

## Curricular Connections

### Grade 4

### Reliving the Buffalo Jump

#### Social

**K-12 Goal: To analyze the dynamic relationships of people with the land, environments, events, and ideas as they have affected the past, shape the present, and influence the future. (DR)**

**DR4.1 Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan**

**c. Make inferences about why people in Saskatchewan settled particular locations, including settlement patterns before and after coming together of First Nations and European peoples using a variety of maps (e.g., near waterways, sources of water, rail lines, natural resources, low population density in rural areas).**

**d. Identify the characteristics of the unique geographic regions in Saskatchewan**

**f. Analyze the influence of geography on the lifestyle of people living in Saskatchewan (e.g., flora and fauna, pastimes, transportation, cost of food, type of food, occupations, availability of services such as education and health care).**

**g. Conduct an inquiry investigating how residents of Saskatchewan came to occupy the land that is now our province (e.g., First Nations, early Europeans, and Métis)**

**DR4.2 Explain the relationship of First Nations and Métis peoples with the land.**

**a. Investigate the traditional worldviews of First Nations peoples prior to European contact regarding land as an animate object and sustaining life force.**

**b. Research traditional lifestyles of First Nations communities and peoples prior to European contact (e.g., hunting, gathering, movement of people to follow food sources).**

## English Language Arts

**Comprehend and Respond (CR). 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**

**CR4.2 View and respond to visual and multimedia texts (including graphs, charts, diagrams, maps, multimedia DVD, websites, television programs, advertisements, posters), explaining the creator's technique and the impact on viewers.**

- a. Discuss visual experiences (e.g., what was seen and the effectiveness).**
- b. Select and use pertinent before, during, and after strategies to construct meaning when viewing.**
- d. Evaluate the role of visuals in focusing attention on particular aspects or events, and influencing opinions on issues**

**CR4.3 Listen, summarize, paraphrase, and evaluate what was heard and draw conclusions**

- a. Listen critically and respond appropriately to a range of oral communications including oral traditions passed on by First Nations Elders and Knowledge Keepers.**
- b. Select and use pertinent before, during, and after strategies to construct meaning when listening**
- c. Understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to construct and confirm meaning when listening**
- e. Ask thoughtful questions that probe deeper thought and respond to questions with elaboration**

**Compose and Create (CC).** Students will develop their abilities to speak, write, and use other forms of representations to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences

**CC4.2** Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings.

- a. Use a variety of visuals (e.g., chart, diagram) to communicate essential information when making an oral presentation.
- b. Select and use pertinent before, during, and after strategies to communicate meaning when using other forms of representing.
- c. Understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to communicate meaning when using other forms of representing.
- d. Organize information and ideas in visual and multimedia texts that are clear, meaningful, logical, and illustrative of the topic and are properly labeled and captioned.
- e. Express relevant opinions about experiences (e.g., an incident) through a variety of representations (e.g., multimedia presentation, role play).
- f. Use visual aids (e.g., pictograms, graphs, charts, tables, diagrams, maps, illustrations, movement) to enhance spoken or written products.
- g. Experiment with different ways of representing ideas and sharing them with others (e.g., drama, mime, tableau, dance, music, models, painting).

**Assess and Reflect (AR).** 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

**AR4.1** Reflect on and assess own viewing, listening, reading, speaking, writing, and other representing experiences, the selected strategies employed (e.g., using class-generated criteria), and explore possible ways to improve.

**AR4.2** Set and pursue personal goals to improve viewing, listening, reading, speaking, writing, and other representing tasks more effectively.

## Science

### Life Science: Habitats and Communities (HC)

#### HC4.1 Investigate the interdependence of plants and animals, including humans, within habitats and communities

- a. Identify the plants and animals which can be found in the communities (e.g., house, village, farm, reserve, and city) in which students live.
- b. Differentiate between populations, communities, and habitats using local and regional examples.
- c. Predict and research the populations of plants and animals that exist in various habitats (e.g., desert, farmland, meadow, tree, forest, rain puddle, seashore, lake, river, tropical forest, tundra, river delta, and mountains).
- d. Discuss stories that demonstrate the interdependence of land, water, animals, plants, and the sky in traditional worldviews.
- e. Draw upon facets of Indigenous worldviews, such as the Medicine Wheel or circle of life, to examine understanding about the interdependence of plants and animals in various habitats and communities
- k. Predict how the removal of a specific plant or animal population may affect a community in the short-term and long-term.