

# wâhkôhtowin: Bison Kinship CURRICULUM CONNECTIONS



## GRADE 4

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education	Cultural/Historical	<a href="#">CH4.2</a> : Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists.	a, b, c
English Language Arts	Comprehend and Respond	<a href="#">CR4.3</a> : Listen, summarize, paraphrase, and evaluate what was heard and draw conclusions.	a, b, e
	Compose and Create	<a href="#">CC4.3</a> : Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating, and describing procedures) for differing audiences and purposes.	d, e, f, j
Science	Life Science: Habitats and Communities	<a href="#">HC4.1</a> : Investigate the interdependence of plants and animals, including humans within habitats and communities.	a, d, e, f, k, m
		<a href="#">HC4.2</a> : Analyze the structures and behaviours of plants and animals that enable them to exist in various habitats.	a, b
	Earth and Space Science: Rocks, Minerals, and Erosion	<a href="#">RM4.3</a> : 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	<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.	h
	Dynamic Relationships	<a href="#">DR4.1</a> : Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.	f, g
		<a href="#">DR4.2</a> : Explain the relationship of First Nations and Métis peoples with the land.	a, b, c, f
	Resources and Wealth	<a href="#">RW4.3</a> : Assess the impact of Saskatchewan resources and technological innovations on the provincial, national, and global communities.	f



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## GRADE 5

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	<a href="#">CR5.1</a> : Analyze 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.	a, d
		<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, d, e
Science	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	Interactions and Interdependence	<a href="#">IN5.1</a> : Demonstrate an understanding of the Aboriginal heritage of Canada.	b
	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)
<b>English Language Arts</b>	Comprehend and Respond	<a href="#">CR6.1</a> : View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.	a
<b>Science</b>	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, e
		<a href="#">DL6.2</a> : Examine how humans organize understanding of the diversity of living things.	d, e
<b>Social Studies</b>	Dynamic Relationships	<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.	c
		<a href="#">DR6.3</a> : Appraise the strategies human societies have used to orient themselves within time and place in the natural environment.	e



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## GRADE 7

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	<a href="#">CR7.1</a> : View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.	a
		<a href="#">CR7.2</a> : Select and use appropriate strategies to construct meaning before, during, and after viewing, listening, and reading.	a, b, c
		<a href="#">CR7.5</a> : Listen critically to understand and analyze oral information and ideas from a wide range of texts.	a, b, f, g
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
Social Studies	Power and Authority	<a href="#">PA7.1</a> : Compare the sources of power for individuals, nations, and regions in a selection of Pacific Rim and circumpolar countries.	d

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**GRADE 8**

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
<b>English Language Arts</b>	Comprehend and Respond	<a href="#">CR8.1</a> : View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.	a
		<a href="#">CR8.2</a> : Select and use appropriate strategies to construct meaning before (e.g. previewing and anticipating message), during (e.g. making inferences based on text and prior knowledge), and after (e.g. paraphrasing and summarizing) viewing, listening, and reading.	a, b, c
<b>Social Studies</b>	Dynamic Relationships	<a href="#">DR8.1</a> : Develop an understanding of the significance of land on the evolution of Canadian identity.	b, e, h
		<a href="#">DR8.2</a> : 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	<a href="#">CR9.1a</a> : View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.	a
		<a href="#">CR9.1b</a> : View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.	a
Social Studies	Interactions and Interdependence	<a href="#">IN9.1</a> : Explain what constitutes a society.	a, b
		<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, d, e, f
		<a href="#">IN9.3</a> : Analyze the ways a worldview is expressed in the daily life of a society.	e
		<a href="#">IN9.4</a> : Determine the influence of worldview on the choices, decisions, and interactions in a society.	a, d
	Dynamic Relationship	<a href="#">DR9.1</a> : Examine the challenges involved in obtaining information about societies of the past.	a, b, c
		<a href="#">DR9.3</a> : Assess the relationship of the natural environment in the development of a society.	b, c, d, e
	Power and Authority	<a href="#">PA9.2</a> : Analyze the impact of empire-building and territorial expansion on indigenous populations and other groups in the societies studied.	b
	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

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GRADE 10 / LEVEL 10

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts 10	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, e, f, g, i
	B10 Comprehend and Respond	<a href="#">CR B10.3</a> : 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.	a, c, d, e, h
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.	d
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.
		Social Organizations – Pg. 110	Know that social organizations provide for the needs and wants of Canadians, provide them with meaning and purpose, and give them direction and discipline.
		Order – Pg. 110	Know that social organizations play a significant role in providing order and direction within a society; and know that social organizations establish norms or values which legitimize sanctions used to regulate human behaviour.
	<a href="#">Unit 2: Economic Decision Making</a>	Worldview – Pg. 214	Know that a people's world view provides a common sense reality which determines how an economic system will evolve and establish the various economic organizations needed to produce and distribute wealth.



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		Economic Change – Pg. 226	Know that the arrival of Europeans brought irreversible changes to Aboriginal economies, and that some of these changes were contrary to the traditional Aboriginal world view.
		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.
<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, d, e, g
		<a href="#">W12</a> : Investigate the connection to and importance of spirituality on wellness.	a, b, c, e, f, h, i
<b>Wildlife Management 10</b>	<a href="#">Module 10: Wildlife Areas and Species</a>	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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GRADE 11 / LEVEL 20

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts 20	Comprehend and Respond	<a href="#">CR 20.3</a> : 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.	a, d, e, f, i
Environmental Science 20	Terrestrial Systems	<a href="#">ES20-TE2</a> : Examine the role plants play in an ecosystem, including the ways in which humans use plants.	b
		<a href="#">ES20-TE3</a> : Recognize the need for intact habitat to support animal populations and biodiversity.	b
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.	a, b, c, d, g
Social Studies 20	<a href="#">Unit Two: Population</a>	World View – Pg. 210	Know that a people’s world view is their common sense of reality about the organization and purpose of society.
		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.

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		Control – Pg. 214	Know that complex systems of various types (technical, biological, and social) require a system of control to make decisions about maintaining the system’s internal processes and about how the system should interact with the outside environment.
		Basic Needs – Pg. 218	Know that all humans in order to survive must have a number of basic needs satisfied.

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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
English Language Arts 30	A30 Comprehend and Respond	<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.	a, b, c, d, e, f, g, h
Social Studies 30: Canadian Studies	<a href="#">Unit Three: Culture</a>	The Nature of Humanity: Culture – Pg. 314	Know that culture is a learned series of human adaptations which is transmitted to succeeding generations and which gives people a predictable and ordered structure for their lives.
		The Nature of Humanity: Humanity – Pg. 314	Know that the emotional, intellectual, and spiritual characteristics which separate and define humans from other species can only develop by interacting with the social environment.
		Canadians Have Many Cultural Origins: History – Pg. 322	Know that over the course of time groups of people develop distinctive worldviews that provide meaning, purpose, and direction to their lives.
		The Fundamental Assumption of Canadian Society: Society – Pg. 324	Know that society is a voluntary set of relationships that exist within a group of people which meet their needs and which evolve into a way of life.
		Accommodation Model: Cultural Growth – Pg. 340	Know that living cultures change and grow as they come into contact with new aspects of reality.
		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