

FIRST NATIONS, MÉTIS, INUIT

Outcomes & Indicators

Grades K – 3

TABLE OF CONTENTS

Preamble

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

Kindergarten

Kindergarten: Getting to Know My Community	6
Arts Education.....	7
English Language Arts.....	7
Science	8
Social Studies	8

Grade 1

Grade 1: Learning That We Are All Treaty People.....	9
Arts Education.....	10
English Language Arts.....	10
Health Education	12
Science	12
Social Studies.....	12

Grade 2

Grade 2: Creating a Strong Foundation Through Treaties	14
Arts Education.....	16
English Language Arts.....	16
Science	18
Social Studies.....	18

Grade 3

Grade 3: Exploring Challenges and Opportunities in Treaty Making	20
Arts Education.....	21
English Language Arts.....	21
Health Education	22
Mathematics.....	22
Science	24
Social Studies.....	24

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.

Kindergarten: Getting to Know My Community

TRK ¹	SIK ²	HCK ³	TPPK ⁴
<p>Examine the diversity of First Nations peoples living in Saskatchewan starting with the classrooms and communities in which they live.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Share, in a variety of ways, the languages and traditions that exist within their families, classrooms and communities. ➤ Recognize that people come from a variety of cultures with commonalities and differences. ➤ Describe the diversity of First Nations cultures that exist within communities (e.g. Dakota/Lakota, Nakota, Anishinabe, Nehiyawak, Dene). ➤ Recognize that children born with both First Nation and European ancestry are now called “Métis”. ➤ Compare similarities across and among First Nations and other cultures. 	<p>Express personal connectedness to nature and one another (e.g. Circle of Life, seasons, elements, weather, families and relatives).</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Recognize that all people are connected to each other and to nature. ➤ Recognize that according to First Nation traditional beliefs children are sacred gifts to the world. ➤ Represent how we are part of an interconnected web (e.g., a family member, a community member, a human interconnected to all life). ➤ Share examples of how we experience nature in our lives (e.g., day and night, wood grain, scales on a fish, heartbeats). 	<p>Explore the connection all people have to the land as expressed through stories, traditions, and ceremonies.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Discuss stories and traditions that show personal connection to the land. ➤ Describe how people use resources from nature, now and in the past. ➤ Discuss how First Nations respect and honour living things through stories, traditions and ceremonies. 	<p>Examine the intent of different kinds of promises.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Describe own beliefs related to the meaning and importance of keeping promises. ➤ Represent understanding of different kinds of promises. ➤ Explore the ways and symbols used to express the making and keeping of a promise (e.g., a handshake, a ceremony, writing it down, or telling someone).

KEY:

Kindergarten

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 ~ K

Outcome: CHK.2

Recognize a wide variety of arts expressions as creations of First Nations and Métis peoples.

- a. Observe and identify differences between First Nations Powwow dances and drum groups versus Métis jigging and fiddling.
- b. Observe and describe Powwow regalia, beadwork, and other traditional forms of art.
- c. Observe and discuss arts expressions of First Nations and Métis musicians, actors, and visual artists.
- d. Demonstrate awareness that drummers, singers, dancers, and other artists play important roles in First Nations and Métis cultures.

English Language Arts ~ K

Outcome: CRK.1

Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity (e.g., exploring interests), community (e.g., belonging), and social responsibility (e.g., contributing).

- a. View, listen to, comprehend, and respond to a variety of texts (including First Nations and Métis resources) that address identity.
- g. Satisfy natural curiosity by engaging in inquiry:
 - seek information from others including people at school, at home, and in the community including Elders and Knowledge Keepers.

Outcome: CRK.3

Listen, comprehend, and respond to gain meaning in oral texts.

- e. Listen to traditional and contemporary stories from a variety of cultures including First Nations and Métis.

Outcome: CRK.4

Comprehend, retell, and respond to basic ideas in stories, poems, songs, and informational texts read to them.

- a. Demonstrate an awareness that communication can occur through visuals and print texts (including First Nations and Métis texts).

Science ~ K

Outcome: LTK.1

Examine observable characteristics of plants, animals, and people in their local environment. [CP, SI]

- c. Seek out information about the observable characteristics of plants, animals, and people from a variety of sources, such as family members, friends, Elders, knowledge keepers, and scientists.
- f. Explore portrayals of plants, animals, and people through stories and artwork from various cultures, including First Nations and Métis.

Social Studies ~ K

Outcome: INK.2

Describe the diversity of groups represented in the classroom.

- a. Investigate the diversity of languages and cultural traditions represented in the classroom and school, and recognize the role language and culture play in an individual's unique identity.
- b. Describe various cultural traditions, festivals, and celebrations recognized by children's families and communities, and discuss the importance of these cultural traditions, festivals, and celebrations.
- c. Identify individuals and groups that are important in children's lives, and explain why these individuals and groups are important to them as individuals (e.g., family, Elders, senior citizens, friends, storytellers, classmates, members of activity groups to which children belong).

Outcome: DRK.1

Describe the spatial relationships among people, places, and environments.

- c. Recognize that some cultural groups describe earth and sky according to traditional spiritual beliefs (e.g., Mother Earth, Creator, Heaven, God, Odin, The Dagda, Tangaroa).

Outcome: DRK.3

Analyze ways in which place and physical systems influence daily life, including the influence of place on the daily life of First Nations and Métis people.

Grade 1:

Learning That We Are All Treaty People

TR1 ¹	SI1 ²	HC1 ³	TPP1 ⁴
<p>Examine how sharing contributes to treaty relationships.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Describe how sharing occurs in families, classrooms and communities. ➤ Explore, using family and community members as a resource, the diverse views on what it means to share (e.g. the land and resources from the land on which we live). ➤ Represent how sharing was of benefit in early contact between First Nation peoples and explorers. 	<p>Examine the connections between intentions and actions.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Represent how thoughts influence actions (e.g. If I intend to be nice, I act in a particular way; or if I intend to help my mother or father, this just remains a nice idea, unless I take action and do something to help them). ➤ Describe how some thoughts influence actions (e.g. Gratitude by saying thank you establishes a pattern). 	<p>Explore the many ways people meet their needs from nature and the land on which they live.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Describe various uses (e.g. Food, clothing, shelter) of buffalo, elk moose and caribou, now and in the past. ➤ Compare how people, past and present, live on the land (e.g., agriculture, ranching, trapping, fishing, dwellings, and modes of transportation). ➤ Explain how people helped and continue to help each other live on this land. 	<p>Explore what is meant by <i>We Are All Treaty People</i>.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Recognize that treaties contain promises for all people. ➤ Represent that all Saskatchewan people are treaty people from the time the treaties were signed, through to today, and into the future. ➤ Describe what a promise is using student's personal experiences.

KEY:

Grade One

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 ~ 1

Outcome: CH1.2

Identify traditional arts expressions of First Nations and Métis artists.

- a. Describe observations of traditional arts expressions of First Nations and Métis artists (e.g., observations from attending a community function, birch bark biting, powwow songs and dances).
- b. Sing songs of First Nations and Métis cultural groups (e.g., sing a contemporary round dance song taught by a community resource person).
- c. Observe, describe, and perform grade-appropriate and culturally appropriate social dances (e.g., round dance or rabbit dance).
- d. Show an interest in knowing more about First Nations and Métis artists and their work (e.g., wonders, asks questions, selects books and pictures of First Nations arts expressions, discovers that children with First Nation and European heritage are now called “Métis”).
- e. Discuss stories, images, ideas, and/or emotions expressed in First Nations and Métis traditional arts expressions.
- f. Recognize there are regional differences among First Nations arts expressions (e.g., West coast carving vs. Northern hair tufting).
- g. Investigate characteristics of arts expressions of First Nations (e.g., West Coast masks, beading traditions, Eastern or Northern birch bark biting).
- h. Talk about the importance of the circle in First Nations communities (e.g., look for use of circle at cultural events).
- i. Explore and identify First Nation art forms that incorporate elements from nature (e.g., recognizes and represents patterns in nature).

English Language Arts ~ 1

Outcome: CR1.1

Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity (e.g., All About Me) community (e.g., Friends and Family) social responsibility (e.g., Conservation) and relate to own feelings, ideas, and experiences.

- a. View, listen to, read, and respond to a variety of texts including First Nations and Métis resources that present different viewpoints and perspectives on issues related to identity, community, and social responsibility.
- f. Show respect for own culture and the various cultures, lifestyles, and experiences represented in texts including First Nations and Métis cultures.

Outcome: CR1.2

View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts (including pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations).

- a. Identify and locate the key information in pictures, charts, and other visual forms (e.g., photographs, physical movement, icons) including traditional and contemporary First Nations and Métis resources and performances.
- h. View and demonstrate understanding that visual texts are sources of information including ideas and information about First Nations, Métis, Inuit peoples, and other cultures.

Outcome: CR1.3

Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how).

- a. Listen and respond appropriately to a range of oral communications including selected works of children's literature and traditional and contemporary First Nations and Métis stories.
- d. Retell stories (including oral traditions shared by Elders and Knowledge Keepers) by relating the sequence of story events by answering who, what, when, where, why, and how questions.

Outcome: CR1.4

Read and comprehend grade-appropriate texts (including narratives, informational texts, scripts, and poems) by relating the sequence (i.e., beginning, middle, and end), the key points (who, what, when, where, and why), and the problems and solutions.

- h. Retell the central ideas of simple expository and narrative passages (including contemporary and traditional First Nations and Métis stories), identify and describe where and when stories take place, the characters in a story (and their feelings), and the story's beginning, middle, and end, as well as the problem and the solution.

Outcome: CC1.2

Represent key ideas and events, in a logical sequence and with detail, in different ways (including dramatization, pictures, sounds, physical movement, charts, models, and drawings).

- e. Dramatize a story (e.g., a traditional First Nations, Métis, or Inuit story).

Outcome: CC1.3

Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.

- j. Rehearse and deliver brief short poems, rhymes, songs, stories (including contemporary and traditional First Nations, Métis, and Inuit poems and stories) or lines from a play and oral presentations about familiar experiences or interests.

Health Education ~ 1

Outcome: USC1.2

Determine, with support, the importance of the brain, heart, and lungs and examine behaviours that keep these organs healthy.

- j. Reflect on the connection between lungs and voice (i.e., breathe to make sounds, words, and songs – recognizing that many First Nations cultures have teachings about the “gift of breath”).

Science ~ 1

Outcome: LT1.1

Differentiate between living things according to observable characteristics, including appearance and behaviour. [CP, SI]

- a. Use a variety of sources of information and ideas (e.g., picture books including non-fiction texts, Elders, naturalists, videos, Internet sites, and personal observations) to learn about observable characteristics of living things.

Outcome: DS1.1

Compare and represent daily and seasonal changes of natural phenomena through observing, measuring, sequencing, and recording. [CP, SI]

- d. Examine ways in which various cultures, including First Nations and Métis, represent daily and seasonal changes through oral traditions and artistic works.

Social Studies ~ 1

Outcome: IN1.1

Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school.

- a. Generate questions about family traditions and celebrations (e.g., Are special clothes worn? Is there special food? Are there special dances, songs, music? Are there other special cultural traditions?).
- b. Describe behaviours, actions, or activities that are part of students’ family traditions or celebrations.
- c. Gather information regarding traditions, celebrations, or stories of others by identifying and accessing various resources (e.g., family members, Elders, teachers, neighbours, library books, video clips).

- d. Re-tell stories about traditions and celebrations of members of the classroom (e.g., How do families spend free time? How are weddings, birthdays, anniversaries, or family reunions celebrated?).
- e. Compare how families recognize important family events (e.g., What is the same about how a student and a friend/classmate recognize family birthdays, weddings, deaths? What is different?).

Outcome: IN1.2

Discuss cultural diversity in the family and classroom, including exploration of similarities and differences.

- e. Explore attributes common to cultural groups represented within the classroom and school (e.g., foods, arts, festivals, Treaties, leisure time activities, community celebrations).

Outcome: IN1.3

Assess ways in which relationships help to meet human needs.

- d. Illustrate relationships that could meet needs in a fashion similar to a family relationship (e.g., Treaty, business partnership, team membership).

Outcome: DR1.2

Describe kinship patterns of the past and present and describe according to traditional teachings (e.g., Medicine Wheel teachings).

- a. Retell family stories that identify how family structures have changed over time.
- b. Recognize the stages of life, and that some cultures associate the stages with the teachings of the Medicine Wheel (e.g., the four directions of the Medicine Wheel correspond with the stages of life: south – infancy and childhood, west – adolescence, north – adulthood, and east – old age/death).
- c. Describe the functions served by various family relationships by comparing family and kinship structures within the classroom (e.g., What makes all families special? What are the benefits of living in a family? What are the roles of family members? What contributions are made by each member of the family?).
- d. Identify people who are connected to the basic family group through hereditary or cultural family relationships (e.g., grandparents, parents, aunts, uncles, other significant adults).

Outcome: RW1.1

Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal well-being.

- e. Explain how First Nations people engage traditional teachings in meeting needs and wants (e.g., Medicine Wheel representation for the domains of spiritual, emotional, physical, and intellectual being).

Grade 2: Creating a Strong Foundation Through Treaties

TR2 ¹	SI2 ²	HC2 ³	TPP2 ⁴
<p>Examine how the Treaties are the basis for harmonious relationships in which land and resources are shared.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Examine the concepts of peace and harmony and provide examples of how these concepts are expressed in people's lives and discuss why these concepts are important. ➤ Discuss the First Nations concepts of sharing (e.g., traditional community ownership vs. individual ownership) and consider what sharing the land and its resources might mean. ➤ Represent examples of peaceful and harmonious relationships between First Nations and others. 	<p>Recognize the importance of honesty when examining one's intentions.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Share examples of honesty. ➤ Discuss the role of honesty in written or verbal expressions of intention. ➤ Explore and express what may happen if honesty is separated from one's actions (e.g., promising to do something and not doing it). 	<p>Analyze the traditional forms of leadership that were in practice prior to European contact and in First Nations communities.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Explore the traditional leadership practices of First Nations (e.g. Matriarchal, consensus approach, spiritual). ➤ Describe the concept of consensus from student's own experience (e.g. Deciding what restaurant to go to, what game to play at recess). ➤ Research how decisions were made by First Nations. ➤ Compare past and present ways of selecting First Nations leaders. 	<p>Develop an understanding of Treaties as sacred promises that exist between the British Crown (i.e. Government) and First Nations.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Explore First Nations beliefs that treaties are special promises sealed by sacred ceremonies (e.g. Pipe ceremony). ➤ Recognize that the treaty suits, medals, and flags are symbols used by the British Crown to signify its commitment to uphold the promises made in the treaties. ➤ Represent understanding of the concept that treaties will last for as long as the sun shines, grasses grow, and rivers flow. ➤ Identify the Saskatchewan Numbered Treaty Territory in which they live (e.g., Treaties 2, 4, 5, 6, 8, 10).

KEY:

Grade Two

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 ~ 2

Outcome: CH2.2

Describe key features of traditional arts expressions of Saskatchewan First Nations and Métis artists.

- a. Compare differences among traditional arts expressions (e.g., Métis sash weaving, porcupine quillwork, and beadwork designs).
- b. Investigate the distinct characteristics of First Nations and Métis dances and dance regalia including connections to history (e.g., historic banning of traditional dance and other cultural practices).
- c. Identify characteristics of individual dance styles (e.g., grass dance vs. traditional or fancy dance, Métis jigging).
- d. Identify characteristics of traditional music styles (e.g., traditional powwow music, Métis fiddling).

English Language Arts ~ 2

Outcome: CR2.1

Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity (e.g., Just Watch Me) community (e.g., People and Places) social responsibility (e.g., Friendship) and make connections to prior learning and experiences.

- a. View, listen to, read, and respond to a variety of texts including First Nations and Métis resources that present different viewpoints and perspectives on issues and topics related to identity, community, and social responsibility and relate to own experiences.
- b. Discuss the experiences and traditions of various communities and cultures portrayed in texts including First Nations and Métis resources.
- c. Connect situations portrayed in texts (including First Nations and Métis texts) to personal experiences and prior learning.

Outcome: CR2.2

View and explain (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance meaning in grade-appropriate visual and multimedia texts.

- e. Show courtesy and respect while viewing (e.g., presentations by individuals from various cultures including First Nations and Métis).
- j. Explain how elements such as colour, sound, music, physical movement, and arrangement enhance visual and multimedia texts and products including First Nations and Métis texts, visual art works, and performances such as music, dance, and drama.

Outcome: CR2.3

Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities, and follow oral directions and demonstrations.

- a. Listen and demonstrate comprehension by retelling key points (who, what, where, when, and why) in grade-appropriate literary and informational texts including First Nations and Métis resources.
- e. Paraphrase information that has been shared by others (e.g., a visitor such as a grandparent, an Elder, or a Knowledge Keeper).
- f. Ask for clarification and explanation of oral stories and information (including stories and information from contemporary and traditional First Nations and Métis resources).

Outcome: CR2.4

Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.

- a. Read and understand a variety of grade-level-appropriate narrative and informational texts including legends, traditional stories and folktales, poetry, environmental print, and predictable books including First Nations and Métis resources.
- e. Read and retell the key ideas and elements (including main idea, supporting details, diagrams, headings, table of contents, glossary) of informational texts including First Nations and Métis resources.

Outcome: CC2.3

Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions.

- d. Recount experiences, stories (including contemporary and traditional First Nations and Métis stories), or current events, in a logical sequence and with necessary details.
- i. Dramatize a scene from a folktale or traditional First Nations or Métis narrative.

Outcome: CC2.4

Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.

- e. Write stories, poems, songs, friendly letters, reports, and observations using techniques observed in reading texts (including First Nations and Métis resources).

Science ~ 2

Outcome: AN2.1

Analyze the growth and development of familiar animals, including birds, fish, insects, reptiles, amphibians, and mammals, during their life cycles. [CP, SI]

- a. Pose questions about the growth and development of familiar animals.
- b. Use a variety of resources (e.g., Elder, naturalist, zookeeper, park warden, pet store, books, pictures, and videos) to find information about the life cycles of living things.

Outcome: LS2.2

Investigate interactions between liquids and solids, and technologies based on those interactions. [CP, SI, TPS]

- h. Use a variety of sources (e.g., newspapers, Elders, anglers, books, videos, and Internet) to gather information about objects that sink and float (e.g., canoes, kayaks, barges, boats, buoys, and fishing lures).

Outcome: AW2.2

Assess the importance of air and water for the health and survival of living things, including self, and the environment. [CP, DM]

- c. Recognize the importance of air and water as two of the four elements (i.e., air, water, earth, fire) in Mother Earth in First Nations, Métis, and other cultures.

Social Studies ~ 2

Outcome: DR2.4

Describe the influence of Treaty and First Nations people on the local community.

- a. Share stories of the heritage of the community.
- b. Investigate the relationship of traditional First Nations to the land
- c. Identify on a map the Treaty territory within which the local community is situated.
- d. Describe the reasons for Treaty from the perspective of the First Nations and the government.
- e. Trace the evolution of the Treaty relationship in the community.
- f. Present oral, visual, or other interpretation or representation of historical understanding gained through oral history.

Outcome: PA2.1

Analyze how decisions are made within the local community.

- b. Give examples of leadership in the local community, and describe ways leadership is demonstrated (e.g., mayor, reeve, chief, Elders, community volunteers).

Outcome: PA2.3

Analyze rights and responsibilities of citizens in the school and local community.

- g. Identify Treaty rights of members of the community.

Outcome: RW2.2

Analyze various worldviews regarding the natural environment.

- a. Investigate traditional First Nations worldviews of the relationship between humanity and the environment.
- b. Investigate traditional Métis worldviews of the natural environment

Grade 3: Exploring Challenges and Opportunities in Treaty Making

TR3 ¹	SI3 ²	HC3 ³	TPP3 ⁴
<p>Examine the relationships between First Nation peoples and the land, before and after the signing of treaties.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Examine the impact of geography (e.g., grasslands, boreal forest or woodland, grain belt, lakeland regions) on the relationship between First Nations people and the land. ➤ Describe the lifestyle changes of First Nations, prior to and after placement on reserves. ➤ Discuss the worldviews associated with ownership of the land and consider the impact those views have on a person's relationship to the land. 	<p>Examine how various teachings people have about the natural world guide behaviour and actions.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Interview family members to learn the stories and teachings they hold related to nature and Mother Earth, and explore the intended meaning found in those stories and teachings. ➤ Analyze how First Nation peoples' beliefs guide relationships with the land and natural world. ➤ Compare the First Nations and British Crown view of the treaties with respect to land and ownership.it). 	<p>Explore the benefits that each of the parties to treaty enjoy.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Recognize how all Saskatchewan people are beneficiaries of treaty (e.g., sharing of natural resources, access to vast tracts of land, peaceful means of living with one another). ➤ Recognize that treaty benefits flow equally to all peoples in Saskatchewan living in Treaty 4, 5, 6, 8, and 10 areas. ➤ Discuss what the benefits of treaties are for First Nations (e.g., education, health). ➤ Discuss what the benefits of treaties are for non-First Nations (e.g., access to land for farming). 	<p>Explore how the use of different languages in treaty making presented challenges and how those challenges impact people today.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> ➤ Research various languages spoken during treaty making in the treaty territory in which students live. ➤ Express challenges faced by all people when their first language is not spoken in the communities where they live. ➤ Investigate how language used in the treaty making process limited mutual understandings of differing worldviews.

KEY:

Grade Three

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 ~ 3

Outcome: CH3.2

Demonstrate an awareness of traditional and evolving arts expressions of Saskatchewan First Nations and Métis artists in own communities or regions.

- a. Share information about the arts expressions of Saskatchewan First Nations and Métis artists gained through individual research or collaborative inquiry.
- b. Describe, using own words, key features of arts expressions by Saskatchewan First Nations and Métis artists in own community and beyond.
- c. Perform songs, music, and dances of various styles as appropriate (e.g., invite in community resource people to ensure protocols are followed).
- d. Recognize and describe distinctions between various arts styles (e.g., Métis fiddling vs. powwow music, round dance vs. jingle dance).
- e. Observe, listen to, and inquire about First Nations and Métis arts and protocols related to arts expressions.
- f. Investigate arts expressions of First Nations and Métis artists whose work speaks to the relationship between people, the land, and environment.

English Language Arts ~ 3

Outcome: CR3.1

Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity (e.g., Spreading My Wings) community (e.g., Hand in Hand) social responsibility (e.g., All Together) and make comparison with personal experiences.

- b. Describe similarities between experiences and traditions encountered in daily life and those portrayed in various texts including First Nations and Métis texts.
- h. Recognize the range of cultures, human behaviours, experiences, emotions, and ideas conveyed through literary texts including First Nations and Métis texts.

Outcome: CR3.2

View and respond to grade-appropriate visual and multimedia texts (including videos, cartoons, illustrations, diagrams, charts, maps, and posters) explaining reactions and connections as well as visual features that convey humour, emotion, and mood.

- a. Determine main ideas in visual and multimedia texts including safe websites designed for children (including First Nations and Métis resources).
- h. Compare a variety of visual representations of the same story or tale (including contemporary and traditional First Nations and Métis stories and art) and compare ideas and points of view expressed in various media.

Outcome: CR3.4

Read fluently and demonstrate comprehension of grade-appropriate fiction, script, poetry, and non-fiction from various cultures (including First Nations and Métis) and countries (including Canada) and explain reactions and connections to texts read.

- d. Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, texts including First Nations and Métis resources.
- g. Comprehend the basic plots of traditional tales (including First Nations and Métis narratives), fairy tales, and fables from around the world, identify the common elements (e.g., characters, setting, problem/solution), and note and talk about author's content and craft.

Outcome: CC3.3

Speak to present ideas and information appropriately in informal (e.g., interacting appropriately with others to share ideas and opinions, complete tasks, and discuss concerns or problems) and some formal situations (e.g., giving oral explanations, delivering short, simple reports, demonstrating and describing basic procedures) for different audiences and purposes.

- h. Retell a narrative including an oral story from a First Nations and Métis perspective.
- i. Read prose, scripts, and poetry including First Nations and Métis texts aloud with fluency, expression, and appropriate pace, using intonation and vocal patterns to emphasize important ideas and passages of the text being read.

Health Education ~ 3

Outcome: USC3.3

Determine how the misuse of helpful and the use of harmful substances (including tobacco) affect the health of self and others.

- e. Clarify the difference between ceremonial tobacco within First Nations and Métis cultures and the commercial/recreational use of tobacco.

Mathematics ~ 3

Outcome: N3.1

Demonstrate understanding of whole numbers to 1000 (concretely, pictorially, physically, orally, in writing, and symbolically) including:

- * **representing (including place value)**
- * **describing**
- * **estimating with referents**
- * **comparing two numbers**
- * **ordering three or more numbers**

- d. Explore and present First Nations and Métis methods of determining and representing whole number quantities (e.g., in early Cree language, quantity was a holistic concept addressing sufficiency for a group such as none/nothing, a little bit/not many, and a lot).

Outcome: P3.1

Demonstrate understanding of increasing and decreasing patterns including:

- * **observing and describing**
- * **extending**
- * **comparing**
- * **creating patterns using manipulatives, pictures, sounds, and actions**

- h. Research (e.g., through Elders, traditional knowledge keepers, naturalists, and media) and present about the role and significance of increasing and decreasing patterns (e.g., making of a star blanket, beading, music, and patterns found in nature) in First Nations and Métis practices, lifestyles, and worldviews

Outcome: P3.2

Demonstrate understanding of equality by solving one-step addition and subtraction equations involving symbols representing an unknown quantity. [C, CN, ME, R]

- a. Share, compare, and distinguish between understandings and uses of the word equal, including those represented in First Nations and Métis worldviews.

Outcome: SS3.1

Demonstrate understanding of the passage of time including:

- * **relating common activities to standard and non-standard units**
- * **describing relationships between units**
- * **solving situational questions**

- b. Explore the meaning and use of time-keeping language from different cultures, including First Nations and Métis

Outcome: SS3.5

Demonstrate understanding of 2-D shapes (regular and irregular) including triangles, quadrilaterals, pentagons, hexagons, and octagons including:

- * **describing**
- * **comparing**
- * **sorting**

- c. Observe, describe the characteristics of, and sort polygons found in situations relevant to self, family, or community (including First Nations and Métis), into irregular and regular polygons (e.g., the bottom of a kamatiq, the screen of a TV, the bottom of a curling broom, and an arrowhead).

Science ~ 3

Outcome: PL3.2

Analyze the interdependence among plants, individuals, society, and the environment. [CP, DM, SI]

- c. Examine the significance to some First Nations and Métis people of offering tobacco during harvesting and how that purpose differs from using the tobacco plant for smoking.

Outcome: ES3.2

Analyze the interdependence between soil and living things, including the importance of soil for individuals, society, and all components of the environment. [CP, DM]

- a. Suggest ways in which individuals and communities value and use soil, including the importance of Mother Earth for First Nations and Métis peoples.

Social Studies ~ 3

Outcome: DR3.3

Compare the beliefs of various communities around the world regarding living on and with the land.

- a. Research the view of land as held by indigenous peoples in communities studied.