



Summarized Outcomes across Areas of Study for Kindergarten to Grade 5

March 2011

Arts Education

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

Arts Education (continued)

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

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

English Language Arts

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

English Language Arts (continued)

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

English Language Arts (continued)

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

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

Health Education

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

Health Education (continued)

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

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

Mathematics

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

Mathematics (continued)

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

Mathematics (continued)

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

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

Physical Education

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

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

Science

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

Science (continued)

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

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

Social Studies

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

Social Studies (continued)

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

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