



# Native Plant Walk CURRICULUM CONNECTIONS

## GRADE 4

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Science	Life Science: Habitats and Communities	<a href="#">HC4.1</a> : Investigate the interdependence of plants and animals, including humans within habitats and communities.	d, e, m
		<a href="#">HC4.2</a> : Analyze the structures and behaviours of plants and animals that enable them to exist in various habitats.	b
Social Studies	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, f
		<a href="#">DR4.2</a> : Explain the relationship of First Nations and Métis peoples with the land.	a, b, c
	Resources and Wealth	<a href="#">RW4.3</a> : Assess the impact of Saskatchewan resources and technological innovations on the provincial, national, and global communities.	c

## GRADE 5

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Science	Life Science: Human Body Systems	<a href="#">HB5.1</a> : Analyze personal and societal requirements for, and the impact of, maintaining a healthy human body.	a, 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, k
Social Studies	Dynamic Relationships	<a href="#">DR5.1</a> : Analyze the historic and contemporary relationship of people to land in Canada.	c
		<a href="#">DR5.2</a> : Assess the impact of the environment on the lives of people living in Canada.	b, c



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## GRADE 6

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
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, d, e
		<a href="#">DL6.2</a> : Examine how humans organize understanding of the diversity of living things.	c, d, e
Social Studies	Dynamic Relationships	<a href="#">DR6.3</a> : Appraise the strategies human societies have used to orient themselves within time and place in the natural environment.	e

## GRADE 7

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Science	Life Science: Interactions within Ecosystems	<a href="#">IE7.1</a> : Relate key aspects of Indigenous knowledge to their understanding of ecosystems.	a, b, c, d
		<a href="#">IE7.2</a> : Observe, illustrate, and analyze living organisms within local ecosystems as part of interconnected food webs, populations, and communities.	a, d
		<a href="#">IE7.3</a> : Evaluate biogeochemical cycles (water, carbon, and nitrogen) as representations of energy flow and the cycling of matter through ecosystems.	b, h, i
		<a href="#">IE7.4</a> : 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.	c, d, e, g
Social Studies	Resources and Wealth	<a href="#">RW7.3</a> : Assess the ecological stewardship of economies of Canada and the circumpolar and Pacific Rim countries.	a, b



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## GRADE 8

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Health Education	Understanding, Skills, and Confidences	<a href="#">USC8.6</a> : 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, j, l
Science	Life Science: Cells, Tissues, Organs, and Systems	<a href="#">CS8.4</a> : Analyze how the interdependence of organ systems contributes to the healthy functioning of the human body.	a
Social Studies	Dynamic Relationships	<a href="#">DR8.1</a> : Develop an understanding of the significance of land on the evolution of Canadian identity.	b, e

## GRADE 9

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Science	Physical Science: Atoms and Elements	<a href="#">AE9.1</a> : Distinguish between physical and chemical properties of common substances, including those found in household, commercial, industrial, and agricultural applications.	b
Social Studies	Dynamic Relationship	<a href="#">DR9.3</a> : Assess the relationship of the natural environment in the development of a society.	b, d, e

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## CURRICULUM CONNECTIONS

### GRADE 10 / LEVEL 10



SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Native Studies 10	<a href="#">Unit One: Identity and Worldviews</a>	Value Aboriginal worldviews as valid ways of thinking and knowing and understand that worldviews underlie self-concept.– Pg. 29	Recognize the concept of circularity as it applies to Indigenous worldviews.
		Respect Aboriginal cultural traditions. – Pg. 29	Research and demonstrate knowledge of the cultural traditions of Aboriginal peoples’ in Canada.
		Identify the major elements of Aboriginal worldviews – Pg. 30	Deepen understanding of Indigenous worldviews; describe an understanding of the cyclical nature of life.
		Identify and explain the ethics by which Aboriginal peoples live. – Pg. 30	Display an understanding of the spiritual philosophy of Indigenous peoples; and discuss the value of ethics in everyday life.
		Explore the unique ways in which Aboriginal peoples experience spirituality. – Pg. 30	Distinguish similarities and differences among the spiritual beliefs of Aboriginal groups.
	<a href="#">Unit Two: Community and Kinship</a>	Detail how Aboriginal societies cultivated a sense of belonging. – Pg. 32	Show how a sense of community and family 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.
	<a href="#">Unit Four: Economies</a>	Display knowledge of the experiences of Aboriginal peoples. – Pg. 545	Discuss the experiences of historical and/or contemporary Aboriginal peoples.
Science 10	Climate and Ecosystem	<a href="#">SCI10-CD1</a> : Assess the implications of human actions on the local and global climate and the sustainability of ecosystems.	c
		<a href="#">SCI10-CD3</a> : Examine biodiversity through the analysis of interactions among populations within communities.	a, j
Social Studies 10	<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.
	<a href="#">Unit 2: Economic Decision Making</a>	Needs & Wants – Pg. 208	Know that needs and wants differ from cultural group to cultural group.



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		Factors of Production: Land – Pg. 212	Know that land (natural resources) is the raw materials in their natural state which are used in the production of goods and services.
		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.
	<a href="#">Unit 3: Ideology and the Decision Making Process</a>	Claims for Recognition and Power Based on Ideology: Ideology – Pg. 316	Know that an ideology is similar to a paradigm because like paradigms they: (a) start with a set of values and beliefs which serve as basic assumptions about the nature of reality, (b) use these assumptions as the basis for interpreting the past and present and making predictions about the future, and (c) use their values and beliefs as criteria to decide which facts are significant enough to be selected from reality to base decisions on.
		The Role of Ideology in Decision Making: Purpose – Pg. 318	Know that an ideology gives many an identity and provides a source of optimism.
	<a href="#">Unit 4: International Political Organizations</a>	Why Do Nations Trade?: Geography – Pg. 408	Know that every nation has a specific set of resources arranged in certain relationships which can be used to produce certain commodities more efficiently.
	<b>Wellness 10</b>	Wellness	<a href="#">W1</a> : Evaluate one's understanding of wellness while participating in various learning opportunities that balance the dimensions of wellness (i.e., physical, psychological, social, spiritual, environmental).
<a href="#">W12</a> : Investigate the connection to and importance of spirituality on wellness.			b, h



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**CURRICULUM CONNECTIONS**  
 GRADE 11 / LEVEL 20

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Environmental Science 20	The Nature of Environmental Science	<a href="#">ES20-ES1</a> : Examine the methods, mindsets and purposes of environmental science.	a, b, d
	Terrestrial Systems	<a href="#">ES20-TE1</a> : Analyze the importance of soils as an integral component of terrestrial ecosystems.	a, c
		<a href="#">ES20-TE2</a> : Examine the role plants play in an ecosystem, including the ways in which humans use plants.	a, b, c
Health Science	Health Care Philosophies and Ethics	<a href="#">HS20-HC1</a> : Analyze how Western, Indigenous, traditional, complementary and alternative approaches to health care can contribute to a holistic (e.g., mental, emotional, physical and spiritual) perspective of health.	g
	Human Body	<a href="#">HS20-HB1</a> : Analyze the anatomy and physiology of a healthy human.	a
Social Studies 20	<a href="#">Unit Two: Population</a>	Systems – Pg. 208	Know that all organisms including humans are part of natural and social systems that are made up of many interdependent and interacting components.
		World View – Pg. 210	Know that a people’s world view is their common sense of reality about the organization and purpose of society; and know that values are those beliefs that people select from their world view which are worthy and significant enough to serve as criteria in evaluating reality.
		Basic Needs – Pg. 218	Know that all humans in order to survive must have a number of basic needs satisfied.
	<a href="#">Unit Three: Environment</a>	Habitat – Pg. 308	Know that a habitat is the place where a plant or an animal naturally lives and grows and that if a habitat changes significantly, the species depending upon that habitat may not survive.



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		Resources – Pg. 320	Know that in broad terms resources are those parts of the environment considered valuable because they are used to meet human needs; and know that there are different types and interpretations of resources depending on the assumptions and technology level of a culture.
		Environmental Harmony – Pg. 330	Know that a critical aspect of the environmental issue is to find ways of using the environment that do not disrupt its natural patterns and cycles.
		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; and know that because interdependence suggests a fundamental equality among species, nature should be seen as a democracy rather than a dictatorship.



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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-FO1</a> : Examine the multi-disciplinary nature of earth science.	i
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.
	<a href="#">Unit Five: Social Development</a>	The concept of wellness reflects traditional Aboriginal approaches to health and demonstrates a possibility for all Canadians. – Pg. 514	Students will describe the traditional Aboriginal approach to health and wellness; and students will appreciate the complexity of traditional Aboriginal approaches to health-care and demonstrate respect for the diversity of ways in which people meet their basic health needs.
Social Studies 30: Canadian Studies	<a href="#">Unit One: Change</a>	Worldview – Pg. 110	Know that a worldview is a description of reality providing “natural and believable” knowledge which is generally accepted by the members of a cultural group, because it meets their needs, creates order and coherence, and provides a basis for predictions.
		Iroquoian Worldview: Spiritual Beliefs – Pg. 124	The sacred circle of life means that all life is equal and spiritual, so every part of nature must be used with respect.
		Worldview – Pg. 132	Know that a societal worldview has a wide range of ideas, beliefs, and values from which sets of fundamental beliefs can be selected for the guidance of individuals and groups.
		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.
	<a href="#">Unit Three: Culture</a>	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.