





































Kindergarten Curriculum Map



		SCIENCE		SOCIAL STUDIES				HEALTH			ART	ELA		
		LTK.1	NSK.1	INK.1	RWK.2	DRK.1	DRK.3	USCK.1	USCK.2	USCK.3	CPK.4	CRK.1	CRK.2	CRK.3
TOP PICKS	A Harvest Story Book													
	Amazing Invent-A-Plant Lesson Plan													
	Season Change Scavenger Hunt Lesson Plan													
FAVOURITES	Alex's First Seed Book													
	Blossom's Big Job Book													
	Devlin Saves a Lamb Book													
	My Food Story Learning Kit													
	The Great Canadian Farm Tour Mini Unit Plan													
SOCIAL STUDIES	INK.1: Demonstrate an understanding of similarities and differences among individuals in the classroom.	<div>HEALTH</div>	USCK.1: Develop basic habits to establish healthy relationships with self, others, and the environment. b. Express what is known about healthy behaviours (e.g., sleeping, laughing, crying, observing nature, attending ceremonies, drinking water).						<div>SCIENCE</div>	LTK.1: Examine observable characteristics of plants, animals, and people in their local environment.				
	RWK.2: Develop and demonstrate stewardship of the environment in daily actions, in an effort to promote balance and harmony.									NSK.1: Explore features of their natural surroundings (e.g., soil, water, landform, and weather conditions), including changes to those surroundings over time.				
	DRK.1: Describe the spatial relationships among people, places, and environments.		USCK.2: Establish behaviours that support safety of self and others (including safety at school and at home). a. Develop the language with which to wonder and talk about safety.						<div>ART</div>	CPK.4: Create art works that express own observations and ideas about the world.				
	DRK.3: Analyze ways in which place and physical systems influence daily life, including the influence of place on the daily life of First Nations and Métis people. b. Give examples of how daily life is influenced by environment (e.g., work, play, clothing).													

ELA	CRK.1: Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity (e.g., exploring interests), community (e.g., belonging), and social responsibility (e.g., contributing). e. Use illustrations, photographs, video programs, objects, and auditory cues to understand ideas and information.
	CRK.2: View and interpret the basic message of visuals and objects in a variety of texts including models, photographs, dramas, dance creations, and videos. i. View and interpret key aspects including arrangement and facial expression by interpreting the following questions: • What are the objects or facts in the picture? • What do the objects or facts tell you? • How are the objects arranged in the visual? • Why are these objects placed in this way? • How do the objects help the story or fact? • What are the characters doing? • Compare different authors/illustrations considering the illustration or art work and interesting details.
	CRK.3: Listen, comprehend, and respond to gain meaning in oral texts h. Ask questions for clarification, and make comments relevant to the topic.

Grade 1 Curriculum Map

		SCIENCE					SS		HEALTH		ART	ELA			
		LT1.1	LT1.2	SE1.2	OM1.1	DS1.2	DR1.3	INI.3	USC1.1	USC1.5	CP1.8	CR1.1	CR1.2	CR1.4	
TOP PICKS	A Harvest Story Book														
	Alex's First Seed Book														
	Blossom's Big Job Book														
	Connections in Agriculture Learning Kit														
	Living Necklace Kit Learning Kit														
	My Food Story Learning Kit														
	Season Change Scavenger Hunt Lesson Plan														
	The Great Canadian Farm Tour Mini Unit Plan														
FAVOURITE	Amazing Invent-A-Plant Lesson Plan														
	Devlin Saves a Lamb Book														
	Healthy Foods from Healthy Farms Learning Kit														
SCIENCE	LT1.1: Differentiate between living things according to observable characteristics, including appearance and behaviour.		SCIENCE	OM1.1: Investigate observable characteristics and uses of natural and constructed objects and materials in their environment. [CP, SI] e. Compare the properties (e.g., texture, colour, smell, hardness, and lustre) of materials that appear in familiar natural (e.g., tree, lawn, rock, and creek) and constructed (e.g., clothing, toys, electronics, furniture, and buildings) objects.					SOCIAL STUDIES	DRI.3: Demonstrate awareness of human reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants.					
	LT1.2: Analyze different ways in which plants, animals and humans interact with various natural and constructed environments to meet their basic needs.									INI.3: Assess ways in which relationships help to meet human needs.					
	SE1.2: Explore how humans and animals use their senses to interact with their environment.			DS1.2: Inquire into the ways in which plants, animals, and humans adapt to daily and seasonal changes by changing their appearance, behaviour, and/or location.											
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HEALTH	USC1.1: Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.
	USC1.5: Explore the association between a healthy sense of "self" and one's positive connection with others and the environment.
ART	CP1.8: Create art works that express own ideas and explore different forms (e.g., painting, drawing, printmaking) and media (paint, found objects).
ENGLISH LANGUAGE ARTS	CR1.1: Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: • identity (e.g., All About Me) • community (e.g., Friends and Family) • social responsibility (e.g., Conservation) and relate to own feelings, ideas, and experiences. a. View, listen to, read, and respond to a variety of texts including First Nations and Métis resources that present different viewpoints and perspectives on issues related to identity, community, and social responsibility.
	CR1.2: View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts (including pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations). a. Identify and locate the key information in pictures, charts, and other visual forms (e.g., photographs, physical movement, icons) including traditional and contemporary First Nations and Métis resources and performances.
	CR1.4: Read and comprehend grade-appropriate texts (including narratives, informational texts, scripts, and poems) by relating the sequence (i.e., beginning, middle, and end), the key points (who, what, when, where, and why), and the problems and solutions. b. Select and use the appropriate before, during, and after strategies when reading.












































































Grade 2 Curriculum Map

		SCIENCE				SS		HEALTH		ELA		
		AN2.1	AN2.2	AN2.3	AW2.2	RW2.1	DR2.2	USC2.1	USC2.6	CR2.1	CR2.2	CR2.4
	A Harvest Story Book											
	Connections in Agriculture Learning Kit											
TOP PICKS	My Food Story Learning Kit											
	Season Change Scavenger Hunt Lesson Plan											
	Where Beef Comes From Book											
FAVOURITES	Alex's First Seed Book											
	Blossom's Big Job Book											
	Devlin Saves a Lamb Book											
	Healthy Foods from Healthy Farms Learning Kit											
	The Great Canadian Farm Tour Mini Unit Plan											
	What's Growing Around Us? Book											















SCIENCE	AN2.1: Analyze the growth and development of familiar animals, including birds, fish, insects, reptiles, amphibians, and mammals, during their life cycles.	SCI	AW2.2: Assess the importance of air and water for the health and survival of living things, including self, and the environment.	HEALTH	USC2.1: Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being.
	AN2.2: Compare the growth and development of humans with that of familiar animals.	SS	RW2.1: Describe ways in which the local community meets needs and wants of its members.		USC2.6: Examine how communities benefit from the diversity of their individual community members.
	AN2.3: Assess the interdependence of humans and animals in natural and constructed environments.		DR2.2: Analyze the influence of the natural environment on the local community.		

ELA	CR2.1: Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: • identity (e.g., Just Watch Me) • community (e.g., People and Places) • social responsibility (e.g., Friendship) and make connections to prior learning and experiences. a. View, listen to, read, and respond to a variety of texts including First Nations and Métis resources that present different viewpoints and perspectives on issues and topics related to identity, community, and social responsibility and relate to own experiences.
	CR2.2: View and explain (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance meaning in grade-appropriate visual and multimedia texts. a. View and demonstrate comprehension of grade-appropriate visual and multimedia texts including multimedia clips, signs, illustrations, diagrams, photographs, graphs, simple charts, and posters.
	CR2.4: Read and demonstrate comprehension of grade appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions. b. Select and use task-relevant before, during, and after strategies to construct meaning when reading.

Grade 3 Curriculum Map

		SCIENCE				SOCIAL STUDIES					HEALTH				ELA					MATH			ART	
		ES3.1	ES3.2	PL3.1	PL3.2	IN3.3	RW3.1	RW3.2	RW3.3	DR3.2	USC3.1	USC3.2	AP3.1	DM3.1	CC3.1	CC3.4	CR3.2	CR3.3	CR3.4	P3.1	P3.2	SS3.3	CP3.7	
TOP PICKS	A Harvest Story Book																							
	Alex’s First Seed Book																							
	Amazing Invent-A-Plant Lesson Plan																							
	Connections in Agriculture Learning Kit																							
	Dig Deeper: A Soil Discovery Kit Learning Kit																							
	Living Necklace Kit Learning Kit																							
	Plants, People & Climate Change Mini Unit Plan																							
	Saskatchewan Seed Kit Learning Kit																							
	The Great Canadian Farm Tour Mini Unit Plan																							
	www.ExploreSaskAg.ca Informational Resource																							
FAVOURITES	Blossom’s Big Job Book																							
	Food Waste & You Learning Kit																							
	Foundations of SK Agriculture Informational Resource																							
	Healthy Foods from Healthy Farms Learning Kit																							
	Let’s Eat: Plants Lesson Plan																							

Grade 3 Curriculum Map

		SCIENCE				SOCIAL STUDIES					HEALTH				ELA					MATH			ART
		ES3.1	ES3.2	PL3.1	PL3.2	IN3.3	RW3.1	RW3.2	RW3.3	DR3.2	USC3.1	USC3.2	AP3.1	DM3.1	CC3.1	CC3.4	CR3.2	CR3.3	CR3.4	P3.1	P3.2	SS3.3	CP3.7
FAVOURITES	My Food Story Learning Kit																						
	Reggie’s Technology Adventure Book																						
	Seedy Scavenger Hunt Lesson Plan																						
	What’s Growing Around Us? Book																						
	What’s in Your Lunchbox? Learning Kit																						
SCIENCE	ES3.1: Investigate the characteristics, including soil composition and ability to absorb water, of different types of soils in their environment.	SS	DR3.2: Assess the degree to which the geography and related environmental and climatic factors influence ways of living on and with the land.							MATH	P3.1: Demonstrate understanding of increasing and decreasing patterns including: observing and describing, extending, comparing, creating patterns using manipulatives, pictures, sounds, and actions. P3.2: Demonstrate understanding of equality by solving one-step addition and subtraction equations involving symbols representing an unknown quantity. SS3.3: Demonstrate understanding of linear measurement (cm and m) including selecting and justifying referents, generalizing the relationship between cm and m, estimating length and perimeter using referents, measuring and recording length, width, height, and perimeter.				ENGLISH LANGUAGE ARTS	CR3.2: View and respond to grade-appropriate visual and multimedia texts (including videos, cartoons, illustrations, diagrams, charts, maps, and posters) explaining reactions and connections as well as visual features that convey humour, emotion, and mood. a. Determine main ideas in visual and multimedia texts including safe websites designed for children (including First Nations and Métis resources). CR3.3: Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard. b. Select and use appropriate strategies (before, during, and after) to construct and confirm meaning when listening.							
	ES3.2: Analyze the interdependence between soil and living things, including the importance of soil for individuals, society, and all components of the environment.																						
	PL3.1: Investigate the growth and development of plants, including the conditions necessary for germination.																						
	PL3.2: Analyze the interdependence among plants, individuals, society, and the environment.																						
SOCIAL STUDIES	IN3.3: Illustrate examples of interdependence of communities.	HEALTH	USC3.1: Determine the role of a variety of health foods and physical activity on the health and development of the mind, body, and immune system. USC3.2: Examine the spiritual dimension of the “inner self” and determine the importance of nuturing it. AP3.1: Use the understandings, skills, and confidences related to healthy foods and physical activity, one’s “inner self”, helpful and harmful substances, healthy family and home, safety at home, and impact of violence.							ELA	CC3.1: Compose and create a range of visual multimedia, oral, and written texts that explore identity (e.g., Spreading My Wings), community (e.g., Helping Others), social responsibility (e.g., Communities Around the World) and make connections across areas of study. CC3.4: Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail.					CR3.4: Read fluently and demonstrate comprehension of grade-appropriate fiction, script, poetry, and nonfiction from various cultures (including First Nations and Métis) and countries (including Canada) and explain reactions and connections to texts read. b. Select and use appropriate strategies (before, during, and after) to construct and confirm meaning when reading.							
	RW3.1: Appraise the ways communities meet their members’ needs and wants.																						
	RW3.2: Analyze the creation and distribution of wealth in communities studied. b. Define the term natural resources, and differentiate between renewable and non-renewable resources.																						
	RW3.3: Evaluate the ways in which technologies have impacted daily life.	ART	CP3.7: Create visual art works that express ideas about the natural, constructed, and imagined environments.																				

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Grade 4 Curriculum Map












		SCIENCE					SOCIAL STUDIES				HEALTH	
		HC4.1	HC4.2	HC4.3	RM4.2	RM4.3	DR4.1	RW4.1	RW4.2	RW4.3	USC4.1	DM4.1
TOP PICKS	Connections in Agriculture Learning Kit											
	Foundations of SK Agriculture Informational Resource											
	Healthy Foods from Healthy Farms Learning Kit											
	The Great Canadian Farm Tour Mini Unit Plan											
	What's in Your Lunchbox? Learning Kit											
	Where Beef Comes From Book											
	www.ExploreSaskAg.ca Informational Resource											
FAVOURITES	Food Waste & You Learning Kit											
	Let's Eat: Plants Lesson Plan											
	Michael & Mia: Stewards of the Land Book											
	My Food Story Learning Kit											
	Plants, People & Climate Change Mini Unit Plan											
	Reggie's Technology Adventure Book											
	Seedy Scavenger Hunt Lesson Plan											
	What's Growing Around Us? Book											

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SCIENCE	HC4.1: Investigate the interdependence of plants and animals, including humans, within habitats and communities.
	HC4.2: Analyze the structures and behaviours of plants and animals that enable them to exist in various habitats.
	HC4.3: Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats.
	RM4.2: Assess how human uses of rocks and minerals impact self, society, and the environment.
	RM4.3: Analyze how weather, erosion, and fossils provide evidence to support human understanding of the formation of landforms on Earth.
SOCIAL STUDIES	DR4.1: Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.
	RW4.1: Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.
	RW4.2: Investigate the importance of agriculture to the economy and culture of Saskatchewan.
	RW4.3: Assess the impact of Saskatchewan resources and technological innovations on the provincial, national, and global communities.
HEALTH	USC4.1: Assess what healthy eating and physical activity mean for pre/adolescence.
	DM4.1: Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.








































Grade 5 Curriculum Map

		SCIENCE							SOCIAL STUDIES						HEALTH			MATH			ART
		FM5.1	FM5.2	FM5.3	MC5.3	WE5.2	WE5.3	HB5.1	DR5.1	DR5.2	DR5.3	RW5.1	RW5.2	IN5.2	USC5.1	DM5.1	AP5.1	P5.1	SS5.2	SS5.6	CP5.6
TOP PICKS	Automation in AG Lesson Plan																				
	Connections in Agriculture Learning Kit																				
	Food Waste & You Learning Kit																				
	Michael & Mia: Stewards of the Land Book																				
	www.ExploreSaskAg.ca Informational Resource																				
FAVOURITES	Healthy Foods From Healthy Farms Learning Kit																				
	Let's Eat: Plants Lesson Plan																				
	Mission: Super-Human Learning Kit																				
	Plants, People & Climate Change Mini Unit Plan																				
	Reggie's Technology Adventure Book																				
	What's in Your Lunchbox? Learning Kit																				

Grade 5 Curriculum Map

SCIENCE	FM5.1 Analyze the effects of gravitational, magnetic, and mechanical forces, including friction, on the movement of objects.	SOCIAL STUDIES	DR5.1: Analyze the historic and contemporary relationship of people to land in Canada.	MATH	P5.1: Represent, analyse, and apply patterns using mathematical language and notation.	HEALTH	USC5.1: Analyze personal eating practices.
	FM5.2: Investigate characteristics of simple machines, including levers, wheels and axles, pulleys, inclined planes, screws, and wedges, for moving and lifting loads.		DR5.2: Assess the impact of the environment on the lives of people living in Canada.		SS5.2: Demonstrate understanding of measuring length (mm) by: selecting and justifying referents for the unit mm, modelling and describing the relationship between mm, cm, and m units.		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.
	FM5.3: Assess how natural and man-made forces and simple machines affect individuals, society, and the environment.		DR5.3: Identify the European influence on pre-confederation Canadian society.		SS5.6: Identify and sort quadrilaterals, including: rectangles, squares, trapezoids, parallelograms, rhombuses.		AP5.1: Design and implement, with guidance, two five-day action plans that embrace health opportunities or address health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.
	MC5.3: Assess how the production, use and disposal of raw materials and manufactured products affects self, society, and the environment.		RW5.1: Explain the importance of sustainable management of the environment to Canada's future.	ART	CP5.6: Create sound compositions (vocal and instrumental) that draw inspiration from pop culture and demonstrate knowledge of form.		
	WE5.2: Investigate local, national, and global weather conditions, including the role of air movement and solar energy transfer.		RW5.2: Hypothesize about economic changes that Canada may experience in the future.				
	WE5.3: Analyze the impact of weather on society and the environment, including technologies that help humans address weather conditions.		IN5.2: analyze the evolution of Canada as a multicultural nation.				
	HB5.1: Analyze personal and societal requirements for, and the impact of, maintaining a healthy human body.						

Grade 6 Curriculum Map

		SCIENCE		SOCIAL STUDIES							HEALTH					MATH			ART	CAR
		DL6.1	DL6.5	RW6.1	RW6.2	DR6.1	DR6.2	DR6.3	IN6.2	IN6.3	USC6.5	USC6.7	DM6.8	DM6.9	AP6.10	SS6.1	SS6.2	SS6.3	CP6.8	CC6.1
TOP PICKS	Automation in AG Learning Kit																			
	Connections in Agriculture Learning Kit																			
	Mission: Super-Human Learning Kit																			
	Plants, People & Climate Change Mini Unit Plan																			
	www.ExploreSaskAg.ca Informational Resource																			
FAVOURITES	Food Security: Budget Game Lesson Plan																			
	Food Waste & You Learning Kit																			
	Healthy Foods From Healthy Farms Learning Kit																			
	Michael & Mia: Stewards of the Land Book																			
	www.thinkAG.ca Informational Resource																			

Grade 6 Curriculum Map

SOCIAL STUDIES	RW6.1: Examine and analyze factors that contribute to quality of life, including material and non-material factors.	HEALTH	USC6.5: Analyze the influences (e.g., cultural, social) on perceptions of and personal standards related to body image, and the resulting impact on the identities and the well-being of self, family, and community.	MATH	SS6.1: Demonstrate understanding of angles including: identifying examples, classifying angles, estimating the measure, determining angle measures in degrees, drawing angles, applying angle relationships in triangles and quadrilaterals.	SCIENCE	DL6.1: Recognize, describe, and appreciate the diversity of living things in local and other ecosystems, and explore related careers.
	RW6.2: Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.		USC6.7: Assess how health promotions and advertising (related to but not limited to tobacco, alcohol, diabetes, and HIV) influence personal standards and behaviours and determine how and why certain groups of consumers (e.g., youth as 'replacement' smokers) are targeted.		SS6.2: Extend and apply understanding of perimeter of polygons, area of rectangles, and volume of right rectangular prisms (concretely, pictorially, and symbolically) including: relating area to volume, comparing perimeter and area.		DL6.5: Assess effects of micro-organisms on past and present society, and contributions of science and technology to human understanding of microorganisms.
	DR6.1: Analyze the impact of the diversity of natural environments on the ways of life in Canada and a selection of countries bordering the Atlantic Ocean.		DM6.8: Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.		ART	CAR	CP6.8: Investigate and manipulate elements of music and principals of composition including repetition and variety.
	DR6.2: Analyze ways in which land affects human settlement patterns and social organization, and ways in which human habitation affects land.		DM6.9: Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.				CC6.1: Investigate various aspects of careers and their requirements.
	DR6.3: Appraise the strategies human societies have used to orient themselves within time and place in the natural environment.		AP6.10: Design and implement (with guidance) two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.				
	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.						
	IN6.3: Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean.						

Grade 7 Curriculum Map

		SCIENCE					SOCIAL STUDIES							HEALTH				CAREERS		
		IE7.2	IE7.3	IE7.4	HT7.1	EC7.3	RW7.1	RW7.2	RW7.3	DR7.2	DR7.3	IN7.2	IN7.3	USC7.5	DM7.8	DM7.9	AP7.10	CC7.1	CC7.2	LW7.1
TOP PICKS	connectAG Mini Unit Plan																			
	Connections in Agriculture Learning Kit																			
	Feeding a Growing World Mini Unit Plan																			
	Guardians of the Grasslands Video & Lesson Plan																			
	Healthy Foods From Healthy Farms Lesson Plan																			
	Mission: Super-Human Learning Kit																			
	Soil Testing in the Schoolyard Learning Kit																			
FAVOURITES	Food Security: Budget Game Lesson Plan																			
	FarmFood 360 Video & Lesson Plan																			
	www.ExploreSaskAg.ca Informational Resource																			
	www.thinkAG.ca Informational Resource																			

Grade 7 Curriculum Map









SCIENCE	IE7.2: Observe, illustrate, and analyze living organisms within local ecosystems as part of interconnected food webs, populations, and communities.	SOCIAL STUDIES	RW7.1: Explain the role of barter, trade, and sharing in traditional economies in Canada and the circumpolar and Pacific Rim countries.	HEALTH	USC7.5: Evaluate personal food choices and needs by applying accurate and current nutritional knowledge (e.g., content labels).	CAREERS	CC7.1: Reflect on and express insights about how knowledge and skills learned in school transfer to one's future life and work.
	IE7.3: Evaluate biogeochemical cycles (water, carbon, and nitrogen) as representations of energy flow and the cycling of matter through ecosystems.		RW7.2: Investigate the influence of resources upon economic conditions of peoples in circumpolar and Pacific Rim countries.		DM7.8: Examine and demonstrate personal commitment in making health decisions related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.		CC7.2: Analyze the contributions work makes to the individual and their community, including globally.
	IE7.4: Analyze how ecosystems change in response to natural and human influences, and propose actions to reduce the impact of human behaviour on a specific ecosystem.		RW7.3: Assess the ecological stewardship of economies of Canada and the circumpolar and Pacific Rim countries.		DM7.9: Examine health opportunities and challenges to establish personal commitment goal statements related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.		LW7.1: Investigate and demonstrate the personal qualities and abilities needed to seek, obtain, or create work.
	HT7.1: Assess the impact of past and current heating and cooling technologies related to food, clothing, and shelter on self, society, and the environment.		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.		AP7.10: Design, implement, and evaluate three six-day action plans that demonstrate personal commitment to responsible health action related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.		
	EC7.3: Investigate the characteristics and formation of the surface geology of Saskatchewan, including soil, and identify correlations between surface geology and past, present, and possible future land uses.		DR7.3: Analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries.				
			IN7.2: Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries.				
			IN7.3: Analyze the relationship of technology to globalization.				

Grade 8 Curriculum Map































		SCI	SOCIAL STUDIES			HEALTH		CAREERS			
		WS8.1	RW8.1	RW8.2	DR8.1	USC8.5	USC8.6	CC8.1	CC8.2	LW8.1	
TOP PICKS	connectAG Mini Unit Plan										
	Connections in Agriculture Learning Kit										
	Healthy Foods From Healthy Farms Learning Kit										
FAVOURITES	Food Security: Budget Game Lesson Plan										
	FarmFood 360 Video & Lesson Plan										
	www.thinkAG.ca Informational Resource										
	Mission: Super-Human Learning Kit										
SCIENCE	WS8.1: Analyze the impact of natural and human-induced changes to the characteristics and distribution of water in local, regional, and national ecosystems.		SOCIAL STUDIES	RW8.1: Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism.			HEALTH	USC8.5: Assess how body image satisfaction/ dissatisfaction and over-reliance on appearance as a source of identity and self-esteem affects the quality of life of self and family.		CAREERS	CC8.1: Examine how a disposition for lifelong learning connects to potential career pathways.
				RW8.2: Assess the implications of personal consumer choices.							CC8.2: Determine the contributions that work and work alternatives such as volunteerism make to the community and identify their importance to society.
				DR8.1: Develop an understanding of the significance of land on the evolution of Canadian identity.							LW8.1: Compare skills taxonomies such as Essential Skills and Employability Skills and examine how an individual's skills may influence possible future occupational choices.

Grade 9 Curriculum Map

		SCI	SS	HLTH	CAREERS		
		RE9.1	RW9.2	USC9.5	CC9.1	CC9.2	LW9.2
TOP PICKS	thinkAG Career Case Learning Kit						
	connectAG Mini Unit Plan						
FAVOURITES	The Real Dirt on Farming Mini Unit Plan						
	Pandemic Food Panic! Lesson Plan						
SCIENCE	RE9.1: Examine the process of and influences on the transfer of genetic information and the impact of that understanding on society past and present. [CP, DM] h. Select and synthesize information from various sources to illustrate how developments in genetics, including gene therapy and genetic engineering, have had an impact on global and local food production, populations, the spread of disease, and the environment.	<div>CAREERS</div>					
SS	RW9.2: Appraise the significance of trade and transportation in the development of the societies studied.						
HEALTH	USC9.5: Evaluate a variety of healthy food policies and plan to participate in the development, revision, and/or implementation of a healthy food policy (e.g., fundraising, feasts, canteen sales, extra-curricular events) in the community (e.g., home, school, arena, youth center). a. Evaluate and respond to a variety of sources of, and information about, healthy food policies.						
		CC9.1: Utilize career information to construct an organized plan of career building which reflects an attitude and expectation of lifelong learning. a. Identify and explain how skills, knowledge, and attitudes acquired in academic, artistic, and technical/practical programs may contribute to achieving personal and professional goals.					
		CC9.2: Analyze and express one’s own understanding of how societal and economic needs influence the nature of paid and unpaid work. a. Utilize career information resources such as occupation classification systems, labour market information, mass media, and Internet-based information delivery systems to analyze the realities and requirements of various work roles.					
		LW9.2: Use acquired knowledge to create a plan for life and work based on one’s preferred future. c. Acknowledge and analyze factors that influence or impact one’s life and work plans (e.g., socioeconomic status, culture, values, physical fitness, work choices, work habits, gender bias and stereotyping).					

Grade 10 Curriculum Map

		SCI10				HIS10		HLTH10	ELA10			CAREERS10					PAA10					
		CII	CD1	CD2	CD3	Unit 2 Values	Unit 2 Knowledge	W11	CR B10.1	CR B10.2	CR B10.3	2A 2.1	9A 9.3	4.1	5.1	5.2	FOOD01 1.1	FOOD01 1.8	FOOD01 1.3	FOOD04 4.8	FOOD06 6.2	FOOD07
TOP PICKS	thinkAG Career Case Learning Kit																					
	#MyFoodChoice Mini Unit Plan																					
	Planet X: ‘Out of this World’ Opportunities in Agriculture & Food Mini Unit Plan																					
	Cooking up Chicken Mini Unit Plan																					
	Growing Green Mini Unit Plan																					
	www.thinkAG.ca Informational Resource																					
FAVOURITES	DNA Extraction Kit Learning Kit																					
	Guardians of the Grasslands Video & Lesson Plan																					
	Pandemic Food Panic! Lesson Plan																					

Grade 10 Curriculum Map

SCIENCE10	SCII0-CII: Investigate career paths related to various branches and sub-branches of science. [DM] b. Explore the breadth of science-related work roles and who is engaged in those work roles in the community.	HISTORY10	History10-Unit 2 Values: • Upon what criteria should economic decisions be evaluated to determine what are wise and unwise decisions by society? • profit? • efficiency? • tradition? • morality?	ENGLISH10	CR B10.1: Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address: • identity (e.g., Diversity of Being); • social responsibility (e.g., Degrees of Responsibility); and • social action (agency) (e.g., Justice and Fairness).	PAA10	FOOD01 1.1: To examine the steps involved in food preparation and to establish guidelines for working together in class. [COM, PSVS]
	SCII0-CD1: Assess the implications of human actions on the local and global climate and the sustainability of ecosystems. [CP, DM] a. Pose questions or problems relating to the effects of human actions on global climate change and the sustainability of ecosystems that arise from personal research.		History 10-Unit 2 Knowledge: • know that industrial societies are based on a complex system of political and economic organizations known as an infrastructure which make possible the production of goods and services.		CR B10.2: View, interpret, and report on ideas and information from more than one source to develop and support positions on various topics related to the course including identity, social responsibility, and personal agency.		FOOD01 1.3: To understand and evaluate the information provided in a recipe. [CCT]
	SCII0-CD2: Investigate factors that influence Earth’s climate system, including the role of the natural greenhouse effect.		History 10-Unit 2 Knowledge: • know that economics is a study of the way in which societies make decisions about the goods and services they will produce to meet the wants of its citizens.		CR B10.3: Listen to, comprehend, interpret, and summarize information and ideas presented in a variety of literary and informational texts including group discussion, oral readings, interviews, prepared talks, and a talk-back show about a topic or issue being studied.		FOOD01 1.8: To recognize that it is everyone’s responsibility to adopt conservation as part of his/her lifestyle.
	SCII0-CD3: Examine biodiversity through the analysis of interactions among populations within communities. [DM, SI] j. Examine the relationship between the biodiversity of an ecosystem, its primary productivity and ecological resilience.		HEALTH10		W11: Make informed decisions regarding personal healthy eating practices based on connections to wellness. Discuss food security and its impact on one’s ability to make decisions about food practices.		CareerWork Expl 10 2A 2.1: To reflect on personal skills, traits, abilities and successes as a basis for personal career portfolio development.
				CareerWork Expl 10 9A 9.3: To identify employer and worker responsibilities for safety in the workplace.	FOOD06 6.2: To recognize the number and sizes of daily servings required in the diet.		
				CareerWork Expl 10 4.1: To understand how skills relate to the selection of courses and how these selections impact upon future education and career paths. [CCT]	FOOD07: Design a menu for a family for a week that includes a variety of milk and dairy foods. [COM, CCT]		
				CareerWork Expl 10 5.1: To explore and demonstrate use of career information resources.			
				CareerWork Expl 10 5.2: To explore career development and job opportunities within the various occupational clusters that make up the framework of the Practical and Applied Arts.			

Grade 11 Curriculum Map

		ES20							PS20	HLTH20			LT20	CAREERS 20					FOOD01	FOOD015			FOOD028	
		AH2	AS2	CE1	ES1	HP1	TE1	TE2	CE1	CE1	NU1	NU2	Module 7	11.1	12.1	12.2	16.1	16.3	1.3	15.12	15.14	15.20	28.2	28.3
TOP PICKS	thinkAG Career Case Learning Kit																							
	DNA Extraction Kit Mini Unit Plan																							
	The Real Dirt on Farming Mini Unit Plan																							
	Planet X: 'Out of this World' Opportunities in Agriculture & Food Mini Unit Plan																							
	Cooking up Chicken Mini Unit Plan																							
	Growing Green Mini Unit Plan																							
FAVOURITES	Guardians of the Grasslands Video & Lesson Plan																							
	snapAG Informational Resource																							
	www.thinkAG.ca Informational Resource																							

		HIS20	SS20	
		Unit 5 Values	Unit 3 Knowledge	Unit 4 Knowledge
TOP	Pandemic Food Panic! Lesson Plan			

Grade 11 Curriculum Map

SCIENCE 20	ES20-AH2: Analyze the production, reliability and uses of geoscience data to investigate the effects of a changing climate on society and the environment. [CP, DM, SI] k. Investigate the adaptation and mitigation strategies developed to minimize the potential impacts of climate change on the agriculture, energy, forestry, transportation and/or tourism sectors in Saskatchewan. [K, STSE, S]	SCIENCE 20	ES20-TE1: Analyze the importance of soils as an integral component of terrestrial ecosystems. [SI, DM, CP] b. Recognize how the breakdown of parent material through various processes (e.g., weathering, erosion, deposition and decomposition of organisms) results in soil with varying properties (e.g., colour, texture, structure and pH).	CAREERS 20	Life Transitions 20 Module 7: Students will develop a better understanding of the personal, moral, social, and cultural aspects of community issues and ethics. • establish arguments based upon human rights, human needs or needs of the environment when examining community issues or ethical issue • ground arguments on moral principles, such as truth or justice, rather than adopting moral relativism as a stance when exploring moral issues or dilemmas in community or ethical issues.	PRACTICAL & APPLIED ARTS 20	FOOD01 1.3: To understand and evaluate the information provided in a recipe. [CCT]
	ES20-AS2: Assess the importance of maintaining healthy water for humans and the environment. [SI, DM] d. Assess how irrigation projects affect food production, water availability, soil salinization and groundwater. [STSE]		ES20-TE2: Examine the role plants play in an ecosystem, including the ways in which humans use plants. [SI, CP, DM] j. Assess the impact of agriculture or forestry on a natural ecosystem. [S]		CareerWork Expl 20 11.1: To discover personal interests, skills, values, beliefs and attitudes and determine their importance.		FOOD015 15.12: To understand the grading and inspection of poultry. [COM]
	ES20-CE1: Analyze and explore environmental science related career paths in Saskatchewan, Canada and the world. [CP, DM] a. Generate a list of occupations that require a background in environmental science. [K, S]		PS20-CE1: Analyze and explore physical science related occupations in Saskatchewan, Canada and the world. [CP, DM] a. Generate a list of occupations that require a background in physical science through research and/or participation in events such as a career fair or job shadow. [K, S]		CareerWork Expl 10/20/A30/B30 12.1: To understand the requirements for WHMIS training in a workplace.		FOOD015 15.14: To discover how to handle poultry safely.
	ES20-ES1: Examine the methods, mindsets and purposes of environmental science. [CP, DM] g. Outline key events, including the industrial revolution, medical revolution, green revolution (agriculture) and the environmental revolution (stewardship), of the environmental movement and their interrelationships with environmental science.	HEALTH 20	HS20-CE1: Analyze and explore health-science related occupations in Saskatchewan, Canada and the world. [CP, DM]		CareerWork Expl 10/20/A30/B30 12.2: To become familiar with the information contained in the Workplace Hazardous Materials Information System (WHMIS) to reduce the worker's risk of injury when handling controlled material and substances. [COM]	SOCIAL STUDIES 20	FOOD015 15.20: To discuss career choices in the meat industry. [IL, PSVS]
	ES20-HPI: Investigate technologies and processes used for mitigating and managing resource use, waste generation and pollution associated with a growing human population. [CP, DM, SI] e. Assess the impact of factors such as advances in food security and access to medicine that support a growing human population. [K]		HS20-NU1: Assess the importance of macronutrients (i.e., carbohydrates, proteins and fats) and micronutrients (e.g., vitamins, minerals and phytochemicals) in maintaining human health. [CP, SI]		CareerWork Expl 20 16.1: To investigate a number of career pathways and the related educational requirements. [IL]		FOOD028 28.2: To discover what personal skills, abilities, and interests can be applied to careers in food and nutrition. [PSVS]
			HS20-NU2: Analyze dietary choices based on personal and cultural beliefs and scientific understanding of nutrition. [SI, CP]		CareerWork Expl 20 16.3: To investigate an occupational cluster to discover a variety of career pathways and related educational requirements. [IL]		FOOD028 28.3: To explore careers in food and nutrition.
							History 20-Unit 5 Values: • Discuss whether the interests of humans and of nature have to be in conflict?
							SS 20-Unit 3 Knowledge: • Know that in liberal, industrial societies decision making is done through two major processes which often interact with each other: • the political process where governments gain direction from the electorate and institute changes; and, • the market place where people collectively make decisions by voting with the dollars they use to buy goods and services.
							SS 20-Unit 4 Knowledge: • Know that human well-being depends upon a number of factors: • consuming enough goods and services to meet basic human needs; • having good health; • having a sense of community; • having the right to contribute through satisfying work, freedom of expression, and feeling accepted and equal; and, • having a healthy environment in which to live.

Grade 12 Curriculum Map

		BI30				CCA	HIS30		SS30	LT30	CAREERS30		FOOD015	FOOD027		FOOD028	
		GB2	GB3	LE1	LE2	30.2	Unit 4 Knowledge	Unit 5 Knowledge	Unit 5 Knowledge	Module 14	18.2	18.3	15.20	27.5	27.6	28.2	28.3
TOP PICKS	thinkAG Career Case Learning Kit																
	DNA Extraction Kit Mini Unit Plan																
	Planet X: ‘Out of this World’ Opportunities in Agriculture & Food Mini Unit Plan																
	Pandemic Food Panic! Lesson Plan																
FAVOURITES	#MyFoodChoice Mini Unit Plan																
	Cooking up Chicken Mini Unit Plan																
	snapAG Informational Resource																
PRACTICAL & APPLIED ARTS 30	FOOD015 15.20: To discuss career choices in the meat industry. [IL, PSVS]																
	FOOD027 27.5: To understand the meaning of food security.																
	FOOD027 27.6: To understand the links between agriculture and the consumer. [TL]																
	FOOD028 28.2: To discover what personal skills, abilities, and interests can be applied to careers in food and nutrition.																
	FOOD028 28.3: To explore careers in food and nutrition.																
ELA30	CCA 30.2: Create and present visual and multimedia representations including using photographs to explain a range of contemporary course-related perspectives or landscapes.																
SOCIAL STUDIES 20		History 30–Unit 4 Knowledge: • Know that the relationship between the people and the environment will significantly impact the health of both Canadians and their environment.															
		History 30–Unit 5 Knowledge: • Know that technology has facilitated mobility of capital, raw materials and consumer goods that has led to national economies becoming increasingly interdependent.															
		SS 30–Unit 5 Knowledge: • Know that the prosperity of modern industrial nations depends upon a modern infrastructure of agriculture, industry, transportation, education, health, and government.															
CAREERS 20		Life Transitions 30 Module 14: Students will acquire and evaluate information in order to: • become aware of the career planning process • acknowledge the importance of a positive self-concept in career planning • recognize how aptitudes, attitudes and abilities affect career planning • examine the relationship between career planning and lifestyle • explore occupations of interest • obtain and interpret information on future trends in employment • examine potential occupational options • explore how decisions are made regarding career planning.															
		CareerWork Expl 30A 18.2: To understand how interests, abilities and aptitudes affect career and work choices, and opportunities.															
		CareerWork Expl 30A 18.3: To understand the relationship among occupational choices, lifestyle and education or training requirements.															
SCIENCE 30		BI30–GB2: Investigate how genetic information is stored, transmitted and expressed at the molecular level.															
		BI30–GB3: Explore the impacts of historical, current and emerging biotechnologies on self, society and the environment. a. Identify examples of historical, current and emerging biotechnologies (e.g., selective breeding, applications of fermentation, genetic engineering, cloning, gene therapy, assistive reproductive technologies and synthetic biology).															
		BI30–LE1: Explore how scientific understandings of life and its characteristics change in light of new evidence.															
		BI30–LE2: Examine the significance of evolution as a key unifying theme in biology through the principles, processes and patterns of biological evolution. [SI, DM] c. Investigate how humans use selective breeding (i.e., artificial selection) to enhance desirable characteristics in organisms. [STSE, K]															

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