

Curricular Connection between Wanuskewin Programs and Saskatchewan Curriculum Outcomes and Indicators.

First Nations Technology Program

Social Studies 7

Goal: To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations. (IN)

IN7.2 Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries.

- a. Identify the countries of origin of people, or of personal objects or tools (e.g., clothing, foods, friends, classmates, teachers, electronic equipment, favourite websites).

IN7.3 Analyze the relationship of technology to globalization.

- a. Identify technological connections that exist in the student's life, and classify them as local, national, or international.
- b. Analyze the risks and benefits related to various technologies.

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)

DR7.2 Appraise the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern 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.

- c. Analyze the influence of contact with another culture on the Aboriginal peoples of Canada, circumpolar countries, and a selection of Pacific Rim countries (e.g., the influence of Europeans on the indigenous peoples of Canada, Mexico, and Australia).**

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)

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.**
- d. Question whether economies based on barter, trade, and sharing are sustainable.**

Science Grade 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.

Arts Education 7

Creative/Productive (CP)

CP7.6 Express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments) in drama and/or collective creation.

a. Use inquiry in drama to extend understanding about the importance of place in peoples' lives:

- Generate questions to guide inquiry about the concept of place (e.g., What if we traveled back in time to observe the signing of the Treaties? What if urban youth were given control of city planning for one year? What is unique about being from, or living in, Saskatchewan?).

- Prepare and use a plan to access the Internet and other sources (e.g., print, digital, community) to research and gain information and ideas that will contribute to the authenticity and significance of the drama.

b. Collaborate with others to manipulate tension, focus, contract, and symbol to express ideas about the importance of place in peoples' lives.

c. Pose questions about the work for purposes of reflection and further development of the drama (Is our drama capturing the time and place of living in the 1800s in Saskatchewan?).

d. Discuss conflicts that may have arisen during the work and how these conflicts were resolved.

e. Recall and express responses to the work using a variety of reflective strategies such as 'hot seating', 'marking the moment', or 'walls have ears'.

f. Describe how dramas and collective creations relate to own lives, cultures, and society