

## **Curricular Connection**

### **Bison Hunt Grade 7**

#### **Social Studies**

**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.**

**a. Identify the influence of physical features such as water bodies, topography, and natural resources on the location of people in Pacific and northern Canada (including the traditional homelands of indigenous peoples) and in a selection of Pacific Rim and circumpolar countries.**

**b. Examine the effects of humans and their technology on the natural environment in Canada, and in a selection of Pacific Rim and circumpolar countries, including the consequences for indigenous peoples who inhabit those regions (e.g., over harvesting of salmon fishery, increased incidence of severe weather, influence of logging industry on the natural world and ecosystems, effects of deforestation and coral removal, and efforts to reclaim shorelines and restore the natural barriers).**

**DR7.3 Analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries.**

**b. Examine the effects of natural or human catastrophes on affected populations, and, by extension, on the history of human habitation of the region.**

**RW7.1 Explain the role of barter, trade, and sharing in traditional economies in Canada and the circumpolar and Pacific Rim countries.**

**a. Role play the practices of barter, trade, and sharing used to obtain goods and services.**

**b. Describe examples of barter, trade, and sharing in the local community.**

**c. Present the experiences of Elders and senior citizens in the local community regarding barter, sharing, and trade.**

**RW7.3 Assess the ecological stewardship of economies of Canada and the circumpolar and Pacific Rim countries.**

**a. Research and illustrate the origins and current meanings of the words "steward" and "stewardship".**

**b. Define the word "sustainable", and discriminate between the concepts of sustainable and unsustainable as they apply to resources and industry.**

## Science 7

**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.

**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

- a. Illustrate the historical development and the underlying scientific principles of technologies designed to address practical problems regarding human heating and cooling needs for food, shelter, and clothing (e.g., oven mitts, survival suits, air conditioning, central heating, thermos, refrigerators, stoves, heaters, home insulation, fleece jackets, and toques).

## English Language Arts

**CC7.1** Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Exploring Thoughts, Feelings, and Ideas), social responsibility (e.g., Taking Action), and efficacy (e.g., Building a Better World).

- a. Create with clarity and correctness, and appropriate to a particular audience and purpose, a variety of expressions (oral presentations, written compositions, and other representations) that represent ideas and information about identity, social responsibility, and efficacy
- b. c. Use own experiences to create personal or impromptu communications characterized by some insight and development including opinion and personal and critical responses to text.