

South Slave Divisional Education Council

# **SOCIAL STUDIES GRADE 7**

## **CURRICULUM PACKAGE**

June 2012

*Creating  
Futures*



**2012**



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## **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*.

# 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

Receiving	Responding	Valuing	Organization	Internalizing
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? 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? 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 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>

## SOCIAL STUDIES GRADE 7

### Attitudes (embed throughout all units)

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>
Acquire and develop skills, attitudes, insights, and become competent in processes that lead to thinking, feeling and acting as knowledgeable, purposeful, and responsible citizens in a rapidly changing society	<ul style="list-style-type: none"> <li>• Demonstrate respect for differences in cultures, traditions and beliefs</li> <li>• Show a willingness to consider opinions and interpretations different from own</li> <li>• Show a willingness to participate in groups and to accept legitimate group decisions</li> <li>• Demonstrate respect for the rights, needs and concerns of others</li> <li>• Demonstrate an appreciation of own worth</li> <li>• Show and appreciation for the need for cooperation in group work and community life</li> <li>• Display an appreciation for the consequences of peoples' interactions with their physical and social environments</li> <li>• Show a sense of responsible stewardship over the northern environment</li> </ul>

### Processing Skills (embed throughout all units)

Develop skills that help one acquire, evaluate and use information and ideas	<ul style="list-style-type: none"> <li>• Identify and define topics</li> <li>• Differentiate between main and supporting ideas</li> <li>• Acquire information to find answers through listening, observing, reading and utilizing community resources</li> <li>• Seek and work with information from more than one source</li> <li>• Make notes that outline the main and related ideas from reading, listening and observing</li> <li>• Categorize information</li> <li>• Compare information about one topic from two or more sources to see if they are identical, similar, parallel, or inconsistent, unrelated or contradictory</li> <li>• Identify assumptions underlying various positions taken on an issue</li> <li>• Distinguish between well founded and ill founded opinions</li> <li>• Venture predictions based on acquired information</li> <li>• Identify the circumpolar world from different visual perspectives</li> <li>• Draw maps that reflect an understanding of the circumpolar world</li> </ul>
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### Communication Skills (embed throughout all units)

Develop skills that help one express and present information and ideas	<ul style="list-style-type: none"> <li>• Convey thoughts, feelings and information in an oral presentation</li> <li>• Read, listen and observe to acquire specific information</li> <li>• Use a retrieval chart to present the main features of two circumpolar nations</li> <li>• Explain circumpolar issues by writing and speaking about them</li> <li>• Write a clear and effective short report</li> <li>• Document sources of information</li> <li>• Present information from maps, demonstrating the use of symbols, location, direction, distance, scale and physical geography</li> </ul>
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### Participation Skills (embed throughout all units)

Develop skills that help one interact with others	<ul style="list-style-type: none"> <li>• Work productively and cooperatively with others</li> <li>• Converse with others in a variety of settings, including informal small group and whole class discussions</li> <li>• Present information to others orally</li> </ul>
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## SOCIAL STUDIES GRADE 7

### Geography of the Circumpolar World

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>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is the most important factor that shapes our lives (as people living) in the circumpolar world?</li> <li>• To what extent to the environment (human decisions, the physical geography, climate) impact our lives as Northern Circumpolar people?</li> <li>• How has the environment/climate/geography shaped how we live and work as Northern Circumpolar People?</li> </ul>	
Demonstrate knowledge of circumpolar nations surround the north pole and share the Arctic Ocean	<ul style="list-style-type: none"> <li>• The names and locations of Canada’s northern territories, using a globe, or various map projections</li> <li>• Names and locations of the countries bordering the Arctic Ocean</li> </ul>
Describe the ways that circumpolar regions have similar, uniquely northern geographical features	<ul style="list-style-type: none"> <li>• Physical and climatic characteristics of circumpolar regions</li> <li>• Use graphs to show climatic differences in various circumpolar regions</li> <li>• Record weather observations over a period of time and compare the data to that of a southern community</li> <li>• Use maps and other resource materials to find data on the populations, economic resources, climates and physical features of the circumpolar world</li> </ul>
Explain that Circumpolar regions are the homelands of many distinct aboriginal societies	<ul style="list-style-type: none"> <li>• How the environment of the circumpolar regions affects peoples: their lifestyles, occupations, leisure and economic activities</li> </ul>
Provide details on circumpolar regions that have similar settlement patterns	<ul style="list-style-type: none"> <li>• Use two or more sources of information to prepare a report on a circumpolar community</li> <li>• Identify the distribution of populations in the circumpolar world and the names of the main population centers</li> </ul>
Compare circumpolar societies that have similar characteristics arising from a common environment	<ul style="list-style-type: none"> <li>• Compare and contrast aspects of Canada with those of another circumpolar country</li> <li>• Describe the identities of various peoples in the circumpolar world</li> </ul>
Describe circumpolar regions according to their rich and varied resource base	<ul style="list-style-type: none"> <li>• The distribution of major renewable and non-renewable resources in a circumpolar world</li> <li>• The location and nature of major economic activities in northern regions</li> </ul>
<b>Changes in the Circumpolar World</b>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is the most important change that has impacted/influenced the Circumpolar World?</li> <li>• How have political and economic decisions made by Northern People impacted their lives?</li> <li>• To what extent do Northern People make political and economic decisions for themselves?</li> </ul>	
Describe how circumpolar regions are changing rapidly in areas of technology, economic activity, social structure and political organization	<ul style="list-style-type: none"> <li>• Describe ways in which technological, societal, political and economic changes have impacted traditional circumpolar societies</li> </ul>
Identify technological change, particularly in the areas of transportation and communication, has had a major impact on societies in circumpolar regions	<ul style="list-style-type: none"> <li>• Analyze changes that have occurred in a given circumpolar society</li> <li>• Describe technological change, particularly in the areas of transportation and communication, has had a major impact on societies in circumpolar regions</li> </ul>

## SOCIAL STUDIES GRADE 7

### Changes in the Circumpolar World – (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>
Self determination is a goal of many northern peoples	<ul style="list-style-type: none"> <li>• Discuss how the economies of circumpolar world have changed in the last half of the 20th century</li> <li>• Identify the main economic problems facing circumpolar peoples</li> </ul>
<p><b>Connections: Canada and the Circumpolar World</b></p> <p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>• To what extent does your culture shape your identity?</li> <li>• How does culture and identity shape the relationships and perspectives of circumpolar peoples?</li> <li>• What is the impact of Canada’s policy making in terms of relations with other circumpolar nations?</li> </ul>	
Describe ways that Canada cooperates with other circumpolar nations through international agreements and alliances	<ul style="list-style-type: none"> <li>• Identify Canada’s connections with other circumpolar nations in the areas of politics (sovereignty, defence, NORAD, NATO), economics (trade in oil and base metals, construction contracts, transportation routes), and culture(AWG)</li> <li>• Discuss/debate if circumpolar peoples should seek to strengthen not merely cultural and economic ties but political ties with one another</li> <li>• Examine what political initiatives have been taken by circumpolar peoples to address the economic, environmental and cultural challenges they face in the modern age.</li> <li>• Prepare a chart with demonstrates linkages among the circumpolar nations</li> </ul>
Explain how successful environmental protection on a large scale arises from many personal commitments to a healthy environment	<ul style="list-style-type: none"> <li>• Environmental problems( ozone depletion, global warming, build up of carbon dioxide in the atmosphere, chemical and radioactive pollutants)</li> <li>• Analyze how the exploitation of natural resources affects the environment.</li> <li>• Develop a class list of sound environmental practices for citizens of the circumpolar world</li> <li>• Prepare and deliver a speech describing personal commitment to environmental well being.</li> </ul>
<p><b>Current Events</b></p>	
Focus on news stories that deal with circumpolar peoples, events and issues	<ul style="list-style-type: none"> <li>• Identify and analyze stories about individual attainments</li> <li>• Describe and compare political and military initiatives</li> <li>• Analyze current status of self-government across the circumpolar regions</li> <li>• Review of civics through a focus and assessment of local government stories</li> </ul>