

South Slave Divisional Education Council

HEALTH, CD, PE GRADE 9

CURRICULUM PACKAGE

February 2012



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*.

DENE KEDE GRADE 9

Passage to Manhood

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>
Major Cultural Understanding: In the past, puberty for boys signified an important change.	
Discuss and understand that in the past, puberty for boys signified an important change.	<ul style="list-style-type: none"> • Puberty was marked with a change in the voice of a boy. • In times past, the Dene believed that young boys and girls gained spiritual power, as they became adolescents. • Passage into puberty began a period of intense training for young boys, in preparation for manhood.
Major Cultural Understanding: After puberty, boys began an intensive training for manhood.	
Describe ways after puberty, that boys began training for manhood.	<ul style="list-style-type: none"> • Training began when boys were very young but during adolescence it became very intensive and the expectations grew considerably. • The boys began to accompany the adult men on hunts. With the "first kill" of a young man Elders would tear at his clothing to celebrate the emergence of a provider and to remind him that there were those with whom he should share his catch. If the first kill was a large one, the whole community celebrated and the meat would be distributed to the Elders. • They learned to make and repair tools, they learned about time, direction and weather as it related to travelling. • They learned how to work with a leader in large hunts, cooperating to ensure success. • They were made to go off on hunting trips alone as a test of their knowledge and skills and mental stamina and courage. • When the young man proved capable and self-sufficient on the land, he was recognized as a man and allowed to marry
Major Cultural Understanding: Some tribes trained their boys in a separate camp during their passage.	
Describe and record how some tribes trained their boys in camps during their passage.	<ul style="list-style-type: none"> • The boys were put through a period of training away from others. • They were given rigorous challenges such as sleeping by sitting upright, or working without a break right after waking. • These challenges were meant to condition their bodies and to develop mental stamina.
Major Cultural Understanding: Some tribes engaged their young men in dream quests.	
Discuss what a Dream Quest might have been like for a young man	<ul style="list-style-type: none"> • Stories of dream quests were told to the young people from the time they were young so that they could look forward to the time that they would begin their own quests. • Even today, puberty signifies an important change in boys. • Dream quests were sacred spiritual experiences where the young men would receive dreams or visions, which communicated their medicine powers • Young men were encouraged to stay in the bush, away from others in order to enable dreams. • There were times that dreams did not come at all to boys, and other times when boys became old men before the dreams would come to them. There were powers, which existed only in the people who showed courage and concern
Major Cultural Understanding: As in the past, boys today can use the time of their passage to prepare themselves for manhood	
Discuss ways in which young man prepare today for manhood and record responses	<ul style="list-style-type: none"> • By knowing that the changes in their bodies signify the ability to father a child • By recognizing the spiritual possibilities within themselves and treating themselves with respect • By accepting and seeking the guidance of Elders and other men

DENE KEDE GRADE 9

Passage to Manhood

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>
Major Cultural Understanding: Attitudes related to self development as a man	
Describe the most effective ways for men to develop to be active members of their families and communities	<ul style="list-style-type: none"> • Willingness to learn from the words of Elders • Willingness to reflect on one's decisions and behaviors • Willingness to accept and begin learning the roles and responsibilities of men in their families and their community
Major Cultural Understanding: Skills related to self development as a man	
Identify what skills would be important for a young man to know as he moved into adulthood	<ul style="list-style-type: none"> • Recognizing changes in one's body and the implications of these Caring for one's body • Personal goal setting • Seeking Elders for guidance • Seeking opportunities to learn the skills required for manhood
Major Cultural Understanding: Skills related to being a man in one's family and community	
Distinguish what it means to be a member of your current family; what does it mean to be a member of your community	<ul style="list-style-type: none"> • As determined by family and community
Spirit of the Land	
Major Cultural Understanding: Dene spirituality is attached to the land.	
Cite and write stories about your Dene Spirituality	<ul style="list-style-type: none"> • Dene oral stories tell about when the world was new. • The Creator made the land and the animals first and then made the people. • The Creator gave medicine powers to all people who lived good lives to use to help others to survive. These medicine powers were spirit powers from nature. • Spiritual brothers were sent to the earth to bring laws to the land and to people. These laws were meant to help the Dene so that we could live with the animal creatures and with each other more peacefully. • Messages have been left in the form of landmarks throughout our land to remind us of the sacredness of the land and the Dene laws which are to guide our lives.
Major Cultural Understanding: Dene prophets have seen the past and the future and have relayed messages about how to deal with the changes that are happening to the Dene.	
List examples of the ways in which the Dene prophets have seen the past and the future and have relayed messages about how to deal with the changes that are happening to the Dene. Describe how this knowledge is important in today's changing society	<ul style="list-style-type: none"> • The prophets are people who have received messages for the Dene people from the Creator. • The prophets have communicated that changes will put great pressures upon Dene. • Dene prophets have seen the past and the future and have relayed messages about how to deal with the changes that are happening to the Dene
Major Cultural Understanding: When missions and churches first arrived they tried to discourage the practice of Dene spirituality.	
Recall ways in which the missions and churches tried to discourage the practice of Dene spirituality.	<ul style="list-style-type: none"> • Each community has its own stories of how their Dene spirituality was discouraged. • Despite the pressures to abandon Dene spirituality, many of the beliefs have persisted and are accepted into many churches.
Major Cultural Understanding: Today, Dene people continue their spiritual ties to the land.	
Give examples of how the Dene people continue their spiritual ties to the land.	<ul style="list-style-type: none"> • Belief that without the land, life is not possible. • Belief that the land must be honoured and protected to ensure that it continues to sustain the people. • Belief that in honouring the land, the Creator is being honoured. • Belief in the ways of respect for the land: • Belief that medicine powers have diminished but exist in the form of talents among people.

DENE KEDE GRADE 9

Spirit of the Land

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>
(Continued)	<ul style="list-style-type: none"> • Belief that the Elders still living who have led spiritual lives have the most to teach about the spirit of the land. • Much of the spiritual knowledge of the Dene is passed from mentor to specially chosen students.
Major Cultural Understanding: Skills related to recognizing the spirit of the land	
Identify skills you will need to recognize the spirit of the land	<ul style="list-style-type: none"> • Honouring the spirit of the land in Dene ways • Seeking Elders for teachings and guidance
Major Cultural Understanding: Attitudes related to recognizing the spirit of the land	
Identify attitudes you will need to relate to the spirit of the land	<ul style="list-style-type: none"> • Willingness to reflect on one's feelings about the land • Willingness to show respect to the spirit of the land • Willingness to learn about the spirit of the land
Developing out Talents	
Major Cultural Understanding: People are born with talents and these are sacred.	
Give examples of how people are born with special talents in your community	<ul style="list-style-type: none"> • Talents are gifts that come to individuals from the Creator. • Everyone is born with a talent but it must be discovered and developed. • A person's talents can be discovered when the person is very young.
Major Cultural Understanding: A person's talent must be discovered.	
Discuss ways students can identify personal talents and talents of those around them	<ul style="list-style-type: none"> • Things come easily to those with talent. • People in one's family may know the talents of the family members. • Elders are often able to see talents in the young. If the young are able to take the advice of Elders, they can discover the talents in themselves. • In the past young people were advised by Elders in their dream quests as they searched for their spiritual powers. • Elders with finely developed talents and wisdom were mentors for the young who showed talents in their areas
Major Cultural Understanding: An Individual should share their talent.	
Identify why and ways that people in your community should share their talents.	<ul style="list-style-type: none"> • Special talents and abilities are provided to individuals by the Creator in order for them to be shared. • Talents were meant by the Creator to help people survive and to live a better life. • Talents that are not shared are left unused (can't be shy or lazy). You receive back what you give away or share in the way of talents. • Individuals should not use talents for self-gain. One should not expect payment for the sharing of a talent. • Gifts should be offered in exchange for the sharing of talent in order to enable the person to maintain his or her talent.
Major Cultural Understanding: A person with talent is humble.	
Discuss why it is important that a person with talent remain humble.	<ul style="list-style-type: none"> • A person with talent must not boast of it or ridicule others who do not have it. • A person with talent does not speak of his talent. It is left to others to recognize and speak of the talent.
Major Cultural Understanding: Dene talents come in many forms.	
Discuss and identify the people in your community with talents.	<ul style="list-style-type: none"> • Some talents are closer to the Creator than other talents. • The Dene believe that certain activities are more spiritual in nature than others and when people have talents in these activities they are gifted with medicine powers and are considered very important people to the culture. Examples are midwifery, drumming and dancing. • Talents today come in other forms that are useful to our lives: talents such as being a good truck driver, being a good teacher or being a good mechanic.

DENE KEDE GRADE 9

Spirit of the Land

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	<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>
(Continued)	<ul style="list-style-type: none"> • Some people are gifted with many talents. These people are encouraged to search for the one talent that they feel comfortable or easy with - that will be the one that was meant for them
Major Cultural Understanding: Attitudes related to the development of one's talent	
Identify ways in which you can develop and strengthen your own talents and share those talents with those around you	<ul style="list-style-type: none"> • Reflect on work habits relating to one's talent • Try new experiences and take opportunities to learn • Continually learn and develop skills to honour the talent • Spend time in the company of elders who can help in assessing one's strengths • Remain humble • Share one's talents with others • Seek an elder(s) for mentorship in the area of one's talent.
Major Cultural Understanding: Development of Dene Skills	
Continue personal development of Dene skills	<ul style="list-style-type: none"> • Developing Dene skills at increasing levels of complexity • Increasing individualization and creativity in work
Winter Camp	
Major Cultural Understanding: Dene knowledge about winter weather and land conditions is important to successful and safe winter land use.	
Describe the winter weather and land conditions and identify why it is important to understand conditions	<ul style="list-style-type: none"> • Use various weather indicators <ul style="list-style-type: none"> ○ Ice conditions, behaviors on lakes and rivers and ○ Implications for land use ○ Wind conditions and implications for land use ○ Snow variations and implications for land use ○ Temperature and implications for land use
Major Cultural Understanding: Dene knowledge of the winter hunting/fishing/ trapping area is important to successful and safe winter land use.	
Identify what knowledge about winter weather and land conditions is important to successful and safe winter land use.	<ul style="list-style-type: none"> • Locate trap line locations on a map • Locate geographical features, landmarks and spiritual sites <ul style="list-style-type: none"> ○ Potentially dangerous areas in winter ○ Historical land use information ○ Use of area in other seasons ○ Other resources in the area accessed by the Dene
Major Cultural Understanding: Dene knowledge about fur bearing animals is important for successful winter trapping.	
Identify what Dene knowledge about fur bearing animals is important for successful winter trapping.	<ul style="list-style-type: none"> • Fur bearing animals found in area • Life cycles, habitat and habits of fur bearing animals • Where and how best to set traps based on knowledge of their habits
Self Government	
Major Cultural Understanding: In contrast to the accepted Canadian perspective of political change in the Northwest Territories, the Dene have their own perspective which is the basis for their struggle for Self Government	
Compare and contrast the Canadian perspective of political change in the Northwest Territories, Identify the Dene perspective which is the basis for their struggle for Self Government	<ul style="list-style-type: none"> • The northern territory is considered hinterland: remote lands owned primarily for the purpose of exploiting of its resources. • The aboriginal people are considered just one of many ethnic groups making up the mosaic that is Canada. Settlers who have moved to the North have as much right to the land and how it is controlled as the First Nations people. • Treaties in the past were acknowledgments on the part of the Dene that they were extinguishing their aboriginal or First People's rights. • The Canadian constitution can only recognize and give powers to provinces. • To encourage political growth, the NWT is being prepared for provincial status.

DENE KEDE GRADE 9

Self Government

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>
Major Cultural Understanding: The Dene has a tradition-based model of self-government.	
Identify and describe the Dene tradition-based model of self-government.	<ul style="list-style-type: none"> • Unity and cooperation within the group is valued. <ul style="list-style-type: none"> ○ Consensus style decision making: ○ Participants who spoke were only those who had earned the right to speak. Young people were seldom involved in decision making group. ○ When one spoke, one's words carried weight because one had earned the right to speak. The leader would take into consideration everything said and would suggest solutions or courses of action based on agreement of the whole group. ○ Once courses of action were agreed upon, there was no continuing disagreement or subversive activity. ○ Once the course of action was agreed upon, absolute adherence was expected. ○ Elders have the life experience and wisdom to know what is important in a leader. ○ Leadership requires support. ○ Leader had helpers to administer his leadership ○ The purpose of leadership and government was to ensure the survival of the group.
Major Cultural Understanding: The Dene are seeking Self Government as a way to control aspects of their lives that are most closely related to their survival as a people.	
Give examples of how the Dene are seeking Self Government as a way to control aspects of their lives that are most closely related to their survival as a people.	<ul style="list-style-type: none"> • By seeking political rights based on their status as a "nation" • By seeking a style of the political leadership based on Elder's council and consensus • By seeking to control the management and monitoring of land and water use: • By seeking to control economic development: • By seeking to control the social institutions:
Major Cultural Understanding: Successful Self Government will require Dene awareness and participation.	
Describe why it is important that Self Government requires Dene awareness and participation.	<ul style="list-style-type: none"> • Individual awareness of all the issues that have bearing on Dene lives • Active participation in discussions of issues and in decision-making
Major Cultural Understanding: Attitudes related to understanding Dene self-government.	
Identify what attitudes are important to relate to understanding Dene self-government.	<ul style="list-style-type: none"> • Willingness to learn from the Dene their perspective on self-government
Major Cultural Understanding: Attitudes related to visualizing oneself in the future.	
Describe what attitudes are important for Dene to relate to visualizing oneself in the future	<ul style="list-style-type: none"> • Willingness to reflect on one's future and set goals for participation in Dene Self-Government

HEALTH GRADE 9

MENTAL AND EMOTIONAL WELL BEING

Big Ideas: Career and life preparation, lifestyle

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>
Examine and describe personal interests, abilities, attitudes and opportunities influence career and life choices	<ul style="list-style-type: none"> • Define career • Identify personal interests, abilities and attitudes that influence career and life choices • Identify career and life choices that correlate with personal interests, abilities and attitudes • Examine the requirements for a variety of career and life choices
Describe ways to search for and keep a job involves specific steps	<ul style="list-style-type: none"> • Identify the different steps involved in actively searching for a job • Demonstrate the different steps involved in actively searching for a job • Identify specific behaviours which help people keep a job
Identify positive lifestyle practices to promote health	<ul style="list-style-type: none"> • Describe the components of a personal lifestyle • Assess the components of their own mental and emotional lifestyle • Design a personal program to promote or maintain a healthy mental and emotional lifestyle • Evaluate the effectiveness of the program
GROWTH AND DEVELOPMENT	
Big Ideas: body systems, disease prevention, lifestyle and health care systems/careers	
Explain how the immune system helps protect the body from disease	<ul style="list-style-type: none"> • Describe how germs enter the body • Describe the body's first two lines of defence • Describe how the immune system helps protect the body from disease • Describe common problem conditions related to the immune system
Describe how body systems work together to promote health	<ul style="list-style-type: none"> • Classify the body systems according to function • Explain the inter-relationship of the body systems
Explain ways in which non-communicable diseases may be prevented or reduced by positive lifestyle behaviours	<ul style="list-style-type: none"> • Identify common non-communicable diseases • Identify the nature and causes of common non-communicable diseases • Identify lifestyle behaviours which prevent non-communicable diseases
Illustrate how positive lifestyle practices promote health	<ul style="list-style-type: none"> • Identify positive lifestyle practices that promote healthy growth and development • Design a personal program to promote healthy growth and development • Evaluate the effectiveness of the program
Explore and identify ways in which each person is responsible for appropriate use of the health care system	<ul style="list-style-type: none"> • Describe the health care system in the N.W.T. • Illustrate the cost of health care in the N.W.T. • Describe responsible use of the health care system
Describe how the health care system offers many opportunities for health careers	<ul style="list-style-type: none"> • Identify health career opportunities in the N.W.T.
Identify ways in which males and females have equal potential	<ul style="list-style-type: none"> • Describe male and female gender role stereotyping • Identify factors that contribute to changes in gender role stereotyping
Describe how family members play an important role in meeting the needs of a newborn	<ul style="list-style-type: none"> • Describe the needs of a newborn • Explain the roles of family members in meeting the needs of a newborn
Explore and identify how effective parenting enhances family living	<ul style="list-style-type: none"> • Describe effective parenting • Demonstrate the parenting skill of encouragement • Demonstrate the parenting skill of effective communication • Demonstrate the parenting skill of logical consequences

HEALTH GRADE 9

FAMILY LIFE

Big Ideas: families, human development and reproduction, teen decisions and lifestyle

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>
Identify many support systems in the community that are available to families	<ul style="list-style-type: none"> • Identify family support systems in the community • Identify the roles of family support systems • Describe how to effectively use the systems
Describe how the union and development of reproductive cells determine the characteristics of an off-spring	<ul style="list-style-type: none"> • Describe how the characteristics of an offspring are determined • Describe how inherited traits determine personal uniqueness • Describe how the sex of an offspring is determined • identify how multiple births are determined
Describe how a female's body undergoes physical changes during pregnancy	<ul style="list-style-type: none"> • Describe the signs of pregnancy • Describe some characteristics of the three trimesters of pregnancy • Describe the stages of labour
Identify and explain how positive health behaviours during pregnancy promote maternal and child health	<ul style="list-style-type: none"> • Describe positive health behaviours during pregnancy that • Promote maternal and child health
Discuss/explore various opinions on how to deal with unplanned pregnancy	<ul style="list-style-type: none"> • Identify alternatives in dealing with unplanned pregnancy • Describe how to prevent unplanned pregnancy health
Describe ways that positive lifestyle practices promote good health and family life	<ul style="list-style-type: none"> • Identify positive lifestyle practices that promote healthy sexuality and family relationships
Nutrition	
Big Ideas: food choice and health	
Describe how food choices and habits are influenced by many factors	<ul style="list-style-type: none"> • Identify factors that influence food choices and habits • Explain how food customs have changed in the NWT • Describe some of the consequences of changes in food customs in the NWT
Identify how family needs and preferences influence the planning and preparation of nutritious meals	<ul style="list-style-type: none"> • Plan a menu for a feast that is suitable for family members of various ages • Prepare a feast that is suitable for family members of all ages • Demonstrate a willingness to participate in the fest
Identify ways in which positive nutrition lifestyle practices promote health	<ul style="list-style-type: none"> • List some nutrition concerns in the NWT and Canada • Describe some nutrition concerns in the NWT • Identify preventive behaviours related to nutrition • Identify the four Canadian Nutrition and Dietary Recommendations • Identify positive behaviours that reflect the four Canadian Nutrition and Dietary Recommendations • Design a personal nutrition program based on a behaviour which promotes one of the recommendations • Evaluate the effectiveness of the program
Dental Health	
Big Ideas: Oral health, careers, lifestyle	
Identify various behaviours promote oral and dental health	<ul style="list-style-type: none"> • Identify behaviours/factors that promote oral and dental health
Explain how career planning in dental health involves personal assessment, career opportunities and decision making	<ul style="list-style-type: none"> • Examine a variety of dental health careers and their requirements
Describe positive lifestyle practices promote healthy teeth for a lifetime	<ul style="list-style-type: none"> • Teach positive lifestyle practices related to dental health

HEALTH GRADE 9

Safety and First Aid

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>
Explain how artificial respiration supplies oxygen to a person who is not breathing	<ul style="list-style-type: none"> • Give examples of common causes of breathing difficulties • Demonstrate how to assess breathing • Demonstrate how to give assistance in a breathing emergency
Describe how choking is a breathing emergency that can be prevented	<ul style="list-style-type: none"> • Give examples of common causes of choking • Demonstrate the universal distress sign of choking • Differentiate between partially obstructed airway and complete obstruction of airway • Demonstrate first aid for partially obstructed and completely obstructed airway • Outline safety rules to follow that prevent choking
Explain why external and internal bleeding require immediate first aid	<ul style="list-style-type: none"> • Give examples of common causes of bleeding • Distinguish between external and internal bleeding • Demonstrate first aid for external bleeding from a wound without an embedded object • Demonstrate first aid for external bleeding from a wound with an embedded object • Explain limited first aid for internal bleeding
Provide reasons shock requires immediate first aid to prevent serious complications	<ul style="list-style-type: none"> • Explain what shock is • Describe the signs and symptoms of shock • List common causes of shock • Explain first aid for shock • Demonstrate how to place a person into the recovery position
Provide reasons why unconsciousness requires immediate first aid to restore the blood supply to the brain	<ul style="list-style-type: none"> • Explain what unconsciousness is • Give examples of common causes of unconsciousness • Demonstrate first aid for unconsciousness
Explain why fractures and sprains and dislocations require first aid to minimize the injuries to bones, joints and surrounding tissues	<ul style="list-style-type: none"> • Explain what a fracture is • Describe the signs and symptoms of an open (compound) fracture • Describe the signs and symptoms of a closed (simple) fracture • Demonstrate first aid for each type of fracture • Name two common types of joint injuries • Explain what a sprain is • Describe the signs and symptoms of a sprain • Demonstrate first aid for a sprain • Explain what a dislocation is • Describe the signs and symptoms of a dislocation • Demonstrate first aid for a dislocation • Demonstrate first aid rescue carries
Discuss and explain how heart attack and strokes can be prevented by risk reduction behaviours and minimized by applying first aid	<ul style="list-style-type: none"> • Distinguish between a heart attack and a stroke • Identify risk behaviours that can prevent and reduce heart attack and stroke • List the signs and symptoms that might be indicators of a heart attack • Demonstrate initial first aid for a suspected heart attack • List the signs and symptoms that may be indicators of a stroke • Demonstrate initial first aid for a suspected stroke

HEALTH GRADE 9

Safety and First Aid (continued)

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>
Explain why poisoning requires immediate first aid to minimize injuries	<ul style="list-style-type: none"> • Identify four ways that poisons enter the body • Give example of common hazardous household products that may result in poisoning • Explain safety rules to follow that prevent poisoning • Demonstrate first aid for each type of poisoning • Prepare a first aid poison prevention manual
Alcohol and Other Drugs	
Big Ideas: laws, regulations, drug groups & characteristics,	
Identify laws regulating the use, sale and purchase of alcohol	<ul style="list-style-type: none"> • Identify the two levels of laws which relate to alcohol • Identify those parts of the N.W.T. liquor act which affect youth who decide to drink alcohol • Identify when an offence is being committed • Determine the number of drinks leading to illegal blood • Alcohol level (B.A.L.) - may be new legislation • Explain the laws relating to drinking alcohol and driving
Identify how alcohol the use of alcohol by youth is regulated under the young offender's act	<ul style="list-style-type: none"> • Explain that youth are treated differently than adults under the law • Explain the dispositions for young offenders
Explain ways that local communities may control the availability of alcohol	<ul style="list-style-type: none"> • Explain the process of local options • Explain why some people wish to have alcohol controlled in their community and why some people do not
Explain how different drug groups have different characteristics	<ul style="list-style-type: none"> • Identify the main groups of drugs • Identify the main characteristics for each drug group
Identify possible consequences associated with drug use	<ul style="list-style-type: none"> • Identify possible consequences of drug use • Explain that any drug may produce a side-effect
Identify laws regulating the possession, use and sale of drugs	<ul style="list-style-type: none"> • Identify the two laws relating to drugs • Identify the legal categories of drugs • Distinguish the three types of criminal acts in the legal system • Identify the main offences related to drugs • Explain the penalties associated with each offence • Identify situations in which an offence is being committed

CAREER DEVELOPMENT GRADE 9

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>
Build and maintain a positive self-image	<ul style="list-style-type: none"> • Discover how behaviours and attitudes influence the feelings and behaviours of others 1.2.1 • Understand how the environment influences attitudes and behaviours 1.2.3 • Understand the concepts of values and beliefs, and explore their influence on self-image 1.2.4 • Discover the importance of developing a realistic and positive self-image, and the consequences of developing an erroneous one 1.2.5 • Discover how a realistic and positive self-image contributes to self-fulfillment, both personally and professionally 1.2.6 • Describe one’s self-image 1.2.7 • Adopt behaviours that reflect a positive attitude about self 1.2.8 • Evaluate the impact of one’s self-image on self and others 1.2.9 • 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
Interact positively and effectively with others	<ul style="list-style-type: none"> • Explore the concept of diversity as it relates to respect, tolerance, flexibility and openness towards others 2.2.1 • Explore interpersonal and group communication skills 2.2.3 • Explore personal management skills such as time management, problem solving, stress management, life-work balance, etc 2.2.4 • Explore helping skills such as facilitating, problem solving, tutoring and guiding 2.2.5 • Demonstrate respect for the feelings and beliefs of others 2.2.6 • Demonstrate tolerance and flexibility in interpersonal and group situations 2.2.7 • Demonstrate effective social and group membership skills, knowledge and attitudes 2.2.9 • Demonstrate openness to the diversity of cultures, lifestyles, as well as mental and physical abilities 2.2.10 • Demonstrate helping skills such as problem solving, tutoring and guiding 2.2.11 • Demonstrate dependability and honesty towards others 2.2.12 • Demonstrate personal management skill such as time management, problem solving, stress management, life/work balance, etc. 2.2.13 • Acknowledge and appreciate the similarities and differences among people 2.2.14 • 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 • Integrate personal management skills such as time management, problem solving, stress management and life/work balance to one’s daily life 2.2.16 • Engage in further learning experiences that help build positive relationships in one’s life 2.2.17

CAREER DEVELOPMENT GRADE 9

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>
Change and grow throughout one's life	<ul style="list-style-type: none"> • Explore how feelings are influenced by significant experiences 3.2.1 • Understand the concept of stress and its impact on mental and physical well-being 3.2.2 • Discover changes that occur in the physical, psychological, social and emotional development of an individual 3.2.4 • Understand how physiological and psychological changes impact on life and work 3.2.5 • Explore the importance of work, family and leisure activities to mental, emotional, physical and economic well-being 3.2.6 • Identify what cause stress on one's own mental and physical well-being 3.2.7 • Demonstrate effective communication skills in stressful situations (assertiveness, conflict resolution, problem solving, etc.) 3.2.8 • Identify one's own physical, psychological, social and emotional changes 3.2.9 • Re-examine one's communication skills and adopt those that are truly effective in stressful situations 3.2.10 • 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 • Improve on communication skills used in stressful situations 3.2.12 • Engage in further work, family and leisure activities that contribute to one's mental, emotional, physical and economic well-being 3.2.13
Participate in life-long learning supportive of life/work goals	<ul style="list-style-type: none"> • Explore life-long learning strategies 4.2.1 • Demonstrate life-long learning strategies 4.2.11 • Improve and engage in life-long learning strategies supportive of one's life/work scenarios 4.2.17
Locate and understand life/work information	<ul style="list-style-type: none"> • Discover differences between work, jobs, occupations and careers 5.2.1 • Discover how occupations, work roles and work alternatives (e.g. self-employment, contracting, multitasking) can be classified 5.2.2 • Explore various work settings and roles in the community 5.2.6 • Explore various work settings 5.2.7 • Use school and community settings and resources to learn about work roles and work alternatives 5.2.8 • Demonstrate how one's interests, knowledge, skills, beliefs and attitudes are transferable to various work roles 5.2.9 • Identify working conditions for oneself 5.2.10 • Assess life/work information and determine its pertinence for oneself 5.2.11 • Improve one's strategies for locating, understanding and using life/work information 5.2.12

CAREER DEVELOPMENT GRADE 9

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>
Understand the relationship between Work and society/economy	<ul style="list-style-type: none"> • Understand how organizations operate 6.2.1 • Explore the importance of work to a community 6.2.2 • Understand the relationships between work, community and the economy 6.2.3 • Understand how the community, the economy and technological advances impact work and work roles 6.2.5 • Evaluate how one can contribute to the community through work 6.2.7
Secure/create and maintain work	<ul style="list-style-type: none"> • Explore personal qualities (e.g. dependability, punctuality, getting along with others) that are needed to get and keep work 7.2.1 • Understand the language describing employment and other work opportunities 7.2.3 • 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 • Demonstrate personal qualities that are needed to get and keep work 7.2.5 • Demonstrate the ability to complete application forms 7.2.6 • Demonstrate work search tools required to find and maintain work (e.g. resume, portfolio, proposals, cover letters) 7.2.7 • Identify one's transferable academic and practical skills and experience a new task by using them 7.2.8 • Acknowledge one's personal qualities and academic/practical skills and determine which to build into one's life/work scenarios 7.2.9 • Create and engage in new work experiences (e.g. at home, at school, in the community) that acknowledges one's personal qualities and use one's transferable skills 7.2.10
Make life/work enhancing decisions	<ul style="list-style-type: none"> • Understand how personal beliefs and attitudes affect decision-making 8.2.1 • Explore the requirements for secondary and post secondary programs 8.2.8 • Understand how uncertainties about the future may lead to creative or alternative choices 8.2.9 • Demonstrate how one's beliefs and attitudes influence one's decision-making process 8.2.10 • Compare advantages and disadvantages of various secondary and post secondary programs for the attainment of career goals 8.2.12 • Develop creative or alternative choices reflective of the changing world of work 8.2.14 • Evaluate how one's decisions (about school, family, leisure, work, etc.) impact one's life, and affect other decisions 8.2.15 • Evaluate the impact of personal decisions on self and others 8.2.17 • Engage in decision-making respectful of oneself and supportive of one's goals 8.2.18

CAREER DEVELOPMENT GRADE 9

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>
Maintain balanced life and work roles	<ul style="list-style-type: none"> • Understand how different work and family roles require varying kinds of energy, participation, motivation and abilities 9.2.1 • Examine how personal goals can be satisfied through a combination of work, community, social and family roles 9.2.3 • Understand how personal leisure choices relate to lifestyle 9.2.4 • Understand how various life and work roles impact the attainment of future goals 9.2.5 • Explore the advantages and disadvantages of various life role scenarios 9.2.6 • Explore the interrelationships among family, work and leisure decisions 9.2.7 • Plan and experience leisure activities that relate to one’s considered or preferred lifestyle 9.2.8 • Examine the type of lifestyle one wants 9.2.10 • Determine the type of life and work roles that best impact one’s life 9.2.11
Understand the changing nature of life/work roles	<ul style="list-style-type: none"> • Identify non-traditional life/work scenarios 10.2.1 • Investigate advantages and challenges of entering non-traditional work 10.2.2 • 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 • Understand the concepts of stereotypes, biases and discriminatory behaviours 10.2.4 • Experience personal interests, even if they are most often considered non-traditional to one’s gender 10.2.5 • Identify stereotypes, biases and discriminatory behaviours that may limit opportunities for women and men in certain work roles 10.2.6 • Acknowledge one’s own stereotypes, biases and discriminatory behaviours that may limit opportunities for oneself or others in certain work roles 10.2.7 • Develop attitudes and engage in behaviours that are non-discriminatory 10.2.8
Understand, engage in and manage one’s own life/work building process	<ul style="list-style-type: none"> • Explore the concept every decision is a life/work decision 11.2.1 • Understand the difference between career planning and life/work building 11.2.3 • Understand the importance of developing flexible and adaptable short-term action plans within the life/work building process 11.2.4 • Understand the concept of a preferred future as part of the life/work building process 11.2.5 • Understand the concept and importance of a life/work portfolio 11.2.6 • Define one’s preferred future 11.2.7 • Develop short-term action plans in step with one’s preferred future 11.2.8 • Create and maintain one’s life/work portfolio 11.2.9 • Re-examine and assess one’s preferred future using as criteria newly acquired information about self and the world of work 11.2.10 • Take steps to move towards one’s preferred future 11.2.11 • Adjust one’s preferred future as experience changes one’s knowledge of oneself 11.2.12

PHYSICAL EDUCATION GRADE 9

Activity

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>
Apply and refine locomotor skills and concepts to a variety of activities with increased control to improve personal performance A9–1	<ul style="list-style-type: none"> • Perform various swimming strokes and then demonstrate them in aquatic games; e.g., water polo. (Alternate Environment)
Apply and refine locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance A9–2	<ul style="list-style-type: none"> • Demonstrate ways in which various skills and mechanics are transferred from activity to activity; e.g., compare running skills in long jump to sprinting. (Individual Activities)
Apply and refine nonlocomotor skills and concepts to a variety of activities with increased control to improve personal performance A9–3	<ul style="list-style-type: none"> • Using music of different cultures, explore both locomotor and nonlocomotor movements; e.g., focus upon turns, hand movements, body percussions and gestures to enhance performance. (Dance)
Apply and refine nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance A9–4	<ul style="list-style-type: none"> • While hanging from a horizontal bar with two or three other students, pass a ball back and forth between feet as many times as possible, as a means of developing core body strength. (Types of Gymnastics)
Apply and refine ways to receive, retain and send an object with increased speed, accuracy and distance in skills specific to an activity A9–5	<ul style="list-style-type: none"> • Use a variety of objects and implements; e.g., balls, racquets, quoits and sticks, to practise activity-specific motor skills, such as dribbling, cradling, passing, catching and serving in game-like situations. (Games)
Apply and refine manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance A9–6	<ul style="list-style-type: none"> • Use ribbons, hoops, balls or clubs to create rhythmic gymnastics routines; e.g., ribbon movement on various planes, combined with complementary body movement. (Types of Gymnastics)
Apply and refine activity-specific skills in a variety of environments; e.g., hiking, wall climbing A9–7	<ul style="list-style-type: none"> • Perform locomotor and nonlocomotor skills as they relate to alternative-environment activities, such as route finding and map reading for orienteering (Alternate Environment)
Create, refine and present a variety of dance sequences; e.g., jazz, square, social and novelty, alone and with others A9–8	<ul style="list-style-type: none"> • Perform dance steps in specific formations; e.g., couple, circle, line (Dance)
Choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns A9–9	<ul style="list-style-type: none"> • Perform various dance steps; e.g., slap leather, waltz and jiffy mixer, that have been taught through teacher or peer demonstrations. (Dance)
Apply and refine activity-specific basic skills in a variety of games A9–10	<ul style="list-style-type: none"> • Apply motor skills, mechanics and strategies to small- and large-group game activities; e.g., modified, cooperative or competitive games, such as cricket, badminton and soft lacrosse. Receive feedback and continue to work at applying these skills in a variety of situations. (Games)
Create and plan activities that emphasize specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal A9–11	<ul style="list-style-type: none"> • Create a game that incorporates the importance of creating space. After playing the game, introduce a defensive strategy to try and prevent the other team from creating space. (Games)

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Activity

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>
Apply and refine ways to improve 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 A9–12	<ul style="list-style-type: none"> • With a partner, create and perform a floor/mat sequence based upon the theme “assisted flight.” (Types of Gymnastics)
Apply and refine activity-specific skills in a variety of individual pursuits; e.g., fitness activities A9–13	<ul style="list-style-type: none"> • Demonstrate and discuss the techniques used in various activities, such as field events; e.g., discus, and target activities; e.g., golf, archery, darts. (Individual Activities)
Benefits Health	
Design, monitor and personally analyze nutrition programs that will affect physical performance B9–1	<ul style="list-style-type: none"> • Design a nutritional plan appropriate for a specific activity; e.g., cross-country running, weight lifting or aerobics, and keep a journal of nutritional intake in relation to energy expenditure. (Individual Activities) • Compare fat content and carbohydrate levels of the top brands of nutritional supplement beverages to determine the most appropriate beverage for the current activity. (Dance)
Demonstrate, monitor and analyze ways to achieve a personal functional level of physical fitness B9–2	<ul style="list-style-type: none"> • In a group, create a 5-minute aerobic dance routine for other students. Analyze the functional components of fitness required. (Dance)
Design and implement a personal fitness and activity plan, using the principles of training: frequency, intensity, duration B9–3	<ul style="list-style-type: none"> • Demonstrate how to use various pieces of fitness equipment available at school or local fitness centres, in order to implement a personal program. (Individual Activities)
Acknowledge and analyze the media and peer influences on body image B9–4	<ul style="list-style-type: none"> • Using fundamental themes of gymnastics—statics, balances, locomotion, landings—appreciate how this activity is not limited only to individuals who fit the typical body type of artistic gymnasts as seen through the media. (Types of Gymnastics)
Discuss the effects of performance enhancing substances on body type and body image as a part of physical activity B9–5	<ul style="list-style-type: none"> • Identify potential benefits of common performance-enhancing substances; e.g., caffeine, creatine. Present facts on a chart, and identify known risk factors associated with each substance. Reflect on long-term health versus quick results. (Games)
Analyze and explain the effects that nutrition, fitness and physical activity have on body systems before, during and after exercise B9–6	<ul style="list-style-type: none"> • Compare the demands among different types of games and the effect on heart rates. For example, plot the average heart rates of the class after playing basketball, bowling, baseball and badminton. Discuss the energy needed to play these different games. (Games) • Plan a day hike that takes into consideration physical abilities and nutritional requirements to successfully complete the trip. Identify such things as equipment needs, preparatory activities, safety considerations, environmental concerns and food. Compare the demands of the trip to typical daily requirements. (Alternate Environments)

PHYSICAL EDUCATION GRADE 9

Benefits Health

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>
Monitor, analyze and assess fitness changes as a result of physical activity B9–7	<ul style="list-style-type: none"> Identify, perform and monitor the effectiveness of various exercises and drills that help prepare for activities in alternative settings; e.g., exercises to strengthen the quadriceps for skiing activities, stretching and running activities for hiking and orienteering, upper-body exercises for canoeing or hiking. (Alternate Environments)
Select and perform appropriate physical activities for personal stress management and relaxation B9–8	<ul style="list-style-type: none"> Execute progressive relaxation techniques or yoga exercises as a way to relieve stress and promote relaxation. Share personal active relaxation strategies. (Individual Activities) Plan and participate in gymnastic-like activities, such as stretching and twisting, that help reduce stress in daily routines (Types of Gymnastics)
Cooperation	
Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity C9–1	<ul style="list-style-type: none"> Using self-created poetry, pictures or photographs as a stimulus, create and perform dance sequences. Exhibit appropriate audience behaviours when watching classmates. (Dance) Identify the characteristics of effective and enjoyable group work; e.g., listen to everyone’s ideas; critique the idea, not the person; agree to try it out before judging it. Practise respectful behaviour while working in groups. (Types of Gymnastics)
Identify and discuss the positive behaviours that are demonstrated by active living role models C9–2	<ul style="list-style-type: none"> Listen to and participate with a guest gymnastics instructor or group from the community as they demonstrate a gymnastics session. Discuss with the guest the personal benefits of being active in gymnastics. (Types of Gymnastics)
Demonstrate etiquette and fair play C9–3	<ul style="list-style-type: none"> Call a “let” when a shot is interfered with, when playing net and wall games. (Games)
Describe, apply, monitor and practise leadership and followership skills related to physical activity C9–4	<ul style="list-style-type: none"> Plan and lead activities during a one-day field trip for such things as cross-country skiing, rock climbing, mountain biking and hiking. (Alternate Environments) Working in pairs, use a checklist based on predetermined criteria to analyze each other’s performance of specific skills. (Individual Activities)
Develop practices that contribute to teamwork C9–5	<ul style="list-style-type: none"> In small groups, create a competitive or cooperative game. While participating, focus on ensuring that all team members feel like they are part of the game; and ensure that appropriate, positive language is used. (Games)
Identify and demonstrate positive behaviours that show respect for self and others C9–6	<ul style="list-style-type: none"> Assist in planning a trip to participate in tipi camping. Learn the significance, importance and traditions of a specific Aboriginal culture through the teachings of Elders. (Alternate Environments) Research dances from various cultures; e.g., Métis, First Nations and Inuit, and prepare a presentation for the class.(Dance)
Do It...Daily for Life!	
Participate regularly in, and realize the benefits of, an active lifestyle D9–1	<ul style="list-style-type: none"> Listen to and participate in activities provided by guests that lead active lifestyles, as a kick-off to a two-month fitness program. Create a personal fitness log that includes specific exercises, incorporating the principles of training—frequency, intensity, time, type (FITT). (Individual Activities) Work with a partner or in small groups to create a dance and perform with others. Select music, make up a name for the dance, select a formation and create the steps. (Dance)
Develop a personal plan that encourages participation and continued motivation D9–2	<ul style="list-style-type: none"> Through brainstorming and research, identify factors that might affect physical activity choices throughout life; e.g., community resources, physical needs, career choices, climate, cost. Role play to discover personal resolutions to any barriers. (Alternate Environments)

PHYSICAL EDUCATION GRADE 9

Do It...Daily for Life!

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>
Select and apply rules, routines and procedures for safety in a variety of activities from all movement dimensions D9–3	<ul style="list-style-type: none"> • Check the playing area and equipment before use; e.g., when warming up on a field, look for glass and potholes, and check that goal posts are properly secured.(Games)
Analyze, design and perform warm-up and cool-down activities D9–4	<ul style="list-style-type: none"> • In groups, at the beginning of class, design and present a warm-up that will prepare the body for the activity to be performed in class; e.g., if doing rolls, the warm-up should include stretches. Review safety considerations for warm-ups. (Types of Gymnastics)
Design safe movement experiences that promote an active, healthy lifestyle; e.g., student-created games D9–5	<ul style="list-style-type: none"> • In a cross-country running unit, come prepared with proper gear; e.g., sunscreen, light clothing, water bottle, correct footwear. (Individual Activities)
Determine and articulate challenging personal and team goals based on interests and abilities D9–6	<ul style="list-style-type: none"> • Use task cards to outline movement challenges on small and large apparatus; e.g., create a three-part sequence on the bench, showing three balances at two different levels. (Types of Gymnastics) • Establish and evaluate personal goals related to fitness, motor abilities and the maintenance of a healthy lifestyle. Use active health labs, personal fitness assessments or computer spreadsheets to monitor progress.(Games) • Complete a safe cycling orienteering course throughout the community that uses clues to provide individual and team challenges. (Alternate Environments)
Evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group D9–7	<ul style="list-style-type: none"> • Brainstorm the rules, risks and challenges presented in inline skating or skateboarding prior to going onto a shared play area. Work toward an individual and/or group activity goal; e.g., different levels of obstacle courses. (Alternate Environments)
Evaluate community programs that promote physically active lifestyles and how they meet local needs D9–8	<ul style="list-style-type: none"> • Listen to a guest instructor from a local program or a traditional First Nations dance instructor teach a dance.(Dance)
Develop strategies to counteract influences that limit involvement in physical activity D9–9	<ul style="list-style-type: none"> • Take part in an activity that shows inefficient use of time; e.g., long line-ups, few targets, small space. Then participate in the same activity, using short line-ups, more targets and larger space. Brainstorm various influences that limit physical activity. (Individual Activities)