

FIRST NATIONS, MÉTIS, INUIT

Outcomes & Indicators

Grades 7 - 9

Table of Contents

Preamble

Treaty Education ~ Outcomes & Indicators Saskatchewan Ministry of Education 2013 -----	3
Treaty Education ~ Outcomes and Indicators Background and Purpose -----	4

Grade 7

Grade 7: Understanding Treaties in a Contemporary Context -----	6
Arts Education-----	7
English Language Arts -----	8
Science -----	8
Social Studies-----	8

Grade 8

Grade 8: Exploring Treaty Impacts and Alternatives-----	10
Arts Education-----	11
Science -----	11
Social Studies-----	12

Grade 9

Grade 9: Understanding Treaties from Around the World-----	14
Arts Education-----	15
English Language Arts -----	15
Mathematics -----	15
Science -----	16
Social Studies-----	18

Treaty Education ~ Outcomes & Indicators

Saskatchewan Ministry of Education 2013

Acknowledgements

The Ministry of Education and the Federation of Saskatchewan Indian Nations would like to express gratitude to the individuals who served on the curriculum Sub-Committee of the Shared Standards and Capacity Building Council for their contributions in the creation of the Treaty Education K – 12 Developmental Continuum:

- * **Elder Alma Kytwayhat**
- * **Elder Walter Linklater**
- * **Rita Bouvier** –Canadian Council of Learning, Aboriginal Learning Knowledge Centre, University of Saskatchewan
- * **Carmen Forrest** - First Nations University of Canada
- * **Ken Horsman** – Office of the Treaty Commissioner
- * **Ian Kelln** – Touchwood Agency Tribal Council, Federation of Saskatchewan Indian Nations
- * **Sharon LaFlamme** – Muskoday First Nation, Federation of Saskatchewan Indian Nations
- * **Gordon Lobe / Ida Iron / Eric Mercer** – Meadow Lake Tribal Council, Federation of Saskatchewan Indian Nations
- * **Bob Kowalchuk** – File Hills Qu'Appelle Tribal Council, Federation of Saskatchewan Indian Nations
- * **Neeve Warren** – The Office of the Federal Interlocutor for Métis and Non-Status Indians
- * **Brenda Green / Michael Gatin / Maureen Johns** – First Nations Métis and Community Education, Ministry of Education

Treaty Education Outcomes and Indicators

- * **Daryl Arnott / Ed Bourassa / Joey Roske** – Regional and Integrated Services, Ministry of Education
- * **Jane Thurgood Sagal** – Curriculum and E-Learning, Ministry of Education

Treaty Education ~ Outcomes and Indicators

Background and Purpose

The Constitution of Canada recognizes and affirms the existing treaty rights of the First Nations peoples and the Aboriginal rights of Métis people in Canada. First Nations peoples have a unique historical relationship with Canada that is reflected through Treaty Numbers 2, 4, 5, 6, 8, and 10 and are governed by the *Indian Act*. The province recognizes the contributions of the Métis people to Saskatchewan through *The Métis Act*.

The Ministry of Education respects the federal government's legal, constitutional, and fiscal obligations to First Nations peoples and its primary responsibility for Métis people. As well, the Ministry of Education is committed to providing the appropriate supports and programs that reflect and affirm the unique status of First Nations and Métis peoples.

In 2007, mandatory Treaty Education was introduced:

*Treaty education is an important part of forging new ties. There must be an appreciation in the minds of the general public that Treaties are living, breathing documents that continue to bind us to promises made generations ago. This is why my government is committed to **making mandatory instruction in history and content of the Treaties in the K-12 curriculum.***

(Speech from the Throne 2007)

A Curriculum Sub-committee of the Shared Standards and Capacity Building Council guided the development of the *K-12 Continuum for Treaty Education*. This was a comprehensive consultative process with the following partners: Federation of Saskatchewan Indian Nations, First Nations University of Canada, Office of the Treaty Commissioner, Curriculum Sub-committee for the Shared Standards and Capacity Building Council, and the Ministry of Education. The continuum is intended to be used by educators and others interested in supporting Treaty Education.

Four K-12 goals (see following page) have been identified as the basis for building understanding and nurturing appreciation. These goals are based upon the Treaty Essential Learnings (2006) and are intended to be addressed through various subject areas. These goals are:

- * **Treaty Relationships;**
- * **Spirit and Intent of Treaties;**
- * **Historical Context of Treaties, and**
- * **Treat Promises and Provisions.**

While they are presented separately, the goals for Treaty Education can only be understood when considered as parts of a whole. The outcomes and indicators at each grade level are designed to engage learners on a journey of inquiry and discovery. When meaningfully and thoughtfully incorporated into subject areas, Treaty Education moves beyond an idea to become actualized as a belief that benefits all learners.

Treaty Relationships (TR)

Goal: By the end of Grade 12, students will understand that Treaty relationships are based on a deep understanding of peoples' identity which encompasses: languages, ceremonies, worldviews, and relationship to place and the land.

Spirit and Intent of Treaties (SI)

Goal: By the end of Grade 12, students will recognize that there is interconnectedness between thought and actions which is based on the implied and explicit intention of those actions. The spirit and intent of Treaties serve as guiding principles for all that we do, say, think and feel.

Historical Context (HC)

Goal: By the end of Grade 12, students will acknowledge that the social, cultural, economic and political conditions of the past played and continue to play a significant role in both the Treaty reality of the present and the reality they have yet to shape.

Treaty Promises and Provisions (TPP)

Goal: By the end of Grade 12, students will appreciate that Treaties are sacred covenants between sovereign nations and are the foundational basis for meaningful relationships that perpetually foster the well-being of all people.

Grade 7: Understanding Treaties in a Contemporary Context

TR7 ¹	SI7 ²	HC7 ³	TPP7 ⁴
<p>Analyze to what extent each of the signatories to treaty meets their respective obligations.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Compare the meanings of “commitments” and “obligations” from the different world views. ➤ Examine how the federal government addresses the commitments made in the treaties. ➤ Examine how the obligations of First Nations have been met. ➤ Research the repatriation of the Canadian Constitution (1982). 	<p>Examine Oral Tradition as a valid way of preserving accounts of what transpired and what was intended by entering into treaty.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Represent the ways oral tradition is used by diverse cultures, starting with First Nations. ➤ Explain how written and oral accounts might differ from one another. ➤ Examine the role of ceremony, traditions and story in transferring knowledge from generation to generation. ➤ Compare the recorded accounts of treaty from the perspectives of the Crown and the First Nations. ➤ Research oral accounts of treaty as passed on to each generation by Elders. ➤ Research visual representations that supported the oral tradition of treaty (e.g., Chief Pasqua’s pictograph, wampum belts). 	<p>Examine the Indian Act, including its amendments, and explore the effects it has on the lives of First Nations.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Identify the elements/big ideas of the Indian Act, including its amendments. ➤ Examine the effects of the Indian Act on the lives of First Nations. ➤ Investigate how the treatment of Aboriginal veterans differed from non-Aboriginal veterans. ➤ Investigate the process whereby First Nation peoples acquired the full rights of Canadian citizenship including the right to vote. 	<p>Investigate the impact of Bill C31 on the equality of genders under the Indian Act.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Research the concept of “Status Indian” and determine the implications of this concept on the government’s fulfillment of treaty. ➤ Investigate traditional kinship patterns and explain how First Nations would have traditionally determined their membership.

KEY:

Grade 7

¹**TR Treaty Relationships:** By the end of Grade 12, students will understand that Treaty relationships are based on a deep understanding of peoples’ identity which encompasses: languages, ceremonies, worldviews, and relationship to place and the land.

²**SI Spirit and Intent of Treaties:** By the end of Grade 12, students will recognize that there is interconnectedness between thought and actions which is based on the implied and explicit intention of those actions. The spirit and intent of Treaties serve as guiding principles for all that we do, say, think and feel.

³**HC Historical Context:** By the end of Grade 12, students will acknowledge that the social, cultural, economic and political conditions of the past played and continue to play a significant role in both the Treaty reality of the present and the reality they have yet to shape.

⁴**TPP Treaty Promises and Provisions:** By the end of Grade 12, students will appreciate that Treaties are sacred covenants between sovereign nations and are the foundational basis for meaningful relationships that perpetually foster the well-being of all people.

Arts Education ~ 7

Outcome: CP7.6

Express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments) in drama and/or collective creation.

- a. Use inquiry in drama to extend understanding about the importance of place in peoples' lives:
 - * generate questions to guide inquiry about the concept of place (e.g., What if we traveled back in time to observe the signing of the Treaties? What if urban youth were given control of city planning for one year? What is unique about being from, or living, Saskatchewan?).
 - * Prepare and use a place to access the Internet and other sources (e.g., print, digital, community) to research and gain information and ideas that will contribute to the authenticity and significance of the drama.

Outcome: CR7.3

Examine and describe how arts expressions of various times and places reflect diverse experience, values, and beliefs.

- c. Examine and analyze diverse artistic representations and interpretations of place (e.g., relationships with the land and urban/rural environments) in the work of Saskatchewan artists including, for example, music, lyrics, First Nations' drum groups and dances, Métis arts, heritage social dances, dramatic arts, landscape painters, architects, or site specific works.

Outcome: CH7.2

Investigate how Indigenous artists from around the world reflect the importance of place (e.g., relationship to the land, geology, region, urban/rural environments).

- a. Research Indigenous artists from around the world to examine how their work conveys the importance of land, and share these insights with others.
- b. Analyze and interpret the work of Indigenous artists within its cultural and contemporary contexts.
- c. Examine and compare how the land influences the choices made by Indigenous artists around the world (e.g., choice of medium and subject matter such as Haida totem carving, Dakota pipestone carving, Inca gold engraving).
- d. Demonstrate awareness of how contemporary Indigenous artists are influenced by place (e.g., hip hop and graffiti artists who use the urban landscape as a space for expressing ideas).

English Language Arts ~ 7

Outcome: CR7.6

Read and demonstrate comprehension and interpretation (including thoughtful and critical response to content and craft) of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.

Science ~ 7

Outcome: IE7.1

Relate key aspects of Indigenous knowledge to their understanding of ecosystems. [CP]

- a. Gather information about traditional Indigenous practices with respect to the relationships and connections between people and their ecological environment.
- b. Examine key aspects of Indigenous knowledge and First Nations and Métis people's practices that contribute to understanding of ecosystems and the interactions of their components.
- c. Provide specific examples of Indigenous knowledge in understanding the components of their ecosystems.
- d. Describe the ways that traditional Indigenous knowledge about respect and responsibility for the land, self, and others has been transmitted over many years, including the oral tradition.

Social Studies ~ 7

Outcome: DR7.3

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 circumpolar countries.

- a. Relate current issues to location by using physical maps, political maps, and population maps of Canada, and 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 a selection of Pacific Rim and circumpolar countries.
- 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).
- d. Assess the effects of relocations and deportations of affected groups in Canada, and in circumpolar and Pacific Rim countries (e.g., the Acadian deportation, the treatment of European immigrants during WWI, the internment of

Japanese-Canadians in WW2, First Nations children in Canada and Australia abducted from their homes to attend residential schools).

Outcome: PA7.1

Compare the sources of power for individuals, nations, and regions in a selection of Pacific Rim and circumpolar countries.

- 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 a 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, co-operative movements, advocacy groups).

Outcome: PA7.2

Investigate the structures and processes of democratic government 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.

Outcome: RW7.1

Explain the role of barter, trade, and sharing in traditional economies in Canada and the circumpolar and Pacific Rim countries.

- c. Present the experiences of Elders and senior citizens in the local community regarding barter, sharing, and trade.

Grade 8: Exploring Treaty Impacts and Alternatives

TR8 ¹	SI8 ²	HC8 ³	TPP8 ⁴
<p>Analyze the impact of treaty on the Métis people.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Research and assess the role of the Métis in the treaty negotiation process. ➤ Examine the role of interpreter in the treaty process (e.g. importance of language). ➤ Examine the concept of Scrip, as opposed to being signatories of treaties, and explore the importance of having a land base from which to generate a livelihood. ➤ Investigate how Métis peoples' identity was impacted with their inclusion in Treaty 10. 	<p>Assess the impact residential schools have on First Nations communities.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Compare stories of First Nations people who attended residential schools to the experiences students have had in their own schools. ➤ Investigate how First Nations people were forced to learn languages and cultures other than their own. ➤ Represent the effects of residential schools on First Nations' languages and cultures. ➤ Examine how First Nations and communities continue to deal with and heal from the abuses experienced by First Nation peoples in residential schools. ➤ Assess the importance of the official apology offered by the Canadian government as recommended by the Royal Commission on Aboriginal Peoples for the tragic outcomes of the Residential School Era. 	<p>Examine how Provincial, Territorial, and Aboriginal governments, who have not negotiated treaty, work to respect each other's interests.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Research and compare the experiences of British Columbia First Nations with the experience of people from Saskatchewan who have negotiated Treaties. ➤ Analyze how respective world views influence the interests of each party who desire to enter into treaty. ➤ Explore how each province and territory in Canada has worked towards developing a relationship with First Nations. 	<p>Assess whether the terms of treaty have been honoured and to what extent the treaty obligations have been fulfilled.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Represent an understanding of the concepts "Medicine Chest" and "Education", as intended in the Treaties. ➤ Relate various quality of life measures from the perspectives of First Nations and non-First Nations people based on the fulfillment of treaties. ➤ Propose options that may address any inequities discovered.

KEY:

Grade 5

¹**TR Treaty Relationships:** By the end of Grade 12, students will understand that Treaty relationships are based on a deep understanding of peoples' identity which encompasses: languages, ceremonies, worldviews, and relationship to place and the land.

²**SI Spirit and Intent of Treaties:** By the end of Grade 12, students will recognize that there is interconnectedness between thought and actions which is based on the implied and explicit intention of those actions. The spirit and intent of Treaties serve as guiding principles for all that we do, say, think and feel.

³**HC Historical Context:** By the end of Grade 12, students will acknowledge that the social, cultural, economic and political conditions of the past played and continue to play a significant role in both the Treaty reality of the present and the reality they have yet to shape.

⁴**TPP Treaty Promises and Provisions:** By the end of Grade 12, students will appreciate that Treaties are sacred covenants between sovereign nations and are the foundational basis for meaningful relationships that perpetually foster the well-being of all people.

Arts Education ~ 8

Outcome: CR8.2

Investigate and identify ways that today's arts expressions often reflect concern for social issues.

- b. Conduct inquiry into social justice and diversity issues in the arts including stereotyping and bias (e.g., stereotyping of male dancers, or the lack of women or First Nations artists represented in history of the arts books).

Outcome: CH8.2

Analyze the influence of social issues on the work of contemporary First Nations, Métis, and Inuit artists, and share results.

- a. Research First Nations, Métis, and Inuit artists who use their art work to explore and comment on social issues (e.g., Susan Aglukark, Edward Poitras).
- b. Identify social factors that influence First Nations, Métis, and Inuit artists, their work, and careers (e.g., typecasting of actors, limited access to venues and markets).
- c. Investigate the work of artists that reflects a concern with historical events including Treaties and the impacts of colonization such as residential schools, racism, and marginalization.
- d. Create a plan to share the research findings with younger and older students and community members where possible (e.g., create a dance, drama, music performance, or visual installation).

Outcome: CR8.6

Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to evaluate the purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices.

Science ~ 8

Outcome: WS8.1

Analyze the impact of natural and human-induced changes to the characteristics and distribution of water in local, regional, and national ecosystems. [CP, DM]

- c. Examine the significance of water to First Nations and Métis people of Saskatchewan, including water as an essential element of life, transportation, water quality, fishing practices, and treaty rights regarding fishing.

Outcome: WS8.3

Analyze natural factors and human practices that affect productivity and species distribution in marine and fresh water environments. [CP, DM, SI]

- a. Examine the ways in which First Nations and Métis people traditionally valued, depended upon, and cared for aquatic wildlife and plants in Saskatchewan and Canada.

Social Studies ~ 8

Outcome: IN8.1

Investigate the meaning of culture and the origins of Canadian cultural diversity.

- d. Analyze shared characteristics among First Nations, Inuit, and Métis cultures in Canada.
- e. Investigate why First Nations, Inuit, and Métis communities strive to preserve and revitalize their languages, and determine the consequences of the disappearance of cultures and languages.

Outcome: DR8.2

Describe the influence of the treaty relationship on Canadian identity.

- a. Describe the influence of varying views of the land in motivating the treaty relationship.
- b. Explore unfulfilled aspects of Treaty (e.g., education, health care) in Canada.
- c. Explore the Treaty Land Entitlement process in Canada.
- d. Relate land claims and fishing and hunting rights to treaty provisions.
- e. Represent the benefits of the treaties for all Canadians.

Outcome: PA8.1

Contemplate the implications of Canadian citizenship on the life of Canadians.

- d. Investigate the provisions of the Indian Act, and its affects on people of Aboriginal ancestry.

Outcome: PA8.2

Examine the role of power and authority in the application of diverse decision-making processes in a variety of contexts.

- d. Describe traditional First Nations, Inuit, and Métis models of governance and selection of leaders.

Outcome: RW8.3

Critique the approaches of Canada and Canadians to environmental stewardship and sustainability.

- a. Represent on a timeline the evolution of Canadian policy on global environmental issues, including historical First Nations approaches to environmental stewardship.

Grade 9: Understanding Treaties from Around the World

TR9 ¹	SI9 ²	HC9 ³	TPP9 ⁴
<p>Investigate the treaty experiences of Indigenous people around the world.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Apply knowledge of Treaties in Canada to the experiences of Indigenous peoples in other countries. ➤ Investigate the Canadian government's response to the UN Declaration of the Rights for Indigenous Peoples. ➤ Analyze the motives and actions of countries whose governments honour and support treaty relationships. ➤ Analyze the motives and actions of countries whose governments oppress indigenous peoples. 	<p>Apply understanding of treaties and treaty making with world indigenous peoples.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Research and compare the treaties and treaty making processes within Saskatchewan and various countries (e.g. New Zealand, Ethiopia, Brazil, Japan). ➤ Analyze the purpose of symbols used in treaty making from Canada to other countries. 	<p>Analyze how treaty making recognizes peoples' rights and responsibilities.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Examine treaties involving Indigenous people from countries other than Canada (e.g., Treaty of Waitangi). ➤ Investigate relationships between governments and Indigenous peoples and document the instances of peaceful resolution. ➤ Compare the peaceful nature which Canada employed in the treaty making with the processes in other countries. ➤ Relate Canada's treaty making process to their peace keeping role in international affairs. 	<p>Examine the effectiveness of treaty making in addressing the circumstances of Indigenous peoples.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Investigate treaties with Indigenous peoples in other countries. ➤ Describe the circumstances that have prompted the negotiation of treaties in other countries. ➤ Analyze the challenges Indigenous peoples face when negotiating treaties.

KEY:

Grade 9

¹**TR Treaty Relationships:** By the end of Grade 12, students will understand that Treaty relationships are based on a deep understanding of peoples' identity which encompasses: languages, ceremonies, worldviews, and relationship to place and the land.

²**SI Spirit and Intent of Treaties:** By the end of Grade 12, students will recognize that there is interconnectedness between thought and actions which is based on the implied and explicit intention of those actions. The spirit and intent of Treaties serve as guiding principles for all that we do, say, think and feel.

³**HC Historical Context:** By the end of Grade 12, students will acknowledge that the social, cultural, economic and political conditions of the past played and continue to play a significant role in both the Treaty reality of the present and the reality they have yet to shape.

⁴**TPP Treaty Promises and Provisions:** By the end of Grade 12, students will appreciate that Treaties are sacred covenants between sovereign nations and are the foundational basis for meaningful relationships that perpetually foster the well-being of all people.

Arts Education ~ 9

Outcome: CH9.2

Use the arts to raise awareness on topics of concern to Indigenous artists in dance, drama, music, and visual arts.

- a. Use inquiry to investigate topics of concern to Indigenous peoples:
 - * Generate key questions to guide inquiry (e.g., What are topics of concern to Indigenous artists?).
 - * Create a plan to document the inquiry process.
 - * Research topics addressed by artists (e.g., examine messages and lyrics of a variety of artists such as Buffy Sainte-Marie, Floyd Crow Westerman, Eekwol, ReddNation, and Rezofficial).
 - * Analyze topics presented by artists in relation to own understanding, value, and experiences.
 - * Summarize research findings to identify central themes (e.g., colonization) and topics (e.g., residential schools).
 - * Identify gaps in knowledge that may limit understanding.
 - * Use the Internet and other sources (e.g., print, digital, community) to gather additional information.
 - * Determine central focus and questions to explore independently and collaboratively (e.g., How could we use the arts to help people understand that we are all Treaty people?).
 - * Reflect, analyze, and make connections between the original topic or inquiry question and subsequent arts expressions.
- b. Create a plan of action to use the arts to increase understanding on this topic of concern (e.g., develop a collective creation/play about racism to increase knowledge and mutual understanding).

English Language Arts ~ 9

Outcome: CR9.6 a, b

Read and demonstrate comprehension and interpretation of grade-level appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to develop an insightful interpretation and response.

Mathematics ~ 9

Outcome: SP9.1

Research and present how First Nations and Métis peoples, past and present, envision, represent, and use quantity in their lifestyles and worldviews.

Demonstrate understanding of the effect of:

- * **bias**
- * **use of language**
- * **ethics**
- * **cost**
- * **time and timing**
- * **privacy**
- * **cultural sensitivity and**
- * **population or sample**

On data collection. [C,PS, R, T]

- a. Analyze given case studies of data collection, including data pertaining to First Nations and Métis peoples, and identify potential problems related to bias, use of language, ethics, cost, time and timing, privacy, or cultural sensitivity.
- f. Identify and critique given examples in which a generalization from a sample of a population, including from First Nations and Métis data, may or may not be valid for the population.

Outcome: SP9.4

Research and present how First Nations and Métis peoples, past and present, envision, represent, and make use of probability and statistics.

- a. Gather and document information regarding the significance and use of probability and statistics for at least one First Nation or Métis peoples from a variety of sources such as Elders and traditional knowledge keepers.
- b. Compare the significance, representation, and use of probability and statistics for different First Nations and Métis peoples, and other cultures.
- c. Communicate concretely, pictorially, orally, visually, physically, and/or in writing, what has been learned about the envisioning, representing, and use of probability and statistics by First Nations and Métis peoples and how these understandings parallel, differ from, and enhance one's own mathematical understandings about probability and statistics.

Science ~ 9

Outcome: RE9.4

Analyze the process of human reproduction, including the influence of reproductive and contraceptive technologies. [SI, DM]

- d. Acknowledge differing cultural perspectives, including First Nations and Métis perspectives, regarding the sacredness, interconnectedness, and beginning of human life.

Outcome: AE9.2

Analyze historical explanations of the structure of matter up to and including:

- * Dalton model
- * Thomson model
- * Rutherford model
- * Bohr model of the atom.

c. Describe First Nations and Métis views on the nature and structure of matter.

Outcome: CE9.1

Demonstrate and analyze characteristics of static electric charge and current electricity, including historical and cultural understanding. [CP, SI, TPS]

d. Examine how the importance of lightning in First Nations and Métis culture is conveyed through stories and legends.

Outcome: CE9.4

Critique impacts of past, current, and possible future methods of small and large scale electrical energy production and distribution in Saskatchewan. [DM, TK]

a. Provide examples of how technological developments related to the production and distribution of electrical energy have affected and continue to affect self and community, including electricity use on reserves, traditional lands, and traditional life in Saskatchewan.

Outcome: EU9.3

Examine how various cultures, past and present, including First Nations and Métis, understand and represent astronomical phenomenon. [CP]

- a. Describe First Nations and Métis perspectives on the origin of the solar system and the universe.
- b. Identify how worldviews related to astronomical phenomenon are expressed through First Nations and Métis stories and oral traditions.
- c. Explain the importance many individuals and cultures place or have placed on the summer and winter solstices and vernal and autumnal equinoxes.
- d. Identify common characteristics of stories, past and present, describing the origin of the world from various cultures and those in fantasy literature.

Social Studies ~ 9

Outcome: IN9.1

Explain what constitutes a society.

- a. Relate the functions and services of institutions in the community (e.g., schools, churches, local governments, parents, Elders, traditional knowledge keepers) to the needs of the people in that community.
- e. Apply the definition of society to one of the civilizations studied, and detail ways in which the civilization meets the criteria to be considered a society (e.g., How can Mesopotamia be called a society according to the formulated definition? Would Aboriginal groupings of the plains and woodlands in North America meet the criteria?).
- f. Investigate diverse historical views regarding the terms 'primitive' and 'civilized', and analyze the effect of the perceptions of the concepts on ethnocentrism in colonizers.
- g. Analyze the effects of ethnocentrism on indigenous peoples.

Outcome: IN9.4

Determine the influence of worldview on the choices, decisions, and interactions in a society.

- b. Analyze the influence of worldviews upon attitudes toward territorial expansion, colonization, or empire-building in the societies studied, and assess the impact of such activities on the indigenous cultures and peoples.
- c. Explain how the worldview of Canadian First Nations, including the value placed on harmony and trust, led to the signing of Treaties.

Outcome: DR9.4

Determine the influence of societies of the past on contemporary life in Canada.

- b. Analyze the impact of knowledge acquired from historical events on the future of contemporary societies (e.g., the decline of the Roman Empire; the attempted annihilation of indigenous cultures and languages, the power of the church; ethnocentrism; the concentration of power in the organization of large corporations; the contribution of indigenous peoples to the survival of newcomers at the time of contact, and the willingness to share the bounty and abundance of the land, sometimes through sophisticated arrangements known as Treaties).
- c. Construct an inventory of references to traditional oral narratives found in current popular media, and determine the relevance of traditional narratives to contemporary society.

Outcome: PA9.1

Examine concepts of power and authority in the governance of the societies studied.

- c. Interpret the effect of the system of government on the worldview of the societies studied, in terms of who had power, and how government leaders obtained power (e.g., Iroquois chiefs chosen by clan mothers, European leaders selected by elite males) and how power was exercised.

Outcome: PA9.2

Analyze the impact of empire-building and territorial expansion on indigenous populations and other groups in the societies studied.

- a. Research the imperial activities of a society studied, and critique the reasons for imperialism in the context of the time period (e.g., Macedonia, Rome, England, Spain, France, Mongolia).
- b. Assess the treatment of indigenous populations by the imperialists in the societies studied.
- c. Conduct an inquiry regarding the initial interaction of North American Aboriginal peoples with Europeans, comparing the worldviews of the two.