

Grade 8 Saskatchewan Social Studies Curricular Cross-Reference Guide *

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

<i>Goal: To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations. (IN)</i>				
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
IN8.1 Investigate the meaning of culture and the origins of Canadian cultural diversity.	a. Create an inventory of cultural elements people throughout the world have in common, regardless of where they live (e.g., transmission of values through education, spiritual systems, ways of governing themselves, ways of satisfying needs and wants, family structure, means of self-expression, strategies for recreation and play).	367 Choices and Preferences, Water Index (m) 397 Perspectives (m) 435 Raining Cats and Dogs (m) 429 Whose Problem Is It? (e) 446 Water Celebration (m)	262 Watered Down History (m) 274 Wildlife in National Symbols (m)	
	b. Formulate a definition of culture from responses to the question, "What is culture?" (e.g., A group's beliefs, norms, institutions, and communication patterns; a learned way of living shared by a group of people).	425 What's Happening? (m)		
	c. Examine the extent to which cultural groups are able to retain their cultural identity in Canada, with reference to elements of culture, including kinship patterns (e.g., how children are perceived, relationship to the aged, family networks, living arrangements, rites of passage), artistic patterns (e.g., self-expression in visual art, music, literature, dance, fashion), religious patterns (e.g., tenets of doctrine, worship habits, place of religion in daily life), education patterns (e.g., methods of passing on the culture, who attends school, who is eligible for higher education), recreational and play patterns (e.g., sports, games, traditions, celebrations).	66 Aqua Notes (m) 435 Raining Cats and Dogs (m) 303 Dust Bowls and Failed Levees (m) 367 Choices and Preferences, Water Index (m) 397 Perspectives (m) 446 Water Celebration (m) 454 Water Messages in Stone (m)	87 Museum Search for Wildlife (m) 216 Here Today, Gone Tomorrow (m4) 262 Watered Down History (m) 272 The Power of a Song (m)	
	d. Analyze shared characteristics among First Nations, Inuit, and Métis cultures in Canada.		262 Watered Down History (m) 257 Changing Attitudes (m, e5) 272 The Power of a Song (m)	
	e. Investigate why First Nations, Inuit, and Métis communities strive to preserve and revitalize their languages, and determine the consequences of the disappearance of cultures and languages.		216 Here Today, Gone Tomorrow (m, e4) 272 The Power of a Song (m)	
	f. Describe the purposes and results of heritage languages and bilingualism policies in Canada and Saskatchewan.		216 Here Today, Gone Tomorrow (m, e4)	

Grade 8 Saskatchewan Social Studies Curricular Cross-Reference Guide *

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

	g. Identify questions and issues of importance to Francophone people in Canada and Saskatchewan (e.g., linguistic and educational rights, changing demographics), and assess the impact of language and education laws on the Francophone community.			
	h. Analyze the impact of language and education laws on minority groups in Canada.			

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
IN8.2 Appraise the influence of immigration as a factor in Canadian cultural diversity.	a. Research reasons for diverse peoples choosing Canada as a home (e.g., economic opportunity, economic hardship or war in the country of origin, reunification of family, escape from religious or political oppression).			
	b. Construct a timeline of the historical immigration patterns in Western Canada.	171 Old Water (m e)	82 Wild Words (m aq) 262 Watered Down History (m)	
	c. Investigate the evolution of Canada's immigration policy and assess the impact on historic and contemporary immigration patterns.			
	d. Assess the fairness of Canada's current immigration policy by conducting an inquiry to determine if the ancestor of a student or a community member would be admitted to Canada by today's criteria (recognize that not all students will be descendants of immigrants, such as Aboriginal students or those who are recent immigrants).			
	e. Assess the benefits and challenges of the multicultural policy in Canada.			

Grade 8 Saskatchewan Social Studies Curricular Cross-Reference Guide *

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

<i>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)</i>				
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
DR8.1 <i>Develop an understanding of the significance of land on the evolution of Canadian identity.</i>	a. Examine the influence of the land on the Canadian personality depicted in literary texts, songs, media presentations, visual art and dance, sport and recreation.	66 Aqua Notes (m) 174 Piece It Together (m III) 182 Poetic Precipitation (m) 262 Nature Rules! (m) 303 Dust Bowls and Failed Levees (m) 435 Raining Cats and Dogs (m) 446 Water Celebration (m) 457 Water Write (m)	87 Museum Search for Wildlife (m) 115 Mythical Mystical Monsters (m e2) 272 The Power of a Song 274 Wildlife in National Symbols (m) 316 Facts and Falsehoods (m)	
	b. Analyze the relationship between the traditional Aboriginal concept of land (an animate being; the source of life) and the contemporary Western European notion of land use (a resource to be owned and exploited) through the centuries.	171 Old Water (m e) 182 Poetic Precipitation (m) 392 Pass the Jug (m) 397 Perspectives (m) 425 What's Happening? (m) 429 Whose Problem Is It? (e) 435 Raining Cats and Dogs (m) 446 Water Celebration (m)	28 Habitat Lap Sit (m10) 55 Aqua Words (m3) 57 Water Wings (m9) 87 Museum Search for Wildlife (m) 211 The Hunter (m) 257 Changing Attitudes (e5) 262 Watered Down History (m) 272 The Power of a Song (m)	137 Snowmobile Savvy (m)
	c. Illustrate on a map various designated lands in Canada (e.g., lands set aside such as reserve lands, settlement lands, heritage sites, homesteads, wildlife refuges, parks, crown land, and trans-boundary areas) and explain such designations.	267 Sum of the Parts (m, e) 293 Back to the Future (m)	211 The Hunter (m) 262 Watered Down History (m) 306 Planning for People and Wildlife (m e2) 354 Dragonfly Pond (m, e4/5/7)	

Grade 8 Saskatchewan Social Studies Curricular Cross-Reference Guide *

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

	<p>d. Investigate the importance of the land in the Canadian economy (e.g., agriculture, trapping, hydroelectricity, fishing, mining, forestry, tourism), and speculate about the impact on the identity of Canadians.</p>	<p>171 Old Water (m e) 223 Color Me a Watershed (e) 232 Common Water (e) 246 Great Water Journeys (m) 267 Sum of the Parts (e) 293 Back to the Future (m) 303 Dust Bowls and Failed Levees (m) 307 Every Drop Counts (m) 316 Humpty Dumpty (m) 360 Wet-Work Shuffle (m) 367 Choices and Preferences, Water Index (m) 377 Dilemma Derby (m) 392 Pass the Jug (m) 397 Perspectives (m) 425 What's Happening? (m) 429 Whose Problem Is It? (e) 457 Water Write (m)</p>	<p>55 Aqua Words (m3) 57 Water Wings (m) 82 Wild Words (m) 87 Museum Search for Wildlife (m) 101 Make a Coat! (m, e) 105 Riparian Retreat (eval6) 211 The Hunter (m) 227 Checks and Balances (m var) 232 Net Gain, Net Effect (16, e) 257 Changing Attitudes (m, e1/4) 262 Watered Down History (m) 289 Shrinking Habitat (m) 306 Planning for People and Wildlife (m) 354 Dragonfly Pond (m)</p>	<p>23 Follow the Leader (m e2) 29 Hare Ways (m e3) 137 Snowmobile Savvy</p>
	<p>e. Investigate the impact of land on the identity of First Nation, Métis, and Inuit peoples.</p>	<p>171 Old Water (m e) 446 Water Celebration (m) 397 Perspectives (m) 425 What's Happening? (m) 429 Whose Problem Is It? (e)</p>	<p>87 Museum Search for Wildlife (m) 115 Mythical Mystical Monsters (m e2) 257 Changing Attitudes (m, e5)</p>	<p>113 Dress Like a Polar Bear (m e3)</p>

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
<p>DR8.2 Describe the influence of the treaty relationship on Canadian identity.</p>	<p>a. Describe the influence of varying views of the land in motivating the treaty relationship.</p>	<p>425 What's Happening? (m) 429 Whose Problem Is It? (e)</p>	<p>257 Changing Attitudes (m, e5)</p>	
	<p>b. Explore unfulfilled aspects of Treaty (e.g., education, health care) in Canada.</p>			
	<p>c. Explore the Treaty Land Entitlement process in Canada.</p>			
	<p>d. Relate land claims and fishing and hunting rights to treaty provisions.</p>	<p>397 Perspectives (m)</p>	<p>55 Aqua Words (m3) 101 Make a Coat! (m) 211 The Hunter (m) 232 Net Gain, Net Effect (m e4,6,9)</p>	
	<p>e. Represent the benefits of the treaties for all Canadians.</p>			

Grade 8 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
DR8.3 Assess how historical events in Canada have affected the present Canadian identity.	a. Describe Canada's role in world conflicts since the beginning of the 20 th century (e.g., WWI, WWII, the Korean War, the Suez Crisis, the Gulf War, the UN mission in Bosnia, the Afghanistan mission).			
	b. Assess the impact of a variety of important historical events in shaping the Canadian identity (e.g., the effect of the Royal Proclamation 1763 on Francophone and Aboriginal peoples; the fur trade economy; Quebec Act 1774; the Acadian deportation; the Loyalist migration; the War of 1812; Canada's role in World War I; the creation of the health care system; peace-keeping activities; the role of the RCMP in the development of the Canadian West; Canadian Confederation 1867; the building of the national railroad; the Métis resistance 1870 and 1885; John A. Macdonald's National Policy 1879; October Crisis 1970; the development of the Canadarm; the development of the music and film industry in French and in English in Canada).		87 Museum Search for Wildlife (m) 101 Make a Coat! (m)	
	c. Examine the influence of American mass media and popular culture on the Canadian way of life.	397 Perspectives (m) 400 Water: Read All About It! (m) 413 Water Court (m) 425 What's Happening? (m) 429 Whose Problem Is It? (e) 457 Water Write (m)	268 Cartoons and Bumper Stickers (m) 270 Does Wildlife Sell Cigarettes? (m) 272 The Power of a Song 274 Wildlife in National Symbols (m) 316 Facts and Falsehoods (m)	
	d. Analyse the similarities and differences in the values, beliefs, and ways of life of Canadians and Americans.	367 Choices and Preferences, Water Index (m) 397 Perspectives (m) 400 Water: Read All About It! (m) 413 Water Court (m) 425 What's Happening? (m) 457 Water Write (m)	257 Changing Attitudes (m) 268 Cartoons and Bumper Stickers (m) 270 Does Wildlife Sell Cigarettes? (m)	

Grade 8 Saskatchewan Social Studies Curricular Cross-Reference Guide *

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

<i>Outcomes (What students are expected to know and be able to do)</i>	<i>Indicators (Students who have achieved this outcome should be able to:)</i>	<i>Project WET</i>	<i>Project WILD</i>	<i>Below Zero</i>
	e. Compare the perspectives taken in cases of injustice in Canadian history (e.g., the vote for women, vote of Aboriginal peoples, Chinese head tax, internment of Japanese and Ukrainian Canadians, restrictions on immigration of Jews during WWII).			

Goal: To investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations. (PA)

<i>Outcomes (What students are expected to know and be able to do)</i>	<i>Indicators (Students who have achieved this outcome should be able to:)</i>	<i>Project WET</i>	<i>Project WILD</i>	<i>Below Zero</i>
PA8.1 Contemplate the implications of Canadian citizenship on the life of Canadians.	a. Trace the changes in how citizenship has occurred for Canadians over time, including current categories of citizenship.			
	b. Analyze the contribution of two historical events in the evolution of Canadian citizenship to the nature of citizenship in Canada today (e.g., Elections Act 1900; “blue bird” nurses in WWI obtain the vote in the 1917 federal election; Canadian women obtain the right to sit in the House of Commons, 1919; the contribution of the Famous Five; Federal Elections Act, 1920; Saskatchewan Bill of Rights, 1947; Canadian Bill of Rights, 1960; the Charter of Rights and Freedoms in Canada, 1982).			
	c. Investigate the effects of the Canadian Charter of Rights and Freedoms on individuals and groups (e.g., language rights, right to reasonable access to justice in trials; same sex marriage; civil protections).			
	d. Investigate the provisions of the Indian Act and its effects on people of aboriginal ancestry.			
	e. Compare and evaluate the citizenship processes in place for a person born in Canada and a person entering the country (including the citizenship test and the oath of citizenship).			
	f. Examine the personal implications of the rights and responsibilities of Canadian citizenship.	19 Water Log (m)	82 Wild Words (m) 272 The Power of a Song (m, e1)	137 Snowmobile Savvy (m6)

Grade 8 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
PA8.2 <i>Examine the role of power and authority in the application of diverse decision-making processes in a variety of contexts.</i>	a. Contribute to classroom decision making by using the majority-rule model and the consensus model.		211 The Hunter (m, e4) 295 To Compromise or Not to Compromise (e1, 5) 312 To Dam or Not to Dam (m, e)	137 Snowmobile Savvy (m) 155 Mighty Migrators (3,e)
	b. Formulate contexts in which the majority-rule model and the consensus model would be effective.			
	c. Investigate and describe the consensus decision-making model employed in traditional Aboriginal communities or jurisdictions.			
	d. Describe traditional First Nations, Inuit, and Métis models of governance and selection of leaders.			
	e. Compare the structure of leadership and decision-making process in an Aboriginal community to that of the parliamentary system in Canada.			

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
PA8.3 <i>Present the evolution of a piece of legislation, from its first conception to its implementation.</i>	a. Report to the class on the evolution of a rule or a policy presently used in an area of the school (e.g., playground: student riding his bicycle on the school grounds before parking it hits another student, which causes parent phone calls, staff meetings, school board concern, and a policy which prevents students from riding bicycles on the school ground).		191 Where Does Water Go After School? (m5)	

Grade 8 Saskatchewan Social Studies Curricular Cross-Reference Guide *

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

	b. Formulate a plan for the recommendation of a new policy for the student body, including the issue requiring resolution, identification of the policy options providing resolution, explanation of how the proposed options might resolve the issue, and recording the process of the selection of the recommended option.	12 Water Actions (m)	191 Where Does Water Go After School? (m5) 322 Deadly Waters (m e1) 345 Can Do! (m) 348 Improving Wildlife Habitat in the Community (m, e) 368 Plastic Jellyfish (m) 371 Something's Fishy Here! (e) 381 Alice in Waterland (m)	
	c. Describe the catalyst for a law recently enacted, tracing the need, and process for enacting the new law.		211 The Hunter (m, e) 232 Net Gain, Net Effect (m e3-10)	
	d. Represent the roles and responsibilities of various players in executive government, including the Prime Minister, the House of Commons, the Senate, and the Governor-General.		55 Aqua Words (m 3)	

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
PA8.4 Assess the impact of citizens' willingness and ability to actively engage in the Canadian political processes.	a. Present the reasons community members have chosen to run for office or to accept a leadership appointment (e.g., student representative council member; municipal or band council member; Member of the Legislative Assembly; school board member; health board member; community service organization leader).			
	b. Describe examples of legislation or policy at a variety of governance levels (federal, provincial, First Nation, or Métis) which were initiated, modified, or rejected as a result of public pressure.		211 The Hunter (m, e) 232 Net Gain, Net Effect (m, e3-10) 237 Migration Headache (m, e8) 242 Aquatic Roots (m7, e1) 245 Where Have All the Salmon Gone? (m) 322 Deadly Waters (m e3) 368 Plastic Jellyfish (m6)	
	c. Review the website of a provincial or federal political party, and propose and justify a redesign of the website in order to engage adolescents in political activity.			

Grade 8 Saskatchewan Social Studies Curricular Cross-Reference Guide *

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

	d. Investigate the political involvement of community members, including why people choose to vote or not vote, and why people choose to join or not join a political party.			
	e. Articulate the reasons a person would get involved in the Canadian political system and the possible actions which might be taken (e.g., lobby Members of Parliament, hold elected members accountable, work for a political party, be informed).		82 Wild Words (m) 293 Migration Barriers (m eval3) 295 To Compromise or Not to Compromise (e1, eval2) 312 To Dam or Not to Dam (m, e)	137 Snowmobile Savvy (m6) 155 Mighty Migrators (m eval3)
	f. Analyse the obstacles to political involvement (e.g., language, culture, disability, socio-economic status, gender, time constraints, apathy).			
	g. Propose avenues for people to individually and collectively influence the Canadian political system (e.g., voting, civil disobedience, participation in political parties, labour organizations, non-governmental organizations).		295 To Compromise or Not to Compromise (e1, eval2) 312 To Dam or Not to Dam (m, e2/3)	
	h. Speculate about the characteristics of the school or community environment without the involvement of people in its leadership and decision-making processes (e.g., What if no one runs for student council office; no one participates in SRC planned events; no one runs for local government office; no one belongs to community organizations).		82 Wild Words (m) 85 Animal Poetry (m) 257 Changing Attitudes (m, e1/2) 262 Watered Down History (m10) 289 Shrinking Habitat (m)	
	i. Research and report on the consequences of the non-engagement in the electoral process (e.g., 1932 German election).			
	j. Construct an action plan for his or her personal involvement in the Canadian political system.			

Grade 8 Saskatchewan Social Studies Curricular Cross-Reference Guide *

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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
RW8.1 Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism.	a. Investigate the goods and services produced in the local economy and the consumers of those goods and services (e.g., hospital, hairdressers, manufacturers, farmers, exporters).	267 Sum of the Parts (m, e) 274 Water Works 300 The CEO 333 The Prince Is Right (m) 360 Wet-Work Shuffle (m) 392 Pass the Jug (m) 460 Wish Book (m) 254 Irrigation Interpretation (m)	101 Make a Coat! (m) 232 Net Gain, Net Effect (m) 252 Lobster in Your Lunch Box (e1,4) 262 Watered Down History (m) 276 Water We Eating? 289 Shrinking Habitat (m) 306 Planning for People and Wildlife (m) 335 What Did Your Lunch Cost Wildlife? 354 Dragonfly Pond (m) 368 Plastic Jellyfish (m) 381 Alice in Waterland (m)	17 Cold Busters (m) 113 Dress Like a Polar Bear (4-6 var)
	b. Categorize the producers of goods and services in the local economy as belonging to the public or private sector, and define the differences of the two groupings.	274 Water Works (m) 300 The CEO (m) 360 Wet-Work Shuffle (m)	252 Lobster in Your Lunch Box (m e1,4)	
	c. Identify the purpose and characteristics of: - public enterprise - private enterprise	300 The CEO (m)		
	d. Represent the characteristics of a mixed market economy including the roles of the producer, consumer, and government.	300 The CEO (m) 333 The Prince Is Right (m) 392 Pass the Jug (m) 397 Perspectives	55 Aqua Words (m 3) 57 Water Wings (m) 161 Visual Vocabulary (m) 354 Dragonfly Pond (m)	

Grade 8 Saskatchewan Social Studies Curricular Cross-Reference Guide *

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

	<p>e. Illustrate the elements of a mixed market economy present in the lives of students.</p>	<p>267 Sum of the Parts (e) 274 Water Works 300 The CEO (m) 333 The Prince Is Right (m) 360 Wet-Work Shuffle (m) 367 Choices and Preferences, Water Index (m) 373 Cold Cash in the Icebox 377 Dilemma Derby (m) 457 Water Write (m) 460 Wish Book (m)</p>	<p>46 What's for Dinner? (m e1) 57 Water Wings (m) 87 Museum Search for Wildlife (m var1) 232 Net Gain, Net Effect (m e6,9) 252 Lobster in Your Lunch Box (e1,4) 276 Water We Eating? 306 Planning for People and Wildlife (m) 335 What Did Your Lunch Cost Wildlife? 354 Dragonfly Pond (m, e1) 368 Plastic Jellyfish (m) 381 Alice in Waterland (m)</p>	
	<p>f. Appraise the role of advertising in the mixed market economy.</p>	<p>400 Water: Read All About It! (m) 457 Water Write (m) 460 Wish Book</p>	<p>268 Cartoons and Bumper Stickers (m) 270 Does Wildlife Sell Cigarettes? 274 Wildlife in National Symbols (m) 310 Aquatic Times (m) 316 Facts and Falsehoods</p>	

Grade 8 Saskatchewan Social Studies Curricular Cross-Reference Guide *

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

<i>Outcomes (What students are expected to know and be able to do)</i>	<i>Indicators (Students who have achieved this outcome should be able to:)</i>	<i>Project WET</i>	<i>Project WILD</i>	<i>Below Zero</i>
	g. Determine the positive and negative social and environmental consequences for family, school, and community in the Canadian mixed market economy.	19 Water Log (m) 219 A-maze-ing Water (m) 223 Color Me a Watershed (m) 232 Common Water (e) 254 Irrigation Interpretation (m) 267 Sum of the Parts (e) 274 Water Works 293 Back to the Future (m) 300 The CEO (m) 307 Every Drop Counts (m) 353 Super Bowl Surge 360 Wet-Work Shuffle (m) 377 Dilemma Derby (m) 388 Hot Water (m) 392 Pass the Jug (m) 397 Perspectives (m) 400 Water: Read All About It! (m) 425 What's Happening? (m) 429 Whose Problem Is It? 457 Water Write (m) 460 Wish Book (m)	48 Liter We Know (m) 98 Environmental Barometer (m eval 2/3) 105 Riparian Retreat (m, e) 230 No Water Off a Duck's Back (m) 232 Net Gain, Net Effect (m) 252 Lobster in Your Lunch Box (e4) 257 Changing Attitudes (m, e1/2) 262 Watered Down History (m) 276 Water We Eating? (m, e2) 289 Shrinking Habitat (m) 295 To Compromise or Not to Compromise (m) 299 Deadly Links (m, e) 306 Planning for People and Wildlife (m) 310 Aquatic Times (m) 312 To Dam or Not to Dam (m) 319 Deadly Skies (m, e) 322 Deadly Waters (m, e) 328 Ethi-Thinking (m) 330 Playing Lightly on the Earth (m, e) 335 What Did Your Lunch Cost Wildlife? 340 Ethi-Reasoning (m) 351 Enviro-Ethics (m) 354 Dragonfly Pond (m) 368 Plastic Jellyfish (m) 371 Something's Fishy Here!(m) 381 Alice in Waterland (m)	137 Snowmobile Savvy (m, var2 aq)
	h. Recognize the impact of living in situations in which assets are collectively or communally owned (e.g., First Nations, Hutterian communities).		101 Make a Coat! (m, e)	

Grade 8 Saskatchewan Social Studies Curricular Cross-Reference Guide *

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

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RW8.2 Assess the implications of personal consumer choices.	a. Determine the effects on the local community of the purchasing patterns of its members (e.g., the origins of products used in daily life).	254 Irrigation Interpretation (m) 267 Sum of the Parts (e) 274 Water Works 348 Sparkling Water (m II) 377 Dilemma Derby (m) 457 Water Write (m) 460 Wish Book (m)	46 What's for Dinner? 87 Museum Search for Wildlife (m) 101 Make a Coat! (m, e) 232 Net Gain, Net Effect (m, e 6,9) 252 Lobster in Your Lunch Box (e1) 276 Water We Eating? (e3) 328 Ethi-Thinking (m) 335 What Did Your Lunch Cost Wildlife?	
	b. Create a catalogue of locally produced products and of fair-trade products, and buying mass-produced products.	274 Water Works (m) 348 Sparkling Water (m) 460 Wish Book (m)	46 What's for Dinner? (m) 252 Lobster in Your Lunch Box (m) 276 Water We Eating? (m)	113 Dress Like a Polar Bear (m 4-6 var, e2)
	c. Assess the advantages and disadvantages of buying locally, buying fair-trade products, and buying mass-produced products.	254 Irrigation Interpretation (m) 300 The CEO (m) 397 Perspectives (m) 400 Water: Read All About It! (m) 429 Whose Problem Is It? (m)	101 Make a Coat! (m, e) 252 Lobster in Your Lunch Box (m e4) 276 Water We Eating? (m, e3) 335 What Did Your Lunch Cost Wildlife? (m)	

Grade 8 Saskatchewan Social Studies Curricular Cross-Reference Guide *

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

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	d. Illustrate the effects of excessive consumption in personal, community, and national contexts.	12 Water Actions (m) 219 A-maze-ing Water 232 Common Water (e) 254 Irrigation Interpretation (m) 274 Water Works (m) 279 Where Are the Frogs? 307 Every Drop Counts (m) 348 Sparkling Water (m) 353 Super Bowl Surge 377 Dilemma Derby (m) 392 Pass the Jug 400 Water: Read All About It!(m) 457 Water Write (m)	48 Litter We Know (m) 55 Aqua Words (m3) 57 Water Wings (m) 82 Wild Words... (m) 105 Riparian Retreat (m e3) 150 Classroom Carrying Capacity (m) 232 Net Gain, Net Effect (m e3-10) 245 Where Have All the Salmon Gone? (m) 289 Shrinking Habitat (m) 310 Aquatic Times (m) 335 What Did Your Lunch Cost Wildlife? 351 Enviro-Ethics (m) 381 Alice in Waterland (e)	141 Shocking Snow! (m e) 145 The Acid Test (m e)
	e. Propose a definition of responsible consumerism, and publish a list of strategic actions leading to responsible consumerism.	12 Water Actions (m) 19 Water Log (m) 219 A-maze-ing Water (e) 254 Irrigation Interpretation (m) 271 Water Meter (m) 307 Every Drop Counts (m) 328 Money Down the Drain (m) 348 Sparkling Water (m II) 392 Pass the Jug (m) 400 Water: Read All About It!(m) 407 Water Concentration (m) 457 Water Write (m)	105 Riparian Retreat (m, e2) 232 Net Gain, Net Effect (m) 310 Aquatic Times (m) 328 Ethi-Thinking (m)	

Grade 8 Saskatchewan Social Studies Curricular Cross-Reference Guide *

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

	f. Represent a personal change related to responsible consumption integrated into personal life.	12 Water Actions 19 Water Log 219 A-maze-ing Water (m) 238 A Drop in the Bucket (m) 271 Water Meter 328 Money Down the Drain (m) 307 Every Drop Counts 348 Sparkling Water (m II) 382 Easy Street (m) 407 Water Concentration (m)	48 Litter We Know 55 Aqua Words (m3) 57 Water Wings (m e2) 85 Animal Poetry (m) 98 Environmental Barometer (m eval 2/3) 211 The Hunter (m) 270 Does Wildlife Sell Cigarettes? (m e) 328 Ethi-Thinking (m) 330 Playing Lightly on the Earth 332 Water's Going On? (m e2/3) 335 What Did Your Lunch Cost Wildlife? (m6) 351 Enviro-Ethics (m, e4) 381 Alice in Waterland	
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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
RW8.3 Critique the approaches of Canada and Canadians to environmental stewardship and sustainability.	a. Represent on a timeline the evolution of Canadian policy on global environmental issues, including historical First Nations approaches to environmental stewardship.	171 Old Water (m e)	216 Here Today, Gone Tomorrow (m) 232 Net Gain, Net Effect (m e1,6,7,9,10) 242 Aquatic Roots (m e1) 322 Deadly Waters (e3) 368 Plastic Jellyfish (m6)	

Grade 8 Saskatchewan Social Studies Curricular Cross-Reference Guide *

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

	<p>b. Outline the issues involved in finding solutions to an environmental challenge (e.g., sharing water resources with the US, logging in Canadian forests, expansion of nuclear energy, development of tar sands).</p>	<p>12 Water Actions 19 Water Log (m) 166 Just Passing Through (m5) 171 Old Water (m e) 174 Piece It Together (m III) 219 A-maze-ing Water (m) 232 Common Water (e) 238 A Drop in the Bucket (m) 254 Irrigation Interpretation (m) 262 Nature Rules! (m) 267 Sum of the Parts (m) 274 Water Works 279 Where Are the Frogs? 289 AfterMath (m) 303 Dust Bowls and Failed Levees (m) 307 Every Drop Counts 316 Humpty Dumpty (m) 338 The Pucker Effect (m) 348 Sparkling Water (m II) 388 Hot Water (m) 392 Pass the Jug (m) 397 Perspectives 400 Water: Read All About It!(m) 413 Water Court (m) 425 What's Happening? (m) 429 Whose Problem Is It? 457 Water Write (m)</p>	<p>48 Litter We Know (m7) 50 How Wet Is Our Planet?(e2) 191 Where Does Water Go After School? (m e3) 216 Here Today, Gone Tomorrow (m) 230 No Water Off a Duck's Back (m) 245 Where Have All the Salmon Gone? (m) 257 Changing Attitudes (m, e2) 262 Watered Down History (m) 299 Deadly Links (m, e) 310 Aquatic Times (m) 319 Deadly Skies (m) 322 Deadly Waters (m, e) 368 Plastic Jellyfish (m)</p>	<p>141 Shocking Snow! (m e) 145 The Acid Test (m e)</p>
	<p>c. Tell the story of changes made in his or her behaviour to protect the environment (e.g., walking, purchasing locally-produced or seasonal products, recycling; composting; disposing responsibly of garbage; using less paper; using less plastic; factoring packaging into purchases).</p>	<p>12 Water Actions (m) 19 Water Log 219 A-maze-ing Water (m) 271 Water Meter 307 Every Drop Counts 348 Sparkling Water (m) 382 Easy Street (m) 400 Water: Read All About It!(m) 407 Water Concentration (m) 457 Water Write</p>	<p>48 Litter We Know (m) 82 Wild Words (m) 85 Animal Poetry (m) 180 Blue Ribbon Niche (m e2) 262 Watered Down History (m e1) 272 The Power of a Song (e1) 310 Aquatic Times (m) 335 What Did Your Lunch Cost Wildlife? (m6) 345 Can Do! 351 Enviro-Ethics (m)</p>	

Grade 8 Saskatchewan Social Studies Curricular Cross-Reference Guide *
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*** 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