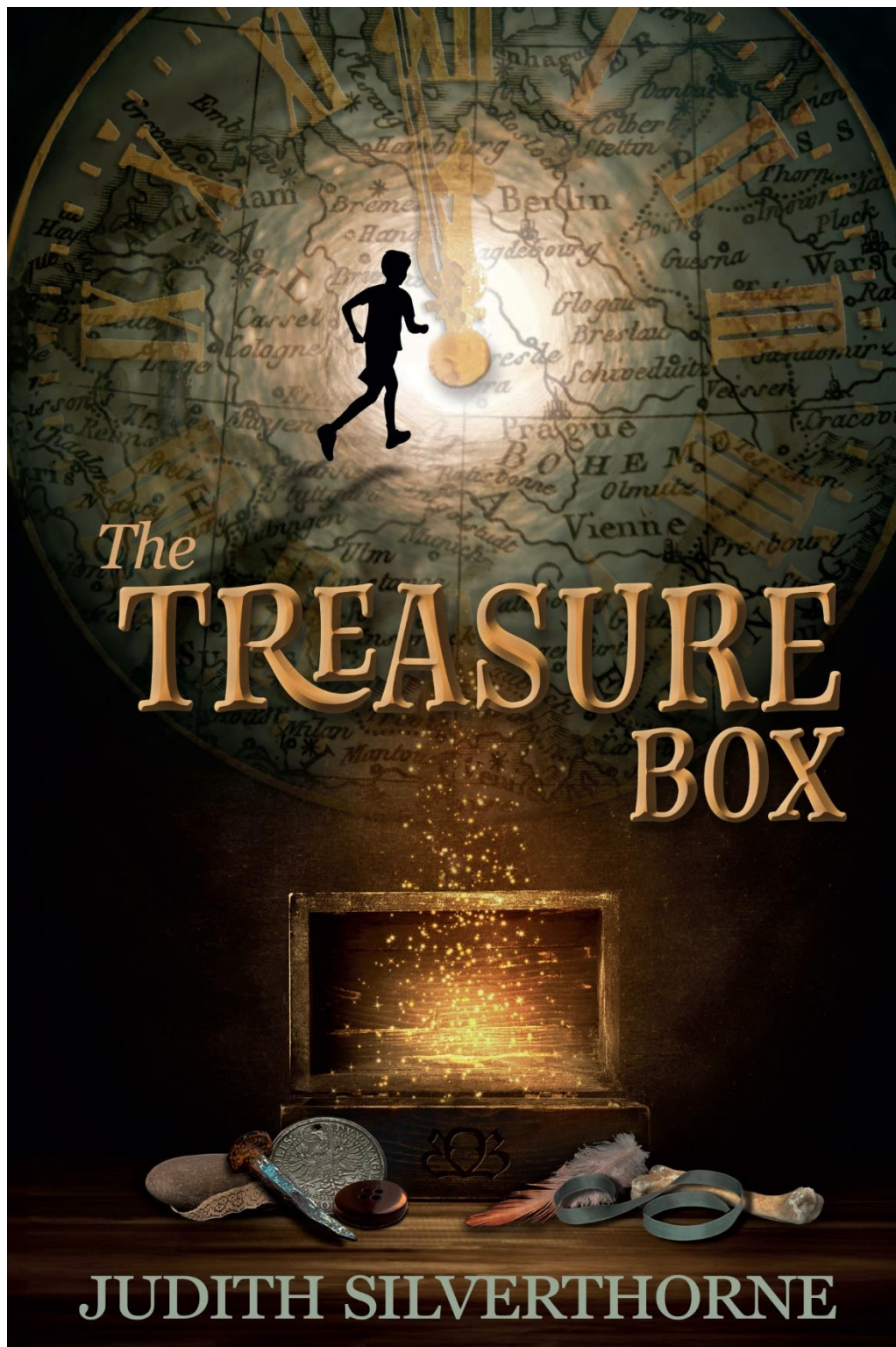


SASKATCHEWAN CURRICULAR CONNECTIONS



The Treasure Box – curricular connections in Social Studies

GRADE THREE SOCIAL STUDIES

Interactions and Interdependence:

- daily life in a diversity of communities.
- cultures and traditions in communities
- examples of interdependence of communities

Dynamic Relationships:

- beliefs of various communities around the world regarding living on and with the land

Resources and Wealth:

- the ways communities meet their members' needs and wants

GRADE FIVE SOCIAL STUDIES

Interactions and Interdependence:

- the evolution of Canada as a multicultural nation

Dynamic Relationships:

- the historic and contemporary relationship of people to land in Canada
- the European influence on pre-confederation Canadian society

GRADE SIX SOCIAL STUDIES

Interactions and Interdependence:

- personal beliefs and values and how culture and place influence them
- the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean
- global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean
- aspects of cultural change over time, including: reasons, examples of, how cultural change affects youth, how youth respond to cultural change.

Dynamic Relationships:

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

Power and Authority:

- the relationship between an individual's power and authority and the power and authority of others
- the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean

The Treasure Box – curricular outcomes in Health

GRADE THREE HEALTH

Understanding, Skills, and Confidences

- Examine the spiritual dimension of the "inner self" and determine the importance of nurturing it.
- Understand what it means to contribute to the health of self, family and home.
- Distinguish between examples of real violence (e.g., schoolyard fights, shaking a baby, bullying) and fictional violence (e.g., cartoons, world wrestling entertainment, video games) and determine the influence of both on health and well-being.

GRADE FOUR HEALTH

Understanding, Skills, and Confidences

- Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships.
- Determine basic personal responsibility for safety and protection in various environments/situations.
- Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others.

GRADE FIVE HEALTH

Understanding, Skills, and Confidences

- Understand the responsibilities associated with the physical, social, spiritual, and emotional changes of puberty.
- Analyze the connections between personal identity and personal well-being, and establish strategies to develop and support a positive self-image.
- Analyze the impact of violence and the cycle of abuse on the holistic well-being of self, family, and community.
- Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure (including lying, substance use, and bullying).

GRADE SIX HEALTH

Understanding, Skills, and Confidences

- Analyze the factors that influence the development of personal standards and identity and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).
- Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).
- Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.

The Treasure Box – curricular outcomes in English Language Arts

ALL ENGLISH LANGUAGE ARTS

- a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address identity, community and/or social responsibility (Grade Six – efficacy)

GRADE THREE ENGLISH LANGUAGE ARTS

Comprehend and Respond:

- make comparisons with personal experience
- understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.
- read fluently and demonstrate comprehension and explain reactions and connections to texts read

Imaginative and Literary

Personal and Philosophical

Social, Cultural, and Historical

GRADE FOUR ENGLISH LANGUAGE ARTS

Comprehend and Respond:

- support response with evidence from text and from own experiences
- explain the creator's technique and the impact on viewers.
- listen, summarize, paraphrase and evaluate what was listened to and draw conclusions.
- read for various purposes and demonstrate comprehension of grade-appropriate fiction from various cultures and countries (including Canada).

Imaginative and Literary

Personal and Philosophical

Social, Cultural, and Historical

GRADE FIVE ENGLISH LANGUAGE ARTS

Comprehend and Respond:

- listen purposefully to a range of texts from a variety of cultural to understand ideas to evaluate the message heard and the required follow-up action, and to draw conclusions
- read and demonstrate comprehension of a range of contemporary and classical grade-appropriate fiction from various cultures and countries (including Canada)

Imaginative and Literary

Personal and Philosophical

Social, Cultural, and Historical

GRADE SIX ENGLISH LANGUAGE ARTS

Comprehend and Respond:

- appropriate strategies to construct meaning before, during and after reading
- pragmatic, textual, syntactic, semantic/lexical/ morphological, graphophonic, and other cues to construct and confirm meaning
- view, respond, and demonstrate comprehension
- understand, respond, and analyze oral information and ideas from a range of a variety of grade-level texts
- read and demonstrate comprehension and interpretation of grade-appropriate texts
- read grade 6 appropriate texts to increase fluency

Imaginative and Literary

Personal and Philosophical

Social, Cultural, and Historical