

Saskatchewan Curricular Outcomes and Nutrition

By Grade

This document outlines curricular opportunities to address nutrition in various subject areas and grades. For grades K-9, four key areas of study have been highlighted below, along with the corresponding outcomes that involve the topic of nutrition. Please refer to [Saskatchewan Curriculum](#) for the complete provincial curriculum in each area of study.

Kindergarten

Health Education	Science	Social Studies	Physical Education
		<p><i>Interactions and Interdependence (IN)</i></p> <ul style="list-style-type: none"> • INK.1: Demonstrate an understanding of similarities and differences among individuals in the classroom. • INK.2: Describe the diversity of groups represented in the classroom. <p><i>Dynamic Relationships (DR)</i></p> <ul style="list-style-type: none"> • DRK.3: Analyze ways in which place and physical systems influence daily life, including the influence of place on the daily life of First Nations and Métis people. <p><i>Resources and Wealth (RW)</i></p> <ul style="list-style-type: none"> • RWK.1: Examine ways of managing tasks and resources in families and schools. • RWK.2: Develop and demonstrate stewardship of the environment in daily actions, in an effort to promote balance and harmony. 	

Grade 1

Health Education	Science	Social Studies	Physical Education
<p><i>Understanding, Skills and Confidences (USC)</i></p> <ul style="list-style-type: none"> • USC1.1: Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being. 	<p><i>Physical Science – Using Our Senses (SE)</i></p> <ul style="list-style-type: none"> • SE1.1: Investigate characteristics of the five traditional external senses (i.e., sight, sound, smell, touch, and taste) in humans and animals. • SE1.2: Explore how humans and animals use their senses to interact with their environment. 	<p><i>Interactions and Interdependence of Nations (IN)</i></p> <ul style="list-style-type: none"> • IN1.1: Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school. • IN1.2: Discuss cultural diversity in the family and classroom, including exploration of similarities and differences. <p><i>Dynamic Relationships (DR)</i></p> <ul style="list-style-type: none"> • DR1.1: Relate family events and stories of the recent or distant past to the student’s place in present day family life. • DR1.3: Demonstrate awareness of humans’ reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants. <p><i>Resources and Wealth (RW)</i></p> <ul style="list-style-type: none"> • RW1.1: Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal well-being. • RW1.2: Discuss ways in which work may be managed and distributed in families, schools, and groups. 	<p><i>Physical Education (PE)</i></p> <ul style="list-style-type: none"> • PE1.1: Build a repertoire of strategies, with guidance, for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength. • PE1.2: Examine and express what it means to live actively each day and the personal benefits of being active.

Grade 2

Health Education	Science	Social Studies	Physical Education
<p><i>Understanding, Skills and Confidences (USC)</i></p> <ul style="list-style-type: none"> • USC2.2: Determine how healthy snacking practices influence personal health. 	<p><i>Life Science: Animal Growth and Changes (AN)</i></p> <ul style="list-style-type: none"> • AN2.1: Analyze the growth and development of familiar animals, including birds, fish, insects, reptiles, amphibians, and mammals, during their life cycles. • AN2.2: Compare the growth and development of humans with that of familiar animals. • AN2.3: Assess the interdependence of humans and animals in natural and constructed environments. <p><i>Earth and Space Science: Air and Water in the Environment (AW)</i></p> <ul style="list-style-type: none"> • AW2.1: Investigate properties of air and water (in all three states of matter) within their environment. • AW2.2: Assess the importance of air and water for the health and survival of living things, including self, and the environment. 	<p><i>Interactions and Interdependence of Nations (IN)</i></p> <ul style="list-style-type: none"> • IN2.2: Create a representation of the diversity of cultural groups in the local community. <p><i>Dynamic Relationships (DR)</i></p> <ul style="list-style-type: none"> • DR2.1: Investigate stories of significant events and persons in the local community's history to describe the contribution of those who lived in the community in earlier times. • DR2.2: Analyze the influence of the natural environment on the local community. • DR2.4: Describe the influence of Treaty and First Nations people on the local community. <p><i>Power and Authority (PA)</i></p> <ul style="list-style-type: none"> • PA2.3: Analyze rights and responsibilities of citizens in the school and local community. <p><i>Resources and Wealth (RW)</i></p> <ul style="list-style-type: none"> • RW2.1: Describe ways in which the local community meets needs and wants of its members. • RW2.2: Analyze various worldviews regarding the natural environment. 	<p><i>Physical Education (PE)</i></p> <ul style="list-style-type: none"> • PE2.2: Analyze daily habits and actions that demonstrate personal engagement in, and taking personal responsibility for, leading a physically active life.

Grade 3

Health Education	Science	Social Studies	Physical Education
<p><i>Understanding, Skills and Confidences (USC)</i></p> <ul style="list-style-type: none"> • USC3.1: Determine the role of a variety of healthy foods and physical activity on the health and development of the mind, body, and immune system. 	<p><i>Life Science: Plant Growth and Changes (PL)</i></p> <ul style="list-style-type: none"> • PL3.1: Investigate the growth and development of plants, including the conditions necessary for germination. • PL3.2: Analyze the interdependence among plants, individuals, society, and the environment. <p><i>Earth and Space Science: Exploring Soils (ES)</i></p> <ul style="list-style-type: none"> • ES3.1: Investigate the characteristics, including soil composition and ability to absorb water, of different types of soils in their environment. 	<p><i>Interactions and Interdependence of Nations (IN)</i></p> <ul style="list-style-type: none"> • IN3.1: Analyze daily life in a diversity of communities. • IN3.2: Analyze the cultures and traditions in communities studied. • IN3.3: Illustrate examples of interdependence of communities. <p><i>Dynamic Relationships (DR)</i></p> <ul style="list-style-type: none"> • DR3.2: Assess the degree to which the geography and related environmental and climatic factors influence ways of living on and with the land. • DR3.3: Compare the beliefs of various communities around the world regarding living on and with the land. <p><i>Power and Authority (PA)</i></p> <ul style="list-style-type: none"> • PA3.2: Demonstrate awareness that divergent viewpoints may lead to conflict as part of group interactions, and assess various means of conflict resolution. 	<p><i>Physical Education (PE)</i></p> <ul style="list-style-type: none"> • PE3.1: Apply a repertoire of strategies for developing components of health-related fitness, (cardiovascular endurance, flexibility, muscular endurance, and muscular strength), through movement activities during scheduled times in school, at home, and in the community. • PE3.2: Evaluate the role of participation in movement activities in providing opportunities for enjoyment, challenge, self-expression, social interaction, increased skill competency, stress reduction, active work life, use of leisure time, contact with nature, and involvement in communities.

Grade 3 Continued

	<ul style="list-style-type: none">• ES3.2: Analyze the interdependence between soil and living things, including the importance of soil for individuals, society, and all components of the environment.	<p><i>Resources and Wealth (RW)</i></p> <ul style="list-style-type: none">• RW3.1: Appraise the ways communities meet their members' needs and wants.• RW3.3: Evaluate the ways in which technologies have impacted daily life.	
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Grade 4

Health Education	Science	Social Studies	Physical Education
<p><i>Understanding, Skills and Confidences (USC)</i></p> <ul style="list-style-type: none"> • USC4.1: Assess what healthy eating and physical activity mean for pre-adolescence. 	<p><i>Life Science: Habitats and Communities (HC)</i></p> <ul style="list-style-type: none"> • HC4.1: Investigate the interdependence of plants and animals, including humans, within habitats and communities. • HC4.2: Analyze the structures and behaviours of plants and animals that enable them to exist in various habitats. • HC4.3: Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats. 	<p><i>Interactions and Interdependence of Nations (IN)</i></p> <ul style="list-style-type: none"> • IN4.2: Describe the origins of the cultural diversity in Saskatchewan communities. <p><i>Dynamic Relationships (DR)</i></p> <ul style="list-style-type: none"> • DR4.1: Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan. • DR4.2: Explain the relationship of First Nations and Métis peoples with the land. • DR4.3: Analyze the implications of the Treaty relationship in Saskatchewan. <p><i>Resources and Wealth (RW)</i></p> <ul style="list-style-type: none"> • RW4.1: Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment. • RW4.2: Investigate the importance of agriculture to the economy and culture of Saskatchewan. • RW4.3: Assess the impact of Saskatchewan resources and technological innovations on the provincial, national, and global communities. 	<p><i>Physical Education (PE)</i></p> <ul style="list-style-type: none"> • PE4.1: Make decisions about and apply, with guidance, strategies (including fitness appraisals) and principles related to fitness improvement to determine own level of health-related fitness (cardiovascular endurance, flexibility, muscular endurance, and muscular strength) and to positively affect own level of health-related fitness. • PE4.2: Demonstrate an understanding of the body systems (circulatory, respiratory, and muscular) that are directly related to, and affected by, the development of the health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition). • PE4.11: Incorporate safe practices (e.g., warm-up, cool-down, safe stretching, protective responses, proper attire, well-maintained equipment) for the prevention of injury and investigate basic first aid associated with care of illness and injury resulting from participation in movement activities both in and out of physical education class.

Grade 5

Health Education	Science	Social Studies	Physical Education
<p><i>Understanding, Skills and Confidences (USC)</i></p> <ul style="list-style-type: none"> • USC5.1: Analyze personal eating practices. 	<p><i>Life Science: Human Body Systems (HB)</i></p> <ul style="list-style-type: none"> • HB5.1: Analyze personal and societal requirements for, and the impact of, maintaining a healthy human body. • HB5.2: Investigate the structure, function, and major organs of one or more human body systems such as the digestive, excretory, respiratory, circulatory, nervous, muscular, and skeletal systems. • HB5.3: Assess how multiple human body systems function together to enable people to move, grow, and react to stimuli. 	<p><i>Interactions and Interdependence of Nations (IN)</i></p> <ul style="list-style-type: none"> • IN5.1: Demonstrate an understanding of the Aboriginal heritage of Canada. <p><i>Dynamic Relationships (DR)</i></p> <ul style="list-style-type: none"> • DR5.1: Analyze the historic and contemporary relationship of people to land in Canada. • DR5.2: Assess the impact of the environment on the lives of people living in Canada. <p><i>Power and Authority (PA)</i></p> <ul style="list-style-type: none"> • PA5.3: Develop an understanding of the nature of the treaty relationship between First Nations and Canada’s federal government. <p><i>Resources and Wealth (RW)</i></p> <ul style="list-style-type: none"> • RW5.1: Explain the importance of sustainable management of the environment to Canada’s future. • RW5.2: Hypothesize about economic changes that Canada may experience in the future. 	<p><i>Physical Education (PE)</i></p> <ul style="list-style-type: none"> • PE5.1: Create and implement, with guidance, as a class, a health-related fitness plan targeting the health-related fitness component of cardiovascular endurance that includes setting a personal goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.

Grade 6

Health Education	Science	Social Studies	Physical Education
<p><i>Understanding, Skills and Confidences (USC)</i></p> <ul style="list-style-type: none"> • USC6.4: Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations. • USC6.5: Analyze the influences (e.g., cultural, social) on perceptions of and personal standards related to body image, and the resulting impact on the identities and the well-being of self, family, and community. 	<p><i>Life Science: Diversity of Living Things (DL)</i></p> <ul style="list-style-type: none"> • DL6.1: Recognize, describe, and appreciate the diversity of living things in local and other ecosystems, and explore related careers. • DL6.2: Examine how humans organize understanding of the diversity of living things. 	<p><i>Interactions and Interdependence of Nations (IN)</i></p> <ul style="list-style-type: none"> • 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. • IN6.4: Explore aspects of cultural change over time, including: <ul style="list-style-type: none"> ○ reasons for cultural change ○ examples of cultural change ○ how cultural change affects youth ○ how youth respond to cultural change. <p><i>Dynamic Relationships (DR)</i></p> <ul style="list-style-type: none"> • 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. • DR6.3: Appraise the strategies human societies have used to orient themselves within time and place in the natural environment. • DR6.4: Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean. <p><i>Resources and Wealth (RW)</i></p> <ul style="list-style-type: none"> • RW6.1: Examine and analyze factors that contribute to quality of life, including material and non-material factors. 	<p><i>Physical Education (PE)</i></p> <ul style="list-style-type: none"> • PE6.1: Create and implement a personal health-related fitness plan targeting the health-related fitness component of cardiovascular endurance that involves setting a goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity. • PE6.2: Demonstrate an understanding of the impact of inactivity on body composition and how to make healthy choices for a balanced self, including regular participation in movement activity, that effectively and safely affect (maintain, increase, decrease) body fat composition. • PE6.3: Apply self-selected strategies for effectively and safely improving muscular endurance and flexibility, and apply, with guidance, an understanding of how to effectively and safely improve muscular strength.

Grade 7

Health Education	Science	Social Studies	Physical Education
<p><i>Understanding, Skills and Confidences (USC)</i></p> <ul style="list-style-type: none"> • USC7.5: Evaluate personal food choices and needs by applying accurate and current nutritional knowledge (e.g., content labels). 	<p><i>Life Science: Interactions within Ecosystems (IE)</i></p> <ul style="list-style-type: none"> • IE7.1: Relate key aspects of Indigenous knowledge to their understanding of ecosystems. • IE7.2: Observe, illustrate, and analyze living organisms within local ecosystems as part of interconnected food webs, populations, and communities. • IE7.3: Evaluate biogeochemical cycles (water, carbon, and nitrogen) as representations of energy flow and the cycling of matter through ecosystems. • IE7.4: Analyze how ecosystems change in response to natural and human influences, and propose actions to reduce the impact of human behaviour on a specific ecosystem. 	<p><i>Interactions and Interdependence of Nations (IN)</i></p> <ul style="list-style-type: none"> • IN7.2: Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries. <p><i>Dynamic Relationships (DR)</i></p> <ul style="list-style-type: none"> • DR7.2: Appraise the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern circumpolar countries. <p><i>Resources and Wealth (RW)</i></p> <ul style="list-style-type: none"> • RW7.1: Explain the role of barter, trade, and sharing in traditional economies in Canada and the circumpolar and Pacific Rim countries. 	<p><i>Physical Education</i></p> <ul style="list-style-type: none"> • PE7.1: Create and implement a personal health-related fitness plan targeting the health-related fitness components of cardiovascular endurance, muscular endurance, and flexibility that involves setting a goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity. • PE7.2: Examine personal daily nutritional habits and fluid intake practices that support healthy participation in various types of movement activities and the attainment or maintenance of healthy body weight and body composition. • PE7.3: Demonstrate an understanding of the effects of exercise and inactivity on the skeletal system (i.e., increased/decreased bone density, increased/decreased bone mass) and the function (i.e., shape support, protection) of the skeletal system in relation to participating in movement activities.

Grade 7 Continued

	<p><i>Physical Science: Heat and Temperature (HT)</i></p> <ul style="list-style-type: none">• HT7.1: Assess the impact of past and current heating and cooling technologies related to food, clothing, and shelter on self, society, and the environment.• HT7.3: Investigate principles and applications of heat transfer via the processes of conduction, convection, and radiation.		<ul style="list-style-type: none">• PE7.13: Role model and practise the behaviours associated with demonstrating responsibility and caring for others to support personal growth in making positive connections while participating in movement activities.
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Grade 8

Health Education	Science	Social Studies	Physical Education
<p><i>Understanding, Skills and Confidences (USC)</i></p> <ul style="list-style-type: none"> • USC8.1: Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours. • USC8.5: Assess how body image satisfaction/dissatisfaction and over-reliance on appearance as a source of identity and self-esteem affects the quality of life of self and family. 	<p><i>Life Science: Cells, Tissues, Organs, and Systems (CS)</i></p> <ul style="list-style-type: none"> • CS8.1: Analyze the characteristics of cells, and compare structural and functional characteristics of plant and animal cells. • CS8.2: Demonstrate proficiency in the use of a compound light microscope to observe plant and animal cells. • CS8.3: Distinguish structural and functional relationships among cells, tissues, organs, and organ systems in humans and how this knowledge is important to various careers. • CS8.4: Analyze how the interdependence of organ systems contributes to the healthy functioning of the human body. 	<p><i>Dynamic Relationships (DR)</i></p> <ul style="list-style-type: none"> • DR8.1: Develop an understanding of the significance of land on the evolution of Canadian identity. • DR8.2: Describe the influence of the treaty relationship on Canadian identity. <p><i>Power and Authority (PA)</i></p> <ul style="list-style-type: none"> • PA8.3: Present the evolution of a piece of legislation, from its first conception to its implementation. • PA8.4: Assess the impact of citizens’ willingness and ability to actively engage in the Canadian political processes. <p><i>Resources and Wealth (RW)</i></p> <ul style="list-style-type: none"> • RW8.1: Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism. • RW8.2: Assess the implications of personal consumer choices. 	<p><i>Physical Education (PE)</i></p> <ul style="list-style-type: none"> • PE8.1: Create, implement, evaluate, and revise a personal health-related fitness plan targeting the health-related fitness components of cardiovascular endurance, muscular endurance, muscular strength, and flexibility that involves setting goals for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity. • PE8.2: Apply an understanding of how to positively affect the major muscle groups (e.g., biceps, triceps, pectorals, abdominals, quadriceps, hamstrings) while clarifying an understanding of the effects of exercise and inactivity on the muscular system (e.g., increased/decreased strength, increased/decreased lean muscle, increased/decreased elasticity, increased/decreased muscle tone). • PE8.3: Implement personal plans for improvement of skill-related components of fitness (power, agility, speed, reaction time, balance, and coordination) to improve the weaker components and to support enjoyment in personal, social, and competitive movement activities.

Grade 8 Continued

		<ul style="list-style-type: none"> • RW8.3: Critique the approaches of Canada and Canadians to environmental stewardship and sustainability. 	<ul style="list-style-type: none"> • PE8.12: Demonstrate the skills required to administer basic first aid (e.g., scene management, seeking help, treating minor injuries, applying precautions for body fluids) required as a result of injury caused by participation in movement activities. • PE8.13: Analyze environmental influences (e.g., family beliefs/values, culture, gender, role models, workplace, peers, advertising, television) to assess their impact on responsible social behaviour in movement activity settings. • PE8.14: Analyze the influences of past and present social, cultural, and environmental perspectives on the need for recent physical movement initiatives (e.g., in motion, ParticipAction, Indigenous Games, walking paths) that support personal, family, and community active living and well-being.
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Grade 9

Health Education	Science	Social Studies	Physical Education
<p><i>Understanding, Skills and Confidences (USC)</i></p> <ul style="list-style-type: none"> • USC9.5: Evaluate a variety of healthy food policies and plan to participate in the development, revision, and/or implementation of a healthy food policy (e.g., fundraising, feasts, canteen sales, extra-curricular events) in the community (e.g., home, school, arena, youth center). 	<p><i>Life Science: Reproduction and Human Development (RE)</i></p> <ul style="list-style-type: none"> • RE9.1: Examine the process of and influences on the transfer of genetic information and the impact of that understanding on society past and present. • RE9.2: Observe and describe the significance of cellular reproductive processes, including mitosis and meiosis. • RE9.3: Describe the processes and implications of sexual and asexual reproduction in plants and animals. • RE9.4: Analyze the process of human reproduction, including the influence of reproductive and contraceptive technologies. 	<p><i>Interactions and Interdependence of Nations (IN)</i></p> <ul style="list-style-type: none"> • IN9.2: Compare the factors that shape worldviews in a society, including time and place, culture, language, religion, gender identity, socio-economic situation, and education. • IN9.3: Analyze the ways a worldview is expressed in the daily life of a society. • IN9.4: Determine the influence of worldview on the choices, decisions, and interactions in a society. <p><i>Dynamic Relationships (DR)</i></p> <ul style="list-style-type: none"> • DR9.3: Assess the relationship of the natural environment in the development of a society. • DR9.4: Determine the influence of societies of the past on contemporary life in Canada. 	<p><i>Physical Education (PE)</i></p> <ul style="list-style-type: none"> • PE9.1: Examine and apply the principles of training (i.e., overload, progression, specificity, adaptation, use/disuse) to personal action plans that incorporate daily moderate to vigorous movement activity and focus on the improvement and/or maintenance of self-selected components of health-related fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility). • PE9.2: Determine safe and credible publicly promoted options for managing body composition and weight (i.e., decrease body fat, increase muscle content) and analyze the influence of mass media on body image. • PE9.3: Investigate and apply safe and effective strategies for developing the strength of core muscles and joint muscles. • PE9.4: Implement personal plans for improvement of a self-selected skill-related component of fitness (power, agility, speed, reaction time, balance, and coordination) as it applies to

Grade 9 Continued

		<p><i>Resources and Wealth (RW)</i></p> <ul style="list-style-type: none"> • RW9.3: Determine the influence of technologies of past societies studied on contemporary society. 	<p>complex movement skills used in a sport or activity of interest (e.g., power in the legs to increase vertical jump for volleyball spike, agility for avoiding a pin in wrestling, balance used in ballet, coordination used in juggling or cup stacking).</p> <ul style="list-style-type: none"> • PE9.13: Identify and analyze personal perspectives on how to manage the contemporary opportunities and challenges that influence one’s ability to develop as a skillful mover, to live a balanced, active lifestyle, and to develop and maintain safe and respectful relationships.
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Levels 10 and 20

Health Science 20	Wellness 10
<p><i>Health Care Philosophies and Ethics</i></p> <ul style="list-style-type: none"> • HS20-HC1: Analyze how Western, Indigenous, traditional, complementary and alternative approaches to health care can contribute to a holistic (e.g., mental, emotional, physical and spiritual) perspective of health. • HS20-HC2: Examine how personal, cultural and societal beliefs affect ethical decisions regarding health care. <p><i>Human Body</i></p> <ul style="list-style-type: none"> • HS20-HB1: Analyze the anatomy and physiology of a healthy human. • HS20-HB2: Investigate the effects of various injuries, disorders and diseases on human cells, tissues, organs and systems. <p><i>Nutrition</i></p> <ul style="list-style-type: none"> • HS20-NU1: Assess the importance of macronutrients (i.e., carbohydrates, proteins and fats) and micronutrients (e.g., vitamins, minerals and phytochemicals) in maintaining human health. • HS20-NU2: Analyze dietary choices based on personal and cultural beliefs and scientific understanding of nutrition. <p><i>Diagnostics and Treatment</i></p> <ul style="list-style-type: none"> • HS20-DT1: Explore the tools and procedures used to diagnose and monitor medical conditions. • HS20-DT2: Assess the importance of interpreting diagnostic findings to support treatment options for specific pathologies. 	<p><i>Required Outcomes</i></p> <ul style="list-style-type: none"> • W1: Evaluate one’s understanding of wellness while participating in various learning opportunities that balance the dimensions of wellness (i.e., physical, psychological, social, spiritual, environmental). <p><i>Optional Outcomes (choose a minimum of three)</i></p> <ul style="list-style-type: none"> • W11: Make informed decisions regarding personal healthy eating practices based on connections to wellness.

Please Note: February 2019 – Due to the nature of curriculum development this document is regularly under revision. For the most up-to-date content, please go to www.curriculum.gov.sk.ca.