

Grade 6 Saskatchewan Social Studies Curricular Cross-Reference Guide *
L. Nicholls, M. Ed., Canadian Wildlife Federation; J. van Kessel. M.Sc., B. Ed.

Goal: To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations. (IN)				
Outcomes (What students are expected to know and be able to do)	Indicators (Students who have achieved this outcome should be able to:)	Project WET	Project WILD	Below Zero
IN6.1 Evaluate and represent personal beliefs and values by determining how culture and place influence them.	a. Identify personal roles in, and responsibilities toward, the family and local community.	12 Water Actions (m) 19 Water Log (m) 260 The Long Haul (m) 377 Dilemma Derby 382 Easy Street 397 Perspectives (m) 429 Whose Problem Is It? (m)	48 Litter We Know (m) 55 Aqua Words (m) 82 Wild Words...A Journal-Making Activity (m) 303 Keeping Score (m) 340 Ethi-Reasoning 345 Can Do! 348 Improving Wildlife Habitat in the Community 351 Enviro-Ethics (m) 354 Dragonfly Pond (e) 360 Living Research: Aquatic Heroes and Heroines (e1) 368 Plastic Jellyfish (m) 381 Alice in Waterland	
	b. Compare and contrast family and community roles and responsibilities of young people in Canada, including First Nations, Inuit, and Métis families, with the roles and responsibilities of age-equivalent youth in a selection of countries bordering the Atlantic Ocean (e.g., conduct interviews with local youth and elders, use technology to link with youth in provincial, territorial, national and global communities).	377 Dilemma Derby (m) 382 Easy Street (m) 397 Perspectives (m) 407 Water Concentration (e) 429 Whose Problem Is It? (m)	211 The Hunter (m) 262 Watered Down History (m) 340 Ethi-Reasoning (m, e3) 351 Enviro-Ethics (m)	

Grade 6 Saskatchewan Social Studies Curricular Cross-Reference Guide *
L. Nicholls, M. Ed., Canadian Wildlife Federation; J. van Kessel. M.Sc., B. Ed.

Goal: To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations. (IN)				
Outcomes (What students are expected to know and be able to do)	Indicators (Students who have achieved this outcome should be able to:)	Project WET	Project WILD	Below Zero
	c. Give examples of the artistic expression of culture in Canada, including First Nations, Inuit, and Métis peoples, and in a selection of countries bordering the Atlantic Ocean, and draw conclusions about the beliefs and values of the inhabitants in those regions.	435 Raining Cats and Dogs 442 The Rainstick (m) 446 Water Celebration 454 Water Messages in Stone (m)	87 Museum Search for Wildlife (m) 90 Let's Go Fly a Kite 272 The Power of a Song (m) 274 Wildlife in National Symbols (e1)	
	d. Assess the current and historical approaches to cultural diversity used in Canada and in a selection of countries bordering the Atlantic Ocean, including consideration of segregation, assimilation, accommodation, and pluralism.			
	e. Plan, conduct, and evaluate an inquiry to illustrate how culture and place influence the beliefs and values of the local community.	367 Choices and Preferences, Water Index (m) 397 Perspectives (m) 407 Water Concentration (m, e) 425 What's Happening? (m) 429 Whose Problem Is It? (e)	252 Lobster in Your Lunch (m e2) 257 Changing Attitudes (m) 262 Watered Down History (m) 270 Does Wildlife Sell Cigarettes? (m) 295 To Compromise or Not to Compromise (e1) 306 Planning for People and Wildlife (m) 312 To Dam or Not to Dam (m e2) 316 Facts and Falsehoods (m) 335 What Did Your Lunch Cost Wildlife? (m) 354 Dragonfly Pond (m, e)	89 Ready, Set, Snow (m) 113 Dress Like a Polar Bear (m) 137 Snowmobile Savvy (m)
	f. Examine the beliefs and values of individuals discussed in case studies or of characters in literature highlighting youth, and represent the influential factors on the characters or subjects. Assess how these beliefs and values compare with those of local youth.	382 Easy Street (m)	211 The Hunter (m) 371 Something's Fishy Here! (m)	

Grade 6 Saskatchewan Social Studies Curricular Cross-Reference Guide *
L. Nicholls, M. Ed., Canadian Wildlife Federation; J. van Kessel. M.Sc., B. Ed.

Goal: To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations. (IN)				
Outcomes (What students are expected to know and be able to do)	Indicators (Students who have achieved this outcome should be able to:)	Project WET	Project WILD	Below Zero
IN6.2 Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean.	a. Compare and represent the kinship patterns, cultural traditions, and traditional worldviews of Saskatchewan First Nations, Métis, and Inuit people, and of other cultural groups residing in a selection of countries bordering the Atlantic Ocean.	435 Raining Cats and Dogs (m) 446 Water Celebration 454 Water Messages in Stone (m)		
	b. Research ways in which cultural traditions, celebrations, art, music, literature, drama, and sport have influenced intercultural understanding.	442 The Rainstick (m) 446 Water Celebration 454 Water Messages in Stone (m)	272 The Power of a Song (m)	
	c. Investigate the contributions of First Nations, Métis, and Inuit people in Canada and indigenous peoples in a selection of countries bordering the Atlantic Ocean to local, provincial, national and global communities in various areas such as politics, business, health, education, sport, music, literature, art, dance, and architecture.	446 Water Celebration (m)	272 The Power of a Song (m) 360 Living Research: Aquatic Heroes and Heroines	
	d. Research and represent the historical and contemporary contributions to local communities by a variety of cultural groupings representative of Saskatchewan.		262 Watered Down History 360 Living Research: Aquatic Heroes and Heroines	
	e. Compare and contrast social and cultural diversity in Canada with that of a selection of countries bordering the Atlantic Ocean, and assess the significance of cultural diversity.		46 What's For Dinner? (m, e2)	
IN6.3 Develop an understanding that global interdependence impacts individual daily life in Canada and a selection	a. Create an inventory of ways in which daily life is influenced by global interdependence.	267 Sum of the Parts (m) 274 Water Works (m) 392 Pass the Jug (m) 407 Water Concentration (m) 429 Whose Problem Is It?	57 Water Wings 230 No Water Off a Duck's Back (m) 232 Net Gain, Net Effect (m)	

Grade 6 Saskatchewan Social Studies Curricular Cross-Reference Guide *
L. Nicholls, M. Ed., Canadian Wildlife Federation; J. van Kessel. M.Sc., B. Ed.

Goal: To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations. (IN)				
Outcomes (What students are expected to know and be able to do)	Indicators (Students who have achieved this outcome should be able to:)	Project WET	Project WILD	Below Zero
of countries bordering the Atlantic Ocean.	b. Assess and interpret why people from a selection of countries bordering the Atlantic Ocean have chosen, or may choose, to immigrate to Canada.			
	c. Create a multimedia presentation representing the impact of immigration on the worldviews of people (especially youth) in Canada and a selection of countries bordering the Atlantic Ocean, both indigenous citizens and immigrants.			
	d. Become aware and describe the role of key international agencies in protecting human welfare, especially that of children and youth (e.g., United Nations, UNICEF, UNESCO, Amnesty International, Médecins sans frontières, United Nations High Commission for Refugees, international indigenous organizations, faith-based international development organizations).			
	e. Investigate and represent the contribution of an individual not born in Canada toward enhancing human welfare in Canada (e.g., neighbours, community members).	400 Water: Read All About It! (m)	310 Aquatic Times (m) 360 Living Research: Aquatic Heroes and Heroines	
	f. Investigate and represent the contribution of an individual not born in Canada toward enhancing human welfare in Canada (e.g., neighbours, community members).	400 Water: Read All About It! (m)	310 Aquatic Times (m) 360 Living Research: Aquatic Heroes and Heroines	
	g. Investigate the contribution of an Aboriginal Canadian toward enhancing human welfare in Canada.	400 Water: Read All About It! (m)	310 Aquatic Times (m) 360 Living Research: Aquatic Heroes and Heroines	

Grade 6 Saskatchewan Social Studies Curricular Cross-Reference Guide *
L. Nicholls, M. Ed., Canadian Wildlife Federation; J. van Kessel. M.Sc., B. Ed.

Outcomes (What students are expected to know and be able to do)	Indicators (Students who have achieved this outcome should be able to:)	Project WET	Project WILD	Below Zero
IN6.4 Explore aspects of cultural change over time, including <i>Reasons for cultural change</i> <i>Examples of cultural change</i> <i>How cultural change affects youth</i> <i>How youth respond to cultural change</i>	a. Delineate ways in which culture might change over time.			
	b. Propose reasons for changes in cultures over time by referring to First nations and Métis people and other peoples in Canada and in a selection of countries bordering the Atlantic Ocean.			
	c. Discuss examples of change created by cultural interaction in Canada and a selection of countries bordering the Atlantic Ocean, being sure to examine perspectives of both the cultural group and the host community (e.g., adjusting long-standing cultural traditions in a new environment, finding greeting cards in different languages, learning a different language.			
	d. Analyze the effect on youth of changes resulting from cultural interaction, and assess the response of youth to changes resulting from cultural interaction.			

Grade 6 Saskatchewan Social Studies Curricular Cross-Reference Guide *
L. Nicholls, M. Ed., Canadian Wildlife Federation; J. van Kessel. M.Sc., B. Ed.

Goal: 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. (DR)				
Outcomes (What students are expected to know and be able to do)	Indicators (Students who have achieved this outcome should be able to:)	Project WET	Project WILD	Below Zero
DR6.1 Analyze the impact of the diversity of natural environments on the ways of life in Canada and a selection of countries bordering the Atlantic Ocean.	a. Make generalizations about the effects of climate and vegetation in a local area on the historical development of people in the selected area.	19 Water Log (m) 89 People of the Bog (e) 129 Branching Out! (e) 150 The Great Stony Book (m) 171 Old Water 223 Color Me a Watershed (m) 246 Great Water Journeys (m) 254 Irrigation Interpretation 262 Nature Rules! (m) 289 AfterMath (m) 293 Back to the Future (m) 373 Cold Cash in the Icebox (m) 400 Water: Read All About It! (m) 407 Water Concentration 421 Water Crossings (m) 435 Raining Cats and Dogs	55 Aqua Words 57 Water Wings (m) 82 Wild Words...A Journal-Making Activity (m) 101 Make a Coat (m) 135 Pond Succession (m) 150 Classroom Carrying Capacity (m5) 230 Who Lives Here? (m) 232 Net Gain, Net Effect 262 Watered Down History 293 Migration Barriers (m) 295 To Compromise or Not to Compromise (e1) 306 Planning for People and Wildlife (m) 310 Aquatic Times (m) 376 Watershed	3 Winter Signals (m) 89 Ready, Set, Snow! (m)

Grade 6 Saskatchewan Social Studies Curricular Cross-Reference Guide *

L. Nicholls, M. Ed., Canadian Wildlife Federation; J. van Kessel. M.Sc., B. Ed.

	<p>b. Describe the relationships between the climate and vegetation zones and the lifestyles (e.g., modes of travel, home and building construction, modes of dress, population health, types of sport, recreation and leisure activities, economic activity) of people in Canada and a selection of countries bordering the Atlantic Ocean.</p>	<p>174 Piece It Together 186 Rainy-Day Hike (m) 206 Wet Vacation 262 Nature Rules! (m) 267 Sum of the Parts (m) 274 Water Works (m) 289 AfterMath (m) 293 Back to the Future (m) 333 The Price Is Right (m) 373 Cold Cash in the Icebox (m) 397 Perspectives (m) 400 Water: Read All About It! (m) 407 Water Concentration (m) 425 What's Happening? (m) 429 Whose Problem Is It? (e)</p>	<p>26 Everybody Needs a Home (m) 46 What's for Dinner? (m, e2) 55 Aqua Words (m) 101 Make a Coat (e) 180 Blue Ribbon Niche (m e2) 188 Rainfall in the Forest 224 Smokey the Bear Said What? (m) 232 Net Gain, Net Effect (m) 262 Watered Down History 268 Cartoons and Bumper Stickers (m) 270 Does Wildlife Sell Cigarettes? (m) 272 The Power of a Song (m) 276 Water We Eating? 293 Migration Barriers (m) 295 To Compromise or Not to Compromise (e1) 310 Aquatic Times (m) 319 Deadly Skies (m) 322 Deadly Waters (m) 330 Playing Lightly on the Earth (e) 337 Flip the Switch for Wildlife! (m) 345 Can Do! 354 Dragonfly Pond (e) 371 Something's Fishy Here! 376 Watershed (m) 381 Alice in Waterland</p>	<p>23 Follow the Leader 29 Hare Ways 89 Ready, Set, Snow! (m) 113 Dress Like a Polar Bear 137 Snowmobile Savvy</p>
	<p>c. Investigate ways in which natural environments are reflected in the artistic expressions (music, dance, painting, sculpture, architecture) in Canada and a selection of countries bordering the Atlantic Ocean.</p>	<p>182 Poetic Precipitation (m) 435 Raining Cats and Dogs 442 The Rainstick (m) 446 Water Celebration (m) 454 Water Messages in Stone (m)</p>	<p>87 Museum Search for Wildlife 272 The Power of a Song</p>	
	<p>d. Investigate the importance of place to the development of first language and cultures.</p>	<p>425 What's Happening? (m) 435 Raining Cats and Dogs</p>	<p>262 Watered Down History (m)</p>	

Grade 6 Saskatchewan Social Studies Curricular Cross-Reference Guide *

L. Nicholls, M. Ed., Canadian Wildlife Federation; J. van Kessel. M.Sc., B. Ed.

Outcomes (What students are expected to know and be able to do)	Indicators (Students who have achieved this outcome should be able to:)	Project WET	Project WILD	Below Zero
DR6.2 Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affects land.	a. Identify, on a map or globe, major cities, landforms, and bodies of water in Canada and a selection of countries bordering the Atlantic Ocean.	129 Branching Out! (m) 174 Piece It Together 206 Wet Vacation (m) 223 Color Me a Watershed (m) 238 A Drop in the Bucket (m) 246 Great Water Journeys (m) 254 Irrigation Interpretation (m)	19 Wildlife is Everywhere! (m e4) 50 How Wet is our Planet? (m) 57 Water Wings (m 8) 127 Urban Nature Search (aq e1) 168 Wetland Metaphors (m10) 262 Watered Down History (m) 295 To Compromise or Not to Compromise (e1,2) 306 Planning for People and Wildlife (m e2) 376 Watershed (e7)	
	b. Propose explanations for population distributions, densities, and growth rates in a selection of countries bordering the Atlantic Ocean, and compare this to population distributions, densities, and growth rates in Canada.	174 Piece It Together 223 Color Me a Watershed (m)	150 Classroom Carrying Capacity (m) 289 Shrinking Habitat (m) 293 Migration Barriers (m) 306 Planning for People and Wildlife (m) 354 Dragonfly Pond (e)	
	c. Identify historical and contemporary factors that influence the migration of people (e.g., environmental, economic, and political factors), and research examples from a selection of countries bordering the Atlantic Ocean.	174 Piece It Together (m) 206 Wet Vacation (m) 242 Energetic Water (m, e) 246 Great Water Journeys (m)	101 Make a Coat (m) 165 Micro Odyssey (m e4) 289 Shrinking Habitat (m) 293 Migration Barriers (m)	
	d. Conduct an inquiry into the nature of urbanization and examine the impact of urbanization on youth, including Indigenous youth, in Canada and in a selection of countries bordering the Atlantic Ocean.	407 Water Concentration (m, e)	293 Migration Barriers (m) 306 Planning for People and Wildlife (m)	

Grade 6 Saskatchewan Social Studies Curricular Cross-Reference Guide *
L. Nicholls, M. Ed., Canadian Wildlife Federation; J. van Kessel. M.Sc., B. Ed.

Outcomes (What students are expected to know and be able to do)	Indicators (Students who have achieved this outcome should be able to:)	Project WET	Project WILD	Below Zero
DR6.3 Appraise the strategies human societies have used to orient themselves within time and place in the natural environment.	a. Investigate the role of astronomy and traditional practices and teachings in early map making and reading.			
	b. Use parallels of latitude and meridians of longitude to situate locations on a map.	174 Piece It Together (m) 206 Wet Vacation (m)	19 Wildlife is Everywhere! (m e4)	145 The Acid Test (m, eval2)
	c. Calculate the time in different times zones relevant to Canada and use a selection of countries bordering the Atlantic Ocean, using technological tools and appropriate vocabulary, including international date line, Universal Time, local time, and daylight savings time.			
	d. Investigate the Aboriginal understanding of day, night, and seasons as part of global cycles.	435 Raining Cats and Dogs (m) 446 Water Celebration (m)		
	e. Describe and compare diverse approaches to natural resource and land use among First Nations and Métis peoples in Canada, among Indigenous peoples in countries bordering the Atlantic Ocean, and non-indigenous peoples of these regions, and explore how these diverse approaches have come into conflict and been in harmony in various time periods and locations.	223 Color Me a Watershed (m, e) 254 Irrigation Interpretation (m) 267 Sum of the Parts (m) 293 Back to the Future (m, e) 367 Choices and Preferences, Water Index (m) 392 Pass the Jug (m) 397 Perspectives (m) 407 Water Concentration (e) 429 Whose Problem Is It? (e)	101 Make a Coat (m) 168 Wetland Metaphors (m 10) 211 The Hunter (m) 224 Smokey the Bear Said What? 232 Net Gain, Net Effect (m) 257 Changing Attitudes (m e4) 276 Water We Eating? (m e1) 289 Shrinking Habitat (m) 293 Migration Barriers (m) 295 To Compromise or Not to Compromise (e1) 303 Keeping Score (m) 306 Planning for People and Wildlife (m) 312 To Dam or Not to Dam (e2) 330 Playing Lightly on the Earth (m) 332 Water's Going On? (e1) 337 Flip the Switch for Wildlife! (e2) 354 Dragonfly Pond (m) 376 Watershed (m) 381 Alice in Waterland (m)	55 Mighty Migrators (m) 137 Snowmobile Savvy (m) 113 Dress Like a Polar Bear (e3)

Grade 6 Saskatchewan Social Studies Curricular Cross-Reference Guide *

L. Nicholls, M. Ed., Canadian Wildlife Federation; J. van Kessel. M.Sc., B. Ed.

Outcomes (What students are expected to know and be able to do)	Indicators (Students who have achieved this outcome should be able to:)	Project WET	Project WILD	Below Zero
DR6.4 Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.	a. Construct a timeline or other graphic or digital representation to associate contemporary events with their historical origins in Canada and in a selection of countries bordering the Atlantic Ocean.	171 Old Water 223 Color Me a Watershed (m) 254 Irrigation Interpretation (m)	232 Net Gain, Net Effect (m) 262 Watered Down History (m) 306 Planning for People and Wildlife (m e2) 332 Water's Going On? (e1)	
	b. Analyze the historical origins of a current issue affecting youth in Canada and a selection of countries bordering the Atlantic Ocean by tracing the evolution of the issue over time (e.g., slavery, colonization, migration, and indigenous peoples' relationships with colonizing peoples).	388 Hot Water (m) 425 What's Happening? (m)	216 Here Today, Gone Tomorrow (m4) 257 Changing Attitudes (m e4)	

Goal: To investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations. (PA)				
Outcomes (What students are expected to know and be able to do)	Indicators (Students who have achieved this outcome should be able to:)	Project WET	Project WILD	Below Zero
PA6.1 Examine the relationship between an individual's power and authority and the power and authority of others.	a. Illustrate the forms of power (an individual or a group's ability to influence): force, authority, and influence (voice) with respect to their personal lives (e.g., force: pushing someone, saying something hurtful; authority: being elected class representative, being invited to act or speak on behalf of the group; influence: speak out on their behalf or on the behalf of others).			
	b. Give examples of the forms of power (force: gangs, bullying; authority: leadership of an organization; influence: clergy, charisma) in the local community.			

Grade 6 Saskatchewan Social Studies Curricular Cross-Reference Guide *

L. Nicholls, M. Ed., Canadian Wildlife Federation; J. van Kessel. M.Sc., B. Ed.

Outcomes (What students are expected to know and be able to do)	Indicators (Students who have achieved this outcome should be able to:)	Project WET	Project WILD	Below Zero
	c. Determine traits common to individuals who are perceived as effective leaders in a variety of contexts in the local, provincial, territorial, national and international arena.			
	d. Identify and examine the characteristics of local, provincial, national, and international leaders and organizations in order to: - Understand how the individuals and organizations identified obtained their power - Explain how the individuals and organizations identified use influence, force or authority - Show the relationship between the power and authority of those individuals and organizations, and the power and authority of others.			
	e. Describe diverse ways in which groups and societies, especially those groups involving young people, deal with competing claims for power			
	f. Explain choices young people must make in reconciling the tensions between the dominant social group and individual choice (e.g., drug and alcohol use; social relationships; academic programs, choice of extracurricular activities, and career interests).		272 The Power of a Song (m e2)	

Grade 6 Saskatchewan Social Studies Curricular Cross-Reference Guide *
L. Nicholls, M. Ed., Canadian Wildlife Federation; J. van Kessel. M.Sc., B. Ed.

Outcomes (What students are expected to know and be able to do)	Indicators (Students who have achieved this outcome should be able to:)	Project WET	Project WILD	Below Zero
PA6.2 Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean.	a. Gather and interpret data from various print and electronic sources, such as graphs, maps, and charts, to illustrate geographic and economic differences among regions in Canada and a selection of countries bordering the Atlantic Ocean (e.g., mountainous areas: tourism, forestry, and mining; coastal areas: fishing and shipping).	223 Color Me a Watershed (m) 238 A Drop in the Bucket (m) 254 Irrigation Interpretation (m) 262 Nature Rules! (m) 400 Water: Read All About It! (m)	50 How Wet is Our Planet? (m & e) 232 Net Gain, Net Effect (m) 276 Water We Eating? 310 Aquatic Times (m) 312 To Dam or Not to Dam (m, e2)	
	b. Suggest reasons for any economic differences among the regions in Canada and a selection of countries bordering the Atlantic Ocean, and speculate on the effects of those differences.			
	c. Investigate the concept of white privilege, and assess the degree to which it exists within Canada and a selection of countries bordering the Atlantic Ocean.			
	d. Identify the personal and societal impact of white privilege on individuals and groups within Canada and a selection of countries bordering the Atlantic Ocean.			
PA6.3 Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice of abuses of power.	a. Describe incidents of the misuse of power in groups of which students are aware.			
	b. Research laws that specifically affect young people, minority groups, the disabled, and the elderly to determine the disposition of governments toward the status of these groups, and evaluate the reasons for the effectiveness of such laws.		211 The Hunter (e 1,2) 232 Net Gain, Net Effect (e9)	

Grade 6 Saskatchewan Social Studies Curricular Cross-Reference Guide *
L. Nicholls, M. Ed., Canadian Wildlife Federation; J. van Kessel. M.Sc., B. Ed.

Outcomes (What students are expected to know and be able to do)	Indicators (Students who have achieved this outcome should be able to:)	Project WET	Project WILD	Below Zero
	c. Propose changes needed in human behaviour and institutions in order to prevent the abuse of power.			
	d. Investigate the relationship between people and their governments in Canada and a selection of countries bordering the Atlantic Ocean. Include such things as human rights, treatment of minorities, history with indigenous peoples, infrastructure for health, and education (including reference to residential schools and the intergenerational impact of those experiences).			

Goal: 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. (RW)				
Outcomes (What students are expected to know and be able to do)	Indicators (Students who have achieved this outcome should be able to:)	Project WET	Project WILD	Below Zero
RW6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors.	a. Explain the difference between needs and wants.			
	b. Compare and contrast the needs and wants of Canadian youth with those of youth in a selection of countries bordering the Atlantic Ocean.			
	c. Recognize the variation in value placed on quality of life indicators in varying locations, cultures, and time periods.	289 AfterMath (m)		
	d. Investigate the indigenous concept of abundance as it relates to the western concept of wealth.			

Grade 6 Saskatchewan Social Studies Curricular Cross-Reference Guide *
L. Nicholls, M. Ed., Canadian Wildlife Federation; J. van Kessel. M.Sc., B. Ed.

Outcomes (What students are expected to know and be able to do)	Indicators (Students who have achieved this outcome should be able to:)	Project WET	Project WILD	Below Zero
	e. Explain factors that affect the quality of life of youth in Canada and a selection of countries bordering the Atlantic Ocean (e.g., labour practices, access to education and technology, shelter, food and water, health care, sport and recreation, inclusion, or marginalization).	254 Irrigation Interpretation (m) 260 The Long Haul (m) 289 AfterMath (m) 382 Easy Street (m) 407 Water Concentration (e)	50 How Wet is Our Planet? 55 Aqua Words (m) 57 Water Wings (m) 322 Deadly Waters (m)	
	f. Assess ways in which technology influences the quality of life for youth in Canada and in a selection of countries bordering the Atlantic Ocean (e.g., access to energy, transportation, and communication systems).	260 The Long Haul 382 Easy Street 407 Water Concentration (m)		
	g. Compare and contrast the quality of life in Canada with the quality of life in a selection of countries bordering the Atlantic Ocean using various sources of data including a quality of life index, maps, graphs, and charts.	407 Water Concentration (m, e) 429 Whose Problem Is It? (m, e)	371 Something's Fishy Here! (m)	
	h. Propose reasons which might explain the differences in the quality of life of young people in Canada and in a selection of countries bordering the Atlantic Ocean.	407 Water Concentration (m, e) 429 Whose Problem Is It? (m, e)	371 Something's Fishy Here! (m)	
	i. Research sources of wealth (including natural resources and industries) in Canada and a selection of countries bordering the Atlantic Ocean.	144 Geyser Guts (e) 223 Color Me a Watershed (m) 254 Irrigation Interpretation (m)	46 What's for Dinner? (m e2) 109 Water Canaries 195 Fishy Who's Who (m) 155 Mighty Migrators (m e1) 184 Hooks and Ladders (m e7) 232 Net Gain, Net Effect (m) 276 Water We Eating? (e) 312 To Dam or Not to Dam (e2) 335 What Did Your Lunch Cost Wildlife? (m) 337 Flip the Switch for Wildlife! 376 Watershed (m)	
	j. Recognize and assess the relationship between wealth and resources and the distribution of power and authority in Canada and a selection of countries bordering the Atlantic Ocean.			

Grade 6 Saskatchewan Social Studies Curricular Cross-Reference Guide *

L. Nicholls, M. Ed., Canadian Wildlife Federation; J. van Kessel. M.Sc., B. Ed.

Outcomes (What students are expected to know and be able to do)	Indicators (Students who have achieved this outcome should be able to:)	Project WET	Project WILD	Below Zero
RW6.2 <i>Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.</i>	a. Represent through visual art, music, dance, writing or other representation the contribution of individuals and communities to initiate change that supports sustainability.	12 Water Actions (m) 271 Water Meter (m) 307 Every Drop Counts (m) 316 Humpty Dumpty (e) 328 Money Down the Drain	48 Litter We Know 57 Water Wings (m) 262 Watered Down History 268 Cartoons and Bumper Stickers (e1) 270 Does Wildlife Sell Cigarettes? (e3) 272 The Power of a Song (e1) 274 Wildlife in National Symbols (e3) 332 Water's Going On? (e1) 337 Flip the Switch for Wildlife! (e) 345 Can Do! 348 Improving Wildlife Habitat in the Community (m) 360 Living Research: Aquatic Heroes and Heroines 381 Alice in Waterland	155 Mighty Migrants (m e1)
	b. Investigate how individual local consumer choices may affect people elsewhere in the world (e.g., child labour, enslavement, sweatshops, consumption of scarce resources, prosperity through employment).	219 A-maze-ing Water (m) 267 Sum of the Parts (m) 274 Water Works (m) 397 Perspectives (m) 429 Whose Problem Is It? (m)	48 Litter We Know 101 Make a Coat! (m, e) 268 Cartoons and Bumper Stickers (e1) 276 Water We Eating? (m) 289 Shrinking Habitat (m) 319 Deadly Skies (m) 322 Deadly Waters (m) 328 Ethi-Thinking (m) 340 Ethi-Reasoning (e3) 381 Alice in Waterland (m)	

Grade 6 Saskatchewan Social Studies Curricular Cross-Reference Guide *

L. Nicholls, M. Ed., Canadian Wildlife Federation; J. van Kessel. M.Sc., B. Ed.

	<p>c. Develop an action plan for harmonizing one's personal lifestyle with collective needs regarding social, environmental, and economic sustainability.</p>	<p>12 Water Actions (m) 191 Stream Sense (taking action) 219 A-maze-ing Water (m, e) 271 Water Meter (e) 307 Every Drop Counts (m) 316 Humpty Dumpty (m) 328 Money Down the Drain(m) 382 Easy Street (e)</p>	<p>48 Litter We Know 101 Make a Coat! (e4) 109 Water Canaries (e4) 289 Shrinking Habitat (e2) 303 Keeping Score (m) 322 Deadly Waters (e1) 328 Ethi-Thinking (m) 332 Water's Going On? (m) 345 Can Do! 348 Improving Wildlife Habitat in the Community 351 Enviro-Ethics 360 Living Research: Aquatic Heroes and Heroines (e1) 368 Plastic Jellyfish (m) 371 Something's Fishy Here! (e) 381 Alice in Waterland (e)</p>	<p>141 Shocking Snow! (e)</p>
--	---	---	---	-------------------------------

*** End Notes** (for all tables)

bold - very strong correlation of activity with indicator/topic

m - modification required (use specific indicator/ topic)

- relevant step in activity procedure

e - include extension activity

aq - aquatic extension

eval - evaluation section of activity

var - variation section of activity