



Summarized Outcomes across Areas of Study for Grades 6-9

February 2013

Arts Education

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

	<p>to express identity.</p> <ul style="list-style-type: none"> – Demonstrate increased skills and problem solving in variety of media. 	<ul style="list-style-type: none"> – Use skills, tools, techniques, and problem solving in variety of media. 	<p>express perspectives on social issues.</p> <ul style="list-style-type: none"> – Solve visual art problems. 	<p>processes to convey ideas.</p> <ul style="list-style-type: none"> – Solve visual art problems in new and unfamiliar ways.
<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"> – Create personal responses to a variety of arts expressions. – Investigate and identify ways that the arts express identity. – Examine arts expressions and artists of various times and places. 	<ul style="list-style-type: none"> – Respond to the arts strands using analysis, personal interpretation, and research. – Investigate and identify ways that the arts communicate a sense of place. – Examine and describe how arts expressions of various times and places reflect experiences, values, and beliefs. 	<ul style="list-style-type: none"> – Respond to professional arts expressions through creation of own work. – Investigate and identify ways that the arts reflect concern for social issues. – Investigate and identify how arts expressions can reflect diverse worldviews. 	<ul style="list-style-type: none"> – Respond to professional arts expressions through individual or collaborative inquiry and own arts expressions. – Investigate and identify ways that today's arts expressions can inspire change. – Investigate and identify how arts expressions can challenge thinking about values, ideas, and beliefs.
<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 how personal, cultural, or regional identity may be reflected. – Identify how First Nations, Métis, and Inuit artists express cultural identity in contemporary work. – Investigate arts expressions from a range of cultures and countries. 	<ul style="list-style-type: none"> – Artists' relationship to place may be reflected in their work. – Indigenous artists from around the world reflect the importance of place. – Factors that influence artists' work and careers 	<ul style="list-style-type: none"> – Research how arts expressions incorporate social commentary. – Analyze the influence of social issues on the work of contemporary First Nations, Métis, and Inuit artists. – Demonstrate how artists use new technologies in their work. – Examine and respond to the work of artists who use more than one art form in their work. 	<ul style="list-style-type: none"> – Investigate and discuss the role of artists in raising awareness or taking action on topics of concern. – Use the arts to raise awareness on topics of concern to Indigenous artists. – Investigate diversity of artistic ideas, styles, and media in contemporary arts expression. – Create and examine interdisciplinary arts.

Refer to curriculum for complete outcomes and indicators.

Career Education

K-12 Goals	Grade 6	Grade 7	Grade 8	Grade 9
<p>Change and Growth: Students will develop career management competencies through an exploration of personal change and growth.</p>	<ul style="list-style-type: none"> – Investigate the influence of a positive self-image on one's life. – Analyze the benefits to develop personal competence in building healthy relationships. 	<ul style="list-style-type: none"> – Explore and draw conclusions about the influences of positive and negative self-images on life and work. – Develop and demonstrate the behaviours and understandings needed for building healthy relationships. 	<ul style="list-style-type: none"> – Analyze one's personal skills, interests, and behaviours and their influences on life and work. – Analyze abilities to respond positively to change in one's life. 	<ul style="list-style-type: none"> – Plan for, demonstrate, and document improvements of one's capacity to build a positive self-image. – Appraise one's abilities to respond positively to change and growth.
<p>Connections to Community: Students will explore the connections between learning and work pathways and their connections to community.</p>	<ul style="list-style-type: none"> – Various aspects of careers and their requirements. – Investigate and explain ways work contributes to individuals and the community. 	<ul style="list-style-type: none"> – Express insights about how knowledge and skills learned in school transfer to future life and work. – Analyze the contributions work makes to the individual and community, including globally. 	<ul style="list-style-type: none"> – Examine how a disposition for lifelong learning connects to potential career pathways. – Determine the contributions that work and work alternatives make to the community and their importance to society. 	<ul style="list-style-type: none"> – Construct an organized plan of career building to reflect an attitude and expectation of lifelong learning. – Analyze and express one's understanding of how societal and economic needs influence the nature of paid and unpaid work.

<p>Life and Work Plan: Students will engage in inquiry to build a personal life and work plan.</p>	<ul style="list-style-type: none"> – Examine effective practices such as responsible decision making, cooperation, and accepting diversity and their continued importance in one’s career. – Investigate the interrelationship of life roles. 	<ul style="list-style-type: none"> – Investigate and demonstrate the personal qualities and abilities needed to seek, obtain, or create work. – Investigate non-traditional work scenarios involving issues such as stereotyping and discrimination to assess the impact on life and work. 	<ul style="list-style-type: none"> – Compare skills taxonomies and examine how individual skills may influence possible future occupational choices. – Formulate a list of life roles and examine possible changes over a lifespan. 	<ul style="list-style-type: none"> – Assess one’s abilities to seek, obtain, and/or create work and apply to life. – Use acquired knowledge to plan for life and work based on one’s preferred future.
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Refer to curriculum for complete outcomes and indicators.

English Language Arts

K-12 Goals	Grade 6 Communicating Ideas and Experiences with Clarity	Grade 7 Communicating Ideas and Experiences with Clarity and Correctness	Grade 8 Communicating Ideas and Experiences with Clarity, Correctness, and Variety	Grade 9 Communicating Ideas and Experiences with Clarity, Correctness, and Effect (Emphasis)	
<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, social responsibility, and efficacy. – Select and use strategies to construct meaning before, during, and after viewing, listening, and reading. – Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and confirm meaning. – View, respond, and demonstrate comprehension of visual and multimedia texts including traditional and contemporary texts from First Nations, Métis, and other cultures. – Listen to understand, respond, and analyze oral information and ideas from a broad range of texts. – Read and demonstrate 	<ul style="list-style-type: none"> – Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity, social responsibility, and efficacy. – Select and use strategies to construct meaning before, during, and after viewing, listening, and reading. – Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and confirm meaning. – View and demonstrate comprehension and interpretation of visual and multimedia texts with specific features and complex ideas. – Listen critically to understand and analyze oral information and ideas. – Read and demonstrate comprehension and interpretation of texts, including traditional and contemporary texts from First nations, 	<ul style="list-style-type: none"> – Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity, social responsibility, and efficacy. – Select and use strategies to construct meaning before, during, and after viewing, listening, and reading. – Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and confirm meaning. – View and demonstrate comprehension and interpretation of visual and multimedia texts to locate and interpret key messages, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text. – Listen critically to understand, gather information, follow directions, form an opinion, and analyze 	<p>Semester One</p> <ul style="list-style-type: none"> – Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity, social responsibility, and efficacy. – Select and use strategies to construct meaning before, during, and after viewing, listening, and reading. – Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and confirm meaning. – View and demonstrate comprehension and evaluation of visual and multimedia texts to glean ideas suitable for identified audience and purpose. – Listen purposefully to understand, analyze, and evaluate oral information and ideas including conversations, discussion, interviews, and speeches. – Read, comprehend, and 	<p>Semester Two</p> <ul style="list-style-type: none"> – Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity, social responsibility, and efficacy. – Select and use strategies to construct meaning before, during, and after viewing, listening, and reading. – Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and confirm meaning. – View and demonstrate comprehension of visual and multimedia texts to synthesize and summarize ideas from multiple visual and multimedia sources. – Listen purposefully to understand, analyze, and evaluate oral information and ideas including directions and speeches, recognizing train of thought, main points, and presentation

	<p>comprehension and interpretation of texts, including traditional and contemporary texts from First nations, Métis, and other cultures.</p> <ul style="list-style-type: none"> – Demonstrate comprehension of a variety of information texts with some specialized language. – Read grade 6 appropriate texts to increase fluency and expression. 	<p>Métis, and other cultures.</p> <ul style="list-style-type: none"> – Demonstrate comprehension of a variety of specialized information texts. – Read grade 7 appropriate texts to increase fluency and expression. 	<p>oral presentations.</p> <ul style="list-style-type: none"> – Read and demonstrate comprehension and interpretation of texts, including traditional and contemporary texts from First nations, Métis, and other cultures. – Demonstrate comprehension of a variety of information texts including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing bias. – Read grade 8 appropriate texts to increase fluency and expression. 	<p>interpret texts, including traditional and contemporary texts from First nations, Métis, and other cultures to develop insightful interpretation and response.</p> <ul style="list-style-type: none"> – Comprehend a variety of information texts including expository essays, historical accounts, news articles, and scientific writing. – Read grade 9 appropriate texts to increase fluency and expression. 	<p>techniques.</p> <ul style="list-style-type: none"> – Read, comprehend, and interpret texts, including traditional and contemporary texts from First nations, Métis, and other cultures to develop insightful interpretation and response. – Comprehend a variety of information texts including expository essays, historical accounts, news articles, and scientific writing. – Read grade 9 appropriate texts to increase fluency and expression.
<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"> – Create visual, multimedia, oral, and written texts to explore identity, social responsibility, and efficacy. – Select and use strategies to communicate meaning before, during, and after speaking, writing, and other representing activities. – Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and communicate meaning. – Create and present representations to communicate ideas and information. – Use oral language to interact with others in 	<ul style="list-style-type: none"> – Create visual, multimedia, oral, and written texts to explore identity, social responsibility, and efficacy. – Create and present a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts. – Select and use strategies to communicate meaning before, during, and after speaking, writing, and other representing activities. – Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and communicate meaning. 	<ul style="list-style-type: none"> – Create visual, oral, written, and multimedia texts to explore identity, social responsibility, and efficacy. – Create and present a group inquiry project related to a stand on a topic, theme, or issue studied in English language arts. – Select and use strategies to communicate meaning before, during, and after speaking, writing, and other representing activities. – Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and communicate meaning. – Create and present 	<p>Semester One</p> <ul style="list-style-type: none"> – Create visual, oral, written, and multimedia texts to explore identity, social responsibility, and efficacy. – Create and present an individual inquiry project related to a stand on a topic, theme, or issue studied in English language arts. – Select and use strategies to communicate meaning before, during, and after speaking, writing, and other representing activities. – Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and communicate meaning. 	<p>Semester Two</p> <ul style="list-style-type: none"> – Create visual, oral, written, and multimedia texts to explore identity, social responsibility, and efficacy. – Create and present an individual inquiry project related to a stand on a topic, theme, or issue studied in English language arts. – Select and use strategies to communicate meaning before, during, and after speaking, writing, and other representing activities. – Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and communicate meaning.

	<ul style="list-style-type: none"> – pairs, and small and large group situations. – Use oral language to express information and ideas in formal and informal situations. – Write to describe a place; to narrate an incident in a multi-paragraph composition and in a friendly letter; to explain and inform in multi-step directions and a short report explaining a problem and providing a solution; and, to persuade to support a viewpoint or stand. – Experiment with a variety of text forms and techniques. – Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts. 	<ul style="list-style-type: none"> – Create and present presentations including visual and multimedia presentations and enhance communication with appropriate graphic organizers, charts, circle graphs, timelines, maps, and sound effects. – Use oral language to interact with others in pairs, and small and large group situations. – Use oral language to express information and ideas in formal and informal situations. – Write to describe a person; to narrate an imaginary incident or story; to explain and inform a news story, a factual account, and a business letter; to persuade in a letter and in interpretation of a text. – Experiment with a variety of text forms. 	<p>visual and multimedia presentations with adequate detail, clarity, and organization to explain, to persuade, and to entertain.</p> <ul style="list-style-type: none"> – Use oral language to interact in a variety of situations including one-to-one, small group and large group discussions. – Use oral language to express information and ideas of complexity in formal and informal situations. – Write to describe a landscape scene; to narrate a personal story or anecdote and a historical narrative; to explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and covering letter; and to persuade in a mini-debate and a review. – Experiment with a variety of text forms and techniques 	<ul style="list-style-type: none"> – Create and present visual and multimedia presentations to best represent message for an intended audience and purpose. – Use oral language to interact in a variety of situations including one-to-one, small group and large group discussions. – Use oral language intentionally to express information and ideas in formal and informal situations. – Write to describe, to narrate, to explain and inform, and to persuade. – Experiment with a variety of text forms and techniques. 	<ul style="list-style-type: none"> – Create and present visual and multimedia presentations including addressing various audiences for one purpose. – Use oral language to interact in a variety of situations including one-to-one, small group and large group discussions. – Use oral language intentionally to express information and ideas in formal and informal situations. – Write to describe, to narrate, to explain and inform, and to persuade. – Experiment with a variety of text forms and techniques.
<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"> – Consider which viewing, listening, reading, representing, speaking, and writing strategies work best for each task and situation. – Appraise own viewing, listening, reading, representing, speaking, and writing skills and strategies, and set goals for improvement. – Appraise own and others' work for clarity. 	<ul style="list-style-type: none"> – Set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies. – Appraise own and others' work for clarity and correctness. 	<ul style="list-style-type: none"> – Use information gathered in self-assessment and teacher's assessment to develop and work on goals for improving viewing, listening, reading, representing, speaking, and writing. – Appraise own and others' work for clarity, correctness, and variety. 	<p>Semester One and Two</p> <ul style="list-style-type: none"> – Assess personal strengths and needs as a viewer, listener, reader, representer, speaker, and writer and contributions to the community of learners, and develop goals based on assessment and work toward them. – Assess own and others' work for clarity, correctness, and impact. 	

Refer to curriculum for complete outcomes and indicators.

Health Education

K-12 Goals	Grade 6 Affirm Personal Standards	Grade 7 Commit Self	Grade 8 Support Others	Grade 9 Promote Health
<p>Develop the understanding, skills, and confidences necessary to take action to improve health.</p>	<ul style="list-style-type: none"> - Analyze the facts that influence the development of personal standards and identity, and the impact on healthy decision making. - Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds. - Demonstrate an understanding of how non-curable infections are transmitted and how these infections influence health. - Assess and demonstrate strategies to identify and make healthy decisions in stressful situations. - Analyze the influences on perceptions of and personal standards related to body image, and the resulting impact. - Demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments. - Assess how health promotions and advertising influence personal standards and behaviours and why certain consumers are targeted. 	<ul style="list-style-type: none"> - Establish and use strategies to commit to and act upon personal standards for aspects of daily living over which an individual has control. - Examine and use blood-borne pathogen information/education to commit to behaviours that do not put one at risk.. - Commit to personal safety practices while acquiring basic first aid knowledge and skills. - Demonstrate an understanding of the importance of nurturing harmony in relationships, and applying strategies to re/establish harmony when conflict arises. - Evaluate personal food choices and needs by applying nutritional knowledge. - Demonstrate interpersonal skills, including assertiveness skills, for managing peer pressure. - Investigate and express an understanding of possible discrepancies in morals that may determine and/or affect one's commitment to well-being. 	<ul style="list-style-type: none"> - Analyze and establish strategies to assist others to increase health-enhancing behaviours. - Analyze how personal prejudices/ biases, and habits of mind shape assumptions. - Investigate and analyze the impact of in/formal supports and services available to those infected with/affected by non-curable infections/diseases. - Demonstrate an understanding of the Impact of violence on the well-being and the supports needed for self, family, and community. - Assess how body-image satisfaction/ dissatisfaction and over-reliance on appearance as a source of identity and self-esteem affect quality of life. - Examine and assess sustainability as it relates to well-being from many perspectives. - Assess the social, cultural, and environmental influences and supports on sexual health. 	<ul style="list-style-type: none"> - Develop informed conclusions about leadership skills and health promotion in healthy decision making. - Analyze how the well-being of self, family, community, and the environment is enhanced by a comprehensive, community approaches to safety. - Interpret, critique, and question the stigma associated with individuals, families, and communities living with/affected by non-curable infections/ diseases, and those who advocate for them. - Analyze the norms and expectations associated with romantic relationships. - Evaluate healthy food policies and plan to develop, revise, and/or implement a healthy food policy in the community. - Analyze the health, economic, and social supports and challenges of addictions. - Analyze tragic death and suicide as distressing community issues that require support systems. - Assess ways to facilitate healthy living for people with chronic illness. - Develop and demonstrate personal insight, motivation, and skills necessary to promote sexual health.
<p>Make informed decisions based on health-related knowledge.</p>	<ul style="list-style-type: none"> - Assess the role of personal standards in decision making related to topics addressed in Goal #1 above. - Examine health opportunities and challenges to establish goal statements related to topics addressed in Goal # 1 above. 	<ul style="list-style-type: none"> - Examine and demonstrate personal commitment in making healthy decisions related to topics addressed in Goal #1 above. - Examine health opportunities and challenges to establish personal commitment goal statements related to Goal #1 above. 	<ul style="list-style-type: none"> - Appraise the role of "support" in making healthy decisions related to topics addressed in Goal #1 above. - Analyze opportunities and challenges to establishing goals that support others related to topics addressed in Goal #1 above. 	<ul style="list-style-type: none"> - Assess the role of health promotion in setting goals and making healthy decisions related to topics addressed in Goal #1 above. - Analyze opportunities and challenges to establishing personal goals that promote health related to topics addressed in Goal #1 above.

Apply decisions that will improve personal health and/or the health of others.	– Design and implement two six-day action plans that affirm personal standards to make healthy decisions related to topics addressed in Goal #1 above.	– Design, implement, and evaluate three six-day action plans that require planning for personal commitment to responsible health action related to topics addressed in Goal #1 above.	– Design, implement, and evaluate three seven-day action plans that require students to establish multiple supports for responsible health action related to topics addressed in Goal #1 above.	– Design, implement, and evaluate three eight-day action plans that demonstrate responsible health promotion related to topics addressed in Goal #1 above.
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Refer to curriculum for complete outcomes and indicators.

Mathematics

K-12 Goals: logical thinking, number sense, spatial sense, and mathematics as a human endeavour.	Grade 6	Grade 7	Grade 8	Grade 9
Number Strand	<ul style="list-style-type: none"> – Demonstrate understanding of place value for numbers greater than 1 million and less than one thousandth. – Demonstrate understanding of factors and multiples of numbers less than 100, relating factors and multiples to multiplication and division, and determining and relating to prime and composite numbers. – Demonstrate understanding of the order of operations on whole numbers. – Extend understanding of multiplication and division to decimals. – Demonstrate understanding of percent. – Demonstrate understanding of Integers. – Extend understanding of fractions to improper fractions and to mixed numbers. – Demonstrate an understanding of ratio. – Research and present how First Nations and Métis peoples envision, represent, and use quantity. 	<ul style="list-style-type: none"> – Demonstrate an understanding of division through the development and application of divisibility strategies for 2, 3, 4, 5, 6, 8, 9, and 10, and involving zero. – Expand and demonstrate an understanding of addition, subtraction, multiplication, and division of decimals to greater numbers of places, and the order of operations. – Demonstrate an understanding of the relationships between positive decimals, positive fractions, and whole numbers. – Expand and demonstrate an understanding of percent including fractional percents between 1% and 100%. – Demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators. – Demonstrate an understanding of addition and subtraction of integers. 	<ul style="list-style-type: none"> – Demonstrate an understanding of square and principle square root of whole numbers. – Expand and demonstrate an understanding of percents greater than or equal to 0%. – Demonstrate an understanding of rates, ratios, and proportional reasoning. – Demonstrate an understanding of multiplying and dividing positive fractions and mixed numbers. – Demonstrate an understanding of multiplication and division of integers. 	<ul style="list-style-type: none"> – Demonstrate an understanding of powers with integral bases (excluding base 0) and whole number exponents. – Demonstrate an understanding of rational numbers. – Extend understanding of square roots to include the square root of positive rational numbers.

Patterns and Relations Strand	<ul style="list-style-type: none"> - Extend understanding of patterns and relationships in tables of values and graphs. - Extend understanding of preservation of equality. - Extend understanding of patterns and relationships using expressions and equations involving variables. 	<ul style="list-style-type: none"> - Demonstrate an understanding of the relationships between oral and written patterns, graphs, and linear relations. - Demonstrate an understanding of equations and expressions. - Demonstrate an understanding of one-and two-step linear equations. - Demonstrate an understanding of linear equations by modeling problems as a linear equation and solving the problems. 	<ul style="list-style-type: none"> - Demonstrate an understanding of linear relations. - Model and solve problems using linear equations. 	<ul style="list-style-type: none"> - Demonstrate an understanding of linear relations. - Model and solve situational problems using linear equations - Demonstrate an understanding of single variable linear inequalities with rational coefficients. - Demonstrate an understanding of polynomials.
Shape and Space Strand	<ul style="list-style-type: none"> - Demonstrate an understanding of angles. - Extend and apply understanding of perimeter of polygons, area of rectangles, and volume of right rectangular prisms. - Demonstrate an understanding of regular and irregular polygons. - Demonstrate an understanding of the first quadrant of the Cartesian plane and ordered pairs with whole number coordinates. - Demonstrate an understanding of single and combinations of transformations of 2-D shapes. 	<ul style="list-style-type: none"> - Demonstrate an understanding of circles including circumference and central angles. - Develop and apply formulas for determining the area of triangles, parallelograms, and circles. - Demonstrate an understanding of 2-D relationships involving lines and angles. - Demonstrate an understanding of Cartesian plane and ordered pairs with integral coordinates. - Expand and demonstrate an understanding of transformations 2-D shapes in all four quadrants of the Cartesian plane. 	<ul style="list-style-type: none"> - Demonstrate an understanding of the Pythagorean Theorem. - Demonstrate an understanding of the surface area of 3-D objects limited to right prisms and cylinders. - Demonstrate an understanding of volume limited to prisms and cylinders. - Demonstrate an understanding of tessellation. 	<ul style="list-style-type: none"> - Demonstrate an understanding of circle properties. - Extend understanding of area to surface area of right rectangular prisms, right cylinders, right triangular prisms, and composite 3-D objects. - Demonstrate an understanding of similarity of 2-D objects. - Demonstrate an understanding of line and rotation symmetry.
Statistics and Probability Strand	<ul style="list-style-type: none"> - Extend understanding of data analysis. - Demonstrate an understanding of probability. 	<ul style="list-style-type: none"> - Demonstrate an understanding of the measures of central tendency and range for sets of data. - Demonstrate an understanding of circle graphs. - Demonstrate an understanding of the theoretical and experimental probabilities for two independent events where the combined sample space has 36 or fewer elements. 	<ul style="list-style-type: none"> - Analyze the modes of displaying data and the reasonableness of conclusions. - Demonstrate an understanding of the probability of independent events. 	<ul style="list-style-type: none"> - Demonstrate an understanding of various factors affecting data collection. - Demonstrate an understanding of collection, display, and analysis of data. - Demonstrate an understanding of the role of probability in society - Research and present how First Nations and Métis peoples envision, represent, and make use of probability and statistics.

Refer to curriculum for complete outcomes and indicators.

Physical Education

K-12 Goals	Grade 6	Grade 7	Grade 8	Grade 9
<p>Active Living: Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.</p> <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"> – Create and implement a personal health-related fitness plan targeting cardiovascular endurance. – Demonstrate an understanding of the impact of inactivity on body composition and to make healthy choices for a balanced self. – Apply strategies for improving muscular endurance and flexibility, and apply an understanding of how to improve muscular strength. – Demonstrate an understanding of the skill-related components of fitness and connection to the health-related components of fitness in the development of each other. – Demonstrate a progression in control in complex movement skills as they apply to games and sports. – Express and apply performance cues to enhance manipulative skills. – Explore, apply, and communicate the biomechanical concepts and principles of force production, force absorption, and resistance as a means to enhance independence in learning motor skills. – Analyze and apply movement concepts to support skill development while participating in games. – Make situational decisions related to the selection of skills, tactics, and strategies to use in games. – Apply controlled movement skills and combinations of skills to participate in alternate environment activities and 	<ul style="list-style-type: none"> – Create and implement a personal health-related fitness plan targeting cardiovascular endurance, muscular endurance, and flexibility. – Examine nutritional habits and fluid intake needed for movement activities, body weight, and body composition. – Demonstrate an understanding of the external influences that affect movement skill. – Examine and apply strategies to incorporate cross-training using different movement activities to improve fitness and skill while participating in movement activities. – Demonstrate control, including smooth transitions, of complex movement skills. – Explore, apply, and communicate biomechanical concepts and principles of balance, stability, spin, and rotation as a means to enhance independence in learning motor skills. – Analyze and apply movement concepts while participating in games. – Make situational decisions related to the selection of skills, tactics, and strategies to use in games. – Utilize selected movement skills and combinations of skills to participate in alternate environment activities and body management activities. – Plan, organize, lead, and evaluate cooperatively movement activity to engage younger students and to connect with others. – Examine external influences that may affect movement skill 	<ul style="list-style-type: none"> – Create, implement, evaluate, and revise a personal health-related fitness plan targeting cardiovascular endurance, muscular endurance, muscular strength, and flexibility. – Apply an understanding of how to positively affect the major muscle groups while clarifying the effects of exercise and inactivity on the muscular system. – Implement personal plans for improvement of skill-related components of fitness to improve the weaker components. – Utilize, including smooth transitions, complex movement skills that combine locomotor skills, and manipulative skills in movement activities. – Explore, apply, and communicate the biomechanical concepts and principles of levers and projectiles, and Newton’s law of motion. as a means to enhance independence in learning motor skills. – Design and implement, collaboratively, plans to develop the performance concepts and application of tactics and strategies while participating in games. – Analyze the situational decisions, of self and others, under pressure of game play to determine the effectiveness of the decisions and to propose options for improvement. – Apply and adapt selected activity-related skills and strategies required for participation in alternate environment activities. 	<ul style="list-style-type: none"> – Examine and apply the principles of training for improvement and/or maintenance of health-related components of fitness. – Determine safe and credible publicly-promoted options for managing body composition and weight, and analyze the influence of mass media on body image. – Investigate and apply strategies for developing the strength of core muscles and joint muscles. – Implement personal plans for improvement of a self-selected skill-related component of fitness as it applies to complex movement skill. – Build skills towards proficiency in four complex movement skills. – Design and implement collaboratively, plans to use tactics and strategies, to enhance performance and enjoyment of self and others. – Design and implement collaboratively, plants to use tactics and strategies for performance while respecting the environment when participating in alternate environment activities. – Express insights on participating in body management activities to participate in recreational and leisure time activities. – Plan, participate in, and lead, with others, a movement activity event to engage others in movement activity. – Analyze the influences of mass media, advertising strategies, and other sources to determine their impact on promoting active living.

	<p>body management activities.</p> <ul style="list-style-type: none"> - Demonstrate the ability to carry out a teacher-assigned or self-selected portion of a cooperatively planned class activity that focuses on engaging others and enhancing their level of participation in movement activity. - Analyze the attributes and limitations of self and others as source of information for making decisions related to participation in movement activity as well as possible career choice implications. - Analyze and apply safety guidelines and rules that apply to the target games, invasion/territorial games, and alternate environment activities. - Apply a personal plan for progressing through the five levels of a social skills continuum in making positive connections to others. - Examine, evaluate, and represent the historical and present impact of our world neighbours on the development of movement activity options. 	<p>development and options for active living in the community.</p> <ul style="list-style-type: none"> - Analyze and apply the safety guidelines and rules related to various games, alternate environment activities, and body management activities. - Role model for others and practise the behaviours of self-responsibility and caring for others to support personal growth in making positive connections. - Examine, evaluate, and represent both the historical and present impact of Canada's northern people on the development of movement activity options. 	<ul style="list-style-type: none"> - Perform self-created, collaboratively created, and established sequences of movements from games and body management activities. - Create and implement individual or small group plan to engage and support at least one other person in repeated participation in movement activity at school, at home, or in the community. - Demonstrate an understanding of the impact of current and emerging technologies on fitness, fitness-related career options, and well-being. - Demonstrate the skills required to administer basic first aid as a result of injury. - Analyze environmental influences to assess their impact on responsible social behaviour in movement activity settings. - Analyze the influence of past and present, social, cultural, and environmental perspectives on the need for recent physical movement initiatives. 	<ul style="list-style-type: none"> - Apply an understanding of how to prevent and care for a variety of movement activity-related injuries. - Demonstrate an understanding of and incorporate positive social behaviours in movement activities, as both a participant and a spectator, after examining the positive and negative influences of organized sports, movement competitions, and mass media.
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Refer to curriculum for complete outcomes and indicators.

Science

K-12 Goals	Grade 6	Grade 7	Grade 8	Grade 9
<p>Understand the Nature of Science and STSE Interrelationships: To develop an understanding of the nature of science and technology, their interrelationships, and their social and environmental contexts, including interrelationships between the natural and constructed world.</p> <p>Construct Scientific Knowledge: To construct an understanding of concepts, principles, laws, and theories in life science, in physical science, in earth and space science, and in Indigenous knowledge of nature; and then apply these understandings to interpret, integrate, and extend their knowledge.</p> <p>Develop Scientific and Technological Skills: To develop the skills required for scientific and technological inquiry, problem solving, and communicating; for working collaboratively; and for making informed decisions.</p> <p>Develop Attitudes that Support Scientific Habits of Mind: To develop attitudes that support the responsible</p>	<p>Life Science: Diversity of Living Things</p> <ul style="list-style-type: none"> – Recognize, describe, and appreciate the diversity of living things in local and other ecosystems. – Examine how humans organize the diversity of living things. – Analyze the characteristics and behaviours of vertebrates and invertebrates. – Examine and describe the structures and behaviours of individual living organisms. – Assess the effects of micro-organisms and contributions of science and technology to understand micro-organisms. 	<p>Life Science: Interactions within Ecosystems</p> <ul style="list-style-type: none"> – Relate key aspects of Indigenous knowledge to understanding ecosystems. – Observe, illustrate, and analyze living organisms within local ecosystems. – Evaluate biogeochemical cycles as representations of energy flow and the cycling of matter through ecosystems. – Analyze how ecosystems change in response to natural and human influences. 	<p>Life Science: Cells, Tissues, Organs, and Systems</p> <ul style="list-style-type: none"> – Analyze the characteristics of cells, and structural and functional characteristics of plant and animal cells. – Demonstrate proficiency in the use a compound light microscope to observe plant and animal cells. – Distinguish structural and functional relationships among cells, tissues, organs, and organ systems in humans. – Analyze how the interdependence of organ systems contributes to the healthy functioning of the human body. 	<p>Life Science: Reproduction and Human Development</p> <ul style="list-style-type: none"> – Examine the process and influences on the transfer of genetic information. – Observe and describe cellular reproductive processes. – Describe the processes and implications of sexual and asexual reproduction in plants and animals. – Analyze the process of human reproduction, including the influence of reproductive and contraceptive technologies.
	<p>Physical Science: Understanding Electricity</p> <ul style="list-style-type: none"> – Assess the impact of electricity use in Saskatchewan. – Investigate the characteristics and applications of static electric charges, conductors, insulators, switches, and electromagnetism. – Explain and model the properties of simple series and parallel circuits. 	<p>Physical Science: Mixtures and Solutions</p> <ul style="list-style-type: none"> – Distinguish between pure substances and mixtures using the particle model of matter. – Investigate methods of separating the components of mechanical mixtures and solutions, and the impact of industrial and agricultural applications. – Investigate the properties and applications of solutions. 	<p>Physical Science: Optics and Vision</p> <ul style="list-style-type: none"> – Identify and describe sources and properties of visible light. – Explore properties and applications of optics-related technologies. – Compare the nature and properties of human vision with optical devices and vision in other living organisms. – Evaluate the impact of electromagnetic radiation-based technologies. 	<p>Physical Science: Atoms and Elements</p> <ul style="list-style-type: none"> – Distinguish between physical and chemical properties of common substances. – Analyze historical explanations of the structure of matter. – Demonstrate an understanding of the classification of pure substances.
	<p>Physical Science: Principles of Flight</p> <ul style="list-style-type: none"> – Examine connections between human fascination with flight and technologies and careers. – Investigate forces of thrust, drag, lift, and gravity. – Design a working prototype of a flying object. 	<p>Physical Science: Heat and Temperature</p> <ul style="list-style-type: none"> – Assess the impact of past and current heating and cooling technologies. – Explain differences between states of matter and the effect of heat. – Investigate principles and applications of heat transfer. 	<p>Physical Science: Forces, Fluids, and Density</p> <ul style="list-style-type: none"> – Investigate and represent the density of solids, liquids, and gases based on the particle theory of matter. – Examine the effects of forces in and on objects in fluids. – Investigate and describe the physical properties of fluids. – Identify and interpret the functioning of natural and constructed fluid systems. 	<p>Physical Science: Characteristics of Electricity</p> <ul style="list-style-type: none"> – Demonstrate and analyze characteristics of static electric charge and current electricity. – Analyze the relationships among voltage, current, and resistance in series and parallel circuits. – Assess operating principles, costs, and efficiencies of devices that produce or use electrical energy. – Critique impacts of small and

acquisition and application of scientific, technological, and Indigenous knowledge to the mutual benefit of self, society, and the environment.				large scale electrical energy production and distribution.
	Earth and Space Science: Our Solar System <ul style="list-style-type: none"> – Research and represent the physical characteristics of the major components of the solar system. – Assess the efficacy of representing and interpreting astronomical phenomena. – Evaluate past, current, and possible future contributions of space exploration programs. 	Earth and Space Science: Earth’s Crust and Resources <ul style="list-style-type: none"> – Analyze historical and current catastrophic geological events, and movements and forces within Earth’s crust. – Identify locations and processes used to extract Earth’s geological resources. – Investigate the characteristics and formation of the surface geology of Saskatchewan. 	Earth and Space Science: Water Systems on Earth <ul style="list-style-type: none"> – Analyze the impact of natural and human-induced changes to the characteristics and distribution of water in local, regional, and national ecosystems. – Examine how wind, water, and ice shape the Canadian landscape. – Analyze how natural factors and human practices affect productivity and species distribution. 	Earth and Space Science: Exploring our Universe <ul style="list-style-type: none"> – Inquire into the motion and characteristics of astronomical bodies. – Analyze the formation and evolution of our solar system and the universe. – Examine how various cultures, past and present, including First Nations and Métis, understand and represent astronomical phenomenon. – Analyze human capabilities to explore and understand the universe.

Refer to curriculum for complete outcomes and indicators.

Social Studies

K-12 Goals	Grade 6 Canada and its Atlantic Neighbours	Grade 7 Canada and our Circumpolar and Pacific Neighbours	Grade 8 The Individual in Canadian Society	Grade 9 The Roots of Society
Interactions and Interdependence: To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations.	<ul style="list-style-type: none"> – Evaluate and represent how culture and place influence beliefs and values. – Examine how social and cultural diversity exist in local and global contexts. – Develop an understanding how global interdependence impacts individual daily life. – Explore aspects of culture change over time and affect youth and adult populations. 	<ul style="list-style-type: none"> – Investigate conflict, cooperation, and interdependence between Canada, circumpolar, and the Pacific Rim. – Examine how globalization affects the lives of people. – Analyze how technology influences globalization. 	<ul style="list-style-type: none"> – Investigate the meaning of culture and the origins of Canadian cultural diversity have significance in Canada. – Appraise the influence of immigration as a factor in Canadian cultural diversity. 	<ul style="list-style-type: none"> – Explain what constitutes a society. – Compare factors that shape a worldview. – Analyze how worldview is expressed in the daily life of a society. – Determine the influence of worldview on the choices, decisions, and interactions in a society.
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.	<ul style="list-style-type: none"> – Analyze the impact of the diversity of natural environments on ways of life. – Analyze how land affects human settlement patterns and social organizations, and ways in which human habitation affects land. – Appraise the strategies human societies use to orient themselves within the natural environment. – Relate contemporary issues to 	<ul style="list-style-type: none"> – Analyze and use various types of maps to situate current issues. – Appraise the impact of human habitation on the natural environment. – Analyze how current and historical events affect the physical and social environments. 	<ul style="list-style-type: none"> – Develop an understanding of the significance of land on the evolution of Canadian identity. – Describe the influence of the treaty relationship on Canadian identity. – Assess how historical events in Canada affect the present Canadian identity. 	<ul style="list-style-type: none"> – Examine the challenges involved in obtaining information about societies of the past. – Synthesize the significance of key historical events in societies. – Assess the relationship of the natural environment in the development of a society. – Determine the influence of societies of the past on contemporary life in Canada.

<p>Power and Authority: To investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations.</p>	<p>historical origins.</p> <ul style="list-style-type: none"> - Examine the relationship between an individual's power and authority and the power and authority of others. - Analyze the distribution of power and privilege. - Explore examples and explain how people may be affected by injustice or abuses of power. 	<ul style="list-style-type: none"> - Compare the sources of power for individuals, nations, and regions in a selection of Pacific Rim and circumpolar countries. - Investigate the structures and processes of democratic government in Canada. - Compare the strengths and weaknesses of oligarchy, dictatorship, and democracy as systems of government. 	<ul style="list-style-type: none"> - Contemplate the implications of Canadian citizenship on the life of Canadians. - Examine the role of power and authority in the application of diverse decision-making processes. - Present the evolution of a piece of legislation from conception to implementation. - Assess the impact of a citizen's willingness and ability to engage in the Canadian political processes. 	<ul style="list-style-type: none"> - Examine concepts of power and authority in the governance of societies. - Analyze the impact of empire-building and territorial expansion on indigenous populations and other groups in societies. - Investigate the roles and responsibilities of members of societies and in contemporary Canada.
<p>Resources and Wealth: To examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment, and contribute to sustainable development.</p>	<ul style="list-style-type: none"> - Examine and analyze factors that contribute to quality of life. - Contribute to initiating and guiding change in local and global communities. 	<ul style="list-style-type: none"> - Explain the role of barter, trade, and sharing have in traditional economies. - Investigate the influence of resources on the economic conditions of peoples. - Assess the ecological stewardship of economies of Canada and the circumpolar and Pacific Rim countries. 	<ul style="list-style-type: none"> - Analyze the social and environmental consequences of living in the Canadian mixed market economy. - Assess the implications of personal consumer choices. - Critique the approaches to environmental stewardship and sustainability. 	<ul style="list-style-type: none"> - Compare perspectives regarding the acquisition and distribution of resources and wealth in societies. - Appraise the significance of trade and transportation in the development of societies. - Determine the influence of technologies of past societies on contemporary society.

Refer to curriculum for complete outcomes and indicators.