



Foci across Areas of Study for Grades 6-9

DRAFT: October 2009

Arts Education

K-12 Goals	Grade 6 – Identity	Grade 7 – Place	Grade 8 – Social Issues	Grade 9 – Taking Action
Creative/Productive: Students will inquire, create, and communicate through dance, drama, music, and visual art.	Dance <ul style="list-style-type: none"> Express ideas about identity and how it is influenced. Manipulate elements and principles including repetition and contrast. Shape compositions using choreographic forms. 	Dance <ul style="list-style-type: none"> Express ideas about the importance of place. Manipulate elements and principles including tension and resolution. Create and refine transitions within choreographic forms. 	Dance <ul style="list-style-type: none"> Express ideas and student perspectives on social issues. Investigate choreographic forms. Choreograph one section of group choreography. 	Dance <ul style="list-style-type: none"> Create dance compositions that express perspectives and raise awareness about topic of concern to youth. Investigate and use choreographic processes. Choreograph duo or small group work.
	Drama <ul style="list-style-type: none"> Develop role(s) in selected drama forms. Select and use focus, tension, conflict, and symbol to convey ideas. Express ideas about identity and how it is influenced. 	Drama <ul style="list-style-type: none"> Investigate how dramatic character develops from role. Shape the direction of the drama and/or collective creation. Express ideas about the importance of place. 	Drama <ul style="list-style-type: none"> Dramatic characters interact in relationships. Theatrical elements combine to achieve dramatic purpose. Express student perspectives on social issues. 	Drama <ul style="list-style-type: none"> Roles are developed and dramatic characters communicate meaning. Manipulate elements to achieve dramatic purpose. Raise awareness about a topic of concern to youth through a collective creation.
	Music <ul style="list-style-type: none"> Increased skills and abilities in the use of voice and instruments. Manipulate elements and principles including repetition and variety. Create compositions to explore relationships between music and identity. 	Music <ul style="list-style-type: none"> Vocal and instrumental improvisational skills and abilities. Manipulate elements and principles including tension and resolution. Use instruments to investigate relationships between musical expression and place. 	Music <ul style="list-style-type: none"> Improvise, compose, and perform with voice and instruments, pieces in contrasting styles. Make choices about musical structures in compositions. Compose in response to social issues. 	Music <ul style="list-style-type: none"> Use voice, instruments, and technologies to express musical ideas. Combine elements and principles of composition to express unified musical ideas. Compose and perform sound expositions to raise awareness about topic of concern to youth.
	Visual Art <ul style="list-style-type: none"> Express ideas about identity and how it is influenced. Use various art forms, images, and processes to express identity. Increased skills and problem solving in variety of media. 	Visual Art <ul style="list-style-type: none"> Express ideas about place. Use various art forms, images, and processes to express sense of place. Use skills, tools, techniques, and problem solving in variety of media. 	Visual Art <ul style="list-style-type: none"> Express student perspectives on social issues. Use forms, technologies, images, and processes to express perspectives on social issues. Solve visual art problems. 	Visual Art <ul style="list-style-type: none"> Raise awareness about topic of concern to youth. Select appropriate forms, technologies, images, and processes to convey ideas. Solve visual art problems in new and unfamiliar ways.

Arts Education (continued)

K-12 Goals	Grade 6 – Identity	Grade 7 – Place	Grade 8 – Social Issues	Grade 9 – Taking Action
Critical/Responsive: Students will respond to artistic expressions of Saskatchewan, Canadian, and International artists using critical thinking, research, creativity, and collaborative inquiry.	All Strands <ul style="list-style-type: none"> – Personal responses to arts expressions. – Ways that arts express identity. – Arts of various times and places. 	All Strands <ul style="list-style-type: none"> – Respond using analysis, personal interpretation, and research. – Arts that communicate a sense of place. – Arts of various times and places reflect experiences, values, and beliefs. 	All Strands <ul style="list-style-type: none"> – Respond through creation of own work. – Arts reflect concern for social issues. – Arts expressions reflect diverse worldviews. 	All Strands <ul style="list-style-type: none"> – Respond through individual or collaborative inquiry and own arts expressions. – Today's arts expressions can inspire change. – Arts expressions can challenge thinking about values, ideas, and beliefs.
Cultural/Historical: Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts and understand the connection between the arts and human experience.	All Strands <ul style="list-style-type: none"> – How personal, cultural, or regional identity may be reflected. – First Nations, Métis, and Inuit artists express cultural identity in contemporary work. – Traditional and contemporary arts expressions from a diverse range of cultures and countries. 	All Strands <ul style="list-style-type: none"> – Artists' relationship to place may be reflected in their work. – Indigenous artists from around the world reflect the importance of place. – Factors that influence artists' work and careers. 	All Strands <ul style="list-style-type: none"> – Artists whose work incorporates social commentary. – Influence of social issues on the work of contemporary First Nations, Métis, and Inuit artists. – Artists use new technologies. – Artists use more than one art form in their work. 	All Strands <ul style="list-style-type: none"> – Artists raise awareness or take action on topics of concern. – Use the arts to raise awareness on topics of concern to Indigenous artists. – Diversity of artistic ideas, styles, and media in contemporary arts expression. – Create and examine interdisciplinary arts.

Career Education

K-12 Goals	Grade 6	Grade 7	Grade 8	Grade 9
Change and Growth: Students will develop career management competencies through an exploration of personal change and growth.	<ul style="list-style-type: none"> – Influence of a positive self-image on one's life. – Personal competence in building healthy relationships. 	<ul style="list-style-type: none"> – Conclusions about the influences of positive and negative self-images on life and work. – Behaviours and understandings needed for building healthy relationships. 	<ul style="list-style-type: none"> – Personal skills, interests, and behaviours and their influences on life and work. – Responding positively to change in one's life. 	<ul style="list-style-type: none"> – Capacity for building a positive self-image. – Respond positively to change and growth.
Connections to Community: Students will explore the connections between learning and work pathways and their connections to community.	<ul style="list-style-type: none"> – Various aspects of careers and their requirements. – Explain ways work contributes to individuals and the community. 	<ul style="list-style-type: none"> – Knowledge and skills learned in school transfer to future life and work. – Contributions work makes to the individual and community, including globally. 	<ul style="list-style-type: none"> – Disposition for lifelong learning connects to potential career pathways. – Contributions that work and work alternatives make to the community and their importance to society. 	<ul style="list-style-type: none"> – Plan of career building reflects an attitude and expectation of lifelong learning. – Societal and economic needs influence the nature of paid and unpaid work.
Life and Work Plan: Students will engage in inquiry to build a personal life and work plan.	<ul style="list-style-type: none"> – Effective practices such as responsible decision making, cooperation, and accepting diversity and their continued importance in one's career. – Interrelationship of life roles. 	<ul style="list-style-type: none"> – Personal qualities and abilities needed to seek, obtain, or create work. – Non-traditional work scenarios involving issues such as stereotyping and discrimination to assess the impact on life and work. 	<ul style="list-style-type: none"> – Individual skills may influence possible future occupational choices. – Possible changes over a lifespan. 	<ul style="list-style-type: none"> – Seek, obtain, and/or create work and apply to life. – Plan for life and work based on one's preferred future.

English Language Arts

K-12 Goals: Comprehend and Respond (CR), Compose and Create (CC), and Assess and Reflect (AR).	Grade 6	Grade 7	Grade 8	Grade 9
Personal and philosophical context gives students opportunities to explore their identity and their self-concept.	Choose from one of the following: <ul style="list-style-type: none"> – Growing Up – Into the Spotlight (Self and Relationships) – Your Choices 	Choose from one of the following: <ul style="list-style-type: none"> – Participating and Giving Our Personal Best (Model Unit) – Finding the Courage – Exploring Thoughts, Feelings, and Ideas 	Choose from one of the following: <ul style="list-style-type: none"> – Becoming Myself – In My Mirror – Telling One’s Life Stories 	Choose from one of the following: <ul style="list-style-type: none"> – Exploring Loyalty, Love, and Relationships (Model Unit – Semester II) – All that I Am – The Search for Self (Semester I)
Social, cultural, and historical context gives students opportunities to explore relationships with others, community, culture, customs, other ways of knowing, national and international events and issues, and the history of humanity.	Choose from one of the following: <ul style="list-style-type: none"> – Peace and Conflict (Model Unit) – Going the Distance – Looking for Answers – Canada’s Links to the World 	Choose from one of the following: <ul style="list-style-type: none"> – Voices Through the Ages – Reconstructing the Past – Building A Better World – Young People in History – Heroes Gallery 	Choose from one of the following: <ul style="list-style-type: none"> – Adventure and Adventurers (Model Unit) – Is it Fair? – In Search of Justice – Building A Better World – Heroic Ways 	Choose from one of the following: <ul style="list-style-type: none"> – Conflict, Issues, and Choices – Doing the Right Thing (Model Unit – Semester I) – Taking Risks; Setting Limits – Equal Opportunity
Imaginative and literary context gives students opportunities to use their intuition and imagination to explore alternative worlds and possibilities; different types of classical and contemporary genres including fantasy, science fiction, and humour; and particular authors.	Choose from one of the following: <ul style="list-style-type: none"> – Tales – Heroes, Deeds, and Wonders – Suspense – Marvels Then and Now – Fantastic Fiction 	Choose from one of the following: <ul style="list-style-type: none"> – Mysteries – Uncanny Incidents, and Unusual Happenings (Model Unit) – Imagined Worlds – Actions and Reactions 	Choose from one of the following: <ul style="list-style-type: none"> – Timeless Narratives of the First Nations and Greek Peoples (Model Unit) – Other Skies – Mystery Maze 	Choose from one of the following: <ul style="list-style-type: none"> – Indigenous and Norse Narratives (Model Unit – Semester I) – Looking Beyond – Imagining New Worlds and The Future (Semester II) – Laugh Lines – Endless Possibilities
Communicative context gives students opportunities to explore different methods, forms, and issues related to language, communication, and the mass media.	Choose from one of the following: <ul style="list-style-type: none"> – Messages – Scripts to Act Out – Off the Page – Biographies – Science Fiction 	Choose from one of the following: <ul style="list-style-type: none"> – Lighten Up! – On the Funny Side – Think for Yourself – It’s Showtime! 	Choose from one of the following: <ul style="list-style-type: none"> – Burning Questions – Fast Forward – Popular Culture – Beneath the Ink – Buy It, You’ll Like It 	Choose from one of the following: <ul style="list-style-type: none"> – Our Shared Linguistic and Cultural Roots (Model Unit – Semester II) – Listen to the Music – Side by Side – Image and Information
Environmental and technological context gives students opportunities to explore the natural and constructed world including the land, the sky, animals, the sea, space, technologies, and environmental and technological issues.	Choose from one of the following: <ul style="list-style-type: none"> – Taking Flight (Model Unit) – Space, Stars, and Quasars – Systems for Living – Biodiversity – Electricity 	Choose from one of the following: <ul style="list-style-type: none"> – Doing Our Part for Planet Earth – Think Outside the Box – Taking Action 	Choose from one of the following: <ul style="list-style-type: none"> – An Eye on Our Natural and Technological Environment – Survival – Creating Turning Points 	Choose from one of the following: <ul style="list-style-type: none"> – Surviving and Conquering (Semester II) – Building a Better Planet – In Touch – Final Frontier

Health Education

K-12 Goals	Grade 6 Affirm Personal Standards	Grade 7 Commit Self	Grade 8 Support Others	Grade 9 Promote Health
Develop the understanding, skills, and confidences necessary to take action to improve health.	<ul style="list-style-type: none"> - Development of personal standards and identity, and the impact on healthy decision making. - Establishing/maintaining healthy relationships with people from diverse backgrounds. - How non-curable infections are transmitted and how these infections influence health. - Strategies to identify and make healthy decisions in stressful situations. - Influences on perceptions of and personal standards related to body image, and the resulting impact. - Personal standards necessary for establishing and supporting safe practices and environments. - Health promotions and advertising influence personal standards and behaviours and why certain consumers are targeted. 	<ul style="list-style-type: none"> - Personal commitment for aspects of daily living over which an individual has control. - Blood-borne pathogen information/education to commit to healthy behaviours. - Committing to personal safety practices while acquiring basic first aid knowledge and skills. - Nurturing harmony in relationships, and applying strategies to re/establish harmony when conflict arises. - Personal food choices and needs by applying nutritional knowledge. - Interpersonal skills, including assertiveness skills, for managing peer pressure. - Possible discrepancies in morals that may determine and/or affect one's commitment to wellbeing. 	<ul style="list-style-type: none"> - Support strategies to increase health-enhancing behaviours. - How personal prejudices/biases, and habits of mind shape assumptions. - Impact of in/formal supports and services available to those infected with/affected by non-curable infections / diseases. - Impact of violence on the well-being and the supports needed for self, family, and community. - Body-image satisfaction/dissatisfaction and over-reliance on appearance as a source of identity and self-esteem. - Sustainability as it relates to well-being from many perspectives. - Social, cultural, and environmental influences and supports on sexual health. 	<ul style="list-style-type: none"> - Leadership skills and health promotion in healthy decision making. - Comprehensive community approaches to safety. - Stigma and identities associated with individuals, families, and communities living with/affected by non-curable infections/diseases, and those who advocate for them. - Norms and expectations associated with romantic relationships. - Participation in healthy food policies. - Health, economic, and social supports and challenges of addictions. - Tragic death and suicide as distressing community issues that require support systems. - Healthy living for people with chronic illness. - Personal insight, motivation, and skills necessary to promote sexual health.
Make informed decisions based on health-related knowledge.	<ul style="list-style-type: none"> - Personal standards while planning health-enhancing decisions related to topics addressed in Goal #1 above. 	<ul style="list-style-type: none"> - Demonstrate personal commitment in making healthy decisions and attaining goals related to topics addressed in Goal #1 above. 	<ul style="list-style-type: none"> - Support people/systems for setting goals and making healthy decisions related to topics addressed in Goal #1 above. - Analyze opportunities and challenges to establishing goals that support others related to topics addressed in Goal #1 above. 	<ul style="list-style-type: none"> - Health promotion in setting goals and making healthy decisions related to topics addressed in Goal #1 above. - Analyze opportunities and challenges to establishing personal goals that promote health related to topics addressed in Goal #1 above.
Apply decisions that will improve personal health and/or the health of others.	<ul style="list-style-type: none"> - Two six-day action plans that affirm personal standards to make healthy decisions related to topics addressed in Goal #1 above. 	<ul style="list-style-type: none"> - Three six-day action plans that require planning for personal commitment to responsible health action related to topics addressed in Goal #1 above. 	<ul style="list-style-type: none"> - Three seven-day action plans that require students to establish multiple supports for responsible health action related to topics addressed in Goal #1 above. 	<ul style="list-style-type: none"> - Three eight-day action plans that demonstrate responsible health promotion related to topics addressed in Goal #1 above.

Mathematics

K-12 Goals: logical thinking, number sense, spatial sense, and mathematics as a human endeavour.	Grade 6	Grade 7	Grade 8	Grade 9
Number Strand	<ul style="list-style-type: none"> – Place value for numbers greater than 1 million and less than one thousandth – Factors and multiples of numbers less than 100, relating factors and multiples to multiplication and division, and determining and relating to prime and composite numbers – Order of operations on whole numbers (excluding exponents) – Multiplication and division to decimals (1-digit whole number multipliers and 1-digit natural number divisors) – Percent limited to whole numbers to 100 – Integers – Fractions to improper fractions and to mixed numbers – Ratios – First Nations and Métis peoples envision, represent, and use quantity in their lifestyles and worldviews 	<ul style="list-style-type: none"> – Division through the development and application of divisibility strategies for 2, 3, 4, 5, 6, 8, 9, and 10, and involving zero – Addition, subtraction, multiplication, and division of decimals to greater numbers of places, and the order of operations – Relationships between positive decimals, positive fractions (including mixed numbers, proper fractions, and improper fractions), and whole numbers – Percent including fractional percents between 1% and 100% – Adding and subtracting positive fractions and mixed numbers, with like and unlike denominators – Addition and subtraction of integers 	<ul style="list-style-type: none"> – Square and principle square root of whole numbers – Percents greater than or equal to 0% (including fractional and decimal percents) – Rates, ratios, and proportional reasoning – Multiplying and dividing positive fractions and mixed numbers – Multiplication and division of integers 	<ul style="list-style-type: none"> – Powers with integral bases (excluding base 0) and whole number exponents – Rational numbers including comparing and ordering, relating to other types of numbers, and solving situational questions – Square root including positive rational numbers
Patterns and Relations Strand	<ul style="list-style-type: none"> – Relationship in tables of values and graphs – Preservation of equality – Expressions and equations involving variables 	<ul style="list-style-type: none"> – Relationships between oral and written patterns, graphs, and linear relations – Equations and expressions – One-and two-step linear equations – Linear equations by modeling problems as a linear equation and solving the problems 	<ul style="list-style-type: none"> – Linear relations – Model and solve problems using linear equations 	<ul style="list-style-type: none"> – Linear relations including graphing, analyzing, interpolating and extrapolating, and solving situational questions – Model and solve situational problems using linear equations – Single variable linear inequalities with rational coefficients – Polynomials which are limited to polynomials of degree less than or equal to 2

Mathematics (continued)

<p>K-12 Goals: logical thinking, number sense, spatial sense, and mathematics as a human endeavour.</p>	<p>Grade 6</p>	<p>Grade 7</p>	<p>Grade 8</p>	<p>Grade 9</p>
<p>Shape and Space Strand</p>	<ul style="list-style-type: none"> – Angles which include identifying examples, classifying angles, estimating measurement, angle measures in degrees, drawing angles, and angle relationships in triangles and quadrilaterals – Perimeter of polygons, area of rectangles, and volume of right rectangular prisms – Regular and irregular polygons – First quadrant of the Cartesian plane and ordered pairs with whole number coordinates – Single and combinations of transformations of 2-D shapes 	<ul style="list-style-type: none"> – Circles including circumference and central angles – Develop and apply formulas for determining the area of triangles, parallelograms, and circles – 2-D relationships involving lines and angles – Cartesian plane and ordered pairs with integral coordinates – Transformations (translations, rotations, and reflections) of 2-D shapes in all four quadrants of the Cartesian plane 	<ul style="list-style-type: none"> – Pythagorean Theorem – Surface area of 3-D objects limited to right prisms and cylinders – Volume limited to prisms and cylinders – Tessellation 	<ul style="list-style-type: none"> – Circle properties – Area to surface area of right rectangular prisms, right cylinders, right triangular prisms, and composite 3-D objects – Similarity of 2-D objects – Line and rotation symmetry
<p>Statistics and Probability Strand</p>	<ul style="list-style-type: none"> – Data analysis which includes line graphs, graphs of discrete data, data collection, and interpolation and extrapolation – Probability that includes sample space, and experimental and theoretical probability 	<ul style="list-style-type: none"> – Measures of central tendency and range for sets of data – Circle graphs – Theoretical and experimental probabilities for two independent events where the combined sample space has 36 or fewer elements 	<ul style="list-style-type: none"> – Modes of displaying data and the reasonableness of conclusions – Probability of independent events 	<ul style="list-style-type: none"> – Factors affecting data collection such as bias, use of language, ethics, cost, time and timing, privacy, cultural sensitivity, and population or sample – Collection, display, and analysis of data – Role of probability in society – First Nations and Métis peoples envision, represent, and make use of probability and statistics

Physical Education

K-12 Goals	Grade 6	Grade 7	Grade 8	Grade 9
<p>Active Living: Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.</p>	<ul style="list-style-type: none"> - Personal health-related fitness plan targeting cardiovascular endurance. - Impact of inactivity on body composition and to make healthy choices for a balanced self. - Strategies for improving muscular endurance and flexibility, and how to improve muscular strength. 	<ul style="list-style-type: none"> - Personal health-related fitness plan targeting cardiovascular endurance, muscular endurance, and flexibility. - Nutritional habits and fluid intake needed for movement activities, body weight, and body composition. - External influences that affect movement skill. 	<ul style="list-style-type: none"> - Personal health-related fitness plan targeting cardiovascular endurance, muscular endurance, muscular strength, and flexibility. - Positively affect the major muscle groups while clarifying the effects of exercise and inactivity on the muscular system. 	<ul style="list-style-type: none"> - Principles of training for improvement and/or maintenance of health-related components of fitness. - Credible publicly-promoted options for managing body composition and weight, and the influence of mass media on body image. - Strategies for developing the strength of core muscles and joint muscles.
<p>Skillful Movement: Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.</p>	<ul style="list-style-type: none"> - Skill-related components of fitness and connection to the health-related components of fitness. - Control in complex movement skills as they apply to games and sports. - Performance cues to enhance manipulative skills. - Biomechanical concepts and principles of force production, force absorption, and resistance. - Movement concepts to support skill development while participating in games. - Situational decisions related to the selection of skills, tactics, and strategies to use in games. - Controlled movement skills and combinations of skills to participate in alternate environment activities and body management activities. 	<ul style="list-style-type: none"> - Incorporate cross-training using different movement activities to improve fitness and skill while participating in movement activities. - Smooth transitions of complex movement skills. - Biomechanical concepts and principles of balance, stability, spin, and rotation. - Movement concepts while participating in games. - Situational decisions related to the selection of skills, tactics, and strategies to use in games. - Selected movement skills and combinations of skills to participate in alternate environment activities and body management activities. 	<ul style="list-style-type: none"> - Personal plans for skill-related components of fitness to improve the weaker components. - Use smooth transitions, complex movement skills in movement activities. - Biomechanical concepts and principles of levers and projectiles, and Newton's law of motion. - Performance concepts and application of tactics and strategies while participating in games. - Effective decisions and options for improvement under pressure of game play in games. - Selected activity-related skills and strategies required for participation in alternate environment activities. - Perform self-created, collaboratively created, and established sequences of movements from games and body management activities. 	<ul style="list-style-type: none"> - A personal plan for self-selected skill-related component of fitness as it applies to complex movement skill. - Build skills towards proficiency in four complex movement skills. - Plans to use tactics and strategies, while considering the rules when participating in games. - Use tactics and strategies for performance while respecting the environment when participating in alternate environment activities. - Reflect on participating in body management activities to participate in recreational and leisure time activities.

Physical Education (continued)

K-12 Goals	Grade 6	Grade 7	Grade 8	Grade 9
<p>Relationships: Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.</p>	<ul style="list-style-type: none"> - Carry out a teacher-assigned or self-selected portion of a cooperatively planned class activity that focuses on engaging others and enhancing their level of participation in movement activity. - Attributes and limitations of self and others as source of information for making decisions related to participation in movement activity as well as possible career choice implications. - Safety guidelines and rules that apply to the target games, invasion/territorial games, and alternate environment activities. - Personal plan for progressing through the five levels of a social skills continuum in making positive connections to others. - The historical and present impact of our world neighbours on the development of movement activity options. 	<ul style="list-style-type: none"> - Plan, organize, lead, and evaluate cooperatively movement activity to engage younger students and to connect with others. - External influences that may affect movement skill development and options for active living in the community. - Safety guidelines and rules related to net/wall games, striking/fielding games, low-organizational and inventive games, alternate environment activities, and body management activities. - Role model for others and practise the behaviours of self-responsibility and caring for others to support personal growth in making positive connections. - The historical and present impact of Canada's northern people on the development of movement activity options. 	<ul style="list-style-type: none"> - Individual or small group plan to engage and support at least one other person in repeated participation in movement activity at school, at home, or in the community. - Impact of current and emerging technologies on fitness, fitness-related career options, and well-being. - Skills administering basic first aid as a result of injury. - Environmental influences to assess their impact on responsible social behaviour in movement activity settings. - Influences of past and present, social, cultural, and environmental perspectives on the need for recent physical movement initiatives. 	<ul style="list-style-type: none"> - Plan, participate in, and lead, with others, a movement activity event to engage others in movement activity. - Influences of mass media, advertising strategies, and other sources to determine their impact on promoting active living. - How to prevent and care for a variety of movement activity-related injuries. - Positive social behaviours in movement activities, as both a participant and a spectator, after examining the positive and negative influences of organized sports, movement competitions, and mass media.

Science

K-12 Goals	Grade 6	Grade 7	Grade 8	Grade 9
<p>Understand the Nature of Science and STSE Interrelationships: To develop an understanding of the nature of science and technology, their interrelationships, and their social and environmental contexts, including interrelationships between the natural and constructed world.</p> <p>Construct Scientific Knowledge: To construct an understanding of concepts, principles, laws, and theories in life science, in physical science, in earth and space science, and in Indigenous knowledge of nature; and then apply these understandings to interpret, integrate, and extend their knowledge.</p> <p>Develop Scientific and Technological Skills: To develop the skills required for scientific and technological inquiry, problem solving, and communicating; for working collaboratively; and for making informed decisions.</p> <p>Develop Attitudes that Support Scientific Habits of Mind: To develop attitudes that support the responsible acquisition and application of scientific, technological, and Indigenous knowledge to the mutual benefit of self, society, and the environment.</p>	<p>Life Science: Diversity of Living Things</p> <ul style="list-style-type: none"> – Diversity of living things in local and other ecosystems. – Classification systems. – Characteristics and behaviours of vertebrates and invertebrates. – Structures and behaviours of individual living organisms to survive in environments and species of living organisms adapting to environments. – Effects of micro-organisms and contributions of science and technology to understand micro-organisms. 	<p>Life Science: Interactions within Ecosystems</p> <ul style="list-style-type: none"> – Aspects of Indigenous knowledge to understanding ecosystems. – Living organisms within local ecosystems as part of interconnected food webs, populations, and communities. – Biogeochemical cycles as representations of energy flow and the cycling of matter through ecosystems. – Ecosystems change in response to natural and human influences. 	<p>Life Science: Cells, Tissues, Organs, and Systems</p> <ul style="list-style-type: none"> – Characteristics of cells, and structural and functional characteristics of plant and animal cells. – Use a compound light microscope to observe plant and animal cells. – Structural and functional relationships among cells, tissues, organs, and organ systems in humans. – Interdependence of organ systems contributes to the healthy functioning of the human body. 	<p>Life Science: Reproduction and Human Development</p> <ul style="list-style-type: none"> – Process and influences on the transfer of genetic information. – Significance of cellular reproductive processes, including mitosis and meiosis. – Processes and implications of sexual and asexual reproduction in plants and animals. – Process of human reproduction, including the influence of reproductive and contraceptive technologies.
	<p>Physical Science: Understanding Electricity</p> <ul style="list-style-type: none"> – Impact of electricity use in Saskatchewan. – Characteristics and applications of static electric charges, conductors, insulators, switches, and electromagnetism. – Properties of simple series and parallel circuits. 	<p>Physical Science: Mixtures and Solutions</p> <ul style="list-style-type: none"> – Difference between pure substances and mixtures using the particle model of matter. – Separating the components of mechanical mixtures and solutions, and the impact of industrial and agricultural applications. – Properties and applications of solutions. 	<p>Physical Science: Optics and Vision</p> <ul style="list-style-type: none"> – Sources and properties of visible light. – Properties and applications of optics-related technologies. – Nature and properties of human vision with optical devices and vision in other living organisms. – Impact of electromagnetic radiation-based technologies. 	<p>Physical Science: Atoms and Elements</p> <ul style="list-style-type: none"> – Physical and chemical properties of common substances. – Historical explanations of the structure of matter. – Classification of pure substances (elements and compounds).
	<p>Physical Science: Principles of Flight</p> <ul style="list-style-type: none"> – Connections between human fascination with flight and technologies and careers. – Forces of thrust, drag, lift, and gravity. – Working prototype of a flying object. 	<p>Physical Science: Heat and Temperature</p> <ul style="list-style-type: none"> – Impact of past and current heating and cooling technologies. – Differences between states of matter and the effect of heat. – Principles and applications of heat transfer. 	<p>Physical Science: Forces, Fluids, and Density</p> <ul style="list-style-type: none"> – Density of solids, liquids, and gases based on the particle theory of matter. – Effects of forces in and on objects in fluids. – Physical properties of fluids. – Functioning of natural and constructed fluid systems. 	<p>Physical Science: Characteristics of Electricity</p> <ul style="list-style-type: none"> – Static electric charge and current electricity. – Relationships among voltage, current, and resistance in series and parallel circuits. – Operating principles, costs, and efficiencies of devices that produce or use electrical energy. – Small and large scale electrical energy production and distribution.

Science (continued)

K-12 Goals	Grade 6	Grade 7	Grade 8	Grade 9
	<p>Earth and Space Science: Our Solar System</p> <ul style="list-style-type: none"> - Physical characteristics of the major components of the solar system. - Astronomical phenomena. - Past, current, and possible future contributions of space exploration programs. 	<p>Earth and Space Science: Earth's Crust and Resources</p> <ul style="list-style-type: none"> - Historical and current catastrophic geological events, and movements and forces within Earth's crust. - Locations and processes used to extract Earth's geological resources. - Characteristics and formation of the surface geology of Saskatchewan. 	<p>Earth and Space Science: Water Systems on Earth</p> <ul style="list-style-type: none"> - Impact of natural and human-induced changes to the characteristics and distribution of water in local, regional, and national ecosystems. - Wind, water, and ice shape the Canadian landscape. - Natural factors and human practices affect productivity and species distribution. 	<p>Earth and Space Science: Exploring our Universe</p> <ul style="list-style-type: none"> - Motion and characteristics of astronomical bodies in our solar system and the universe. - Formation and evolution of our solar system and the universe. - Various cultures, past and present, including First Nations and Métis, understand and represent astronomical phenomenon. - Human capabilities for exploring and understanding the universe.

Social Studies

K-12 Goals	Grade 6 Canada and its Atlantic Neighbours	Grade 7 Canada and our Circumpolar and Pacific Neighbours	Grade 8 The Individual in Canadian Society	Grade 9 The Roots of Society
<p>Interactions and Interdependence: To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations.</p>	<ul style="list-style-type: none"> - Culture and place influence beliefs and values. - Social and cultural diversity exist in local and global contexts. - Global interdependence impacts individual daily life. - Aspects of culture change over time and affect youth and adult populations. 	<ul style="list-style-type: none"> - Conflict, cooperation, and interdependence can be observed in the world. - Globalization affects the lives of people. - Technology influences globalization. 	<ul style="list-style-type: none"> - Culture and the origins of Canadian cultural diversity have significance in Canada. - Immigration as a factor in Canadian cultural diversity. 	<ul style="list-style-type: none"> - A society has many characteristics and attributes. - Worldviews are shaped by a variety of factors in a society. - Worldview is expressed in the daily life of a society in a variety of ways. - Worldview influences choices, decisions, and interactions in a society.
<p>Dynamic Relationships: To analyze the dynamic relationships of people with land, environments, events, and ideas as they have affected the past, shape the present, and influence the future.</p>	<ul style="list-style-type: none"> - Diversity of natural environments impacts ways of life. - Land affects human settlement patterns and social organizations, and ways in which human habitation affects land. - Human societies use strategies to orient themselves within time and place in the natural environment. - Contemporary issues have historical origins. 	<ul style="list-style-type: none"> - Various types of maps are used to view, interpret, and analyze current issues in Canada and the world. - Human habitation impacts the natural environment. - Current and historical events affect the physical and social environments. 	<ul style="list-style-type: none"> - Significance of land on the evolution of Canadian identity. - Influence of the treaty relationship on Canadian identity. - Historical events in Canada affect the present Canadian identity. 	<ul style="list-style-type: none"> - Challenges involved in obtaining information about societies of the past. - Significance of key historical events in societies. - Relationship of the natural environment in the development of a society. - Influence of societies of the past on contemporary life in Canada.
<p>Power and Authority: To investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations.</p>	<ul style="list-style-type: none"> - Relationships exist between an individual's power and authority and the power and authority of others. - Distribution of power and privilege is uneven in the world. - People may be affected by injustice or abuses of power. 	<ul style="list-style-type: none"> - Sources of power for individuals, nations, and regions in a selection of Pacific Rim and circumpolar countries. - Structures and processes of democratic government in Canada. - Oligarchy, dictatorship, and democracy have strengths and weaknesses as systems of government. 	<ul style="list-style-type: none"> - Implications of Canadian citizenship on the life of Canadians. - Role of power and authority in the application of diverse decision-making processes. - Legislation evolves from conception to implementation. - Impact of a citizen's willingness and ability to engage in the Canadian political processes. 	<ul style="list-style-type: none"> - Power and authority in the governance of societies. - Impact of empire-building and territorial expansion on indigenous populations and other groups in societies. - Roles and responsibilities of members of societies and those of citizens in contemporary Canada.
<p>Resources and Wealth: To examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment, and contribute to sustainable development.</p>	<ul style="list-style-type: none"> - Factors contribute to quality of life, including material and non-material factors. - Initiate and guide change in local and global communities regarding environmental, social, and economic sustainability. 	<ul style="list-style-type: none"> - Role of barter, trade, and sharing have significant roles in traditional economies. - Resources influence economic conditions of peoples. - Ecological stewardship of economies varies by location. 	<ul style="list-style-type: none"> - Social and environmental consequences of living in the Canadian mixed market economy based on consumerism. - Personal consumer choices have implications for people and communities. - Approaches to environmental stewardship and sustainability. 	<ul style="list-style-type: none"> - Perspectives differ regarding the acquisition and distribution of resources and wealth in societies. - Trade and transportation are significant in the development of societies. - Technologies of past societies affect contemporary society.