



Bison Walk
CURRICULUM CONNECTIONS
 PRE-KINDERGARTEN

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
<p style="text-align: center;"><u>Play and Exploration – Part IV: How Young Children Learn</u></p>	<p style="text-align: center;">Areas of Holistic Development – Pg. 29</p>	Intellectual Development	Understanding the physical and natural environment and appreciating the natural world and their role in preserving the environment, and conceptual thinking
		Spiritual Development	Children are intrigued by nature and fascinated by beauty, and children engage in personal expression through artistic modes such as dance, song and visual creative expressions

KINDERGARTEN

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
<p style="text-align: center;">English Language Arts</p>	<p style="text-align: center;">Comprehend and Respond</p>	<u>CRK.1</u> : Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity community and social responsibility.	a, g
		<u>CRK.3</u> : Listen, comprehend, and respond to gain meaning in oral texts.	a, e, g
<p style="text-align: center;">Science</p>	<p style="text-align: center;">Life Sciences: Living Things in our Environment</p>	<u>LTK.1</u> : Examine observable characteristics of plants, animals, and people in their local environment.	e, f
<p style="text-align: center;">Social Studies</p>	<p style="text-align: center;">Interactions and Interdependence</p>	<u>INK.1</u> : Demonstrate an understanding of similarities and differences among individuals in the classroom.	c
	<p style="text-align: center;">Dynamic Relationships</p>	<u>DRK.1</u> : Describe the spatial relationships among people, places, and environments.	c
		<u>DRK.3</u> : 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, c



Bison Walk
CURRICULUM CONNECTIONS
GRADE 1

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	<u>CR1.1</u> : Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address identity, community, and social responsibility.	a, f
Science	Life Science: Needs and Characteristics of Living Things	<u>LT1.1</u> : Differentiate between living things according to observable characteristics, including appearance and behaviour.	d, h
		<u>LT1.2</u> : Analyze different ways in which plants, animals, and humans interact with various natural and constructed environments to meet their basic needs.	d, e
Social Studies	Interactions and Interdependence	<u>IN1.3</u> : Assess ways in which relationships help to meet human needs.	a, b
	Dynamic Relationships	<u>DR1.3</u> : Demonstrate awareness of humans' reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants.	d, e, f
	Resources and Wealth	<u>RW1.1</u> : Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal well-being.	e



Bison Walk
CURRICULUM CONNECTIONS
GRADE 2

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	<u>CR2.1</u> : Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address identity, community, and social responsibility.	a, b
Science	Life Sciences: Animal Growth and Changes	<u>AN2.3</u> : Assess the interdependence of humans and animals in natural and constructed environments.	c, e
Social Studies	Dynamic Relationships	<u>DR2.2</u> : Analyze the influence of the natural environment on the local community.	b, d, e
		<u>DR2.4</u> : Describe the influence of Treaty and First Nations people on the local community.	b
	Resources and Wealth	<u>RW2.2</u> : Analyze various worldviews regarding the natural environment.	a, d



Bison Walk
CURRICULUM CONNECTIONS
 Grade 3

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	<u>CR3.1</u> : Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address identity, community, and social responsibility, and make comparison with personal experiences.	b
		<u>CR3.3</u> : 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
Health Education	Understanding, Skills, and Confidences	<u>USC3.2</u> : Examine the spiritual dimension of the "inner self" and determine the importance of nurturing it.	e, g, h
Science	Life Science: Plant Life	<u>PL3.2</u> : Analyze the interdependence among plants, individuals, society, and the environment.	a, b, c, h
Social Studies	Interactions and Interdependence	<u>IN3.1</u> : Analyze daily life in a diversity of communities.	a, b
		<u>IN3.2</u> : Analyze the cultures and traditions in communities studied.	b, c
	Dynamic Relationships	<u>DR3.2</u> : Assess the degree to which the geography and related environmental and climatic factors influence ways of living on and with the land.	a, c
		<u>DR3.3</u> : Compare the beliefs of various communities around the world regarding living on and with the land.	a, b, c



Bison Walk
CURRICULUM CONNECTIONS
 GRADE 4

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	<u>CR4.1</u> : Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address identity, community, and social responsibility, and support response with evidence from the text and from own experiences.	a, d, e
		<u>CR4.3</u> : Listen, summarize, paraphrase, and evaluate what was listened to and draw conclusions.	a, e, g, h
	Compose and Create	<u>CC4.3</u> : Speak to present and express a range of ideas and information in formal and informal speaking situations for differing audiences and purposes.	a, j
Science	Life Science: Habitats and Communities	<u>HC4.1</u> : Investigate the interdependence of plants and animals, including humans, within habitats and communities.	a, c, d, k
		<u>HC4.2</u> : Analyze the structures and behaviours of plants and animals that enable them to exist in various habitats.	a, b, c
		<u>HC4.3</u> : Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats.	a, e, g, j
Social Studies	Dynamic Relationships	<u>DR4.2</u> : Explain the relationship of First Nations and Métis peoples with the land.	a, b, c, e



Bison Walk
CURRICULUM CONNECTIONS
 GRADE 5

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	<u>CR5.1</u> : Analyze and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address identity, community, and social responsibility.	a
		<u>CR5.3</u> : 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 non-verbal message(s), purpose, point of view, and techniques used in presentation.	a, d, e, f, g, h
Social Studies	Interactions and Interdependence	<u>IN5.1</u> : Demonstrate an understanding of the Aboriginal heritage of Canada.	b, f
	Dynamic Relationships	<u>DR5.2</u> : Assess the impact of the environment on the lives of people living in Canada	b, c
	Resources and Wealth	<u>RW5.1</u> : Compare the beliefs of various communities around the world regarding living on and with the land.	c, d, e



Bison Walk
CURRICULUM CONNECTIONS
 GRADE 6

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	<u>CR6.1</u> : 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).	a, e
		<u>CR6.5</u> : 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, c
	Compose and Create	<u>CC6.5</u> : Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others' ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).	b, c, d, e, f, n
		<u>CC6.6</u> : Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.	b, c, d, e, f, n
Science	Life Science: Diversity of Living Things	<u>DL6.1</u> : Recognize, describe, and appreciate the diversity of living things in local and other ecosystems, and explore related careers.	b, c, e
		<u>DL6.4</u> : Examine and describe structures and behaviours that help: individual living organisms survive in their environments in the short term and species of living organisms adapt to their environments in the long term.	a, b, c, d, i



Bison Walk CURRICULUM CONNECTIONS

Social Studies	Interactions and Interdependence	<u>IN6.4</u> : Explore aspects of cultural change over time, including: reasons for cultural change, examples of cultural change, how cultural change affects youth, how youth respond to cultural change.	b, c
	Dynamic Relationships	<u>DR6.1</u> : 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.	a, b, d
		<u>DR6.3</u> : Appraise the strategies human societies have used to orient themselves within time and place in the natural environment.	e



Bison Walk
CURRICULUM CONNECTIONS
 GRADE 7

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	<u>CR7.1</u> : 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).	a, c, e, g
		<u>CR7.5</u> : Listen critically to understand and analyze oral information and ideas from a wide range of texts (e.g., complex instructions, oral explanations and reports, opinions or viewpoints, messages presented in the media).	a, b, c, g
	Compose and Create	<u>CC7.6</u> : Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations (e.g., contributing to sustaining dialogue, expressing support for others and their viewpoints, discussing and analyzing ideas and opinions, completing a variety of tasks, and contributing to group consensus building).	a, b, c, n
		<u>CC7.7</u> : Use oral language to express effectively information and ideas of some complexity in formal and informal situations (e.g., a procedural description based on personal experience, a demonstration, a persuasive speech, a dramatization).	a, b, c, n
Science	Life Science: Interactions within Ecosystems	<u>IE7.1</u> : Relate key aspects of Indigenous knowledge to their understanding of ecosystems.	a, b, d
		<u>IE7.4</u> : 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.	b, d



Bison Walk

CURRICULUM CONNECTIONS

Social Studies	Dynamic Relationships	<u>DR7.2</u> : Appraise the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern circumpolar countries.	b, c, e
		<u>DR7.3</u> : 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, c, e



Bison Walk
CURRICULUM CONNECTIONS
 GRADE 8

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	<u>CR8.1</u> : View, listen to, 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).	a, h, i, j
		<u>CR8.4</u> : View critically and demonstrate comprehension of a variety of visual and multimedia texts including videos, television broadcasts, informational presentations, dramatic presentations, websites, and news programs to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text.	a, b
		<u>CR8.5</u> : 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, b
	Compose and Create	<u>CC8.6</u> : Use oral language to interact purposefully, confidently, and respectfully in a variety of situations including one-to-one, small group, and large group discussions (expressing feelings and viewpoints and contributing to group harmony).	a, c, e, f
		<u>CC8.7</u> : Use oral language to effectively express information and ideas of complexity in formal and informal situations (e.g., to debate a point, to participate in a meeting, to give a dramatic reading of a poem or play excerpt).	a, c, e, f



Bison Walk

CURRICULUM CONNECTIONS

Health Education	Understanding, Skills, and Confidences	<u>USC8.6</u> : 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.	b, c, h, j, k, l
Social Studies	Dynamic Relationships	<u>DR8.1</u> : Develop an understanding of the significance of land on the evolution of Canadian Identity.	b, e



Bison Walk
CURRICULUM CONNECTIONS
 GRADE 9

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	<u>CR9.1a</u> : Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address identity, community, and social responsibility, and make comparison with personal experiences.	a, c
		<u>CR9.1b</u> : View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Exploring Loyalty, Love, and Relationships), social responsibility (e.g., Equal Opportunity), and efficacy (e.g., Surviving and Conquering).	a, c
		<u>CR9.5a</u> : Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts including conversations, discussions, interviews, and speeches.	a, b, d, i
		<u>CR9.5b</u> : 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, b, d, i
Social Studies	Dynamic Relationships	<u>DR9.3</u> : Assess the relationship of the natural environment in the development of a society.	b, c, d, g
	Resources and Wealth	<u>RW9.1</u> : Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied.	a
		<u>RW9.3</u> : Determine the influence of technologies of past societies studied on contemporary society.	b



Bison Walk
CURRICULUM CONNECTIONS
 GRADE 10 / LEVEL 10

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts 10	A10 Comprehend and Respond	<u>CR A10.1</u> : Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address, social, and social action (agency).	a, h, j
		<u>CR A10.2</u> : 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	<u>CR B10.3</u> : 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
Native Studies 10	<u>Unit One: Identity and Worldviews</u>	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.
	<u>Unit Two: Community and Kinship</u>	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.
	<u>Unit Four: Economies</u>	Analyze how Aboriginal economies were environmentally responsible. – Pg. 39	Explain Indigenous peoples' reciprocal relationship with the environment; and appreciate the economic contributions of Aboriginal peoples to historical and contemporary society.
		Infer that the buffalo economy was one part of diverse Aboriginal economies. – Pg. 39	Describe the requirements of pursuing a buffalo economy; list the contributions of women to Aboriginal economic life; describe how Aboriginal peoples replenished the environment to ensure renewal and abundance; and provide evidence that Aboriginal peoples were habitat specialists.



Bison Walk CURRICULUM CONNECTIONS

Social Studies 10	<u>Unit 1: Political Decision Making</u>	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.
	<u>Unit 2: Economic Decision Making</u>	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: Collaboration – Pg. 226	Know that the cultural values of collaboration and sharing guided the formation and maintenance of most traditional Aboriginal economies.
		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.



Bison Walk
CURRICULUM CONNECTIONS
 GRADE 11 / LEVEL 20

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts 20	Comprehend and Respond	<u>CR 20.1</u> : View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, Canadian, and international texts that address identity, social responsibility, and social action	a
Environmental Science 20	The Nature of Environmental Science	<u>ES20-ES1</u> : Examine the methods, mindsets and purposes of environmental science.	a, b
	Terrestrial Systems	<u>ES20-TE3</u> : Recognize the need for intact habitat to support animal populations and biodiversity.	b, h
Native Studies 20	<u>Introduction Unit</u>	Lesson One: Students will develop an appreciation for an Indigenous worldview and identify it as practiced by Indigenous peoples. – Pg. 128-129	Explore how cultural heritage shapes understanding, and how moral principles influence behavior; worldview as the position and relationship of oneself, community and culture to the Creator and Creation (land and environment).
Social Studies 20	<u>Unit Two: Population</u>	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.
	<u>Unit Three: Environment</u>	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.

Bison Walk



CURRICULUM CONNECTIONS

		Stewardship – Pg. 330	Know that stewardship is the concept that: (a) one has an obligation to accept responsibility for the environmental system of which you are a part, (b) by accepting this responsibility, the environmental system does not become yours, (c) you may not have the knowledge or wisdom to tamper with parts of the system which may relate to the system in unknown (and unknowable) ways, and (d) you are accountable for keeping the environmental system safe so that it can be passed on intact to the next generation.
		Interdependence – Pg. 332	Know that interdependence is a basic concept of ecology because no species can live independently of other species and its habitat.



Bison Walk
CURRICULUM CONNECTIONS
 GRADE 12 / LEVEL 30

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts 30	A30 Comprehend and Respond	CR A30.1: View, listen to, read, comprehend, and respond to a variety of grade appropriate First Nations, Métis, Saskatchewan, and Canadian texts that address identity, social responsibility, and social action (agency).	a
		CR A30.3: Listen to, comprehend, and develop coherent and plausible interpretations of grade appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, and Canadian speakers and authors from various communities.	d, f
Native Studies 30: Canadian Studies	<u>Unit Four: Economic Development</u>	Values – Pg. 403	Appreciate the cultural factors which influence Aboriginal peoples' relationship with their environment; 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	<u>Unit One: Change</u>	Aboriginal Worldview – Pg. 138	Know that the Aboriginal Nations believed land was not something that could be "owned" because it was a gift from the Creator to be held in trust by one generation for the next generation.
		Model Creation and Adoption: Tradition – Pg. 332	Know that people depend on their cultural traditions and rituals as a way of finding meaning and purpose in life and for a sense of validation.
	<u>Unit Three: Culture</u>	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