

Saskatchewan

Subject	Grade 4		Grade 5	
	English	Social Studies: Saskatchewan	English	Social Studies: Canada
Aims & Goals	<ul style="list-style-type: none"> > Comprehend and respond to a range of texts (viewing, listening, reading) > Compose and create (speaking, writing) > Assesses and reflects on learning 	<ul style="list-style-type: none"> > Explore Saskatchewan from historical, cultural, geographic, economic and contemporary societal perspectives 	<ul style="list-style-type: none"> > Comprehend and respond to a range of texts (viewing, listening, reading) > Compose and create (speaking, writing) > Assesses and reflects on learning 	<ul style="list-style-type: none"> > Explore Canada, from historical, cultural, geographic, economic, and contemporary societal perspectives
Outcomes	<ul style="list-style-type: none"> > Summarize main ideas > Show insight, make personal connections > Identify intended audience and purpose > Recognizes the characteristics of different media and the key features and elements in visual and multimedia texts 	<ul style="list-style-type: none"> > First Nations heritage: > Agricultural heritage and contemporary primary industries (mining, forestry, oil) > Treaty relationship in Canada > Provincial government 	<ul style="list-style-type: none"> > Recalls, paraphrases, summarizes, synthesizes, and offers insightful personal responses and critical judgments of text > Identify intended audience and purpose > Explain personal connections that show insight; makes connections to other texts and to world; > Recognizes the characteristics of different media and the key features and elements in visual and multimedia texts 	<ul style="list-style-type: none"> > First Nations heritage, multicultural heritage of the nation > explore the diverse geography of Canada > Explore use and settlement of the land, and begin to develop an understanding of the economic, cultural, and physical geographic features of Canada > Treaty relationship in Canada > Federal government

Grade 6		Grade 7	
English	Social Studies: Canada and Our Atlantic Neighbours	English	Social Studies: Canada and Our Pacific and Northern Neighbours
<ul style="list-style-type: none"> > Comprehend and respond to a range of texts (viewing, listening, reading) > Compose and create (speaking, writing) > Assesses and reflects on learning 	<ul style="list-style-type: none"> > Explore issues related to quality of life, the environment, technology, urbanization, and human rights > Inquiry will draw upon examples of Canada's Atlantic neighbours, including densely and sparsely populated regions selected from within the Americas, South Asia, the Middle East, Africa, and Western Europe 	<ul style="list-style-type: none"> > Comprehend and respond to a range of texts (viewing, listening, reading) > Compose and create (speaking, writing) > Assesses and reflects on learning 	<ul style="list-style-type: none"> > Consider contemporary and historical issues related to land and resource use, survival, and adaptation to the environment. > Examine intercultural contact, and the movement of indigenous peoples and immigrants, settlement of diverse groups and will consider how people lived with, changed, and were changed by their environments over time. > Discover Canada's connections to other Pacific and circumpolar regions.
<ul style="list-style-type: none"> > View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features (e.g., the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising). > Read independently and demonstrate comprehension of a variety of information texts with some specialized language > Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy 	<ul style="list-style-type: none"> > Examine social and cultural diversity > Understand that global interdependence impacts individual daily life > Explore aspects of cultural change over time > Study impact of the diversity of natural environments > Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affects land. > Relate contemporary issues to their historical origins > Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean 	<ul style="list-style-type: none"> > Interpretation of visual and multimedia texts with specific features (e.g., circle graphs) and complex ideas including the visual components of media such as magazines, newspapers, websites > Demonstrate comprehension of a variety of specialized information texts including non-fiction books, grade-level instructional materials, articles, reports, reference materials, instructions, advertising and promotional materials, and website. > Listen critically to understand and analyze oral information and ideas from a wide range of texts (e.g., complex instructions, oral explanations and reports, opinions or viewpoints, messages presented in the media 	<ul style="list-style-type: none"> > Investigate examples of conflict, cooperation, and interdependence : Examine the mission, goals, and structure of an organization whose mandate is national or international co-operation (e.g., United Nations, NORAD, NAFTA) > Examine the effects of globalization > Technology and globalization > Assess the effects of relocations and deportations of affected groups in Canada, and in circumpolar and Pacific Rim countries > Compare the sources of power for individuals, nations, and regions

Grade 8		Grade 9	
English	Social Studies: The Individual in Canadian Society	English	Social Studies: The Roots of Society
<ul style="list-style-type: none"> > Comprehend and respond to a range of texts (viewing, listening, reading) > Compose and create (speaking, writing) > Assesses and reflects on learning 	<ul style="list-style-type: none"> > Examine Canadian culture and identity/citizenship, demographics and political organization. > Consider diverse perspectives related to Canadian political issues, Aboriginal self-government, Francophone presence and influence, multiculturalism, mass media, and popular culture. 	<ul style="list-style-type: none"> > Comprehend and respond to a range of texts (viewing, listening, reading) > Compose and create (speaking, writing) > Assesses and reflects on learning 	<ul style="list-style-type: none"> > Explore at least one historical indigenous society of North America, as well as Mesopotamia or Ancient Egypt; Ancient Greece or Rome; Aztec, Incan, or Mayan civilizations; Medieval Europe or Renaissance Europe; Ancient China or Japan. > Explore worldviews of past societies and connections between the past and the present. > Consider how worldviews are shaped and expressed by people living in particular times and places. > Explore diverse sources of historical information, including oral histories, images, literature, and the arts.
<ul style="list-style-type: none"> > View critically and demonstrate comprehension of a variety of visual and multimedia texts to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness > Read texts to evaluate the purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices. > Understand main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing any biases or false reasoning 	<ul style="list-style-type: none"> > Appraise the influence of immigration > Significance of land on the evolution > Canada's role in world conflicts since the beginning of the 20th century > Investigate the effects of the Canadian Charter of Rights and Freedoms on individuals and groups > Evolution of a piece of legislation, from its first conception to its implementation. 	<ul style="list-style-type: none"> > Synthesize and summarize ideas from multiple visual and multimedia sources > Evaluate multimedia texts for intended audience and purpose 	<ul style="list-style-type: none"> > Explore personal student beliefs about some contemporary issues or problems > Investigate the role of literature, visual arts, music, newspapers, photographs, and other artifacts in obtaining information about past societies. > Assess the relationship of the natural environment in the development of a society > Examine concepts of power and authority in the governance of the societies studied.

Grade 10		Grade 11	
<u>English</u>	<u>Social Studies: Social Organizations</u>	<u>English</u>	<u>Communications Studies</u>
<ul style="list-style-type: none"> > Communication > Numeracy > Critical and Creative Thinking > Personal and social values and skills > Technological literacy > Independent learning 	<ul style="list-style-type: none"> > Political Decision Making > Economic Decision Making > Ideology and the Decision Making Process > International Economic Organizations > International Political Organizations 	<ul style="list-style-type: none"> > Communication > Numeracy > Critical and Creative Thinking > Personal and social values and skills > Technological literacy > Independent learning 	<ul style="list-style-type: none"> > Development of students' speaking, listening, writing, reading, viewing, and representing knowledge and skills for the purposes of effectively providing and receiving information > Promote personal growth and social development through developing students' knowledge and use of language
<ul style="list-style-type: none"> > Themes and issues organized around the human concerns facing contemporary society > Thematic unit (ELA A10): Canadian Frontiers and Homeland--Journeys and Discoveries, Challenges--Opportunities and Obstacles, The Unknown--Hopes and Fears > Thematic units (ELA B10): Decisions--Action or Apathy, Environment and Technology, Equality--Pain and Pride 	<ul style="list-style-type: none"> > The Role of Government > Political Spectrum – ideologies, hierarchies > The Political Process - Elections > Issues of Sovereignty in Canada > Indian Act, The Human Rights of Women > Free Trade, International trade and protectionism > Foreign Policies: Power versus Interdependence 	<ul style="list-style-type: none"> > Focus on themes that are of interest to adolescents and that focus on self, society, and what it means to be human > Thematic unit: Recollection--A Journey Back (Innocence and Experience, Family and Peer Relationships, School and Education, Wonder and Imagination, Triumphs and Defeats) > Thematic unit: Anticipation--On the Threshold (Roles and Responsibilities, Choices and Commitments, Perspectives and Passages, Values and Goals) 	<ul style="list-style-type: none"> > Culture and Communication: understanding stereotypes, prejudices, ethnocentrism > Analyze purpose, context occasion and audience > Persuasive Writing – Recognizing Persuasive Writing Objectives and Patterns, studying promotional writing, propaganda, ethics > Communication and the Internet: security, bias, information intellectual property

Grade 11		Grade 12			
Journalism Studies	Media Studies	Social Studies: World Issues	English	Social Studies: Canadian Studies	Law
<ul style="list-style-type: none"> > Appreciate the role of journalism in contemporary society and in their personal lives > Explore the ways in which print and broadcast media create and present a message > Recognize and create the various forms, conventions, and styles of journalistic writing > Recognize the attributes of quality journalism and the legal, ethical, and moral issues which confront the free press 	<ul style="list-style-type: none"> > Media awareness > Exploring the Medium of Television > Exploration of Other Media and/or Advertising 	<ul style="list-style-type: none"> > Human rights > Population > Environment > Wealth and poverty > World governance 	<ul style="list-style-type: none"> > Communication > Numeracy > Critical and Creative Thinking > Personal and social values and skills > Technological literacy > Independent learning 	<ul style="list-style-type: none"> > Change > Economic Development > Culture > Governance > Globalization 	<ul style="list-style-type: none"> > Understanding of the abstract nature of law, its sources and purposes > Study of the concrete application of law to current legal issues in Canada and the global community > Fundamental legal principles, practices and consequences
<ul style="list-style-type: none"> > Ethics and journalism: truth and accuracy > Recognize attitude, tone, and bias > Recognize the difference between writing for electronic media and writing for print media > Electronic Journalism: identify conventions > Understand role of advertising > Students can arrange to visit a newspaper 	<ul style="list-style-type: none"> > Appreciate the role of mass media in communication, in contemporary society, and in their personal lives > Recognize the codes, forms, and conventions of the various mass media > Analyze various mass media, including sources, intents, and underlying values > Recognize the role and power of advertising in the mass media > Exploring Print (possible teaching area) - History of the Press; Forms and Conventions; Role of Opinion and Objectivity; Writing News and Editorials; Ethics and the Press: Objective, Sensational, and New Journalism; Freedom of the Press, Libel, and Right to Privacy; Dailies, Weeklies, Supermarket Tabloids, Special Interests, and Alternative Newspapers; Wire Services; Newspaper Business; Ownership 	<ul style="list-style-type: none"> > Analyze effects of population growth, distribution, immigration, relocation > Comparing United Nations' Vision of Human Rights with the Reality of Human Rights in the World > Understanding protecting environmental habitat vs satisfying human needs > Relationship between human and environment > Growth in the power of science and technology > Global economy: Production and distribution > Conflict: collective security vs. national autonomy 	<ul style="list-style-type: none"> > Canadian literature and society > Examine global perspectives using traditional and contemporary world literature in a comparative manner > Thematic units (ELA A30): Canada: Diverse Landscapes, Peoples and voices > Thematic units (ELA B30): The Human Condition -In Search of Self, The Social Experience-Beyond Personal Goals 	<ul style="list-style-type: none"> > Business Enterprise Models > Paradigms/Ideology > Standard of living > Democratic worldview > Charter of Rights and Freedoms > Constitutional ideology > Parliamentary sovereignty > Political system, political discourse > International political culture, foreign policy 	<ul style="list-style-type: none"> > Foundations of the Canadian Legal System > Criminal Law > Civil Law > Family Law > Labour and Employment Law > Contract and Consumer Law > Environmental Law >International Law