

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

Arts Education				
Grade 1 Patterns	Grade 2 Community	Grade 3 Environment	Grade 4 Saskatchewan Voices	Grade 5 Pop Culture
<ul style="list-style-type: none"> • How do dancers make patterns with different parts of the body? Through different pathways? With a partner? • How can we combine movement patterns with different rhythms? • How do musicians organize sounds into patterns? • In what ways can we make different sound patterns with our voices? How can we make same and different patterns with these instruments? • How do poems make patterns? • How can we, and other artists, use colours, shapes, lines, or textures to make patterns? 	<ul style="list-style-type: none"> • Why is community important? • Why do we need the arts in our community? • What is unique about our community? • What do we want to tell people about our community through our dance, drama, music, or visual art? • How can stories from different cultures in our community give us ideas for our dance, drama, music, or visual art works? 	<ul style="list-style-type: none"> • What is interesting about the natural environment in and around our own community? • What is interesting about the constructed environment in and around our own community? • How are artists influenced by their environment? • What could we tell people about our concern for the environment through our own arts expressions? 	<ul style="list-style-type: none"> • How could our arts expressions express what we think and feel about Saskatchewan? • How do professional dancers, dramatic artists, musicians, and visual artists represent Saskatchewan? • How do First Nations artists express ideas about Saskatchewan through various arts expressions? 	<ul style="list-style-type: none"> • How do the media and pop culture influence our lives? • How could we use pop culture in our own arts expressions? • What did pop culture look and sound like in different eras of history?

Saskatchewan Ministry of Education. (2011). *Arts Education 1* (2, 3, 4, 5). Regina, SK: Author

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

Arts Education			
Grade 6 Identity	Grade 7 Place	Grade 8 Social Issues	Grade 9 Taking Action
<ul style="list-style-type: none"> • If we were to represent our school or community identity, what would it look and sound like? • In what ways could our arts expression show people what we value? • How could this song, dance, drama, visual art work, or film tell people about our family histories or cultural backgrounds? • In what ways does an arts expression reflect the identity of its creator or community? • How do media and pop culture influence our identities and choices we make about music, clothing, hair styles, social activities, and so on? • How is personal, cultural, or regional identity represented in dance, drama, music, or visual art by Saskatchewan artists? 	<ul style="list-style-type: none"> • How have artists throughout the ages been inspired by the land and their environment? • How have ideas about farm settlement been expressed by artists in southern Saskatchewan? • How could we represent our relationship to the land through arts expressions? • How do First Nations dance and other art forms reflect traditional relationships with the land? • How could our arts expressions show people what our environment or community means to us? • What could our dance, music, drama, and visual art tell people about our town or neighbourhood? • How do Saskatchewan artists express a sense of place in their work? 	<ul style="list-style-type: none"> • How does inclusion and exclusion affect us? • How could we represent our ideas about these social issues in our dance, drama, music, or visual art work? • How do the blues, hip hop, 60s folk music, and other arts reflect the social issues of their time and place? • What has been the relationship between the arts and social issues throughout history? • How do Saskatchewan and Canadian artists include social commentary in their work? 	<ul style="list-style-type: none"> • How do artists and the arts make an impact on the world? • How have artists throughout history raised awareness through the arts? • How could we take action on this concern through our own arts expressions? • What is the value of the arts? • How can we raise awareness about the value of the arts in our school and/or community? • Are there ways to create partnerships with the artists and others in our community to highlight this topic?

Saskatchewan Ministry of Education. (2009). *Arts Education 6 (7, 8, 9)*. Regina, SK: Author.

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

Career Education – Grade 6 to 9

- How do people choose their careers? What can I do now to ensure success later in life?
- Who am I? What are my strengths and interests?
- How do I envision my life in the future and how can I control it?
- What am I learning in my life right now that will influence my future life choices?
- What occupations are available?
- How do I make work and life decisions?
- How do I know if I am happy or satisfied with my life and work balance?
- If I am not happy with my roles in life, how can I change them?

Saskatchewan Ministry of Education. (2008). *Career education 6 (7, 8, 9)*. Regina, SK: Author.

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

English Language Arts – Grade 1

Personal and Philosophical	Social, Cultural, and Historical	Imaginative and Literary	Communicative	Environmental and Technological
<ul style="list-style-type: none"> Who am I? What does it mean to be me? Who am I as a person? What choices are right for me? How do I want others to see me? What "power" do I have to cause or promote change? 	<ul style="list-style-type: none"> What are some cultural traditions that our families celebrate and why? In what ways are families similar and different? What makes a family special? What is a family? What is a friend? What things make a person a good friend? How can we help our friends? What does respect look, sound, feel like in my culture? Why do we need transportation? How many ways can we travel? What kind of vehicles help us get to where we want to go? How can we make transportation safe for us and good for the environment? Why do we work? What kinds of jobs do people do? What is involved in the different jobs people do? With whom do they work, and how do they help others? What work would I like to do? 	<ul style="list-style-type: none"> Why do we tell stories? What do stories do for us? What is a true story? What is a make-believe story? What was the problem in the story, and how was the problem solved? What type of characters are in stories? Who are the clever characters in folktales? If you were a character in these folktales, what would you have done? If you could create a perfect world, what would it look like? 	<ul style="list-style-type: none"> Why do we need to communicate? How do you communicate with your family, friends, teacher, people in your school? How are messages created, sent, and received? What special words describe how we feel? Where do words go when we talk? 	<ul style="list-style-type: none"> What plants and animals do we find in our house, in our classroom, on our playground, in our yard, in our gardens, on the farm, in the country? Why do we need plants and animals? What do plants need? Why is it important to care for and respect plants and animals? What role does weather have in our daily and seasonal lives? How does weather affect us? How do we keep ourselves healthy and safe in different kinds of weather? How do our senses (I see, I hear, I smell, I taste, I feel) help us learn about weather, plants, animals, and our natural and constructed worlds? What would you like to learn more about in the natural and constructed worlds? From what are common objects made?

Saskatchewan Ministry of Education. (2010). *English language arts 1*. Regina, SK: Author.

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

English Language Arts – Grade 2				
Personal and Philosophical	Social, Cultural, and Historical	Imaginative and Literary	Communicative	Environmental and Technological
<ul style="list-style-type: none"> • What type of friend shall we be? How shall we treat our friends? How can we be better friends? • How do we feel when we do something for the first time? How are others' feelings the same or different from mine? • How do I know if an experience or situation is right for me? Is safe? Is healthy? 	<ul style="list-style-type: none"> • What makes a community? • What places, building/homes, people/workers, neighbours, events, and languages do we find in our community? • How are other communities the same/ different from our community? How were communities the same/different in the past? • Why do all the different types of people make a community interesting? • How can we contribute to our community in a positive way? What special community events are celebrated in communities in our province and country? • How can we build a strong community that includes everyone? 	<ul style="list-style-type: none"> • What tales have repeated patterns (e.g., three), and why do they use these patterns? • What can we learn from traditional tales? • How is a "true" tale different from a folk tale? If the tale continues, what do you think would happen next? How could we tell a tale to teach someone something we have learned? • What is your idea of a good story? If you were to write the author or illustrator, what would you tell him or her about the tale? Why would this be important? 	<ul style="list-style-type: none"> • In what ways and why do people keep in touch with one another? How can people listen to and show empathy with others? • What do we see and hear in the mass media? How do they affect us? Others? • What commercials do you like/dislike on television? Why? • How do common features such as price, places to buy, reasons to buy, and exaggeration work in commercials? Are commercials effective? How do they affect you? Others? • What is your technological footprint? What is your online presence? What sites do you go to and why? 	<ul style="list-style-type: none"> • From where does the wind come? How can we explain the wind? In what ways does the wind help people? Frighten people? Destroy things? • Why is water important to people, animals, plants? What is the role of technology in water conservation? What do we know/want/need to know about animals? Why are some animals pets and others wild? How do humans and animals coexist? How have technological advances had an impact on animals' habitats? What impact do we have on animals' habitat? • How can we describe and represent where things are?

Saskatchewan Ministry of Education. (2010). *English language arts 2*. Regina, SK: Author.

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

English Language Arts – Grade 3				
Personal and Philosophical	Social, Cultural, and Historical	Imaginative and Literary	Communicative	Environmental and Technological
<ul style="list-style-type: none"> • What are we really like? What are we like when nobody is watching? How do we define our "inner self"? • "The only way to have a friend is to be one." What does this mean? How do we figure out what is important to us and to others? What causes us to feel proud of ourselves? How do we learn from experience? When we are feeling really confident, what things do we imagine ourselves doing? • What does "family" mean? How is "home" different from "house"? How can we support others including our family members? • How do children across the country play, work, travel, explore, and celebrate their cultures? Why do people celebrate? How do festivals and celebrations bring people together? How do we support and celebrate each other? • What are some challenges? 	<ul style="list-style-type: none"> • How do we create community? Who lives there and why? How and why is our community unique? What is the same/different in city or town living and country living? What makes our community interesting to visit? How does our community contribute to Saskatchewan and our country? What makes other communities in other areas of Canada and the world interesting to visit? • How might people (children) have lived in our community in the past? • How can we positively interact with others? How do we effectively communicate, negotiate, and respect different points of view? 	<ul style="list-style-type: none"> • What lessons do tales teach? Why do characters in stories act the way they do? • How have we faced problems similar to those in stories? Do we ever get personally involved with or feel strongly about a character? • What is a stereotype? Where do we see stereotypes? What can be done to change them? • How can stories sometimes stereotype people? • How are our lives like a story? How would we write our future stories? 	<ul style="list-style-type: none"> • What form of communication – visual oral, writing, or multimedia – works best to get our ideas across? How do people use words to describe what they see, hear, smell, taste, and feel? • Where do common expressions and idioms come from? Why do we use them? • What forms of communication were used in the past? How can a word be used positively or negatively (e.g., tone, emphasis, placement in sentence)? How do people "use" the mass media? How do the mass media "use" people? What do food advertisements sell, and how honest are they about their product? • What communication strategies can we use to improve relationships in the classroom? What do agreements/ disagreements look like, sound like, feel like? 	<ul style="list-style-type: none"> • Are plants necessary to our world? What are the characteristics of life cycles of living things? How does the life cycle affect us and other animals and plants? How and why are some plants considered sacred? • How are structures and materials/ objects (e.g., buildings, bicycles) made? How do their parts work together? How does their design help us use them and protect them from the forces of nature? How does geography and geology affect the design of structures and materials/objects? What can we learn about the past? • Why is it important to respect our natural resources and environment? • Why and how do things move? What do muscles do? What can magnets do? How does wind work? • What is soil? Of what is soil made? Is soil living? How do plants, animals and humans use soil? Why is soil so important?

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

English Language Arts – Grade 4				
Personal and Philosophical	Social, Cultural, and Historical	Imaginative and Literary	Communicative	Environmental and Technological
<ul style="list-style-type: none"> • How and why do we and our families help each other? How do we express our thoughts, feelings, and appreciation for others? • How important are other people in our lives? What are the challenges and joys of friendship? What type of people make good friends? How do we show loyalty to our friends? How do we resolve conflict? • What does it mean to be a "team" member or player? 	<ul style="list-style-type: none"> • What is Saskatchewan like (location, origin, people, plants, wildlife, weather, landforms)? What makes Saskatchewan unique? Why are people proud to be from Saskatchewan? How could we as photographers or artists show our feelings for Saskatchewan? • What was Saskatchewan like 100/150/500 years ago? How do the families we are growing up in compare to the families our parents, grandparents, or other relatives grew up in? 	<ul style="list-style-type: none"> • How do traditional narratives and tales teach us lessons about living wisely? If we lived long, long ago, how would we explain how or why something came to be the way it is? • How do we use stories to teach children important lessons today? • Why do folk tales use animals? How do animals used as characters in traditional narratives and tales act like humans and teach us lessons? • What is the difference between a scientific explanation and a legend that explains nature? • What is humour? What role does humour have in our lives? How is humour effectively used in traditional narratives and tales? 	<ul style="list-style-type: none"> • What is communication? How can we send messages with words? Without words? Which is more effective? For what purposes do we communicate? • Are there certain messages that are better suited to particular media or mediums? • What is true? What is the difference between a true story and a fictional story? When is a fictional story true and a "true" story fictional? • Whose stories are being told and read and why? How do our points of view, perceptions, and experiences affect our interpretation and telling of stories? How can we best communicate with others to avoid conflict? 	<ul style="list-style-type: none"> • What do we and others gain by paying close attention to nature? What can we learn from nature? • What do people need to live? What things do people often want but not truly need? • How do animals use the environment to fulfill their needs? What is the human impact on animals, plants, and the environment? What are the most important lessons that Canadians need to learn about plants, animals and the constructed and natural environments? Why? • How do light and sound affect us day to day? Why can humans not see in the dark? Why can some animals see in the dark? • What are the spiritual dimensions of our connections to the environment (land, water, and sky)?

Saskatchewan Ministry of Education. (2010). *English language arts 4*. Regina, SK: Author.

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

English Language Arts – Grade 5				
Personal and Philosophical	Social, Cultural, and Historical	Imaginative and Literary	Communicative	Environmental and Technological
<ul style="list-style-type: none"> • What are our personal strengths? How can we use these strengths to make the world a better place? What are our personal goals and how will we reach these goals? Who do we admire most and why? What are the traits of admirable people? What are the rewards and challenges of working together? • Where do our beliefs come from? Are they fair, just, moral? • What are prejudices and racism? What happens to team work, community, and equality when we have biases and prejudices? In what ways can these ways of thinking hurt everyone in our communities? What have we (or could we have) done about it? What is worth fighting for? • What are the marks of a true hero? What causes people to act heroically? How do heroes sacrifice themselves for others? Could we be heroes? 	<ul style="list-style-type: none"> • What does "fair" mean? Can "fair" be different for different people? • What are our rights and freedoms? What are our responsibilities? How do our responsibilities go hand-in-hand with our rights and freedoms? • What does being "Canadian" mean? What makes us proud to be Canadian? How does Canada work? Why do we have government and laws? How has our heritage shaped the people that we have become? • Why is it important for a country to have a symbol or symbols that people around the world recognize? • How does Canada work (structure and components of government)? Why have government? • How has our heritage shaped the people that we have become? 	<ul style="list-style-type: none"> • How are different cultures reflected through their stories? What are the important stories of Canada? How do these stories reflect our heritage? • What are the characteristics of a good story? What are the characteristics of historical fiction? How does historical fiction help us learn about life and people in Canada's past? • What is mystery? What are the characteristics of a mystery? Can mysteries be solved? What are the unsolved mysteries from history? Some mysteries in nature? Why do stories of mystery in history and in nature challenge and intrigue us? What mysterious phenomena would we like to explore? • How do stories help us understand ourselves and others? What stories still have not been told? 	<ul style="list-style-type: none"> • What messages do images and words communicate in texts such as flyers, promotional mail, magazines advertisements, product packaging, DVDs, television, and websites? Who created and produced these messages? Why? Who is the intended audience? How could the message be delivered in a fair way? • How do resources such as calendars, flyers, coupons, promotional mail, magazines, menus, ads, product packaging, and websites inform, entertain, and influence audiences? Who is included? Who is left out? Whose story and values are included? Whose story and values are left out? How might these messages be used to manipulate people? What is effective advertising? 	<ul style="list-style-type: none"> • What are the short- and long-term effects of our energy use on the environment? What impact does human use of energy and natural resources have on Canadian society and the environment? What are the advantages and disadvantages of using renewable energy sources as opposed to non-renewable sources? How can we contribute to a cleaner, healthier environment? • What impact does weather have on a society and its people? What weather-related technological innovations and products have been developed by various cultures in response to Canadian weather conditions? • How do buildings reflect our environment, culture, and communities? What are the forces that structures built by either people or creatures in nature have to withstand, and how do they do this?

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

	<p>Social, Cultural, and Historical</p> <ul style="list-style-type: none"> • How can we honour Canada's history, people, and natural resources? • What do artifacts tell us about early civilizations? • How can we and others contribute to our country and make a difference in the lives of others? How can we contribute to our community? • What types of issues or problems might communities and people face? What issues or problems might people in Canada face? How can we work to make Canada a better country for all its citizens? 		<p>Communicative</p> <ul style="list-style-type: none"> • What characteristics and techniques are used in humorous stories (character, setting, dialogue, problem ...)? • What are the characteristics of historical fiction? How does historical fiction help us learn about life and characters in early Canada? If it is "fiction," what "truths" are in it? 	<p>Environmental and Technological</p> <ul style="list-style-type: none"> • How can our choices affect our overall health? What are the beneficial and harmful effects of technological innovations on human organ systems?
--	--	--	--	---

Saskatchewan Ministry of Education. (2010). *English language arts 5*. Regina, SK: Author.

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

English Language Arts – Grade 6					
Growing Up (Personal and Philosophical)	Messages (Communicative)	Tales – Heroes, Deeds, and Wonders (Imaginative & Literary)	Taking Flight (Environmental and Technological)	Peace & Conflict (Social, Cultural, and Historical; Communicative)	Going the Distance (Personal and Philosophical; Social, Cultural, and Historical)
<ul style="list-style-type: none"> • What are some of the changes and challenges that you are facing? • How have others dealt with these changes and challenges? • When do you feel most confident about yourself and your place in the world? • What can difficult situations teach you about yourself? • What are the challenges that you will have to deal with in the future? 	<ul style="list-style-type: none"> • What forms of technology are used to communicate with others and to gain information? • What is your most effective way of telling your story or getting your message across? • What role do media such as photographs, the Internet, and person-to-person contact play in your communication? • How do artists communicate their messages through the arts? • What role does advertising play in communicating and persuading? 	<ul style="list-style-type: none"> • What are the qualities of a good or well-told story? • What do these tales teach us about other people, times, and places? • What do these tales teach us about ourselves? • How do these tales help us see our own gifts and potential, and inspire us to fight for our own causes? 	<ul style="list-style-type: none"> • How can birds, insects, bats, kites, planes, and rockets fly? Can people fly? (How do living things and flying devices achieve lift, movement, and control? Why can we not fly an airplane to the moon?) • How can we explore and learn about space? (What technologies have been developed to find out about space? How do people on Earth gather information about space? What have we learned about space?) • What have we accomplished through space exploration? (What is needed to travel & live in space?) 	<ul style="list-style-type: none"> • What role does peace play in your life? What brings peace and happiness in our lives? • What skills are needed to resolve conflicts and disputes peacefully? • What is the role of the peacemaker? • What are our rights and our responsibilities in supporting peace? • What can people learn by resolving conflicts? 	<ul style="list-style-type: none"> • What are some things that you have achieved so far in your life, and why do you consider them achievements? • What personal goals would you like to attain? How will you share your successes with your family and the larger community? • How have others met personal challenges, set goals, and tried to achieve their "personal best"? • What can you learn about yourself when you try to do your personal best?

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

			<p>Taking Flight (Environmental and Technological)</p> <p>How has the exploration of space changed people's lives on Earth? How will space be used in the future?)</p>		
--	--	--	---	--	--

Saskatchewan Ministry of Education. (2008). *English language arts 6*. Regina, SK: Author.

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

English Language Arts – Grade 7					
Participating and Giving Our Personal Best (Personal and Philosophical)	Doing Our Part for Planet Earth (Environmental and Technological)	Mysteries, Uncanny Incidents, and Unusual Happenings (Imaginative & Literary)	Voices Through the Ages – Reconstructing the Past (Social, Cultural, and Historical; Environmental & Technological)	Lighten Up! – On the Funny Side (Communicative)	Finding the Courage (Personal and Philosophical)
<ul style="list-style-type: none"> • Who do you admire and respect? Why? • When are you at your best? What are you doing? • What would happen if you used all of your natural talent? • What makes participating in an activity appealing? • When and how does an activity or challenge bring out the best in you? • What do you need from others to do your personal best? • Are you currently doing your best? What do you need to do so you will have no regrets? 	<ul style="list-style-type: none"> • How do we depend on the environment? • What are some problems facing the environment? • What do you think will happen to the environment during your lifetime? • Of all the ways that we may be doing harm to the Earth, which concerns you most? • Why should people care about the environment? • What are some things that you and your peers can do to show your respect and care for the environment? 	<ul style="list-style-type: none"> • What are some of the unsolved mysteries and unexplained events of our world? • Why do people find mysteries fascinating? • What is there about people that lead them to pursue a mystery? • What makes a good mystery story, play, or poem? 	<ul style="list-style-type: none"> • What was life like for people in the past? • How do scientists and historians reconstruct past lives of people? What is important for us to know about the deeds and actions of people who lived in other times and places? • What lessons can we learn from reconstructing the past lives of people? 	<ul style="list-style-type: none"> • Do we sometimes take life too seriously? • What makes something funny to one person and not funny at all to someone else? • Why do people laugh when they have heard a good joke or story of misadventure? • How do words, punch lines, visuals, movements, gestures, and facial expressions create humour? • Why is humour often a matter of individual or community preference? 	<ul style="list-style-type: none"> • When have you needed courage in your life? • Do you believe that you have the ability to do anything you want to do in life? • Do you have a vision for your future? • What can we learn about courage from characters, both real and fictional, who triumph through determination, talent, or strength? • Is it courageous sometimes to simply decide not to do something?

Saskatchewan Ministry of Education. (2008). *English language arts 7*. Regina, SK: Author.

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

English Language Arts – Grade 8					
Adventure & Adventurers (Social, Cultural, and Historical)	Timeless Narratives of the First Nations and Greek Peoples (Imaginative & Literary)	Becoming Myself (Personal and Philosophical)	An Eye on Our Natural and Technological Environment (Environmental & Technological)	Burning Questions (Communicative)	Is It Fair? – In Search of Justice (Social, Historical & Cultural)
<ul style="list-style-type: none"> • Are you an adventurer? In what ways? • What makes an adventure? What are the defining moments in an adventure? • What are the qualities of real-life adventurers? • What can we learn from our successes and our failures? 	<ul style="list-style-type: none"> • What makes a "great" story? • How can stories from other places and times teach us about ourselves? Our environment? • What lessons can we learn about ourselves and others through these stories? • What lessons can we learn about human nature? • What lessons can we learn about the meaning of life? 	<ul style="list-style-type: none"> • What can we celebrate about ourselves? • How can we discover our unique qualities and talents? • How can we use and share our unique qualities and talents? • How did we get to be who we are? 	<ul style="list-style-type: none"> • What technology do we take for granted? • What are some of the most recent developments in technology? What are some unintended consequences of these developments? • What are some of the significant technical inventions of the past? • What do you anticipate will be the important technological developments in your lifetime? • What are some potential benefits and risks related to these developments? • How can technology be used for good and for bad? 	<ul style="list-style-type: none"> • Why do people ask questions? Why do you ask questions? • What is a good question? • What is the best question you have ever asked? • What is the hardest question you have ever tried to answer? • What are some purposes of questions? • What are some "burning questions" that inventors and discoverers have followed? • To what "burning question" do you want to find the answer? How will you do it? 	<ul style="list-style-type: none"> • How have people been discriminated against because of their colour, gender, religion, or race? • How fair is it that some people receive less pay than others for equal work or do not share in the wealth of the world? • How have innocent people suffered so others can gain? • What injustices would you like addressed in your society? How could changes best be made? • What are our responsibilities to others in supporting justice?

Saskatchewan Ministry of Education. (2008). *English language arts 8*. Regina, SK: Author

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

English Language Arts – Grade 9					
Doing the Right Thing (Social, Cultural & Historical)	Indigenous and Norse Narratives (Imaginative & Literary)	All That I Am – the Search for Self (Personal & Philosophical)	Exploring Loyalty, Love, and Relationships (Personal & Philosophical; Social, Cultural & Historical)	Surviving and Conquering (Personal & Philosophical; Social, Cultural & Historical)	Our Shared Linguistic and Cultural Roots (Communicative)
<ul style="list-style-type: none"> • What is the right thing to do? How do we know? • What are our rights, responsibilities, and freedoms? • What causes conflict or makes something an issue? • How do individuals and groups best deal with and resolve conflicts and address issues? • What qualities help people deal with conflicts and issues successfully? 	<ul style="list-style-type: none"> • Why do people tell stories and tales? • How do these stories help people understand their world? • What lessons do we learn about people through these tales? • How are these stories and tales alike and different? • Why is it important for each generation to hear and to retell these tales? 	<ul style="list-style-type: none"> • From where does our sense of identity come? • What makes each person unique and interesting? • How do people express their individuality? • How do people change as they journey through life? • How do we keep our self-identity yet, at the same time, become part of a community? 	<ul style="list-style-type: none"> • Why do people need each other? • What does it mean to be a loyal and true friend? • What does it mean to belong and be loyal to our family? • What does it mean to be in love? 	<ul style="list-style-type: none"> • What does it take to survive on planet Earth and in our society? • What kinds of survival challenges have others faced? • What decisions do people have to make to survive? • How can we help one another survive? • Why is it important to do more than just survive? 	<ul style="list-style-type: none"> • When, where, and how was English first used and by whom? How does a linguist analyze and explain the English language? • How do we learn a language such as English? • How is English used by different people in different roles and occupations? • How is language affected by gender, age, ethnic heritage group, and educational background?

Saskatchewan Ministry of Education. (2008). *English language arts 9*. Regina, SK: Author.

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

English Language Arts A10 and B10

ELA A10 (Unit 1--The Challenges of Life)	ELA A10 (Unit 2 -- The Mysteries of Life)
<ul style="list-style-type: none"> • What do foundational stories teach us about life's challenges? How do foundational stories equip us for life? • How do our perceptions of what is a challenge depend on our personal stories or experiences? • What qualities help us face challenges successfully? What are the benefits of challenge? • What are some of the challenges and struggles that have shaped society? How have those challenges/struggles shaped society? • What are the important decisions we will have to make in our lifetime? What are the consequences of making informed and uninformed decisions? 	<ul style="list-style-type: none"> • Of what is the human brain capable? How is technology changing the human brain? How can the human brain reach its potential? • What role does memory play in shaping a person? • How do our imaginations carry us far beyond the borders of the everyday world? Why is the imagination valuable in our personal lives, in society, and in the workplace? How might making connections expand our imagination and creativity? • Is there a master plan or are we masters of the plan? • How do fantasy and science fiction prepare us to handle the challenges that tomorrow will bring?
ELA B10 (Unit 1 -- Equity and Ethics)	ELA B10 (Unit 2 -- The World Around and Within Us)
<ul style="list-style-type: none"> • What are some of the factors that create inequalities? How have inequalities shaped our world? • What is my role and responsibility in addressing inequalities? • What is the relationship between rights and responsibilities? • Who decides what is right? Why should we do the right thing? How can I act on the right thing? • How does one become an ethical person? 	<ul style="list-style-type: none"> • What are our relationships and responsibilities to the communities and environments of which we are a part? How are we related to and responsible for natural and constructed environments? For technology? • Why is it important to be in touch with the world? • The world is a difficult text: how can we read it and respond to it critically? • How can I have a positive influence upon my world? • How must we show respect and care for the community of life?

Saskatchewan Ministry of Education. (2011). *English language arts 10*. Regina, SK: Author.

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

English Language Arts 20	
ELA 20 (Beginning and Becoming)	ELA 20 (Moving Forward--Establishing & Realizing)
<ul style="list-style-type: none"> • How do the experiences of youth and childhood provide a foundation for life? How do the experiences of childhood and youth affect our development – mentally, physically, emotionally, and spiritually? • What and how do play, a sense of wonder, imagination, and discovery contribute to the development of healthy children and youth? What are the benefits of developing imagination and a sense of wonder? How can a sense of wonder and imagination be fostered? • How do societies and various cultures attend to the needs of their children and youth? How is caring for children and youth honoured? How do societies demonstrate their attitudes to children and adolescents? How do the treatment and expectations of children and adolescents vary throughout the world and across cultures? • What can be done to ensure the safety and health of all our children and adolescents? Why is it beneficial and important to do so? • How do relationships with others (e.g., parents, Elders, siblings, grandparents, role models, mentors) affect the identity, values, and beliefs of children and adolescents? • How do children and youth perceive themselves and why? How do others perceive them? How do others' perceptions influence the identities that children and youth have of themselves? • What ways of knowing, thinking, doing, and being have you developed as a result of your relationships in childhood and adolescence? • How and why have the roles of children and youth changed over the years? • What issues do children and youth face in the twenty-first century? How are the issues that children face today different from the issues experienced by children in previous generations? 	<ul style="list-style-type: none"> • How do our relationships with others evolve and influence us as we mature and age? How can you prepare for the probability of having multiple roles throughout your adulthood (e.g., caregiver, employee/employer, partner)? How do people respond to and cope with multiple and changing roles throughout their lives (e.g., caregiver, employee/employer, partner, parent)? • Are all the roles and the work associated with those roles valued or respected equally? How can you ensure that the work you do and the roles you play will be valued and respected equally? • How and why will you prepare for your future? • What are contemporary expectations of adults? How do the roles and expectations of adults vary among cultures and through the various stages of adulthood? • How can we prepare for the roles and expectations that we have for ourselves and that others have for us? • As we mature and age, what are our responsibilities to self and to others? How do these responsibilities change? • What obstacles and opportunities do people experience in the transitions of adulthood? • What does the concept of a balanced life mean? How and why do we plan to achieve balance in our lives? Is the quest for balance universal? • How do our values and beliefs determine the paths of life that we may explore? What influences or necessitates the re-evaluation of our values and beliefs? • What competing interests, dreams, and ambitions create tension and conflict for us and for others? What kinds of dreams are considered worthy? Who decides what dreams are worthwhile? How can we pursue our dreams and ambitions when others do not consider those dreams worthwhile? How do our dreams, goals, and ambitions influence the risks that we take? • What are the achievements that we envision for ourselves? Why do we decide on and pursue those achievements? What influences the achievements we seek? What do individuals do to motivate themselves to succeed? How do we define success and achievement for ourselves?

Saskatchewan Ministry of Education. (2012). *English language arts 20*. Regina, SK: Author.

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

English Language Arts A30 (Unit 1--Canadian Perspectives: Distinct & Rich)

Define the Individual, Negotiate the Community	Celebrate the Glorious, Acknowledge the Scandalous	Shift Centres, Blur Margins	Understand Beliefs, Initiate Action
<ul style="list-style-type: none"> • What does it mean to be Canadian and what is our Canadian identity? • Is being Canadian an individual or a community enterprise? • What is the relationship between the individual and the community in Canada? • How do individuals shape a community and the country, and how do the community and the country shape their citizens? • What contributions have Canadian individuals (e.g., famous and not-so-famous; First Nations, Métis, Inuit, long-time Canadians, new Canadians) made to the character of the Canadian community? To the global community? • How do Canadians navigate their local, regional, national, and global communities? 	<ul style="list-style-type: none"> • Why is it important for Canadians to recognize, historically and currently, both the glorious and the scandalous aspects of Canadian life? • How is glory defined and celebrated by Canadians? How is scandal defined and responded to by Canadians? • What Canadian scandals have longevity and why? Why is acknowledgement of the scandalous difficult yet necessary? • What is the basis of Canadian national pride? What is Canada's international image in the global community? 	<ul style="list-style-type: none"> • How can we ensure that all perspectives and voices in Canada are seen, listened to, read, and celebrated? • What perspectives have been dominant or privileged in Canada? Why? What perspectives have been and are marginalized? Why? • Why is equitable representation of voices and all perspectives important for every Canadian and for Canada? • How are the multicultural perspectives in Canada captured and represented by its artists and authors? 	<ul style="list-style-type: none"> • How can Canadians and their communities with varying and divergent beliefs act ethically, cooperatively, and respectfully? • How can the individual or collective beliefs of Canadians influence Canada's actions? • Do Canadian citizens share collective principles that define them as Canadians? • How do Canadians facilitate understanding of one another's beliefs?

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

English Language Arts A30 (Unit 2--Canadian Landscapes: Diverse & Dynamic)

Natural and Constructed	Psychological and Physical	Historical and Contemporary	Personal and Societal
<ul style="list-style-type: none"> • What are Canadians' attitudes to and concerns about the natural and constructed (e.g., political, virtual, linguistic) landscapes in which they live, and how do they express and act upon those attitudes and concerns? • How have Canada's natural and constructed landscapes influenced Canadians? • How have natural and constructed landscapes deeply influenced Canadian artists, speakers, and authors and their texts? • How has your region's landscape been represented in Canadian texts— visual, oral, print, and multimedia? Why is it important to have one's physical—natural and constructed—landscapes represented in the texts one encounters? 	<ul style="list-style-type: none"> • How does Canada's physical landscape influence Canadians' relationships and interactions with self and each other? • How are the landscapes of mind and heart as important as the physical landscapes of Canada? • What is revealed about the psychological landscapes of Canadians in visual, oral, print, and multimedia texts? • How has the representation of the physical landscape changed throughout Canada's history? What do the changes reveal about the Canadian psyche? 	<ul style="list-style-type: none"> • How have Canada's historical landscapes influenced its contemporary landscapes? • What are similarities and differences between historical and contemporary landscapes? What factors account for these similarities and differences? • How have historical and contemporary First Nations, Métis, and Inuit landscapes shaped our national landscape? What landscapes do the First Nations, Métis, and Inuit peoples, authors, and artists present? • How do we honour the histories of the many peoples who live in Canada while we forge landscapes that are contemporary and emerging? 	<ul style="list-style-type: none"> • What is the relationship between the individual and the state in Canada? • What is the role of the state in Canada? Where does the ultimate power reside in Canada—in the individual or in the society? • What societal issues concern Canadians? How have societal issues changed over the course of our nationhood? • How do Canadians balance the personal landscape with the societal landscape? How do we balance self-preservation with concern for others?

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

English Language Arts B30 (Unit 1--The Search for Self)			
Sense of Self	Ideals	Joy and Inspiration	Doubt and Fear
<ul style="list-style-type: none"> • Who and what are we? • What does it mean to be a human being? What is human nature? • Do we see ourselves the same way that others see us? How does being the member of a particular group affect our identity and sense of self? • What is our purpose for being? 	<ul style="list-style-type: none"> • Are there universal ideals for which we all strive? • How ought human beings to behave? Is desirable behaviour the same in all cultures? In all communities? • What is admirable? What is not so admirable? Does everyone agree? • Why do our actions sometimes fall short of our ideals? 	<ul style="list-style-type: none"> • What brings us joy and inspiration in life? • What do "optimistic" and "pessimistic" mean? How do they apply to one's view of life? • What is the "good life"? Is it the same for everyone? • What is a happy life? What is the meaning and nature of happiness? Does happiness mean different things to different people? How might we achieve happiness in life? How might we find personal fulfillment? 	<ul style="list-style-type: none"> • What doubts and fears do we have? • What special challenges do doubts and fears bring to an individual? What are ways of overcoming doubts and fears? How can having doubts and fears be an advantage? • How do people react to tragedy or loss in their lives? What strategies do people use to deal with tragedy and loss? How do people respond to or deal with despair? What are people's sources of strength? How can strength and healing arise out of tragedy and loss? • Is it natural to feel anger and hatred sometimes? Why? How do we navigate and deal with those emotions?

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

ELA B30 (Unit 2--The Social Experience)			
Dealing with Universal Issues	Ambition, Power, and the Common Good	Social Criticism	Addressing the Issues
<ul style="list-style-type: none"> • What is “truth” and what is “justice” • How do we define “truth”? What are important truths in life? How do we find truth? • How do we tell right from wrong? What challenges result from varying views of “right” and “wrong”? What are the rights of all? • How do we define “justice”? Why is justice often hard to achieve? Is justice fair? Infallible? Why does justice sometimes “sting”? How do we remedy injustice? Are there situations in which it is more just to treat people differently than to treat them the same? 	<ul style="list-style-type: none"> • What is the nature of ambition and power? • What gives a person status? Is status achieved the same way in all societies? Within a society? Why is status important? • How do ambition and power drive us? How do they challenge us? How do individuals acquire real and perceived power? How do people enact power? How are power and privilege aligned? How does lack of power or imbalance in power affect individuals, groups, and societies? • What is meant by “the common good”? Who decides what the common good is? Is the common good best for every individual in a society? How do we attend to the common good while respecting individual goals and values? 	<ul style="list-style-type: none"> • What is social criticism? • What is the purpose of social criticism? • What is conformity? What is resistance? What is meant by “the status quo”? What is rebellion? Do different people define these differently? How are conformity, resistance, and rebellion manifested differently in different societies? • Why do some individuals or groups challenge the system while others abide by it? What is political protest? How do societies treat resistance? Is resistance risky? Why or why not? 	<ul style="list-style-type: none"> • How can we make the world a better place? • Do all people tackle causes in their lifetimes? Why or why not? What causes might your generation undertake? • What do people do when faced with a decision between advancing a cause and doing what they believe is right? • Are there situations in which individuals might challenge authority? What are some responsible ways of challenging authority?

Saskatchewan Ministry of Education. (2013). *English language arts 30*. Regina, SK: Author.

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

Health Education				
Grade 1 Building on What I 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 for Holistic Health
<ul style="list-style-type: none"> • What makes me healthy? • What do I know/want to know about being healthy? • How am I similar to and different from other people? 	<ul style="list-style-type: none"> • How am I connected to my own health and well-being? • Who is one's "self"? • How can asking for help and advice support us in making healthy connections? 	<ul style="list-style-type: none"> • How can one nurture the "inner self"? • How do we know if what we see, read, and hear is the truth? • Why is it important to investigate information before making decisions? 	<ul style="list-style-type: none"> • How do we define and value "self"? • How does one honour and respect other points of view, beliefs, and values without abandoning one's own? • How does communication and related technologies influence the health of self, family, and community? • How are relationships with self, others, and the environment influenced by one's identity? 	<ul style="list-style-type: none"> • Can someone have a disease but still be considered healthy? • How is "diversity in thought" necessary for community well-being? • How do my thoughts, feelings, and actions influence my peers?

Saskatchewan Ministry of Education. (2010). *Health education (2, 3, 4, 5)*. Regina, SK: Author.

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

Health Education			
Grade 6 Affirming Personal Standards	Grade 7 Commit Self	Grade 8 Support Others	Grade 9 Promote Health
<ul style="list-style-type: none"> • How do we define who we are? • How do media shape our view of ourselves and the world? • How and why do we develop personal values and beliefs? • How do our personal beliefs and values influence our behaviour? • What does it mean to 'grow up' in a culture where we are bombarded with 'others' trying to define us, how do we affirm personal standards and make decisions for ourselves? 	<ul style="list-style-type: none"> • What do you believe about intuition, dreams, and fate? • How can conflict lead to positive change? • How can we work to better understand the various points of view? • How does a person's point of view affect his/her relationships? • How do decisions, commitment, actions, and consequences vary depending on the various perspectives of the people involved? • How does a person's commitment, decisions, and actions change his/her life? 	<ul style="list-style-type: none"> • When is it necessary to question the status quo? • How do your personal relationships and experiences shape your view of others? • How are people transformed through their relationships with others? • How does what others think about you affect how you think about yourself? • What are the factors that create an imbalance of power within a culture/society? • When is it important to offer/provide support even if it is not requested nor appreciated? 	<ul style="list-style-type: none"> • What builds strong and healthy communities? • How does a community's well-being impact the well-being of an individual and vice versa? • What are the community's responsibility to the health of the individual and the individual's responsibility to the health of the community? • What motivates individuals, families, or communities to become and stay healthy? • How does labeling and stereotyping influence how we look at and understand our communities and the world? • How can negative cycles of intergenerational behaviours be interrupted?

Saskatchewan Ministry of Education. (2009). *Health education 6 (7, 8, 9)*. Regina, SK: Author.

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

Physical Education	
Grades 1 to 5	Grades 6 to 9
<ul style="list-style-type: none">• How should we respond when we are playing and someone else is cheating?• What are some activities we can participate in that will help to make our heart stronger?• Whose job is it to make sure we are physically active every day?• Is there ever a time when we are playing that we do not need to cooperate?	<ul style="list-style-type: none">• What must I do to succeed in this situation?• Which choice is the safest and which is the most risky?• When might the riskiest choice be the best choice?• Is your level of personal fitness anyone else's concern?• Is anyone else's level of fitness your concern?

Saskatchewan Ministry of Education. (2010). *Physical education 1 (2, 3, 4, 5)*. Regina, SK: Author.

Saskatchewan Ministry of Education. (2009). *Physical education 6 (7, 8, 9)*. Regina, SK: Author.

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

Social Studies				
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> • What does my family do for me? • What is my role as a member of my family or other group to which I belong? • How do we meet our needs? • What are my rights and responsibilities as a Grade One student? 	<ul style="list-style-type: none"> • What is a community? • Who lives in my community? • How did my community come to be what it is today? • How do we meet needs and wants in my community? 	<ul style="list-style-type: none"> • What is daily life like for a person my age in (community X)? • How are decisions made in other communities? • What is my relationship to people in other communities in Saskatchewan, Canada, and elsewhere in the world? • What makes a community thrive? 	<ul style="list-style-type: none"> • Who lives here and why? • What is the nature of the relationship of people and the land in Saskatchewan? • What can be done to ensure continued sustainable development in Saskatchewan? • How does government work in Saskatchewan? 	<ul style="list-style-type: none"> • How did the geographic area of modern day Canada become as it is today? • What is the significance of Canada's multicultural make up? • How does government function in Canada? • "What influence does the diverse geography of Canada have on the nation's character?"

Saskatchewan Ministry of Education. (2010). *Social studies 1 (2, 3, 4, 5)*. Regina, SK: Author.

Grade 6	Grade 7	Grade 8	Grade 9
<ul style="list-style-type: none"> • What is life like for a person my age in (country X)? • What is my relationship to people and places in other Atlantic countries? 	<ul style="list-style-type: none"> • What is the state of the environment in Pacific and northern countries? • How do various systems of government in Pacific and Northern countries compare to Canada? • How does globalization affect Canada and Pacific and northern countries? 	<ul style="list-style-type: none"> • None listed 	<ul style="list-style-type: none"> • None listed

Saskatchewan Ministry of Education. (2009). *Social studies 6 (7, 8, 9)*. Regina, SK: Author.

Guiding Questions for Deeper Understanding from Saskatchewan Curricula

Wellness 10

- What is a balanced and happy life?
- What is human nature? How does it influence the well-being of self and others?
- How and why do particular inequities (both perceived and real) impact the well-being of communities?
- How do our doubts and fears affect the balance in our lives?
- How does society perpetuate inequities in wellness?
- What matters most in relationships (self, peer, family, other adults)?
- How does being physically fit enhance our overall well-being?
- How might our confidence and competence in our physical abilities impact our overall well-being?
- Why and when is it important to step in or speak out in someone's defense?
- Why do people sometimes hurt others who have done nothing to them?
- What role do ethics play in balanced wellness?

Saskatchewan Ministry of Education. (2012). *Wellness 10*. Regina, SK: Author.