

Agriculture in the Classroom

Connecting Kids and Agriculture

2023-2024

K-12

Resource Curriculum Map

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TOP PICKS

Educational resources
with the strongest
curricular ties.









































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FAVOURITES

Other educational
resources with
relevant curricular
outcomes.

KINDERGARTEN		SCI		SS			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													
	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

SCIENCE	LTK.1: Examine observable characteristics of plants, animals, and people in their local environment.	HEALTH	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.
	NSK.1: Explore features of their natural surroundings (e.g., soil, water, landform, and weather conditions), including changes to those surroundings over time.		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.
SOCIAL STUDIES	INK.1: Demonstrate an understanding of similarities and differences among individuals in the classroom.		USCK.3: Explore that who I am includes more than my physical self.		
	RWK.2: Develop and demonstrate stewardship of the environment in daily actions, in an effort to promote balance and harmony.	ART	CPK.4: Create art works that express own observations and ideas about the world.		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.				
	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).				

GRADE 1		SCIENCE						SS		HEALTH		ART	ELA		
		LT1.1	LT1.2	SE1.1	SE1.2	OM1.1	DS1.2	DR1.3	IN1.3	USC1.1	USC1.5	CPI.8	CRI.1	CRI.2	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														
FAVOURITE	Amazing Invent-A-Plant Lesson Plan														
	Devlin Saves a Lamb Book														
	Healthy Foods from Healthy Farms Learning Kit														





















GRADE 1

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	DR1.3: Demonstrate awareness of humans’ reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants.	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.
	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.		IN1.3: Assess ways in which relationships help to meet human needs.		
	LT1.1: Differentiate between living things according to observable characteristics, including appearance and behaviour.	HEALTH	USC1.1: Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.		
	LT1.2: Analyze different ways in which plants, animals and humans interact with various natural and constructed environments to meet their basic needs.		USC1.5: Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment.		
	SE1.2: Explore how humans and animals use their senses to interact with their 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).		
					CR1.4: 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		SCIENCE				SS		HEALTH		ELA		
		AN.2.1	AN.2.2	AN.2.3	AW.2.2	RW.2.1	DR.2.2	USC.2.1	USC.2.6	CR.2.1	CR.2.2	CR.2.4
TOP PICKS	A Harvest Story Book											
	Connections in Agriculture Learning Kit											
	My Food Story Learning Kit											
	Plant, Grow, Eat, Share Book											
	Season Change Scavenger Hunt Lesson Plan											
	Where Beef Comes From Book											
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

SCIENCE	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.		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.
	AN2.3: Assess the interdependence of humans and animals in natural and constructed environments.	HEALTH	USC2.1: Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being.		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.
	AW2.2: Assess the importance of air and water for the health and survival of living things, including self, and the environment.		USC2.6: Examine how communities benefit from the diversity of their individual community members.		

GRADE 3		SCIENCE				SOCIAL STUDIES						HEALTH				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	CC3.4	CR3.1	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.					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.					ENGLISH LANGUAGE ARTS	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.													
	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.						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.													
	PL3.1: 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.						CR3.2: 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).													
	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.						CR3.3: 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.													
SOCIAL STUDIES	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.						CR3.4: 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.													
	IN3.3: Illustrate examples of interdependence of communities.						P3.2: Demonstrate understanding of equality by solving one-step addition and subtraction equations involving symbols representing an unknown quantity.																			
	RW3.1: Appraise the ways communities meet their members’ needs and wants.						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.																			
	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.						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.																			
	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																				
ART	CP3.7: Create visual art works that express ideas about the natural, constructed, and imagined environments.																									
Order & download resources at: www.aitc.sk.ca																										

GRADE 4		SCIENCE					SOCIAL STUDIES				HEALTH		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	CR4.3	CR4.4
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														












































GRADE 4

SCIENCE	HC4.1: Investigate the interdependence of plants and animals, including humans, within habitats and communities.	SOCIAL STUDIES	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.		CR4.3: Listen, summarize, paraphrase, and evaluate what was listened to and draw conclusions.
	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.		
	RM4.2: Assess how human uses of rocks and minerals impact self, society, and the environment.	HEALTH	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.		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		SCIENCE							SOCIAL STUDIES						HEALTH			ELA	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	CR5.1	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																					
	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																					
	What's in Your Lunchbox? Learning Kit																					


























































GRADE 5

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.	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?).
	FM5.2: 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.		
	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.	MATH	P5.1: Represent, analyse, and apply patterns using mathematical language and notation.
	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.		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.
	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.		SS5.6: Identify and sort quadrilaterals, including: rectangles, squares, trapezoids, parallelograms, rhombuses.
	WE5.3: Analyze the impact of weather on society and the environment, including technologies that help humans address weather conditions.	HEALTH	IN5.2: analyze the evolution of Canada as a multicultural nation.	ART	CP5.6: Create sound compositions (vocal and instrumental) that draw inspiration from pop culture and demonstrate knowledge of form.
	HB5.1: Analyze personal and societal requirements for, and the impact of, maintaining a healthy human body.		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		SOCIAL STUDIES						HEALTH					ELA	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	CR6.1	SS6.1	SS6.2	SS6.3	CP6.8	CC6.1
TOP PICKS	Automation in AG Learning Kit																				
	Connections in Agriculture Learning Kit																				
	Kareero Informational Resource																				
	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																				
	Interview with a Farmer Video & Lesson Plan																				
	Michael & Mia: Stewards of the Land Book																				
	www.thinkAG.ca Informational Resource																				





























GRADE 6

SCIENCE	DL6.1: Recognize, describe, and appreciate the diversity of living things in local and other ecosystems, and explore related careers.	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.	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.	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.
SOCIAL STUDIES	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.		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.
	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.		SS6.3: Demonstrate understanding of regular and irregular polygons including: classifying types of triangles, comparing side lengths, comparing angle measures, differentiating between regular and irregular polygons, analyzing for congruence.
	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.	ART	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.			CAR	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.				
	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		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 Lesson Plan																			
	Feeding a Growing World Mini Unit Plan																			
	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																			
FAVOURITES	Food Security: Budget Game Lesson Plan																			
	FarmFood 360 Video & Lesson Plan																			
	www.ExploreSaskAg.ca Informational Resource																			
	www.thinkAG.ca Informational Resource																			

GRADE 7

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).
	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.
	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.
	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.	CAREERS	CC7.1: Reflect on and express insights about how knowledge and skills learned in school transfer to one's future life and work.
			IN7.2: Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries.		CC7.2: Analyze the contributions work makes to the individual and their community, including globally.
			IN7.3: Analyze the relationship of technology to globalization.		LW7.1: Investigate and demonstrate the personal qualities and abilities needed to seek, obtain, or create work.















































GRADE 8		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 Lesson Plan									
	Healthy Foods From Healthy Farms Learning Kit									
	Interview with a Farmer Video & Lesson Plan									
FAVOURITES	Food Security: Budget Game Lesson Plan									
	FarmFood 360 Video & Lesson Plan									
	Kareero Informational Resource									
	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.				HEALTH	USC8.5: Assess how body image dissatisfaction and over-reliance on appearance as a source of identity and self-esteem affects the quality of life of self and family.				
SOCIAL STUDIES	RW8.1: Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism.					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.				
	RW8.2: Assess the implications of personal consumer choices.									
	DR8.1: Develop an understanding of the significance of land on the evolution of Canadian identity.									

GRADE 9		SCI	SS				HLTH	CAREERS		
		RE9.1	DR9.3	PA9.3	RW9.1	RW9.2	USC9.5	CC9.1	CC9.2	LW9.2
TOP PICKS	Career Case Learning Kit									
	connectAG Mini Unit Plan									
	Interview with a Farmer Video & Lesson Plan									
	Kareero Informational Resource									
	The Food Security Budget Game Learning Kit									
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.
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.

Social studies	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.
	PA9.3: Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.
	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.
	RW9.2: Appraise the significance of trade and transportation in the development of the societies studied.

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.
	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		SCI10				HIS10			HLTH	ELA10			CAREERS10						PAA10						
		C11	CD1	CD2	CD3	Unit 2 Values	Unit 2 Knowledge	Unit 4 Values	WT1	CR B10.1	CR B10.2	CR B10.3	CWEX1	CWEX2	CWEX3	CWEX4	CWEX6	CWEX9	CWEX15A	FOOD01 1.1	FOOD01 1.3	FOOD01 1.8	FOOD04 4.8	FOOD06 6.2	FOOD07
TOP PICKS	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	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

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.	HEALTH10	WII: 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.	CAREERS10	CWEX1: Investigate the career/life development process.
	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.	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).		CWEX2: Explore transferable skills.
	SCII0-CD2: Investigate factors that influence Earth's climate system, including the role of the natural greenhouse effect.		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.		CWEX3: Construct a personal career portfolio.
	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.		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.		CWEX4: Explore types of work.
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?			PAA10	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.				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.				CWEX15A: Analyze the importance of rights and responsibilities in relation to workplace safety.
	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?				FOOD01 1.1: To examine the steps involved in food preparation and to establish guidelines for working together in class. [COM, PSVS]
					FOOD01 1.3: To understand and evaluate the information provided in a recipe. [CCT]
					FOOD01 1.8: To recognize that it is everyone's responsibility to adopt conservation as part of his/her lifestyle.
					FOOD04 4.8: To incorporate knowledge of nutrition to make healthy food choices. [COM, CCT]
					FOOD06 6.2: To recognize the number and sizes of daily servings required in the diet.
					FOOD07: Design a menu for a family for a week that includes a variety of milk and dairy foods. [COM, CCT]
					FOOD53: Explore food related occupations in Saskatchewan, Canada, and the world

GRADE 11		SCIENCE							HLTH20			CAREERS						PAA							
		ES20-AH2	ES20-AS2	ES20-CE1	ES20-ES1	ES20-HP1	ES20-TE1	ES20-TE2	PS20-CE1	CE1	NU1	NU2	LT20-Module 7	CWEX8	CWEX10	CWEX11	CWEX13	CWEX16B	CWEX17B	FOOD01 1.3	FOOD015 15.12	FOOD015 15.14	FOOD015 15.20	FOOD028 28.2	FOOD028 28.3
TOP PICKS	Career Case Learning Kit																								
	Interview with a Farmer Video & Lesson 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																								
	The Food Security Budget Game Learning Kit																								
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FAVOURITES	FarmFood360 ° Video & Lesson Plan																								
	Guardians of the Grasslands Video & Lesson Plan																								
	Kareero Informational Resource																								
	snapAG Informational Resource																								
	www.thinkAG.ca Informational Resource																								

GRADE 11

		SOCIAL STUDIES				Math	FIN LIT		
		HIS20-Unit 5 Values	SS20-Unit 3 Knowledge	SS20-Unit 4 Knowledge	SS20-Unit 5 Knowledge	FM20.1	FINL2	FINL6A	FINL6B
TOP PICKS	Pandemic Food Panic! Lesson Plan								
	Interview with a Farmer Video & Lesson Plan								
	The Food Security Budget Game Learning Kit								

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-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]
	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]		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]
	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]	HEALTH 20	HS20-CE1: Analyze and explore health-science related occupations in Saskatchewan, Canada and the world. [CP, DM]
	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 movement and their interrelationships with environmental science.		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]
	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-NU2: Analyze dietary choices based on personal and cultural beliefs and scientific understanding of nutrition. [SI, CP]
	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).	PRACTICAL & APPLIED ARTS 20	FOOD01 1.3: To understand and evaluate the information provided in a recipe. [CCT]
			FOOD015 15.12: To understand the grading and inspection of poultry. [COM]
			FOOD015 15.14: To discover how to handle poultry safely.
			FOOD015 15.20: To discuss career choices in the meat industry. [IL, PSVS]
			FOOD028 28.2: To discover what personal skills, abilities, and interests can be applied to careers in food and nutrition. [PSVS]
			FOOD028 28.3: To explore careers in food and nutrition.

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.
	CWEX8: Examine several career pathways.
	CWEX10: Analyze one's compatibility for a variety of occupations.
	CWEX11: Outline potential career plans.
	CWEX13: Explore skills, tools and strategies that support the job search process.
	CWEX16B: Explore workplace hazards and injury prevention.
SOCIAL STUDIES 20	CWEX17B: Explore the Workplace Hazardous Materials Information System (WHMIS).
	History20-Unit 5 Values: • Discuss whether the interests of humans and of nature have to be in conflict?
	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.
MATH	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.
	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.
FIN LIT 30	FINL6B: Develop and analyze monthly and annual spending plans based on income and expense tracking.

GRADE 12		SCIENCE				ELA	SOCIAL STUDIES				CAREERS			PAA					MATH	FIN LIT
		BIO30-GB2	BIO30-GB3	BIO30-LE1	BIO30-LE2	CCA-30.2	HIS30-Unit 3 Knowledge	HIS30-Unit 4 Knowledge	HIS30-Unit 5 Knowledge	SS30-Unit 5 Knowledge	LT30 Module 14	CWEX80C	CWEX81C	FOOD015 15.20	FOOD027 27.5	FOOD027 27.6	FOOD028 28.2	FOOD028 28.3	FM30.1	FINL6C
TOP PICKS	Career Case Learning Kit																			
	DNA Extraction Kit Mini Unit Plan																			
	Interview with a Farmer Video & Lesson 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																			
	FarmFood360 Video & Lesson Plan																			
	snapAG Informational Resource																			
	The Food Security Budget Game Learning Kit																			

GRADE 12

SCIENCE 30	BI30-GB2: Investigate how genetic information is stored, transmitted and expressed at the molecular level.	SOCIAL STUDIES 30	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.	PRACTICAL & APPLIED ARTS 30	FOOD015 15.20: To discuss career choices in the meat industry. [IL, PSVS]
	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).		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.		FOOD027 27.5: To understand the meaning of food security.
	BI30-LE1: Explore how scientific understandings of life and its characteristics change in light of new evidence.		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.		FOOD027 27.6: To understand the links between agriculture and the consumer. [TL]
	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]		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.
					FOOD028 28.3: To explore careers in food and nutrition.
ELA 30	CCA 30.2: Create and present visual and multimedia representations including using photographs to explain a range of contemporary course-related perspectives or landscapes.	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.	MATH 30	FM30.1: Demonstrate understanding of financial decision making including analysis of: renting, leasing, and buying credit compound interest, investment portfolios.
			CareerWork Expl 30A 18.2: To understand how interests, abilities and aptitudes affect career and work choices, and opportunities.	FIN LIT	FINL6C: Create and evaluate a fictional or confidential personal spending plan.
			CareerWork Expl 30A 18.3: To understand the relationship among occupational choices, lifestyle and education or training requirements.		