

The Saskatchewan Curriculum

GRADE 4

checklist format

compiled by: [The Canadian Homeschooler](#)
using standards available in February 2022



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Introduction

Often in homeschooling, families opt to follow a similar plan as that of publicly schooled children. This involves getting and understanding the governmental outlines for each subject and seeing what they need to learn when.

In Saskatchewan, the full curriculum outline is freely available through the Saskatchewan Education website (<https://www.curriculum.gov.sk.ca/>) however it is broken up into subjects, not by grades, which can prove to be a bit of a frustration.

I decided to pull together the curriculum into an easy-to-reference checklist format for each grade, stripped down to the basics, in hopes that it will help families feel a little less overwhelmed. I hope that it will help make planning a little more manageable. Although I originally put this together for homeschoolers, it is a valuable tool for anyone interested in seeing what kids are supposed to be learning at their grade level, and to evaluate what their child already knows.

Below you will find all the expectations for Grade Four Mathematics, English Language Arts, Science, Social Studies, the Arts, Core French, Health & Physical Education in Saskatchewan.

At the time of creating this checklist, I used the most up-to-date versions of the government curriculum for each subject. I will attempt to edit and update the checklist if and when there are changes made, but I make no promises that I will always be able to keep up with it. Remember to keep an eye on Saskatchewan Education's website for the most up-to-date information.

Thank you to Alaina K. for her help in compiling this resource.

Happy learning!



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Please note that this checklist is a free product and may be distributed freely to whomever can use it.

Mathematics

Number

Outcomes	Achievement Indicators
<p>Demonstrate an understanding of whole numbers to 10 000 (pictorially, physically, orally, in writing, and symbolically) by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> representing <input type="checkbox"/> describing <input type="checkbox"/> comparing two numbers <input type="checkbox"/> ordering three or more numbers. 	<input type="checkbox"/> Read a four-digit numeral without using the word "and" (e.g., 5321 is five thousand three hundred twenty one, NOT five thousand three hundred AND twenty one).
	<input type="checkbox"/> Write a numeral using proper spacing without commas (e.g., 4567 or 4 567, 10 000).
	<input type="checkbox"/> Write a numeral (0 – 10 000) in words.
	<input type="checkbox"/> Represent a numeral using a place value chart or diagrams.
	<input type="checkbox"/> Explain the meaning of each digit in a numeral.
	<input type="checkbox"/> Express a numeral in expanded notation (e.g., $321 = 300 + 20 + 1$).
	<input type="checkbox"/> Write the numeral represented by an expanded notation expression.
	<input type="checkbox"/> Explain and show the meaning of each digit in a 4-digit numeral with all digits the same (e.g., for the numeral 2222, the first digit represents two thousands, the second digit two hundreds, the third digit two tens, and the fourth digit two ones).
	<input type="checkbox"/> Explain the meaning of each digit in a 4-digit number representing a particular quantity.
	<input type="checkbox"/> Order a set of numbers in ascending or descending order, and explain the order by making references to place value.
	<input type="checkbox"/> Create and order three different 4-digit numerals.
	<input type="checkbox"/> Identify the missing numbers in an ordered sequence or shown on a number line.

	<input type="checkbox"/> Identify incorrectly placed numbers in an ordered sequence or shown on a number line.
	<input type="checkbox"/> Decompose and represent a 4-digit number at least three different ways.
	<input type="checkbox"/> Explain why two or more number compositions represent the same quantity.
<p>Demonstrate an understanding of addition of whole numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals) by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> using personal strategies for adding and subtracting <input type="checkbox"/> estimating sums and differences <input type="checkbox"/> solving problems involving addition and subtraction. 	<input type="checkbox"/> Explain how to keep track of digits that have the same place value when adding or subtracting numbers.
	<input type="checkbox"/> Describe a situation in which an estimate rather than an exact answer is sufficient.
	<input type="checkbox"/> Estimate sums and differences using different strategies (e.g., front-end estimation and compensation).
	<input type="checkbox"/> Explain the strategies used to determine a sum or difference.
	<input type="checkbox"/> Solve problems that involve addition and subtraction of more than two numbers.
<p>Demonstrate an understanding of multiplication of whole numbers (limited to numbers less than or equal to 10) by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> applying mental mathematics strategies <input type="checkbox"/> explaining the results of multiplying by 0 and 1 	<input type="checkbox"/> Explain the strategy used to determine a product.
	<p>Explain the strategy used in a given solution to a product. For example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> for 4×3, thinking $2 \times 3 = 6$ and $4 \times 3 = 6 + 6$ or $6 + 2 = 12$ (halving and doubling) <input type="checkbox"/> for 3×7 think $2 \times 7 = 14$ and $14 + 7 = 21$ (doubling and adding one more group) <input type="checkbox"/> for 9×6, think $10 \times 6 = 60$ and $60 - 6 = 54$ (multiplying by ten and subtracting one group) <input type="checkbox"/> knowing $2 \times 6 = 12$, then $4 \times 6 = 12 \times 2 = 24$ (doubling) <input type="checkbox"/> for $64 \div 8$, think $8 \times _ = 64$ (relating division to multiplication) <input type="checkbox"/> for 8×5, knowing that $5 \times 5 = 25$, and then skip counting by 5 three times to get $25 + 5 + 5 + 5 = 40$.
	<input type="checkbox"/> Explain the property for determining the answer when multiplying numbers by one.

	<ul style="list-style-type: none"> □ Explain the property for determining the answer when multiplying numbers by zero.
Demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) by:	<ul style="list-style-type: none"> □ Model a multiplication problem (concretely or symbolically) using the distributive property (e.g., $8 \times 365 = (8 \times 300) + (8 \times 60) + (8 \times 5)$).
<ul style="list-style-type: none"> □ using personal strategies for multiplication, with and without concrete materials □ using arrays to represent multiplication □ connecting concrete representations to symbolic representations □ estimating products □ solving problems. 	<ul style="list-style-type: none"> □ Use concrete materials, such as base ten blocks or their pictorial representations, to represent multiplication and record the process symbolically.
	<ul style="list-style-type: none"> □ Create and solve a multiplication problem that is limited to a 2- or 3-digit number times a 1-digit number.
	<ul style="list-style-type: none"> □ Estimate a product using a personal strategy (e.g., 2×243 is close to or a little more than 2×200, or close to or a little less than 2×250)
	<ul style="list-style-type: none"> □ Model and solve a multiplication problem using an array, and record the process.
	<ul style="list-style-type: none"> □ Solve a multiplication problem and explain the strategies or processes used.
Demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by:	<ul style="list-style-type: none"> □ Solve a division problem without a remainder using arrays or base ten materials.
<ul style="list-style-type: none"> □ using personal strategies for dividing with and without concrete materials □ estimating quotients □ explaining the results of dividing by 1 □ solving problems involving division of whole numbers □ relating division to multiplication. 	<ul style="list-style-type: none"> □ Solve a division problem with a remainder using arrays or base ten materials.
	<ul style="list-style-type: none"> □ Solve a division problem using a personal strategy and record the process symbolically.
	<ul style="list-style-type: none"> □ Create and solve a word problem involving a 1- or 2-digit dividend (the number being divided into).
	<ul style="list-style-type: none"> □ Estimate a quotient using a personal strategy (e.g., $86 \div 4$ is close to $80 \div 4$ or close to $80 \div 5$).
	<ul style="list-style-type: none"> □ Explain the property for determining the answer when dividing numbers by one.
	<ul style="list-style-type: none"> □ Explain, using examples, the relationship between division and multiplication.
Demonstrate an understanding of fractions less than or equal to	<ul style="list-style-type: none"> □ Represent a fraction using concrete materials.

<p>one by using concrete and pictorial representations to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> name and record fractions for the parts of a whole or a set <input type="checkbox"/> compare and order fractions <input type="checkbox"/> model and explain that for different wholes, two identical fractions may not represent the same quantity <input type="checkbox"/> provide examples of where fractions are used. 	<input type="checkbox"/> Represent a fraction based on a symbolically concrete representation (e.g., circles for cookies).
	<input type="checkbox"/> Name and record the fraction for the included and not included parts of a set.
	<input type="checkbox"/> Name and record the shaded and non-shaded (included and not included) parts of a whole.
	<input type="checkbox"/> Represent a fraction pictorially by indicating parts of a given set.
	<input type="checkbox"/> Represent a fraction pictorially by indicating parts of a whole.
	<input type="checkbox"/> Explain how denominators can be used to compare two unit fractions with numerator 1.
	<input type="checkbox"/> Order a set of fractions that have the same numerator and explain the ordering.
	<input type="checkbox"/> Order a set of fractions that have the same denominator and explain the ordering.
	<input type="checkbox"/> Identify which of the benchmarks 0, $\frac{1}{2}$ or 1 is closer to a given fraction.
	<input type="checkbox"/> Name fractions between two benchmarks on a number line.
	<input type="checkbox"/> Order a set of fractions by placing them on a number line with given benchmarks.
	<input type="checkbox"/> Provide examples of when two identical fractions may not represent the same quantity (e.g., half of a large apple is not equivalent to half of a small apple; half a group of ten cloudberries is not equivalent to half of a group of sixteen cloudberries)
	<input type="checkbox"/> Provide an example of a fraction that represents part of a set, a fraction that represents part of a whole, or a fraction that represents part of a length from everyday contexts.

<p>Demonstrate an understanding of decimal numbers in tenths and hundredths (pictorially, orally, in writing, and symbolically) by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describing <input type="checkbox"/> representing <input type="checkbox"/> relating to fractions. 	<input type="checkbox"/> Write the decimal for a concrete or pictorial representation of part of a set, part of a region, or part of a unit of measure.
	<input type="checkbox"/> Represent a decimal concretely or pictorially.
	<input type="checkbox"/> Explain the meaning of each digit in a given decimal with all digits the same.
	<input type="checkbox"/> Represent a decimal using money (dimes and pennies).
	<input type="checkbox"/> Record a money value using decimals.
	<input type="checkbox"/> Provide examples of everyday contexts in which tenths and hundredths are used.
	<input type="checkbox"/> Model, using manipulatives or pictures, that a tenth can be expressed as hundredths (e.g., 0.9 is equivalent to 0.90 or 9 dimes is equivalent to 90 pennies).
	<input type="checkbox"/> Read and write decimals as fractions (e.g., 0.5 is zero and five tenths).
	<input type="checkbox"/> Express orally and in symbolic form a decimal in fractional form.
	<input type="checkbox"/> Express orally and in symbolic form a fraction with a denominator of 10 or 100 as a decimal.
	<input type="checkbox"/> Express a pictorial or concrete representation as a fraction or decimal (e.g., 15 shaded squares on a hundred grid can be expressed as 0.15 or 15/100).
	<input type="checkbox"/> Express orally and in symbolic form the decimal equivalent for a fraction (e.g., 50/100 can be expressed as 0.50).
<p>Demonstrate an understanding of addition and subtraction of decimals limited to hundredths (concretely, pictorially, and symbolically) by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> using compatible numbers <input type="checkbox"/> estimating sums and differences 	<input type="checkbox"/> Approximate sums and differences of decimals using estimation strategies.
	<input type="checkbox"/> Solve problems, including money problems, which involve addition and subtraction of decimals, limited to hundredths.
	<input type="checkbox"/> Determine the approximate solution of a problem not requiring an exact answer.

<ul style="list-style-type: none"> □ using mental math strategies □ solving problems. 	<ul style="list-style-type: none"> □ Count back change for a purchase.
	<ul style="list-style-type: none"> □ Estimate a sum or difference using compatible numbers.
	<ul style="list-style-type: none"> □ Explain the strategies used to determine a sum or difference.
	<ul style="list-style-type: none"> □ Represent a sum or difference of two decimals concretely or pictorially, and record the solution to the sum or difference symbolically.

Patterns & Relations

Outcomes	Achievement Indicators
<p>Demonstrate an understanding of patterns and relations by:</p> <ul style="list-style-type: none"> □ identifying and describing patterns and relations in a chart, table or diagram □ reproducing patterns and relations in a chart, table, or diagram using manipulatives □ creating charts, tables, or diagrams to represent patterns and relations □ solving problems involving patterns and relations 	<ul style="list-style-type: none"> □ Identify and describe a variety of patterns in a multiplication chart.
	<ul style="list-style-type: none"> □ Determine the missing element(s) in a table or chart and explain the strategies used.
	<ul style="list-style-type: none"> □ Identify and correct error(s) in a table or chart.
	<ul style="list-style-type: none"> □ Describe the pattern found in a table or chart.
	<ul style="list-style-type: none"> □ Create a concrete representation of a pattern displayed in a table or chart.
	<ul style="list-style-type: none"> □ Explain why the same relationships exist within a pattern in a table and its concrete representation.
	<ul style="list-style-type: none"> □ Extend patterns found in a table or chart to solve a problem.
	<ul style="list-style-type: none"> □ Translate the information provided in a problem into a table or chart.
	<ul style="list-style-type: none"> □ Identify and extend the patterns in a table or chart to solve a problem.
	<ul style="list-style-type: none"> □ Solve a problem by completing a Carroll diagram using given data.
	<ul style="list-style-type: none"> □ Determine where new data belong in a Carroll diagram.
	<ul style="list-style-type: none"> □ Identify the sorting rule for a Venn diagram.

	<input type="checkbox"/> Describe the relationship shown in a given Venn diagram when the circles intersect, when one circle is contained in the other, and when the circles are separate.
	<input type="checkbox"/> Determine where new data belong in a Venn diagram.
	<input type="checkbox"/> Solve a problem by using a chart or diagram to identify mathematical relationships.
<p>Demonstrate an understanding of equations involving symbols to represent an unknown value by: writing an equation to represent a problem solving one step equations.</p>	<input type="checkbox"/> Explain the purpose of the symbol, such as a triangle or circle, in an addition, subtraction, multiplication, or division equation with one unknown (e.g. $36 \div _ = 6$).
	<input type="checkbox"/> Write an equation in symbolic form for a given pictorial or concrete representation.
	<input type="checkbox"/> Identify the unknown in a story problem, represent the problem with an equation, and solve the problem concretely, pictorially, or symbolically.
	<input type="checkbox"/> Create a problem in context for an equation with one unknown.
	<input type="checkbox"/> Solve a one-step equation using manipulatives.
	<input type="checkbox"/> Solve a one-step equation using guess and test.
	<input type="checkbox"/> Explain what is meant by "one-step equation with one unknown".
	<input type="checkbox"/> Represent and solve an addition or subtraction problem involving a "part-part-whole" or comparison context using a symbol to represent the unknown.
	<input type="checkbox"/> Represent and solve a multiplication or division problem involving equal grouping or partitioning (equal sharing) using a symbol to represent the unknown.

Shape and Space

Outcomes	Achievement Indicators
<p>Demonstrate an understanding of time by:</p>	<input type="checkbox"/> State the number of hours in a day.
	<input type="checkbox"/> Express the time orally and numerically shown on a

<ul style="list-style-type: none"> □ reading and recording time using digital and analog clocks (including 24 hour clocks) □ reading and recording calendar dates in a variety of formats. 	12-hour analog clock.
	□ Express the time orally and numerically shown on a 24-hour analog clock.
	□ Express the time orally shown on a 12-hour digital clock.
	□ Express time orally shown on a 24-hour digital clock.
	□ Express time orally as "minutes to" or "minutes after" the hour.
	□ Explain the meaning of AM and PM, and provide an example of an activity that occurs during the AM and another that occurs during the PM.
	□ Write dates in a variety of formats (e.g., yyyy/mm/dd; dd/mm/yyyy; March 21, 2006; dd/mm/yy).
	□ Relate dates written in the format yyyy/mm/dd to dates on a calendar.
<p>Demonstrate an understanding of area of regular and irregular 2-D shapes by:</p> <ul style="list-style-type: none"> □ recognizing that area is measured in square units □ selecting and justifying referents for the units cm^2 or m^2 □ estimating area by using referents for cm^2 or m^2 □ determining and recording area (cm^2 or m^2) □ constructing different rectangles for a given area (cm^2 or m^2) in order to demonstrate that many different rectangles may have the same area. 	□ Identify possible interpretations of a date (e.g., 06/03/04).
	□ Describe area as the measure of surface recorded in square units.
	□ Identify and explain why the square is an efficient unit for measuring area.
	□ Provide a referent for a square centimetre and explain the choice.
	□ Provide a referent for a square metre and explain the choice.
	□ Determine which standard square unit is represented by a referent.
	□ Estimate the area of a 2-D shape using personal referents.
	□ Determine the area of a regular 2-D shape and explain the strategy used.
	□ Determine the area of an irregular 2-D shape and explain the strategy used.

	<input type="checkbox"/> Construct a rectangle with a given area.
	<input type="checkbox"/> Illustrate, and verify, how more than one rectangle is possible for a given area by drawing at least two different rectangles with that area (e.g., identifying the dimensions of each rectangle drawn, or superimpose the rectangles on each other).
<p>Demonstrate an understanding of rectangular and triangular prisms by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifying common attributes <input type="checkbox"/> comparing constructing models. 	<input type="checkbox"/> Identify and name common attributes of rectangular prisms from sets of rectangular prisms.
	<input type="checkbox"/> Identify and name common attributes of triangular prisms from sets of triangular prisms.
	<input type="checkbox"/> Sort a set of rectangular and triangular prisms using the shape of the base.
	<input type="checkbox"/> Identify examples of rectangular and triangular prisms found in the environment.
	<input type="checkbox"/> Construct and describe a model of rectangular and triangular prisms.
	<input type="checkbox"/> Construct rectangular prisms from their nets.
	<input type="checkbox"/> Construct triangular prisms from their nets.
	<input type="checkbox"/> Construct nets for rectangular or triangular prisms.
<p>Demonstrate an understanding of line symmetry by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifying symmetrical 2-D shapes <input type="checkbox"/> creating symmetrical 2-D shapes <input type="checkbox"/> drawing one or more lines of symmetry in a 2-D shape. 	<input type="checkbox"/> Identify the characteristics of given symmetrical and non-symmetrical 2-D shapes.
	<input type="checkbox"/> Sort a set of 2-D shapes as symmetrical and non-symmetrical.
	<input type="checkbox"/> Complete a symmetrical 2-D shape given half the shape and its line of symmetry.
	<input type="checkbox"/> Explain how symmetry and fractions are related.
	<input type="checkbox"/> Identify lines of symmetry in a set of 2-D shapes and explain why each shape is symmetrical.
	<input type="checkbox"/> Determine whether or not a given 2-D shape is symmetrical by using a Mira or by folding and superimposing.
	<input type="checkbox"/> Create a symmetrical shape with and without manipulatives.
	<input type="checkbox"/> Provide examples of symmetrical shapes found in the

	environment and identify the line(s) of symmetry.
	<input type="checkbox"/> Sort a given set of 2-D shapes as those that have no lines of symmetry, one line of symmetry, or more than one line of symmetry.

Statistics and Probability

Outcome	Achievement Indicators
<p>Demonstrate an understanding of many-to-one correspondence by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> comparing correspondences on graphs <input type="checkbox"/> justifying the use of many-to-one correspondences <input type="checkbox"/> interpreting data shown using a many-to-one correspondence <input type="checkbox"/> creating bar graphs and pictographs using many-to-one correspondence. 	<input type="checkbox"/> Compare graphs in which different correspondences are used and explain why the correspondence may have been used.
	<input type="checkbox"/> Compare graphs in which the same data have been displayed using a one-to-one and a many-to-one correspondence, and explain how they are the same and different.
	<input type="checkbox"/> Explain why a many-to-one correspondence is sometimes used rather than a one-to-one correspondence.
	<input type="checkbox"/> Find examples of graphs in which a many-to-one correspondence is used in print and electronic media, such as newspapers, magazines, and the Internet, and describe the correspondence used.
	<input type="checkbox"/> Select many-to-one correspondence for displaying a set of data in a graph and justify the choice.
	<input type="checkbox"/> Create and label (with categories, title, and legend) a pictograph to display a set of data using a many-to-one correspondence, and justify the choice of correspondence used.
	<input type="checkbox"/> Create and label (with axes and title) a bar graph to display a set of data using a many-to-one correspondence, and justify the choice of correspondence used.
	<input type="checkbox"/> Answer a question using a graph in which data are displayed using a many-to-one correspondence.

English Language Arts

Comprehend and Respond

Outcomes	Achievement Indicators
<p>Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address:</p> <ul style="list-style-type: none"> □ identity (e.g., Expressing Myself) □ community (e.g., Building Community) □ social responsibility (e.g., Preserving a Habitat) and support response with evidence from text and from own experiences. 	<ul style="list-style-type: none"> □ View, listen to, read, and respond to a variety of texts that reflect diverse personal identities, worldviews, and backgrounds (e.g., culture, age, gender, language) including First Nations and Métis texts.
	<p>View, listen to, and read a variety of texts related to theme or topic of study and show comprehension by:</p> <ul style="list-style-type: none"> □ retelling and explaining the ideas and information presented in texts □ recognizing and understanding the text structures (e.g., narrative, informational, poetry) and features (e.g., description, figurative language, graphics) □ responding to and interpreting the texts, and explaining and supporting responses with evidence from the texts.
	<ul style="list-style-type: none"> □ Connect the insights of an individual or individuals in texts to personal experiences.
	<ul style="list-style-type: none"> □ Identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in a variety of texts including First Nations and Métis texts.
	<ul style="list-style-type: none"> □ Identify cultural representations in oral, print, and other media texts from various communities including First Nations and Métis communities.
<p>View and respond to visual and multimedia texts (including graphs, charts, diagrams, maps, multimedia DVD, websites, television programs, advertisements, posters), explaining the creator's technique and the impact on viewers.</p>	<ul style="list-style-type: none"> □ Discuss visual experiences (e.g., what was seen and the effectiveness).
	<ul style="list-style-type: none"> □ Select and use pertinent before, during, and after strategies to construct meaning when viewing.
	<ul style="list-style-type: none"> □ Understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to construct and confirm meaning when viewing.
	<ul style="list-style-type: none"> □ Evaluate the role of visuals in focusing attention on particular aspects or events, and influencing opinions on issues.

	<input type="checkbox"/> Identify the intent and appeal of particular TV and print advertisements and other visuals including First Nations and Métis art and other texts.
	<input type="checkbox"/> Identify, with support, the values and aspects of various cultures' underlying visual messages including First Nations and Métis art and other texts.
	<input type="checkbox"/> Understand how a range of visual features (e.g., graphs, images, illustrations, charts, maps, diagrams) can enhance and clarify spoken, written, or silent messages.
	<input type="checkbox"/> View a multimedia presentation and identify how the language, visual, and multimedia features (e.g., sound, colour, movement) are used to persuade.
Listen, summarize, paraphrase, and evaluate what was listened to and draw conclusions.	<input type="checkbox"/> Listen critically and respond appropriately to a range of oral communications including oral traditions passed on by First Nations Elders and Knowledge Keepers.
	<input type="checkbox"/> Select and use pertinent before, during, and after strategies to construct meaning when listening.
	<input type="checkbox"/> Understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to construct and confirm meaning when listening.
	<input type="checkbox"/> Distinguish between verifiable fact and opinion and analyze the message and presentation for evidence.
	<input type="checkbox"/> Ask thoughtful questions that probe deeper thought and respond to questions with elaboration.
	<input type="checkbox"/> Summarize and paraphrase major ideas and supporting evidence presented in spoken messages and formal presentations.
	<input type="checkbox"/> Follow multi-step directions and instructions independently.
	<input type="checkbox"/> Draw conclusions supported by ideas presented.
Read for various purposes and demonstrate comprehension of grade-appropriate fiction (including stories and novels), scripts, poetry, and non-fiction (including magazines, reports,	<input type="checkbox"/> Recognize and explain the author's ideas, explicit and implicit message, and techniques (e.g., use of figurative language).
	<input type="checkbox"/> Select and use pertinent before, during, and after strategies to construct meaning when reading.

instructions, and procedures) from various cultures including First Nations and Métis and countries (including Canada).	<input type="checkbox"/> Understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to construct and confirm meaning when reading.
	<input type="checkbox"/> Read for information in content area resources and reference materials and recognize the variety of expository text structures including compare-contrast, problem-solution, cause and effect, time sequence, and description.
	<input type="checkbox"/> Compare information on the same topic after reading several passages or articles.
	<input type="checkbox"/> Read and summarize narrative texts including First Nations and Métis narratives and identify characters' traits, characters' changes over time, and the theme.
	<input type="checkbox"/> Follow multi-step written instructions and procedures in basic technical or how-to manuals (e.g., how to play a video game).
	<input type="checkbox"/> Read and use grade four reference texts (e.g., dictionary, encyclopedia, how-to, explanations, biography) for inquiry and to identify main ideas, details, opinions, and reasons.
	<input type="checkbox"/> Support opinions and conclusions about what is read.
	<input type="checkbox"/> Read grade-appropriate texts silently (e.g., 20 minutes; 135-185 wcpm) and orally (with fluency, accuracy, pacing, intonation, and expression; 100-140 wcpm), adjusting reading rates to the complexity of the materials and the purpose for reading.

Compose and Create

Outcomes	Achievement Indicators
Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., Expressing Myself) community (e.g., Celebrating and Honouring Others)	<p>Create spoken, written, and other representations that include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a specific message <input type="checkbox"/> a coherent organization of ideas <input type="checkbox"/> ideas and information which are clear and complete <input type="checkbox"/> appropriate use of language and conventions.

<p>social responsibility (e.g., Within My Circle) through personal experiences and inquiry.</p>	<ul style="list-style-type: none"> □ Compose and communicate findings and conclusions about problems, questions, or issues in a clear visual, oral, and written format.
	<p>Use inquiry to explore authentic problems, questions, and issues associated with identity, community, and social responsibility including:</p> <ul style="list-style-type: none"> □ asking general and specific inquiry questions on topics using predetermined categories □ recording, selecting, and sharing relevant personal knowledge and understanding of a topic or questions and considering purpose for individual and group inquiry or research □ selecting and using a plan for gathering ideas and information □ assessing the usefulness, authenticity, and reliability of information for inquiry or research needs using pre-established criteria □ using a variety of tools (including indices, maps, atlases, charts, electronic sources) and resources to access ideas and information □ organizing ideas and information in logical sequences □ making notes and citing authors and titles of sources alphabetically □ examining collected information to identify categories or aspects of a topic that need more research □ sharing findings and conclusions in a clear visual, oral, and written format □ using the language of inquiry (e.g., "I want to know if ...", "I wonder about ...").
<p>Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings.</p>	<ul style="list-style-type: none"> □ Use a variety of visuals (e.g., chart, diagram) to communicate essential information when making an oral presentation.
	<ul style="list-style-type: none"> □ Select and use pertinent before, during, and after strategies to communicate meaning when using other forms of representing

	<input type="checkbox"/> Understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to communicate meaning when using other forms of representing.
	<input type="checkbox"/> Organize information and ideas in visual and multimedia texts that are clear, meaningful, logical, and illustrative of the topic and are properly labelled and captioned.
	<input type="checkbox"/> Express relevant opinions about experiences (e.g., an incident) through a variety of representations (e.g., multimedia presentation, role play).
	<input type="checkbox"/> Use visual aids (e.g., pictograms, graphs, charts, tables, diagrams, maps, illustrations, movement) to enhance spoken or written products.
	<input type="checkbox"/> Experiment with different ways of representing ideas and sharing them with others (e.g., drama, mime, tableau, dance, music, models, painting).
<p>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.</p>	<input type="checkbox"/> Adapt language and presentation style to the purpose and needs of the audience, and guide the listener to understand important ideas by using proper phrasing, pitch, and modulation.
	<input type="checkbox"/> Select and use pertinent before, during, and after strategies to construct meaning when speaking.
	<input type="checkbox"/> Understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to communicate meaning when speaking.
	<input type="checkbox"/> Present effective introductions and conclusions that guide the listener's understanding of important ideas and evidence, use appropriate structure for conveying key information (e.g., cause and effect, similarity and difference), and use details, examples, anecdotes, or experiences to explain or clarify information.

	<input type="checkbox"/> Make narrative presentations that relate ideas, observations, or recollections about an event or experience, provide a context that enables the listener to imagine the circumstances of the event or experience, and provide insight into why the selected event or experience is memorable.
	<input type="checkbox"/> Make narrative presentations that retell a traditional First Nations and Métis narrative.
	<input type="checkbox"/> Make informational presentations that frame a key question, include facts and details that help listeners to focus, and incorporate more than one source of information (e.g., interviews, books, newspaper articles, and television or radio reports).
	<input type="checkbox"/> Deliver oral summaries that contain the main ideas and the most significant details of articles and books.
	<input type="checkbox"/> Recite brief poems (e.g., two or three stanzas), monologues, or dramatic dialogues using clear diction, tempo, volume, and phrasing.
	<input type="checkbox"/> Make individual contributions to class discussion by expressing ideas, opinions, and feelings and interact with others to share ideas and opinions, ask for support, complete tasks, and explain concerns or problems.
Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.	<input type="checkbox"/> Work through the stages of a writing process (e.g., pre-writing, drafting, revising successive versions).
	<input type="checkbox"/> Select and use pertinent before, during, and after strategies to construct meaning when writing.
	<input type="checkbox"/> Understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to communicate meaning when writing.
	<input type="checkbox"/> Write clear, coherent sentences and paragraphs that develop a central idea.

	<input type="checkbox"/> Create compositions with an introductory paragraph that establishes a central idea in key sentence(s), supporting paragraphs with simple facts, details, and explanations, and a concluding paragraph that summarizes the points.
	<input type="checkbox"/> Write descriptions and narratives (3-5 paragraphs) that relate observations and recollections of an event or experience and use sensory details.
	<input type="checkbox"/> Write information reports (3-5 paragraphs) that focus on a central question about an issue or situation, include facts and details, and draw from more than one source of information (e.g., speakers, books, newspapers, other sources).
	<input type="checkbox"/> Write procedures with clear directions and explanations.
	<input type="checkbox"/> Write summaries that contain the main ideas of the text or presentation and the most significant details.
	<input type="checkbox"/> Write summaries that contain the main ideas of the text or presentation and the most significant details.

Assess and Reflect on Language Abilities

Outcome	Achievement Indicators
Reflect on and assess own viewing, listening, reading, speaking, writing, and other representing experiences, the selected strategies employed (e.g., using class-generated criteria), and explore possible ways to improve.	<input type="checkbox"/> Reflect on viewing, listening, reading, representing, speaking, and writing by explaining what is effective or what worked in a text.
	<input type="checkbox"/> Ask questions such as "What do I already know? What can I already do? What strategies have I learned? What do I need to remember? What goals do I need to set for myself?"
	<input type="checkbox"/> Reflect on own strategies for viewing, listening, reading, representing, speaking, and writing and set goals to improve the strategies used.
Set and pursue personal goals to improve viewing, listening, reading, speaking, writing, and other	<input type="checkbox"/> Reflect on viewing, listening, reading, representing, speaking, and writing by explaining what is effective or what worked in a text.

representing tasks more effectively.	<input type="checkbox"/> Ask questions such as "What do I already know? What can I already do? What strategies have I learned? What do I need to remember? What goals do I need to set for myself?"
	<input type="checkbox"/> Reflect on own strategies for viewing, listening, reading, representing, speaking, and writing and set goals to improve the strategies used.

Science

Life Science: Habitats and Communities

Outcome	Achievement Indicators
Investigate the interdependence of plants and animals, including humans, within habitats and communities.	<input type="checkbox"/> Identify the plants and animals which can be found in the communities (e.g., house, village, farm, reserve, and city) in which students live.
	<input type="checkbox"/> Differentiate between populations, communities, and habitats using local and regional examples.
	<input type="checkbox"/> Predict and research the populations of plants and animals that exist in various habitats (e.g., desert, farmland, meadow, tree, forest, rain puddle, seashore, lake, river, tropical forest, tundra, river delta, and mountains).
	<input type="checkbox"/> Discuss stories that demonstrate the interdependence of land, water, animals, plants, and the sky in traditional worldviews.
	<input type="checkbox"/> Draw upon facets of Indigenous worldviews, such as the Medicine Wheel or circle of life, to examine understanding about the interdependence of plants and animals in various habitats and communities.
	<input type="checkbox"/> Classify plants and animals, including humans, according to their role(s) (e.g., producer, consumer, herbivore, omnivore, carnivore, predator, prey, scavenger, and decomposer) in food chains and food webs.
	<input type="checkbox"/> Construct a visual representation of a specific food chain that exists within a habitat or community.
	<input type="checkbox"/> Analyze food webs as representations of multiple food chains.
	<input type="checkbox"/> Describe how both traditional methods and modern technologies (e.g., time-lapse photography, high-speed photography, and radio collar tracking) enable humans to increase their knowledge of plants and animals within habitats and communities.
	<input type="checkbox"/> Conduct a simulation or role play to demonstrate the interdependence of plants and animals in a habitat or community.
	<input type="checkbox"/> Predict how the removal of a specific plant or animal population may affect a community in the short- and long-term.

	<input type="checkbox"/> Observe and maintain a habitat such as a terrarium, aquarium, mealworm box, ant farm, pond in a bottle, or vermiculture to examine interactions between plants and animals, and their environments.
	<input type="checkbox"/> Show concern and respect for the safety of self, others, plants and animals when maintaining a habitat.
Analyze the structures and behaviours of plants and animals that enable them to exist in various habitats.	<input type="checkbox"/> Generate questions to investigate about the structures (e.g., beak shape, colour markings, type of feet, and thorny branches) and behaviours (e.g., seasonal migration, living in groups, and growing towards light) of plants and animals that enable them to exist within various habitats (e.g., schoolyard, wildlife reserve area, and creek bank).
	<input type="checkbox"/> Recognize that each plant and animal depends on a specific habitat to meet its needs.
	<input type="checkbox"/> Identify factors (e.g., availability of food, water, and shelter; weather conditions, and available living space) that influence the ability of plants and animals to meet their needs within a specific habitat.
	<input type="checkbox"/> Develop and carry out a plan to investigate safely and respectfully the structures and behaviours of plants and animals within natural (e.g., school yard, meadow, forest, and park) and constructed (e.g., sports field, aquarium, and terrarium) habitats.
	<input type="checkbox"/> Record observations and information about plant and animal structures and behaviours within natural and constructed habitats using words, diagrams, graphs, photographs, audio and video recordings, and other appropriate technologies.
	<input type="checkbox"/> Compile and display data collected during a habitat study using tallies, tables, pictographs, and/or bar graphs; compare results obtained with those of other class members; and propose explanations for differences in results.
	<input type="checkbox"/> Use gathered information to explain how the structures and behaviours of animals and plants enable them to meet their basic needs (e.g., food, water, air, movement, nutrients, reproduction, and light) in their habitat.
	<input type="checkbox"/> Compare the structural features of plants that enable them to thrive in different kinds of habitats (e.g., bog, forest, grassland, school yard, garden, and sports field).

	<input type="checkbox"/> Design and carry out a simulation to explore how the appearance of a plant or animal affects its visibility.
	<input type="checkbox"/> Predict the structural and behavioural adaptations required for a real or imagined animal to live in a particular habitat, either real or imagined.
Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats.	<input type="checkbox"/> Recognize and discuss the role of traditional knowledge in learning about, valuing, and caring for plants and animals within local habitats and communities.
	<input type="checkbox"/> Identify stakeholders who are likely to adopt different points of view on issues (e.g., sewage treatment, urban expansion, deforestation, water pollution, pipeline construction, grassland stewardship, climate change, and pesticide usage) that are highlighted in the media related to habitat protection, restoration, and management.
	<input type="checkbox"/> Categorize human activities by the effects they have or may have on habitats and communities.
	<input type="checkbox"/> Assess intended and unintended consequences of natural and human-caused changes to specific habitats.
	<input type="checkbox"/> Relate habitat loss to the endangerment and extinction of plants and animals within habitats and communities in Saskatchewan and elsewhere.
	<input type="checkbox"/> Explore how human impact on habitats and communities has been represented through traditional and contemporary music, dance, drama, and visual arts.
	<input type="checkbox"/> Investigate how both scientists' and traditional knowledge keepers' knowledge of plant growth and development has led to the development of agricultural methods and techniques (e.g., tillage, hydroponics, nutrient management, pest control, crop rotation, companion plants, and plant breeding) that affect habitats and communities.
	<input type="checkbox"/> Create dramatic, visual, musical, or other representations to show how personal actions can help conserve, honour, and respect natural and constructed habitats.
	<input type="checkbox"/> Collaboratively develop and carry out (if feasible) a plan to preserve or restore one or more components of a local habitat.

	<ul style="list-style-type: none"> □ Identify local, provincial, and national organizations that work to preserve, restore, and provide education about habitats and communities.
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Physical Science: Light

Outcome	Achievement Indicators
Investigate the characteristics and physical properties of natural and artificial sources of light in the environment.	<ul style="list-style-type: none"> □ Differentiate between natural (e.g., fire, sun, star, lightning, aurorae, fireflies, and bioluminescent fungi) and artificial (e.g., light bulb, street light, glow stick, LED, tanning lamp, and laser) sources of light in the environment.
	<ul style="list-style-type: none"> □ Examine relationships between the light energy and heat energy emitted from light sources.
	<ul style="list-style-type: none"> □ Examine the significance of light in First Nations and Métis stories, legends, and spirituality, including the role of fire, lightning, aurorae, and Thunderbird.
	<ul style="list-style-type: none"> □ Investigate the characteristics of light beams in air and water, including determining that light travels in straight lines, that light travels away from a source in all directions, and that light beams may change direction upon entering or leaving water.
	<ul style="list-style-type: none"> □ Distinguish, through observation, between objects that emit their own light (e.g., sun, glow stick, match, star, and light bulb) and those that reflect light from another source (e.g., moon, mirror, paper, clothing, and roadways).
	<ul style="list-style-type: none"> □ Identify positive (e.g., increased vitamin D production, happiness, and increased productivity) and negative (e.g., sunburn, skin cancer, and light pollution) consequences of exposure to natural and artificial sources of light.
	<ul style="list-style-type: none"> □ Predict changes in a shadow's location, shape, and relative size when an object is placed in different positions and orientations relative to a light source and surface (e.g., flashlight and puppet, and overhead projector and screen).
	<ul style="list-style-type: none"> □ Collaboratively plan and carry out a procedure to determine changes in a shadow's location, shape, and relative size when an object is placed in different positions and orientations relative to a light source and screen.

	<ul style="list-style-type: none"> □ Record and communicate results of investigations of the characteristics and physical properties of light using formats suitable to the task.
Analyze how light interacts with different objects and materials to create phenomena such as shadows, reflection, refraction, and dispersion.	<ul style="list-style-type: none"> □ Pose questions about the interaction of light with different materials (e.g., How are shadows formed? How can we change the direction of light? What colours are in light?).
	<ul style="list-style-type: none"> □ Investigate how light interacts with various objects to determine whether the objects cast shadows, allow light to pass, and/or reflect light.
	<ul style="list-style-type: none"> □ Classify materials and objects as opaque, transparent, or translucent based on personal observations.
	<ul style="list-style-type: none"> □ Design and carry out a fair test of the reflective properties of surfaces of different shapes and textures (e.g., mirrors, flat foil, crumpled foil, white paper, coloured paper, and spoons).
	<ul style="list-style-type: none"> □ Develop simple conclusions about the reflective properties of surfaces of different shapes and textures based on observation and experimentation.
	<ul style="list-style-type: none"> □ Demonstrate and describe how transparent media of different composition and shape (e.g., prisms, plastic blocks, glasses of water, and lenses) are used to change the direction of light.
	<ul style="list-style-type: none"> □ Investigate how light interacts with optical devices such as kaleidoscopes, reading glasses, microscopes, periscopes, telescopes, and magnifying glasses.
	<ul style="list-style-type: none"> □ Demonstrate the dispersion of white light into various colours using a prism, and draw simple conclusions about the composition of white light.
	<ul style="list-style-type: none"> □ Identify characteristics and effects of radiation that are slightly below (i.e., infrared radiation) and slightly above (i.e., ultraviolet light) the frequencies of visible light.
	<ul style="list-style-type: none"> □ Experiment with mixing colours of light to create colours that meet a student-specified function (e.g., mood for a dance or dramatic production).
Assess personal, societal, and environmental impacts of light-related technological innovations including optical devices.	<ul style="list-style-type: none"> □ Evaluate the suitability of different types of light sources based on criteria such as source of energy, area illuminated, cost, and intended use.
	<ul style="list-style-type: none"> □ Assess positive and negative consequences of artificial sources

	of light (e.g., street light, automobile headlight, traffic light, emergency vehicle light, and lighted advertising sign) that have been designed to solve problems in the home, at school, and in the community.
	<input type="checkbox"/> Assess the suitability of translucent, transparent, and opaque materials for specific applications (e.g., window, shower curtain, paper, light bulb, and frosted glass).
	<input type="checkbox"/> Compare the types of light sources used historically and currently in Saskatchewan homes and communities.
	<input type="checkbox"/> Compare the functions of optical devices (e.g., magnifying glasses, eyeglasses, contact lenses, microscopes, and telescopes) that are designed to extend our ability to observe.
	<input type="checkbox"/> Evaluate the function and importance of eyeglasses and contact lenses for individuals with vision problems.
	<input type="checkbox"/> Research personal, societal, and environmental impacts of light- related technological innovations (e.g., periscope, flashlight, neon lighting, camera, and laser).
	<input type="checkbox"/> Design, construct, and test a prototype of an optical device (e.g., periscope, telescope, and microscope) that performs a specific student-identified function.
	<input type="checkbox"/> Work with classmates to troubleshoot problems with a prototype of an optical device.
	<input type="checkbox"/> Describe practices that individuals and communities can take to help protect eyes and sight.
	<input type="checkbox"/> Assess methods of conserving energy through processes such as reducing the use of home lighting or using alternative types of light sources (e.g., fluorescent, compact fluorescent, and light- emitting diode).
	<input type="checkbox"/> Examine how light is depicted in a variety of texts (e.g., science fiction, cartoons, movies, and poetry) and through dance and drama.
	<input type="checkbox"/> Identify careers in Saskatchewan that require an understanding of light and light-related technologies (e.g., optician, photographer, astronomer, and lab technician).

Physical Science: Sound

Outcome	Achievement Indicators
Explore natural and artificial sources of sound in the environment and how those sounds are detected by humans and animals.	<input type="checkbox"/> Identify and classify, using student-developed criteria, examples of natural and artificial sounds in their environments (e.g., classroom, school, home, playground, and community).
	<input type="checkbox"/> Relate natural and artificial sources of sounds in their environment to the ways in which those sounds are produced.
	<input type="checkbox"/> Describe examples of sounds (e.g., radio, alarm clock, fire alarm, and whistling steam kettle) that people use to meet their everyday needs.
	<input type="checkbox"/> Explain how humans and other animals use sounds for various purposes such as enjoyment, warning, navigation, annoyance, ambience, and communication.
	<input type="checkbox"/> Examine connections between music of various cultures, including First Nations and Métis, and natural sounds (e.g. water moving, bird flying, and wind blowing).
	<input type="checkbox"/> Differentiate among the types of sounds produced by various stringed, woodwind, brass, and percussion instruments.
	<input type="checkbox"/> Illustrate and explain how humans create and detect sounds.
	<input type="checkbox"/> Compare the characteristics of human and animal perceptions of sound, including their sense organs to detect sound and their range of hearing.
	<input type="checkbox"/> Propose structural modifications that might improve the hearing of a specific animal.
	<input type="checkbox"/> Predict and explore how sound travels from different sources to the human ear
Draw conclusions about the characteristics and physical properties of sound, including pitch and loudness, based on observation.	<input type="checkbox"/> Pose questions about the characteristics of sound (e.g., Why are some sounds louder than others? Why do sounds sound different? Why are some locations noisier than other locations?).
	<input type="checkbox"/> Recognize and demonstrate that sound energy originates from vibrating objects (e.g., larynx, tuning fork, radio speaker, and musical instruments).
	<input type="checkbox"/> Compare how sound vibrations travel differently through solids, liquids, and gases such as air.
	<input type="checkbox"/> Differentiate between the loudness of various sounds, as measured in decibels.

	<input type="checkbox"/> Compare the ability of different materials to absorb and reflect sounds of varying pitch and loudness.
	<input type="checkbox"/> Compare the ability of self and others to hear sounds of various pitch and loudness.
	<input type="checkbox"/> Compare the characteristics (e.g., construction and method of vibration) of string, woodwind, brass, and percussion instruments to determine how they make sound.
	<input type="checkbox"/> Rephrase questions about pitch and loudness into a testable form.
	<input type="checkbox"/> State and test a prediction about how the pitch and loudness of a sound can be altered.
	<input type="checkbox"/> Design and construct a device such as a musical instrument which has the ability to create sounds of variable pitch and/or loudness.
	<input type="checkbox"/> Suggest improvements to enhance the effectiveness of a device such as a musical instrument which has the ability to create sounds of variable pitch and/or loudness.
	<input type="checkbox"/> State generalizations about the physical characteristics of sound, including pitch and loudness, learned through observation.
Assess personal, societal, and environmental impacts of sound-related technologies.	<input type="checkbox"/> Explain the purpose and effect of devices (e.g., hearing aid, sonar, amplifier, microphone, oscilloscope, and ultrasound) that enhance the human ability to produce, transmit, and detect sound.
	<input type="checkbox"/> Explore the use of sound in movies, television, dance, and drama.
	<input type="checkbox"/> Investigate the type and loudness of sounds heard in various locations in their environment (e.g., classroom, hallway, gymnasium, music room, library, lunch room, and playground).
	<input type="checkbox"/> Explore the personal and social impacts on humans who are deaf or hard of hearing, including connections to speech and the role of sign language.
	<input type="checkbox"/> Explain how and why different materials are used in schools and other buildings based on their ability to absorb and/or reflect sounds.

	<input type="checkbox"/> Demonstrate methods and technologies used to prevent noise pollution in their surroundings, and work with group members to evaluate the effectiveness of those methods.
	<input type="checkbox"/> Explore the importance and uses of sound in different cultures, past and present.
	<input type="checkbox"/> Identify positive and negative consequences, for humans and other animals, of technologies (e.g., leaf blower, stereo, car horn, motors, and fireworks) that produce sounds.
	<input type="checkbox"/> Identify issues related to sound such as long-term exposure to environmental noise, portable music players, and workplace sounds, and discuss the implications of these issues on individuals, society, and the environment.
	<input type="checkbox"/> Explain practices that help meet the need for protection from loud and sustained sounds to prevent short- and long-term hearing loss in humans.
	<input type="checkbox"/> Research the contributions of Canadians who contributed to the development of sound-based technologies.

Earth and Space Science: Rocks, Minerals, and Erosion

Outcome	Achievement Indicators
Investigate physical properties of rocks and minerals, including those found in the local environment.	<input type="checkbox"/> Pose questions about the properties of rocks and minerals (e.g., What is the difference between rocks and minerals? Where do we find rocks and minerals? Do rocks become minerals?).
	<input type="checkbox"/> Document the locations and characteristics of rocks that exist in their local environment.
	<input type="checkbox"/> Observe and record physical properties of rocks and minerals using appropriate terminology such as colour, lustre, hardness, cleavage, transparency, and crystal structure.
	<input type="checkbox"/> Use appropriate tools (e.g., hand lens, safety glasses, brush, rock pick, knife, measuring tape, and gloves) safely while making observations and collecting information on the physical properties of rocks and minerals.
	<input type="checkbox"/> Demonstrate respect for all components of their environment when observing and collecting rocks and minerals (e.g., do not remove rocks and minerals from private property without permission).

	<input type="checkbox"/> Demonstrate processes for testing the hardness of minerals, including reference to guides such as Moh's scale of mineral hardness.
	<input type="checkbox"/> Record observations of rocks and minerals using jot notes, labelled diagrams, and charts.
	<input type="checkbox"/> Compare the physical properties of rocks and minerals from the local environment with those from other geological areas.
	<input type="checkbox"/> Develop a classification scheme to organize their understanding of rocks and minerals.
	<input type="checkbox"/> Account for any variation between their classification schemes of rocks and minerals and those of classmates, Elders, traditional knowledge keepers, geologists, or other resources.
	<input type="checkbox"/> Differentiate between rocks and minerals.
	<input type="checkbox"/> Develop simple generalizations about the physical characteristics of rocks and minerals based on observation and research.
Assess how human uses of rocks and minerals impact self, society, and the environment.	<input type="checkbox"/> Discuss ways in which people of different cultures value, respect, and use rocks and minerals, including First Nations and Métis connections to Mother Earth.
	<input type="checkbox"/> Identify objects in their local environment that are made from rocks and minerals (e.g., nickel, table salt, pottery, cement, carvings, brick, jewellery, bicycle, nutrients, battery, copper wiring, soda can, plumbing pipe, and sidewalk).
	<input type="checkbox"/> Research historical (e.g., flint arrowhead, gold jewellery, paint pigment, and coal heating) and contemporary (e.g., fertilizer, building products, ceramics, glass, salt, silver fillings, and electronics) uses for rocks and minerals in Saskatchewan.
	<input type="checkbox"/> Suggest alternative materials that could be used to create everyday objects or propose new uses for rocks and minerals.
	<input type="checkbox"/> Relate uses for rocks and minerals to characteristics such as functionality, mineral shape, cost, availability, and aesthetics.
	<input type="checkbox"/> Identify locations where minerals, including potash, sodium sulphate, salt, kaolin, uranium, copper, coal, diamond, and gold, are extracted in Saskatchewan.
	<input type="checkbox"/> Discuss the economic benefits associated with mineral extraction and refining, including related careers, in Saskatchewan.

	<input type="checkbox"/> Analyze issues related to the extraction and use of minerals from the perspectives of various stakeholders (e.g., company owner, employee, scientist, Elder, environmental group, and end user).
	<input type="checkbox"/> Research ways in which products made from rocks or minerals can be recycled and reused.
	<input type="checkbox"/> Suggest methods of reclaiming resource extraction sites (e.g., quarry, strip mine, open pit mine, and hard rock mine) to reduce short- and long-term impacts on communities and the environment.
	<input type="checkbox"/> Assess their own and their family's impact on natural resources based on their current lifestyle.
Analyze how weathering, erosion, and fossils provide evidence to support human understanding of the formation of landforms on Earth.	<input type="checkbox"/> Construct a visual representation of the diversity of landscapes and landforms throughout Saskatchewan, including those that have significance for First Nations and Métis people.
	<input type="checkbox"/> Examine the effects of natural phenomena (e.g., tidal wave, flash flood, hurricane, tornado, earthquake, mudslide, forest fire, avalanche, and meteor impact) that cause rapid and significant changes to the landscape.
	<input type="checkbox"/> Explain how rocks can be classified as igneous, sedimentary, or metamorphic based on the processes by which they form.
	<input type="checkbox"/> Discuss practices and techniques (e.g., mulching, crop rotation, strip farming, windbreaks, terracing, and sediment basins) for minimizing and controlling erosion locally and in communities around the world.
	<input type="checkbox"/> Design and construct a prototype of a system for minimizing and controlling gravitational, water, shoreline, ice, or wind erosion in a given situation.
	<input type="checkbox"/> Evaluate both a prototype of a personally constructed system for minimizing and controlling erosion and the use of prototypes in science for modelling natural phenomena.
	<input type="checkbox"/> Describe possible short- and long-term effects of wind, water, and ice on local, national, and global landscapes (e.g., sandy beaches, coastline erosion, rounded rock formations, sand dunes, river deltas, glacial deposits, and cracks in rocks).
	<input type="checkbox"/> Predict the effects of weathering on various landforms (e.g., butte, cliff, cave, valley, river, waterfall, and beach) in Saskatchewan.

	<input type="checkbox"/> Suggest explanations of how soils form from rocks, including the roles of wind, water, and biological processes (e.g., decomposition of plant and animal matter, and growth of plant roots play) over time.
	<input type="checkbox"/> Create models of different types (e.g., amber, imprint, cast, and mould) of plant and animal fossils.
	<input type="checkbox"/> Discuss how fossils and the fossil record provide evidence of Earth's history, including the formation of various landforms.
	<input type="checkbox"/> Predict the types of plant or animal fossils that would be found in Saskatchewan landforms in the past, present, and future.
	<input type="checkbox"/> Explain how scientists develop explanations of natural phenomena based on observations and data.
	<input type="checkbox"/> Pose new questions about Saskatchewan landforms based on what was learned.

Social Studies

Interactions and Interdependence

Outcome	Achievement Indicators
Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan.	<input type="checkbox"/> Create biographic profiles of a selection of Saskatchewan First Nations and Métis leaders in the time period prior to Saskatchewan joining Confederation (e.g., Poundmaker, Big Bear, Riel, Dumont, Almighty Voice).
	<input type="checkbox"/> Create an inventory of the contributions of First Nations and Métis people to government, business, and professional life in Saskatchewan (e.g., consulting firms, outfitters, financial firms, architects, educators, health workers, legal specialists, artists, athletes).
	<input type="checkbox"/> Explain the significance of dance and music to First Nations and Métis peoples and its contribution to Saskatchewan intercultural development.
	<input type="checkbox"/> Illustrate the contributions of First Nations and Métis artists, sculptors, musicians, dancers, storytellers and writers to Saskatchewan culture (e.g., Buffy Sainte-Marie, Allen Sapp, David Bouchard, Michael Lonechild, Henry Beaudry, Andrea Menard, Angelique Merasty).
Describe the origins of the cultural diversity in Saskatchewan communities.	<input type="checkbox"/> Identify the traditional locations of the various First Nations tribes and language groupings in Saskatchewan prior to European contact.
	<input type="checkbox"/> Detail the ways in which First Nations peoples supported the survival of early European newcomers to Saskatchewan.
	<input type="checkbox"/> Trace and represent the history of European immigration to Saskatchewan including those who came for economic reasons (explorers, fur traders, homestead farmers) and religious reasons (Mennonites, Hutterites, Doukhobours).
	<input type="checkbox"/> Articulate reasons why European immigrants left their homelands and settled in Saskatchewan, with particular emphasis upon the local community and/or the individual student families.
	<input type="checkbox"/> Represent through speaking, writing, drama, multimedia, or other form, the challenges faced, both historically and in the current era, by First Nations people, Métis people, and immigrants to Saskatchewan.

	<input type="checkbox"/> Identify strategies by which diverse cultural communities in Saskatchewan learned to work together for the common good (e.g., agricultural fairs, service organizations, community celebrations, arts groups, barn raising, construction of community facilities).
	<input type="checkbox"/> Compare immigration patterns in Saskatchewan in the 19th and early 20th centuries to immigration patterns in the current era.
	<input type="checkbox"/> Identify the significance of historic buildings and places associated with cultural diversity in the community and province.
	<input type="checkbox"/> Investigate the role of archaeology in understanding the origins of Saskatchewan communities.
Determine the influence Saskatchewan people and programs have had on a national scale.	<input type="checkbox"/> Identify the impact of programs originating in Saskatchewan on Canada and global communities (e.g., Medicare, welfare, cooperative movement, the Saskatchewan Bill of Rights).
	<input type="checkbox"/> Represent the accomplishments of prominent Saskatchewan people whose contributions in their field are nationally or internationally recognized in a gallery, media clips, vignettes, or other media.
	<input type="checkbox"/> Investigate the value of volunteerism in various local community organizations and activities.

Dynamic Relationships

Outcome	Achievement Indicators
Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.	<input type="checkbox"/> Locate Saskatchewan on a map of Canada, North America, and the world.
	<input type="checkbox"/> Locate the geographic centre of Saskatchewan on a map.
	<input type="checkbox"/> Make inferences about why people in Saskatchewan settled particular locations, including settlement patterns before and after coming together of First Nations and European peoples using a variety of maps (e.g., near waterways, sources of water, rail lines, natural resources, low population density in rural areas).
	<input type="checkbox"/> Identify the characteristics of the unique geographic regions in Saskatchewan.

	<input type="checkbox"/> Identify the impact of geography on the architecture of Saskatchewan, including how styles, materials, and cultural traditions have been affected by interaction with the land and other people in the province.
	<input type="checkbox"/> Analyze the influence of geography on the lifestyle of people living in Saskatchewan (e.g., flora and fauna, pastimes, transportation, cost of food, type of food, occupations, availability of services such as education and health care).
	<input type="checkbox"/> Conduct an inquiry investigating how residents of Saskatchewan came to occupy the land that is now our province (e.g., First Nations, early Europeans, and Métis).
Explain the relationship of First Nations and Métis peoples with the land.	<input type="checkbox"/> Investigate the traditional worldviews of First Nations peoples prior to European contact regarding land as an animate object and sustaining life force.
	<input type="checkbox"/> Research traditional lifestyles of First Nations communities and peoples prior to European contact (e.g., hunting, gathering, movement of people to follow food sources).
	<input type="checkbox"/> Explore how the traditional worldviews and teachings of First Nations' Elders regarding land influence the lifestyle of First Nations people today.
	<input type="checkbox"/> Research the history of the Métis people and their relationship with the land.
	<input type="checkbox"/> Compare the traditional views of land and culture of the Aboriginal peoples of Saskatchewan with those of the railway developers.
	<input type="checkbox"/> Assess the impact of historic loss of land on First Nations and Métis people.
	<input type="checkbox"/> Investigate the process by which decisions were made about the location of reserve lands in Saskatchewan.
	<input type="checkbox"/> Research the Métis struggle for land, and the displacement of Métis people in the late 19th century.
Analyze the implications of the Treaty relationship in Saskatchewan.	<input type="checkbox"/> Locate Treaty areas within Saskatchewan and locate reserves within the Treaty area of the school.
	<input type="checkbox"/> Investigate conditions which precipitated Treaty negotiations in Saskatchewan.
	<input type="checkbox"/> Research Treaty provisions, including the spirit and intent of Treaties as well as material considerations.
	<input type="checkbox"/> Assess the benefits of Treaties to all Saskatchewan people.

Power and Authority

Outcome	Achievement Indicators
Analyze the relationship between governance institutions in Saskatchewan and the quality of life of people in the province.	<input type="checkbox"/> Identify ways in which Saskatchewan people can be involved in making decisions which affect their local communities (e.g., run as a candidate for school board, local government, or band elections; vote during elections; attend community forums).
	<input type="checkbox"/> Illustrate the organization of the municipal or band decision-making process, including the name of the sitting mayor, reeve, or chief.
	<input type="checkbox"/> Describe ways in which Saskatchewan people can be involved in the democratic process regarding decisions which affect their province, and explain why it is important to be an active participant in the democratic process (e.g., vote in provincial elections; belong to a political party; run for member of the provincial or First Nations legislative assembly; communicate with the member of the legislative assembly about issues of concern).
	<input type="checkbox"/> Represent the structure of the provincial decision-making process in Saskatchewan naming the sitting premier, the leader of the opposition, and the local member of the legislative assembly.
	<input type="checkbox"/> Investigate the methods the provincial government uses to raise revenue (e.g., resource revenues, taxes on consumption, provincial sales tax, fuel tax, tax on cigarettes and alcohol) to pay for services and evaluate the impact on quality of life for Saskatchewan people (e.g., health care, education, highways, social services, justice).
	<input type="checkbox"/> Analyze how the symbols of Saskatchewan, including the coat of arms, the flag, and the provincial motto, reflect the values and qualities of the people and the government of Saskatchewan.
Demonstrate an understanding of the provincial system of government.	<input type="checkbox"/> Differentiate between rules and laws.
	<input type="checkbox"/> Differentiate between rights and responsibilities.
	<input type="checkbox"/> Describe the relationship between three levels of government in Canada, including local (i.e., municipal, band), provincial or territorial, and federal.

	<input type="checkbox"/> Identify elected local, provincial, and federal heads of government.
	<input type="checkbox"/> Compare how laws are made at the local and provincial levels.
Demonstrate an understanding of the First Nations system of governance.	<input type="checkbox"/> Research the structures of governance in First Nations communities (e.g., local band council, tribal council, Federation of Saskatchewan Indian Nations, Assembly of First Nations).
	<input type="checkbox"/> Compare the traditional processes for selection of leaders in First Nations communities to current practices for selection of leaders in First Nations
	<input type="checkbox"/> Compile an inventory of issues of current focus for First Nations governments in Saskatchewan.
Demonstrate an understanding of the Métis governance system.	<input type="checkbox"/> Research the structures of governance of Métis people in Saskatchewan (e.g., Métis local, Métis Nation of Saskatchewan, Métis National Council).
	<input type="checkbox"/> Compare the traditional processes for selection of leaders of Métis people to current practices for selection of leaders by the Métis people.
	<input type="checkbox"/> Compile an inventory of issues of current focus for Métis governments in Saskatchewan.

Resources and Wealth

Outcome	Achievement Indicators
Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.	<input type="checkbox"/> List the challenges and opportunities climate presents for residents of Saskatchewan.
	<input type="checkbox"/> Determine safety measures necessary for living in the Saskatchewan climate (e.g., clothing; safety package for vehicle; never leave vehicle when stranded in winter; checking highway hotline; not licking frozen metal).
	<input type="checkbox"/> Retell the stories of Elders, traditional knowledge keepers, and senior citizens about surviving weather extremes (e.g., drought, cold, blizzards, tornadoes, extreme heat).

	<input type="checkbox"/> Collect the natural weather forecasting techniques of Elders, traditional knowledge keepers, senior citizens, and others with local knowledge.
	<input type="checkbox"/> Represent the traditions and practices Saskatchewan people developed when faced with isolation, including First Nations practices adopted by Europeans.
	<input type="checkbox"/> Research past and present technologies used to withstand the Saskatchewan climate.
	<input type="checkbox"/> Investigate the technological evolution of farming practices in Saskatchewan, including crop variety development, pesticide and herbicide use, and soil and water conservation.
	<input type="checkbox"/> Graph the typical energy consumption in Saskatchewan for an average year, and investigate energy efficient technologies being developed in Saskatchewan.
Investigate the importance of agriculture to the economy and culture of Saskatchewan.	<input type="checkbox"/> Identify and locate various types of farms in Saskatchewan.
	<input type="checkbox"/> Research production practices of various types of crop and livestock farms.
	<input type="checkbox"/> Identify various farm stewardship practices (e.g., how farmers care for the land, animals, water supply, natural vegetation, and air quality).
	<input type="checkbox"/> Compile an inventory of Saskatchewan agricultural food and by-products.
	<input type="checkbox"/> Identify agricultural products used in daily life in Saskatchewan.
	<input type="checkbox"/> Trace the steps of a food product from the farm to the plates of consumers, and identify the various careers that contribute to this process in the agriculture and food processing industries.
	<input type="checkbox"/> Analyze the significance of Saskatchewan agricultural commodity exports to the province.
Assess the impact of Saskatchewan resources and technological	<input type="checkbox"/> Represent on a map the major resources in Saskatchewan (e.g., minerals, potash, oil, uranium, natural gas, lumber, water, crop and livestock production).

innovations on the provincial, national, and global communities.	<input type="checkbox"/> Locate on a map the major industries in Saskatchewan (e.g., agriculture processing, mining, manufacturing, forestry products, energy refinement, tourism, livestock production).
	<input type="checkbox"/> Identify the natural resources and industries found in the local community, and analyze their impact upon the community.
	<input type="checkbox"/> Illustrate the goods made from the major natural resources, the consumers of those goods, and the export destinations.
	<input type="checkbox"/> Differentiate between primary and secondary industry.
	<input type="checkbox"/> Examine the environmental impact of the development of natural resources on the local community, the province, and the world.
	<input type="checkbox"/> Describe the impact of technological innovations originating in Saskatchewan on the global community (e.g., farm machinery, varieties of grain, automated teller machines, fibre optics, communications technologies, pesticides and herbicides, vaccines).

Arts Education

Creative/Productive

Outcome	Achievement Indicators
Create dance compositions that express ideas about Saskatchewan using collaborative inquiry and movement problem solving.	<input type="checkbox"/> Collaborate on the creation of dance compositions using stimuli drawn from Saskatchewan sources such as local stories, personal experience, land and geography, feelings, memories, music, observation, imagination, or movement itself (e.g., How could we represent what life is like in rural Saskatchewan or an urban inner city? How could we represent through dance the timelines or immigration patterns of Saskatchewan peoples? In what ways could we show people arriving and leaving?).
	<input type="checkbox"/> Select, or negotiate with other students, specific stimuli as starting points for dance compositions.
	<input type="checkbox"/> Use research, including guided Internet searches, as part of the dance-making process (e.g., access Statistics Canada information about historic migration patterns in Saskatchewan, analyze dances of cultural groups).
	<input type="checkbox"/> Improvise to generate and develop movement ideas.
	<input type="checkbox"/> Select movements from explorations, with increasing discernment, to create dance phrases.
	<input type="checkbox"/> Engage in movement problem solving, and sequence repeating and contrasting dance phrases.
	<input type="checkbox"/> Record dance and movement ideas in reflective records such as journals, drawings, or videos.
	<input type="checkbox"/> Appraise how own dance compositions have meaning and are unique expressions.
	<input type="checkbox"/> Reflect upon choices made during and after dance-making process.

Create dance compositions that express ideas about Saskatchewan using collaborative inquiry and movement problem solving.	<input type="checkbox"/> Identify and use the elements of dance (actions, body, dynamics, relationships, and space) to express ideas.
	<input type="checkbox"/> Demonstrate various ways that body parts may initiate (lead) a movement.
	<input type="checkbox"/> Explore and identify basic dance steps such as schottische, polka, grapevine, and step hop.
	<input type="checkbox"/> Copy movement phrases as demonstrated, and create own movement phrases.
	<input type="checkbox"/> Copy movement phrases as demonstrated, and create own movement phrases.
	<input type="checkbox"/> Move expressively in time to different time signatures such as 4/4 and 3/4.
	<input type="checkbox"/> Create a variety of dance relationships, alone (e.g., body parts to body parts, using a prop), with a partner (e.g., mirroring, beside), and in small groups (e.g., meeting and parting).
	<input type="checkbox"/> Recognize that alignment means the relationship of body parts to each other, and practise proper alignment.
	<input type="checkbox"/> Create asymmetrical and symmetrical shapes in dance expressions.
	<input type="checkbox"/> Create and recall pathways on the floor and through the air.
Assume a range of roles and strategies in drama work, using a Saskatchewan context as inspiration.	<input type="checkbox"/> Use a wide range of movements considering personal expression, strength, and balance.
	<input type="checkbox"/> Generate ideas for potential topics and dramatic contexts related to Saskatchewan sources such as local stories, personal experience, land and geography, observations, and current or historical events.
	<input type="checkbox"/> Sustain belief in own roles and the fictional situation of the drama.

	<input type="checkbox"/> Accept and respond imaginatively and thoughtfully to others in role.
	<input type="checkbox"/> Accept and respond imaginatively and thoughtfully to others in role.
	<input type="checkbox"/> Demonstrate confidence in using a variety of strategies (e.g., flashback, flashforward, structured improvisation) within dramatic situations.
	<input type="checkbox"/> Use language purposefully when speaking and writing in role.
	<input type="checkbox"/> Reflect on, and discuss, how roles function within a drama.
	<input type="checkbox"/> Recall and respond to the drama work, both in and out of role (e.g., fictional diary entries in role; discussion or learning logs out of role).
	<input type="checkbox"/> Examine connections between personal experiences and own contributions to the work.
Contribute ideas, when in and out of role, and further the development of the drama by participating in consensus building, choice of strategies, and selection of dramatic alternatives.	<input type="checkbox"/> Use imagination when contributing ideas and when developing or extending the dramatic context.
	<input type="checkbox"/> Actively participate in an inquiry process in drama, asking questions, researching, and investigating dramatic possibilities arising from the questions (e.g., What if this recent event were to inspire a huge change in our community? What might be the consequences of those actions?).
	<input type="checkbox"/> Document the inquiry process in drama journals or other means.
	<input type="checkbox"/> Listen at all times within a drama and recognize the value of doing so.
	<input type="checkbox"/> Listen at all times within a drama and recognize the value of doing so.
	<input type="checkbox"/> Choose specific alternatives in order to further the drama's development.

	<input type="checkbox"/> Build on new or surprise information as a way to make the drama more interesting.
	<input type="checkbox"/> Contribute to problem solving within the dramatic context.
	<input type="checkbox"/> Use research, including guided Internet searches, as part of drama work.
	<input type="checkbox"/> Refine and develop the drama through reflection and constructive feedback.
Demonstrate increased skills and abilities in the use of voice and instruments (traditional and/or homemade) and develop compositions using Saskatchewan as inspiration.	<input type="checkbox"/> Sing in tune and begin to develop the ability to sing harmony.
	<input type="checkbox"/> Distinguish between the head voice and the chest voice in singing.
	<input type="checkbox"/> Recognize different voice classifications in singing and own voice qualities (e.g., soprano, alto).
	<input type="checkbox"/> Sing expressively, using proper breath support, vowel sounds, consonants, and tone production.
	<input type="checkbox"/> Demonstrate increasing independence when playing various sound objects and instruments.
	<input type="checkbox"/> Experiment with sounds and music concepts to express ideas derived from Saskatchewan sources such as local stories, poems, visual art works, photos, land and geography, observations, and current or historical events.
	<input type="checkbox"/> Select and organize sounds, instruments, and ideas for composition.
	<input type="checkbox"/> Analyze and describe decisions made and problems solved in own and group compositions (e.g., choice of instruments, and organization of form, tempo, and dynamics).
	<input type="checkbox"/> Keep a record of sound/music ideas (e.g., invented and traditional notation, audio recording, learning logs).

	<ul style="list-style-type: none"> Recognize accidental discoveries in own compositions and put them to use where appropriate.
<p>Create and perform music (voice and instrumental) that demonstrates knowledge of:</p> <ul style="list-style-type: none"> form (e.g., round, call/response, verse/chorus, rondo) rhythm, beat, and metre (e.g., triplets, 3/4 metre, syncopation; expressive use of tempo and dynamics) pitch, melody, and pentatonic scale (do, re, mi, sol, la, do) harmony and texture (e.g., layers of sound and patterns, partner songs) timbre (e.g., instrument classifications). 	<ul style="list-style-type: none"> Sing, play, and identify common music forms (e.g., four bar phrase, round, call and response, verse/chorus/bridge, rondo).
	<ul style="list-style-type: none"> Investigate how the elements of music are used to establish form in music.
	<ul style="list-style-type: none"> Ask questions to initiate inquiry into use of the elements and other music concepts under study (e.g., What might happen if we play this section together and then take turns playing each phrase by ourselves? How can we record these ideas using a combination of invented and traditional notation?).
	<ul style="list-style-type: none"> Use research, including guided Internet searches, to investigate how professional composers use the elements of music and concepts currently under study (e.g., when creating own call and response patterns, when comparing a pop song call and response with a gospel song call and response).
	<ul style="list-style-type: none"> Incorporate triplets and syncopation into own music compositions.
	<ul style="list-style-type: none"> Investigate how tempo, dynamics, tone colour, and silence can be used expressively.
	<ul style="list-style-type: none"> Investigate shape/contours of melody by exploring pitches and rhythms in songs and music, and arranging pitches and rhythms in own compositions.
	<ul style="list-style-type: none"> Sing partner songs and experiment with layering two or more pitches to create harmony.
	<ul style="list-style-type: none"> Investigate and analyze the arrangement of ascending and descending pitch patterns/scales.
	<ul style="list-style-type: none"> Classify and distinguish between various instruments and their sound characteristics.

Create visual artworks that express own ideas and draw on sources of inspiration from Saskatchewan.	<input type="checkbox"/> Pose questions about Saskatchewan and determine ways to investigate the questions individually and/or collectively through visual art (e.g., How could we use the land or geography of Saskatchewan, or our neighbourhood, as inspiration for our art work? Where will we find our research information? How have other artists represented similar ideas?).
	<input type="checkbox"/> Collaborate with other students to plan, document, and share the results of the visual art inquiry (e.g., portfolios of works in progress, photographs, art exhibitions).
	<input type="checkbox"/> Use research, including guided Internet searches, as part of the inquiry process.
	<input type="checkbox"/> Discuss how artists are often influenced by cultural and artistic traditions, and consider incorporating heritage or artistic conventions in own work.
	<input type="checkbox"/> Create the illusion of three dimensions through drawing observations of the Saskatchewan environment.
	<input type="checkbox"/> Describe various sources of ideas for visual art such as memory, research, observation, feelings, or imagination.
	<input type="checkbox"/> Record ideas for visual art to use as research and inspiration for own work (e.g., visual journals, sketchbooks, learning logs, scanning favourite images on the computer).
	<input type="checkbox"/> Recognize accidental discoveries in own work and put them to use, where appropriate.
	<input type="checkbox"/> Discuss how own art works express ideas about self and Saskatchewan in unique ways, and describe how problem solving and personal reflection are important parts of the creative process.
Create artworks using a variety of visual art concepts (e.g., organic shapes), forms (e.g., kinetic	<input type="checkbox"/> Demonstrate imaginative use of the elements of art including line, colour, texture, shape, form, and space.

sculpture, mural), and media (e.g., wood, wire, and found objects).	<input type="checkbox"/> Recognize complementary colours as being opposite each other on the colour wheel.
	<input type="checkbox"/> Recognize analogous colours as those that share a common hue.
	<input type="checkbox"/> Create many different textures within various classifications (e.g., rough, smooth).
	<input type="checkbox"/> Identify and use geometric and organic shapes and forms; symmetrical and asymmetrical shapes and forms.
	<input type="checkbox"/> Investigate the use and effects of formal and informal patterns, and create patterns through techniques such as repetition.
	<input type="checkbox"/> Demonstrate the ability to perceive visual details, and include details to enhance depictions of plants, animals, people, and objects.
	<input type="checkbox"/> Apply knowledge of size relationships in own drawings.
	<input type="checkbox"/> Investigate how the illusion of three dimensions is created through drawing.
	<input type="checkbox"/> Use contour lines to draw people, animals, and objects.
	<input type="checkbox"/> Demonstrate understanding that overlapping objects is a way to show their placement in space.
	<input type="checkbox"/> Analyze and reflect on own decision making about methods and materials.
	<input type="checkbox"/> Expand skills and abilities in using various visual art tools and materials.

Critical/Responsive

Outcome	Achievement Indicators
Analyze how dance, drama, music, and visual art works represent unique ideas and perspectives.	<input type="checkbox"/> Discuss a variety of arts expressions comparing similarities (e.g., similar styles from specific movements or eras) and unique characteristics (e.g., individual artist's style or perspective).
	<input type="checkbox"/> Analyze and describe how various arts elements and techniques are applied in own and others' arts expressions.
	<input type="checkbox"/> Evaluate how arts expressions reflect and affect the daily lives of people (e.g., graphic designs, cultural events, popular music, music videos, drama and films, architecture) and apply this understanding in own work.
Respond thoughtfully to a variety of contemporary Saskatchewan arts expressions.	<input type="checkbox"/> Demonstrate critical and creative thinking when responding to dance, drama, music, and visual art expressions.
	<input type="checkbox"/> Express personal responses in various ways (e.g., written critique, using presentation software, through own arts expressions).
	<input type="checkbox"/> Describe why it is important to support opinions of arts expressions with reasons related to the work itself.
	<input type="checkbox"/> Assess the role and influence of the arts (including mass media and popular culture) in own daily lives and communities.

Cultural/Historical

Outcome	Achievement Indicators
Investigate and share discoveries about the arts in Saskatchewan through collaborative inquiry.	<input type="checkbox"/> Ask questions about Saskatchewan arts expressions to initiate, develop, and document inquiry learning.
	<input type="checkbox"/> Research, using the Internet and other methods, and report on the careers and contributions of Saskatchewan artists.
	<input type="checkbox"/> Practise and perform music and dances of various styles and cultural groups represented in Saskatchewan, and discuss what the work tells about the cultural heritages of Saskatchewan people.
	<input type="checkbox"/> Describe how the arts tell something about the society in which they are created.
	<input type="checkbox"/> Research and discuss why people become involved with artistic

	production in their own community.
Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists.	<input type="checkbox"/> Demonstrate awareness that arts expressions (e.g., drum groups, birchbark biting, beadwork, powwow dances, quilts, storytelling) from different First Nations often have strong foundations in traditional lifestyles and worldviews.
	<input type="checkbox"/> Investigate, analyze, and describe features (e.g., media, techniques, use of symbols and imagery) of traditional and evolving First Nations and Métis arts expressions.
	<input type="checkbox"/> Discuss the effects that unfulfilled treaty promises had, and continue to have, upon arts expressions and daily lives of First Nations people (e.g., respond to work of First Nations artists whose arts expressions reflect these issues).

Physical Education

Active Living

Outcome	Achievement Indicators
Make decisions about and apply, with guidance, strategies (including fitness appraisals) and principles related to fitness improvement to determine own level of health-related fitness (cardiovascular endurance, flexibility, muscular endurance, and muscular strength) and to positively affect own level of health-related fitness.	<input type="checkbox"/> Engage, on a consistent basis, in a variety of individual and group activities that support health-related fitness and that support perceptions of physical activity as being fun (e.g., games that require moderate to vigorous movement, dance, relay races, cross-country skiing, aerobics, lead-up games, cooperative games)
	<input type="checkbox"/> Research and report on the recommended level of activity required in order to achieve and maintain personal fitness using resources such as the Canada Physical Activity Guide for Children.
	<input type="checkbox"/> Use resources (e.g., Fitnessgrams, Activitygrams) and other supports to appraise health-related components of fitness.
	<input type="checkbox"/> Determine own performance level for health-related components of fitness using simple appraisals that are specific to cardiovascular endurance, muscular endurance, and flexibility (e.g., eight minute run, pedometer counts, flexed arm hang, push-ups, sit and reach).
	<input type="checkbox"/> Determine own performance level for health-related components of fitness using simple appraisals that are specific to cardiovascular endurance, muscular endurance, and flexibility (e.g., eight minute run, pedometer counts, flexed arm hang, push-ups, sit and reach).
	<input type="checkbox"/> Monitor, throughout the year, and record (e.g., charts, journal, portfolio, Fitnessgrams program) personal performance on fitness appraisals.

	<ul style="list-style-type: none"> □ Discuss the reason for health-related fitness standards (e.g., Fitnessgrams healthy fitness zones) that focus on cardiovascular endurance, muscular endurance, and flexibility, and correctly associate the connection between these and overall physical fitness and personal well-being.
	<ul style="list-style-type: none"> □ Discuss the reason for health-related fitness standards (e.g., Fitnessgrams healthy fitness zones) that focus on cardiovascular endurance, muscular endurance, and flexibility, and correctly associate the connection between these and overall physical fitness and personal well-being.
	<ul style="list-style-type: none"> □ Engage in fitness sequences, such as circuits, that include cardiovascular endurance, muscular endurance, and flexibility exercises.
	<ul style="list-style-type: none"> □ Identify, implement, and monitor personal changes that can be made in daily levels of participation in movement activities after determining how much personal time is spent in active and sedentary activity for a set period of time (e.g., daily, weekly).
	<ul style="list-style-type: none"> □ Create and implement, with guidance, a class plan to improve cardiovascular fitness that follows the principles of F.I.T.T. (Frequency – at least every 48 hours, Intensity – gets the heart rate up, Type – cardiovascular activity, Time – at least 10 consecutive minutes) and encourages everyone to be active, both in and out of school (e.g., class walk at recess, class dance for 8 minutes every other day).
Demonstrate an understanding of the body systems (circulatory, respiratory, and muscular) that are directly related to, and affected by, the development of the health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition).	<ul style="list-style-type: none"> □ Describe the location, size, and function of the heart (e.g., in the chest area, about the size of a fist, a muscle that pumps blood which carries oxygen through arteries to the body parts).
	<ul style="list-style-type: none"> □ Describe the location and function of the lungs (e.g., two in the chest area, breathe in oxygen and breathe out carbon dioxide) and the role of the skeletal muscles (e.g., responsible for movement and structural support) in the human body.

	<ul style="list-style-type: none"> □ Explain short-term and long-term effects of different types of exercise/physical activity on the body systems (e.g., cardiovascular endurance exercise – short term: increases heart rate, increases blood flow, increases breathing rate; long term: stronger heart which beats less, greater lung capacity).
	<ul style="list-style-type: none"> □ Explain the difference and the connection between muscular endurance activities/exercises and muscular strength activities/exercises.
	<ul style="list-style-type: none"> □ Recognize that movement activities that require repeated high demands being placed on the joints, such as lifting heavy weights, are not appropriate for growing bodies and should be avoided until the body muscles are more fully developed, but that simple daily tasks (e.g., carry the groceries home from the store) and lifting light weight in a supervised environment is appropriate.
	<ul style="list-style-type: none"> □ Discuss the importance and incorporate the use of light activity and stretching as part of a cool-down following a vigorous activity (e.g., decrease blood flow and body temperature gradually, loosen the muscles).
	<ul style="list-style-type: none"> □ Demonstrate, through verbal explanations and/or visual representations, how exercise helps decrease body fat and increase muscle, that fat and muscle are two different components of the body, and that you cannot turn one into the other.
Select and apply performance cues to refine and combine locomotor skills into increasingly complex movement skills as applicable to lead-up games and body management activities including dance and educational gymnastics, and others such as yoga, skipping, aerobics, martial arts, and track and field.	<ul style="list-style-type: none"> □ Use the performance cues language of locomotor movement (e.g., limbs in opposition, align body, transfer weight, absorb impact) while practising the complex skills.
	<ul style="list-style-type: none"> □ Explain why it is beneficial (supports ability to perform the specific skill and this will be used to perform more complex skills) to know the language of locomotor performance and the meaning behind that language (how it is performed and how it is different from the other locomotor skills).

	<input type="checkbox"/> Explain why it is beneficial (supports ability to perform the specific skill and this will be used to perform more complex skills) to know the language of locomotor performance and the meaning behind that language (how it is performed and how it is different from the other locomotor skills).
	<input type="checkbox"/> Avoid stationary objects and dodge moving classmates, while moving through general space (e.g., obstacle courses, tag games).
	<input type="checkbox"/> Combine locomotor skills, with guidance, to develop complex skills for long jump, triple jump, and high jump.
	<input type="checkbox"/> Create and perform skipping routines, individually or with partners, which combine a variety of locomotor skills.
	<input type="checkbox"/> Roll forward and rise into a balanced position (e.g., stork stance) and hold for a least five seconds.
	<input type="checkbox"/> Roll safely (forward, sideways) to absorb impact after "falling" (e.g., from a raised object, after being "tripped" or "knocked over").
	<input type="checkbox"/> Roll on hands (e.g., cartwheel – hand, hand, foot, foot pattern moving on a straight line, taking weight on hands in a controlled way).
	<input type="checkbox"/> Combine and perform a variety of sequences including five to six locomotor skills (e.g., walking, running, jumping forward, jumping sideways, jumping backward, landing, hopping, skipping, galloping, leaping, sliding, rolling forward, and rolling sideways).
	<input type="checkbox"/> Demonstrate the proper footwork and locomotor skill for specific skill movements (e.g., run towards and take-off of one foot to jump into a sand pit, three-step delivery in bowling, sliding sideways to pick up a grounder in softball) and try to use these in lead-up games and fun competitions.
	<input type="checkbox"/> Perform memorized dance steps, such as promenade, skip, swing, and do-si-do.

	<input type="checkbox"/> Travel quickly and efficiently through obstacle courses that require traveling over, under, through, and around objects while moving forward, backward, and sideways.
	<input type="checkbox"/> Perform a series of aerobic (cardiovascular) movements in time to music, maintaining a rhythm, for a sustained period of time.
	<input type="checkbox"/> Perform group dance sequences that involve rhythmical movement and combine locomotor skills as well as jumping and landing skills in repeated patterns (e.g., hip hop dance, square dance, bunny 'hop' – which technically is not a "hop").
	<input type="checkbox"/> Create, perform, and teach a simple dance such as a line dance or a hip hop dance that includes a variety of given movement variables (e.g., includes three different pathways, such as forward, sideways, and zig-zag).
<p>Apply, with guidance, how to skillfully perform locomotor skills while participating in movement activities, including at a:</p> <p>utilization level of skill when:</p> <p>rolling backward.</p>	<input type="checkbox"/> Roll backward two consecutive times staying tight and trying to end on feet.
	<input type="checkbox"/> Roll backward at varying speeds while keeping body tight and trying to end on feet.
	<input type="checkbox"/> Combine rolling backward in a sequence with at least one other skill such as jumping backward off a slightly raised object (e.g., crate, bench, fitness step).
	<input type="checkbox"/> Roll backward safely (forward, sideways) to absorb impact after "falling" (e.g., from a raised object, after being "tripped" or "knocked over").
<p>Select and apply performance cues to combine and refine non-locomotor skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> balancing <input type="checkbox"/> jumping and landing on the spot on feet and hands <input type="checkbox"/> rotating on the spot <p>into increasingly complex movement skills while participating in body management activities</p>	<input type="checkbox"/> Use the performance cues language of non-locomotor movement (e.g., widen base of support, lower centre of gravity, absorb impact) while practising the complex non-locomotor skills.
	<input type="checkbox"/> Explain why it is beneficial to know the performance language of non-locomotor skills (e.g., balance, stability, centre of gravity, static) and the meaning behind that language.
	<input type="checkbox"/> Balance on head and hands with knees on elbows in a three-point stance.

(including dance and educational gymnastics, as well as others such as yoga, skipping, aerobics, martial arts, and track and field).	<input type="checkbox"/> Experiment with, and draw conclusions about, the physical adjustments needed and the stability of a variety of bases of support (e.g., two feet close together versus two feet wide apart; one hand and two feet versus two hands and one foot).
	<input type="checkbox"/> Create and perform a variety of balances and supports with a partner in which each partner is partially supporting the weight of the other person.
	<input type="checkbox"/> Practise and perform balance positions associated with a variety of body management activities (e.g., ballet, yoga, educational gymnastics).
	<input type="checkbox"/> Perform a sequence of balances, holding positions in time to a rhythmical pattern.
	<input type="checkbox"/> Land on hands by falling forward from a standing position onto raised objects (e.g., stacked mats, crash mat).
	<input type="checkbox"/> Jump off raised objects (e.g., beams, benches, stairs, stacked mats), rotating in the air (e.g., half turn clockwise, quarter turn counterclockwise), and landing (e.g., on one foot, on two feet) in control.
	<input type="checkbox"/> Jump over a self-turned rope that is rotating forward, varying movements and landings (e.g., two foot take-off, one foot take-off, two-foot landing, one foot landing, twisting, bending, feet wide apart).
	<input type="checkbox"/> Jump over a self-turned rope that is rotating forward, varying movements and landings in time to a rhythmical beat.
	<input type="checkbox"/> Spring onto a variety of slightly raised objects (e.g., balance beams, benches, crates), landing in control and maintaining balance.
	<input type="checkbox"/> Balance on different body parts (e.g., one foot, one foot and one hand, knees only) and equipment (e.g., beams, benches, balls), demonstrating control and various body shapes (wide, narrow, round, twisted, angular).

	<ul style="list-style-type: none"> □ Create and demonstrate statues or structures, in groups of three or four, holding static positions, while in compression (pushing against each other) or tension (pulling away from each other), using different body parts.
<p>Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a utilization level of skill when:</p> <ul style="list-style-type: none"> □ hand dribbling □ foot dribbling □ striking objects with hands and/or short-handled implements (racquets and paddles) <p>control level of skill when:</p> <ul style="list-style-type: none"> □ volleying (to send an object in the air before it comes to rest) □ striking objects with long-handled implements (bats, golf clubs, hockey sticks) □ progressing towards-control level of skill when: punting. 	<ul style="list-style-type: none"> □ Use performance words (e.g., "hips at 90 degrees to target", "backswing", "transfer weight") to demonstrate understanding of performance cues associated with skillful sending and receiving of objects.
	<ul style="list-style-type: none"> □ Say performance cues (think-aloud) while volleying, striking objects with long-handled implements, and punting.
	<ul style="list-style-type: none"> □ Describe how the body will move when in control of volleying and striking objects with long-handled implements skillfully and safely.
	<ul style="list-style-type: none"> □ Dribble with one hand a given number of times, then switch to dribble with the other hand the same number of times, without losing control of the ball.
	<ul style="list-style-type: none"> □ Dribble with one hand, and then the other, varying the height of the dribble without stopping the dribble (e.g., low level bouncing - to knee height, medium level bouncing - between knee and waist height, high level bouncing - up to waist height).
	<ul style="list-style-type: none"> □ Dribble with hands (one at a time) and feet to move through general space, starting and stopping on signal, without losing control of the ball.
	<ul style="list-style-type: none"> □ Dribble with hands (one at a time) and feet around objects, covering general space.
	<ul style="list-style-type: none"> □ Strike a ball (e.g., beach ball, playground ball, soft-touch volleyball) accurately at targets, with each hand separately, varying force, point of contact, and body positions (e.g., underhand, overhand).
	<ul style="list-style-type: none"> □ Volley a ball (e.g., beach ball, nerf ball, soft-touch volleyball) continuously upwards using various body parts (e.g., knee, foot, hand) moving feet quickly to be in position behind and/or under the ball, keeping the striking surface as flat as possible, extending upward as soon as contact is made.

	<ul style="list-style-type: none"> □ Volley a ball (that is gently tossed by another person such as an older student) with two hands by moving body to get into position to receive the ball at forehead height; balancing body weight with one foot slightly ahead of the other, with hips, feet, and shoulders facing the target, knees bent; holding hands above the forehead with fingers rounded and thumbs towards the eyes, and elbows slightly bent; contacting the ball above the forehead with pads of all 10 fingers with hands strong but relaxed; passing the ball by generating movement through the entire body, starting at the feet, to knees, hips, torso, arms, and then hands; transferring weight forward; extending arms fully in a follow-through that goes up and towards the target.
	<ul style="list-style-type: none"> □ Strike self-dropped shuttlecocks (badminton birdie) and balls using long-handled racquets by starting with the racquet extended behind the hip, stepping forward with the opposite foot to racquet hand, swinging racquet forward watching object at all times, slanting racquet slightly upward, making contact slightly in front of the body, and following through towards a target.

Strike stationary objects (e.g., sponge balls, whiffle balls, sponge pucks, felt rings) with long-handled implements (e.g., bats, golf clubs, floor hockey sticks) to a target by:

- (sidearm – bat) gripping the bat close to its base, with hands close together, knuckles of both hands lined up, and wrists firm, standing in a ready position with feet shoulder width apart, knees slightly bent, and hips at a 90 degree angle to target; pulling bat back with elbows high; stepping forward with front foot; focusing eyes on the ball through the entire swing; rotating hips, trunk, and arms quickly forward, pushing arms on a horizontal plane; contacting the ball, and snapping the wrists forward immediately after contact
- (underhand – golf club) gripping the club with a comfortable grip (e.g., interlocking, overlapping, or "baseball" grip); standing in a ready position with feet shoulder width apart, knees slightly bent and hips at a 90 degree angle to target; focusing eyes on the ball through entire swing; swinging arms back and upward with front arm remaining firm at the top of the backswing and wrists bending up and back; shifting weight to back foot at top of backswing while keeping knees bent, rotating hips and trunk away from the ball; shifting weight forward, rotating hips and spine forward as downward swing begins; upon contact, keeping front arm straight and releasing the bend in the back arm and wrist, as the arms follow through towards target
- (underhand – with a floor hockey stick to pass to a partner) gripping the stick with a firm grip, hands apart with hand opposite to forward hip lower on the stick; standing in a ready position with feet shoulder width apart, knees slightly bent and hips at a 90 degree angle to target; starting puck near back foot; shifting weight from back foot to front foot; moving arms forward while focusing eyes on the target; keeping stick in contact with the puck as long as possible and following through towards partner.

	<input type="checkbox"/> Practice punting a ball in a forward and upward direction by dropping (not tossing) a lightweight ball to the floor (ground), letting it bounce once and then kicking it while it is in the air.
	<input type="checkbox"/> Explore punting, a dropped lightweight ball, with various parts of the foot (e.g., top of foot, toes), both before and after it bounces.
<p>Select and apply performance cues to combine and refine manipulative (sending, receiving, and accompanying objects) skills in increasingly complex movement activities such as lead-up games, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> throwing <input type="checkbox"/> catching (gathering, collecting) <input type="checkbox"/> kicking. 	<input type="checkbox"/> Demonstrate skillful moving of objects in a variety of skill development movement activities such as juggling scarves and beanbags, hot potato, keep-away, cup-stacking, and hacky-sack.
	<input type="checkbox"/> Throw and catch small soft balls using extensions (e.g., soft lacrosse sticks, scoops) from both stationary and moving positions.
	<input type="checkbox"/> Throw a ball at a target as a stationary opponent tries to block or deflect the throw.
	<input type="checkbox"/> Throw and catch a variety of balls (e.g., football, basketball, softball), from a stationary and moving position, to and from partners who are both stationary and moving.
	<input type="checkbox"/> Practise shooting at baskets using lightweight balls (e.g., sponge balls, soft-touch balls) keeping eyes focused on the goal, feet shoulder width apart with "shooting foot" forward and elbows close to the body; bending knees, placing shooting hand on the back of and slightly under the ball and non-shooting hand on the side of the ball with fingers, not palms, touching the ball; pushing ball upward towards the basket while extending legs; reaching hand up and "over" the rim.
	<input type="checkbox"/> Kick a stationary ball to a stationary target and a moving target, such as a partner, by approaching the ball from various angles and making contact with the inside and outside of the foot alternately.
	<input type="checkbox"/> Kick a moving ball at a net that is being defended by a goalie.
	<input type="checkbox"/> Trap and/or deflect balls sent by others.

Refine the application of movement variables, movement concepts, and performance cues to improve personal performance and to provide feedback to others.	<input type="checkbox"/> Demonstrate an understanding of how to vary performance, as indicated by the teacher (e.g., throw the ball over a classmate, to a classmate as quickly as possible), by making performance adjustments to affect trajectory, force, and speed.
	<input type="checkbox"/> Demonstrate an understanding of "athletic position" (e.g., lower body level, wide base of support, weight on balls of feet, hands up and in front of body, elbows close to body) and apply this understanding to the preparation stage for a variety of movements (e.g., serve reception, individual defensive play).
	<input type="checkbox"/> Apply variables of space and concept of "open space" to move effectively through groups of students while performing both offensive and defensive movements involving specific motor skills used in games.
	<input type="checkbox"/> Propose changes (e.g., transfer weight, follow through towards the target, backswing arms) to improve the performance of specified movement skills.
	<input type="checkbox"/> Provide feedback to peers on performance of complex movement skills (e.g., shooting, by throwing, kicking, or striking, at a target such as a net, while on the move).
	<input type="checkbox"/> Create and use performance cues checklists for given complex movement skills
	<input type="checkbox"/> Say performance cues (think-aloud) while performing movement skills to support skillful performance.
	<input type="checkbox"/> Develop behaviours of positive self-talk while practising and performing movement skills.
	<input type="checkbox"/> Analyze group performance of cooperative skills (e.g., creating group statues) based on given or class-created performance criteria and provide feedback for improvement of performance.
refine selected movement skills, tactics, and strategies while participating in: <input type="checkbox"/> low-organizational, inventive, and cooperative games (e.g., tag games, relay race,	<input type="checkbox"/> Identify the main intention of net/wall games (to send a ball back to the opponent so that the opponent is unable to return it) and suggest how this affects strategies used.

<ul style="list-style-type: none"> prisoner's base) □ small-sided and lead-up target games (e.g., bowling, curling, golf, bocce ball) □ small-sided and lead-up striking/fielding games (e.g., long ball, kick ball, softball) □ small-sided and lead-up invasion/territorial games (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, and soft lacrosse) □ alternate environment activities (e.g., hiking, aquatics, skating, snowshoeing, orienteering, cross-country skiing, tobogganing, cycling, tracking). 	<ul style="list-style-type: none"> □ Incorporate appropriate movement skills and strategies into lead-up game play (e.g., three-on-three balloon volleyball, 'passing-only' three-on-three basketball).
	<ul style="list-style-type: none"> □ Distinguish between appropriate offensive tactics (e.g., placing ball farthest away from opponents, quickest and most effective way to move a ball as a team) and defensive tactics (e.g., moving to cover the open spaces, anticipating opponent's ball placement) to be used in various games.
	<ul style="list-style-type: none"> □ Apply the beginning individual offensive and defensive skills such as blocking, shielding, protecting, as well as spatial orientation while participating in low-organizational and lead-up games.
	<ul style="list-style-type: none"> □ Create, as a class and with guidance, a checklist of effective game and team tactics and strategies to use in specified games (e.g., placement of the ball on opponent's side of the net in a pickleball game), view classmates performing in a game situation, and provide feedback on the use of the strategies based on the checklist.
	<ul style="list-style-type: none"> □ Plan and implement, cooperatively in pairs or groups, individual and team offensive and defensive skills and tactics for given situations while participating in a variety of invasion/territorial lead-up games (e.g., two-on-two no dribble "keep-away", two-on-one "person-in-the-middle") and striking/fielding games (e.g., one-on-one kickball-at-the wall, one-on-two T-ball "bat where they are not").
	<ul style="list-style-type: none"> □ Participate in a variety of alternate environment activities focusing on enhancing understanding and skill (e.g., follow a map to find various points, locations, or objects in an open area such as the school yard, a park, or a field; cross-country ski, setting goals to increase personal speed over a given distance; play 'team kick-the-can' in the snow to strategize and practise tracking skills).

	<input type="checkbox"/> Participate in lead-up (e.g., two-on-two, three-on-three) net/wall games following class-created and/or teacher-given rules that will influence tactics used (e.g., two contact balloon ball in a designated space, designated passing pattern in two-on-two pickleball).
	<input type="checkbox"/> Demonstrate an understanding of how to deliver an object such as a curling rock or bocce ball.
	<input type="checkbox"/> Demonstrate how to vary the weight of the delivery of objects used in target games such as curling, bowling, bocce ball, and class-created target-type games.
	<input type="checkbox"/> Practise striking objects as appropriate for game specific skills (e.g., golf stroke, softball batting, tennis serve, floor hockey snap shot).
Apply tactics, strategies, and rules necessary for safe and inclusive involvement in movement activities, including but not limited to co-operative and competitive lead-up games as well as alternate environment activities, when alone and with others.	<input type="checkbox"/> Solve problems cooperatively and respectfully with group members while participating in a variety of indoor and outdoor movement activities (e.g., scavenger hunts, relay races, capture the flag).
	<input type="checkbox"/> Work productively and respectfully with others in achieving a common group goal while participating in movement activities.
	<input type="checkbox"/> Work towards positive solutions in resolving disagreements that occur while participating in cooperative and competitive games.
	<input type="checkbox"/> Demonstrate correct and respectful application of rules and procedures when participating in a variety of games and alternate environment activities.
	<input type="checkbox"/> Express insights into why games have boundaries, time rules, and other restrictions, and how a game might change by varying one or more of these restrictions.
	<input type="checkbox"/> Create and implement tactics, strategies, and rules for cooperative and competitive lead-up games that support the well-being of self and others (e.g., increase the level of cardiovascular challenge, decrease the risk factors, maximize opportunities for all to play).

	<input type="checkbox"/> Demonstrate inclusiveness while participating in movement activities by ensuring that all classmates have the opportunity to use equipment and to take leadership roles.
	<input type="checkbox"/> Propose and implement modifications to strategies and rules used in games and alternate environment activities to enhance the inclusiveness of the activity (e.g., for people in wheelchairs, for people who are hearing impaired).
	<input type="checkbox"/> Identify factors associated with risk taking and what must be considered before trying a new activity or skill.
	<input type="checkbox"/> Express insights in response to questions such as "Should everyone have an opportunity to lead and/or make decisions that will affect others?" and "Who should make sure that we are safe from risks?".
Incorporate safe practices (e.g., warm-up, cool-down, safe stretching, protective responses, proper attire, well-maintained equipment) for the prevention of injury and investigate basic first aid associated with care of illness and injury resulting from participation in movement activities both in and out of physical education class.	<input type="checkbox"/> Determine what should be included in a basic first aid kit for given movement activity situations (e.g., day hike, soccer game, boating/fishing trip).
	<input type="checkbox"/> Describe ways to adapt to outdoor conditions in any season including ways to prevent hyperthermia (heat stroke or sunstroke), hypothermia (extreme cold), sunburns, and frostbite.
	<input type="checkbox"/> Demonstrate and practise safe techniques for lifting heavy objects and for responding to unplanned falls (e.g., tripping, falling off a bike).
	<input type="checkbox"/> Explain the difference between safe stretching and strengthening exercises and those that are unsafe (e.g., bouncing or pulsing muscles when stretching can damage the muscles, locking a joint severely strains the ligaments and cartilage).
	<input type="checkbox"/> Analyze and attend to role-played injuries, individually or in teams.
	<input type="checkbox"/> Recognize and practise safe movements while performing common exercises (e.g., curl ups, neck rotations, back bends or bridges, knee bends) and identify unsafe movements.

	<ul style="list-style-type: none"> □ Identify potential hazards in a variety of movement activity environments, including in the gymnasium and on the playground, and make recommendations for improvements related to safety.
Create and apply a personal understanding of what it means to be a positive, inclusive team member who makes a commitment towards showing team spirit and the ideals of fair play.	<ul style="list-style-type: none"> □ Highlight positive aspects of peer and self-performance in both cooperative and competitive group movement activities.
	<ul style="list-style-type: none"> □ Identify and demonstrate the skills needed for effective teamwork (e.g., listening actively, questioning for clarity, paraphrasing, verbalizing own movement and thoughts).
	<ul style="list-style-type: none"> □ Explain how teamwork and decision-making skills gained from participating in movement activities are important life skills.
	<ul style="list-style-type: none"> □ Reflect on own use of courtesy behaviours (e.g., remaining quiet when classmate is delivering a curling rock), complimentary behaviours (e.g., congratulating an opponent on making a good shot), and inclusive language (e.g., saying "one-on-one" instead of "man-to-man") when participating in both cooperative and competitive movement activities.
	<ul style="list-style-type: none"> □ Propose and practise personal strategies for enhancing own demonstration of team spirit and fair play.
	<ul style="list-style-type: none"> □ Explain what stereotyping means and the emotional, spiritual, and physical damage and risks associated with sports and fitness stereotypes (e.g., girls are not strong; jocks are not smart; boys do not dance).
	<ul style="list-style-type: none"> □ Demonstrate an appreciation for diversity and a personal responsibility for demonstrating acceptance of everyone while participating in both cooperative and competitive movement activities (e.g., willingness to play and work with all others, acceptance of individual differences, motivation to contribute, dealing with rejection).
	<ul style="list-style-type: none"> □ Represent what team spirit looks like, sounds like, and feels like.

	<input type="checkbox"/> Represent an understanding of fair play ideals which include respect for rules, officials, and opponents, self-control, and equitable playing time.
	<input type="checkbox"/> Evaluate own level of responsibility and commitment towards playing fairly and showing team spirit.
	<input type="checkbox"/> Express insights in response to questions such as "Is it ever appropriate to 'bend the rules' when competing in sport?", and "How can participation in competitive movement activities prepare us for other challenges in life?".
Examine and communicate the contributions, both historically and currently, that the First Nations and Métis, as well as other cultures of our province, have made to the development of games, sports, and other movement activities.	<input type="checkbox"/> Tell a story (write, speak, represent, perform) about the origin and history of games (e.g., snowsnakes, moose ball), sports (e.g. double ball, lacrosse), and other movement activities that originated with the First Nations and Métis culture.
	<input type="checkbox"/> Explain cultural origins of various movement activities that are connected to different cultures located in own geographical area of the province (e.g., yoga and martial arts from the Asian culture, curling and golf from the Scottish culture, Sepak Takraw from the Malaysian culture).
	<input type="checkbox"/> Identify cultural origins of a variety of movement activities participated in throughout the year.

Health Education

Understanding, Skills and Confidences

Outcome	Achievement Indicators
Assess what healthy eating and physical activity mean for pre/adolescence.	<input type="checkbox"/> Examine personal, past, and present knowledge about healthy eating and physical activity (e.g., exercise as important to health, trends such as jogging and home gyms, females and exercise/sports).
	<input type="checkbox"/> Investigate personal, family, community, and cultural factors that influence healthy eating (e.g., time, serving size, cultural food practices and values, water consumption, access to healthy foods).
	<input type="checkbox"/> Discuss factors of healthy eating over which one has control (e.g., drinking more water).
	<input type="checkbox"/> Explain the importance of particular eating practices, including drinking water as a thirst quencher and eating breakfast.
	<input type="checkbox"/> Demonstrate an understanding of healthy food choices (e.g., analyze nutritional values of particular foods) and serving sizes that support good health (see Canada's Food Guide).
	<input type="checkbox"/> Investigate personal, family, community, and cultural factors that influence physical activity (e.g., time, cultural practices and values, access, safety).
	<input type="checkbox"/> Review the health benefits of regular physical activity and the health risks of inactivity for pre/adolescence.
	<input type="checkbox"/> Investigate peer norms and popular trends related to healthy eating and physical activity.
	<input type="checkbox"/> Explore the consequences (both positive and negative) of following or resisting peer norms and/or popular trends related to eating and physical activity.
	<input type="checkbox"/> Investigate the physical activity opportunities in the community that benefit and/or challenge mental, socio-emotional, and spiritual well-being for pre/adolescence (e.g., develop personal gifts, and potential).

	<ul style="list-style-type: none"> □ Investigate the physical activity opportunities in the community that benefit and/or challenge mental, socio-emotional, and spiritual well-being for pre/adolescence (e.g., develop personal gifts, and potential).
<p>Illustrate how both traditional healing (including First Nations and Métis practices) and current Western medical advances have influenced the prevention and/or management of past and present health challenges (including mental health/illness, HIV/AIDS, Hepatitis C, diabetes).</p>	<ul style="list-style-type: none"> □ Investigate and distinguish points of view expressed about health opportunities and challenges, both past and present (e.g., management of illness/disease, tobacco legislation, obesity).
	<ul style="list-style-type: none"> □ Categorize and compare a variety of health challenges as short-term/long-term (e.g., depression) and as serious/not serious (e.g., HIV/AIDS).
	<ul style="list-style-type: none"> □ Explain how the mind, body, and spirit may be affected by health challenges (e.g., irritability, fatigue, motivation, depression).
	<ul style="list-style-type: none"> □ Examine historical (including First Nations and Métis healing practices), contemporary (including technological), and complementary practices (e.g., inclusion of healing circles and sweat lodges along with counselling in the treatment of mental illness) for preventing/managing health challenges (including mental health/illness, HIV/AIDS, Hepatitis C, diabetes).
	<ul style="list-style-type: none"> □ Examine basic costs to society when threats to health (i.e., mind, body, and spirit) are not prevented/managed.
	<ul style="list-style-type: none"> □ Investigate the changes in practices (e.g., use of new plants in medications to replace those no longer available, use of technology) to prevent or manage health challenges.
<p>Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships.</p>	<ul style="list-style-type: none"> □ Examine strategies to reduce the prevalence and the impact of potential current health challenges (e.g., immunity to antibiotics, pandemics, obesity, HIV/AIDS).
	<ul style="list-style-type: none"> □ Compare qualities of healthy and unhealthy relationships and determine the connections of these relationships to a healthy mind, body, and spirit.
	<ul style="list-style-type: none"> □ Describe and recommend healthy behaviours, including positive communication skills for getting along with others in play and competitive situations (e.g., an appreciation of silence as an opportunity to reflect and refrain from "jumping in", analyzing and criticizing ideas and not the people offering them).

	<input type="checkbox"/> Recognize how various factors, including peer pressure, communication strategies, and assumptions affect relationships.
	<input type="checkbox"/> Suggest alternatives when play is not enjoyable (e.g., join another play activity, negotiate changes to the play).
	<input type="checkbox"/> Determine healthy ways to relate to peers not in a personal circle of friends (e.g., listen and ask questions, give compliments).
	<input type="checkbox"/> Reflect on personal behaviours that might influence others to feel included and those that may cause feelings of rejection.
	<input type="checkbox"/> Practice the ability to calm self and discuss how it is important to remain calm in disagreements.
	<input type="checkbox"/> Represent what disagreements look like, sound like, and feel like.
	<input type="checkbox"/> Recognize that disagreements are part of healthy and unhealthy relationships.
	<input type="checkbox"/> Recognize and describe anger triggers for self and others (e.g., name calling, being reprimanded, broken promises).
	<input type="checkbox"/> Investigate how effectively/ineffectively negotiated disagreements affect relationships.
	<input type="checkbox"/> Examine how honouring and respecting other points of view, beliefs, and/or values does not mean one has to abandon one's own.
Determine basic personal responsibility for safety and protection in various environments/situations.	<input type="checkbox"/> Examine prior knowledge and new information related to safety (including cyber safety).
	<input type="checkbox"/> Explore critical safety needs (e.g., cyber, hunting, water, fire, biking) of self and others in the local community.
	<input type="checkbox"/> Investigate common personal and community activities/environments to identify those that involve greater safety risks
	<input type="checkbox"/> Examine cyber safety etiquette and related safety risks and strategies.
	<input type="checkbox"/> Discuss various safety rules and practices related to community safety needs.

	<input type="checkbox"/> Examine laws, behaviours, and community rules/regulations that are in place to minimize/prevent risks (e.g., smoke detectors, fire bans, life jackets, supervised computer use, non-smoking public places).
	<input type="checkbox"/> Review safety policies and/or plans (e.g., harassment, fire, tornado) for a variety of local environments (e.g., home, school, street).
	<input type="checkbox"/> Distinguish behaviours that may jeopardize people's safety and those that increase people's safety in a variety of situations (e.g., 'show-boating' vs. being careful, not/wearing personal protective equipment, not/making and following a plan, not/asking permission).
	<input type="checkbox"/> Share expectations for personal safety and protection in various environments/situations.
	<input type="checkbox"/> Examine one's responsibility to use electronic networks in an ethical and safe manner.
Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others.	<input type="checkbox"/> Observe and investigate ways that others define and value self, and learn ways to help others know one more fully and positively (e.g., ask questions, share stories, offer to help).
	<input type="checkbox"/> Investigate information and definitions of self-concept (i.e., thoughts one has about self), self-esteem (i.e., a feeling of pride in self), and self-determination (i.e., right to make own choices) to develop an understanding of identity
	<input type="checkbox"/> Examine "identity" as being related to how one "feels" on the inside and how one chooses to define self in relation to personal qualities, characteristics, and cultural definitions.
	<input type="checkbox"/> Communicate a personal understanding of identity.
	<input type="checkbox"/> Determine factors (e.g., personal attitudes, supportive environments, accomplishments, positive thinking, media stereotyping, culture, gender) that may influence one's identity.
	<input type="checkbox"/> Describe how self-concept is influenced by personal thoughts, self-esteem by personal feelings, and sense of self-determination by personal actions.
	<input type="checkbox"/> Describe examples of positive and negative peer influence on self-concept, self-esteem, and self-determination (e.g., feeling inadequate, confident/overconfident, fearful/fearless, limiting/reaching one's potential).

Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising).	<input type="checkbox"/> Develop and use respectful language to talk about stress (e.g., grief, loss, fear, expectations) and to describe the intensity of feelings (e.g., rating scale/thermometer of 1-10).
	<input type="checkbox"/> Communicate an informed personal understanding of stress (e.g., reaction of worry and/or pre-occupation).
	<input type="checkbox"/> Explore the responses one may experience as a result of stress (e.g., heart-rate increase, blushing, knots in stomach, butterflies in stomach, dry mouth, sleeplessness, loss of concentration).
	<input type="checkbox"/> Determine how and why people react differently to stress (e.g., cultural traditions, role models).
	<input type="checkbox"/> Recognize potentially stressful situations and examine possible reactions to the experience.
	<input type="checkbox"/> Analyze common coping strategies for managing stress.
	<input type="checkbox"/> Examine and discuss media portrayals of stressors such as divorce, death, and loss, and media portrayals of stress management strategies.
	<input type="checkbox"/> Describe strategies (e.g., writing in a journal, seeking guidance from a trusted adult/elder, talking with a friend, participating in cultural ceremonies, reading a book about grief) for managing stress (including divorce, death, and loss).

Decision Making

Outcome	Achievement Indicators
Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.	<input type="checkbox"/> Review factors that affect one's communication and personal responsibility when making decisions (e.g., sharing of limited resources).
	<input type="checkbox"/> Consider the purpose and consequences of communication in making decisions.
	<input type="checkbox"/> Investigate factors that have the greatest influence on personal responsibility.
	<input type="checkbox"/> Identify opportunities to demonstrate personal responsibility when making decisions.
	<input type="checkbox"/> Link personal health behaviours to potential health outcomes (e.g., inactivity and diabetes).
	<input type="checkbox"/> Illustrate how informed decision making is influenced by personal responsibility.

	<input type="checkbox"/> Compare examples that demonstrate personal responsibility and those that do not.
	<input type="checkbox"/> Evaluate the importance of silence and reflection when making informed decisions.

Action Planning

Outcome	Achievement Indicators
Design and apply, with guidance, two four-day action plans that require communication related to healthy eating and physical activity, prevention/ management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.	<input type="checkbox"/> Identify basic steps to design and carry out effective action plans (i.e., who, what, where, when, why, how).
	<input type="checkbox"/> Design and follow a brief outline of a plan, including a schedule.
	<input type="checkbox"/> Implement the action as outlined.
	<input type="checkbox"/> Document and reflect on implementation (e.g., What did I do well? What will I do differently next time? Did I effectively communicate my action?).

French

Section	Outcome
Culture 1	<ul style="list-style-type: none"> □ Compare elements of Francophone, First Nations and Métis cultures in Saskatchewan.
Communication Skill 1	<ul style="list-style-type: none"> □ Demonstrate understanding of oral French messages in a variety of single sentence statements, questions, courtesy requests, and instructions.
Communication Skill 2	<ul style="list-style-type: none"> □ Provide a variety of information through oral expression supported by occasional prompting.
Communication Skill 3	<ul style="list-style-type: none"> □ Demonstrate understanding of the main idea and some details of a simple French expository or procedural text on a familiar topic
Communication Skill 4	<ul style="list-style-type: none"> □ Produce a short and simple French text on a familiar topic based on a model
Language Knowledge 1	<p>Demonstrate acquisition of French language concepts related to themes, including:</p> <ul style="list-style-type: none"> □ numbers 1 to 69 □ statements and imperative sentences □ a range of -er verbs and -ir verbs □ adjectives □ prepositions of locations □ differences between various question types □ knowledge of key vocabulary words and phrases linked to themes
General Knowledge 1	<ul style="list-style-type: none"> □ Use listening or viewing strategies in semi-structured situations

General Knowledge 2	<input type="checkbox"/> Use speaking strategies in semi-structured situations
General Knowledge 3	<input type="checkbox"/> Use reading strategies for short texts in semi-structured situations
General Knowledge 4	<input type="checkbox"/> Implement steps of a shortened writing process in structured situations