

South Slave Divisional Education Council

ICT 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

ICT - GRADE 9 - EXPANDING (GRADE 6 to ADULT)

Cognitive Domain

Outcomes		Achievement Indicators
<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>	
	Plan and Question	Supporting Skills
Knows – Comprehends (Become aware)	<ul style="list-style-type: none"> • Recalls and or records prior knowledge and asks topic-related questions • Follows given plans 	
Analyze – Apply (Believe)	<ul style="list-style-type: none"> • Constructs how and why questions, predictions, hunches, educated guesses and hypotheses and identifies information needs 	
	<ul style="list-style-type: none"> • Adapts given electronic plans 	<ul style="list-style-type: none"> • Moves text and images • Inserts and edits text, data, images, sound, video and or formulas • Formats text, images, graphs, and tables using toolbar icons, menu options, and or keyboard shortcuts • Edits text using spell check, dictionary, thesaurus, grammar check, and or track changes • Formats page layout • Customizes the template of a graphic organizer, table, multimedia presentation, spreadsheet, and/or database
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> • Evaluates original inquiry questions and creates new questions for future inquiry 	
	<ul style="list-style-type: none"> • Designs own electronic plans 	<ul style="list-style-type: none"> • Manages electronic files and folders • Moves data between applications • Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages

ICT - GRADE 9 - EXPANDING (GRADE 6 to ADULT)

Cognitive Domain

Outcomes		Achievement Indicators
<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>	
	Gather and Make Sense	Supporting Skills
Knows – Comprehends (Become aware)	<ul style="list-style-type: none"> • Finds and collects information from given media sources 	<ul style="list-style-type: none"> • Logs on and off ICT devices • Opens applications and files • Saves files Prints files • Navigates within an application • Browses multimedia • Navigates within a website • Searches the Internet using teacher-selected search engines and keywords • Sends and receives text messages and electronic files using rules of etiquette • Manipulates input devices • Selects and uses peripherals to find, record, manipulate, save, print and/or display information
	<ul style="list-style-type: none"> • Identifies sources of information and provides bibliographic/reference data 	<ul style="list-style-type: none"> • Recognizes and presses keys on the keyboard • Inserts hyperlinks to electronic sources
	<ul style="list-style-type: none"> • Records data or makes notes on gathered information and ideas using given categories and given ICT 	<ul style="list-style-type: none"> • Logs on and off ICT devices • Opens applications and files • Saves files • Navigates within an application • Moves data between applications • Recognizes and presses keys on the keyboard • Inserts and edits text, data, images, sound video and/or formulas
	<ul style="list-style-type: none"> • Collects primary data using electronic devices 	<ul style="list-style-type: none"> • Captures digital data
	<ul style="list-style-type: none"> • Questions whether information from media sources is real, useful, and/or distracting 	
Analyze – Apply (Believe)	<ul style="list-style-type: none"> • Refines information searches using a variety of media sources 	<ul style="list-style-type: none"> • Navigates within an application • Browses the Internet • Chooses /uses search engines & own keywords • Refines searches using Boolean logic
	<ul style="list-style-type: none"> • Analyzes textual, numerical, aural, and visual information gathered from media sources, applying established criteria 	<ul style="list-style-type: none"> • Investigates currency, authorship of electronic sources such as websites, email, CD-ROMs, syndications, blogs, wikis, podcasts, and broadcast media
	<ul style="list-style-type: none"> • Categorizes information using the ICT suitable for the purpose 	<ul style="list-style-type: none"> • Navigates within an application • Moves data between applications • Transfers ICT knowledge to new applications
	<ul style="list-style-type: none"> • Analyzes if info from media sources is sufficient, suitable for purpose/audience 	
	<ul style="list-style-type: none"> • Analyzes whether information from media sources has been manipulated 	
Synthesize Evaluate (Value)	<ul style="list-style-type: none"> • Incorporates new information with prior knowledge and adjusts inquiry strategies 	
	<ul style="list-style-type: none"> • Assesses textual, numerical, aural, and visual info, and sources of the media, to verify context, perspective, bias, motive 	

ICT - GRADE 9 - EXPANDING LEARNER (Grade 6 to Adult)

Cognitive Domain

Outcomes		Achievement Indicators
<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>	
	Produce to Show Understanding	Supporting Skills
Knows – Comprehends (Become aware)	<ul style="list-style-type: none"> • Participates in establishing criteria for student – created electronic work • Composes text, records, sound, sketches images, graphs, data, and/or creates video 	<ul style="list-style-type: none"> • Logs on and off ICT devices • Opens applications and files • Saves files • Navigates within an application • Manipulates input devices • Recognizes and presses keys on the keyboard • Moves text and images • Draws images using electronic tools • Inserts and edits texts, data, images, sound, video, and/or formulas • Recalls ICT vocabulary in context • Uses ICT vocabulary in context
	<ul style="list-style-type: none"> • Edits electronic work according to established criteria, conventions, and/or standards 	<ul style="list-style-type: none"> • Prints files • Navigates between applications • Sends and receives text messages and electronic files using rules of etiquette • Transfers ICT knowledge to new applications • Inserts and edits texts, data, images, sound, video, and/or formulas • Formats text, images, graphs, tables using toolbar icons, menu options, keyboard shortcuts • Edits text using spell check, dictionary, thesaurus, grammar check, and/or track changes • Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages
Analyze – Apply (Believe)	<ul style="list-style-type: none"> • Selects suitable ICT application and/or device to create electronic work and explains the selection 	<ul style="list-style-type: none"> • Recognizes and presses keys on the keyboard
	<ul style="list-style-type: none"> • Revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback and personal preferences 	<ul style="list-style-type: none"> • Logs on and off ICT devices • Opens applications and files • Saves files • Formats text, images, graphs, and tables using toolbar icons, menu options, and/or keyboard shortcuts • Edits text using spell check, dictionary, thesaurus, grammar check, and or track changes • Inserts hyperlinks to electronic sources • Formats page layout • Customizes template of graphic organizer, table, multimedia presentation, spreadsheet, database • Analyzes the intended use of images/video, and edits images/video using photo/video-editing software • Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages

ICT - GRADE 9 - EXPANDING LEARNER (Grade 6 to Adult)

Cognitive Domain

Outcomes		Achievement Indicators
<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>	
Produce to Show Understanding		Supporting Skills
Analyze – Apply (Believe) cont.	<ul style="list-style-type: none"> Solves problems, reaches conclusions, makes decisions, and/or proposes answers to questions by analyzing data/information and concepts using ICT devices and/or applications 	<ul style="list-style-type: none"> Navigates within an application Moves data between applications Transfers ICT knowledge to new applications
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> Designs and creates non-sequenced ICT representations 	<ul style="list-style-type: none"> Moves data between applications
	<ul style="list-style-type: none"> Self-assesses ICT representations to go beyond established criteria by enhancing meaning and/or artistry, according to topic, audience, purpose and occasion 	
	<ul style="list-style-type: none"> Designs and creates simulations and models using ICT application 	
Communicate		Supporting Skills
Knows Comprehends (Become aware)	<ul style="list-style-type: none"> Displays and/or discusses electronic work 	<ul style="list-style-type: none"> Logs on and off ICT devices Opens applications and files Navigates within an application Manages electronic files and folders Manipulates input devices Recognizes and presses keys on the keyboard Selects and uses peripherals to find, record, manipulate, save, print, and/or display information
Analyze – Apply (Believe)	<ul style="list-style-type: none"> Discusses information, ideas, and/or electronic work using tools for electronic communication 	<ul style="list-style-type: none"> Sends and receives text messages and electronic files using rules of etiquette
Synthesize Evaluate (Value)	<ul style="list-style-type: none"> Adjusts communication based on self-evaluation and feedback from a global audience 	
Reflect		Supporting Skills
Knows Comprehends (Become aware)	<ul style="list-style-type: none"> Participates in guided conferences to think about using ICT to learn 	<ul style="list-style-type: none"> Uses ICT vocabulary in context
Analyze – Apply (Believe)	<ul style="list-style-type: none"> Invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn 	
Synthesize - Evaluate (Value)	<ul style="list-style-type: none"> Self-monitors learning goals, reflects on the value of ICT to complete learning tasks, and sets personal goals for using ICT to learn 	

ICT - GRADE 9 - EXPANDING LEARNER (Grade 6 to Adult)

Affective Domain

Outcomes	Achievement Indicators
<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>
Ethics and Responsibility	
Knows Comprehends (Become aware)	<ul style="list-style-type: none"> • Respects ICT equipment and personal technology space of other ICT users • Recognizes guidelines for safety and security • Recognizes the need to acknowledge authorship of intellectual property • Identifies possible health issues associated with using ICT
Analyze – Apply (Believe) cont.	<ul style="list-style-type: none"> • Applies school division’s acceptable-use policy for ICT • Applies safety guidelines when communicating electronically • Explains consequences of unethical behaviour • Applies guidelines for ethical and responsible use of ICT
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> • Evaluates effects of personal ICT behaviour on others • Weights personal benefits and risks of using ICT
Social Implications	
Knows Comprehends (Become aware)	<ul style="list-style-type: none"> • Identifies uses of ICT at home, at school, at work, and in the community • Relates societal consequences of ethical and unethical use of ICT • Chooses appropriate times and places to use wireless games and/or communication devices
Analyze – Apply (Believe) cont.	<ul style="list-style-type: none"> • Analyzes current trends in ICT to predict effects of emerging technologies • Analyzes various ICT skill and competency requirements’ for personal career choices • Analyzes advantages and disadvantages of ICT use in society
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> • Weighs society’s right to information access against right to individual privacy • Weighs benefits versus risks to society of creating new ICTs
Collaboration	
Knows Comprehends (Become aware)	<ul style="list-style-type: none"> • Works with others in teacher-directed learning tasks using ICT and assists others with ICT knowledge and procedures
Analyze – Apply (Believe) cont.	<ul style="list-style-type: none"> • Collaborates with peers to accomplish self-directed learning with ICT in various settings • Collaborates with others over distance using ICT
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> • Leads a group in the process of collaborative learning • Weighs benefits and challenges of collaborating on learning with ICT
Motivation and Confidence	
Knows Comprehends (Become aware)	<ul style="list-style-type: none"> • Demonstrates confidence and self-motivation while doing ICT tasks alone and with others • Recognizes ICT problems and seeks assistance to solve them • Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems
Analyze – Apply (Believe) cont.	<ul style="list-style-type: none"> • Investigates ICT problems and applies strategies to solve them • Preserves in working through complex ICT problems using higher-level thinking skills
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> • Synthesizes knowledge and information to solve unique ICT problems