



Opimihaw Walk CURRICULUM CONNECTIONS

GRADE 1

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	CR1.1 : 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, f
Science	Physical Science: Object and Materials	OM1.1 : Investigate observable characteristics and uses of natural and constructed objects and materials in their environment.	b, f, h
	Earth and Space Science: Daily and Seasonal Changes	DS1.1 : Compare and represent daily and seasonal changes of natural phenomena through observing, measuring, sequencing, and recording.	d, j
Social Studies	Interactions and Interdependence	IN1.3 : Assess ways in which relationships help to meet human needs.	a, b
	Dynamic Relationships	DR1.3 : 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	RW1.1 : Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal well-being.	e



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 GRADE 2

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	CR2.1 : 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	AN2.3 : Assess the interdependence of humans and animals in natural and constructed environments.	c, e, f
Social Studies	Dynamic Relationships	DR2.1 : Investigate stories of significant events and persons in the local community's history to describe the contribution of those who lived in the community in earlier times.	e
		DR2.2 : Analyze the influence of the natural environment on the local community.	c, d, e
	Resources and Wealth	RW2.1 : Describe ways in which the local community meets needs and wants of its community members.	a
		RW2.2 : Analyze various worldviews regarding the natural environment.	a, d



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GRADE 3

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	CR3.1 : 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, d
Science	Life Science: Plant Life	PL3.1 : Investigate the growth and development of plants, including the conditions necessary for germination.	f
		PL3.2 : Analyze the interdependence among plants, individuals, society, and the environment.	a, b
Social Studies	Interactions and Interdependence	IN3.1 : Analyze daily life in a diversity of communities.	a, b
		IN3.2 : Analyze the cultures and traditions in communities studied.	b, c
	Dynamic Relationships	DR3.2 : Assess the degree to which the geography and related environmental and climatic factors influence ways of living on and with the land.	a, c
		DR3.3 : Compare the beliefs of various communities around the world regarding living on and with the land.	a, b, c
	Resource and Wealth	RW3.1 : Appraise the ways communities meet their members' needs and wants.	a, b, c, d

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GRADE 4

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	CR4.1 : Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address identity, community, and social responsibility, and support response with evidence from text and from own experiences.	a, b, c, d, e
Science	Life Science: Habitats and Communities	HC4.1 : Investigate the interdependence of plants and animals, including humans within habitats and communities.	d, e, m
		HC4.2 : Analyze the structures and behaviours of plants and animals that enable them to exist in various habitats.	b
		HC4.3 : 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	RM4.3 : Analyze how weathering, erosion, and fossils provide evidence to support human understanding of the formation of landforms on Earth.	i, k, l
Social Studies	Interactions and Interdependence	IN4.1 : Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan.	d
	Dynamic Relationships	DR4.1 : Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.	c, d, e, f, g
		DR4.2 : Explain the relationship of First Nations and Métis peoples with the land.	a, b, c, f
	Resources and Wealth	RW4.1 : Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.	a, f, g
RW4.3 : Assess the impact of Saskatchewan resources and technological innovations on the provincial, national, and global communities.		c	



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 GRADE 5

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	CR5.3 : 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
Science	Physical Science: Properties and Changes of Materials	MC5.3 : 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	FM5.3 : Assess how natural and man-made forces and simple machines affect individuals, society, and the environment.	b, f, g
Social Studies	Interactions and Interdependence	IN5.1 : Demonstrate an understanding of the Aboriginal heritage of Canada.	b, d, f
	Dynamic Relationships	DR5.1 : Analyze the historic and contemporary relationship of people to land in Canada.	f
		DR5.2 : 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)
English Language Arts	Comprehend and Respond	CR6.5 : 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
		DL6.1 : Recognize, describe, and appreciate the diversity of living things in local and other ecosystems, and explore related careers.	b, c, d, e, f
Science	Life Science: Diversity of Living Things	DL6.2 : Examine how humans organize understanding of the diversity of living things.	c, d, e
		IN6.2 : 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
Social Studies	Interactions and Interdependence	IN6.4 : Explore aspects of cultural change over time, including reasons for cultural change, examples of cultural change, how cultural change affects youth, and how youth respond to cultural change.	a, b
		DR6.1 : 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
	Dynamic Relationships	DR6.2 : Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affects land.	c
		DR6.3 : Appraise the strategies human societies have used to orient themselves within time and place in the natural environment.	e
	Resources and Wealth	RW6.1 : Examine and analyze factors that contribute to quality of life, including material and non-material factors.	c, d



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 GRADE 7

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	CR7.5 : Listen critically to understand and analyze oral information and ideas from a wide range of texts.	a, b, c, d, e, f, g
Science	Life Science: Interactions within Ecosystems	IE7.1 : Relate key aspects of Indigenous knowledge to their understanding of ecosystems	a, b, c, d
		IE7.4 : 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	Dynamic Relationships	DR7.1 : 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
		DR7.2 : 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
		DR7.3 : 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
	Resources and Wealth	RW7.1 : Explain the role of barter, trade, and sharing in traditional economies in Canada and the circumpolar and Pacific Rim countries.	b
		RW7.3 : 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)
English Language Arts	Comprehend and Respond	CR8.1 : View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.	a
		CR8.5 : 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
Science	Earth and Space Science: Water Systems on Earth	WS8.1 : Analyze the impact of natural and human-induced changes to the characteristics and distribution of water in local, regional, and national ecosystems.	c
		WS8.3 : Analyze natural factors and human practices that affect productivity and species distribution in marine and freshwater environments.	a
Social Studies	Interactions and Interdependence	IN8.1 : Investigate the meaning of culture and the origins of Canadian cultural diversity.	b, c
	Dynamic Relationships	DR8.1 : Develop an understanding of the significance of land on the evolution of Canadian identity.	b, e
		DR8.2 : 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	CR9.5a : 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
		CR9.5b : 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
Science	Physical Science: Atoms and Elements	AE9.1 : Distinguish between physical and chemical properties of common substances, including those found in household, commercial, industrial, and agricultural applications.	b
Social Studies	Interactions and Interdependence	IN9.1 : Explain what constitutes a society.	b
		IN9.2 : 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, d, e, f
		IN9.3 : Analyze the ways a worldview is expressed in the daily life of a society.	b, c, e
	Dynamic Relationship	DR9.1 : Examine the challenges involved in obtaining information about societies of the past.	b, c, d
		DR9.3 : Assess the relationship of the natural environment in the development of a society.	a, b, c, d, g
Resources and Wealth	RW9.3 : Determine the influence of technologies of past societies studied on contemporary society.	b	



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CURRICULUM CONNECTIONS
 GRADE 10 / LEVEL 10

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts 10	A10 Comprehend and Respond	CR A10.1 : Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address, social, and social action (agency).	a, h, j
	B10 Comprehend and Respond	CR B10.3 : 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	Unit One: Identity and Worldviews	Realize that learning is a life-long process. – Pg. 27	Realize that learning is a life-long process.
		Value storytelling, both as a teaching tool and as an art form. – Pg. 30	Engage in listening for a variety of purposes
	Unit Two: Community and Kinship	Compare Aboriginal peoples' and European views of the land. – Pg. 34	Deepen understanding of how worldview contributes to a peoples' view of the land; 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; account for the longevity of Indigenous values and customs.
	Unit Four: Economies	Analyze how Aboriginal economies were environmentally responsible.– Pg. 39	Explain Indigenous peoples' reciprocal relationship with the environment; 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; provide evidence that Aboriginal peoples were habitat specialists.



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		Recognize that Aboriginal peoples were economically self-reliant prior to European contact. – Pg. 39	Illustrate how the Cree adapted to environmental changes; discuss how sharing was an economic necessity and a diplomatic virtue; appreciate the independence and sophistication of Cree trade systems and uses of technology.
Science 10	Climate and Ecosystem	SCI10-CD1 : Assess the implications of human actions on the local and global climate and the sustainability of ecosystems.	c, d
		SCI10-CD3 : Examine biodiversity through the analysis of interactions among populations within communities.	a, j
Social Studies 10	Unit 2: Economic Decision Making	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.
	Unit 4: International Political Organizations	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.
Wildlife Management 10	Module 10: Wildlife Areas and Species	10.8: To explain the role of public and private organizations and other nations with regard to protecting and conserving wildlife.	Research the viewpoints of indigenous peoples in Canada and other nations regarding the use of the wildlife spaces and species (e.g., traditional wilderness use, current use and future directions).



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CURRICULUM CONNECTIONS
 GRADE 11 / LEVEL 20

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts 20	Comprehend and Respond	CR 20.1 : 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.	b
		CR 20.3 : Listen to, comprehend, and develop coherent and plausible interpretations of grade-appropriate informational and literary First Nations, Métis, Saskatchewan, Canadian, and international texts, including spoken instructions, and argumentative and persuasive speeches.	e
Environmental Science 20	The Nature of Environmental Science	ES20-ES1 : Examine the methods, mindsets and purposes of environmental science.	a, b, d
	Terrestrial Systems	ES20-TE1 : Analyze the importance of soils as an integral component of terrestrial ecosystems.	a, c
		ES20-TE2 : Examine the role plants play in an ecosystem, including the ways in which humans use plants.	a, b, c
		ES20-TE3 : Recognize the need for intact habitat to support animal populations and biodiversity.	b, h
Social Studies 20	Unit Two: Population	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.
	Unit Three: Environment	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; 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 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.
		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	ES30-FO1 : Examine the multi-disciplinary nature of earth science.	i
		ES30-FO2 : Examine the evidence for and the importance of plate tectonics theory in explaining the processes that produced Earth's major surface features.	c, g
		ES30-FO3 : 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
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	Unit Three: Land Claims and Treaty Land Entitlement	Cultural factors and worldviews influences a peoples' relationship to the environment. A special relationship exists between Aboriginal peoples and the land. – Pg. 306	Students will appreciate that worldview consists of a peoples' perspective on the land, self and relationships.
	Unit Four: Economic Development	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.



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Social Studies 30: Canadian Studies	Unit One: Change	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.
	Unit Three: Culture	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.
		Model Creation and Adoption: Enculturation – Pg. 336	Know that enculturation is the process of passing on a culture to the next generation; know that the process of becoming fully human requires that children be given a culture and made to feel part of something, be given meaning and purpose, and be encouraged to feel a sense of validation as a result of being made part of a culture.