



Summarized Outcomes across Areas of Study for Kindergarten to Grade 5

March 2011

Arts Education

K-12 Goals	Kindergarten Exploring Our World	Grade 1 Patterns	Grade 2 Community	Grade 3 Environment	Grade 4 Saskatchewan Voices	Grade 5 Pop Culture
Creative/Productive: Students will inquire, create, and communicate through dance, drama, music, and visual art.	Dance <ul style="list-style-type: none"> Express ideas through exploring elements of dance. 	Dance <ul style="list-style-type: none"> Create movements and movement patterns in response to stimuli. Create short dance phrases. 	Dance <ul style="list-style-type: none"> Create and connect dance phrases using ideas about community as stimuli. Create and connect dance phrases. 	Dance <ul style="list-style-type: none"> Generate alternatives and solutions in movement explorations using the environment as stimuli. Create dance phrases and sequences. 	Dance <ul style="list-style-type: none"> Create dance compositions that express ideas about Saskatchewan using collaborative inquiry and movement problem solving. Express ideas using the elements of dance. 	Dance <ul style="list-style-type: none"> Create dance compositions inspired by pop culture. Express own ideas using pop dance forms and styles, and apply the elements of dance.
	Drama <ul style="list-style-type: none"> Explore a variety of drama strategies. 	Drama <ul style="list-style-type: none"> Enter into the fiction provided by the drama. Use language, visual images, and other ways to represent ideas both in and out of role. 	Drama <ul style="list-style-type: none"> Adopt roles and collaborate with others in role within dramatic contexts, using community as inspiration. Contribute ideas when engaged in a variety of drama strategies. 	Drama <ul style="list-style-type: none"> Sustain roles in dramatic situations and accept/respond to others in role, using environment as inspiration. Use imagination, a variety of drama strategies, and reflection to further the drama. 	Drama <ul style="list-style-type: none"> Assume a range of roles and strategies in drama work, using Saskatchewan as inspiration. Contribute ideas when in and out of role, and further the development of the drama. 	Drama <ul style="list-style-type: none"> Demonstrate how various roles, strategies, and elements function within a drama. Create drama using pop culture as inspiration.
	Music <ul style="list-style-type: none"> Create sound compositions exploring the elements of music. 	Music <ul style="list-style-type: none"> Create music expressions and contribute to decisions about ideas, sounds, instruments, and order. Demonstrate understanding of patterns and elements of music. 	Music <ul style="list-style-type: none"> Create sound compositions using communities as inspiration. Create and perform music that expresses knowledge of form and elements. 	Music <ul style="list-style-type: none"> Demonstrate basic skills through voice, a variety of sound objects, and instruments using the environment as inspiration. Create and perform music (vocal and instrumental) that expresses elements and form. 	Music <ul style="list-style-type: none"> Demonstrate increased skills and abilities using voice and instruments and develop compositions using Saskatchewan as inspiration. Create and perform music (vocal and instrumental) that expresses elements and form. 	Music <ul style="list-style-type: none"> Demonstrate increased skills and abilities using voice and one or more instruments. Create sound compositions (vocal and instrumental) that draw inspiration from pop culture.

Arts Education (continued)

K-12 Goals	Kindergarten Exploring Our World	Grade 1 Patterns	Grade 2 Community	Grade 3 Environment	Grade 4 Saskatchewan Voices	Grade 5 Pop Culture
	<p>Visual Art</p> <ul style="list-style-type: none"> – Create art works that express own observations and ideas about the world. 	<p>Visual Art</p> <ul style="list-style-type: none"> – Investigate a variety of formal and informal patterns in art works and the environment, and apply observations to own work. – Create art works that express own ideas and explore different forms. 	<p>Visual Art</p> <ul style="list-style-type: none"> – Create visual art works that draw on observations and express ideas about own communities. – Create art works using a variety of visual art concepts, forms, and media. 	<p>Visual Art</p> <ul style="list-style-type: none"> – Create visual art works that express ideas about the natural, constructed, and imagined environments. – Create art works using a variety of visual art concepts, forms, and media. 	<p>Visual Art</p> <ul style="list-style-type: none"> – Create visual art works that express own ideas and draw on sources of inspiration from Saskatchewan. – Create art works using a variety of visual art concepts, forms, and media. 	<p>Visual Art</p> <ul style="list-style-type: none"> – Create visual art works that express ideas about, and draw inspiration from, pop culture. – Create art works using a variety of visual art concepts, forms, and media.
<p>Critical/Responsive: Students will respond to artistic expressions of Saskatchewan, Canadian, and International artists using critical thinking, research, creativity, and collaborative inquiry.</p>	<ul style="list-style-type: none"> – Respond to arts expressions verbally and non-verbally. 	<ul style="list-style-type: none"> – Demonstrate understanding that the arts are a way of expressing ideas. – Investigate and describe various reasons for creating arts expressions. 	<ul style="list-style-type: none"> – Examine arts expressions to determine how ideas may come from artists' own communities. – Use inquiry and technology to investigate a variety of arts expressions. 	<ul style="list-style-type: none"> – Describe ideas and problem-solving processes used in own arts expressions. – Respond to arts expressions that use the environment as inspiration. 	<ul style="list-style-type: none"> – Analyze how dance, drama, music, and visual art works represent unique ideas and perspectives. – Respond thoughtfully to a variety of contemporary Saskatchewan arts expressions. 	<ul style="list-style-type: none"> – Examine the influence of pop culture on own lives and societies, and investigate the work of selected pop culture artists. – Respond critically and creatively to a variety of pop culture expressions.
<p>Cultural/Historical: Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts and understand the connection between the arts and human experience.</p>	<ul style="list-style-type: none"> – Investigate arts expressions found in own homes and school community. – Recognize arts expressions as creations of First Nations and Métis peoples. 	<ul style="list-style-type: none"> – Describe the arts and cultural traditions found in own home and school community. – Identify traditional arts expressions of First Nations and Métis artists. 	<ul style="list-style-type: none"> – Identify key features of arts and cultural traditions in own community. – Describe key features of traditional arts expressions of Saskatchewan First Nations and Métis artists. 	<ul style="list-style-type: none"> – Compare how arts expressions from various groups and communities may be a reflection of their unique environment. – Demonstrate an awareness of traditional and evolving arts expressions of Saskatchewan First Nations and Métis artists in own communities or regions. 	<ul style="list-style-type: none"> – Investigate and share discoveries about the arts in Saskatchewan through collaborative inquiry. – Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists. 	<ul style="list-style-type: none"> – Examine perspectives on contemporary life as expressed by artists in pop culture and mass media. – Compare traditional and evolving arts expressions of First Nations, Métis, and Inuit artists from different regions of Canada, and examine influences of pop culture on contemporary arts.

Note: Refer to the curricula for complete outcomes and indicators.

English Language Arts

K-12 Goals	Kindergarten Exploring Language and Different Ways of Communicating	Grade 1 Making Connections among Oral Discourse, Written Communication, and Other Forms of Representing	Grade 2 Exploring the Connections among Oral Discourse, Written Communication, and Other Forms of Representing	Grade 3 Gaining Control over Oral, Written, and Other Communication Forms	Grade 4 Systematically Using Oral, Written, and Other Communication Forms for Different Purposes	Grade 5 Communicating with Precision
<p>Comprehend and Respond: Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.</p>	<ul style="list-style-type: none"> – Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity, community, and social responsibility. – View and interpret the basic message of visuals and objects in a variety of texts. – Listen, comprehend, and respond to gain meaning in oral texts. – Comprehend, retell, and respond to basic ideas in stories, poems, songs, and informational texts. 	<ul style="list-style-type: none"> – Comprehend and respond to a variety of texts that address identity, community, and social responsibility, and relate to own feelings, ideas, and experiences. – View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts. – Listen to and comprehend a variety of texts to retell the sequence and key points. – Read and comprehend grade-appropriate texts by relating the sequence, the key points, and the problems and solutions. 	<ul style="list-style-type: none"> – Comprehend and respond to a variety of texts that address identity, community, and social responsibility and make connections to prior learning and experiences. – View and explain the key literal and inferential ideas, important details, and how elements enhance meaning. – Listen and retell the key literal and inferential ideas and important details heard in small- and large-group activities. – Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence. 	<ul style="list-style-type: none"> – Comprehend and respond to a variety of texts that address identity, community, and social responsibility and make comparison(s) with personal experiences. – View and respond to visual and multimedia texts explaining reactions and connections, as well as visual features that convey humour, emotion, and mood. – Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard. – Read and demonstrate comprehension of fiction, script, poetry, and non-fiction from various cultures and countries and explain reactions and connections to texts read. 	<ul style="list-style-type: none"> – Comprehend and respond to a variety of texts that address identity, community, and social responsibility and support response with evidence from text and from own experiences. – View and respond to visual and multimedia texts explaining the creator’s technique and the impact on viewers. – Listen, summarize, paraphrase, and evaluate what was heard and draw conclusions. – Read for various purposes and demonstrate comprehension of fiction, scripts, poetry, and non-fiction from various cultures including First Nations and Métis and other countries. 	<ul style="list-style-type: none"> – Analyze and respond to a variety of texts that address identity, community, and social responsibility. – View and evaluate, critically, visual and multimedia texts identifying the persuasive techniques and comparisons used to influence or persuade. – Listen to texts from a variety of cultural traditions to understand ideas and instructions, to evaluate the message heard and the follow-up action, and to draw conclusions about speaker’s verbal and non-verbal message(s), purpose, point of view, and techniques. – Read and comprehend contemporary and classical text, script, poetry, and non-fiction from various cultures including First Nations, Métis, and Inuit and other countries.

English Language Arts (continued)

K-12 Goals	Kindergarten Exploring Language and Different Ways of Communicating	Grade 1 Making Connections among Oral Discourse, Written Communication, and Other Forms of Representing	Grade 2 Exploring the Connections among Oral Discourse, Written Communication, and Other Forms of Representing	Grade 3 Gaining Control over Oral, Written, and Other Communication Forms	Grade 4 Systematically Using Oral, Written, and Other Communication Forms for Different Purposes	Grade 5 Communicating with Precision
<p>Compose and Create: Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.</p>	<ul style="list-style-type: none"> – Compose and create visual, multimedia, oral, and written texts that explore thoughts, ideas, and experiences. – Use and construct symbols, pictures, and dramatizations to communicate feelings and ideas in a variety of ways. – Use oral language to converse, engage in play, express ideas, and share personal experiences. – Create messages using a combination of pictures, symbols, and letters. 	<ul style="list-style-type: none"> – Compose and create visual, multimedia, oral, and written texts that explore identity, community, and social responsibility. – Represent key ideas and events, in a logical sequence and with detail. – Speak about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate. – Write and share stories and short informational texts about familiar events and experiences. 	<ul style="list-style-type: none"> – Compose and create visual, multimedia, oral, and written texts that explore identity, community, and social responsibility, and make connections to own life. – Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings. – Speak in sequence when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions. – Write stories, poems, letters, reports, and observations. 	<ul style="list-style-type: none"> – Compose and create visual, multimedia, oral, and written texts that explore identity, community, and social responsibility, and make connections across areas of study. – Communicate ideas and information pertaining to topics, problems, questions, or issues by creating representations with a purpose. – Speak to present ideas and information appropriately in informal and some formal situations. – Write to communicate ideas, information, and experiences pertaining to a topic by creating written works. 	<ul style="list-style-type: none"> – Compose and create visual, multimedia, oral, and written texts that explore identity, community, and social responsibility through personal experiences and inquiry. – Create representations that communicate ideas and information relevant to the topic and purpose. – Speak to present and express a range of ideas and information in formal and informal speaking situations. – 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. 	<ul style="list-style-type: none"> – Compose and create visual, multimedia, oral, and written texts that explore identity, community, and social responsibility, and express personal thoughts shaped through inquiry. – Demonstrate a variety of ways to communicate understanding and response. – Speak to express and support a range of ideas and information in formal and informal speaking situations. – Use a writing process to experiment with and produce multi-paragraph narrative, expository, and persuasive compositions that develop topic and provide transitions.

English Language Arts (continued)

K-12 Goals	Kindergarten Exploring Language and Different Ways of Communicating	Grade 1 Making Connections among Oral Discourse, Written Communication, and Other Forms of Representing	Grade 2 Exploring the Connections among Oral Discourse, Written Communication, and Other Forms of Representing	Grade 3 Gaining Control over Oral, Written, and Other Communication Forms	Grade 4 Systematically Using Oral, Written, and Other Communication Forms for Different Purposes	Grade 5 Communicating with Precision
<p>Assess and Reflect: Students will develop their abilities to assess and reflect on their own language skills; discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers; and set goals for future improvement.</p>	<ul style="list-style-type: none"> – Reflect on viewing, listening, emerging “reading”, representing, speaking, and emerging “writing” experiences. – Reflect and talk about new learning. 	<ul style="list-style-type: none"> – Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do. – Set and monitor goals, in consultation with the teacher, for more effective viewing, listening, reading, representing, speaking, and writing experiences. 	<ul style="list-style-type: none"> – Reflect on and assess viewing, listening, reading, speaking, writing, and other representing experiences by participating in discussions and relating work to a set of criteria. – Set personal goals as a result of group discussions. 	<ul style="list-style-type: none"> – Reflect on and assess viewing, listening, reading, speaking, writing, and other representing experiences, and the strategies they have used. – Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and discuss a plan for achieving them. 	<ul style="list-style-type: none"> – Reflect on and assess viewing, listening, reading, speaking, writing, and other representing experiences, strategies used and explore ways to improve. – Set and pursue personal goals to improve viewing, listening, reading, speaking, writing, and other representing tasks. 	<ul style="list-style-type: none"> – Identify strengths in viewing, listening, reading, speaking, writing, and other forms of representing. – Set goals to develop and improve skills and strategies in viewing, listening, reading, speaking, writing, and other forms of representing and take steps to achieve goals.

Note: Refer to the curricula for complete outcomes and indicators.

Health Education

K-12 Goals	Kindergarten Wondering about Health	Grade 1 Building on What I Already Know	Grade 2 Discovering Connections between Self and Wellness	Grade 3 Investigating Health Knowledge and Information	Grade 4 Sharing What It Means to Be Healthy	Grade 5 Facing Obstacles and Opportunities to Holistic Well-being
<p>Goal #1: Develop the understanding, skills, and confidences necessary to take action to improve health.</p>	<ul style="list-style-type: none"> - Develop basic habits to establish healthy relationships with self, others, and the environment. - Establish behaviours that support safety of self and others. - Explore that who I am includes more than my physical self. 	<ul style="list-style-type: none"> - Examine healthy behaviours and how these behaviours may affect personal well-being. - Determine the importance of the brain, heart, and lungs and behaviours that keep these organs healthy. - Analyze feelings and behaviours that are important for nurturing healthy relationships at school. - Determine and practise safe pedestrian/street behaviours and examine related safety challenges in the community. - Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment. 	<ul style="list-style-type: none"> - Understand how thoughts, feelings, and actions influence health and well-being. - Determine influence of healthy snacking practices on personal health. - Understand how health may be affected by illness and disease. - Examine social and personal meanings of “respect” and establish ways to show respect for self, persons, living things, possessions, and the environment. - Recognize potential safety risks in community “play areas” and determine safe practices / behaviours to identify, assess, and reduce the risks. - Examine how communities benefit from the diversity of their individual community members. 	<ul style="list-style-type: none"> - Determine role of healthy foods and physical activity have on the health and development of the mind, body, and immune system. - Examine the spiritual dimension of the “inner self” and determine the importance of nurturing it. - Determine the misuse of helpful and the use of harmful substances affect the health of self and others. - Understand contributing to the health of self, family, and home. - Evaluate safe behaviours / practices to increase the safety of self and others. - Distinguish between real violence and fictional violence and the influence of both on health and well-being. 	<ul style="list-style-type: none"> - Assess what healthy eating and physical activity means for pre/adolescence. - Understand the advances of traditional healing and current Western medical advances on the prevention and/or management of health challenges. - Examine healthy interpersonal skills and strategies to develop new relationships and/or negotiate disagreements in relationships. - Determine personal responsibility for safety and protection in various environments / situations. - Examine how identity is influenced by relationships. - Assess healthy stress management strategies. 	<ul style="list-style-type: none"> - Analyze personal eating practices. - Understand the responsibilities associated with the changes of puberty. - Analyze the challenges of Infectious diseases, and noninfectious illnesses/diseases to holistic well-being. - Analyze the connections among personal identity, well-being, and positive self-image. - Analyze the impact of violence and the cycle of abuse on the health of self, family, and community. - Assess peer influence and readiness to prevent and/or avoid potential dangerous situations. - Assess the importance of self-regulation and taking responsibility for one’s actions.

Health Education (continued)

K-12 Goals	Kindergarten Wondering about Health	Grade 1 Building on What I Already Know	Grade 2 Discovering Connections between Self and Wellness	Grade 3 Investigating Health Knowledge and Information	Grade 4 Sharing What It Means to Be Healthy	Grade 5 Facing Obstacles and Embracing Opportunities to Holistic Well-being
Goal #2: Make informed decisions based on health-related knowledge.	<ul style="list-style-type: none"> - Establish curiosity about health and well-being is important for developing healthy habits. 	<ul style="list-style-type: none"> - Examine initial steps for making basic choices related to outcomes in Goal #1. 	<ul style="list-style-type: none"> - Demonstrate how, why, and when to ask for help and/or advice when discovering healthy connections related to outcomes in Goal #1. 	<ul style="list-style-type: none"> - Demonstrate the importance of investigating information for making informed decisions related to outcomes in Goal #1. 	<ul style="list-style-type: none"> - Investigate the importance of personal responsibility and communication in making informed decisions related to outcomes in Goal #1. 	<ul style="list-style-type: none"> - Analyze the possible obstacles and envision solutions to addressing health challenges related to outcomes in Goal #1.
Goal #3: Apply decisions that will improve personal health and/or the health of others.	<ul style="list-style-type: none"> - Develop basic health habits, establish healthy relationships, support safety, and explore "self". 	<ul style="list-style-type: none"> - Apply the steps of Stop, Think, and Choose, to the outcomes in Goal #1. 	<ul style="list-style-type: none"> - Act upon health related understandings, skills, and confidences to the outcomes in Goal #1. 	<ul style="list-style-type: none"> - Use the understandings, skills, and confidences related to the outcomes in Goal #1. 	<ul style="list-style-type: none"> - Design and apply two four-day action plans that require communication related to the outcomes in Goal #1. 	<ul style="list-style-type: none"> - Design and implement two five-day action plans that embrace health opportunities or address health challenges related to outcomes in Goal #1.

Note: Refer to the curricula for complete outcomes and indicators.

Mathematics

K-12 Goals: Logical thinking, number sense, spatial sense, and mathematics as a human endeavour.	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Number Strand	<ul style="list-style-type: none"> – State whole number sequence by 1s starting anywhere from 0 to 10 and from 10 to 0. – Recognize and name familiar arrangements of 1 to 5. – Relate a numeral, 0 to 10, to its respective quantity. – Represent the partitioning of whole numbers (1 to 10). – Compare quantities, 0 to 10, using one-to-one correspondence. 	<ul style="list-style-type: none"> – State number sequence, 0 to 100. – Recognize arrangements of 1 to 10. – Demonstrate an understanding of counting. – Understand whole numbers to 20. – Compare sets containing up to 20 elements to solve problems. – Estimate quantities to 20. – Understand whole numbers represented by a variety of equal groupings with and without singles. – Identify the number, up to 20, that is one more, two more, one less, and two less than a given number. – Understand addition of numbers with answers to 20 and the corresponding subtraction facts. – Use mental mathematics strategies for addition facts to 18 and related subtraction facts. 	<ul style="list-style-type: none"> – Understand whole numbers to 100. – Understand addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction. 	<ul style="list-style-type: none"> – Understand whole numbers to 1000. – Understand addition of whole numbers with answers to 1000 and their corresponding subtractions. – Understand multiplication to 5×5 and the corresponding division statements. – Understand fractions. 	<ul style="list-style-type: none"> – Understand whole numbers to 10 000. – Understand addition of whole numbers with answers to 10 000 and their corresponding subtractions. – Understand multiplication of whole numbers (limited to numbers less than or equal to 10). – Understand multiplication (2- or 3-digit by 1-digit). – Understand division (1-digit divisor and up to 2-digit dividend) to solve problems. – Understand fractions less than or equal to one. – Understand decimal numbers in tenths and hundredths. – Understand addition and subtraction of decimals limited to hundredths. 	<ul style="list-style-type: none"> – Represent, compare, and describe whole numbers to – 1 000 000 within the contexts of place value and the base ten system, and quantity. – Develop strategies for multiplication of whole numbers. – Understand division (3-digit by 1-digit) and interpret remainders to solve problems. – Apply strategies for estimation and computation. – Understand equivalent fractions and compare fractions with like and unlike denominators. – Understand decimals to thousandths. – Understand addition and subtraction of decimals (limited to thousandths).

Mathematics (continued)

K-12 Goals: Logical thinking, number sense, spatial sense, and mathematics as a human endeavour.	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Patterns and Relations Strand	<ul style="list-style-type: none"> – Understand repeating patterns (2 or 3 elements). – Use direct comparison to compare two objects based on a single attribute. – Sort 3-D objects using a single attribute. – Build and describe 3-D objects. 	<ul style="list-style-type: none"> – Understand repeating patterns (2-4 elements). – Translate repeating patterns from one form to another. – Describe equality as a balance and inequality as an imbalance. – Record equalities using the equal symbol. 	<ul style="list-style-type: none"> – Understand repeating patterns (3-5 elements). – Understand increasing patterns. – Understand equality and inequality. 	<ul style="list-style-type: none"> – Understand increasing and decreasing patterns. – Understand equality by solving one-step addition and subtraction equations involving symbols representing an unknown quantity. 	<ul style="list-style-type: none"> – Understand patterns and relations. – Understand equations involving symbols to represent an unknown value. 	<ul style="list-style-type: none"> – Apply patterns using mathematical language and notation. – Write, solve, and verify single-variable, one-step equations with whole number coefficients and whole number solutions.
Shape and Space Strand		<ul style="list-style-type: none"> – Understand measurement as a process of comparing. – Sort 3-D objects and 2-D shapes using one attribute. – Replicate composite 2-D shapes and 3-D objects. – Compare 2-D shapes to parts of 3-D objects in the environment. 	<ul style="list-style-type: none"> – Understand non-standard units for linear measurement. – Understand non-standard units for measurement of mass. – Describe, compare, and construct 3-D objects. – Describe, compare, and construct 2-D shapes. – Understand the relationship between 2-D shapes and 3-D objects. 	<ul style="list-style-type: none"> – Understand passage of time. – Understand measuring mass in g and kg. – Understand linear measurement (cm and m). – Understand 3-D objects by analyzing characteristics. – Understand 2-D shapes (regular and irregular). 	<ul style="list-style-type: none"> – Understand time. – Understand area of regular and irregular 2-D shapes. – Understand rectangular and triangular prisms. – Understand line symmetry. 	<ul style="list-style-type: none"> – Construct rectangles given either perimeter, area, or both. – Understand measuring length and the relationship between mm, cm, and m units. – Understand volume for cm^3 or m^3 units. – Understand capacity between mL and L. – Provide examples of edges and faces of 3-D objects, and sides of 2-D shapes. – Identify and sort quadrilaterals. – Analyze single transformations of 2-D shapes.

Mathematics (continued)

K-12 Goals: Logical thinking, number sense, spatial sense, and mathematics as a human endeavour.	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Statistics and Probability Strand			– Understand concrete graphs and pictographs.	– Understand first-hand data using tally marks, charts, lists, bar graphs, and line plots.	– Understand many-to-one correspondence.	– Differentiate between first-hand and second-hand data. – Construct and interpret double bar graphs. – Compare, predict, and test the likelihood of outcomes in probability situations.

Note: Refer to the curricula for complete outcomes and indicators.

Physical Education

Note: Refer to the curricula for complete outcomes and indicators.

K-12 Goals	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>Active Living: Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.</p> <p>Skillful Movement: Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.</p> <p>Relationships: Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.</p>	<ul style="list-style-type: none"> - Participate in a variety of moderate to vigorous movement activities for short periods of time. - Explore and practise ways to move the body through space. - Explore and practise ways to move the body in personal space. - Explore and practise ways to send and receive objects. - Vary body movement through changes in space, effort, and relationships. - Perform rhythmical movement to different auditory rhythms using a variety of locomotor movements. - Use respectful behaviours and safe practices while participating in cooperative games and physical movement activities. 	<ul style="list-style-type: none"> - Build a range of strategies for health-related fitness. - Express what it means to live actively and the personal benefits of being active. - Apply ways to move the body through space. - Apply ways to move the body on the spot. - Apply ways to move objects. - Vary body movement while performing locomotor, non-locomotor, and manipulative skills. - Demonstrate rhythmical movement in response to different rhythms and dance patterns. - Build a range of strategies and skills for participation in a variety of movement activities. - Demonstrate safe and cooperative behaviours while participating in physical education activities. - Demonstrate self-control, consideration for others, and respect for differences among people while participating in physical education activities. 	<ul style="list-style-type: none"> - Apply a range of strategies for health-related fitness. - Demonstrate habits and actions for personal engagement and personal responsibility to lead an active life. - Apply ways to move the body through space. - Apply ways to move the body on the spot. - Apply ways to move objects. - Vary body performance while performing locomotor, non-locomotor, and manipulative skills. - Demonstrate rhythmical movement with smooth transitions between movements. - Apply strategies and skills for participation in movement activities. - Examine the rules, procedures, etiquette, and safe behaviours while participating in movement activities. - Demonstrate self-control and a willingness to work and play cooperatively with all others. 	<ul style="list-style-type: none"> - Apply a range of strategies for health-related fitness through movement activities. - Evaluate the role of participation in movement activities. - Apply ways to move the body through space. - Apply ways to move the body on the spot. - Apply a variety of ways to move objects. - Apply movement variables to increasingly complex movement skills and sequences. - Use movement skills, tactics, and strategies. - Demonstrate positive interactions with others in cooperative and competitive movement activities. - Evaluate personal commitment to assess risk factors and apply safe practices while participating in movement activities. 	<ul style="list-style-type: none"> - Apply strategies related to fitness improvement. - Understand body systems. - Apply performance cues to refine locomotor skills into movement skills. - Apply locomotor skills while participating in movement activities. - Apply performance cues to combine and refine non-locomotor skills. - Apply ways to move objects. - Apply performance cues to combine and refine manipulative skills. - Refine movement variables, concepts, and performance cues. - Use movement skills, tactics, and strategies. - Apply rules for safe participation in movement activities. - Incorporate safe practices for injury prevention. - Understand what it means to be a team member. - Communicate the historical and present impact of Canada's First Nations, Métis, and other cultures on movement activity options. 	<ul style="list-style-type: none"> - Create and implement a health-related fitness plan. - Apply safe strategies to improve flexibility and muscular endurance. - Demonstrate progression towards control in complex movement skills. - Apply ways to move objects. - Refine manipulative skills in movement activities. - Apply performance cues, movement variables, tactics and principles of practice. - Refine and reflect on movement skills, tactics, strategies. - Understand and accept the rules of games. - Make decisions to prevent and care for common movement activity-related discomforts and injuries. - Assess personal positioning within the five levels of a social skills continuum. - Communicate the historical and present impact of the development of movement activity options.

Science

K-12 Goals	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>Understand the Nature of Science and STSE Interrelationships: To develop an understanding of the nature of science and technology, their interrelationships, and their social and environmental contexts, including interrelationships between the natural and constructed world.</p> <p>Construct Scientific Knowledge: To construct an understanding of concepts, principles, laws, and theories in life science, in physical science, in earth and space science, and in Indigenous knowledge of nature; and then apply these understandings to interpret, integrate, and extend their knowledge.</p> <p>Develop Scientific and Technological Skills: To develop the skills required for scientific and technological inquiry, problem solving, and communicating; for working collaboratively; and for making informed decisions.</p> <p>Develop Attitudes that Support Scientific Habits of Mind: To develop attitudes that support the responsible acquisition and application of scientific, technological, and Indigenous knowledge to the mutual benefit of self, society, and the environment.</p>	<p>Life Science: Living Things in Our Environment</p> <ul style="list-style-type: none"> – Examine observable characteristics of plants, animals, and people in their local environment. 	<p>Life Science: Needs and Characteristics of Living Things</p> <ul style="list-style-type: none"> – Differentiate between living things according to observable characteristics. – Analyze different ways that plants, animals, and humans meet their needs. 	<p>Life Science: Animal Growth and Changes</p> <ul style="list-style-type: none"> – Analyze growth and development of familiar animals. – Compare growth and development of humans to familiar animals. – Assess the interdependence of humans and animals in natural and constructed environments. 	<p>Life Science: Plant Growth and Changes</p> <ul style="list-style-type: none"> – Growth and development of plants. – Interdependence among plants, individuals, society, and the environment. 	<p>Life Science: Habitats and Communities</p> <ul style="list-style-type: none"> – Investigate the interdependence of plants and animals within habitats and communities. – Analyze the structures and behaviours of animals and plants that allow them to exist in habitats. – Assess the effects of natural and human activities on habitats and communities. 	<p>Life Science: Human Body Systems</p> <ul style="list-style-type: none"> – Analyze personal and societal requirements for, and impacts of, maintaining a healthy human body. – Investigate the structure, function, and major organs of human body systems. – Assess how multiple human body systems function together.
	<p>Physical Science: Observing Forces and Energy</p> <ul style="list-style-type: none"> – Examine the effects of physical forces, magnetic forces, and various forms of energy on objects in their environment. 	<p>Physical Science: Using Objects and Materials</p> <ul style="list-style-type: none"> – Investigate the characteristics and uses of natural and constructed objects and materials. – Examine methods of altering and combining materials to create objects. 	<p>Physical Science: Liquids and Solids</p> <ul style="list-style-type: none"> – Investigate the observable physical properties of familiar liquids and solids. – Assess results of combining liquids and solids. 	<p>Physical Science: Structures and Materials</p> <ul style="list-style-type: none"> – Investigate properties of materials and methods of joinery used in structures. – Assess the function and characteristics of natural and human-built structures. 	<p>Physical Science: Light</p> <ul style="list-style-type: none"> – Investigate the characteristics and physical properties of natural and artificial sources of light. – Analyze how light interacts with different objects and materials. – Assess personal, societal, and environmental of light-related technologies. 	<p>Physical Science: Properties and Changes of Materials</p> <ul style="list-style-type: none"> – Investigate the characteristics and physical properties of materials in solid, liquid, and gaseous states of matter. – Investigate how reversible and non-reversible changes alter materials. – Assess production, use, and disposal of raw materials and manufactured products affect self, society, and the environment.

Science (continued)

K-12 Goals	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<p>Physical Science: Materials and Objects</p> <ul style="list-style-type: none"> Investigate properties of familiar objects and materials in their environment. 	<p>Physical Science: Using Our Senses</p> <ul style="list-style-type: none"> Investigate the characteristics of the five external senses in humans and animals. Explore how humans and animals use their senses to interact with their environment. 	<p>Physical Science: Motion and Relative Position</p> <ul style="list-style-type: none"> Analyze methods of determining the position of objects relative to other objects. Investigate the factors that affect motion of natural and constructed objects. 	<p>Physical Science: Visible and Invisible Forces</p> <ul style="list-style-type: none"> Investigate the characteristics of contact and non-contact forces. Assess the effects of practical applications of magnetic and static electric forces. 	<p>Physical Science: Sound</p> <ul style="list-style-type: none"> Explore natural and artificial sources of sound in the environment. Draw conclusions about the characteristics and physical properties of sound. Assess personal, societal, and environmental impacts of sound-related technologies. 	<p>Physical Science: Forces and Simple Machines</p> <ul style="list-style-type: none"> Analyze the effects of gravitational, magnetic, and mechanical forces. Investigate characteristics of simple machines for moving and lifting loads. Assess how natural and man-made forces and simple machines affect individuals, society, and the environment.
	<p>Earth and Space Science: Exploring Our Natural Surroundings</p> <ul style="list-style-type: none"> Explore features of their natural surroundings, including changes to those surroundings over time. 	<p>Earth and Space Science: Daily and Seasonal Changes</p> <ul style="list-style-type: none"> Compare daily and seasonal changes of natural phenomena through observing, measuring, sequencing, and recording. Inquire into the ways in which plants, animals, and humans adapt to daily and seasonal changes. 	<p>Earth and Space Science: Air and Water in the Environment</p> <ul style="list-style-type: none"> Investigate observable physical properties of air and water. Assess the importance of air and water for the health and survival of living things. 	<p>Earth and Space Science: Exploring Soils</p> <ul style="list-style-type: none"> Investigate the characteristics and composition of soils, including water absorption. Analyze the interdependence between soil and living things. 	<p>Earth and Space Science: Rocks, Minerals, and Erosion</p> <ul style="list-style-type: none"> Investigate physical properties of rocks and minerals. Assess how human uses of rocks and minerals impact self, society, and the environment. Analyze how weathering, erosion, and fossils provide evidence to support understanding of landform formations. 	<p>Earth and Space Science: Weather</p> <ul style="list-style-type: none"> Measure and represent weather. Investigate local, national, and global weather conditions. Analyze the impact of weather on society and the environment.

Note: Refer to the curricula for complete outcomes and indicators.

Social Studies

K-12 Goals	Kindergarten	Grade 1 My Family	Grade 2 My Community	Grade 3 Community Comparisons	Grade 4 Saskatchewan	Grade 5 Canada
<p>Interactions and Interdependence: To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations.</p>	<ul style="list-style-type: none"> - Understand similarities and differences among individuals in the classroom. - Describe the diversity of groups represented in the classroom. 	<ul style="list-style-type: none"> - Describe traditions, celebrations, or stories of individuals in the classroom and school. - Discuss cultural diversity in the family and classroom, including exploration of similarities and differences. - Assess ways in which relationships help to meet human needs. 	<ul style="list-style-type: none"> - Determine characteristics of a community. - Represent the diversity of cultural groups in the local community. 	<ul style="list-style-type: none"> - Analyze daily life in a diversity of communities. - Analyze cultures and traditions in communities. - Illustrate examples of interdependence. 	<ul style="list-style-type: none"> - Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan. - Describe the origins of the cultural diversity in Saskatchewan communities. - Determine the influence Saskatchewan people and programs have had on a national scale. 	<ul style="list-style-type: none"> - Understand the Aboriginal heritage of Canada. - Analyze the evolution of Canada as a multicultural nation.
<p>Dynamic Relationships: To analyze the dynamic relationships of people with land, environments, events, and ideas as they have affected the past, shape the present, and influence the future.</p>	<ul style="list-style-type: none"> - Describe the spatial relationships among people, places, and environments. - Explore examples of promises made through actions and words, and why it is important to keep promises. - Analyze ways in which place and physical systems influence daily life, including the influence of place on the daily life of First Nations and Métis people. 	<ul style="list-style-type: none"> - Relate events and stories of the recent or distant past to the student's place in present day family life. - Describe kinship patterns of the past and present. - Understand humans' reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants. - Recognize globes and maps as representations of the surface of the Earth. - Represent orientation in space and time of places and events in the lives of students. 	<ul style="list-style-type: none"> - Investigate stories of events and persons in the local community's history. - Analyze the influence of the natural environment on the local community. - Identify physical representations as constructed models of real things. - Describe the influence of Treaty and First Nations people on the local community. 	<ul style="list-style-type: none"> - Use model representations of the Earth. - Assess how geography and related environmental and climatic factors influence ways of living on and with the land. - Compare the beliefs of various communities around the world regarding living on and with the land. 	<ul style="list-style-type: none"> - Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan. - Explain the relationship of First Nations and Métis peoples with the land. - Analyze the implications of the Treaty relationship in Saskatchewan. 	<ul style="list-style-type: none"> - Analyze the historic and contemporary relationship of people to land in Canada. - Assess the impact of the environment on the lives of people living in Canada. - Identify European influence on pre-confederation Canadian society.

Social Studies (continued)

K-12 Goals	Kindergarten	Grade 1 My Family	Grade 2 My Community	Grade 3 Community Comparisons	Grade 4 Saskatchewan	Grade 5 Canada
<p>Power and Authority: To investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations.</p>	<ul style="list-style-type: none"> – Understand and respect the rules of the classroom, playground, and school, and recognize that rules promote a state of safety, self-regulation, peace, balance, and harmony. – Recognize situations in which disagreement may be part of living, studying, and working together, and that resolution may be an avenue to progress to a state of peace, balance, and harmony. 	<ul style="list-style-type: none"> – Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes. – Analyze causes of disharmony and ways of returning to harmony. 	<ul style="list-style-type: none"> – Analyze how decisions are made within the local community. – Assess and practise various approaches to resolving conflicting interests within the community. – Analyze rights and responsibilities of citizens in the school and local community. 	<ul style="list-style-type: none"> – Compare how decisions are made in the local community and communities studied – Demonstrate awareness that divergent viewpoints may lead to conflict as part of group interactions, and assess various means of conflict resolution. – Make generalizations about the purpose and intent of documents that define the rights of children. 	<ul style="list-style-type: none"> – Analyze the relationship between governance institutions in Saskatchewan and the quality of life of people in the province. – Understand the provincial system of government. – Understand the First Nations system of governance. – Understand the Métis governance system. 	<ul style="list-style-type: none"> – Describe Canada's political evolution. – Explain the purposes and functions of governance structures in Canada, including First Nations systems and those patterned on the Westminster parliamentary system. – Understand the nature of the treaty relationship between First Nations and Canada's federal government.
<p>Resources and Wealth: To examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment, and contribute to sustainable development.</p>	<ul style="list-style-type: none"> – Examine managing tasks and resources in families and schools. – Develop stewardship of the environment to promote balance and harmony. 	<ul style="list-style-type: none"> – Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal well-being. – Discuss ways in which work may be managed and distributed in families, schools, and groups. 	<ul style="list-style-type: none"> – Describe ways in which the local community meets needs and wants of its members. – Analyze various worldviews regarding the natural environment. – Contribute to initiating and guiding change in local and global communities. 	<ul style="list-style-type: none"> – Appraise the ways communities meet their members' needs and wants. – Analyze the creation and distribution of wealth in communities. – Evaluate the ways in which technologies have impacted daily life. 	<ul style="list-style-type: none"> – Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment. – Investigate the importance of agriculture to the economy and culture of Saskatchewan. – Assess the impact of Saskatchewan resources and technological innovations on the provincial, national, and global communities. 	<ul style="list-style-type: none"> – Explain the importance of sustainable management of the environment to Canada's future. – Hypothesize about economic changes that Canada may experience in the future.

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