



# Archaeology Walk CURRICULUM CONNECTIONS

## GRADE 3

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
<b>English Language Arts</b>	Comprehend and Respond	<a href="#">CR3.3</a> : 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.	e, g, i
<b>Health Education</b>	Understanding, Skills, and Confidences	<a href="#">USC3.2</a> : Examine the spiritual dimension of the "inner self" and determine the importance of nurturing it.	e, g, h
<b>Science</b>	Life Science: Plant Life	<a href="#">PL3.1</a> : Investigate the growth and development of plants, including the conditions necessary for germination.	f
		<a href="#">PL3.2</a> : Analyze the interdependence among plants, individuals, society, and the environment.	a, b
	Earth and Space Science: Exploring Soils	<a href="#">ES3.1</a> : Investigate the characteristics, including soil composition and ability to absorb water, of different types of soils in their environment.	b
		<a href="#">ES3.2</a> : Analyze the interdependence between soil and living things, including the importance of soil for individuals, society, and all components of the environment.	a, e
<b>Social Studies</b>	Interactions and Interdependence	<a href="#">IN3.1</a> : Analyze daily life in a diversity of communities.	a, b
		<a href="#">IN3.2</a> : Analyze the cultures and traditions in communities studied.	b, c



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## GRADE 4

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	<a href="#">CR4.3</a> : Listen, summarize, paraphrase, and evaluate what was heard and draw conclusions.	a, b, e, f, h
Science	Life Science: Habitats and Communities	<a href="#">HC4.3</a> : Assess the effects of natural and human activities on habitats and communities and propose actions to maintain or restore habitats.	a, c, j
	Earth and Space Science: Rocks, Minerals, and Erosion	<a href="#">RM4.2</a> : Assess how human uses of rocks and minerals impact self, society, and the environment.	a, b, c
Social Studies	Interactions and Interdependence	<a href="#">IN4.2</a> : Describe the origins of the cultural diversity in Saskatchewan communities.	a, i
	Dynamic Relationships	<a href="#">DR4.1</a> : Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.	c, d, e, f, g
		<a href="#">DR4.2</a> : Explain the relationship of First Nations and Métis peoples with the land.	a, b, c, f
		<a href="#">DR4.3</a> : Analyze the implications of the Treaty relationship in Saskatchewan.	a, b, c
Resources and Wealth	<a href="#">RW4.1</a> : Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.	a, f, g	



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## GRADE 5

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
<b>English Language Arts</b>	Comprehend and Respond	<a href="#">CR5.3</a> : Listen purposefully to a range of texts from a variety of cultural traditions (including oral traditions shared by First Nations and Métis Elders and Knowledge Keepers) to understand ideas and instructions, to evaluate the message heard and the required follow-up action, and to draw conclusions about speaker's verbal and nonverbal message(s), purpose, point of view, and techniques used in presentation.	a, b, c, d, e, f, h
<b>Science</b>	Physical Science: Properties and Changes of Materials	<a href="#">MC5.3</a> : Assess how the production, use, and disposal of raw materials and manufactured products affects self, society, and the environment.	i
	Physical Science: Forces and Simple Machines	<a href="#">FM5.3</a> : Assess how natural and man-made forces and simple machines affect individuals, society, and the environment.	b, f, g
<b>Social Studies</b>	Dynamic Relationships	<a href="#">DR5.2</a> : Assess the impact of the environment on the lives of people living in Canada.	b, c



# Archaeology Walk CURRICULUM CONNECTIONS

## GRADE 6

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	<a href="#">CR6.5</a> : 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.	a, d, e, f
Science	Life Science: Diversity of Living Things	<a href="#">DL6.1</a> : Recognize, describe, and appreciate the diversity of living things in local and other ecosystems, and explore related careers.	c, e, f
		<a href="#">DL6.2</a> : Examine how humans organize understanding of the diversity of living things.	c, e
Social Studies	Interactions and Interdependence	<a href="#">IN6.2</a> : Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean.	d
	Dynamic Relationships	<a href="#">DR6.1</a> : 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.	d
		<a href="#">DR6.2</a> : Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affects land.	c



# Archaeology Walk CURRICULUM CONNECTIONS

## GRADE 7

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	<a href="#">CR7.5</a> : Listen critically to understand and analyze oral information and ideas from a wide range of texts.	a, b, c, d, e, f, g
	Compose and Create	<a href="#">CC7.6</a> : Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations.	j, k, m
Science	Life Science: Interactions within Ecosystems	<a href="#">IE7.1</a> : Relate key aspects of Indigenous knowledge to their understanding of ecosystems.	a
		<a href="#">IE7.3</a> : Evaluate biogeochemical cycles (water, carbon, and nitrogen) as representations of energy flow and the cycling of matter through ecosystems.	e, g
Social Studies	Dynamic Relationships	<a href="#">DR7.1</a> : Analyze and use various types of maps (that provide differing perspectives and information for differing purposes) in order to situate current issues in Canada, and in a selection of Pacific Rim and northern circumpolar countries.	c
		<a href="#">DR7.2</a> : Appraise the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern circumpolar countries.	b, e
		<a href="#">DR7.3</a> : 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.	b, e



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## GRADE 8

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	<a href="#">CR8.5</a> : Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter's point of view, values, and biases, stereotypes, or prejudices.	a, d, e
Science	Earth and Space Science: Water Systems on Earth	<a href="#">WS8.1</a> : Analyze the impact of natural and human-induced changes to the characteristics and distribution of water in local, regional, and national ecosystems.	c
		<a href="#">WS8.2</a> : Examine how wind, water, and ice have shaped and continue to shape the Canadian landscape.	c, g
Social Studies	Interactions and Interdependence	<a href="#">IN8.1</a> : Investigate the meaning of culture and the origins of Canadian cultural diversity.	b, c
	Dynamic Relationships	<a href="#">DR8.1</a> : Develop an understanding of the significance of land on the evolution of Canadian identity.	b, e
		<a href="#">DR8.2</a> : Describe the influence of the treaty relationship on Canadian identity.	a



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## GRADE 9

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	<a href="#">CR9.5a</a> : Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts including conversations, discussions, interviews, and speeches.	a, c, f, g
		<a href="#">CR9.5b</a> : Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts including directions and train of thought, main points, and presentation techniques.	a, c, f, g
Social Studies	Interactions and Interdependence	<a href="#">IN9.3</a> : Analyze the ways a worldview is expressed in the daily life of a society.	b, e
	Dynamic Relationship	<a href="#">DR9.1</a> : Examine the challenges involved in obtaining information about societies of the past.	b, c, d
		<a href="#">DR9.3</a> : Assess the relationship of the natural environment in the development of a society.	a, b, c, d, g
Resources and Wealth	<a href="#">RW9.3</a> : Determine the influence of technologies of past societies studied on contemporary society.	b	

# Archaeology Walk CURRICULUM CONNECTIONS

GRADE 10 / LEVEL 10



SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
<b>English Language Arts 10</b>	A10 Comprehend and Respond	<a href="#">CR A10.1</a> : Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address, social, and social action (agency).	a, h, j
		<a href="#">CR A10.2</a> : View, interpret, summarize, and draw conclusions about the ideas and information presented in a variety of illustrations, charts, graphs, and television, film, and video presentations including a documentary or current affairs program.	d
	B10 Comprehend and Respond	<a href="#">CR B10.3</a> : 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.	d
<b>Native Studies 10</b>	<a href="#">Unit One: Identity and Worldviews</a>	Realize that learning is a life-long process. – Pg. 27	Realize that learning is a life-long process.
		Respect Aboriginal cultural traditions. – Pg. 29	Research and demonstrate knowledge of the cultural traditions of Aboriginal peoples' in Canada; and recognize and avoid the use of stereotypes.
	<a href="#">Unit Two: Community and Kinship</a>	Illustrate the importance of traditional Aboriginal family values today. – Pg. 31	Identify the values that underlie traditional Aboriginal relationships.
		Detail how Aboriginal societies cultivated a sense of belonging. – Pg. 32	Show how a sense of family and community extended to the environment.
		Compare Aboriginal peoples' and European views of the land. – Pg. 34	Deepen understanding of how worldview contributes to a peoples' view of the land; and understand Aboriginal peoples' special relationship with the land.
	Research factors that influence(d) Aboriginal housing. – Pg. 34	Make inferences based on accurate information; become aware of and respect specific customs and beliefs of cultural groups that may be different from personal customs and beliefs; and account for the longevity of Indigenous values and customs.	



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## CURRICULUM CONNECTIONS



<b>Social Studies 10</b>	<a href="#">Unit 1: Political Decision Making</a>	Interdependence – Pg. 110	Know that human beings live in society because they can best satisfy their needs and wants by working with other members of society.
		Social Organizations – Pg. 110	Know that social organizations stem from and deal with the basic, universal problems of ordered, social life; and know that social organizations provide for the needs and wants of Canadians, provide them with meaning and purpose, and give them direction and discipline.
		Values – Pg. 116	Know that the social relationships laid out in the B.N.A. Act as in other social contracts were based upon the values and beliefs of society, defined roles and allocated responsibility so societies may function, and organized the decision making processes.
	<a href="#">Unit 2: Economic Decision Making</a>	Needs & Wants – Pg. 208	Know that needs and wants differ from cultural group to cultural group.
		Economic Development in Saskatchewan: Land – Pg. 216	Know that the commercialization of land was seen as a method of making it more profitable and therefore more productive.
		Traditional Economies: Conservation – Pg. 226	Know that traditional Aboriginal economies were guided by the belief that the environment is sacred and therefore must not be exploited or used for the gain of human beings.
		Change – Pg. 228	Know that cultural change requires time and patience while people learn to adapt to new patterns of knowledge, skills, and values.



**Archaeology Walk**  
**CURRICULUM CONNECTIONS**  
GRADE 11 / LEVEL 20

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
<b>Environmental Science 20</b>	The Nature of Environmental Science	<a href="#">ES20-ES1</a> : Examine the methods, mindsets and purposes of environmental science.	a, b
	Terrestrial Systems	<a href="#">ES20-TE3</a> : Recognize the need for intact habitat to support animal populations and biodiversity.	b, h
<b>Social Studies 20</b>	<a href="#">Unit Two: Population</a>	Systems – Pg. 214	Know that all organisms including humans are part of natural and social systems that are made up of many interdependent and interacting components whose role is to maintain and support the system.
	<a href="#">Unit Three: Environment</a>	Environmental Harmony – Pg. 330	Know that around the world there are examples of cultures that have developed methods of extracting wealth from the environment which are in harmony with the environment.
		Interdependence – Pg. 332	Know that interdependence is a basic concept of ecology because no species can live independently of other species and its habitat.



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## CURRICULUM CONNECTIONS

### GRADE 12 / LEVEL 30

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Earth Science 30	Foundations of Earth Science	<a href="#">ES30-FO2</a> : Examine the evidence for and the importance of plate tectonics theory in explaining the processes that produced Earth's major surface features.	c, g
		<a href="#">ES30-FO3</a> : Analyze how geologists [sic] use the fossil record and relative and absolute dating methods to determine the geological history of Earth and to construct the geologic time scale.	a, c, d, e, g, h, i, j, k
Native Studies 30: Canadian Studies	<a href="#">Unit Four: Economic Development</a>	Values – Pg. 403	Appreciate the cultural factors which influence Aboriginal peoples' relationship with their environment; and appreciate the impact of development of natural resources on Aboriginal peoples.
		Peoples' worldviews, relationship with the environment and cultural factors influence economic development and resources management practices. – Pg. 406	Students will appreciate how culture shapes approaches to economic activity and explore how values and beliefs influence behaviour.
Social Studies 30: Canadian Studies	<a href="#">Unit Three: Culture</a>	The Nature of Humanity: Humanity – Pg. 314	Know that the emotional, intellectual, and spiritual characteristics which separate and define humans from other species can only develop by interacting with the social environment.
		Conflict: Historical Injustices – Pg. 344	Know that a variety of injustices have been committed by mainstream Canadian society against different groups of people in the past