

Archeology Program

Social Studies 7

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)

DR7.1 Analyze and use various types of maps (that provide differing perspectives and information for differing purposes) in order to situate current issues in Canada, and in a selection of Pacific Rim and northern circumpolar countries.

- a. Locate the continents and significant physical features (e.g., landforms, water bodies, climatic zones, vegetation zones) on a world map.
- b. Identify the major population clusters in Canada, and in a selection of Pacific Rim and northern circumpolar countries and locate them on a map.
- c. Locate and identify Treaty territories on a map of Canada.
- d. Examine maps of various projections and scales (e.g., Mercator, Peters, circumpolar, plate tectonics) in order to determine the characteristics and application of each map.
- e. Examine and propose the advantages, limitations, and potential uses of a variety of types of maps (e.g., Mercator, Peters, circumpolar, plate tectonics)

Science 7

Life Science: Interactions within Ecosystems (IE)

IE7.1 Relate key aspects of Indigenous knowledge to their understanding of ecosystems.

- a. Gather information about traditional Indigenous practices with respect to the relationships and connections between people and their ecological environment.**
- b. Examine key aspects of Indigenous knowledge and First Nations and Métis people's practices that contribute to understanding of ecosystems and the interactions of their components.**
- c. Provide specific examples of Indigenous knowledge in understanding the components of their ecosystems.**
- d. Describe the ways that traditional Indigenous knowledge about respect and responsibility for the land, self, and others has been transmitted over many years, including the oral tradition.**

IE7.2 Observe, illustrate, and analyze living organisms within local ecosystems as part of interconnected food webs, populations, and communities.

- c. Conduct a field study to observe, record (using sketches, notes, tables, photographs, and/or video recordings), and identify biotic and abiotic components of a local ecosystem.**
- d. Show respect for all forms of life when examining ecosystems.**
- e. Examine the biotic and abiotic components of distant ecosystems using photographs, videos, or online resources.**

IE7.3 Evaluate biogeochemical cycles (water, carbon, and nitrogen) as representations of energy flow and the cycling of matter through ecosystems.

- e. Describe examples of how scientists collect evidence, search for patterns and relationships in data, and propose explanations to further the development of scientific knowledge about energy and matter flow in ecosystems**
- g. Consider observations and ideas from a variety of sources during investigations and before drawing conclusions related**

to biogeochemical cycles

j. Provide examples of scientific knowledge that have resulted in the development of technologies designed to assist in managing aspects of ecosystems (e.g., understanding the effect of nitrogen, phosphorus, and potassium on plant growth led to the production of specific formulations of fertilizers, knowledge of how micro-organisms help break down matter led to the development of composting bins).

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.

d. Identify and refine questions and problems related to the effects of natural or human influences on a particular ecosystem.

h. Provide specific examples to illustrate that scientific and technological activities related to ecosystems take place in a variety of individual or group settings, locally and globally, and by men and women from a variety of cultural backgrounds (e.g., individual and community gardening, impact studies done by environmental engineers, and research done by teams of international scientists).

Earth and Space Science: Earth's Crust and Resources (EC)

EC7.3 Investigate the characteristics and formation of the surface geology of Saskatchewan, including soil, and identify correlations between surface geology and past, present, and possible future land uses.

c. Construct a visual representation of the rock cycle (e.g., formation, weathering, sedimentation, and reformation) and relate this representation to the surface geology of Saskatchewan and Canada

g. Document the natural surface geological features of the local environment and provide explanations for the origin of those features