

Agriculture in the Classroom

Connecting Kids and Agriculture

2026–2027

K-12

Resource Curriculum Map

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KINDERGARTEN		SCI				SS				HLTH					ART				ELA								
		LTK.1	FEK.1	MOK.1	NSK.1	INK.1	RWK.1	RWK.2	DRK.1	DRK.3	USCK.1	USCK.2	USCK.3	DMK.1	APK.1	CPK.1	CPK2	CPK.3	CPK.4	CRK.1	CRK.2	CRK.3	CRK.4	CCK.1	CCK.2	CCK.3	CCK.4
TOP PICKS	A Harvest Story Book																										
	Amazing Invent-A-Plant Lesson Plan																										
	First-Time Farmers Learning Kit																										
	Season Change Scavenger Hunt Lesson Plan																										
FAVOURITES	Alex’s First Seed Book																										
	All The Farmers You Will Know Book, Lesson Plan																										
	Blossom’s Big Job Book																										
	Care Book																										
	Devlin Saves a Lamb Book																										
	My Food Story Learning Kit																										
	Plant, Grow, Eat, Share Book																										
	The Great Canadian Farm Tour Mini Unit Plan																										

KINDERGARTEN

SCI	LTK.1 Examine observable characteristics of plants, animals, and people in their local environment.	HLTH	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).	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.
	FEK.1 Examine the effects of physical forces, magnetic forces, light energy, sound energy, and heat energy, on objects in their environment.		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.		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.
	MOK.1 Investigate observable characteristics of familiar objects and materials in their environment.		USCK.3 Explore that who I am includes more than my physical self.		
	NSK.1 Explore features of their natural surroundings (e.g., soil, water, landform, and weather conditions), including changes to those surroundings over time.		DMK.1 Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, exploring “self”.		
SS	INK.1 Demonstrate an understanding of similarities and differences among individuals in the classroom.		APK.1 Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring “self”.		
	RWK.1 Examine ways of managing tasks and resources in families and schools.				
	RWK.2 Develop and demonstrate stewardship of the environment in daily actions, in an effort to promote balance and harmony.	ART	CPK.1 Express ideas through exploration of the elements of dance including: action, body, dynamics, relationships, space.		CRK.3 Listen, comprehend, and respond to gain meaning in oral texts h. Ask questions for clarification, and make comments relevant to the topic.
	DRK.1 Describe the spatial relationships among people, places, and environments.		CPK.2 Explore a variety of drama strategies including: role, imagining, parallel play, journeys, meetings.		CRK.4 Comprehend, retell, and respond to basic ideas in stories, poems, songs, and information texts read to them.
	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).		CPK.3 Create sound compositions exploring the elements of music including: repeating patterns, beat (e.g., clapping and stepping, and counting), response to fast/slow paces, high/low sounds, loud/soft sounds, sounds with distinct tone colours/timbres.		CCK.1 Compose and create various visual, multimedia, oral, and written texts that explore and present thoughts, ideas, and experiences.
		CPK.4 Create art works that express own observations and ideas about the world.	CCK.2 Use and construct symbols, pictures, and dramatizations to communicate feelings and ideas in a variety of ways.		
			CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.		
			CCK.4 Create messages using a combination of pictures, symbols, and letters.		

GRADE 1		SCI						SS		HLTH		ART	ELA			
		LT.1	LT.2	SEI.1	SEI.2	OMI.1	DSI.2	DRI.3	INI.3	USC.1	USC.1.5	CPI.8	CRI.1	CRI.2	CRI.3	CRI.4
TOP PICKS	A Harvest Story Book															
	Alex's First Seed Book															
	Blossom's Big Job Book															
	Care Book															
	Connections in Agriculture Learning Kit															
	Living Necklace Kit Learning Kit															
	My Food Story Learning Kit															
	Plant, Grow, Eat, Share Book															
	Season Change Scavenger Hunt Lesson Plan															
	The Great Canadian Farm Tour Mini Unit Plan															
FAVOURITES	All The Farmers You Will Know Book, Lesson Plan															
	Amazing Invent-A-Plant Lesson Plan															
	Devlin Saves a Lamb Book															
	Healthy Foods from Healthy Farms Learning Kit															

GRADE 1

SCI	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.	SS	DR1.3 Demonstrate awareness of humans' reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants.	ELA	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.
	IN1.3 Assess ways in which relationships help to meet human needs.				
	HLTH	USC1.1 Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.	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.		
		USC1.5 Explore the association between a healthy sense of "self" and one's positive connection with others and the environment.			
	ART	CPI.8 Create art works that express own ideas and explore different forms (e.g., painting, drawing, printmaking) and media (paint, found objects).	CR1.3 Listen to and comprehend a variety of texts to retell the sequence and key points.		
	SE1.2 Explore how humans and animals use their senses to interact with their environment.	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		SCI				SS			HLTH		ELA		
		AN2.1	AN2.2	AN2.3	AW2.2	RW2.1	DR2.2	IN2.1	USC2.1	USC2.6	CR2.1	CR2.2	CR2.4
TOP PICKS	A Harvest Story Book												
	All the Farmers You Will Know Book, Lesson Plan												
	Connections in Agriculture Learning Kit												
	My Food Story Learning Kit												
	Plant, Grow, Eat, Share Book												
	Season Change Scavenger Hunt Lesson Plan												
FAVOURITES	Alex's First Seed Book												
	Blossom's Big Job Book												
	Care 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												

GRADE 2

SCI	AN2.1 Analyze the growth and development of familiar animals, including birds, fish, insects, reptiles, amphibians, and mammals, during their life cycles.	SS	RW2.1 Describe ways in which the local community meets needs and wants of its members.	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.
	AN2.2 Compare the growth and development of humans with that of familiar animals.		DR2.2 Analyze the influence of the natural environment on the local community.		
	AN2.3 Assess the interdependence of humans and animals in natural and constructed environments.		IN2.1 Determine characteristics of a community.		
	AW2.2 Assess the importance of air and water for the health and survival of living things, including self, and the environment.	HLTH	USC2.1 Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being.		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.
			USC2.6 Examine how communities benefit from the diversity of their individual community members.		

GRADE 3		SCI				SS					HLTH				ELA								MATH			ART			
		ES3.1	ES3.2	PL3.1	PL3.2	IN3.2	IN3.3	RW3.1	RW3.2	RW3.3	DR3.2	USC3.1	USC3.2	AP3.1	DM3.1	CC3.1	CC3.2	CC3.4	CR3.1	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																												
	All The Farmers You Will Know Book, Lesson Plan																												
	Amazing Invent-A-Plant Lesson Plan																												
	Connections in Agriculture Learning Kit																												
	Dig Deeper: A Soil Discovery Kit Learning Kit																												
	ExploreSaskAg.ca Informational Resource																												
	Living Necklace Kit Learning Kit																												
	Plant, Grow, Eat, Share Book																												
	Plants, People & Climate Change Mini Unit Plan																												
	Saskatchewan Seed Kit Learning Kit																												
	The Great Canadian Farm Tour Mini Unit Plan																												
FAVOURITES	Blossom's Big Job Book																												
	Care Book																												
	Foundations of SK Agriculture Informational Resource																												
	Healthy Foods from Healthy Farms Learning Kit																												
	Let's Eat: Plants Lesson Plan																												
	My Food Story Learning Kit																												
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GRADE 3		SCI				SS						HLTH				ELA						MATH			ART	
		ES3.1	ES3.2	PL3.1	PL3.2	IN3.2	IN3.3	RW3.1	RW3.2	RW3.3	DR3.2	USC3.1	USC3.2	AP3.1	DM3.1	CC3.1	CC3.2	CC3.4	CR3.1	CR3.2	CR3.3	CR3.4	P3.1	P3.2	SS3.3	CP3.7
FAVOURITES	Reggie's Technology Adventure Book, Lesson Plan																									
	Seedy Scavenger Hunt Lesson Plan																									
	Trade and Taste Learning Kit																									
	What's Growing Around Us? Book																									
	What's in Your Lunchbox? Learning Kit																									
SCI	ES3.1 Investigate the characteristics, including soil composition and ability to absorb water, of different types of soils in their environment.				HLTH	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.										ELA	CC3.2 Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy to follow representations with a clear purpose.									
	ES3.2 Analyze the interdependence between soil and living things, including the importance of soil for individuals, society, and all components of the environment.					USC3.2 Examine the spiritual dimension of the “inner self” and determine the importance of nurturing it.											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.									
	PL3.1 Investigate the growth and development of plants, including the conditions necessary for germination.					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.											CR3.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity, community, social responsibility and make comparison with personal experiences.									
	PL3.2 Analyze the interdependence among plants, individuals, society, and the environment.					DM3.1 Demonstrate the importance of investigating information for making informed decisions 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.											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).									
SS	IN3.2 Analyze the cultures and traditions in communities studied.				MATH	P3.1 Demonstrate understanding of increasing and decreasing patterns including: observing and describing, extending, comparing, creating patterns using manipulatives, pictures, sounds, and actions.										CR3.2 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.										
	IN3.3 Illustrate examples of interdependence of communities.																									
	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.																									
	DR3.2 Assess the degree to which the geography and related environmental and climatic factors influence ways of living on and with the land.				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.										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.										
ART	CP3.7 Create visual art works that express ideas about the natural, constructed, and imagined environments.																									
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GRADE 4		SCI					SS				HLTH		ELA					
		HC4.1	HC4.2	HC4.3	RM4.2	RM4.3	DR4.1	RW4.1	RW4.2	RW4.3	USC4.1	DM4.1	CR4.1	CR4.2	CR4.3	CR4.4	CC4.1	CC4.2
TOP PICKS	All The Farmers You Will Know Book, Lesson Plan																	
	Connections in Agriculture Learning Kit																	
	ExploreSaskAg.ca Informational Resource																	
	Foundations of SK Agriculture Informational Resource																	
	Healthy Foods from Healthy Farms Learning Kit																	
	The Great Canadian Farm Tour Mini Unit Plan																	
	Trade and Taste Learning Kit																	
	What's in Your Lunchbox? Learning Kit																	
FAVOURITES	Let's Eat: Plants Lesson Plan																	
	My Food Story Learning Kit																	
	Plants, People & Climate Change Mini Unit Plan																	
	Reggie's Technology Adventure Book, Lesson Plan																	
	Seedy Scavenger Hunt Lesson Plan																	
	The Adventures of Michael & Mia Book																	
	What's Growing Around Us? Book																	

GRADE 4

SCI	HC4.1 Investigate the interdependence of plants and animals, including humans, within habitats and communities.	SS	DR4.1 Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.	ELA	CR4.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address: • identity (e.g., Expressing Myself) • community (e.g., Building Community) • social responsibility (e.g., Preserving a Habitat) and support response with evidence from text and from own experiences.
	HC4.2 Analyze the structures and behaviours of plants and animals that enable them to exist in various habitats.		RW4.1 Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.		CR4.2 View and respond to visual and multimedia texts (including graphs, charts, diagrams, maps, multimedia DVD, websites, television programs, advertisements, posters), explaining the creator's technique and the impact on viewers.
	HC4.3 Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats.		RW4.2 Investigate the importance of agriculture to the economy and culture of Saskatchewan.		CR4.3 Listen, summarize, paraphrase, and evaluate what was listened to and draw conclusions.
	RM4.2 Assess how human uses of rocks and minerals impact self, society, and the environment.		RW4.3 Assess the impact of Saskatchewan resources and technological innovations on the provincial, national, and global communities.		CR4.4 Read for various purposes and demonstrate comprehension of grade-appropriate fiction (including stories and novels), scripts, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations and Métis and countries (including Canada).
	RM4.3 Analyze how weather, erosion, and fossils provide evidence to support human understanding of the formation of landforms on Earth.	HLTH	USC4.1 Assess what healthy eating and physical activity mean for pre/adolescence.		CC4.1 Compose and create a range of visual, multimedia, oral, and written texts that explore identity, community, social responsibility through personal experiences and inquiry.
			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.		CC4.2 Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings.

GRADE 5		SCI						SS						HLTH			ELA		
		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	CR5.1	CC5.1	CC5.2
	Connections in Agriculture Learning Kit																		
	ExploreSaskAg.ca Informational Resource																		
	The Adventures of Michael & Mia Book																		
FAVOURITES	All The Farmers You Will Know Book, Lesson Plan																		
	Healthy Foods From Healthy Farms Learning Kit																		
	Interview with a Farmer Video, Lesson Plan																		
	Let's Eat: Plants Lesson Plan																		
	Mission: Super-Human Learning Kit																		
	Plants, People & Climate Change Mini Unit Plan																		
	Reggie's Technology Adventure Book, Lesson Plan																		
	The Real Dirt on Farming Mini Unit Plan																		
	Trade and Taste Learning Kit																		
	What's in Your Lunchbox? Learning Kit																		

GRADE 5

SCI	FM5.2 Investigate characteristics of simple machines, including levers, wheels and axles, pulleys, inclined planes, screws, and wedges, for moving and lifting loads.	SS	DR5.1 Analyze the historic and contemporary relationship of people to land in Canada.	ELA	CR5.1 Analyze and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address: • identity (e.g., Exploring Heritage) • community (e.g., Teamwork) • social responsibility (e.g. What is Fair?).
	FM5.3 Assess how natural and man-made forces and simple machines affect individuals, society, and the environment.		DR5.2 Assess the impact of the environment on the lives of people living in Canada.		CC5.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: identity, community, social responsibility and express personal thoughts shaped through inquiry.
	MC5.3 Assess how the production, use and disposal of raw materials and manufactured products affects self, society, and the environment.		DR5.3 Identify the European influence on pre-confederation Canadian society.		
	WE5.2 Investigate local, national, and global weather conditions, including the role of air movement and solar energy transfer.		RW5.1 Explain the importance of sustainable management of the environment to Canada's future.		
	WE5.3 Analyze the impact of weather on society and the environment, including technologies that help humans address weather conditions.		RW5.2 Hypothesize about economic changes that Canada may experience in the future.		
	HB5.1 Analyze personal and societal requirements for, and the impact of, maintaining a healthy human body.		IN5.2 Analyze the evolution of Canada as a multicultural nation.		
		HLTH	USC5.1 Analyze personal eating practices.		
			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.		
			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.		

GRADE 6		SCI		SS						HLTH					ELA						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	CR6.1	CR6.5	CR6.7	CC6.1	CC6.4	CC6.8	CC6.1	LW6.2
TOP PICKS	All The Farmers You Will Know Book, Lesson Plan																						
	Connections in Agriculture Learning Kit																						
	ExploreSaskAg.ca Informational Resource																						
	Kareero Informational Resource																						
	Mission: Super-Human Learning Kit																						
	Plants, People & Climate Change Mini Unit Plan																						
FAVOURITES	Healthy Foods From Healthy Farms Learning Kit																						
	Interview with a Farmer Video, Lesson Plan																						
	The Adventures of Michael & Mia Book																						
	The Food Security Budget Game Learning Kit																						
	The Real Dirt on Farming Mini Unit Plan																						
	thinkAG.ca Informational Resource																						
	Trade and Taste Learning Kit																						

GRADE 6

SCI	DL6.1 Recognize, describe, and appreciate the diversity of living things in local and other ecosystems, and explore related careers.	HLTH	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.	ELA	CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing Up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).
	DL6.5 Assess effects of micro-organisms on past and present society, and contributions of science and technology to human understanding of microorganisms.		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.		CR6.5 Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.
SS	RW6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors.		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.		CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions.
	RW6.2 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.		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 Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).
	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.		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.		CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.
	DR6.2 Analyze ways in which land affects human settlement patterns and social organization, and ways in which human habitation affects land.				CC6.8 Experiment with a variety of text forms (e.g., a peer interview, presentation at an assembly, poem, letter to parents, short review, poster, tableau, graphic organizer) and techniques (e.g., surprise ending).
	DR6.3 Appraise the strategies human societies have used to orient themselves within time and place in the natural environment.			CAREERS	CC6.1 Investigate various aspects of careers and their requirements.
	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.				LW6.2 Investigate the interrelationship of life roles.
	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		SCI					SS								HLTH				ELA			CAREERS		
		IE7.2	IE7.3	IE7.4	HT7.1	EC7.3	RW7.1	RW7.2	RW7.3	DR7.2	DR7.3	IN7.1	IN7.2	IN7.3	USC7.5	DM7.8	DM7.9	AP7.10	CR7.1	CR7.7	CC7.5	CC7.1	CC7.2	LW7.1
TOP PICKS	Guardians of the Grasslands Video, Lesson Plan																							
	Healthy Foods From Healthy Farms Lesson Plan																							
	Kareero Informational Resource																							
	Mission: Super-Human Learning Kit																							
	Soil Testing in the Schoolyard Learning Kit																							
	Trade and Taste Learning Kit																							
FAVOURITES	ExploreSaskAg.ca Informational Resource																							
	FarmFood360° Video, Lesson Plan																							
	The Food Security Budget Game Learning Kit																							
	The Real Dirt on Farming Mini Unit Plan																							
	thinkAG.ca Informational Resource																							

GRADE 7

SCI	IE7.2 Observe, illustrate, and analyze living organisms within local ecosystems as part of interconnected food webs, populations, and communities.	SS	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.	ELA	CR7.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Thinking for Oneself), social responsibility (e.g., Participating and Giving Our Personal Best), and efficacy (e.g., Doing Our Part for Planet Earth).
	IE7.3 Evaluate biogeochemical cycles (water, carbon, and nitrogen) as representations of energy flow and the cycling of matter through ecosystems.		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.		CR7.7 Read independently and demonstrate comprehension of a variety of specialized information texts including non-fiction books, grade-level instructional materials, articles, reports, reference materials, instructions, advertising and promotional materials, and websites.
	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.		IN7.1 Investigate examples of conflict, cooperation, and interdependence between Canada and circumpolar and Pacific Rim countries.		CC7.5 Create and present a variety of representations including visual and multimedia presentations such as displays, illustrations, and videos, and enhance communication with appropriate graphic organizers, charts, circle graphs, timelines, maps, and sound effects.
	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.		IN7.2 Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries.		CC7.1 Reflect on and express insights about how knowledge and skills learned in school transfer to one's future life and work.
	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.		IN7.3 Analyze the relationship of technology to globalization.		CC7.2 Analyze the contributions work makes to the individual and their community, including globally.
SS	RW7.1 Explain the role of barter, trade, and sharing in traditional economies in Canada and the circumpolar and Pacific Rim countries.	HLTH	USC7.5 Evaluate personal food choices and needs by applying accurate and current nutritional knowledge (e.g., content labels).	CAREERS	LW7.1 Investigate and demonstrate the personal qualities and abilities needed to seek, obtain, or create work.
	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.		
	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.		
			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.		

GRADE 8		SCI	SS				HLTH		ELA		CAR	
		WS8.1	RW8.1	RW8.2	RW8.3	DR8.1	USC8.5	USC8.6	CR8.1	CR8.7	CC8.1	LW8.1
TOP PICKS	Healthy Foods From Healthy Farms Lesson Plan											
	Interview with a Farmer Video, Lesson Plan											
	The Real Dirt on Farming Mini Unit Plan											
	FarmFood360° Video, Lesson Plan											
FAVOURITES	Guardians of the Grasslands Video, Lesson Plan											
	Kareero Informational Resource											
	Mission: Super-Human Learning Kit											
	Soil Testing in the Schoolyard Learning Kit											
	The Food Security Budget Game Learning Kit											
	thinkAG.ca Informational Resource											
	Trade and Taste Learning Kit											

GRADE 8

SCI	WS8.1 Analyze the impact of natural and human-induced changes to the characteristics and distribution of water in local, regional, and national ecosystems.	HLTH	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.
	RW8.1 Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism. a. Investigate the goods and services produced in the local economy and the consumers of those goods and services (e.g., hospital, hairdressers, manufacturers, farmers, exporters).		USC8.6 Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment.		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.
SS	RW8.2 Assess the implications of personal consumer choices. a. Determine the effects on the local community of the purchasing patterns of its members (e.g., the origins of products used in daily life).	ELA	CR8.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Becoming Myself), social responsibility (e.g., In Search of Justice), and efficacy (e.g., Building a Better World).		
	RW8.3 Critique the approaches of Canada and Canadians to environmental stewardship and sustainability a. Represent on a timeline the evolution of Canadian policy on global environmental issues, including historical First Nations approaches to environmental stewardship.		CR8.7 Read independently and demonstrate comprehension of a variety of information texts including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing any biases or false reasoning.		
	DR8.1 Develop an understanding of the significance of land on the evolution of Canadian identity.				

GRADE 9		SCI	SS					HLTH	ELA			CAREERS			PAA				
		RE9.1	DR9.3	DR9.4	PA9.3	RW9.1	RW9.2	USC9.5	CR9.1	CR9.4	CR9.7	CC9.1	CC9.2	LW9.2	FOOD1	FOOD2	FOOD4	FOOD5	FOOD18
TOP PICKS	Career Case Learning Kit																		
	Cooking Up Chicken Mini Unit Plan																		
	Interview with a Farmer Video, Lesson Plan																		
	Kareero Informational Resource																		
	The Food Security Budget Game Learning Kit																		
	thinkAG.ca Informational Resource																		
FAVOURITES	Before the Plate Video, Lesson Plan																		
	FarmFood360° Video, Lesson Plan																		
	Growing Green Mini Unit Plan																		
	Guardians of the Grasslands Video, Lesson Plan																		
	Pandemic Food Panic! Lesson Plan																		
	Soil Testing in the Schoolyard Learning Kit																		
	The Real Dirt on Farming Mini Unit Plan																		

GRADE 9

SCI	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.	HLTH	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.	CAREERS	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.
	DR9.3 Assess the relationship of the natural environment in the development of a society. d. Give examples of ways in which the development of societies studied impacted the natural environment.		CR9.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., The Search for Self), social responsibility (e.g., Our Shared Narratives), and efficacy (e.g., Doing the Right Thing).		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.
SS	DR9.4 Determine the influence of societies of the past on contemporary life in Canada.	ELA	CR9.4 View and demonstrate comprehension and evaluation of visual and multimedia texts including illustrations, maps, charts, graphs, pamphlets, photography, art works, video clips, and dramatizations to glean ideas suitable for identified audience and purpose.		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).
	PA9.3 Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.		CR9.7 Read independently and demonstrate comprehension of a variety of information texts including expository essays, historical accounts, news articles, and scientific writing.		
	RW9.1 Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied. a. Investigate the strategies used to acquire and distribute resources in the societies studied.			PAA	FOOD1 Integrate safety practices into food preparation.
	RW9.2 Appraise the significance of trade and transportation in the development of the societies studied.				FOOD2 Explore the importance of safe food handling, preparation and storage.
					FOOD4 Produce a quality food product by accurately using a recipe.
					FOOD5 Explore the use of common kitchen tools and equipment.
					FOOD18 Prepare quick and healthy meals.

GRADE 10		SCI10				SS10					HLTH	ELA10				CAREERS10						PAA10				FIN LIT
		C1	CD1	CD2	CD3	SS10-Unit 2 Knowledge	SS10-Unit 2 Values	SS10-Unit 4 Values	HIS10-Unit 2 Values	HIS10-Unit 2 Knowledge	WT1	CR A10.4	CR B10.1	CR B10.2	CR B10.3	CWEX1	CWEX2	CWEX3	CWEX4	CWEX6	CWEX9	FOOD1	FOOD4	FOOD18	FOOD53	FL10.5
TOP PICKS	Before the Plate Video, Lesson Plan																									
	Career Case Learning Kit																									
	Growing Green Mini Unit Plan																									
	Real Farm Lives Lesson Plan																									
	The Real Dirt on Farming Mini Unit Plan																									
	thinkAG.ca Informational Resource																									
FAVOURITES	FarmFood360° Video, Lesson Plan																									
	Guardians of the Grasslands Video, Lesson Plan																									
	Interview with a Farmer Video, Lesson Plan																									
	Kareero Informational Resource																									
	Pandemic Food Panic! Lesson Plan																									
	The Food Security Budget Game Learning Kit																									

GRADE 10		CAR	PAA10					
		CWEX15A	FOOD1	FOOD2	FOOD4	FOOD5	FOOD6	FOOD20
TOP	Cooking up Chicken Mini Unit Plan							

GRADE 10

SCI10	SCI10-C11 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.	SS10	SS 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.	CAREERS10	CWEX1 Investigate the career/life development process.
	SCI10-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.		SS 10-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?		CWEX2 Explore transferable skills.
	SCI10-CD2 Investigate factors that influence Earth's climate system, including the role of the natural greenhouse effect.		SS 10-Unit 4 Values • How should governments balance off claims on the economy by special interest groups with the general well being of the majority?		CWEX3 Construct a personal career portfolio.
	SCI10-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.	HLTH10	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.	PAA10	CWEX4 Explore types of work.
HIS10	History 10-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?	ELA10	CR A10.4 Read, interpret, and draw conclusions about the ideas, information, concepts, and themes presented in a variety of literary (including poems, plays, essays, short stories, novels) and informational (including magazines, newspapers, and on-line information) texts.		CWEX6 Access and Assess sources of career information.
	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 B10.1 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).		CWEX9 Analyze how a variety of factors influence career decisions and planning.
	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 B10.2 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.		CWEX15A Analyze the importance of rights and responsibilities in relation to workplace safety.
			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.		FOOD1 Integrate safety practices into food preparation.
				FIN LIT	FOOD2 Explore the importance of safe food handling, preparation and storage.
					FOOD4 Produce a quality food product by accurately using a recipe.
					FOOD5 Explore the use of common kitchen tools and equipment.
					FOOD6 Investigate Canada's Food Guide.
					FOOD18 Prepare quick and healthy meals.
					FOOD20 Develop a marketing strategy intended to influence food choices.
					FOOD53 Explore food related occupations in Saskatchewan, Canada, and the world.
					FL10.5 Examine the role of personal budgets and their importance for financial planning.

GRADE 11		SCI20							SS20				HS20		CAREERS20						PAA20				
		ES20-AH2	ES20-CE1	ES20-ES1	ES20-HP1	ES20-TE1	ES20-TE2	PS20-CE1	SS20-Unit 3 Knowledge	SS20-Unit 4 Knowledge	HIS20-Unit 5 Values	HIS20-Unit 5 Knowledge	NU1	NU2	CWEX8	CWEX10	CWEX11	CWEX13	CWEX16B	CWEX17B	FOOD2	FOOD7	FOOD18	FOOD80A	FOOD53
TOP PICKS	Career Case Learning Kit																								
	Cooking up Chicken Mini Unit Plan																								
	Growing Green Mini Unit Plan																								
	Interview with a Farmer Video, Lesson Plan																								
	Pandemic Food Panic! Lesson Plan																								
	Real Farm Lives Lesson Plan																								
	The Real Dirt on Farming Mini Unit Plan																								
FAVOURITES	Before the Plate Video, Lesson Plan																								
	FarmFood360° Video, Lesson Plan																								
	Guardians of the Grasslands Video, Lesson Plan																								
	Kareero Informational Resource																								
	The Agri-Environment Learning Kit																								
	thinkAG.ca Informational Resource																								

GRADE 11		SS20			Math	FIN LIT			
		SS20-Unit 4 Knowledge	SS20-Unit 5 Knowledge	HIS20-Unit 5 Values	FM20.1	FINL2	FINL6A	FINL6B	
		TOP	The Food Security Budget Game Learning Kit						

GRADE 11

SCI20	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]	SS20	SS20-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.	CAREERS20	CWEX8 Examine several career pathways.
	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]		SS20-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.		CWEX10 Analyze one's compatibility for a variety of occupations.
	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.		SS20-Unit 5 Knowledge • Know that scarcity is the relationship which occurs when needs and wants exceed the limited resources available to meet those needs and wants.		CWEX11 Outline potential career plans.
	ES20-HP1 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]		History20-Unit 5 Values • Discuss whether the interests of humans and of nature have to be in conflict?		CWEX13 Explore skills, tools and strategies that support the job search process.
	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).		History20-Unit 5 Knowledge • Know that the acquisition and utilization of technological and scientific knowledge has given humans the power to change the world's environment significantly.		CWEX16B Explore workplace hazards and injury prevention.
	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]	HLTH20	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]	PAA20	CWEX17B Explore the Workplace Hazardous Materials Information System (WHMIS).
	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]		HS20-NU2 Analyze dietary choices based on personal and cultural beliefs and scientific understanding of nutrition. [SI, CP]		FOOD2 Explore the importance of safe food handling, preparation and storage.
					Food7 Investigate elements of meal preparation, serving and dining.
				MATH	FOOD18 Prepare quick and healthy meals.
					FOOD80A Prepare for the work placement.
					FOOD53 Explore food studies-related occupations in Saskatchewan, Canada, and the world.
				FIN LIT 30	FM20.1 Demonstrate understanding of the mathematics involved in an historical event or an area of interest. ([C, CN, ME, PS, R, T, V])
					FINL2 Apply decision-making strategies to various personal and community financial scenarios.
					FINL6A Examine the principles of budgeting.
					FINL6B Develop and analyze monthly and annual spending plans based on income and expense tracking.

GRADE 12		SCI30					ELA30			SS30				CAREERS30			PAA30				MATH	FIN LIT
		BIO30-GB3	ES30-CE1	ES30-AH2	ES30-F01	ES30-LS3	CCA-30.2	CR A30.1	CR A30.2	HIS30-Unit 3 Knowledge	HIS30-Unit 4 Knowledge	HIS30-Unit 5 Knowledge	SS30-Unit 5 Knowledge	LT30 Module 14	CWEX80C	CWEX81C	FOOD2	FOOD34	FOOD80B	FOOD53	FM30.1	FINL6C
TOP PICKS	Career Case Learning Kit																					
	Interview with a Farmer Video, Lesson Plan																					
	Pandemic Food Panic! Lesson Plan																					
FAVOURITES	Before the Plate Video, Lesson Plan																					
	Cooking up Chicken Mini Unit Plan																					
	FarmFood360° Video, Lesson Plan																					
	Growing Green Mini Unit Plan																					
	Guardians of the Grasslands Video, Lesson Plan																					
	Kareero Informational Resource																					
	Real Farm Lives Lesson Plan																					
	The Agri-Environment Learning Kit																					
	The Food Security Budget Game Learning Kit																					
	The Real Dirt on Farming Mini Unit Plan																					
	thinkAG.ca Informational Resource																					

GRADE 12

SCI30	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).	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.	CAREERS30	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.	
	ES30-AH2 Analyze the composition of Earth's atmosphere and factors that influence changes in the composition in the short and long term. (SI)		CR A30.1 View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Metis, Saskatchewan, and Canadian texts that address: identity, social responsibility, social action (agency).			
	ES30-CE1 Analyze and explore earth-science related career paths in Saskatchewan, Canada and the world. (CP, DM)		CR A30.2 View and evaluate critically information and ideas obtained from First Nations, Métis, Saskatchewan, and Canadian visual and multimedia texts including an advertisement, news broadcast, poster, and film.		CWEX80C Analyze factors that contribute to a successful work placement experience.	
	ES30-F01 Examine the multi-disciplinary nature of earth science.	SS30	History 30-Unit 3 Knowledge • Know that the regions of the nation are not equal in terms of resources, economic options, or the degree of political influence on national decision making.		CWEX81C Prepare for the work placement experience.	
	ES30-LS3: Analyze surface geography as a product of deposition, weathering, erosion, and mass wasting processes (SI, CP).		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.		PAA30	FOOD2 Explore the importance of safe food handling, preparation and storage.
			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.			Food34 Evaluate various sources of domestic animal-based protein.
	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.		FOOD028 28.2 To discover what personal skills, abilities, and interests can be applied to careers in food and nutrition.			
			MATH30	FM30.1 Demonstrate understanding of financial decision making including analysis of: renting, leasing, and buying credit compound interest, investment portfolios.		
			FIN LIT	FINL6C Create and evaluate a fictional or confidential personal spending plan.		