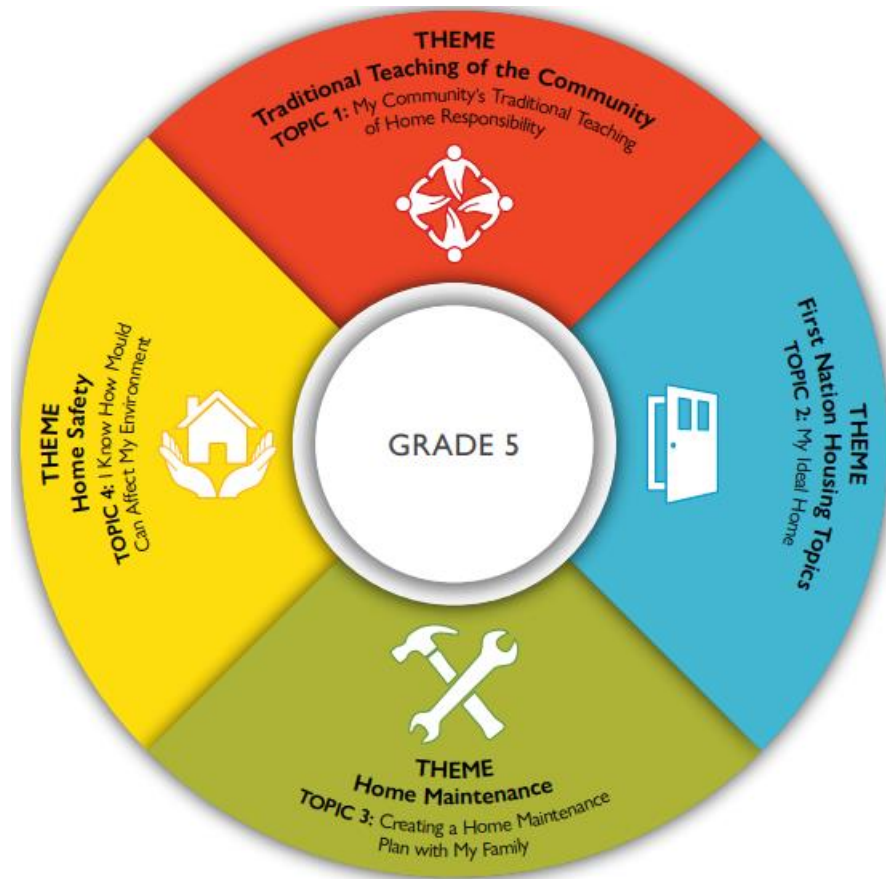
Life science: Habitats and communities

HC4.3 Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats. [CP, DM]

- Categorize human activities by the effects they have or may have on habitats and communities.
 - Assess intended and unintended consequences of natural and human-caused changes to specific habitats.
-



Grade 5 Curricular Outcomes for Saskatchewan



❖ TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

Social Studies 5

Dynamic relationships

DR5.2 Assess the impact of the environment on the lives of people living in Canada.

- Explain how different traditional worldviews of Earth affect the use of resources in Canada (for example, Aboriginal and European attitudes toward ownership, treaties, Crown land, homesteads, and the seigniorial system).
- Investigate the relationship of various First Nation peoples with the environment, including economic relationships, migration and settlement patterns prior to Confederation.



TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

Health 5

Understanding, skills and confidences

DM5.1 Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/ disease, identity and well-being, violence, peer pressure and self-regulation.

- Determine health challenges and opportunities.
 - Formulate healthy strategies for addressing possible health challenges and/or embracing possible health opportunities.
-

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

Social Studies 5

Power and authority

PA5.2 Explain the purposes and functions of governance structures in Canada, including First Nations systems and those patterned on the Westminster parliamentary system.

- Investigate the structure of First Nation governments in Canada, using accurate terminology (for example, elected chief, hereditary chief, band, band council, treaty, self-government, Assembly of First Nations).
-

TOPIC 4 THEME: Home Safety

Curricular Outcome

Health 5

Understanding, skills, and confidences

DM5.1 Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure and self-regulation.

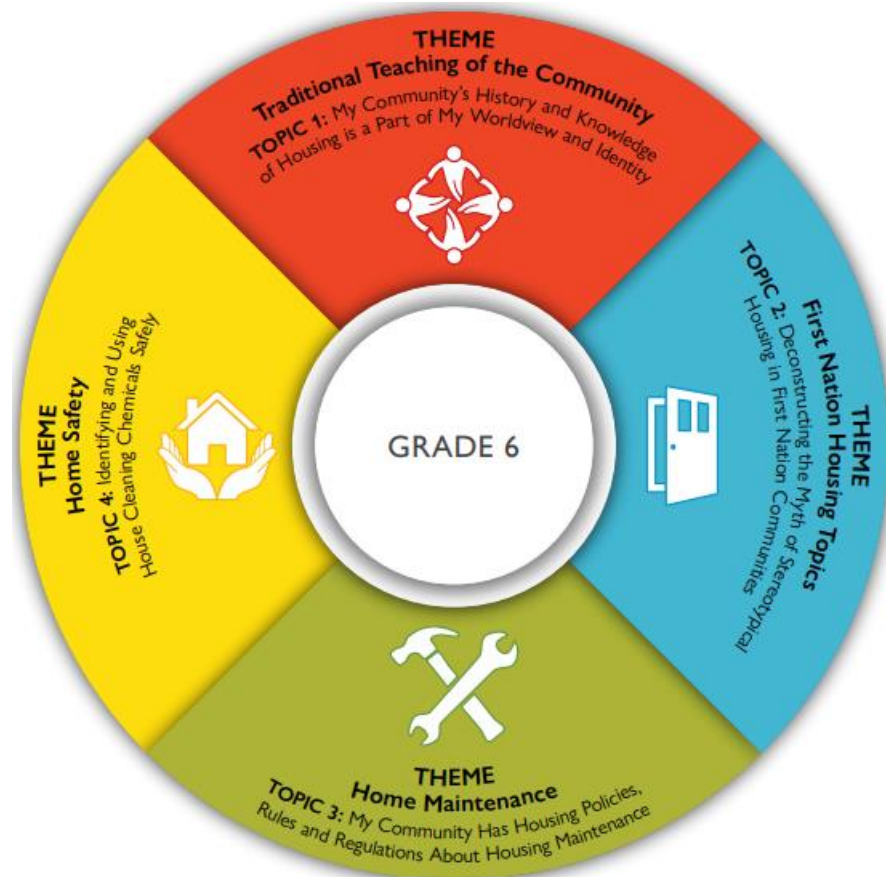
- Identify common barriers to adolescent well-being (for example, peer pressure, time).
 - Determine health challenges and opportunities.
 - Question why particular health opportunities and challenges exist.
-



- Recognize why health opportunities may not be embraced.
 - Determine that people respond to health challenges and opportunities in various ways.
 - Analyze positive and negative consequences of people's responses to health challenges and opportunities.
 - Formulate healthy strategies for addressing possible health challenges and/or embracing possible health opportunities.
 - Create a class goal statement to address identified health challenges and/or embrace particular health opportunities.
-



Grade 6 Curricular Outcomes for Saskatchewan



❖ TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

Social Studies

Dynamic relationships

DR6.3 Appraise the strategies human societies have used to orient themselves within time and place in the natural environment.

- Investigate the Aboriginal understanding of day, night, and seasons as part of global cycles.
- Describe and compare diverse approaches to natural resource and land use among First Nations and Métis peoples in Canada, among indigenous peoples in countries bordering the Atlantic Ocean, and non-indigenous peoples of these regions, and explore how these diverse approaches have come into conflict and been in harmony in various time periods and locations.



TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

Social Studies

Power and authority

PA6.3 Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.

- Describe incidents of the misuse of power in groups of which students are aware.
 - Research laws that specifically affect young people, minority groups, the disabled, and the elderly to determine the disposition of governments toward the status of these groups, and evaluate the reasons for and effectiveness of such laws.
 - Propose changes needed in human behaviour and institutions in order to prevent the abuse of power.
 - Investigate the relationship between people and their governments in Canada and a selection of countries bordering the Atlantic Ocean. Include such things as human rights, treatment of minorities, history with indigenous peoples, infrastructure for health, and education (including reference to residential schools and the intergenerational impact of those experiences).
-

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

Social Studies

Interactions and interdependence of Nations

IN6.2 Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean.

- Investigate the contributions of First Nations, Métis, and Inuit people in Canada and indigenous peoples in a selection of countries bordering the Atlantic Ocean to local, provincial, national and global communities in various areas such as politics, business, health, education, sport, music, literature, art, dance and architecture.
-



TOPIC 4 THEME: Home Safety

Curricular Outcome

Health

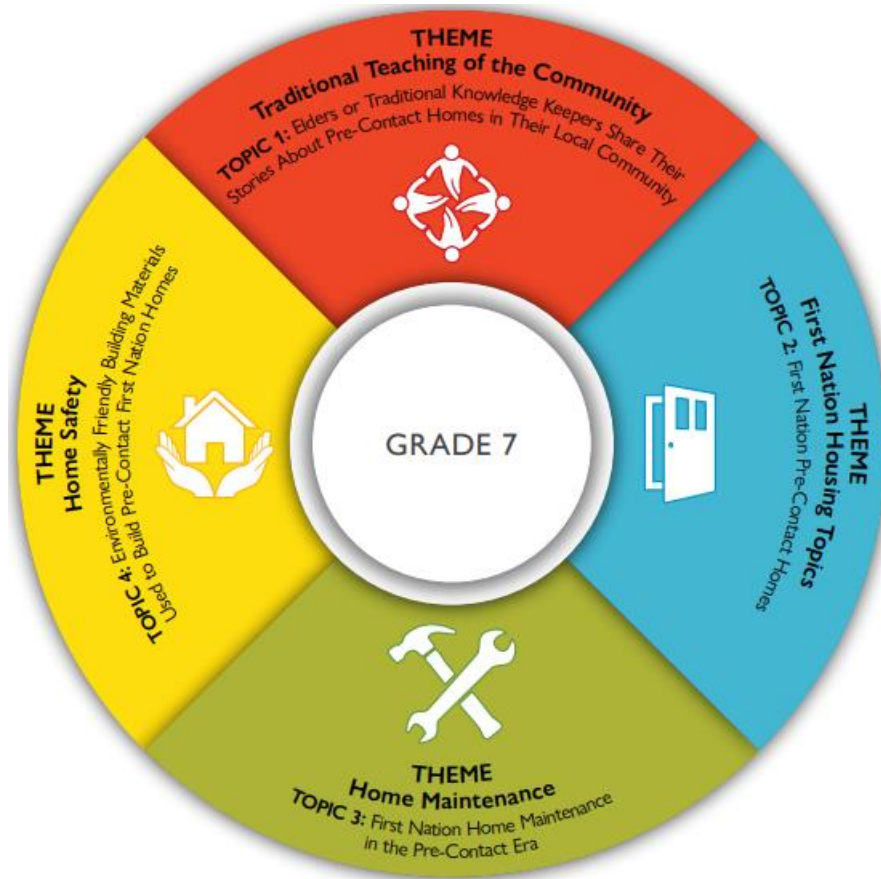
Understanding, skills, and confidences

USC6.6 Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.

- Examine safety risks for common/local adolescent activities (for example, based on needs and interests of community).
 - Reflect on and communicate personal and family attitudes toward safety.
 - Represent a personalized, thoughtful, and coherent understanding of the importance of a healthy attitude toward personal safety.
 - Investigate and analyze the intent of the rules, regulations, and laws related to safety practices for common and local adolescent activities.
 - Evaluate the rights and responsibilities associated with rules, regulations, and laws related to a variety of safety practices to create healthy and safe community environments (for example, tobacco legislation, personal protective equipment).
 - Examine the possible physical, social, and emotional consequences of not understanding and/or not following safety rules, regulations and laws.
 - Determine when safety and personal standards about individual responsibility for safety and accident prevention may be challenged.
 - Affirm personal standards with respect to individual rights and responsibilities for creating and supporting safe environments.
 - Defend the statement “community safety is everyone’s responsibility.”
-



Grade 7 Curricular Outcomes for Saskatchewan



❖ TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

Social Studies

DR7.3 Analyze the influence of contact with another culture on the Aboriginal peoples of Canada, circumpolar countries and a selection of Pacific Rim countries (for example, the influence of Europeans on the Indigenous peoples of Canada, Mexico and Australia).



TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

Social Studies

DR7.2 Appraise the impact of human habitation on the natural environment in Canada and in a selection of Pacific Rim and northern circumpolar countries.

- A. Identify the influence of physical features such as water bodies, topography and natural resources on the location of people in Pacific and northern Canada (including the traditional homelands of Indigenous peoples) and in a selection of Pacific Rim and circumpolar countries.
-

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

Comprehend and Respond (CR)

- Extend their abilities to view, listen to, read, comprehend and respond to a range of contemporary and traditional grade-level texts from First Nation, Métis and other cultures in a variety of forms (oral, print, and other texts) for a variety of purposes including learning, interest and enjoyment.

CR7.5 Listen critically to understand and analyze oral information and ideas from a wide range of texts (for example, complex instructions, oral explanations and reports, opinions or viewpoints, messages presented in the media).

TOPIC 4 THEME: Home Safety

Curricular Outcome

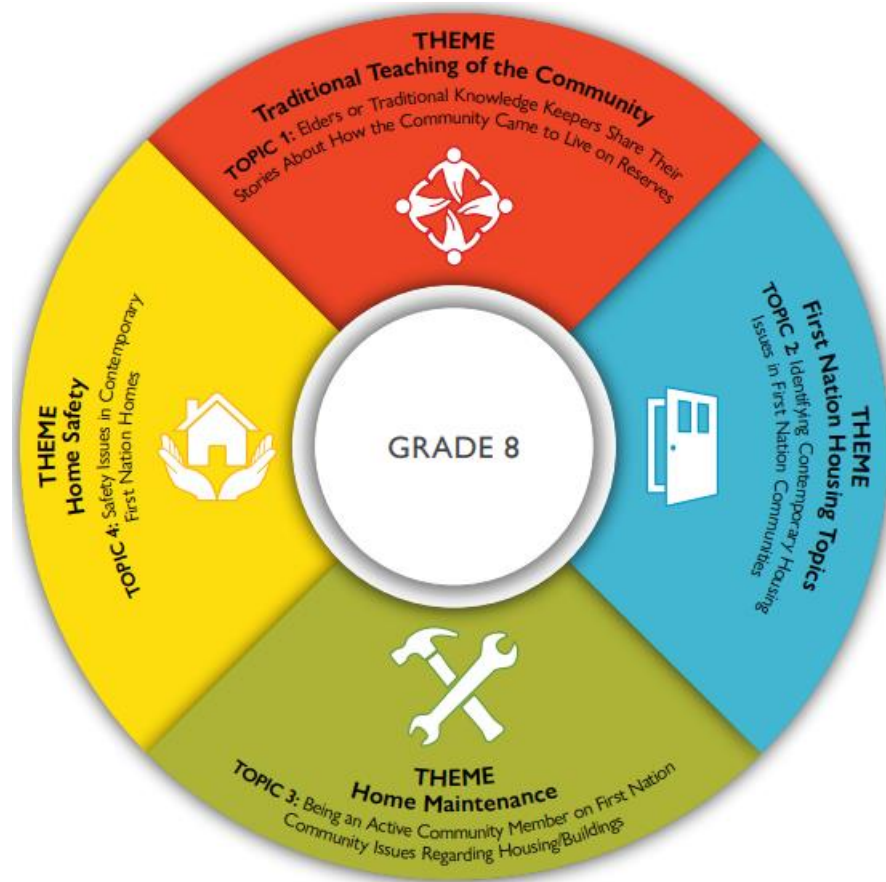
English Language Arts

CR7.5 Listen critically to understand and analyze oral information and ideas from a wide range of texts (complex instructions, oral explanations and reports, opinions or viewpoints, messages presented in the media).

- Display active listening behaviours (focusing on the message of the speaker, making reasonable predictions, checking for understanding, recognizing when information is making sense, making notes).
-



Grade 8 Curricular Outcomes for Saskatchewan



❖ TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

Social Studies

PA8.1 Contemplate the implications of Canadian citizenship on the life of Canadians. Investigate the provisions of the Indian Act, and its effects on people of Aboriginal ancestry.



TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

Social Studies

PA8.1 Contemplate the implications of Canadian citizenship on the life of Canadians.
Investigate the provisions of the Indian Act, and its effects on people of Aboriginal ancestry.

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

English Language Arts

PA8.4 Assess the impact of citizens' willingness and ability to actively engage in the Canadian political processes.

Construct an action plan for his or her personal involvement in the Canadian political system.

TOPIC 4 THEME: Home Safety

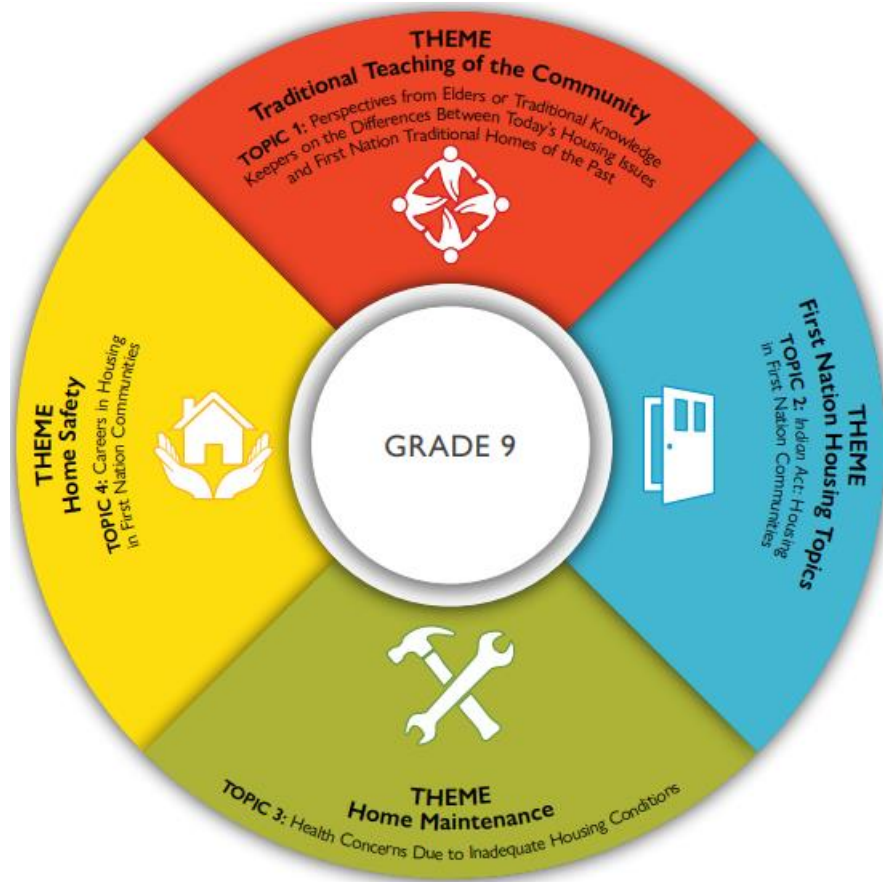
Curricular Outcome

English Language Arts

CC8.9 Experiment with a variety of text forms (Reader's Theatre, role play, humorous instructions, an electronic presentation, a dramatization, a mini-debate) and techniques (imagery, music, graphics and statistics in a multimedia presentation).



Grade 9 Curricular Outcomes for Saskatchewan



❖ TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

English Language Arts

CR9.5a Listen purposefully to understand, analyze and evaluate oral information and ideas from a range of texts including conversations, discussions, interviews and speeches.

Demonstrate effective, active listening behaviours including listening with clearly identified purpose in mind; adapting listening and focus to purpose and situation; keeping an open mind and considering ideas that differ from own; making notes to assist recall and inquiry; recognizing overall organization, transition cues, and key ideas and issues; interacting appropriately for clarification; recalling and summarizing main ideas and conclusions.



TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

English Language Arts

CR9.1a View, listen to, read, comprehend, and respond to a variety of texts that address identity (The Search for Self), social responsibility (Our Shared Narratives), and efficacy (Doing the Right Thing). View, listen to, read and respond to a variety of visual, oral, print and multimedia (including digital) texts that address the grade-level themes and issues related to identity, social responsibility and efficacy including those that reflect diverse personal identities, worldviews and backgrounds (appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway).

Interpret and report on information from texts viewed, heard or read.

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

Social Studies

Interactions and interdependence of Nations

IN9.1 Explain what constitutes a society.

Analyze the effects of ethnocentrism on Indigenous peoples.

TOPIC 4 THEME: Home Safety

Curricular Outcome

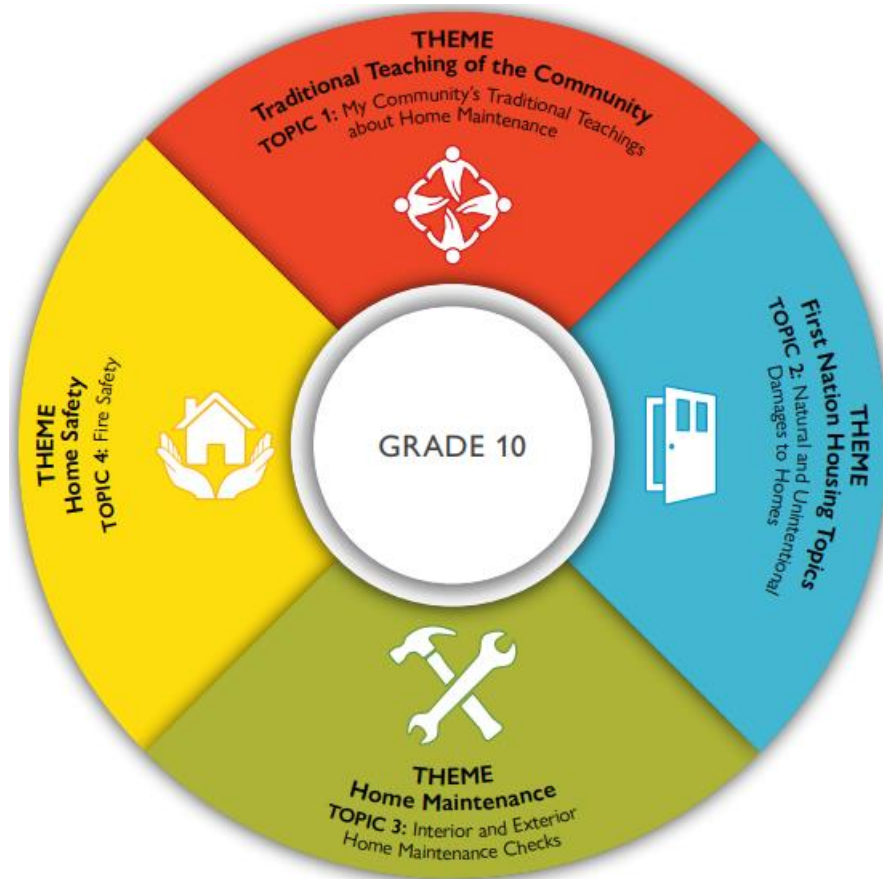
Career Education 9

CC9.1 Utilize career information to construct an organized plan of career building which reflects an attitude and expectation of lifelong learning.

Conduct research using digital resources into the requirements of a variety of work roles and work environments and determine how one's transferable skills, knowledge and attitudes can fulfill the requirements.



Grade 10 Curricular Outcomes for Saskatchewan



TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

Native Studies 10

- Value Aboriginal worldviews as valid ways of thinking and knowing and understand that worldviews underlie self-concept.

TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

Native Studies 10

- Use effective decision-making techniques to solve a problem.



- Value Aboriginal worldviews as valid ways of thinking and knowing and understand that worldviews underlie self-concept.
-

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

Native Studies 10

- Use effective decision-making techniques to solve a problem.
 - Value Aboriginal worldviews as valid ways of thinking and knowing and understand that worldviews underlie self-concept.
-

TOPIC 4 THEME: Home Safety

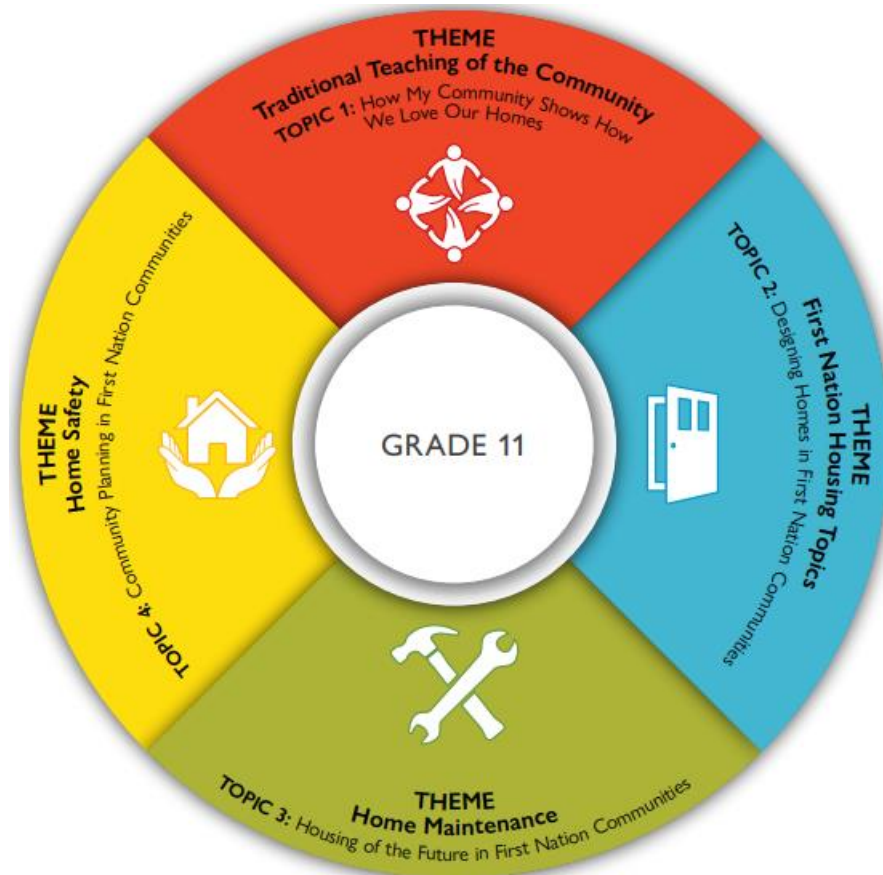
Curricular Outcome

Native Studies 10

- Use effective decision-making techniques to solve a problem.
 - Value Aboriginal worldviews as valid ways of thinking and knowing and understand that worldviews underlie self-concept.
-



Grade 11 Curricular Outcomes for Saskatchewan



❖ TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

Native Studies 20

- Develop an understanding of the role that a people's philosophy has in shaping their lives and relationships.
- Develop an appreciation for an Indigenous worldview and identify it as practiced by Indigenous peoples.
- Develop their comprehension, interpretation and creative thinking skills in representing an Indigenous worldview using a variety of media.



TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

Native Studies 20

- Develop an understanding of the role that a people's philosophy has in shaping their lives and relationships.
 - Develop an appreciation for an Indigenous worldview and identify it as practiced by Indigenous peoples.
 - Develop their comprehension, interpretation and creative thinking skills in representing an Indigenous worldview using a variety of media.
-

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

Native Studies 20

- Develop an understanding of the role that a people's philosophy has in shaping their lives and relationships.
 - Develop an appreciation for an Indigenous worldview and identify it as practiced by Indigenous peoples.
 - Develop their comprehension, interpretation and creative thinking skills in representing an Indigenous worldview using a variety of media.
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TOPIC 4 THEME: Home Safety

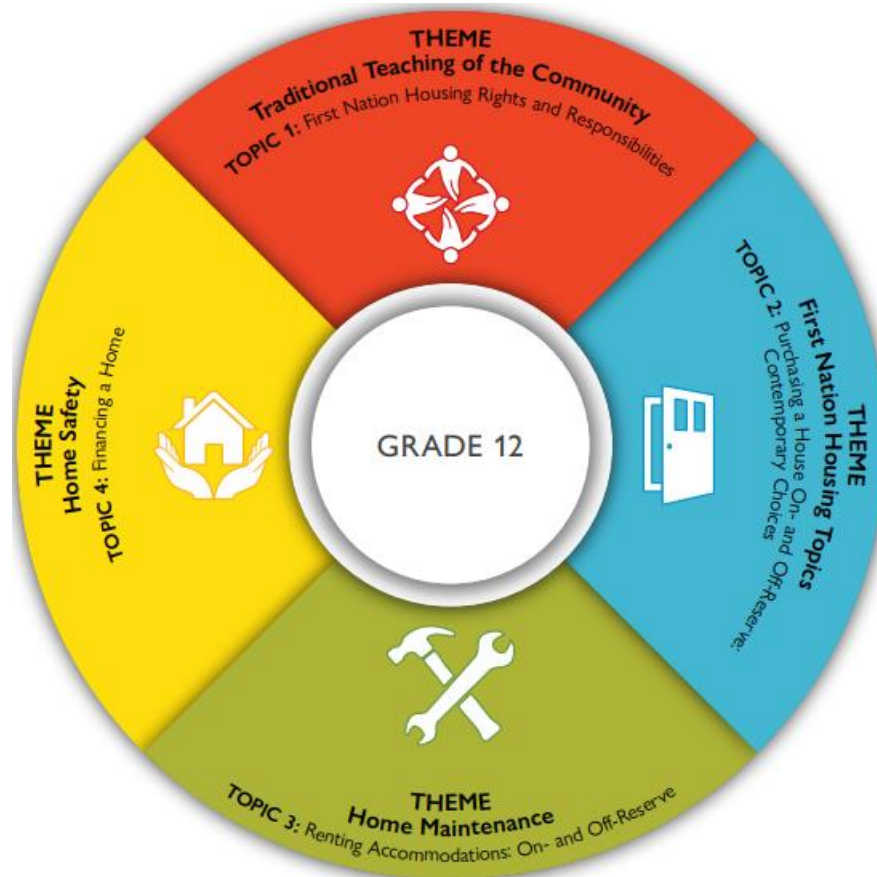
Curricular Outcome

Native Studies 20

- Develop an understanding of the role that a people's philosophy has in shaping their lives and relationships.
 - Develop an appreciation for an Indigenous worldview and identify it as practiced by Indigenous peoples.
 - Develop their comprehension, interpretation and creative thinking skills in representing an Indigenous worldview using a variety of media.
-



Grade 12 Curricular Outcomes for Saskatchewan



TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

Native Studies 30

- Understand contemporary issues and their historical basis.
- Increase knowledge and understanding of Indigenous peoples.



TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

Native Studies 30

- Understand contemporary issues and their historical basis.
 - Increase knowledge and understanding of Indigenous peoples.
-

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

Native Studies 30

- Understand contemporary issues and their historical basis.
 - Increase knowledge and understanding of Indigenous peoples.
-

TOPIC 4 THEME: Home Safety

Curricular Outcome

Native Studies 30

- Understand contemporary issues and their historical basis.
 - Increase knowledge and understanding of Indigenous peoples.
-