

**Curricular Cross Reference: New Saskatchewan Grade 9 Science and Project WILD, Below Zero, and Project WET**

<b>LIFE SCIENCE: REPRODUCTION</b>		<b>Project WILD</b>	<b>Below Zero</b>	<b>Project WET</b>
<b>Outcomes</b>	<b>Indicators</b>			
<b>RE 9.1</b> Observe and describe cellular processes, including cell division and mitosis.				
<b>RE 9.2</b> Describe the role of DNA, genes, and chromosomes in storing and transferring genetic material.				
<b>RE 9.3</b> Distinguish between sexual and asexual reproduction in plants and animals, including humans.	2. Describe general methods and list specific examples of asexual reproduction in animal species. (K)	165 Micro Odyssey (m)		
	3. Describe various methods for asexual reproduction (propagation) of plants (e.g., budding, grafting, fission, vegetative propagation). (K)	95 Seed Need (e)	93 A Furry Plant? (background, m) 129 What Gall! (m)	
	6. Describe and give examples of sexual reproduction in plant and animal species, including hermaphrodites. (K)	6 Bearly Born (m) 92 Eco-Enrichers (m) 184 Hooks and Ladders 195 Fishy Who's Who (m) 197 Fashion a Fish 227 Checks and Balances (m) 363 Turtle Hurdles	55 Fishy Deep Freeze (m) 83 Winter-Wise Insects (m) 93 A Furry Plant? (background, m)	
<b>RE 9.4</b> Analyze the impact of various reproductive technologies in the process of human reproduction.				
<b>Sustainable Personal Actions</b>		92 Eco-Enrichers (m) 227 Checks and Balances (m)		

**Notes (all tables)**

(K): knowledge  
(S): skills  
(STSE): science, technology, society, environment  
(numbers; e.g., 104-5): Pan-Canadian reference

**bold:** strong correlation of activity with outcome/indicator  
(e): include activity extension  
(e-aq): aquatic extension  
(m): minor modification may be required of activity  
(number; e.g., 2): relevant step in activity procedure

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<b>PHYSICAL SCIENCE: ATOMS AND ELEMENTS</b>		<b>Project WILD</b>	<b>Below Zero</b>	<b>Project WET</b>
<b>Outcomes</b>	<b>Indicators</b>			
<b>AE 9.1</b> Investigate physical and chemical properties of substances.	2. Investigate common materials and describe them in terms of their physical properties. (K)	109 Water Canaries (6 & e1) 319 Deadly Skies (& e1)	141 Shocking Snow!	25 Adventures in Density 43 Is There Water on Zork? (m) 279 Where Are the Frogs? (m)
	3. Conduct investigations to determine changes in the properties of materials that result from some common chemical reactions. (K)			89 People of the Bog (m)
<b>AE 9.2</b> Describe the structure and components of atoms and molecules using the modern atomic theory.				
<b>AE 9.3</b> Demonstrate an understanding of the nature of the Periodic Table.				
<b>AE 9.4</b> Demonstrate an understanding of the prevalence of chemical substances in Saskatchewan.	2. Identify and evaluate potential applications of the characteristics of elements (e.g., identify fertilizers as a possible application of elements, and evaluate the potential use of given elements when choosing a fertilizer). (S)	283 The Glass Menagerie (m)		
<b>Sustainable Personal Actions</b>		283 The Glass Menagerie (m, e3) 299 Deadly Links 319 Deadly Skies (e2) 322 Deadly Waters (e1,2)	137 Snowmobile Savvy (m) 141 Shocking Snow!	219 A-maze-ing Water (backgounrd, e) 429 Whose Problem Is It? (m)

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<b>PHYSICAL SCIENCE: CHARACTERISTICS OF ELECTRICITY</b>		<b>Project WILD</b>	<b>Below Zero</b>	<b>Project WET</b>
<b>Outcomes</b>	<b>Indicators</b>			
<b>CE 9.1</b> Compare and contrast characteristics of static and current electricity, using the particle theory of matter.				
<b>CE 9.2</b> Investigate the relationships that exist among voltage, current, and resistance in series and parallel circuits.				
<b>CE 9.3</b> Examine operating principles, costs, and efficiencies of devices that produce or use electrical energy production.	5. Make informed decisions about personal use of devices that use electrical energy, taking into account environmental and social advantages and disadvantages. (STSE)	337 Flip the Switch for Wildlife!		
<b>CE 9.4</b> Analyze the impact of past, current, and possible future methods of large scale electrical energy production and distribution in Saskatchewan on self and community.	1. Provide examples of how scientific understanding and technological developments related to the production and distribution of electrical energy affect self and community. (STSE) (112-7)	312 To Dam or Not to Dam (m, e3)		397 Perspectives (m)
	6. Propose a course of action to reduce the consumption of electrical energy in Saskatchewan, taking into account human and environmental needs. (STSE)	337 Flip the Switch for Wildlife! (m)		
<b>Sustainable Personal Actions</b>		337 Flip the Switch for Wildlife! 351 Enviro-Ethics (m)		

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<b>EARTH AND SPACE SCIENCE: SPACE EXPLORATION</b>		<b>Project WILD</b>	<b>Below Zero</b>	<b>Project WET</b>
<b>Outcomes</b>	<b>Indicators</b>			
<b>EU 9.1</b> Describe the characteristics of the major components of the solar system and universe.				
<b>EU 9.2</b> Describe theories on the formation of the solar system and the universe.				
<b>EU 9.3</b> Examine First Nations and Métis world views with respect to astronomical phenomenon.				
<b>EU 9.4</b> Analyze the technologies that enable human exploration of the universe.				
<b>Sustainable Personal Actions</b>				