

**Grade 7 Saskatchewan Social Studies Curricular Cross-Reference Guide \***  
**L. Nicholls, M. Ed., Canadian Wildlife Federation; J. van Kessel, M.Sc., B.Ed.**

| <b>Goal: To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations (IN)</b> |  |   |   |                   |
|--|--|---|---|-------------------|
| <b>Outcomes (What students are expected to know and be able to do)</b>   | <b>Indicators (Students who have achieved this outcome should be able to:)</b>   | <b>Project WET</b>  | <b>Project WILD</b>   | <b>Below Zero</b> |
| <b>IN7.1</b> Investigate examples of conflict, cooperation, and interdependence between Canada and circumpolar and Pacific Rim countries.        | a. Examine the mission, goals, and structure of an organization whose mandate is national or international cooperation (e.g., United Nations, NORAD, NAFTA, APEC, Organization of American States, Association of Southeast Asian Nations, Western Aboriginal Development Alliance). |   |   |                   |
|  | b. Critique the influence of an organization with a mandate for national or international cooperation in terms of its contributions toward conflict, cooperation, self-reliance, and interdependence.  | 300 The CEO (m)   |   |                   |
|  | c. Diagnose reasons for a current or historical conflict involving Canada and a circumpolar or Pacific Rim country.  | 388 Hot Water (m)<br>429 Whose Problem Is It? (m)   |   |                   |
|  | d. Create an inventory illustrating the interdependence of Canada and circumpolar and Pacific Rim countries.   | 267 Sum of the Parts (m)<br>274 Water Works (m)<br>392 Pass the Jug (m)<br>429 Whose Problem Is It? | 57 Water Wings (m)<br>232 Net Gain, Net Effect (m)<br>252 Lobster in Your Lunch Box (e1,4)<br>272 Water We Eating? (e3) |                   |

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| <b>IN7.2</b> Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries.                 | a. Identify the countries of origin of people, or of personal objects or tools (e.g., clothing, foods, friends, classmates, teachers, electronic equipment, favourite websites). | 442 The Rainstick (m)<br>446 Water Celebration (m)<br>454 Water Messages in Stone (m, e)<br>460 Wish Book (m) | 46 What's for Dinner? (m)<br>87 Museum Search for Wildlife<br>101 Make a Coat!<br>252 Lobster in Your Lunch Box (e2)<br>272 Water We Eating? (& e) | 89 Ready, Set, Snow! (m)<br>113 Dress Like a Polar Bear (m) |
|  | b. Investigate the international links of a Saskatchewan business.   |   |  |   |

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|--|--|---|--|---|
|  | c. Define globalization, and identify examples of globalization in the local community.        | 260 The Long Haul (m)<br>382 Easy Street (m)<br>407 Water Concentration (m)<br>460 Wish Book (m)  | 55 Aqua Words (m)<br>101 Make a Coat! (m)<br>262 Watered Down History (m)<br>272 Water We Eating? (m)  | 137 Snowmobile Savvy (m & var2)<br>155 Mighty Migrators (m, e1) |
|  | d. Analyze the economic impact of globalization in relation to the effects on the environment. | 328 Money Down the Drain (m, e)<br>333 Price Is Right (m)<br>338 The Pucker Effect (e)<br>373 Cold Cash in the Icebox (m)<br>429 Whose Problem Is It? (m) | 48 Litter We Know (m)<br>101 Make a Coat! (m)<br>216 Here Today, Gone Tomorrow (m)<br>232 Net Gain, Net Effect (& #16)<br>272 Water We Eating? (& e)<br>354 Dragonfly Pond (m) | 137 Snowmobile Savvy (m & var2)<br>155 Mighty Migrators (m)     |
|  | e. Articulate and interpret the main arguments for and against globalization                   | 377 Dilemma Derby (m)   | 340 Ethi-Reasoning (m e3)  |   |
|  | f. Conduct an inquiry to determine the effects of globalization on the local community.        | 382 Easy Street (m)<br>407 Water Concentration<br>425 What's Happening? (m)<br>429 Whose Problem Is It? (m)<br>460 Wish Book                              |  |   |

**Goal: To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations (IN)**

|   |   |  |   |   |
|---|---|--|---|---|
| <b>IN7.3</b> Analyze the relationship of technology to globalization. | a. Identify technological connections that exist in the student's life, and classify them as local, national, or international. | 348 Sparkling Water (m)<br>373 Cold Cash in the Icebox (m)<br>382 Easy Street (m)<br>407 Water Concentration (m)<br>421 Water Crossings (m)<br>429 Whose Problem Is It? (m)<br>450 Water in Motion (m, e)  | 232 Net Gain, Net Effect (m)<br>306 Planning for People and Wildlife (m, e1&2)  | 17 Cold Busters (m)<br>137 Snowmobile Savvy |
|   | b. Analyze the risks and benefits related to various technology.  | 93 Poison Pump (e)<br>107 Super Sleuths (m)<br>219 A-maze-ing Water (m)<br>267 Sum of the Parts (m)<br>328 Money Down the Drain (m, e)<br>333 Price Is Right (m)<br>338 The Pucker Effect (m, e)<br>344 Reaching Your Limits (m, e)<br>348 Sparkling Water (m)<br>353 Super Bowl Surge (m) | 232 Net Gain, Net Effect (m)<br>245 Where Have All the Salmon Gone? (m)<br>312 To Dam or Not to Dam (& e2/3)<br>328 Ethi-Thinking (m)<br>354 Dragonfly Pond (m, e1/2) | 137 Snowmobile Savvy                        |
|   | c. Develop and argument that addresses the impact of technology and globalization on societies.                                 | 377 Dilemma Derby (m)  | 340 Ethi-Reasoning (m e3)   |   |

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| <b>Goal: To analyze the dynamic relationships of people with land, environments, events, and ideas as they have affected the past, shape the present, and influence the future. (DR)</b>   |   |  |  |                             |
|--|---|--|--|-----------------------------|
| <b>Outcomes (What students are expected to know and be able to do)</b>   | <b>Indicators (Students who have achieved this outcome should be able to@)</b>  | <b>Project WET</b>   | <b>Project WILD</b>  | <b>Below Zero</b>           |
| <b>DR7.1</b> Analyze and use various types of maps (that provide differing perspectives and information for differing purposes) in order to situate current issues in Canada and in a selection of Pacific Rim and northern circumpolar countries. | a. Locate the continents and significant physical features (e.g., landforms, water bodies, climate zones, vegetation zones) on a world map.   | 129 Branching Out !<br>174 Piece It Together<br>186 Rainy-Day Hike (m)<br>206 Wet Vacation (m)<br>223 Color Me a Watershed<br>238 A Drop in the Bucket (m)<br>246 Great Water Journeys           | 50 How Wet is our Planet? (m)<br>57 Water Wings (m8 & e4)<br>127 Urban Nature Search (aq e1)<br>262 Watered Down History (m)<br>293 Migration Barriers (& e1/2)<br>295 To Compromise or Not to Compromise (m, e1-3)<br>306 Planning for People and Wildlife (m e2)<br>376 Watershed (e7) |                             |
|  | b. Identify the major population clusters in Canada and in a selection of Pacific Rim and northern circumpolar countries and locate them on a map.  | 174 Piece It Together (m)<br>206 Wet Vacation (m)<br>223 Color Me a Watershed<br>246 Great Water Journeys (m)  |  |                             |
|  | c. Locate and identify Treaty territories on a map of Canada.   |  |  |                             |
|  | d. Examine maps of various projections and scales (e.g., Mercator, Peters, circumpolar, plate tectonics) in order to determine the characteristics and application of each map.   |  |  |                             |
|  | e. Examine and propose the advantages, limitations, and potential uses of a variety of types of maps (e.g., Mercator, Peters, circumpolar, plate tectonics, Phillips).  |  |  |                             |
|  | f. Describe the nature of the physical, political, and population geography of Pacific and northern Canada, and of a selection of Pacific Rim and circumpolar countries using data from various maps, charts, and graphs. | 129 Branching Out ! (m)<br>171 Old Water (m)<br>174 Piece It Together (m)<br>186 Rainy-Day Hike (m)<br>206 Wet Vacation (m)<br>223 Color Me a Watershed (m)<br>400 Water: Read All About It! (m) | 293 Migration Barriers (& e1/2)<br>295 To Compromise or Not to Compromise (& e1-3)<br>310 Aquatic Times (m)<br>376 Watershed (e7/8)  | 145 The Acid Test (m eval2) |
|  | g. Construct generalizations about the nature of the physical, political, and population geography in Pacific and northern Canada, and in a selection of Pacific Rim and circumpolar countries.                           | 186 Rainy-Day Hike (m)<br>171 Old Water (m)<br>174 Piece It Together (m)<br>206 Wet Vacation (m)<br>223 Color Me a Watershed (m)   | 289 Shrinking Habitat (m)  |                             |

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|---|--|--|---|--|
| <b>DR7.2</b> <i>Identify the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern circumpolar countries.</i> | a. Identify the influence of physical features such as water bodies, topography, and natural resources on the location of people in Pacific and northern Canada (including the traditional homelands of indigenous peoples) and in a selection of Pacific Rim and circumpolar countries. | 19 Water Log (m)<br>129 Branching Out ! (m, e)<br>174 Piece It Together (m)<br>186 Rainy-Day Hike (m)<br>206 Wet Vacation (m)<br>223 Color Me a Watershed (m)<br>238 A Drop in the Bucket (m)<br>246 Great Wayer Journeys (m)<br>254 Irrigation Interpretation<br>262 Nature Rules! (m)<br>267 Sum of the Parts (m)<br>293 Back to the Future<br>400 Water: Read All About It! (m) | 55 Aqua Words (m)<br>57 Water Wings (m)<br>82 Wild Words... A Journal-Making Activity (m)<br>101 Make a Coat (m, e2)<br>135 Pond Succession (m)<br>150 Classroom Carrying Capacity (m5)<br>168 Wetland Metaphors (m10)<br>220 Who Lives Here? (m)<br>232 Net Gain, Net Effect<br>262 Watered Down History<br>293 Migration Barriers (m, e)<br>306 Planning for People and Wildlife (m)<br>310 Aquatic Times (m)<br>376 Watershed (m - 10, e7)<br>348 Improving Wildlife Habitat in the Community (m3)<br>354 Dragonfly Pond (m) | 23 Follow the Leader (m)<br>29 Hare Ways (m)<br>89 Ready, Set, Snow (m)<br>113 Dress Like a Polar Bear (m & e3)<br>137 Snowmobile Savvy(m)<br>155 Mighty Migrators (m, e1) |

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|--|---|--|---|---|
|  | b. Examine the effects of humans and their technology on the natural environment in Canada, and in a selection of Pacific Rim and circumpolar countries, including the consequences for indigenous peoples who inhabit those regions (e.g., over-harvesting of salmon fishery, increased incidence of severe weather, influence of logging industry on the natural world and ecosystems, effects of deforestation and coral removal, and efforts to reclaim shorelines and restore the natural barriers). | 12 Water Actions (m)<br>19 Water Log (m)<br>79 Life in the Fast Lane (m, e)<br>129 Branching Out ! (e)<br>171 Old Water<br>186 Rainy-Day Hike (m)<br>219 A-maze-ing Water<br>223 Color Me a Watershed<br>232 Common Water (m)<br>242 Energetic Water (e)<br>254 Irrigation Interpretation<br>260 The Long Haul (m)<br>262 Nature Rules! (m)<br>267 Sum of the Parts<br>274 Water Works (m)<br>279 Where Are the Frogs?<br>293 Back to the Future (m)<br>316 Humpty Dumpty (m)<br>328 Money Down the Drain (m, e)<br>333 Price Is Right (m)<br>338 The Pucker Effect (e)<br>344 Reaching Your Limits (m, e)<br>348 Sparkling Water (m)<br>353 Super Bowl Surge (m)<br>382 Easy Street (m)<br>388 Hot Water (m)<br>397 Perspectives (m)<br>400 Water: Read All About It!(m)<br>407 Water Concentration (m)<br>421 Water Crossings (m)<br>429 Whose Problem Is It?<br>457 Water Write (m) | 101 Make a Coat! (m)<br>168 Wetland Metaphors (m10)<br>195 Fishy Who's Who (m e6)<br>245 Where Have All the Salmon Gone?<br>262 Watered Down History<br>276 Water We Eating? (& e2)<br>283 The Glass Menagerie (m)<br>289 Shrinking Habitat (m)<br>293 Migration barriers (& e1)<br>295 To Compromise or Not to Compromise (m, e1-2)<br>299 Deadly Links (m)<br>303 Keeping Score (m)<br>306 Planning for People and Wildlife (& e)<br>310 Aquatic Times (m)<br>312 To Dam or Not to Dam (& e2/3)<br>319 Deadly Skies<br>322 Deadly Waters<br>328 Ethi-Thinking (m)<br>330 Playing Lightly on the Earth (m, e)<br>348 Improving Wildlife Habitat in the Community (m3)<br>354 Dragonfly Pond (m)<br>368 Plastic Jellyfish | 23 Follow the Leader (e)<br>29 Hare Ways (m)<br>65 It's a Gasp (e)<br>137 Snowmobile Savvy (& var 2)<br>145 The Acid Test (m) |
|  | c. Explore situations where changes in the environment, induce naturally or by humans, have resulted in the relocation of peoples in Canada, and in a selection of Pacific Rim and circumpolar countries, including indigenous peoples who inhabit those regions. Explain the reasons for the relocation and its consequences.  | 174 Piece It Together (m)<br>246 Great Water Journeys (m)<br>254 Irrigation Interpretation<br>262 Nature Rules! (m)<br>289 AfterMath<br>400 Water: Read All About It!(m)   | 262 Watered Down History (m)<br>295 To Compromise or Not to Compromise (m, e1-2)<br>306 Planning for People and Wildlife (m, e)   |   |

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|  | d. Trace examples of current effects of climate change on the movement of peoples (e.g., melting of the polar icecap and greater accessibility to the North-West Passage and the oil underneath) and hypothesize about the potential effects of climate change on the movement of peoples in the future. | 174 Piece It Together (e)<br>254 Irrigation Interpretation<br>279 Where Are the Frogs? (m)<br>400 Water: Read All About It!(m) |  | 145 The Acid Test (m)               |
|  | e. Explore the Treaty relationship and the values and beliefs associated with sharing the land.  | 397 Perspectives (m)   | 262 Watered Down History (m)<br>257 Changing Attitudes (m) | 113 Dress Like a Polar Bear (m, e3) |

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|---|--|---|---|-------------------|
| <b>DR7.3</b> Analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and northern circumpolar countries. | a. Relate current issues to location by using physical maps, political maps, and population maps of Canada, and in a selection of Pacific Rim and circumpolar countries in order to understand the role of geography in shaping political events (e.g., sovereignty over the North-West Passage, Western intervention in other countries, political alliances, adoption of a system of government) and economic activity (e.g., economic alliances, trading partners, exploitation of resources, impact of the reserve system on First Nations populations in Canada and in a selection of Pacific Rim and circumpolar countries). | 254 Irrigation Interpretation (m)<br>238 A Drop in the Bucket (m)<br>262 Nature Rules! (m)<br>367 Choices and Preferences, Water Index (m)<br>388 Hot Water (m)<br>392 Pass the Jug (m)<br>397 Perspectives (m)<br>400 Water: Read All About It!(m) | 262 Watered Down History (m)<br>286 Too Close for Comfort (m, e3)<br>295 To Compromise or Not to Compromise (m e1,3)<br>310 Aquatic Times (m) |                   |
|   | b. Examine the effects of natural or human catastrophe on affected populations, and, by extension, on the history of human habitation of the region.   | 93 Poison Pump (e)<br>107 Super Sleuths (m)<br>254 Irrigation Interpretation<br>262 Nature Rules!<br>289 AfterMath<br>429 Whose Problem Is It? (m)  | 245 Where Have All the Salmon Gone? (m)   |                   |
|   | c. Analyze the influence of contact with another culture on the Aboriginal peoples of Canada, circumpolar countries, and a selection of Pacific Rim countries (e.g., the influence of Europeans on the indigenous peoples of Canada, Mexico, and Australia).   | 392 Pass the Jug (m)<br>454 Water Messages in Stone (m)   | 262 Watered Down History (m)  |                   |

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|--|---|---|---|--|
|  | d. Assess the effects of relocations and deportations of affected groups in Canada, and in a selection of Pacific Rim and circumpolar countries (e.g., the Acadian deportation, the treatment of European immigrants during WWI, the internment of Japanese-Canadians in WWII, First Nations children in Canada and Australia abducted from their homes to attend residential schools). |   |   |  |
|  | e. Conduct an inquiry synthesizing the link between historical events, population dynamics, and environment.  | 171 Old Water<br>223 Color Me a Watershed<br>254 Irrigation Interpretation<br>262 Nature Rules! (m)<br>289 AfterMath<br>348 Sparkling Water (m)<br>353 Super Bowl Surge (m)<br>392 Pass the Jug (m)<br>293 Back to the Future (m, e)<br>425 What's Happening? (m) | 262 Watered Down History (m)<br>245 Where Have All the Salmon Gone? (m)<br>293 Migration Barriers (m, e1)<br>354 Dragonfly Pond (m) |  |
|  | f. Investigate relationships within and among select circumpolar and Pacific Rim countries to determine reasons for current political and economic relationships.   |   |   |  |
|  | g. Debate the positions of circumpolar and Pacific Rim countries with respect to climate change.  | 388 Hot Water (m)   |   |  |

**Goal: To investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations. (PA)**

| <b>Outcomes (What students are expected to know and be able to do)</b>  | <b>Indicators (Students who have achieved this outcome should be able to:)</b>   | <b>Project WET</b> | <b>Project WILD</b>   | <b>Below Zero</b>           |
|---|--|--------------------|---|-----------------------------|
| <b>PA7.1</b> Compare the sources of power for individuals, nations, and regions in a selection of Pacific Rim | a. Describe the source of power (resources, numbers, organization) and forms of power (force, authority, influence) use by individuals in a position of leadership in the local community or a local organization. | 300 The CEO (m)    | 232 Net Gain, Net Effect (m e3-10)<br>312 To Dam or Not to Dam (e2/3)<br>316 Facts and Falsehoods (m) | 155 Mighty Migrators (m e1) |

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|-----------------------------------|--|--|--|--|
| <i>and circumpolar countries.</i> | b. Analyze the sources of power, including organization, resources (technological, human, and military), and numbers, evidenced in the exercise of power by an individual, organization, or nation as described in a current events article.   |  | 232 Net Gain, Net Effect (m e3,5, 9)<br>316 Facts and Falsehoods (m) |  |
|                                   | c. Assess the sources of power held by the First Nations and the Europeans respectively in the negotiations of the treaty which governs the local area.  |  |  |  |
|                                   | d. Identify examples of the use of co-operation balance and harmony as sources of power used to effect change in the local, provincial, national, or international community (e.g., service organizations, trade unions, First Nations and Métis organizations, cooperative movements, advocacy groups). |  |  |  |
|                                   | e. Analyze the sources of power of a national leader of a Pacific Rim or circumpolar country.  |  |  |  |

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|  |  |  |  |  |
|--|--|--|--|--|
| <b>PA7.2</b> <i>Investigate the structures and processes of democratic government in Canada.</i> | a. Survey the principles of democracy as defined by family, school, and community members, and synthesize into a definition of democracy.  |  |  |  |
|  | b. Compare the responsibilities of municipal, provincial or territorial, and federal and First Nations governments in Canada.  |  |  |  |
|  | c. Describe the roles of the elected representatives in the local (reeve, mayor, councillor), provincial or territorial (member of the legislative assembly), federal (member of parliament), First Nations (councillor, chief), system of government and Métis governance structures. |  |  |  |
|  | d. Investigate the federal, provincial or territorial, or local election processes in Canada.  |  |  |  |



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|  |   |  |  |  |
|--|---|--|--|--|
|  | e. Chart the structures of Canadian government at the local, provincial, and national levels. |  |  |  |
|--|---|--|--|--|

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|---|---|--------------------|---------------------|-------------------|
| <b>PA7.3</b> Compare the strengths and weaknesses of oligarchy, dictatorship, and democracy as systems of government. | a. Examine the systems of government of circumpolar or Pacific Rim countries which are not democracies (e.g., China, North Korea, Vietnam, Fiji). |                    |                     |                   |
|   | b. Contrast the systems of government of the non-democracies in circumpolar and Pacific Rim countries with Canada's system of government.         |                    |                     |                   |
|   | c. Identify the criteria by which countries are described as dictatorships, oligarchies, or democracies.  |                    |                     |                   |
|   | d. Analyse the strengths and weaknesses of democracy, oligarchy, and dictatorship as systems of government.                                       |                    |                     |                   |

**Goal: To examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment and contribute to sustainable development. (RW)**

| <b>Outcomes (What students are expected to know and be able to do)</b>  | <b>Indicators (Students who have achieved this outcome should be able to:)</b>  | <b>Project WET</b>                           | <b>Project WILD</b>   | <b>Below Zero</b> |
|---|---|--|---|-------------------|
| <b>RW7.1</b> Explain the role of barter, trade, and sharing in traditional economies in Canada and the circumpolar and Pacific Rim countries. | a. Role play the practices of barter, trade, and sharing used to obtain goods and services.                           | 392 Pass the Jug (m)<br>232 Common Water (m) | 262 Watered Down History (m e2)<br>295 To Compromise or Not to Compromise (m) |                   |
|   | b. Describe examples of barter, trade, and sharing in the local community.  | 232 Common Water (m)<br>274 Water Works (m)  | 262 Watered Down History (m)  |                   |
|   | c. Present the experiences of Elders and senior citizens in the local community regarding barter, sharing, and trade. | 425 What's Happening? (m)                    | 257 Changing Attitudes (m, & e5)<br>262 Watered Down History (m4)             |                   |
|   | d. Question whether economies based on barter, trade, and sharing are sustainable.                                    |  |   |                   |

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|---|---|--|--|--|
| <b>RW7.2</b> Investigate the influence of resources upon economic conditions of peoples in circumpolar and Pacific Rim countries. | a. Formulate a definition of a natural resource and differentiate between renewable and non-renewable resources.  | 238 A Drop in the Bucket (m)   | 101 Make a Coat!<br>335 What Did Your Lunch Cost Wildlife? (e3)  |  |
|   | b. Identify the locations of natural resources of circumpolar and Pacific Rim countries using appropriate maps, and analyse the impact of the resources on local communities.   | 223 Color Me a Watershed (m)<br>279 Where Are the Frogs? (m)<br>238 A Drop in the Bucket (m) | 46 What's for Dinner (m)<br>195 Fishy Who's Who (m e7)<br>232 Net Gain, Net Effect (m e3-9)<br>276 Water We Eating? (m)<br>293 Migration Barriers (m, e1)<br>335 What Did Your Lunch Cost Wildlife? (e1-2)<br>337 Flip the Switch for Wildlife! (m, e) | 141 Shocking Snow (e)<br>145 The Acid Test (m) |
|   | c. Differentiate between primary, secondary, and tertiary industry.   |  |  |  |
|   | d. Correlate the presence of resources and industries to the gross national product of circumpolar and Pacific Rim countries.   |  |  |  |
|   | e. Draw conclusions about the standard of living of people in Pacific Rim and circumpolar countries using material wealth measures (gross national product, gross domestic product) and non-material measures (the quality of life index, happiness index). |  |  |  |

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|--|---|---|---|-------------------|
| <b>RW7.3</b> Assess the ecological stewardship of economies of Canada and the circumpolar and Pacific Rim countries. | a. Research and illustrate the origins and current meanings of the words "steward" and "stewardship". | 219 A-maze-ing Water (m)<br>457 Water Write (m) | 28 Habitat Lap Sit (m)<br>57 Water Wings (m)<br>161 Visual Vocabulary<br>216 Here Today, Gone Tomorrow (m)<br>227 Checks and Balances (m)<br>232 Net Gain, Net Effect (m)<br>237 Migration Headache (m) |                   |

**Grade 7 Saskatchewan Social Studies Curricular Cross-Reference Guide \***

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| <i>Outcomes (What students are expected to know and be able to do)</i> | <i>Indicators (Students who have achieved this outcome should be able to:)</i>  | <i>Project WET</i>   | <i>Project WILD</i>  | <i>Below Zero</i> |
|--|---|--|--|-------------------|
|  | b. Define the word “sustainable”, and discriminate between the concepts of sustainable and unsustainable as they apply to resources and industry.                               | 219 A-maze-ing Water (m)<br>232 Common Water (m)<br>238 A Drop in the Bucket (m)<br>254 Irrigation Interpretation (m)<br>267 Sum of the Parts (m)<br>274 Water Works (m)<br>307 Every Drop Counts (m)<br>333 Price Is Right (m)<br>457 Water Write (m)                                   | 55 Aqua Words (m)<br>184 Hooks and Ladders (m e7)<br>328 Ethi-Thinking (m)<br>337 Flip the Switch for Wildlife!<br>(m, e)  |                   |
|  | c. Examine the sustainability of the economics of a selection of circumpolar and Pacific Rim countries, and propose practices which might increase the level of sustainability. | 12 Water Actions (m)<br>219 A-maze-ing Water (m, e)<br>232 Common Water (m)<br>267 Sum of the Parts (m)<br>316 Humpty Dumpty (m)<br>328 Money Down the Drain<br>(m, e)<br>333 Price Is Right (m)<br>338 The Pucker Effect (m, e)<br>397 Perspectives (m)<br>429 Whose Problem Is It? (m) | 101 Make a Coat! (m, e3)<br>150 Classroom Carrying<br>Capacity (m)<br>216 Here Today, Gone<br>Tomorrow (& e2)<br>203 No Water Off a Duck’s Back<br>(m)<br>232 Net Gain, Net Effect (& #16) |                   |

**\* End Notes** (for all tables)

**bold** - very strong correlation of activity with indicator/topic

m - modification required (use specific indicator/topic)

# - relevant step in activity procedure

e - include extension activity

aq - aquatic extension

eval - evaluation section of activity

var - variation section of activity