

South Slave Divisional Education Council

# GRADE 7

**CURRICULUM PACKAGE: Dene Kede, Health,  
Career Development, Physical Education**

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# BLOOM'S REVISED TAXONOMY



## Creating

Generating new ideas, products, or ways of viewing things

*Designing, constructing, planning, producing, inventing.*

## Evaluating

Justifying a decision or course of action



*Checking, hypothesising, critiquing, experimenting, judging*



## Analysing

Breaking information into parts to explore understandings and relationships

*Comparing, organising, deconstructing, interrogating, finding*

## Applying

Using information in another familiar situation

*Implementing, carrying out, using, executing*



## Understanding

Explaining ideas or concepts

*Interpreting, summarising, paraphrasing, classifying, explaining*

## Remembering

Recalling information



*Recognising, listing, describing, retrieving, naming, finding*

## BLOOM'S REVISED TAXONOMY **COGNITIVE** DOMAIN: VERB LIST

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Cite	Add	Acquire	Analyze	Abstract	Appraise
Define	Approximate	Adapt	Audit	Animate	Assess
Describe	Articulate	Allocate	Blueprint	Arrange	Compare
Draw	Associate	Alphabetize	Breadboard	Assemble	Conclude
Enumerate	Characterize	Apply	Break down	Budget	Construct
Identify	Clarify	Ascertain	Characterize	Categorize	Contrast
Index	Classify	Assign	Classify	Check	Counsel
Indicate	Compare	Attain	Compare	Code	Criticize
Label	Compute	Avoid	Confirm	Combine	Critique
List	Contrast	Back up	Contrast	Compile	Defend
Match	Convert	Calculate	Correlate	Compose	Determine
Meet	Defend	Capture	Deconstruct	Construct	Design
Name	Describe	Carry out	Detect	Cope	Discriminate
Outline	Detail	Change	Diagnose	Correspond	Estimate
Point	Differentiate	Classify	Diagram	Create	Evaluate
Quote	Discuss	Complete	Differentiate	Critique	Explain
Read	Distinguish	Compute	Discriminate	Cultivate	Grade
Recall	Elaborate	Construct	Dissect	Debug	Hire
Recite	Estimate	Customize	Distinguish	Depict	Interpret
Recognize	Example	Demonstrate	Document	Design	Invent
Record	Explain	Depreciate	Ensure	Develop	Judge
Repeat	Express	Derive	Examine	Devise	Justify
Reproduce	Extend	Determine	Explain	Dictate	Measure
Review	Extrapolate	Diminish	Explore	Enhance	Plan
Select	Factor	Discover	Figure out	Experiment	Predict
State	Generalize	Draw	File	Explain	Prescribe
Study	Give	Employ	Find	Facilitate	Produce
Tabulate	Infer	Examine	Group	Format	Rank
Trace	Interact	Exercise	Identify	Formulate	Rate
Write	Interpolate	Execute	Illustrate	Generalize	Recommend
	Interpret	Explore	Infer	Generate	Release
	Observe	Expose	Interrupt	Handle	Select
	Paraphrase	Express	Inventory	Hypothesize	Summarize
	Picture graphically	Factor	Investigate	Import	Support
	Predict	Figure	Layout	Improve	Test
	Review	Graph	Manage	Incorporate	Validate
	Rewrite	Handle	Maximize	Integrate	Verify
	Subtract	Illustrate	Minimize	Interface	
	Summarize	Implement	Optimize	Join	
	Translate	Interconvert	Order	Judge	
	Visualize	Investigate	Organize	Lecture	
		Manipulate	Outline	Model	
		Modify	Point out	Modify	
		Operate	Prioritize	Network	

## BLOOM'S REVISED TAXONOMY **COGNITIVE** DOMAIN: VERB LIST

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
		Personalize	Proofread	Organize	
		Plot	Query	Outline	
		Practice	Relate	Overhaul	
		Predict	Select	Plan	
		Prepare	Separate	Portray	
		Price	Size p	Prepare	
		Process	Subdivide	Prescribe	
		Produce	Train	Produce	
		Project	Transform	Program	
		Provide		Rearrange	
		Relate		Reconstruct	
		Round off		Relate	
		Sequence		Reorganize	
		Show		Revise	
		Simulate		Rewrite	
		Sketch		Specify	
		Solve		Summarize	
		Subscribe		Write	
		Tabulate			
		Transcribe			
		Translate			
		Use			

**BLOOM'S REVISED TAXONOMY AFFECTIVE DOMAIN: VERB LIST**

<b>Receiving</b>	<b>Responding</b>	<b>Valuing</b>	<b>Organization</b>	<b>Internalizing</b>
Ask	Accept responsibility	Associate with	Adhere to	Act
Choose	Answer	Assume responsibility	After	Change behavior
Follow	Assist	Believe in	Arrange	Develop behaviour code
Give	Comply	Be convinced	Classify	Develop philosophy
Hold	Conform	Complete	Combine	Influence
Select	Enjoy	Describe	Defend	Judge problem/issue
Show interest	Greet	Differentiate	Establish	Listen
	Help	Have faith in	Form judgments	Propose
	Obey	Initiate	Identify with	Qualify
	Perform	Invite	Integrate	Question
	Practice	Join	Organize	Serve
	Present	Justify	Weigh alternatives	Show mature attitude
	Report	Participate		Solve
	Select	Propose		Verify
	Tell	Select		
		Share		
		Subscribe to		
		Work		

## BLOOM'S REVISED TAXONOMY QUESTIONING FRAMEWORK

	<b>BLOOM'S REVISED ORDER</b>	<b>ACTIONS</b>	<b>EXAMPLES FOR: INTENTIONAL QUESTIONING-PROMPTING FOR HIGHER LEVEL/ORDER THINKING</b>	
<b>HIGHER-ORDER THINKING</b>	<p><b><u>Creating</u></b></p> <p>(Putting together ideas or elements to develop an original idea or engage in creative thinking).</p>	Designing Constructing Planning Producing Inventing Devising Making	<ul style="list-style-type: none"> <li>• What would you do differently next time?</li> <li>• Why?</li> <li>• What could you do next? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• What would you do differently next time?</li> <li>• Why?</li> <li>• What could you do next? Why?</li> </ul>
	<p><b><u>Evaluating</u></b></p> <p>(Judging the value of ideas, materials and methods by developing and applying standards and criteria).</p>	Checking Hypothesising Critiquing Experimenting Judging Testing Detecting Monitoring	What do you think is really good about what you are: <ul style="list-style-type: none"> <li>• Building</li> <li>• Exploring</li> <li>• Cooking</li> <li>• Serving</li> <li>• Making</li> <li>• Inventing</li> <li>• Planning</li> </ul>	Look at what you are _____, <ul style="list-style-type: none"> <li>• What do you think could be a problem with the way it is made?</li> <li>• Why do you think that?</li> <li>• What do you think will work really well?</li> <li>• Explain why you think so</li> </ul>
	<p><b><u>Analyzing</u></b></p> <p>(Breaking information down into its component elements).</p>	Comparing Organising Deconstructing Attributing Outlining Structuring Integrating	<ul style="list-style-type: none"> <li>• Do you see anything that is the same/different from _____?</li> <li>• How could you put this together in a different way? What would happen?</li> </ul>	<ul style="list-style-type: none"> <li>• How would your _____ change if you didn't have _____?</li> <li>• What could you use instead?</li> <li>• Why do you think it would work?</li> </ul>
<b>LOWER-ORDER THINKING</b>	<p><b><u>Applying</u></b></p> <p>(Using strategies, concepts, principles and theories in new situations).</p>	Implementing Carrying out Using Executing	What other uses does _____ have? <ul style="list-style-type: none"> <li>• New Context</li> <li>• Different Purpose</li> <li>• Combine new context &amp; new purpose</li> </ul>	What if you wanted to use what you are (making/cooking etc.) for a new/ different purpose. What would you: <ul style="list-style-type: none"> <li>• Add?</li> <li>• Remove?</li> <li>• Change?</li> </ul>
	<p><b><u>Understanding</u></b></p> <p>(Understanding of given information).</p>	Interpreting Exemplifying Summarising Inferring Paraphrasing Classifying Comparing Explaining	What is important about what you are: <ul style="list-style-type: none"> <li>• Building</li> <li>• Exploring</li> <li>• Cooking</li> <li>• Serving</li> <li>• Making</li> <li>• Inventing</li> <li>• Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how this (item/ingredient/part/amount etc.) is important to what you are doing.</li> </ul>
	<p><b><u>Remembering</u></b></p> <p>(Recall or recognition of specific information).</p>	Recognising Listing Describing Identifying Retrieving Naming Locating Finding	Describe what you are: <ul style="list-style-type: none"> <li>• Building</li> <li>• Exploring</li> <li>• Cooking</li> <li>• Serving</li> <li>• Making</li> <li>• Inventing</li> <li>• Planning</li> </ul>	Tell me what you are using to: <ul style="list-style-type: none"> <li>• Cook</li> <li>• Build</li> <li>• Investigate</li> <li>• Serve</li> <li>• Examine</li> <li>• Fix</li> <li>• Copy</li> </ul>



## **DENE KEDE**

DENE KEDE, the culture-based curriculum of the NWT, serves as the heart of the NWT Curriculum. DENE KEDE was developed under the guidance of Dene elders and shares, through its teachings, the knowledge, skills, and values of the Dene. These cultural understandings serve as the underpinnings for all learning in all content areas and it is expected that the teachings and knowledge contained within DENE KEDE shall be woven into all lessons. In this manner our students will become more capable, more successful and better able to *walk in two worlds*.

## DENE KEDE GRADE 7

### Passage to Womanhood

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Major Cultural Understanding: With the onset of menstruation, girls were often put through special "rites of passage".</b>	
Describe/discuss the rites of passage for girls and what they consisted of	<ul style="list-style-type: none"> <li>• Once menstruation began for a girl, she would be separated from others, especially from men and boys.</li> <li>• Most Dene tribes practiced rites of passage where, once the girl began her menstruation, she would be set out in a shelter to live alone in the bush, away from her family.</li> <li>• The time spent away from others varied from a few weeks to a few months.</li> <li>• During this time, the girl was given challenges. The challenges, which were different from tribe to tribe, included meagre food and water, the tying of fingers together and being left alone for long periods of time to survive on her own.</li> </ul>
<b>Major Cultural Understanding: In times past, the Dene believed that young people gained spiritual power as they became adolescents.</b>	
Provide ways in which spirituality was experienced by adolescents	<ul style="list-style-type: none"> <li>• Adolescent girls and boys were seen to be ready to receive spiritual powers and were prepared for that.</li> <li>• Girls who had begun menstruating were seen to have powers that could negatively affect the power of men, especially their hunting activities.</li> <li>• During adolescence, boys often experienced dreams which gave them an understanding of their own personal medicine powers.</li> <li>• During adolescence, girls could also receive messages about their medicine powers.</li> <li>• Though it was at this age that people began having spiritual experiences, not all young people were able to have them. It was believed that special powers were given only to those who were especially good.</li> </ul>
<b>Major Cultural Understanding: The purpose of the rites of passage was to make it known to the girl and the community that the girl had come into the age of womanhood.</b>	
Identify and discuss the purpose of the rites	<ul style="list-style-type: none"> <li>• During this time, the girl would receive counselling and training from her mother, aunts and women Elders.</li> <li>• She would be told about how to care for her things and how to behave around others, now that she had the special powers that came to women who were menstruating. There were rules such as keeping your things organized and together, not walking over the legs of men or their hunting equipment, and not talking to men.</li> <li>• The challenges were meant to develop and test her stamina, strength, courage, resourcefulness and other character traits needed to be an adult woman, upon whom others could depend.</li> <li>• She learned the homemaking and caretaking skills which were considered crucial to the well-being of families.</li> </ul>

## DENE KEDE GRADE 7

### Passage to Womanhood

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Identify and discuss the purpose of the rites (continued)	<ul style="list-style-type: none"> <li>• It was believed that how a young person dealt with this time was an indication of how he or she would be in the future. This was the time when young men and women acquired new characters.</li> <li>• For this reason, the young women were strictly controlled and carefully scrutinized, not only during their time alone, but also when they returned to their families and until they were wed.</li> </ul>
<b>Major Cultural Understanding: Adolescence was a time of intense training for adulthood.</b>	
Clarify and discuss the kind of training that the young women would receive	<ul style="list-style-type: none"> <li>• Preparing hides for various uses</li> <li>• Sewing functional hide clothing that was warm, long-lasting and beautiful</li> <li>• Preparing food - butchering, cleaning, drying, cooking meat and fish, and gathering edible roots and berries</li> <li>• Packing loads and travelling, finding their way on the land and setting camp</li> <li>• Caring for young children</li> <li>• Hunting and snaring small game</li> </ul>
<b>Major Cultural Understanding: The basic traditional Dene methods and values of dealing with adolescents can be useful in preparing young girls to become women, even today.</b>	
Explain how and why rites of passage can be a useful experience to young women today	<ul style="list-style-type: none"> <li>• Rites of passage provide a time to learn about and reflect on what it means to be a woman:               <ul style="list-style-type: none"> <li>○ Experiencing bodily changes</li> <li>○ Dealing with feelings of fear and inadequacy</li> <li>○ Developing attitudes of courage, patience, humility and determination</li> <li>○ Developing a new role and learning new responsibilities</li> <li>○ Becoming aware of her choices as she develops.</li> </ul> </li> <li>• Having the attention and guidance of caring adult women during this time can help young women to deal with issues concerning their development.</li> <li>• The rites can be an opportunity for girls to focus on how their bodies and roles are changing. They are away from other people and distractions of the community.</li> </ul>
<b>Major Cultural Understanding: To know and understand about past ways and to experience them, even in a small way, helps one to feel a part of one's culture.</b>	
Explain how these experiences will create a sense of identity for a woman	<ul style="list-style-type: none"> <li>• To actually experience something that was experienced by our Dene women ancestors may help one to accept the value of the way things were done in the past.</li> <li>• Such an experience may help young girls to understand the feelings of the Elders.</li> <li>• Knowing about one's culture and understanding it enables young people to choose the things they feel are important to carry on with as Dene.</li> </ul>

## DENE KEDE GRADE 7

### Fish Camp

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Major Cultural Understanding: Fishing locations</b>	
<i>Note: Teachers should research and provide information specific to the fish camps used by the community.</i>	
Learn the specific information regarding fishing locations.	<ul style="list-style-type: none"> <li>• Fish species that are caught in the area</li> <li>• Seasonal uses of fishing areas by community</li> <li>• Familiarity with maps and finding popular fishing sites</li> <li>• Distance from the community</li> <li>• Route landmarks and Dene names</li> <li>• Lakes, rivers, creeks and spiritual sites along the way</li> <li>• Dangerous areas by season</li> <li>• Historical land use information</li> </ul>
<b>Major Cultural Understanding: Fishing knowledge and skills</b>	
Describe locations of various species and skills needed for successful fishing of these	<ul style="list-style-type: none"> <li>• Life cycles, including spawning habits</li> <li>• Where fish tend to be found; different times of the day &amp; seasons</li> <li>• How best to catch fish, based on knowledge of their habits</li> <li>• Fishing techniques: net with and without a canoe, rod,</li> <li>• Poling, fish dam</li> </ul>
<b>Major Cultural Understanding: Required equipment and supplies</b>	
Identify and describe what is needed for equipment and supplies	<ul style="list-style-type: none"> <li>• Fishing equipment</li> <li>• Camping equipment</li> <li>• Supplies and personal effects</li> </ul>
<b>Major Cultural Understanding: Canoe maintenance and handling</b>	
Describe/demonstrate good canoe maintenance and handling	<ul style="list-style-type: none"> <li>• Mixing gas</li> <li>• Starting an outboard</li> <li>• Dealing with flooding and spark plugs</li> <li>• Maneuvering in a storm</li> <li>• Dealing with overturned canoes</li> <li>• Using life vests</li> <li>• Maneuvering while net setting</li> <li>• Landing a canoe</li> </ul>
<b>Major Cultural Understanding: Handling fish</b>	
Describe and demonstrate proper handling of fish	<ul style="list-style-type: none"> <li>• Removing from a net</li> <li>• Cleaning and preparing</li> <li>• Making drying racks</li> <li>• Making dryfish and split fish</li> <li>• Making fish caches or stages in the fall</li> </ul>
<b>Major Cultural Understanding: Camping skills and attitudes</b>	
Identify and demonstrate correct camping and skills and attitudes	<ul style="list-style-type: none"> <li>• Tent location: near wood and water</li> <li>• Spruce bough floor</li> <li>• Campfire: location, finding wood and starting fire quickly</li> <li>• Cooking and washing facilities</li> <li>• Bed rolls and personal hygiene areas</li> <li>• Movement within the tent</li> <li>• Rules for eating</li> <li>• Doing chores and doing one's share</li> <li>• Finding ways to be helpful</li> </ul>

## DENE KEDE GRADE 7

### Fish Camp

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Major Cultural Understanding: Dene laws and spirituality</b>	
Explain the Dene laws and their relationship to fishing	<ul style="list-style-type: none"> <li>• The need to listen to and obey instructors and Elders</li> <li>• Honouring the water, land and fire</li> <li>• Handling fish and equipment with respect</li> <li>• Sharing with the community</li> </ul>
<b>Major Cultural Understanding :Land safety and survival</b>	
Demonstrate and explain land safety and its relationship to survival	<ul style="list-style-type: none"> <li>• Caring for dangerous or hazardous items: guns, fuel, axes, etc.</li> <li>• Water safety</li> <li>• Starting a fire in the rain</li> <li>• First aid for burns, cuts and broken bones</li> <li>• Bear hazards</li> <li>• Appropriate dress</li> <li>• Buddy system</li> <li>• Distress calls</li> <li>• Staying in one place when lost</li> <li>• Temporary shelters</li> <li>• Using smoke for repellent</li> <li>• Drinking water safety: boiling and moving water</li> <li>• Direction and orientation</li> <li>• Fishing with wires and hooks</li> </ul>
<b>Major Cultural Understanding: Economic value of fishing</b>	
Identify and discuss the economical value of fishing	<ul style="list-style-type: none"> <li>• Nutritional value compared to store bought foods</li> <li>• Comparing cost of local fish to imported meats</li> </ul>
<b>Oral Tradition</b>	
<b>Major Cultural Understanding: The Dene have used the oral tradition as a way of passing knowledge from one generation to the next</b>	
<i>Note: Teachers should research and provide information specific to the fish camps used by the community.</i>	
Describe ways that illustrate that the oral tradition is about communication and culture	<ul style="list-style-type: none"> <li>• Without a body of knowledge, there is no culture. Knowledge must be passed from generation to generation in order for a culture to continue.</li> <li>• In the oral tradition, knowledge is passed from person to person orally, rather than in written form.</li> <li>• The knowledge that is passed down can include information, facts, wisdom, beliefs, customs and moral teachings.</li> <li>• Elders were usually the ones to pass on the oral knowledge. Therefore they became known as the teachers of the Dene culture.</li> <li>• Knowledge was often presented in the form of stories and legends.</li> <li>• The oral tradition requires very good listening and memory skills.</li> </ul>

## DENE KEDE GRADE 7

### Oral Tradition

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Major Cultural Understanding: The oral tradition has enabled the Dene culture to continue.</b>	
Describe how the Dene oral tradition has many cultural purposes	<ul style="list-style-type: none"> <li>• It is used to teach skills and knowledge concerning survival.</li> <li>• It is a way of teaching morals, beliefs and customs.</li> <li>• It can be used to counsel &amp; guide individuals in their life decisions.</li> <li>• It is a form of entertainment.</li> <li>• It is a way to pay tribute to the Creator, the land or to certain individuals.</li> </ul>
<b>Major Cultural Understanding: Legends are the most important part of the Dene oral tradition</b>	
Identify the reasons that make legends so important to the Dene	<ul style="list-style-type: none"> <li>• They are very old stories which have come down from the first people.</li> <li>• With some variations, they are basically the same story told generation after generation. They are what generations of Dene have in common and what binds them together.</li> <li>• They contain Dene historical information.</li> <li>• They provide gentle moral guidance.</li> <li>• They are rich with Dene beliefs, explanations about life and customs.</li> <li>• They are a good source of entertainment.</li> <li>• They are rich in language.</li> </ul>
<b>Major Cultural Understanding: There are Dene customs that are followed when learning from an Elder.</b>	
Describe how the Dene customs and learning from an Elder are related	<ul style="list-style-type: none"> <li>• Stories from Elders are given in exchange for a gift. Local customs vary and should be followed.</li> <li>• In the presence of Elders, good listening skills are essential.</li> <li>• In the presence of Elders, respectful behaviour is required.</li> <li>• Local customs vary and should be followed.</li> </ul>
<b>Major Cultural Understanding: The youth of today have a crucial role to play in preserving the oral knowledge of the Dene.</b>	
Express how the role that must be played by the youth of today, is crucial to preserve the oral Dene knowledge	<ul style="list-style-type: none"> <li>• They must develop good listening and memory skills so they can pass on the knowledge of the Dene.</li> <li>• They must spend time on the land and with Elders in order to hear and understand their words.</li> </ul>
<b>My People, My Identity</b>	
<b>Major Cultural Understanding: The Dene are a family made up of First Nations tribes in the Mackenzie Valley who have similar languages, cultures, histories and perspectives on life.</b>	
<i>Note: Teachers should research and provide information specific to the fish camps used by the community.</i>	
Identify the tribes belonging to the Dene family	<ul style="list-style-type: none"> <li>• Chipewyan</li> <li>• Dogrib</li> <li>• Gwich'in</li> <li>• North Slavey</li> <li>• South Slavey</li> </ul>
Describe ways in which the Dene groups are a family	<ul style="list-style-type: none"> <li>• They share similar beliefs, values and a basic perspective on life.</li> <li>• They all speak variations of the Athapaskan language.</li> <li>• They were the first people to inhabit and live in the Mackenzie valley and delta.</li> <li>• They all had similar patterns of life and land use (see resource 2).</li> </ul>

## DENE KEDE GRADE 7

### My People, My Identity

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Major Cultural Understanding: As a Dene, I must know my family identity.</b>	
Clarify why I must know my family identity	<ul style="list-style-type: none"> <li>• I will know who I am related to so I can have a place to belong and will know how I fit into a larger family.</li> <li>• It will allow me to know my tribal and band identity(s).</li> </ul>
<b>Major Cultural Understanding: The Dene tribe to which I belong has its own distinct language, culture and history.</b>	
Describe ways that my tribe is distinct	<ul style="list-style-type: none"> <li>• We have our own territory and trails for hunting.</li> <li>• Our distinct territory causes us to have our own patterns of life and land use (see Resources 2 to 6).</li> <li>• We have our own dialect and sub-dialects of the Athapaskan language.</li> <li>• Since the time of contact with the non-Dene, we have our own history and resulting effects on our traditional way of life.</li> </ul>
<b>Major Cultural Understanding: The relationship between Dene tribes has varied historically</b>	
Identify the different relationships that Dene Tribes had with each other	<ul style="list-style-type: none"> <li>• Bands of Dene who moved around in order to survive travelled freely into neighbouring tribal territories. There were no marked boundaries, but people were aware of who tended to live in a certain territory.</li> <li>• When bands of people from different tribes would meet each other while travelling the land, initial contact was with some apprehension and caution. Past experiences taught that such contact was not always free of conflict. Often, the bands would exchange gifts (which was seen as trade by Europeans) as a symbol of goodwill.</li> <li>• Bands of people who were considered friendly were treated with feasts, drum dancing and games.</li> <li>• Relationships between some of the tribes were historically filled with conflict in the form of abductions, war parties and violent chance encounters. This was particularly true for a period of time between the Yellowknives (a band of Chipewyan people) and the Dogrib.</li> <li>• Though each tribe negotiates its own land claim, we still feel we are a part of a bigger identity - the nation of Dene people.</li> </ul>
<b>Major Cultural Understanding: My Dene identity can be strengthened by learning the history of my people</b>	
Describe ways in which I can strengthen my Dene identity	<ul style="list-style-type: none"> <li>• Learn what tribes are in the Dene family and what makes them a family</li> <li>• Find out my family, band and tribal identity</li> <li>• Learn the story of my tribe and band</li> <li>• Learn and live the values held by my people</li> <li>• Learn, practice and use the language of my people</li> </ul>
<b>Major Cultural Understanding: The values of my people remain to guide us in our lives and to provide us with a sense of identity.</b>	
Identify Dene values that can be used to guide our lives and to give us a sense of identity in various contexts	<ul style="list-style-type: none"> <li>• Values which guide us in the way we interact with one another:</li> <li>• We value coming together to celebrate our unity or to support one another in troubled times.</li> </ul>

## DENE KEDE GRADE 7

### My People, My Identity

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Identify Dene values that can be used to guide our lives and to give us a sense of identity in various contexts (Continued)	<ul style="list-style-type: none"> <li>• We value participating in group efforts which benefit the whole community</li> <li>• We value our birthright - the right to belong to a group by virtue of our birth parents.</li> <li>• We value education through our Elders, learning not simply about the past, but valuing the wisdom of age and experience.</li> <li>• We value caring for and sharing with one another.</li> <li>• We value the right of one another to make our own decisions.</li> <li>• We value the talents and strengths that individuals bring to our people as a whole.</li> <li>• We value the friendships which help to make us complete.</li> </ul> <p><b>Values which guide us as individuals:</b></p> <ul style="list-style-type: none"> <li>• We value becoming capable and able to support others in need.</li> <li>• We value being humble.</li> <li>• We value being non-interfering and mindful of our own affairs.</li> </ul> <p><b>Values which guide our relationship with the land:</b></p> <ul style="list-style-type: none"> <li>• We honour and care for the land because it is our spiritual source and because it sustains us.</li> <li>• We value our Dene laws, which were given to help us in our relationship with the land.</li> <li>• We value our time on the land because it is the heart of our culture.</li> <li>• We value the Dene skills and knowledge for living on the land.</li> </ul>
<b>Developing Dene Skills</b>	
<b>Major Cultural Understanding: Basic Dene skills have enabled the Dene to survive as a people.</b>	
Describe skills that are basic to the Dene culture	<ul style="list-style-type: none"> <li>• Enable Dene people to enjoy, support and work with one another</li> <li>• Enable the Dene to live from the land and be healthy in body</li> <li>• Provide strength of spirit</li> </ul>
<b>Major Cultural Understanding: Basic Dene skills are valuable for the young Dene of today.</b>	
Identify valuable basic Dene skills and describe in relation to how they help current young Dene people	<ul style="list-style-type: none"> <li>• Enjoy, use and protect the land</li> <li>• Make a living</li> <li>• Create a healthy family and community</li> <li>• Become healthy in mind, body and spirit</li> <li>• Carry on the culture of the Dene</li> </ul>
<b>Major Cultural Understanding: Certain attitudes are helpful in learning and developing basic Dene skills</b>	
Describe the attitudes required for development of basic Dene skills are and how they are helpful	<ul style="list-style-type: none"> <li>• Willingness to take risks and to try something, even though the results may not be perfect</li> <li>• Willingness to persevere at practicing and not become frustrated</li> <li>• Willingness to choose to practice and learn, rather than to engage in self-destructive Or wasteful activities</li> <li>• Attentiveness while listening and watching</li> </ul>
<b>Major Cultural Understanding: Talented and capable Dene have found certain techniques useful for learning skills and developing talents. •</b>	
The techniques used by talented and capable Dene include	<ul style="list-style-type: none"> <li>• Setting small goals for oneself•</li> <li>• Imagining what the finished product will look like</li> <li>• Promising small rewards for oneself along the way as one makes progress</li> <li>• Reminding oneself that perfection only comes with practice</li> <li>• Reminding oneself of why one wants to develop the skill</li> <li>• Finding people with the particular skills you wish to learn (often a parent or a relative) and being attentive at listening and watching them</li> </ul>



## HEALTH GRADE 7

### Mental and Emotional Well Being

#### Big Ideas: self awareness and relationships

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Describe the concept of self-concept as being how people feel about themselves	<ul style="list-style-type: none"> <li>• Define self-concept</li> <li>• Identify the factors that influence self-concept</li> <li>• Identify characteristics of people with good and poor self-concept</li> </ul>
Demonstrate an understanding of how positive self-concept is important in daily living	<ul style="list-style-type: none"> <li>• Identify ways to enhance self-concept</li> <li>• Design a personal program to enhance self-concept</li> <li>• Evaluate the effectiveness of the program</li> </ul>
Identify ways in which effective communication is important in a relationship	<ul style="list-style-type: none"> <li>• identify skills involved in initiating, maintaining and concluding a conversation</li> <li>• Practice initiating, maintaining and concluding a conversation</li> <li>• Identify what criticism is</li> <li>• Identify constructive and destructive criticism</li> <li>• Identify the results of criticism</li> <li>• Identify ways of giving and receiving criticism</li> <li>• Practise giving and receiving constructive criticism</li> </ul>

### Growth and Development

#### Big Ideas: Body systems, disease prevention and physical fitness

Explain and discuss how the skin supports and protects the body	<ul style="list-style-type: none"> <li>• Describe the general characteristics of the skin</li> <li>• Describe the structure of the skin</li> <li>• Describe the functions of the skin</li> <li>• State the importance of the skin</li> <li>• Describe common problem conditions and their causes related to the skin</li> <li>• Describe ways to care for the skin</li> <li>• Demonstrate proper skin care</li> </ul>
Describe ways that many health problems in adolescents can be prevented	<ul style="list-style-type: none"> <li>• Identify common health problems of adolescents</li> <li>• Describe ways to prevent common adolescent health problems</li> </ul>
Explain and discuss how physical fitness is essential for optimal health	<ul style="list-style-type: none"> <li>• Define physical fitness</li> <li>• Identify the components of physical fitness</li> <li>• Describe the benefits of being physically fit</li> <li>• Describe ways in which each fitness component can be developed</li> <li>• Assess their personal physical fitness levels</li> <li>• Describe the structure of a well-planned physical fitness program</li> <li>• Participate in a well planned fitness program</li> </ul>

### Family Life

#### Big Ideas: Families, human development and reproduction, teen decisions, sexually transmitted diseases, abuse prevention, lifestyle

Identify and explain how families make important decisions about the roles and responsibilities of members	<ul style="list-style-type: none"> <li>• Identify decisions which are made within the family</li> <li>• Identify family decisions that affect the roles and responsibilities of its members</li> </ul>
Describe how reproduction ensures the continuation of new life	<ul style="list-style-type: none"> <li>• Identify the structure and function of the male and female reproductive system</li> </ul>

## HEALTH GRADE 7

### Family Life – (Continued)

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Understand and explain how the development of reproductive cells is a normal occurrence in puberty	<ul style="list-style-type: none"> <li>• Explain the process of menstruation</li> <li>• Identify personal hygiene practices related to menstruation</li> <li>• Explain the process of sperm development</li> <li>• Identify personal hygiene practices related to the male reproductive system</li> </ul>
Discuss how a human life begins with the union of an ovum and a sperm	<ul style="list-style-type: none"> <li>• Explain the processes involved in the development of new life</li> </ul>
Analyze and explain that adolescents make important decisions related to their own sexuality	<ul style="list-style-type: none"> <li>• Explain the reasons for and against sexual involvement by young people</li> <li>• Identify the advantages and disadvantages of sexual abstinence for young adolescents</li> <li>• Explain why sexual abstinence is a responsible choice for young adolescents</li> </ul>
Analyze and explain the risks and consequences to maternal and child health related to adolescent pregnancy	<ul style="list-style-type: none"> <li>• Identify the risks and consequences to maternal and child health related to adolescent pregnancy</li> </ul>
Demonstrate how effective use of assertiveness skills can help adolescents deal with sexual pressures	<ul style="list-style-type: none"> <li>• Demonstrate the steps in the refusal process</li> <li>• Describe assertive responses that allow a person to say 'no' to sexual pressure</li> <li>• Explain how assertiveness skills can help adolescents deal with sexual pressures</li> </ul>
Clarify that sexually transmitted diseases are serious communicable diseases and how they can be prevented	<ul style="list-style-type: none"> <li>• Define sexually transmitted diseases</li> <li>• Identify the causes, characteristics, consequences, treatment and prevention of Chlamydia</li> <li>• Identify the causes, characteristics, consequences, treatment and prevention of gonorrhea</li> </ul>
Examine and discuss sexual assault as a criminal offence	<ul style="list-style-type: none"> <li>• Define sexual assault</li> <li>• Distinguish between fact and fiction on sexual assault</li> <li>• Describe the consequences of assault and sexual assault for the victim and the offender</li> <li>• Identify behaviours that help prevent sexual assault</li> </ul>
Assess how positive lifestyle practices promote health	<ul style="list-style-type: none"> <li>• Identify positive lifestyle practices that promote healthy sexuality and family relationships</li> <li>• Design a personal program to promote healthy sexuality and family relationships</li> <li>• Evaluate the effectiveness of the program</li> </ul>
<b>Nutrition</b>	
<b>Big Ideas: food classification, food selection, food consumerism, food appreciation</b>	
Describe how the NWT food guide recommends variations in the number of daily servings based on age, sex, body size, activity level and health	<ul style="list-style-type: none"> <li>• Identify the recommended numbers of daily servings for different age groups</li> <li>• Identify factors that influence variations in numbers of servings</li> </ul>
Explain ways in which family needs and preferences influence the planning and preparation of nutritious meals	<ul style="list-style-type: none"> <li>• Identify some criteria to use in menu planning for people of different ages</li> <li>• Design a variety of daily menus that reflect the needs of different family members</li> </ul>

## HEALTH GRADE 7

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Assess and discuss the many factors influence consumer food decisions	<ul style="list-style-type: none"> <li>• Explain how advertising affects food choices.</li> <li>• Identify various factors that influence food choices of consumers</li> </ul>
Demonstrate that food additives are chemicals that are put in food for a variety of reasons and the impact of these for people	<ul style="list-style-type: none"> <li>• Describe what is meant by a food additive</li> <li>• List some food additives and their function</li> <li>• Explain the advantages and disadvantages of food additives</li> </ul>
Demonstrate a willingness to experience foods with few additives promotes food appreciation and health	<ul style="list-style-type: none"> <li>• Explain and prepare a meal based on the NWT food guide using food items with few additives</li> <li>• Demonstrate a willingness to experience meals with few additives</li> </ul>
<b>Dental Health</b>	
<b>Big Ideas: Factors affecting dental health, dental disease</b>	
Identify a variety of dental emergencies which require appropriate first aid treatment	<ul style="list-style-type: none"> <li>• Describe a variety of dental emergencies and the appropriate first aid treatments</li> </ul>
Describe dental health problems of children and youth are treatable and preventable	<ul style="list-style-type: none"> <li>• Describe common dental health problems of children and youth</li> <li>• Describe causes, characteristics, consequences, treatment and prevention of nursing bottle mouth</li> </ul>
<b>Safety and First Aid</b>	
<b>Big Ideas: Babysitting, firearm safety, outdoor safety, first aid, lifestyle</b>	
Describe how babysitting is a serious responsibility and requires knowledge and preparation	<ul style="list-style-type: none"> <li>• List responsibilities of a babysitter</li> <li>• Give examples of childhood injuries</li> <li>• Identify safety rules to prevent common childhood injuries</li> <li>• Outline how to handle emergencies while babysitting</li> <li>• Demonstrate first aid for spinal injuries</li> </ul>
Explain how different ages require different activities and communication	<ul style="list-style-type: none"> <li>• Identify some age appropriate child care routines and play activities</li> <li>• Identify and demonstrate age appropriate ways of interacting with children</li> </ul>
Analyze & explain how the safe handling and storage of firearms and ammunition prevents injuries and death	<ul style="list-style-type: none"> <li>• Research and report on the new Canadian gun law</li> <li>• Describe the effects of the new gun law on different life styles in the NWT</li> <li>• Identify appropriate uses of firearms</li> <li>• Identify safe storage of firearms and ammunition</li> <li>• Identify behaviour around firearms to prevent injuries and death</li> </ul>
Explain how adherence to firearm safety rules and laws is the best method of injury prevention	<ul style="list-style-type: none"> <li>• Identify safety rules and laws governing firearms</li> <li>• Illustrate firearm safety rules</li> </ul>
Describe/demonstrate how first aid can minimize the injuries from burns	<ul style="list-style-type: none"> <li>• Name four causes of burns</li> <li>• Explain safety rules to follow that prevent injuries</li> <li>• Describe the signs symptoms and possible complications of burns</li> <li>• Demonstrate first aid for burns caused by heat, corrosive chemicals, electricity and radiation</li> </ul>
Clarify why poisoning requires immediate first aid to minimize the injuries	<ul style="list-style-type: none"> <li>• Describe the common causes of poisoning</li> <li>• List the four questions to ask to determine the history of a poisoning emergency</li> <li>• Demonstrate first aid for poisoning</li> </ul>

## HEALTH GRADE 7

### Safety and First Aid – (Continued)

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Describe why is important to recognize that some allergic reactions can be life threatening and to apply first aid	<ul style="list-style-type: none"> <li>• Explain what an allergic reaction is</li> <li>• Discuss the different types of allergies and their reactions</li> <li>• Describe the signs and symptoms of allergic reactions</li> <li>• Explain first aid for an allergic reaction</li> </ul>
Explain that there are different organizations and professionals who are valuable for personal safety and first aid	<ul style="list-style-type: none"> <li>• Identify organizations and professionals who train and deliver safety programs on snowmobiles , ATV 's ,boats, on the land survival babysitting, firearms and first aid</li> </ul>
Explore and describe positive safety and first aid lifestyle practices save lives and minimize the effects of injuries	<ul style="list-style-type: none"> <li>• Design a personal safety and first aid program</li> <li>• Evaluate the effectiveness of the program.</li> </ul>

### Alcohol and Other Drugs

#### Big Ideas: Drugs, alcohol, cannabis, solvents and well-being

Explain that a drug is anything that is put into your body that makes it work differently	<ul style="list-style-type: none"> <li>• Identify the various methods of taking drugs.</li> <li>• Explain the three types of dosages re: taking drugs</li> </ul>
Describe drugs (including alcohol, tobacco and solvents) are prevalent in society today	<ul style="list-style-type: none"> <li>• Describe the prevalence of drug use in society</li> <li>• Identify the different categories of drugs</li> <li>• Identify why people choose to either use or not use drugs.</li> </ul>
Clarify and describe why traditional medicine is a natural method of healing	<ul style="list-style-type: none"> <li>• Identify how natural medicines were used by people throughout time.</li> <li>• Describe the importance of traditional medicines</li> </ul>
Evaluate and explain that there are different types of alcohol with different uses	<ul style="list-style-type: none"> <li>• Describe why alcohol is a drug</li> <li>• Explain the uses for the different types of alcohol</li> </ul>
Describe how alcohol passes through different parts of the body	<ul style="list-style-type: none"> <li>• Explain how alcohol passes through the body</li> </ul>
Explain the many factors which affect the metabolism of alcohol	<ul style="list-style-type: none"> <li>• Identify the factors which affect the absorption rate of alcohol.</li> <li>• Identify the four stages in the metabolism of alcohol.</li> </ul>
Discuss the short and long term effects of drinking alcohol upon the body	<ul style="list-style-type: none"> <li>• Identify some short term and long term effects of drinking alcohol.</li> </ul>
Analyze and describe reasons why some people drink alcohol and some people don't	<ul style="list-style-type: none"> <li>• Identify the reasons why some people drink alcohol and some people don't</li> <li>• Demonstrate the ability to use the decision-making process, in particular simulated situations which involve the drinking of alcohol.</li> </ul>
Describe the ways in which cannabis is a drug that is abused	<ul style="list-style-type: none"> <li>• Identify cannabis as an illegal drug</li> <li>• Describe how cannabis enters and passes through the body.</li> <li>• Examine their attitudes regarding the use of cannabis</li> </ul>
Describe the ways in which solvent abuse has short and long term effects upon the body	<ul style="list-style-type: none"> <li>• Identify some short term and long term effects of solvent abuse</li> </ul>
Analyze and describe ways that peer pressure, role models and assertive skills will influence a person's decision about drug use.	<ul style="list-style-type: none"> <li>• Explain how peer pressure can influence decisions about drug use</li> <li>• Demonstrate ways of resisting peer pressure with regard to drug use</li> <li>• Describe the importance of role models for youth with regard to decisions about drugs</li> <li>• Identify individuals who are positive role models in their schools, community and country</li> </ul>

## CAREER DEVELOPMENT GRADE 7

### Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<b><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></b>
<b>Build and maintain a positive self-image</b>	<ul style="list-style-type: none"> <li>• Discover how behaviours and attitudes influence the feelings and behaviours of others 1.2.1</li> <li>• Understand how the environment influences attitudes and behaviours 1.2.3</li> <li>• Understand the concepts of values and beliefs, and explore their influence on self-image 1.2.4</li> <li>• Discover the importance of developing a realistic and positive self-image, and the consequences of developing an erroneous one 1.2.5</li> <li>• Discover how a realistic and positive self-image contributes to self-fulfilment, both personally and professionally 1.2.6</li> <li>• Describe one’s self-image 1.2.7</li> <li>• Adopt behaviours that reflect a positive attitude about self 1.2.8</li> <li>• Evaluate the impact of one’s self-image on self and others 1.2.9</li> <li>• Transform behaviours and attitudes in order to improve one’s self-image and in turn contribute positively to one’s life and work. 1.2.10</li> </ul>
<b>Interact positively and effectively with others</b>	<ul style="list-style-type: none"> <li>• Explore the concepts of dependability and honesty towards others 2.2.2</li> <li>• Explore interpersonal and group communication skills 2.2.3</li> <li>• Explore helping skills such as facilitating, problem solving, tutoring and guiding 2.2.5</li> <li>• Demonstrate respect for the feelings and beliefs of others 2.2.6</li> <li>• Demonstrate tolerance and flexibility in interpersonal and group situations 2.2.7</li> <li>• Demonstrate skills, knowledge and attitudes in responding to criticism 2.2.8</li> <li>• Demonstrate effective social and group membership skills, knowledge and attitudes 2.2.9</li> <li>• Demonstrate openness to the diversity of cultures, lifestyles, as well as mental and physical abilities 2.2.10</li> <li>• Demonstrate helping skills such as problem solving, tutoring and guiding 2.2.11</li> <li>• Demonstrate dependability and honesty towards others 2.2.12</li> <li>• Acknowledge and appreciate the similarities and differences among people 2.2.14</li> <li>• Re-examine one’s respect, tolerance, flexibility, openness, dependability and honesty towards others and determine at what degree they are influencing the development of positive relationships in one’s life 2.2.15</li> <li>• Engage in further learning experiences that help build positive relationships in one’s life 2.2.17</li> </ul>
<b>Change and grow throughout one’s life</b>	<ul style="list-style-type: none"> <li>• Explore how feelings are influenced by significant experiences 3.2.1</li> <li>• Understand the concept of stress and its impact on mental and physical well-being 3.2.2</li> <li>• Understand how physiological and psychological changes impact on life and work 3.2.5</li> <li>• Explore the importance of work, family and leisure activities to mental, emotional, physical and economic well-being 3.2.6</li> <li>• Identify what cause stress on one’s own mental and physical well-being 3.2.7</li> <li>• Examine one’s work, family and leisure activities and acknowledge their impact on one’s mental, emotional, physical and economic well-being 3.2.11</li> <li>• Engage in further work, family and leisure activities that contribute to one’s mental, emotional, physical and economic well-being 3.2.13</li> </ul>

## CAREER DEVELOPMENT GRADE 7

### Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<b><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></b>
<b>Participate in life-long learning supportive of life/work goals</b>	<ul style="list-style-type: none"> <li>• Explore life-long learning strategies 4.2.1</li> <li>• Demonstrate life-long learning strategies 4.2.11</li> <li>• Improve and engage in life-long learning strategies supportive of one’s life/work scenarios 4.2.17</li> </ul>
<b>Locate and understand life/work information</b>	<ul style="list-style-type: none"> <li>• Discover differences between work, jobs, occupations and careers 5.2.1</li> <li>• Discover how occupations, work roles and work alternatives (e.g. self-employment, contracting, multitasking) can be classified 5.2.2</li> <li>• Explore economic /work sectors 5.2.3</li> <li>• Explore school and community information resources on work roles and work alternatives 5.2.4</li> <li>• Explore various work settings and roles in the community 5.2.6</li> <li>• Explore various work settings 5.2.7</li> <li>• Use school and community settings and resources to learn about work roles and work alternatives 5.2.8</li> <li>• Demonstrate how one’s interests, knowledge, skills, beliefs and attitudes are transferable to various work roles 5.2.9</li> <li>• Identify working conditions for oneself 5.2.10</li> <li>• Assess life/work information and determine its pertinence for oneself 5.2.11</li> <li>• Improve one’s strategies for locating, understanding and using life/work information 5.2.12</li> </ul>
<b>Understand the relationship between Work and society/economy</b>	<ul style="list-style-type: none"> <li>• Understand how organizations operate 6.2.1</li> <li>• Explore the importance of work to a community 6.2.2</li> <li>• Understand the relationships between work, community and the economy 6.2.3</li> <li>• Explore the economic contributions workers make to a community 6.2.4</li> <li>• Understand how the community, the economy and technological advances impact work and work roles 6.2.5</li> <li>• demonstrate how work actually impacts one’s community 6.2.6</li> <li>• Evaluate how one can contribute to the community through work 6.2.7</li> <li>• Engage in work experiences that contribute to one’s community (e.g. family, school) 6.2.8</li> </ul>
<b>Secure/create and maintain work</b>	<ul style="list-style-type: none"> <li>• Explore personal qualities (e.g. dependability, punctuality, getting along with others) that are needed to get and keep work 7.2.1</li> <li>• Understand the language describing employment and other work opportunities 7.2.3</li> <li>• Explore work search tools and skills required to find/create and maintain work (application forms, resumes, cover letters, portfolios, job interviewing, proposals, etc.) 7.2.4</li> <li>• Demonstrate personal qualities that are needed to get and keep work 7.2.5</li> <li>• Demonstrate the ability to complete application forms 7.2.6</li> <li>• Demonstrate work search tools required to find and maintain work (e.g. resume, portfolio, proposals, cover letters) 7.2.7</li> </ul>

## CAREER DEVELOPMENT GRADE 7

### Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Make life/work enhancing decisions</b>	<ul style="list-style-type: none"> <li>• Understand how personal beliefs and attitudes affect decision-making 8.2.1</li> <li>• Demonstrate how one’s beliefs and attitudes influence one’s decision-making process 8.2.10</li> <li>• Make decisions and take responsibility for them 8.2.13</li> <li>• Evaluate how one’s decisions (about school, family, leisure, work, etc.) impact one’s life, and affect other decisions 8.2.15</li> <li>• Examine creative or alternative scenarios and evaluate their impact on one’s life 8.2.16</li> <li>• 8.2.17 Evaluate the impact of personal decisions on self and others</li> <li>• 8.2.18 Engage in decision-making respectful of oneself and supportive of one’s goals</li> </ul>
<b>Maintain balanced life and work roles</b>	<ul style="list-style-type: none"> <li>• Understand how different work and family roles require varying kinds of energy, participation, motivation and abilities 9.2.1</li> <li>• Understand how work roles satisfy personal and family needs 9.2.2</li> <li>• Examine how personal goals can be satisfied through a combination of work, community, social and family roles 9.2.3</li> <li>• Understand how personal leisure choices relate to lifestyle 9.2.4</li> <li>• Understand how various life and work roles impact the attainment of future goals 9.2.5</li> <li>• Explore the advantages and disadvantages of various life role scenarios 9.2.6</li> <li>• Explore the interrelationships among family, work and leisure decisions 9.2.7</li> <li>• Plan and experience leisure activities that relate to one’s considered or preferred lifestyle 9.2.8</li> <li>• Examine the type of lifestyle one wants 9.2.10</li> <li>• Determine the type of life and work roles that best impact one’s life 9.2.11</li> </ul>
<b>Understand the changing nature of life/work roles</b>	<ul style="list-style-type: none"> <li>• Identify non-traditional life/work scenarios 10.2.1</li> <li>• Investigate advantages and challenges of entering non-traditional work 10.2.2</li> <li>• Explore the advantages of experiencing personal interests, even if they are most often considered non-traditional (<i>to one’s gender</i>) 10.2.3</li> <li>• Understand the concepts of stereotypes, biases and discriminatory behaviours 10.2.4</li> <li>• Experience personal interests, even if they are most often considered non-traditional to one’s gender 10.2.5</li> <li>• Identify stereotypes, biases and discriminatory behaviours that may limit opportunities for women and men in certain work roles 10.2.6</li> <li>• Acknowledge one’s own stereotypes, biases and discriminatory behaviours that may limit opportunities for oneself or others in certain work roles 10.2.7</li> <li>• Develop attitudes and engage in behaviours that are non-discriminatory 10.2.8</li> </ul>

## CAREER DEVELOPMENT GRADE 7

### Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Understand, engage in and manage one’s own life/work building process</b>	<ul style="list-style-type: none"> <li>• Explore the concept every decision is a life/work decision 11.2.1</li> <li>• Understand the importance of developing flexible and adaptable short-term action plans within the life/work building process 11.2.4</li> <li>• Understand the concept of a preferred future as part of the life/work building process 11.2.5</li> <li>• Define one’s preferred future 11.2.7</li> <li>• Develop short-term action plans in step with one’s preferred future 11.2.8</li> <li>• Re-examine and assess one’s preferred future using as criteria newly acquired information about self and the world of work 11.2.10</li> <li>• Take steps to move towards one’s preferred future 11.2.11</li> <li>• Adjust one’s preferred future as experience changes one’s knowledge of oneself 11.2.12</li> </ul>



## PHYSICAL EDUCATION GRADE 7

### Activity

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Demonstrate ways to improve and refine the functional and expressive quality of locomotor skills to improve personal performance A7-1	<ul style="list-style-type: none"> <li>Use short and long skipping ropes to create various types of skipping routines individually, with a partner or in small groups for particular purposes; e.g., cardio-respiratory fitness, innovative steps, body language and expression. (Individual Activities)</li> </ul>
Demonstrate locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance A7-2	<ul style="list-style-type: none"> <li>At a swimming pool, practise proper running techniques in deep water, using waist belts or a pool noodle (Alternative Environment)</li> </ul>
Demonstrate ways to improve and refine the functional and expressive quality of nonlocomotor skills to improve personal performance A7-3	<ul style="list-style-type: none"> <li>Use scarves, fans, canes or parachutes to exaggerate expression and nonlocomotor movements within a dance sequence. (Dance)</li> </ul>
Demonstrate nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance A7-4	<ul style="list-style-type: none"> <li>Build strength using various objects like rubber tubing and soup cans or by performing resistance activities with a partner. (Individual Activities)</li> </ul>
Demonstrate ways to receive, retain and send an object with varying speeds and accuracy in skills specific to an activity A7-5	<ul style="list-style-type: none"> <li>Using a “double ball”—two beanbags linked with a string or two socks tied together, with a beanbag in each sock—and ringette sticks, try to move the ball from goal line to goal line in teams of 4 to 8. The ball can only be passed by use of the sticks. No stick on stick or stick on body contact is permitted. The ball cannot be carried on a stick; rather it must be continually passed. (Games)</li> </ul>
Demonstrate manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance A7-6	<ul style="list-style-type: none"> <li>Through rhythmic gymnastics, integrate manipulative skills with nonlocomotor and locomotor activities; e.g., roll across a mat while retaining a ball with different body parts, demonstrate with a partner two ways that using a hoop can assist in a static balance. (Types of Gymnastics)</li> </ul>
Demonstrate activity-specific skills in a variety of environments and using various equipment; e.g., orienteering A7-7	<ul style="list-style-type: none"> <li>Using a map of the classroom, gymnasium, playground or local park and an orienteering compass, locate landmarks using compass bearings. (Alternative Environment)</li> </ul>
Refine and present a variety of dance sequences; e.g., folk, square, social and novelty, alone and with others A7-8	<ul style="list-style-type: none"> <li>Demonstrate various types of turns; e.g., <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and underarm turns, in fox trot rhythm. Duplicate these skills in other rhythms; e.g., rumba, waltz. (Dance)</li> </ul>
Choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns A7-9	<ul style="list-style-type: none"> <li>In small groups, create a four- or five-part dance sequence to music, demonstrating changes in directions, levels and pathways (Dance)</li> </ul>
Demonstrate activity-specific basic skills in a variety of games A7-10	In small groups, create stations to practise specific game skills; e.g., striking with an implement, throwing, bowling, catching, defence. (Games)
Demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity A7-11	<ul style="list-style-type: none"> <li>To practise projecting an object and following the pass, perform a three-person weave in a variety of games; e.g., handball, basketball, rugby. (Games)</li> </ul>
Demonstrate ways to improve and refine the functional and expressive qualities of movements that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic A7-12	<ul style="list-style-type: none"> <li>Critique a partner’s short floor/mat sequence. Provide specific feedback based upon the theme of the lesson and the criteria checklist. Repeat the process several times with one another (Types of Gymnastics)</li> </ul>

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Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Demonstrate activity-specific skills in a variety of individual pursuits; e.g., power walk 7–13	<ul style="list-style-type: none"> <li>• Create a fitness routine to music and teach it to the class or to small groups; e.g., aerobics, tai chi. (Individual Activities)</li> </ul>
<b>Benefits Health</b>	
Analyze personal nutritional habits and how they relate to performance in physical activity B7–1	<ul style="list-style-type: none"> <li>• With your group, use Canada’s Food Guide to Healthy Eating to determine a nutritious meal plan for a camping trip. Remember to review your meal plan in relation to the physical activities you will be involved in during the trip. (Alternative Environment)</li> </ul>
Demonstrate and evaluate ways to achieve a personal functional level of physical fitness B7–2	<ul style="list-style-type: none"> <li>• Using a basketball at each low post, shoot, run to the other low post, and shoot again as many times as possible in 30 seconds. A partner rebounds as quickly as possible, replaces balls and records shots made. Discuss which components of fitness must improve in order to increase score. (Games)</li> </ul>
Explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activity; analyze individual abilities and formulate an individual plan for growth. B7–3	<ul style="list-style-type: none"> <li>• Perform a “Step Stomp” routine to music that reflects the components of fitness. Add equipment; e.g., sticks or ropes, after mastering the original routine (Dance)</li> </ul>
Identify different body types and how all types can contribute to, or participate positively in, physical activity B7–4	<ul style="list-style-type: none"> <li>• Perform aqua-aerobics, using various types of movements; e.g., karate kicks, soccer kicks and grapevine walk, and discuss how to modify movements to include everyone. (Alternative Environment)</li> <li>• In small groups, create a line dance to appropriate music. Then teach this line dance to students in lower grades. Ensure that the dance is appropriate for all children in the class to perform (Dance)</li> <li>• Examine a body image circuit in the classroom or gymnasium. In groups of three or four, move throughout the stations and complete the activities related to body image, which include strategies to cope with related societal pressures. (Individual Activities)</li> </ul>
Discuss performance-enhancing substances as a part of the negative effect on physical activity B7–5	<ul style="list-style-type: none"> <li>• After participating in such activities as wrestling or track and field, discuss the negative ramifications of using drugs in sports. (Individual Activities)</li> </ul>
Identify and explain the effects of exercise on the body systems before, during and after exercise B7–6	<ul style="list-style-type: none"> <li>• Participate in a number of skill stations around the gymnasium or playing field; e.g., soccer dribble, handball rally, basketball rebound, football zigzag, softball throw. Identify, on a checklist, the benefits of each station; e.g., motor coordination, strength, agility. (Games)</li> </ul>
Interpret personal fitness changes as a result of physical activity B7–7	<ul style="list-style-type: none"> <li>• Create an individual gymnastics sequence that emphasizes specific components of fitness; e.g., create a sequence that emphasizes stability and strength, and note improvement in these areas by the end of a unit. (Types of Gymnastics)</li> </ul>
Understand the connection between physical activity, stress management and relaxation B7–8	<ul style="list-style-type: none"> <li>• At the end of aerobics class, while stretching and focusing on breathing, relax and cool down to slower tempo music. Measure heart rate before and after the activity. (Dance)</li> <li>• Perform stretching and flexibility activities as a way to reduce stress and increase relaxation. (Types of Gymnastics)</li> </ul>

## PHYSICAL EDUCATION GRADE 7

### Cooperation

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity C7–1	<ul style="list-style-type: none"> <li>• Modify a game from one category to create a game in another category; e.g., modify tennis to create a target game. (Games)</li> <li>• In groups of three, plan and practise ways to create various balances that include everyone (Types of Gymnastics)</li> <li>• Keep an active living log to monitor the types of activities done in leisure time and to describe how participation affects emotions. (Individual Activities)</li> </ul>
Identify positive active living role models C7–2	<ul style="list-style-type: none"> <li>• Discuss criteria for an active living role model; and identify appropriate school, family and community role models (Individual Activities)</li> </ul>
Demonstrate etiquette and fair play C7–3	<ul style="list-style-type: none"> <li>• Participate in an activity; e.g., canoeing, sailing, kayaking, swimming or hiking, to learn the concepts of conservation and respect for the environment. (Alternative Environment)</li> </ul>
Identify and then take responsibility for various roles while participating in physical activity; and, identify the leadership and followership skills used while participating in physical education C7–4	<ul style="list-style-type: none"> <li>• Create a game in the pool. Teach the game to the rest of the class, have the class try it, and officiate and offer feedback (Alternative Environment)</li> <li>• In a ballroom setting, reverse the roles of leading and following between male and female.(Dance)</li> </ul>
Select and apply practices that contribute to teamwork C7–5	<ul style="list-style-type: none"> <li>• Take part in a cooperative game with rules that encourage group participation. (Games)</li> </ul>
Identify and demonstrate positive behaviours that show respect for self and others C7–6	<ul style="list-style-type: none"> <li>• As part of a team, line up in single file. Hold the waist of the person in front and lower into a squat position with knees bent no further than 90°. Chanting “choom–choom,” try to hold the squat position as long as possible. (Types of Gymnastics)</li> </ul>
<b>Do it Daily...For Life!</b>	
Participate regularly in, and identify the benefits of, an active lifestyle D7–1	<ul style="list-style-type: none"> <li>• After playing or being taught a target game, such as bocce, horseshoes or lawn bowling, by a group of seniors, interview the seniors as to their perceived benefits of an active lifestyle.(Games)</li> </ul>
Identify and demonstrate strategies that encourage participation and continued motivation D7–2	<ul style="list-style-type: none"> <li>• Circulate through each of five to six skill development stations. As improvements are noted, record progress/results. Repeat each station for a portion of each lesson to maximize improvement.(Games)</li> <li>• Coach partners as they balance; e.g., handstand, headstand (Types of Gymnastics)</li> </ul>
Identify, describe and follow the rules, routines and procedures for safety in a variety of activities in all dimensions D7–3	<ul style="list-style-type: none"> <li>• When designing a dance, review guidelines for contraindicated movements; e.g., weight bearing activities where the knees are bent more than 90 degrees, break-dance spins on head.(Dance)</li> </ul>
Explain the benefits of, and demonstrate safe, warm-up and cool-down activities D7–4	<ul style="list-style-type: none"> <li>• Participate in warm-up activities to prepare for participation in educational gymnastics. Warm up muscles that will be used in the movement activities of the lesson. (Types of Gymnastics)</li> </ul>
Recommend safe movement experiences that promote an active, healthy lifestyle; e.g., protective equipment for inline skating, ball hockey D7–5	<ul style="list-style-type: none"> <li>• Participate in a challenging snowshoeing course that is appropriate and safe. Establish rules of safety and etiquette. (Alternative Environment)</li> </ul>

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### Do it Daily...For Life!

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Record and analyze personal goals based on interests and abilities D7–6	<ul style="list-style-type: none"> <li>• Record goals for a component in gymnastics that reflects individual interest/ability; e.g., progressions in balances for floor exercise. (Types of Gymnastics)</li> <li>• Record, in logbooks, various fitness challenges; and chart and</li> <li>• record personal track and field goals and accomplishments (Individual Activities)</li> </ul>
Evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging D7–7	<ul style="list-style-type: none"> <li>• Participate in an orienteering circuit of four to six stations that improves the components of personal physical fitness. (Alternative Environment)</li> </ul>
Identify local community programs that promote physically active lifestyles D7–8	<ul style="list-style-type: none"> <li>• As a community service, perform and introduce appropriate dances for senior citizens or other groups. (Dance)</li> </ul>
Identify factors that affect choices of daily physical activity for life, and create personal strategies to overcome barriers D7–9	<ul style="list-style-type: none"> <li>• Through a short questionnaire, identify factors that affect participation in daily activity. Discuss alternatives for physical activity, and create a personal plan for active living in the community (Individual Activities)</li> </ul>