

FIRST NATIONS, MÉTIS, INUIT

Outcomes & Indicators

Grades 4 – 6

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Treaty Education ~ Outcomes & Indicators

Saskatchewan Ministry of Education 2013

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Treaty Education Outcomes and Indicators

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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 4: Understanding How Treaty Promises Have Not Been Kept

TR4 ¹	SI4 ²	HC4 ³	TPP4 ⁴
<p>Analyze how relationships are affected when treaty promises are kept or broken.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Represent examples of promises experienced in their families, classrooms and communities ➤ Discuss the impact on relationships when promises are kept or broken. ➤ Identify treaty promises from the local. Treaty territory and the extent to which those treaty promises have been fulfilled. ➤ Discuss the effect of unfulfilled treaty promises on relationships. 	<p>Examine the intent of treaty in relation to education.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Discuss why First Nations signatories believed there was a benefit to both European education and traditional ways of learning. ➤ Research the forms of education that First Nations people have experienced since the treaties were signed. ➤ Discuss why some First Nations peoples refer to “education is our new buffalo” (i.e., the means to survive in the new world with the newcomers). 	<p>Explore the historical reasons why people entered into treaty.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Examine how the disappearance of the buffalo and the loss of traditional hunting and trapping territories created a need for First Nations to enter into treaties. ➤ Explore how people used the land before the community students are living in was formed. ➤ Recognize that treaties provided opportunity for newcomers to live on and share the land of what is now Saskatchewan. 	<p>Examine the objectives of the First Nations and British Crown’s representatives in negotiating treaty.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Examine the benefits each signatory hoped to achieve. ➤ Analyze the challenges and opportunities associated with negotiating treaties (e.g., communication among groups, transportation, participation, preservation of language and cultural practices). ➤ Identify how each of the signatories to treaty recorded the events.

KEY:

Grade 4

- 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 ~ 4

Outcome: CH4.2

Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists.

- a. Demonstrate awareness that arts expressions (e.g., drum groups, birch-bark biting, beadwork, powwow dances, quilts, storytelling) from different First Nations often have strong foundations in traditional lifestyles and worldviews.
- b. Investigate, analyze, and describe features (e.g., media, techniques, use of symbols and imagery) of traditional and evolving First Nations and Métis arts expressions.
- c. Discuss the effects that unfulfilled treaty promises had, and continue to have, upon arts expressions and daily lives of First Nations people (e.g., respond to work of First Nations artists whose arts expressions reflect these issues).

English Language Arts ~ 4

Outcome: CR4.1

Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address: identity (e.g., Expressing Myself) community (e.g., Building Community) social responsibility (e.g., Preserving a Habitat) and support response with evidence from text and from own experiences.

- a. View, listen to, read, and respond to a variety of texts that reflect diverse personal identities, worldviews, and backgrounds (e.g., culture, age, gender, language) including First Nations and Métis texts.
- d. Identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in a variety of texts including First Nations and Métis texts.
- e. Identify cultural representations in oral, print, and other media texts from various communities including First Nations and Métis communities.

Outcome: CR4.2

View and respond to visual and multimedia texts (including graphs, charts, diagrams, maps, multimedia DVD, websites, television programs, advertisements, posters), explaining the creator's technique and the impact on viewers.

- e. Identify the intent and appeal of particular TV and print advertisements and other visuals including First Nations and Métis art and other texts.
- f. Identify, with support, the values and aspects of various cultures' underlying visual messages including First Nations and Métis art and other texts.

Outcome: CR4.3

Listen, summarize, paraphrase, and evaluate what was listened to and draw conclusions.

- a. Listen critically and respond appropriately to a range of oral communications including oral traditions passed on by First Nations Elders and Knowledge Keepers.

Outcome: CR4.4

Read for various purposes and demonstrate comprehension of grade-appropriate fiction (including stories and novels), scripts, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations and Métis and countries (including Canada).

- d. Read and summarize narrative texts including First Nations and Métis narratives and identify characters' traits, characters' changes over time, and the theme.

Outcome: CC4.3

Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes.

- f. Make narrative presentations that retell a traditional First Nations and Métis narrative.

Health Education ~ 4

Outcome: USC4.2

Illustrate how both traditional healing (including First Nations and Métis practices) and current Western medical advances have influenced the prevention and/or management of past and present health challenges (including mental health/illness, HIV/AIDS, Hepatitis C, diabetes).

- d. Examine historical (including First Nations and Métis healing practices), contemporary (including technological), and complementary practices (e.g., inclusion of healing circles and sweat lodges along with counselling in the treatment of mental illness) for preventing/managing health challenges (including mental health/illness, HIV/AIDS, Hepatitis C, diabetes).

Science ~ 4

Outcome: HC4.1

Investigate the interdependence of plants and animals, including humans, within habitats and communities.

- e. Draw upon facets of Indigenous worldviews, such as the Medicine Wheel or circle of life, to examine understanding about the interdependence of plants and animals in various habitats and communities.

Outcome: LI4.1

Investigate the characteristics and physical properties of natural and artificial sources of light in the environment. [CP, SI]

- c. Examine the significance of light in First Nations and Métis stories, legends, and spirituality, including the role of fire, lightning, aurorae, and Thunderbird.

Outcome: SO4.1

Explore natural and artificial sources of sound in the environment and how those sounds are detected by humans and animals. [CP, SI]

- a. Discuss ways in which people of different cultures value, respect, and use rocks and minerals, including First Nations and Métis connections to Mother Earth.
- e. Examine connections between music of various cultures, including First Nations and Métis, and natural sounds (e.g., water moving, bird flying, and wind blowing).

Outcome: RM4.2

Assess how human uses of rocks and minerals impact self, society, and the environment. [DM]

- h. Analyze issues related to the extraction and use of minerals from the perspectives of various stakeholders (e.g., company owner, employee, scientist, Elder, environmental group, and end user).

Outcome: RM4.3

Analyze how weathering, erosion, and fossils provide evidence to support human understanding of the formation of landforms on Earth. [CP, SI, TPS]

- a. Construct a visual representation of the diversity of landscapes and landforms throughout Saskatchewan, including those that have significance for First Nations and Métis people.

Social Studies ~ 4

Outcome: IN4.1

Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan.

- a. Create biographic profiles of a selection of Saskatchewan First Nations and Métis leaders in the time period prior to Saskatchewan joining Confederation (e.g., Poundmaker, Big Bear, Riel, Dumont, Almighty Voice).
- b. Create an inventory of the contributions of First Nations and Métis people to government, business, and professional life in Saskatchewan (e.g., consulting firms, outfitters, financial firms, architects, educators, health workers, legal specialists, artists, athletes).
- c. Explain the significance of dance and music to First Nations and Métis peoples and its contribution to Saskatchewan intercultural development.
- d. Illustrate the contributions of First Nations and Métis artists, sculptors, musicians, dancers, storytellers and writers to Saskatchewan culture (e.g., Buffy Sainte-Marie, Allan Sapp, David Bouchard, Michael Lonechild, Henry Beaudry, Andrea Menard, Angélique Merasty).

Outcome: IN4.2

Describe the origins of the cultural diversity in Saskatchewan communities.

- a. Identify the traditional locations of the various First Nations tribes and language groupings in Saskatchewan prior to European contact.
- b. Detail the ways in which First Nations peoples supported the survival of early European newcomers to Saskatchewan.
- e. Represent through speaking, writing, drama, multimedia, or other form, the challenges faced, both historically and in the current era, by First Nations people, Métis people, and immigrants to Saskatchewan.

Outcome: DR4.1

Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.

- c. Make inferences about why people in Saskatchewan settled particular locations, including settlement patterns before and after coming together of First Nations and European peoples using a variety of maps (e.g., near waterways, sources of water, rail lines, natural resources, low population density in rural areas).
- g. Conduct an inquiry investigating how residents of Saskatchewan came to occupy the land that is now our province (e.g., First Nations, early Europeans, and Métis).

Outcome: DR4.2

Explain the relationship of First Nations and Métis peoples with the land.

- a. Investigate the traditional worldviews of First Nations peoples prior to European contact regarding land as an animate object and sustaining life force.
- b. Research traditional lifestyles of First Nations communities and peoples prior to European contact (e.g., hunting, gathering, movement of people to follow food sources).
- c. Explore how the traditional worldviews and teachings of First Nations' Elders regarding land influence the lifestyle of First Nations people today.
- d. Research the history of the Métis people and their relationship with the land.
- e. Compare the traditional views of land and culture of the Aboriginal peoples of Saskatchewan with those of the railway developers.
- f. Assess the impact of historic loss of land on First Nations and Métis people.
- g. Investigate the process by which decisions were made about the location of reserve lands in Saskatchewan.
- h. Research the Métis struggle for land, and the displacement of Métis people in the late 19th century.

Outcome: DR4.3

Analyze the implications of the Treaty relationship in Saskatchewan.

- a. Locate Treaty areas within Saskatchewan and locate reserves within the Treaty area of the school.
- b. Investigate conditions which precipitated Treaty negotiations in Saskatchewan.
- c. Research Treaty provisions, including the spirit and intent of Treaties as well as material considerations.
- d. Assess the benefits of Treaties to all Saskatchewan people.

Outcome: PA4.1

Analyze the relationship between governance institutions in Saskatchewan and the quality of life of people in the province.

- a. Identify ways in which Saskatchewan people can be involved in making decisions which affect their local communities (e.g., run as a candidate for school board, local government, or band elections; vote during elections; attend community forums).
- b. Illustrate the organization of the municipal or band decision-making process, including the name of the sitting mayor, reeve, or chief.
- c. Describe ways in which Saskatchewan people can be involved in the democratic process regarding decisions which affect their province, and explain why it is important to be an active participant in the democratic process (e.g., vote in provincial elections; belong to a political party; run for member of the provincial or First Nations legislative assembly; communicate with the member of the legislative assembly about issues of concern).

Outcome: PA4.3

Demonstrate an understanding of the First Nations system of governance.

- a. Research the structures of governance in First Nations communities (e.g., local band council, tribal council, Federation of Saskatchewan Indian Nations, Assembly of First Nations).
- b. Compare the traditional processes for selection of leaders in First Nations communities to current practices for selection of leaders in First Nations.
- c. Compile an inventory of issues of current focus for First Nations governments in Saskatchewan.
- d. Research the structures of governance of Métis people in Saskatchewan (e.g., Métis local, Métis Nation of Saskatchewan, Métis National Council).
- e. Compare the traditional processes for selection of leaders of Métis people to current practices for selection of leaders by the Métis people.
- f. Compile an inventory of issues of current focus for Métis governments in Saskatchewan.

Outcome: PA4.4

Demonstrate an understanding of the Métis governance system.

- a. Research the structures of governance of Métis people in Saskatchewan (e.g., Métis local, Métis Nation of Saskatchewan, Métis National Council).
- b. Compare the traditional processes for selection of leaders of Métis people to current practices for selection of leaders by the Métis people.
- c. Compile an inventory of issues of current focus for Métis governments in Saskatchewan.

Outcome: RW4.1

Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.

- c. Retell the stories of Elders, traditional knowledge keepers, and senior citizens about surviving weather extremes (e.g., drought, cold, blizzards, tornadoes, extreme heat).
- d. Collect the natural weather forecasting techniques of Elders, traditional knowledge keepers, senior citizens, and others with local knowledge.
- e. Represent the traditions and practices Saskatchewan people developed when faced with isolation, including First Nations practices adopted by Europeans.

Grade 5: Assessing the Journey in Honouring Treaties

TR5 ¹	SI5 ²	HC5 ³	TPP5 ⁴
<p>Examine the concepts of colonization and decolonization and analyze their effects.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Recognize the impact of colonization and assimilation policies of the Canadian government on First Nations and Métis societies. ➤ Examine effects of racism on relationships among Saskatchewan people. ➤ Investigate the current process of decolonization and the impact this has on all Canadian people.. 	<p>Analyze how symbols used by treaty signatories contributed to the treaty making process.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Investigate how symbols were used throughout history to influence people (e.g., promote solidarity or intimidate and control people). ➤ Compare the symbols associated with the Canadian judicial system (British Crown) and the symbols used by the First Nation peoples during treaty making. ➤ Investigate and report on the significance of symbols that depict the peaceful and harmonious relations between two sovereign nations (e.g., pipe ceremony, feasts and festivals, doves, handshake, or gatherings). 	<p>Analyze the concept of self-government as it applies to First Nation and Métis people.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Describe First Nations and Métis political organizations in Canada and Saskatchewan. ➤ Identify First Nations and Métis leaders who were instrumental in the establishment of their political systems and structures. ➤ Investigate challenges and opportunities facing First Nation and Métis political organizations today. 	<p>Analyze the benefits of treaties for all people in Saskatchewan from a contemporary perspective.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Identify contemporary results of Saskatchewan Treaties (e.g., urban reserves, economic development, resource sharing). ➤ Examine Tribal Councils or First Nation Bands who have urban land holdings and/or commercial enterprises and the resulting benefits to all Saskatchewan people. ➤ Investigate contemporary negotiations that support treaties as living agreements.

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 ~ 5

Outcome: CH5.2

Compare traditional and evolving arts expressions of First Nations, Métis, and Inuit artists from different regions of Canada, and examine influences of pop culture on contemporary arts.

- a. Research and categorize traditional and contemporary First Nations and Métis arts expressions from different regions in Canada (e.g., West Coast, Northern, Plains, East Coast).
- b. Identify several contemporary Canadian First Nations, Métis, and Inuit artists and discuss cultural traditions and ideas reflected in their work (e.g., visual artist Allen Sapp, musician John Arcand, actor Gordon Tootoosis, dancer and musician Don Speidel).
- c. Investigate the influence of popular culture on contemporary First Nations artists (e.g., First Nations filmmakers and hip hop artists such as Eekwol).
- d. Examine how issues related to colonization, assimilation, and racism are expressed through the work of First Nations and Métis artists.

English Language Arts ~ 5

Outcome: CR5.1

Analyze and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address identity (e.g., Exploring Heritage), community (e.g., Teamwork), social responsibility (e.g. What is Fair?).

- a. View, listen to, read and respond to a variety of visual, multimedia, oral, and print texts that examine the diverse range of personal identities, perspectives, and backgrounds (e.g., appearance, culture, socio-economic status, abilities, age, gender, sexual orientation, language, career path) including First Nations and Métis texts.
- d. Compare the challenges and situations encountered in daily life with those experienced by people in other times, places, and cultures as portrayed in a variety of texts including First Nations and Métis texts.
- e. Compare individuals and situations portrayed in various texts (including First Nations and Métis resources) to those encountered in real life.
- f. Draw on oral, print, and other media texts including First Nations and Métis texts to explain personal perspectives on cultural representations.

Outcome: CR5.2

View and evaluate, critically, visual and multimedia texts identifying the persuasive techniques including promises, flattery, and comparisons used to influence or persuade an audience

- d. Discuss purpose, perspectives, and biases and how visual texts including First Nations and Métis resources can be used to persuade others.
- g. Analyze visual texts (including First Nations and Métis art and other texts) as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

Outcome: CR5.3

Listen purposefully to a range of texts from a variety of cultural traditions (including oral traditions shared by First Nations and Métis Elders and Knowledge Keepers) to understand ideas and instructions, to evaluate the message heard and the required follow-up action, and to draw conclusions about speaker’s verbal and non-verbal message(s), purpose, point of view, and techniques used in presentation.

- a. Listen purposefully to a range of texts from a variety of cultural traditions including First Nations and Métis and identify and summarize main ideas, supporting details, and opinions heard.
- e. Interpret a speaker’s verbal and non-verbal messages, purposes, and perspectives including First Nations and Métis Elders and Knowledge Keepers.
- h. Draw conclusions about speaker’s verbal and non-verbal message(s), purpose, point of view, and techniques used in presentation (including First Nations and Métis Elders and Knowledge Keepers).

Outcome: CR5.4

Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate fiction, script, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations, Métis, and Inuit and countries (including Canada).

- a. Determine the essential purpose, key ideas, arguments, and perspectives of texts including First Nations and Métis texts.
- h. Identify, in narrative texts (including First Nations and Métis texts), the main problem or conflict of the plot and the resolution; compare and contrast the actions, motives, and appearances of characters; evaluate the meaning of symbols; and understand that theme refers to the meaning or moral of a work and recognize themes (whether implied or stated directly).

Outcome: CC5.3

Speak to express and support a range of ideas and information in formal and informal speaking situations (e.g., giving oral presentations and reports, retelling a narrative, explaining a display to others, working in groups) for particular audiences and purposes.

- g. Deliver a narrative from a First Nations and Métis tradition that follows the teaching of the oral tradition.
- h. Deliver oral responses to literary and other texts (including First Nations and Métis texts) or presentations that include both personal responses and textual evidence or examples from the work to support insights and conclusions.

Health Education ~ 5

Outcome: USC5.1

Analyze personal eating practices.

- j. Examine how eating practices have changed (e.g., traditional First Nations peoples eating practices, “fast-food” era).

Physical Education ~ 5

Outcome: PE5.3

Demonstrate a progression towards control in complex movement skills that combine locomotor skills with non-locomotor skills to be used in body management activities (including dance and educational gymnastics, and others such as track and field, aquatics, aerobics, skipping, pilates, yoga) and games.

1. Perform established modern, folk, cultural/multicultural dances such as the polka from the German culture, the two-step and square dance from various cultures, Jingle Dress dancing and the Grass Dance from the First Nations culture, and the Red River Jig from the Métis culture. (Note: Physical participation in First Nations and Métis dances should occur only after the spirit and intent of these dances have been taught in Arts Education through Outcome CH5.2.)

Science ~ 5

Outcome: HB5.1

Analyze personal and societal requirements for, and the impact of, maintaining a healthy human body. [CP, DM]

- a. Examine methods and perspectives of various cultures, including First Nations and Métis, which have contributed to knowledge about maintaining a healthy body (e.g., balance inherent in the Medicine Wheel).
- h. Compare personal diets and those of people who live in different communities and countries worldwide to Canada's Food Guide and Canada's Food Guide – First Nations, Métis, and Inuit.

Social Studies ~ 5

Outcome: IN5.1

Demonstrate an understanding of the Aboriginal heritage of Canada.

- a. Locate on a map traditional First Nations and Inuit habitation areas in the era prior to European arrival, including the Northwest Pacific Coast, Interior Plateau, Plains, Eastern Woodland, Sub Arctic, and Arctic.
- b. Research similarities and differences in ways of life among First Nations and Inuit communities prior to European contact (e.g., men's roles, women's roles, children's roles).
- c. Investigate the significant events and principle First Nations and Inuit leaders prior to and during the period of initial contact with Europeans.
- d. Assess the coming together of First Nations peoples with the French and British explorers and settlers, including the effect of the fur trade on the First Nations and the Métis in early Canada.
- e. Trace the evolution of the Métis in Canada, including their origins, language, and major historical events (e.g., the Métis of Red River, the North West Resistance).

- f. Paraphrase a traditional narrative about the origins of the First Nations or Inuit peoples, about the relationship with the natural environment, and connections between spirituality and the natural environment.

Outcome: IN5.2

Analyze the evolution of Canada as a multicultural nation.

- f. Identify the goals of various ethnic and cultural advocacy organizations in Canada, including First Nations, Inuit, and Métis organizations, as well as organizations supporting new immigrants to Canada.

Outcome: DR5.2

Assess the impact of the environment on the lives of people living in Canada.

- b. Explain how different traditional worldviews of Earth affect the use of resources in Canada (e.g., Aboriginal and European attitudes toward ownership, Treaties, Crown land, homesteads, and the seigniorial system).
- c. Investigate the relationship of various First Nations peoples with the environment, including economic relationships, migration, and settlement patterns prior to Confederation.

Outcome: DR5.3

Identify the European influence on pre-confederation Canadian society.

- a. Plot the principal voyages and experiences of the first European explorers who came to what is now Canada, and discuss the impact of voyages on the societies encountered (e.g., Cabot, Cartier, Champlain, Hudson, Kelsey, Fraser, Hearn, Mathieu Da Costa).
- f. Explore the relationship between the British, First Nations, and the French in what is now Canada between 1760 and 1867, including the influence of culture, governance, and the imperial relationship with Britain.
- g. Determine how the British Empire affected the lives of British settlers, French-Canadians, First Nations, Inuit, and Métis in pre-confederation Canadian society.
- i. Undertake an inquiry to determine how the fur trade affected the peoples of Canada.

Outcome: PA5.2

Explain the purposes and functions of governance structures in Canada, including First Nations systems and those patterned on the Westminster parliamentary system.

- a. Represent, in graphic format, the structure of various levels of government in Canada, including municipal, First Nations, provincial, territorial, and federal governments.
- b. Investigate the structure of First Nations governments in Canada, using accurate terminology (e.g., elected chief, hereditary chief, band, band council, treaty, self-government, Assembly of First Nations).

Outcome: PA5.3

Develop an understanding of the nature of the treaty relationship between First Nations and Canada's federal government.

- a. Explain what a treaty is, and the purpose of a treaty.
- b. Affirm that all Saskatchewan residents are treaty people.
- c. Investigate the spirit and intent of the treaties from the perspective of the Crown and the First Nations in Western Canada.
- d. Undertake an inquiry to examine the extent to which treaty promises have been met by parties to the treaties, and why the fulfillment of treaty obligations is important for all Canadians.

Outcome: RW5.2

Hypothesize about economic changes that Canada may experience in the future.

- a. Using factual data and statistics, predict the future demographic make-up of Canada (e.g., growth in senior citizen population, Aboriginal population, rates of immigration, birth rates, rural depopulation).

Grade 6: Moving Towards Fulfillment of Treaties

TR6 ¹	SI6 ²	HC6 ³	TPP6 ⁴
<p>Analyze the concepts, structures and processes which have been developed for the purpose of treaty implementation.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Research the various structures and processes that have been created in an effort to honour treaties. ➤ Describe how the full implementation of the treaties is expected to bring positive economic implications for all people of Saskatchewan. ➤ Explore the concept of sovereignty as related to First Nation peoples. ➤ Explore the concept of sovereignty as related to Métis peoples and the impact this has on all Canadian people. 	<p>Analyze the important of the preservation and promotion of First Nations and Métis languages.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Express how one's cultural identity is influenced by language. ➤ Explore initiatives in Canada that contribute to the preservation and restoration of First Nations languages. ➤ Describe how the loss of language impacts cultural identity (e.g., importance of ceremony, song, dance, storytelling). 	<p>Analyze how the movement towards the fulfillment of treaty obligations has positively affected all people in Saskatchewan.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Examine the impact of urban reserves on livelihood (e.g., economic, social, cultural, environmental). ➤ Examine how the Federation of Saskatchewan Indian Nations (FSIN) and other organizations supports the fulfillment of Treaties. ➤ Investigate how parties to treaty are utilizing the land for economic development opportunities. 	<p>Investigate the role of the Treaty Table and the role of the Office of the Treaty Commissioner (OTC) in promoting good relations between signatories.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Describe the role that Treaty Commissioners play in facilitating the fulfillment of treaty. ➤ Investigate and report on the goals and achievements of the Treaty Table and the OTC.

KEY:

Grade 6

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 ~ 6

Outcome: CH6.2

Identify ways that First Nations, Métis, and Inuit artists express cultural identity in contemporary work.

- a. Formulate questions and conduct an inquiry to discover how the work of various contemporary First Nations, Métis, and Inuit dance, drama, music, and visual artists expresses cultural identity.
- b. Observe, listen to, and inquire about the traditional protocols that may affect contemporary arts expressions (e.g., What do Sauteaux Elders think about the inclusion of sacred aspects of culture such as painting on tipis by contemporary artists?).
- c. Analyze and discuss how artists reflect cultural identity in their work.
- d. Make connections between traditional expressions of cultural identity (e.g., throat singing, quill work) and the ideas of contemporary artists.
- e. Engage in research (e.g., interviewing a group of women contemporary fancy dancers) to deepen understanding of how cultural identity is expressed in contemporary work.

English Language Arts ~ 6

Outcome: CR6.4

View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features (e.g., the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising).

Outcome: CR6.6

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.

Mathematics ~ 6

Outcome: N6.9

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

- a. Gather and document information regarding the significance and use of quantity 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 quantity for different First Nations, Métis peoples, and other cultures.
- c. Communicate to others concretely, pictorially, orally, visually, physically, and/or in writing, what has been learned about the envisioning, representing, and use of quantity by First Nations and Métis peoples and how these understandings parallel, differ from, and enhance one's own mathematical understandings about numbers.

Outcome: P6.1

Extend understanding of patterns and relationships in tables of values and graphs. [C, CN, PS, R]

- m. Research a current or past topic of interest relevant to First Nations and Métis peoples and present the data as a table of values or a graph

Outcome: SS6.1

Demonstrate understanding of angles including:

- * identifying examples classifying angles
- * estimating the measure
- * determining angle measures in degrees
- * drawing angles
- * applying angle relationships in triangles and quadrilaterals.

[C, CN, ME, PS, R, V]

- b. Explore and present how First Nations and Métis peoples, past and present, measure, represent, and use angles in their lifestyles and worldviews.

Science ~ 6

Outcome: DL6.1

Recognize, describe, and appreciate the diversity of living things in local and other ecosystems, and explore related careers. [CP, SI]

- e. Analyze how First Nations and Métis art and storytelling highlight movement and/or behaviour of living things and reflect a worldview that values all living things.

Outcome: DL6.2

Examine how humans organize understanding of the diversity of living things. [CP, SI]

- d. Explore local First Nations and Métis methods of organizing understanding of living things (e.g., two-leggeds, four-leggeds, winged-ones, swimmers, trees, and grasses) and the criteria underlying that understanding (e.g., where animals are found, how animals move, and the uses of plants).
- e. Describe how aspects of First Nations and Métis worldviews (e.g., holistic, interconnectedness, valuing of place-based knowledge) shape their systems of organizing understanding of living things.

Outcome: FL6.1

Examine connections between human fascination with flight and technologies and careers based on the scientific principles of flight. [CP, DM, SI]

- b. Show how First Nations and Métis art and storytelling highlight understanding of and respect for birds.
- f. Describe examples of traditional and modern technologies developed by First Nations, Métis, and other cultures that are based on principles of flight (e.g., atlatl, bow and arrow, slingshot, catapult, boomerang, and trebuchet).

Outcome: SS6.1

Research and represent the physical characteristics of the major components of the solar system, including the sun, planets, moons, asteroids, and comets. [CP, SI]

- f. Describe objects in the heavens, as indicated through First Nations and Métis art and stories or by Elders or traditional knowledge keepers

Outcome: SS6.2

Assess the efficacy of various methods of representing and interpreting astronomical phenomena, including phases, eclipses, and seasons. [CP, SI]

- a. Examine how people of different cultures, including First Nations, have recorded (e.g., medicine wheel, Mayan calendar, Stonehenge, pyramids) and used understandings of astronomical phenomena (e.g., positions of the stars and/or planets) to solve practical problems such as the appropriate time to plant and harvest crops, to support navigation on land and water, or to foretell significant events through stories and legends.

Social Studies ~ 6

Outcome: IN6.1

Evaluate and represent personal beliefs and values by determining how culture and place influence them.

- b. Compare and contrast family and community roles and responsibilities of young people in Canada, including First Nations, Inuit, and Métis families, with the roles and responsibilities of age-equivalent youth in a selection of countries bordering the Atlantic Ocean (e.g., conduct interviews with local youth and elders, use technology to link with youth in provincial, territorial, national and global communities).

Recommended resources(s):

- * Culture Quest – Unit 1, Chapters 1, 2, 3, and 4
 - * Treaty Essential Learnings – We Are All Treaty People – World views pg. 26
- c. Give examples of the artistic expression of culture in Canada, including First Nations, Inuit, and Métis peoples, and in a selection of countries bordering the Atlantic Ocean, and draw conclusions about the beliefs and values of the inhabitants in those regions.

Recommended resources(s):

- * Culture Quest – Unit 4, Chapters 11, 12 and 13: Expressions of Culture
- d. Assess the current and historical approaches to cultural diversity used in Canada and in a selection of countries bordering the Atlantic Ocean, including consideration of segregation, assimilation, accommodation, and pluralism.

Recommended resources(s):

- * Culture Quest – Unit 3, Chapters 8, 9, and 10: Some Elements of Culture
- * Revival of the Treaty Relationship – Living in Harmony – Topic 2, pg. 26

Outcome: IN6.2

Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean.

- a. Compare and represent the kinship patterns, cultural traditions, and traditional worldviews of Saskatchewan First Nations, Métis, and Inuit people, and of other cultural groups residing in a selection of countries bordering the Atlantic Ocean.

Recommended resources(s):

- * Treaty Essential Learnings – We Are All Treaty People – Worldviews pgs. 26-50
 - * Culture Quest -- Unit 1, Chapter 3: Understanding Other Cultures
 - * Culture Quest -- Unit 3, Chapter 8: The Middle East: Tradition and Change
- a. Research ways in which cultural traditions, celebrations, art, music, literature, drama, and sport have influenced intercultural understanding.

Recommended resources(s):

- * Culture Quest – Unit 4, Chapters 11, 12, and 13: Expressions of Culture
- a. Investigate the contributions of First Nations, Métis, and Inuit people in Canada and indigenous peoples in a selection of countries bordering the Atlantic Ocean to local, provincial, national and global communities in various areas such as politics, business, health, education, sport, music, literature, art, dance, and architecture.

Outcome: IN6.4

Explore aspects of cultural change over time, including:

- * reasons for cultural change
 - * examples of cultural change
 - * how cultural change affects youth
 - * how youth respond to cultural change.
- a. Delineate ways in which cultures might change over time.

Recommended resources(s):

* Culture Quest -- Unit 1, Chapter 1: Exploring Culture

- a. Propose reasons for changes in cultures over time by referring to First Nations and Métis peoples and other peoples in Canada and in a selection of countries bordering the Atlantic Ocean.

Recommended resources(s):

* Culture Quest – Unit 1, Chapter 1: Exploring Culture: A Closer Look (pgs. 16 & 17)