



Step Back in Time Walk CURRICULUM CONNECTIONS

KINDERGARTEN

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	CRK.1 : Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity community and social responsibility.	a
		CRK.3 : Listen, comprehend, and respond to gain meaning in oral texts.	a, f, h
Social Studies	Dynamic Relationships	DRK.3 : 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.	d

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, f
Social Studies	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, 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, and make connections to prior learning and experiences.	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	Interaction and Interdependence	IN2.1 : Determine characteristics of a community.	d
	Dynamic Relationships	DR2.2 : Analyze the influence of the natural environment on the local community.	a, b, c, d, e
		DR2.4 : Describe the influence of Treaty and First Nations people on the local community.	b
	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	CR3.3 : 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	USC3.2 : Examine the spiritual dimension of the "inner self" and determine the importance of nurturing it.	e, g, h
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
	Earth and Space Science: Exploring Soils	ES3.1 : Investigate the characteristics, including soil composition and ability to absorb water, of different types of soils in their environment.	b
		ES3.2 : Analyze the interdependence between soil and living things, including the importance of soil for individuals, society, and all components of the environment.	a, e
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	DR3.3 : Compare the beliefs of various communities around the world regarding living on and with the land.	a, b
	Resource and Wealth	RW3.1 : Appraise the ways communities meet their members' needs and wants.	b, c



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GRADE 4

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	CR4.3 : Listen, summarize, paraphrase, and evaluate what was heard and draw conclusions.	a, d, e, f, h
Health Education	Understanding, Skills, and Confidences	USC4.5 : Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others.	c, e
Science	Life Science: Habitats and Communities	HC4.1 : Investigate the interdependence of plants and animals, including humans within habitats and communities.	a, b, c, d, e, i
		HC4.2 : Analyze the structures and behaviours of plants and animals that enable them to exist in various habitats.	a, b, c
Social Studies	Interactions and Interdependence	IN4.1 : Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan.	d
		IN4.2 : Describe the origins of the cultural diversity in Saskatchewan communities.	b, e, i
	Dynamic Relationships	DR4.1 : Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.	c, g
		DR4.2 : Explain the relationship of First Nations and Métis peoples with the land.	a, b, c, f
		DR4.3 : Analyze the implications of the Treaty relationship in Saskatchewan.	b
Resources and Wealth	RW4.1 : Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.	c, e, f	



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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 non-verbal message(s), purpose, point of view, and techniques used in presentation.	a, e, h
Social Studies	Interactions and Interdependence	IN5.1 : Demonstrate an understanding of the Aboriginal heritage of Canada.	b, d, f
	Dynamic Relationships	DR5.2 : 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	CR6.2 : 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
		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, f
Science	Life Science: Diversity of Living Things	DL6.1 : Recognize, describe, and appreciate the diversity of living things in local and other ecosystems, and explore related careers.	b, c, e
		DL6.2 : Examine how humans organize understanding of the diversity of living things.	d, e
Social Studies	Interactions and Interdependence	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.	a, b, c
		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
	Dynamic Relationships	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.	a, b, d
		DR6.3 : Appraise the strategies human societies have used to orient themselves within time and place in the natural environment.	d, 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
	Compose and Create	CC7.6 : 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	IE7.1 : Relate key aspects of Indigenous knowledge to their understanding of ecosystems.	a, b, c, d
		IE7.2 : Observe, illustrate, and analyze living organisms within local ecosystems as part of interconnected food webs, populations, and communities.	d
		IE7.3 : Evaluate biogeochemical cycles (water, carbon, and nitrogen) as representations of energy flow and the cycling of matter through ecosystems.	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.	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.	c



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GRADE 8

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	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, e
Health Education	Understanding, Skills, and Confidences	USC8.1 : Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours.	e
		USC8.6 : 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
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
		WS8.2 : Examine how wind, water, and ice have shaped and continue to shape the Canadian landscape.	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.	c, e
	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, h
		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, h
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, 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.		b, c, d, e	



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GRADE 10 / LEVEL 10

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts 10	A10 Comprehend and Respond	CR A10.3 : 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
Native Studies 10	Unit One: Identity and Worldviews	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	Learn and practice group skills: cooperate, participate, listen, respect and assume different roles; recognize and avoid the use of stereotypes.
		Explore the unique ways in which Aboriginal peoples experience spirituality. – Pg. 30	Distinguish similarities and differences among the spiritual beliefs of Aboriginal groups.
	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; and understand Aboriginal peoples’ special relationship with the land.
	Unit Four: Economies	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.



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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; and appreciate the independence and sophistication of Cree trade systems and uses of technology.
		Interpret how the horse dramatically altered Aboriginal economic enterprise. – Pg. 39	List the effects of the horse on Indigenous economies and ways of life.
		Provide evidence that economic activity thrived prior to the arrival of Europeans. – Pg. 39	Describe Aboriginal economic activity prior to arrival of Europeans; and list specific Aboriginal trade strategies.
		Analyze the factors that disrupted traditional Aboriginal economies. – Pg. 40	List the technologies that disrupted traditional Aboriginal economies; list the developments that broke Aboriginal nations apart; and provide evidence of Aboriginal economic diversity.
Social Studies 10	Unit 2: Economic Decision Making	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: Sharing – Pg. 226	Know that equitable distribution of resources and wealth within the local community was very important.
		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.
	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.

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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	a
Native Studies 20	Introduction Unit	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).
		Lesson One: Students will develop their comprehension, interpretation and creative thinking skills in representing an Indigenous worldview using a variety of media. – Pg. 128-129	Students will explore how cultural heritage shapes understanding, and how moral principles influence behaviour.
Social Studies 20	Unit Two: Population	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.
		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.
		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	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.



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		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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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	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.
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.