



# Northern Plains Technology 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>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                  |
|                              | Dynamic Relationships                  | <a href="#">DR3.2</a> : Assess the degree to which the geography and related environmental and climatic factors influence ways of living on and with the land.  | a, c                  |
|                              | Resource and Wealth                    | <a href="#">RW3.1</a> : Appraise the ways communities meet their members' needs and wants.  | a, b, c, d            |
|                              |  | <a href="#">RW3.3</a> : Evaluate the ways in which technologies have impacted daily life.   | a, b                  |

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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, d, e, f, h         |
| 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, i               |
| Social Studies   | Interactions and Interdependence       | <a href="#">IN4.1</a> : Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan.                             | d                     |
|  |  | <a href="#">IN4.2</a> : Describe the origins of the cultural diversity in Saskatchewan communities.  | b, e, 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.              | e, g                  |
|  | Resources and Wealth                   | <a href="#">RW4.1</a> : Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment. | c, e, f               |
| <a href="#">RW4.3</a> : Assess the impact of Saskatchewan resources and technological innovations on the provincial, national, and global communities. |  | c  |                       |

# Northern Plains Technology CURRICULUM CONNECTIONS



## GRADE 5

| SUBJECT                  | HEADING                          | OUTCOMES  | SPECIFIC INDICATOR(S) |
|--------------------------|----------------------------------|---|-----------------------|
| English<br>Language Arts | 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, e, h               |
| Social Studies           | Interactions and Interdependence | <a href="#">IN5.1</a> : Demonstrate an understanding of the Aboriginal heritage of Canada.  | b, d, f               |
|                          | Dynamic Relationships            | <a href="#">DR5.1</a> : Analyze the historic and contemporary relationship of people to land in Canada.   | f                     |
|                          |                                  | <a href="#">DR5.2</a> : Assess the impact of the environment on the lives of people living in Canada.   | b                     |



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## GRADE 6

| SUBJECT               | HEADING                                  | OUTCOMES  | SPECIFIC INDICATOR(S) |
|-----------------------|--|---|-----------------------|
| English Language Arts | Comprehend and Respond                   | <a href="#">CR6.2</a> : Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading. | b                     |
|                       |  | <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, 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.  | b, e                  |
|                       |  | <a href="#">DL6.2</a> : Examine how humans organize understanding of the diversity of living things.  | d, 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.   | a, b, c               |
|                       | 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.  | b, 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.  | e                     |
|                       |  | <a href="#">DR6.3</a> : Appraise the strategies human societies have used to orient themselves within time and place in the natural environment.  | e                     |



# Northern Plains Technology CURRICULUM CONNECTIONS

## GRADE 7

| SUBJECT               | HEADING   | OUTCOMES  | SPECIFIC INDICATOR(S) |
|-----------------------|---|---|-----------------------|
| <b>Arts Education</b> | Creative/Productive                             | <a href="#">CP7.6</a> : Express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments) in drama and/or collective creation.                                 | a                     |
| <b>Science</b>        | Life Science:<br>Interactions within Ecosystems | <a href="#">IE7.1</a> : Relate key aspects of Indigenous knowledge to their understanding of ecosystems.  | a, b, c, d            |
| <b>Social Studies</b> | Interactions and Interdependence                | <a href="#">IN7.3</a> : Analyze the relationship of technology to globalization.  | a, b, c               |
|                       | Dynamic Relationships                           | <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.   | a, b                  |
|                       |   | <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. | c                     |
|                       | Resources and Wealth                            | <a href="#">RW7.1</a> : Explain the role of barter, trade, and sharing in traditional economies in Canada and the circumpolar and Pacific Rim countries.  | b                     |



# Northern Plains Technology CURRICULUM CONNECTIONS

## 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                     |
|                       | Compose and Create                     | <a href="#">CC8.6</a> : 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). | b, c, f               |
| Health Education      | Understanding, Skills, and Confidences | <a href="#">USC8.1</a> : Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours.   | e                     |
|                       |  | <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.   | c, j, l               |
| Social Studies        | Interactions and Interdependence       | <a href="#">IN8.1</a> : Investigate the meaning of culture and the origins of Canadian cultural diversity.  | 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                     |



# Northern Plains Technology CURRICULUM CONNECTIONS

## 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, h            |
|                       |                                  | <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, h            |
| Social Studies        | Interactions and Interdependence | <a href="#">IN9.2</a> : Compare the factors that shape worldviews in a society, including time and place, culture, language, religion, gender identity, socio-economic situation, and education.                        | b, c, f               |
|                       |                                  | <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, d                  |
|                       |                                  | <a href="#">DR9.3</a> : Assess the relationship of the natural environment in the development of a society.   | b, c, d               |
|                       | Resources and Wealth             | <a href="#">RW9.1</a> : Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied.   | a                     |
|                       |                                  | <a href="#">RW9.3</a> : Determine the influence of technologies of past societies studied on contemporary society.  | a, b                  |



# Northern Plains Technology CURRICULUM CONNECTIONS

## GRADE 10 / LEVEL 10

| SUBJECT                                 | HEADING   | OUTCOMES  | SPECIFIC INDICATOR(S)   |
|---|---|---|---|
| <b>English<br/>Language Arts<br/>10</b> | A10 Comprehend and Respond                                    | <a href="#">CR A10.3</a> : Listen to, interpret, summarize, and draw conclusions about the ideas and information presented in a variety of literary and informational texts including group discussions, oral readings, interviews, and prepared talks about a topic being studied. | a, d, e   |
| <b>Native Studies<br/>10</b>            | <a href="#">Unit Two: Community and Kinship</a>               | 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>                          | 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. |
| <b>Social Studies<br/>10</b>            | <a href="#">Unit 2: Economic Decision Making</a>              | Traditional Economies: Conservation – Pg. 226   | Know that traditional Indigenous 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 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.   |





# Northern Plains Technology CURRICULUM CONNECTIONS

## GRADE 11 / LEVEL 20

| SUBJECT                                 | HEADING                                 | OUTCOMES   | SPECIFIC INDICATOR(S)   |
|---|---|--|---|
| <b>English<br/>Language Arts<br/>20</b> | Comprehend and Respond                  | <a href="#">CR 20.1</a> : 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   |
| <b>Social Studies<br/>20</b>            | <a href="#">Unit Two: Population</a>    | Change – Pg. 210   | Know that change is part of all natural and social systems and that at certain times in history the dominant paradigms are replaced with other paradigms.   |
|   | <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.  |
|   |   | 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. |



# Northern Plains Technology CURRICULUM CONNECTIONS

GRADE 12 / LEVEL 30

| SUBJECT                                   | HEADING   | OUTCOMES  | SPECIFIC INDICATOR(S)  |
|---|---|---|--|
| English<br>Language Arts<br>30            | A30 Comprehend<br>and Respond                       | <a href="#">CR A30.1</a> : 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  |
|   |   | <a href="#">CR A30.3</a> : 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<br>30: Canadian<br>Studies | <a href="#">Unit Four: Economic<br/>Development</a> | 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<br>30: Canadian<br>Studies | <a href="#">Unit One: Change</a>                    | 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>                 | Accommodation Model: Cultural Growth – Pg. 340  | Know that living cultures change and grow as they come into contact with new aspects of reality.   |