



CANADA'S CENTRE  
FOR DIGITAL AND  
MEDIA LITERACY

## CYBER CHOICES CURRICULUM CONNECTIONS – SASKATCHEWAN

### Broad Areas of Learning – Kindergarten to Grade 12

#### Engaged Citizens

##### Overall Expectations

- Students demonstrate confidence, courage, and commitment in shaping positive change for the benefit of all. They contribute to the environmental, social, and economic sustainability of local and global communities. Their informed life, career, and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, natural and constructed environments. Along with this responsibility, students recognize and respect the mutual benefits of Charter, Treaty, and other constitutional rights and relationships. Through this recognition, students advocate for self and others, and act for the common good as engaged citizens.

### Cross-Curricular Competencies – Kindergarten to Grade 12

#### Developing Thinking

##### Overall Expectations

- Think and learn contextually, think and learn creatively, think and learn critically

##### Specific Expectations

- Explore norms, concepts, situations, and experiences from several perspectives, theoretical frameworks, and worldviews
- Apply, evaluate, and respond to differing strategies for solving problems and making decisions

## Developing Identity and Interdependence

### Overall Expectations

- Understand, value, and care for oneself (intellectually, emotionally, physically, spiritually)
- Understand, value, and care for others
- Understand and value social, economic, and environmental interdependence and sustainability

### Specific Expectations

- Recognize that cultural and linguistic backgrounds, norms, and experiences influence identity, beliefs, values, and behaviours
- Develop skills, understandings, and confidence to make conscious
- Learn about various peoples and cultures
- Recognize and respect that people have values and worldviews that may or may not align with one's own values and beliefs
- Analyze how one's thinking, choices, and behaviours affect living and non-living things, now and in the future

## Developing Social Responsibility

### Overall Expectations

- Use moral reasoning process
- Engage in communitarian thinking and dialogue
- Take social action

### Specific Expectations

- Evaluate the possible consequences of a course of action on self, others, and the environment in a particular situation
- Consider the implications of a course of action when applied to other situations
- Consistently apply fundamental moral values such as "respect for all"
- Demonstrate a principle-based approach to moral reasoning
- Examine how values and principles have been and continue to be used by persons and cultures to guide conduct and behaviour.
- Demonstrate respect for and commitment to human rights, treaty rights, and environmental sustainability
- Support individuals in making contributions toward achieving a goal
- Take responsible action to change perceived inequities or injustice for self and others.

## English Language Arts – Grade 3

### Comprehend and Respond

#### Overall Expectations

- Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:
  - identity (e.g., Spreading My Wings)
  - community (e.g., Hand in Hand)
  - social responsibility (e.g., All Together) and make comparison with personal experiences.
- View and respond to grade-appropriate visual and multimedia texts (including videos, cartoons, illustrations, diagrams, charts, maps, and posters) explaining reactions and connections as well as visual features that convey humour, emotion, and mood

#### Specific Expectations

- View, listen to, read, and respond to a variety of texts that reflect the issues related to identity, community, and social responsibility and connect to personal experiences, other texts, and other areas of study.
- Select and use appropriate strategies (before, during, and after) to construct and confirm meaning when viewing.
- Describe perspectives or messages promoted by particular visual depictions in a film/video/DVD or magazine article.

## English Language Arts – Grade 4

### Comprehend and Respond

#### Overall Expectations

- Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address:
  - identity (e.g., Expressing Myself)
  - community (e.g., Building Community)
  - social responsibility (e.g., Preserving a Habitat) and support response with evidence from text and from own experiences.
- 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.

#### Specific Expectations

- Select and use pertinent before, during, and after strategies to construct meaning when viewing
- Understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to construct and confirm meaning when viewing.
- View a multimedia presentation and identify how the language, visual, and multimedia features (e.g., sound, colour, movement) are used to persuade.

## English Language Arts – Grade 5

### Comprehend and Respond

#### Overall Expectations

- Analyze and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address:
  - identity (e.g., Exploring Heritage)
  - community (e.g., Teamwork)
  - social responsibility (e.g., What is Fair?).
- View and evaluate, critically, visual and multimedia texts identifying the persuasive techniques including promises, flattery, and comparisons used to influence or persuade an audience.

#### Specific Expectations

- View, listen to, and read a variety of texts related to the theme or topic of study and show comprehension by:
  - understanding, retelling, and explaining the ideas and information presented in the texts
  - analyzing the text structures and features
  - analyzing the texts and developing responses with evidence from the texts, personal experience, and research.
  - Recognize point of view and distinguish between fact and opinion.
  - Analyze visual texts (including First Nations and Métis art and other texts) as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

## Health Education – Grade 3

### Develop the understanding, skills, and confidences necessary to take action to improve health

#### Overall Expectations

- Distinguish between examples of real violence (e.g., schoolyard fights, shaking a baby, bullying) and fictional violence (e.g., cartoons, world wrestling entertainment, video games) and determine the influence of both on health and well-being.

#### Specific Expectations

- Discuss examples of fictional violence (e.g., movies, video games, cartoons, WWE)
- Investigate the influence of mass media on perceptions of violence (e.g., difficult to distinguish from non-fiction, what is 'normal')

## Health Education – Grade 4

**Develop the understanding, skills, and confidences necessary to take action to improve health**

### Overall Expectations

- Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships.
- Determine basic personal responsibility for safety and protection in various environments/situations

### Specific Expectations

- Describe and recommend healthy behaviours, including positive communication skills for getting along with others in play and competitive situations (e.g., an appreciation of silence as an opportunity to reflect and refrain from “jumping in”, analyzing and criticizing ideas and not the people offering them).
- Recognize how various factors, including peer pressure, communication strategies, and assumptions affect relationships.
- Investigate how effectively/ineffectively negotiated disagreements affect relationships.
- Examine prior knowledge and new information related to safety (including cyber safety).
- Explore critical safety needs (e.g., cyber, hunting, water, fire, biking) of self and others in local community.
- Investigate common personal and community activities/ environments to identify those that involve greater safety risks.
- Examine cyber safety etiquette and related safety risks and strategies.
- Discuss various safety rules and practices related to community safety needs.
- Examine one’s responsibility to use electronic networks in an ethical and safe manner.

## Health Education – Grade 5

**Develop the understanding, skills, and confidences necessary to take action to improve health**

### **Overall Expectations**

- Analyze the connection between personal identity and personal well-being, and establish strategies to develop and support a positive self-image.

### **Specific Expectations**

- Recognize warning signals of unhealthy/abusive relationships (e.g., name calling, blaming, swearing, acting jealous/possessive, destroying possessions, lying, humiliating)
- Define stereotyping (i.e., a set of characteristics or a fixed idea considered to represent a particular kind of person), prejudice (i.e., preconceived negative or hostile views toward a person or group of persons based on ignorance and stereotyping), and discrimination (i.e., unfair treatment of a person or group on the basis of prejudice).