

Curricular Connections Grade 7

Tipi Raising

Science

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.**

Physical Science: Heat and Temperature (HT)

- 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).**
- e. Evaluate the efficiency of different types of home insulation (e.g., sod, straw bales, fibreglass, cellulose, mineral wool, polystyrene, and polyurethane foam) with respect to criteria such as R-value, cost, and resistance to water and air infiltration**
- f. Use a technological problem-solving process to design, construct, and evaluate a prototype of a device that will provide a solution to a practical problem related to heating or cooling (e.g., cooking food, keeping food warm or cool for an extended period, keeping a shelter warm or cool, keeping a person warm or cool).**

Arts Education 7

Creative/Productive (CP) Students will inquire, create, and communicate through dance, drama, music, and 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?).**
 - **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**

Cultural/Historical (CH) Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts and understand the connection between the arts and human experience.

CH7.2 Investigate how Indigenous artists from around the world reflect the importance of place (e.g., relationship to the land, geology, region, urban/rural environments).

- a. Research Indigenous artists from around the world to examine how their work conveys the importance of land, and share these insights with others.**
- b. Analyze and interpret the work of Indigenous artists within its cultural and contemporary contexts.**
- c. Examine and compare how the land influences the choices made by Indigenous artists around the world (e.g., choice of medium and subject matter such as Haida totem carving, Dakota pipestone carving, Inca gold engraving).**
- d. Demonstrate awareness of how contemporary Indigenous artists are influenced by place (e.g., hip hop and graffiti artists who use the urban landscape as a space for expressing ideas).**

English Language Arts

Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a range of contemporary and traditional grade-level texts from First Nations, Métis, and other cultures in a variety of forms (oral, print, and other texts) for a variety of purposes including for learning, interest, and enjoyment

CR7.5 Listen critically to understand and analyze oral information and ideas from a wide range of texts (e.g., complex instructions, oral explanations and reports, opinions or viewpoints, messages presented in the media

- a. Display active listening behaviours (e.g., focusing on the message of the speaker, making reasonable predictions, checking for understanding, recognizing when information is making sense, making notes).**
- b. Listen to understand and analyze instructions, directions, and oral explanations.**
- c. Adopt a receptive listening posture and observe visual and verbal cues from the speaker.**
- d. Determine literal and implied meaning of message.**
- e. Separate own ideas and opinions from speaker's ideas and opinions.**

- f. Recognize and follow the presenter's main ideas, supporting details, and organizational structure.**
- g. Consider and respect ideas from speaker's point of view.**
- h. Identify the perspective implicit within an oral presentation and what information, arguments, or positions are not included.**
- i. Listen critically to understand and analyze oral information and ideas in oral explanations and reports, and in opinions or messages presented in the mass media.**
- j. Evaluate the effectiveness of a range of oral texts.**
- k. Note how examples, illustrations, and visual aids support or take away from the key message.**