

South Slave Divisional Education Council

SOCIAL STUDIES GRADE 9

CURRICULUM PACKAGE

February 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.

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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

SOCIAL STUDIES GRADE 9

Attitudes (embed throughout all units)

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>
Acquire and develop skills, attitudes, insights, and become competent in processes that lead to thinking, feeling and acting as knowledgeable, purposeful, and responsible citizens in a rapidly changing society	<ul style="list-style-type: none"> • Respect, tolerance, and understanding toward individuals, groups, and cultures in one’s own community and in other communities (local, regional, territorial, national, global) • Positive and realistic attitudes about one’s self • Positive attitudes about learning • Positive attitudes about democracy, including an appreciation of the rights, privileges, and responsibilities of citizenship • Attitude of responsibility toward the environment and community (local, regional, territorial, national, global) • An appreciation of change as a common feature of life in all societies • An empathy for people who have been significantly impacted by change • An appreciation of the contributions made by past generations to the wellbeing of today’s people • An awareness that developments in technology can raise important issues • An appreciation of the historical context in which issues arise • An appreciation that social issues are complex and may take time to resolve • A habit of critical thinking, analyzing pros and cons • Open-mindedness, delaying judgment until evidence is considered • A habit of making tentative judgments, then remaining open to new evidence • A sensitivity to other points of view, combined with an ability to identify and reject irrational and unethical positions • An appreciation for the way in which knowledge of the past helps people to understand the present and see possibilities for the future • Better understand themselves, their cultural heritage; others cultural heritage • Better understand the nature of social and ecological interdependence • Become aware of, to analyze critically/constructively, the values of their society • Gain cooperation and conflict resolution skills • Interact positively and productively with their physical and social environments • Cope critically/creatively with current social/political phenomena and problems • Make rational decisions so they can take effective action to influence events
Processing Skills (embed throughout all units)	
Develop skills that help one acquire, evaluate and use information and ideas	<ul style="list-style-type: none"> • Identify possible sources and locations of information (print and non-print as well as knowledgeable individuals) • Create a timeline to show a sequence of historical events • Identify cause and effect relationships in historical world changes • Make notes that outline the main and related ideas from reading, listening and observing • Draw inferences, make generalizations and reach tentative conclusions from evidence about our changing world • Relate past to present in the study of human continuity and change • Venture predictions about the direction of future social change • Identify values underlying various positions taken on an issue • Distinguish between well-founded and ill-founded opinions • Identify fact, opinion, bias and propaganda • Identify the purpose, message and intended audience of visual communications

SOCIAL STUDIES GRADE 9

Processing Skills (embed throughout all units)

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"> • Identify and evaluate alternative answers, conclusions, solutions or decisions regarding issues used for inquiry and research • Construct graphs or charts to illustrate changes in society

Communication Skills (embed throughout all units)

Develop skills that help one express and present information and ideas	<ul style="list-style-type: none"> • Interpret opinions presented by visual means • Convey thoughts, feelings and information in a speech on an issue • Organize written material under topical headings • Support an opinion with factual information • Prepare and organize questions for an interview • Write an essay on an issue from several points of view and with sensitivity to more than one perspective • Document sources of information and ideas • Prepare and deliver a speech to the class
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Participation Skills (embed throughout all units)

Develop skills that help one interact with others	<ul style="list-style-type: none"> • Contribute to a group discussion as a member, recorder, or leader • Observe the courtesies of a group discussion • Express disagreement, yet remain courteous and constructive • Resolve conflict through compromise and cooperation • Present information and explain ideas to others orally • Work independently without supervision • Recognize personal strengths and weaknesses and seek help when required • Understand, evaluate and accept constructive criticism
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GEOGRAPHY OF CANADA

CENTRAL QUESTION

In what way have geographical factors impacted the development of Canada as a country and as a political and economic power?

Relate ways that Canada is a land of diverse physical regions	<ul style="list-style-type: none"> • Physical geography of Canada
Describe ways that the physical features of geography affect economic activities and settlement patterns.	<ul style="list-style-type: none"> • Major economic resources of each physical region • Settlement patterns of the country & effects that geography has determining them
Explain how geographic features have influenced political, economic and military decision-making throughout Canadian history	<ul style="list-style-type: none"> • Political regions of Canada • Names and locations of major cities

CANADA: HISTORY TO THE TWENTIETH CENTURY

CENTRAL QUESTION

What elements of Canada's history have contributed to the challenges Canada faces as a nation today?

Explain how geographic features have influenced political, economic and military decision-making throughout Canadian history	<ul style="list-style-type: none"> • Settlement patterns of the country and the effects that geography has had in determining them
Describe ways in which the French and British imperialism that shaped Canada was motivated by social, economic and political considerations	<ul style="list-style-type: none"> • Settlement patterns of the country and the effects that geography has had in determining them • Factors that influenced original colonization & settlement of Canada by Europeans
Explain how Canada's settlement and growth were a direct result of government policies	<ul style="list-style-type: none"> • Factors that influenced original colonization & settlement of Canada by Europeans

SOCIAL STUDIES GRADE 9

CANADA: HISTORY TO THE TWENTIETH CENTURY (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>
Explore and describe how Confederation was a response to internal and external political and economic factors	<ul style="list-style-type: none"> • Factors that motivated Confederation • Foundation, growth and development of Canada as a nation
Explain how the BNA Act and all ensuing constitutional documents are attempts to tie together diverse peoples and regions in Canada	<ul style="list-style-type: none"> • Names of the most important British, French, Aboriginal and other Canadian leaders in Canadian history
Describe ways in which Canada's two official languages result from the nation's unique history	<ul style="list-style-type: none"> • Special provisions that have been made for Aboriginal peoples and the French in Canadian history
Explain how many of Canada's laws, institutions, customs and practices are inherited from the First Peoples and from the nations that established colonies in Canada	<ul style="list-style-type: none"> • Essence of conflicts between colonial peoples and the British government
Explore and explain the presence of Aboriginal peoples, colonial practices, and subsequent immigration policies have made Canada a cultural mosaic	<ul style="list-style-type: none"> • Origins, identities and distributions of Canada's first people • Special provisions that have been made for Aboriginal peoples and the French in Canadian history
CANADA: INTERNATIONAL CONNECTIONS CENTRAL QUESTIONS To what extent are Canada's security and prosperity dependent upon the policies and actions of the USA? Are Canada's international policies adequate to prepare the nation to meet the 21 st century?	
Describe ways that Canada's close ties the USA have a foundation in geographical, historical and cultural factors	<ul style="list-style-type: none"> • Essential elements of Canada's relations with the USA through history • Main issues Canada faces in its relations with the USA
Explain the extensive and profound impact the USA has had on Canada's economy and culture	<ul style="list-style-type: none"> • Essential elements of Canada's relations with the USA through history • Main issues Canada faces in its relations with the USA
Identify various times in history, Canada has had ties to different countries and has affiliated itself formally with different international organizations	<ul style="list-style-type: none"> • Essential elements of Canada's trade relations with other nations through history • Main issues Canada faces in its relations with the USA
Identify how international ties benefit Canada culturally, politically, militarily and economically	<ul style="list-style-type: none"> • Essential elements of Canada's trade relations with other nations through history