

Paskwa Mostos-Bison Program

Social Studies Grade 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.

- 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.**

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).**
- e. Explore the Treaty relationship and the values and beliefs associated with sharing the land.**

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.**
- 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**

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

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.

- j. Interpret interdependence within natural systems by constructing food chains and food webs to illustrate the interactions among producers, consumers, and decomposers in a particular ecosystem.**

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.

- a. Identify evidence of ecological succession in ecosystems, using the concepts of pioneer species, climax community, primary succession, and secondary succession, and by identifying changes in plant and animal life in the ecosystem.**
- b. Propose ecological questions to investigate arising from practical problems and issues (e.g., "What is the impact of clearing land for farming?", "How could a community prolong**

the life of its landfill site?", "How could a community reduce the amount of garbage it produces?", "What is the impact of a sports field being constructed in a particular location?").

c. Predict what a specific ecosystem (e.g., clear-cut forest, abandoned sports field, abandoned farm yard, abandoned rail line, ditch, driveway, or sidewalk) will look like in the future (e.g., 5, 10, and 25 years) based on characteristics of the area and long-term changes observed in similar ecosystems.

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

e. Select and synthesize information from various sources to develop a response to specific questions related to natural or human influences on a particular ecosystem.

f. Propose a course of action or defend a given position on a local ecological issue or problem related to natural or human influences on a particular ecosystem, taking into account scientific, societal, technological, and environmental factors.

g. Be sensitive and responsible in maintaining a balance between human needs and a sustainable environment by considering both immediate and long-term effects of their course of action or stated position.

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).

Health Grade 7

Goal #1: Develop the understanding, skills, and confidences necessary to take action to improve health. Perspective: Commit Self

USC 7.5 Evaluate personal food choices and needs by applying accurate and current nutritional knowledge.

Indicators

- a. Determine how and where to access healthy eating information.**
- b. Locate sources and evaluate information, according to specific criteria, about healthy eating.**
- c. Examine the consequences of/of not evaluating information about healthy eating.**
- d. Analyze persuasion, propaganda, and other techniques (e.g., loaded words, unsubstantiated claims) used by individuals or organizations to influence judgement about what foods are healthy and what foods to purchase.**
- e. Apply guidelines for healthy eating as presented in Canada's Food Guide.**
- f. Track and analyze personal food consumption for one week (based on Canada's Food Guide).**
- g. Analyze food labels for personal food choices for sodium, sugar, fat, and calorie content among similar products.**
- h. Prepare a three-day family food menu by applying nutritional knowledge to make nutritious selections (based on Canada's Food Guide) using a variety of given family food budgets and/or situations.**
- i. Analyze changes to Canada's Food Guide through the decades and hypothesize why particular changes were made.**

Arts Ed Grade 7

Visual Art

CP7.10 Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geology, region, urban/rural landscapes, and environment).

- a. Use inquiry in visual art to extend understanding of the importance of place (e.g., examine historical relationships of people to the land in Saskatchewan):**

- Generate key questions to guide inquiry in visual art (e.g., How could we represent visually the uniqueness of the prairie landscape or the difference between urban and rural environments in Saskatchewan?).
 - Summarize and focus knowledge of topic to determine information needs.
 - Generate additional relevant questions for deeper exploration.
 - Prepare and use a plan to access the Internet and other sources (e.g., print, digital, community) to gather ideas for visual art.
 - Explore the central questions and ideas visually (e.g., How can we visually depict the vastness of the prairie spaces or the migration of peoples?).
 - Explore the central questions and ideas visually (e.g., How can we visually depict the vastness of the prairie spaces or the migration of peoples?).
 - Expand on ideas in visual journals or other reflective records such as video.
- b. Analyze and discuss connections between the original topic or inquiry question and subsequent visual art explorations.
- c. Investigate how a single idea can be developed in many ways and directions (e.g., How many different ways could we represent visually a sense of community within an isolated prairie landscape?).
- d. Reflect on how images, elements of art, and principles of composition can be organized to convey meaning in visual art (e.g., What message or ideas does our art work communicate about our sense of place in Saskatchewan?).
- e. Demonstrate awareness that artists are observant of their environment and often express ideas about the role and representation of place in their work.
- f. Recognize that visual art is a means of personal exploration and communication, and appreciate the importance of visual expression.