

# ***Getting to Know Turtle Island:*** **Incorporating First Nation, Métis and Inuit Perspectives K-8**



The Limestone District School Board appreciates the knowledge, energy and commitment of everyone involved in creating this resource document. First published in 2011 and revised in 2013.

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This document is called *Getting to Know Turtle Island: Incorporating First Nation, Métis and Inuit Perspectives K-8* in order to reflect the process of learning about First Nation, Métis and Inuit peoples in Canada and the Kingston area.

Many First Nations, including the Algonquin and Mohawks in the Limestone DSB area, have creation stories which describe the land, today known as North America, as being formed on the back of a turtle. They call this continent Turtle Island. While the Métis and Inuit have other names for North America, our title aims to be inclusive of all First Nation, Métis and Inuit cultures, traditions, and perspectives.

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## Part 1: Introduction

### 1. Reason for this Resource Document:

The Ontario Ministry of Education has mandated that

- First Nation, Métis and Inuit students in Ontario will have the knowledge, skills, and confidence they need to complete their elementary and secondary education in order to pursue postsecondary education, training or to enter the workforce
- all students in Ontario will have knowledge and appreciation of contemporary and traditional First Nation, Métis and Inuit traditions, cultures and perspectives

The Limestone District School Board has created this resource to enable kindergarten and elementary teachers to know how and where to incorporate a variety of specific First Nation, Métis and Inuit cultures, histories, arts, worldviews and issues into existing ministry curriculum.

This resource

- builds on the ministry document, *Aboriginal Perspectives: The Teacher's Toolkit*
- provides a coherent, developmental approach for elementary classrooms from Kindergarten to Grade 8
- acknowledges the contributions, histories and diverse cultures of the local First Nation, Métis and Inuit peoples

By using this resource, elementary teachers can meet Ministry of Education and Limestone District School Board goals for Aboriginal Education.

This document was created by teachers for teachers. It is intended to provide suggestions for how to incorporate First Nation, Métis and Inuit content into elementary classrooms in a way which builds in cognitive complexity from grade to grade and minimizes repetition. The document is meant to be a living document. As the curriculum changes and as our knowledge of how best to integrate First Nation, Métis and Inuit content and pedagogy develops, this document will evolve.

## 2. Philosophy

The time has come to recognize the richness of First Nation, Métis and Inuit worldviews and cultures. Students need the opportunity to access accurate information in order to learn about and appreciate the diversity of First Nation, Métis and Inuit peoples. They need to know about and to respect contemporary and traditional First Nation, Métis and Inuit cultures and perspectives so that they can be well-informed, socially responsible citizens.

Learning about First Nation, Métis and Inuit worldviews, cultures, issues, histories and peoples across the curriculum will enrich all students. Such learning is especially valuable for First Nation, Métis and Inuit students. When they see themselves represented in schools in accurate, respectful and meaningful ways, they will find greater meaning in their school experience. As educators, we need to engage First Nation, Métis and Inuit students more effectively through meaningful content and pedagogy.

This document provides linkages to the existing K-8 curriculum. The linkages provide a developmentally appropriate set of activities. The goal is to provide students with meaningful experiences about First Nation, Métis and Inuit cultures, histories, and perspectives. We want students to experience a wide-range of activities across subject areas. First Nation, Métis and Inuit content and perspectives should be interwoven throughout the curriculum and not restricted to particular units. In this process, teachers need to be aware that students will need to unlearn stereotypical images and views of Canada's First Nation, Métis and Inuit peoples as well as develop accurate, positive images.

The activities presented in this resource should be seen as part of a larger whole. Schools should consider other school-wide activities which showcase and honour First Nation, Métis and Inuit cultures and peoples such as powwows, murals, evenings, displays, and encounters with First Nation, Métis and Inuit Elders, knowledge keepers, and other role models. Schools should seek ways to improve communication with First Nation, Métis and Inuit parents and guardians.

Schools and teachers should make learning about First Nation, Métis and Inuit peoples and pedagogies an element of their ongoing professional learning; they will be supported in this by the Limestone District School Board. Aboriginal Education is an integral part of the Ministry of Education's Equity and Inclusive Education strategies.

### 3. Learning goals

These learning goals outline the knowledge and skills students should acquire as they learn about First Nation, Métis and Inuit worldviews, cultures and histories. Some may be more appropriate in a given grade than others, but all are important for preparing students to have knowledge, appreciation and respect for contemporary and traditional First Nation, Métis and Inuit worldviews, traditions, cultures and perspectives. These learning goals are based on the provincial Achievement Chart categories.

<b><i>Knowledge/Understanding</i></b>	<b><i>Thinking</i></b>	<b><i>Communication</i></b>	<b><i>Application</i></b>
<p>knowledge and understanding of subject content</p> <ul style="list-style-type: none"> <li>• describe the diversity of Canada’s First Nation, Métis, and Inuit peoples and their worldviews, cultures and traditions</li> <li>• demonstrate an understanding of traditional and contemporary First Nation, Métis and Inuit cultures, values, arts and literature</li> <li>• demonstrate an understanding of contemporary issues related to First Nation, Métis and Inuit peoples and their worldviews (e.g. identity, land claims, sovereignty, economic well-being, cultural knowledge, health)</li> </ul>	<p>use of critical and creative thinking skills and processes</p> <ul style="list-style-type: none"> <li>• critically assess media sources and views about First Nation, Métis and Inuit peoples with special emphasis on the concepts of identity and sovereignty</li> <li>• assess the impact of Canadian government policies (e.g. the <i>Indian Act</i>, Residential Schools) on First Nation, Métis and Inuit peoples and their cultures</li> </ul>	<p>conveying of meaning through various forms</p> <ul style="list-style-type: none"> <li>• express both Aboriginal and non-Aboriginal perspectives on First Nation, Métis and Inuit issues, histories and cultures in a variety of forms and for a variety of audiences</li> <li>• use appropriate terminology when referring to First Nation, Métis and Inuit peoples and their cultures</li> </ul>	<p>application and transfer of skills and knowledge to make connections</p> <ul style="list-style-type: none"> <li>• apply knowledge of First Nation, Métis and Inuit worldviews, histories and cultures across subject areas</li> <li>• access and evaluate information about First Nation, Métis and Inuit peoples for various purposes in new contexts</li> </ul>

## 4. Glossary of Key Terms

***The terms included in this glossary reflect many influences, including colonization and self-determination. Governments and First Nation, Métis and Inuit peoples may use different terms and these terms may shift over time. The definitions included in this document are intended to provide relatively straightforward usages, but each term may have complexities which are not reflected in the definition provided.***

### ***Aboriginal peoples***

This term refers to the peoples who are the descendents of the original inhabitants of North America. This term encompasses First Nation, Métis, and Inuit peoples. The rights of Aboriginal peoples are enshrined in the Canadian Charter of Rights and Freedoms. Currently, this population is the fastest growing urban population in the 15-24 year age range.

### ***Aboriginal title***

The right that First Nation, Métis and Inuit peoples in Canada have to land as a result of their ancestors' use and occupancy of traditional territories before contact with Europeans or Canadians. This right has continuously been asserted by First Nation, Métis and Inuit peoples and continues to be defined in various court decisions.

### ***Algonquian***

This term refers to a linguistic group. This group encompasses Cree, Oji-Cree, Mississauga, and Ojibwe, as well as others. *Pronounced Al-gon-key-an*

### ***Algonquin***

The Algonquin have traditionally lived in this area, particularly in the northern part of the LDSB. They are represented by the Shabot Obaadjiwan First Nation and the Ardoch Algonquin First Nation among others. The Algonquin currently have an outstanding land claim for the southern watershed of the Ottawa River. They are also called the Anishinaabe, Anishinabek, and the Omamiwinini. *Pronounced Al-gon-kwin.*

### ***Anishinaabe***

This term is used to refer to various First Nations including the Algonquin and the Ojibwe (also known as the Chippewa). It means "first man". They live from Quebec to Manitoba, north and south of the Great Lakes. The plural is Anishinabek or Anishinabeg. *Pronounced Ah-nish-nah-bay.*

### ***Assimilation***

The process of change whereby a dominant group attempts to force cultural change onto an individual or group. In Canada, the government used various methods—residential schools, the *Indian Act*, and missionary activities, to make First Nation, Métis and Inuit peoples adopt non-Aboriginal culture.

### ***Band***

This is a term from the *Indian Act* which refers to a First Nation group for whose use and benefit common lands have been established. Each band has its own governing council which usually includes an elected chief. Band governments must conform to the structure imposed by the *Indian Act*. Today, bands prefer to be called First Nations. There are over 630 bands/First Nations in Canada.

**Bread and Cheese Day**

see Treaty Day

**Ceremonies**

First Nation, Métis and Inuit peoples have many types of sacred ceremonies such as powwows, spring ceremonies, midwinter ceremonies, fasts, feasts, smudges, moon ceremonies, and sweat lodge ceremonies. Not all people participate in traditional ceremonies.

**Clans**

Clans are related groups of families. These links may cross many First Nations, and are usually associated with a totem, symbol or animal. The Haudenosaunee, for example, have nine clans: Turtle, Eel, Beaver, Wolf, Deer, Bear, Heron, Hawk and Snipe. These clans often have specific responsibilities within a community.

**Colonization**

The process by which one people or nation imposes and legislates its political and cultural traditions and institutions on another. Following from the British, Canada imposed the reserve system, the *Indian Act*, residential schools and other policies on First Nation, Metis and Inuit peoples. These policies attacked and undermined their cultures and traditions. Colonization continues whenever governments attempt to dictate policies which seek to control or speak for First Nation, Métis and Inuit peoples.

**Cree**

The Cree live in northern and western Ontario as well as in Quebec and on the Prairies. In northern Ontario they are mostly the Moose Cree and Swampy Cree and on the Prairies, the Plains Cree and the Woods Cree. They are the largest group of First Nations peoples in Canada.

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**Cultural Appropriation**

When a dominant culture takes or uses the artistic or traditional teachings of another culture without permission or acknowledgement. Teachers must be especially careful when using First Nation, Métis and Inuit stories or art. For example, the making of totem poles or dream catchers must be made within an appropriate cultural context. As well, the rewriting of traditional stories is discouraged.

**Elder**

A man or woman whose wisdom and knowledge of spiritual and cultural matters is recognized and affirmed by the community. These people are sometimes called knowledge keepers or wisdom keepers. Within the Métis culture they are called Senators. Elders are not necessarily "old". Elders are an important part of First Nation, Métis and Inuit communities. When approaching Elders or asking them to share cultural knowledge, they should be shown respect through a gift of tobacco.

**First Nation**

A term that came into common usage in the 1970s to replace the term "Indian" or "band". Canada has over 630 First Nations.

**Great Law of Peace**

This oral law was given in the distant past by the Peacekeeper to the five nations of people who formed the Iroquois Confederacy. Its rules continue to guide the existence and governance of the people of the Iroquois Confederacy, also known as the Haudenosaunee.



**Haudenosaunee**

This term means “People of the Longhouse” and refers to members of the Mohawk, Oneida, Seneca, Cayuga, Onondaga and Tuscarora who choose to follow the Great Law of Peace. The Haudenosaunee have also been called by the following names: Iroquois, Iroquois Confederacy or Six Nations. Pronounced Ho-den-oh-show-nee.

**Homeland**

Traditional Métis territories are called homelands. The homelands stretch from the lakes and rivers of Ontario, across the prairies, and into British Columbia and the Northwest Territories. They include also include lands in the north-central United States.

**Indian**

An out-dated term, although it is still used by some First Nation people to refer to themselves and by the federal government in the context of the *Indian Act*. The term should only be used when referring to legal matters involving the *Indian Act*. This term is still used quite commonly in the United States.

**Indian Act**

The Act is the legislation which defines who is entitled to be registered as an “Indian” and outlines the rules governing reserves. It was first passed in 1876 and has been revised many times since.

**Indigenous peoples**

This term is used to describe Aboriginal peoples when referring to them in a global context. In 2007, The United Nations issued the Declaration on the Rights of Indigenous Peoples.

**Inuit**

Aboriginal people from northern Canada who traditionally lived along the coast of the Arctic Ocean, Hudson Bay, and Labrador. They now form the majority population in Nunavut. The Inuit are not covered by the *Indian Act* which only covers status Indians. Pronounced Ee-new-eet.

**Iroquoian**

Refers to a linguistic group that includes many languages such as Mohawk, Seneca, Cayuga, Oneida, Tuscarora, Onondaga, and Cherokee.

**Iroquois Confederacy**

Originally a confederacy of five nations, the Iroquois Confederacy has a long history and today includes six First Nations: Mohawk, Oneida, Seneca, Onondaga, Cayuga, and Tuscarora. The confederacy is governed by the Great Law of Peace. Historically, its influence stretched from James Bay all the way to Florida. The main living area of the Five Nations was south of Lake Ontario but today various nations live in the lands that surround Lake Ontario. The Iroquois peoples are also known as the Haudenosaunee (People of the Longhouse) or the Six Nations.

**Jigging**

A traditional Métis dance style. The Red River Jig, the unique dance developed by the Métis people, combines the intricate footwork of some Aboriginal dances with the instruments and form of European music.

***Land claims***

This term was created in the 1970s to describe claims made by First Nation, Métis and Inuit peoples for recognition of land rights (Comprehensive claims) or to claims of financial impropriety by the government (Specific claims). In this region, the Algonquin have an outstanding comprehensive claim which encompasses the western watershed of the Ottawa River and the Mohawks of the Bay of Quinte have an outstanding specific claim regarding land adjacent to the existing Tyendinaga Territory.

***Longhouse***

Longhouses were traditional homes used by the Algonquin and the Iroquois. They accommodated several families. The term Longhouse also refers to the traditional beliefs and practices of the peoples who are Haudenosaunee of the Iroquois Confederacy.

***Matrilineal***

Many Aboriginal peoples trace their lineage through their mothers. Locally, the Algonquin and the Iroquois are both matrilineal. In the Iroquois Confederacy clan mothers play an important role in the governance of the Confederacy, especially in selecting and removing chiefs.

***Medicines***

Medicines are things like plants, words, rattles, drums and animals which can heal or hurt. First Nation peoples believe the Earth is our Mother and provides for humans, the most dependent of the created beings. Among the blessings of Mother Earth are the sacred medicines. In many First Nation cultures these medicines include sage, cedar, tobacco and sweetgrass. These medicines are used as offerings to the Earth and spirits to show respect and are used before ceremonies begin as well as at other times.

***Medicine Wheel***

The Medicine Wheel is typically divided into four which represent the four lateral directions: East, South, West and North. Each direction is associated with various elements such as a particular colour, animal, medicine, stage of life, element, life force, or spiritual value. The Medicine Wheel reminds us of the importance of maintaining balance in our lives and encourages us to view ourselves and the world from various perspectives. The Medicine Wheel is used by many Aboriginal peoples.

***Métis***

The Métis are a distinct Aboriginal people. Their ancestral Homelands lie in Ontario, Manitoba, Saskatchewan, Alberta, British Columbia, parts of the Northwest Territories and the northwestern United States. Prior to Canada's creation as a nation, the Métis emerged out of the relations of First Nation women and European men. Subsequent intermarriage between Métis women and Métis men resulted in the genesis of a new Aboriginal people with a distinct identity, culture and consciousness. Their rights were included in Section 35 of the Charter of Rights and Freedoms in 1982.

***Métis Homelands***

The traditional areas in which the Métis have lived for centuries. These areas are typically along the various fur trading routes and also include significant parts of the Prairie provinces. In the 1930s, some Métis settlements were formally established in Alberta.

***Métis Sash***

Perhaps the most widely recognized symbol associated with the Métis culture. Voyageurs wrapped the sash about their midsection, and used it to carry their belongings during their transportation duties. The sash is also valued for its aesthetic presence.

**Michif Language**

The Michif Language is spoken by some Métis. Michif combines Cree and French, with some English and First Nations languages such as Ojibwe and Assiniboine.

**Mohawk**

The Mohawks are one of the Six Nations of the Iroquois Confederacy. Traditionally they lived in New York State but moved to Canada following the American War of Independence. The Mohawks of the Bay of Quinte were given land at Tyendinaga in 1784 by the British as compensation for lands they lost by being British allies. The reserve is named after Joseph Brant's Mohawk name. Mohawks now live in a number of different communities in Canada and the United States.

**Native**

This term is still used by some First Nation, Métis and Inuit people when they refer to themselves.

**Oral tradition**

Traditionally, First Nation, Métis and Inuit peoples passed on their knowledge and culture orally. The term "oral tradition" refers to the entire body of knowledge, history, language and culture passed from generation to generation.

**Non-status**

Many First Nation people have not been enrolled as Status Indians or have lost their status under the rules of the *Indian Act*. As such, these people, although often identifying as Aboriginal people, are currently ineligible for the rights of Status Indians as defined by the federal government.

**Peacemaker**

The person who brought the message of peace to the peoples who constitute the Haudenosaunee and guided the creation of the Confederacy under Great Law of Peace

**Powley Decision**

In 2003, the Supreme Court of Canada confirmed the constitutional protection for the harvesting rights of the Métis. The Court also set out a general test for determining Métis rights within section 35 of the Constitution Act, 1982. The decision is named for Steve and Roddy Powley, two Métis hunters who were charged with illegal hunting but claimed the Métis had constitutionally protected hunting rights.

**Powwow**

This is a gathering of First Nation or Métis people for thanksgiving, celebration, unity, cultural renewal, and bonding. There are strong ceremonial and spiritual aspects to certain elements of powwows. Powwows feature drumming, singing and dancing, and some have dance competitions. There is a definite powwow etiquette with which you should familiarize yourself and your students before attending.

**Regalia**

The term used to describe the clothing worn by First Nation, Métis and Inuit peoples during powwows and other ceremonies. Referring to ceremonial clothing as "costumes" is inappropriate.

**Reserve**

Lands set aside by the federal government for the use and benefit of a specific band or First Nation. The Indian Act states that this land is owned communally and can only be sold to the federal government. There are over 2300 reserves in Canada but only 630 bands. Oftentimes, these lands were of poor quality and did not correspond to ancestral lands. At the moment there are no reserves in the Limestone District School Board geographical area.

**Residential schools**

Residential schools were set up beginning in the 1800s, and continued until the 1990s. They were run by churches in conjunction with the federal government and used to educate and assimilate First Nation, Métis and Inuit children. They were often the scene of horrendous abuses for which the federal government apologized in 2008. These abuses and the attack on Aboriginal cultures have had negative multi-generational impact which continues to devastate individuals, families and communities. A Truth and Reconciliation Commission began hearing testimony about the abuses in 2009.

**Royal Proclamation of 1763**

This document, issued by the British Government following the Seven Years' War with France, states that First Nation, Métis and Inuit peoples retain title to their traditional lands which can only be transferred to the Crown. This document is the basis for the treaty making which has occurred since that time. First Nation, Métis and Inuit peoples still cite this document when asserting their rights.

**Self-Determination**

First Nation, Métis and Inuit people assert that they have the right as distinct peoples to determine their own ways of governing themselves

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**Self-Identification**

The Limestone District School Board, as well as other school boards in Ontario, has a formal process of self-identification for First Nation, Métis and Inuit students. Students with or without status may self-identify as First Nation, Métis or Inuit.

**Seven Grandfather Teachings**

This is a set of teachings in the Anishinaabe and Algonquin traditions. They include Respect, Love, Truth, Courage, Honesty, Humility and Wisdom.

**Smudging**

Before meetings and spiritual activities, many First Nation, Métis and Inuit peoples will smudge themselves as a ritual cleansing and offering. This involves burning sacred medicines, typically tobacco, sage, sweetgrass or cedar, and drawing the smoke across one's body. People will usually draw the smoke across their hands, eyes, ears, mouth, and heart to be pure of spirit in their subsequent actions. Before and after smudging, people should stand and remain silent.

**Sovereignty**

First Nation, Métis and Inuit peoples assert their right to govern themselves according to their own rules and without external control or interference. This right is based on their habitation of Canada prior to European exploration and settlement and is also called self-determination.

**Status**

Status is a technical term under the *Indian Act* and refers to those who are registered as Indians under the *Indian Act*. Not all people who consider themselves First Nations have status due to historical reasons; for example, they may not have been registered under the act when a reserve was established or they or their ancestors may have lost status due to marriage to a non-status person. Status Indians have certain rights not available to non-status Indians.

**Stereotype**

Stereotypes are oversimplified and unjustified generalizations which supposedly describe characteristics or behaviours of a group of people.

**Sweat Lodge Ceremony**

This refers to a traditional purification ceremony practiced by many Aboriginal peoples. There are specific protocols for constructing and leading a sweat lodge ceremony. They can have various purposes and participants.

**Thanksgiving Address**

This Haudenosaunee (Iroquois) address gives thanks to all elements of creation. It is said to greet the new day, at the start of meetings, and other public events to cleanse and purify the minds of all involved. When one recites the Thanksgiving Address, one thanks each life-sustaining force and one becomes spiritually tied to each of the forces of the natural and spiritual World. It is also known as the "Words before all else" and is usually said in a language of the Six Nations peoples.

**Tobacco**

Tobacco is one of the four sacred medicines. The others are sage, sweetgrass and cedar. Tobacco is offered as a sign of respect, often in a small tobacco bundle. It is given to Elders when asking for teachings. It is offered to the earth or animals when people harvest resources.

**Traditional ecological knowledge**

The knowledge of ecosystems and social relationships which First Nation, Métis and Inuit peoples developed over countless generations to sustain themselves in a specific geographical area and traditionally passed on orally.

**Traditional territory**

Lands used and occupied by First Nations before European/Canadian contact or the assertion of British sovereignty. Comprehensive land claims are based on traditional territories and many treaties stated that First Nations could continue to hunt in their traditional territories until they were taken by non-Aboriginal Canadians for settlement, mining or other economic uses.

**Treaty**

An agreement between the Crown (federal and provincial governments) and First Nation, Métis and Inuit peoples. Treaties, also called land claims, have been negotiated for hundreds of years. Today, many areas in Canada are still not covered by treaties which remain to be negotiated. The Numbered Treaties (signed between 1871 and 1921) are typical examples from the past; the Nisga'a Agreement signed in 2000 is a good example of a contemporary land claim agreement. Some First Nations people refer to themselves as "Treaty Indians" because they are covered by treaties that give them rights other First Nation, Métis and Inuit people may not have. All Canadians, whether Aboriginal or not, can be considered "Treaty People" because the Government of Canada signs the treaties on behalf of all Canadians.

**Treaty Days**

These are days when the signing of a treaty is remembered and celebrated and contemporary implications of the treaty are discussed. Treaty payments come in various forms and are distributed at that time to every member of the community. These days are significant community events where community members from far and wide gather. They may be referred to as Treaty Day or Bread and Cheese Day (Six Nations)

**Tribe**

This term is generally not used in Canada, but is used in the United States. The term First Nation is preferred in Canada.

**Turtle Island**

Many First Nations (e.g. Mohawk and Algonquin) have creation stories that refer to Mother Earth being covered in water. In these stories, a woman falls from the sky and needs a place to live, so many animals swim down, deep into the water, to find some mud for her to live on. Only the tiniest of them (e.g. a muskrat) is able to do this. A turtle then volunteers to have the mud placed on its back. Bit by bit, the mud and the turtle then grow to become Turtle Island—the land also known as North America. This resource is called *Getting to Know Turtle Island* to reflect a desire to become more familiar with the perspectives, histories, and cultures of First Nation, Métis and Inuit people.

**Voyageurs**

These men were typically French Canadians or Métis. They transported furs and trade goods along the lakes and rivers of Canada.

**Wampum Belt**

These ceremonial objects made of quahog shells were used by some First Nations such as the Iroquois and Ojibwe, to commemorate important agreements. The Two Row Wampum is a famous belt showing two purple lines on a white background. It symbolizes the agreement between the Iroquois Confederacy and the Dutch in 1613. The purple beads signify the courses of two vessels – an Iroquois canoe and a European ship -- traveling down the river of life together, parallel but never touching.

**Worldview**

The way in which people perceive the world based on the totality of their cultural knowledge and background.

## 5. The First Nation, Métis and Inuit Peoples in this Area

The City of Kingston and the area of the Limestone District School Board are a regional hub with many government institutions—military, educational, health and penal—and as such draw First Nation, Métis and Inuit from many different regions in Ontario and Canada. At the same time, it is the traditional territory and currently the home of at least two First Nations: the Algonquin and the Mohawks. The Mississaugas and Wendat have also lived in this area. The Aboriginal population in LDSB schools includes First Nations such as the Algonquin, Mohawk, Ojibwe, Cree, Haida, Cherokee, Mi'kmaq, Onondaga, Oneida and Lakota, as well as Métis, and Inuit students. Self-identification reveals that these students are enrolled in every LDSB school, although currently not all Aboriginal students have self-identified.

Some of the students are well connected to the local First Nation, Métis and Inuit communities or to their traditions, but some are not. Some participate in traditional ceremonies or attend powwows, some do not. There is currently no federally sanctioned reserve in this school district but there are nearby reserves at Tyendinaga (Mohawk) and Golden Lake (Algonquin). Some students from Tyendinaga attend LDSB schools.

### Mohawks of the Bay of Quinte

Although the Mohawks originally lived south of Lake Ontario, this area is part of their traditional territory. The Mohawks are members of a larger confederacy known as the Haudenosaunee or Iroquois Confederacy. Although the confederacy initially had five members, since the early 1700s it has contained six First Nations: the Mohawks, Oneidas, Senecas, Onondagas, Cayugas, and Tuscaroras. They are linked by the Great Law of Peace which determines the way in which collective decisions are made.

During the American Revolution, the Mohawks were allied with the British against the American colonies. When the British lost the war, the Mohawks were forced to leave the Mohawk Valley in New York State. Some moved with Joseph Brant to the Grand River and what would later become the Six Nations Reserve. Some went to Akwesasne near Cornwall. Twenty families, led by Captain John Deserontyon, moved to the Bay of Quinte in 1784.

Originally, the territory of Tyendinaga was much bigger than its current size. Over the years, the territory was reduced through surrenders and encroachments, but in the 1830s a controversial land transfer occurred. In 1837 over 800 acres, which includes land where the town of Deseronto is located, were sold by the Crown without the band's approval. This transaction violated the law governing First Nation lands, known as the Royal Proclamation of 1763. In 2003 the federal government agreed with the Mohawks' assertion that the transaction was illegal and began negotiations to reach a settlement which continue to this day.

Some Mohawks refer to themselves as the Kanien'Kehake, or "People of the Flint". Among the Iroquois Confederacy, they are also known as the "Keepers of the Eastern Door" because they were the most easterly of the Six Nations of the Iroquois Confederacy. Today, Mohawk communities are also found at the Six Nations Reserves near Brantford, Akwesasne near Cornwall, Kanehsatake on the Ottawa River near Oka, Kahnawake on the south shore of the St. Lawrence River near Montreal, Wahta in Muskoka, Ganienke near Atona, New York, and Kanatsiohareke near Fonda, New York.

## Algonquin

The Algonquin people of this region are related to a much larger group of peoples who refer to themselves collectively as the Anishnabek. These peoples live all around the Great Lakes and include the Ojibwe, Odawa, and Potawatomi, among others. The Algonquin in this area have lived around the Ottawa River (called the *Kiji Sipi* or “big river”) and its tributaries for centuries. They live on both the Ontario and Quebec sides of the Ottawa River. The Algonquin peoples call themselves *Omàmiwinini* (plural: *Omàmiwininiwak*).

The French under Champlain formed an alliance with the Algonquin in the early 1600s. This alliance battled members of the Iroquois Confederacy, allies of the Dutch and later the British, on and off for nearly a century. After years of warfare and exposure to disease, the Algonquin were seriously weakened. With the signing of the Great Peace of 1701 in Montreal, the wars between the French and the Iroquois Confederacy came to an end, and the Algonquin were able to re-establish themselves along the Ottawa River, where many summered at the Oka mission near Montreal.

The Loyalists began moving into what is now Eastern Ontario in the 1780s. At that time, the British signed treaties covering areas north and east of Kingston (specifically the Crawford Purchase of 1783 and Rideau Purchase of 1819) with the Mississaugas who lived along Lake Ontario. Unfortunately, the Algonquin were not consulted and did not sign these treaties although they dealt with parts of their traditional territory. When the Algonquin found out about the treaties they clearly stated their objections to having been ignored in the treaty process.

Even before the Loyalists moved into Eastern Ontario, the Algonquin complained that their lands were being used by others without permission or compensation. In 1835, they drew attention to the fact that the lands they and their ancestors had “held, used, occupied, possessed, and enjoyed as Hunting Grounds” from time immemorial were being granted to and despoiled by others. They requested compensation for losses and protection for the unceded territories that remained. To this day, the Algonquin continue to assert that their traditional territory includes the lands covered by those early treaties as well as all the lands in the watershed of the Ottawa River.

During the 1800s, increased settlement and logging continued to displace the Algonquin throughout their traditional territory. In 1844 land was reserved for Algonquin use on Bob’s Lake north of Kingston. Illegal logging devastated that land and many of the Aboriginal families who lived there were force moved on. In 1850, legislation directed that reserves be established for the Algonquin; nine reserves were eventually created in Quebec, but only one in Ontario, at Golden Lake.

Currently, there is no Algonquin reserve within the LDSB geographical area although there are a number of First Nations who are participating in a land claims process. In 1991 a comprehensive land claim was launched by the Algonquin to the western portion of the Ottawa River watershed. That land claim, which includes lands from Sharbot Lake to Ottawa and much of Algonquin Park, remains unresolved but as of 2013 representatives of the Algonquins, Ontario and Canada are attempting to reach an Agreement-In-Principle.

The Ardoch Algonquin First Nation (AAFN) has engaged in a number of political and court actions to protect their unceded land. In 1981 they protected their traditional wild rice beds with court action. The right to harvest the rice had been sold by the provincial government to an outside company and the AAFN and their allies blockaded the wild rice beds until the decision was reversed. More recently, they fought to stop uranium mining in their traditional territory.



## **Inuit**

Traditionally, the Inuit lived in northern Canada from Yukon to Labrador. Today the traditional Inuit territories are divided into four regions: Nunavut (Eastern Arctic, means "our land"), Nunavik (Northern Quebec, means "place to live"), Inuvialuit Settlement Region (Western Arctic), and Nunatsiavut (Labrador, means "our beautiful land"). Nunavut became a separate political entity in 1999 and is the only territory or province in Canada where Inuit form a majority.

Contact between Europeans and the Inuit began with the Vikings. Whaling and fur trading brought ongoing interactions between Inuit and Europeans. Until the twentieth century, most Inuit lived on the land in small family groups. Since then, they have gathered into small communities across the north. Since the 1970s, a series of land claims has transferred vast amounts of land to Inuit control and established forms of self-government.

Today, the Inuit continue to live in the North as well as in southern Canada. Ottawa has the largest Inuit population outside Nunavut.

## **Métis**

The Métis have a long history in Canada. Their unique culture emerged out of the union of European fur traders and Aboriginal women. Métis culture developed all along fur trade routes. Perhaps the most well-known location of Métis culture is in the Red River region in Manitoba, but Métis traditional homelands are located across Canada. While some Métis received scrip (land allocations) in the 19<sup>th</sup> century confirming their right to land, the rights of all Métis were not officially recognized until 1982 when they were formally recognized as a distinct people and their rights were enshrined in the Charter of Rights and Freedoms.

In 2003, the Powley Decision by the Supreme Court of Canada established that the Métis have harvesting rights in their traditional homelands; governments and Métis organizations are currently trying to determine how those rights will be exercised.

The Métis population is currently the fastest growing Aboriginal population, however, issues about who will be formally acknowledged as Métis by the federal and provincial governments remain. In Ontario, Métis are represented by two main organizations, the Métis Nation of Ontario and the Ontario Congress of Aboriginal Peoples. The Métis National Council and the Congress of Aboriginal Peoples represent Métis at the federal level.

Métis heritage and culture are often celebrated on Louis Riel Day, November 16<sup>th</sup>, the anniversary of his execution. Louis Riel was a Métis from the Red River region of Manitoba. In 1869, he defied the federal government when it attempted to take over the lands controlled by the Hudson Bay Company in Western Canada without consulting the Métis. He negotiated the creation of the province of Manitoba in 1870. He led resistance to Canadian expansion in the Prairies again in the 1880s, and was executed for treason in 1885. Today, he is recognized as an important defender of Métis rights.

## 6. Factors to consider when purchasing books about First Nation, Métis and Inuit people

- Does the book show images and stories of contemporary First Nation, Métis and Inuit people (or only traditional lifestyles)?
- Does the book use contemporary First Nation, Métis and Inuit names and terminology?
- Are First Nation, Métis and Inuit spirituality/value systems reflected in the book?
- Is the book by a First Nation, Métis or Inuit author? Or has it been reviewed by Elders?
- Does the book reflect First Nation, Métis and Inuit views of origins?
- Do images reflect specific First Nation, Métis and Inuit cultures or a generic "Aboriginal" culture? (for example, beware especially of stereotypes of Plains cultures)
- Is the book visually appealing?
- Is the book published in Canada and does it deal with First Nation, Métis and Inuit peoples in Canada?
- Is the uniqueness of Canada's individual First Nation, Métis and Inuit cultures reflected?
- Does the book reflect local First Nation, Métis and Inuit peoples?

When selecting books, you do not need to be able to answer "yes" to all of the above questions, but they are all worthy of consideration. In general, books need to have accurate portrayals of specific First Nation, Métis and Inuit peoples in Canada and to reflect traditional and contemporary cultures and lifestyles.

For a list of excellent books visit

- the Aboriginal Education folder in the Elementary Curriculum section of First Class
- the book, *Canadian Aboriginal Books for Schools*, from the Association of Book Publishers of B.C.
- the *Aboriginal Booklist for Children* available for free by order from Indian and Northern Affairs Canada or from the LDSB Aboriginal Education Consultant

## 7. Factors to consider when incorporating First Nation, Métis and Inuit content

### Recommended Activities

- Reflect traditional and contemporary cultures
- Reflect the diversity of First Nation, Métis and Inuit peoples, with particular attention to the local peoples in the Kingston area
- Reflect the diversity and specificity of First Nation, Métis and Inuit cultures (e.g. not “Aboriginal music” but “Haudenosaunee music” or “traditional powwow music” )
- Include the historical and contemporary experience of First Nation, Métis and Inuit peoples, with both positive and negative experiences
- Recognize that First Nation, Métis and Inuit cultures continue to change although oral traditions are central to the cultures
- Discuss challenges, but also reflect positive examples and contributions of First Nation, Métis and Inuit Peoples to Canada
- Provide a variety of media resources which present First Nation, Métis and Inuit peoples in a positive and contemporary way
- Include First Nation, Métis and Inuit people in the classroom as traditional teachers, role models, professionals, etc. (refer to the Aboriginal Resource Person Bank available at the Aboriginal Education site on First Class)
- Integrate First Nation, Métis and Inuit content across the curriculum
- Teach students to deconstruct media perspectives to find assumptions, stereotypes and biases
- Use differentiated instruction techniques (see the resource document *Our Words, Our Ways* listed in Section 5)
- Incorporate First Nation, Métis and Inuit pedagogical approaches

### Activities to Avoid

- Using generic or stereotypical images of First Nation, Métis and Inuit peoples rather than images of specific cultural groups
- Using maps of traditional territories without time frame references
- Having students rewrite First Nation, Métis and Inuit stories that have been passed down through oral tradition as cultural teachings
- Having students make drums, dreamcatchers, totem poles, masks, or other sacred cultural objects, except in context and in the presence of an Elder or knowledge keeper
- Having students reproduce actual First Nation, Métis and Inuit art works
- Having students appropriate First Nation, Métis and Inuit symbols or cultural items
- Having students invent “Aboriginal stories” or write stories about “Aboriginal families”
- Using regalia without context

***If you are unsure, ask!***

## 8. Factors to consider when teaching controversial or sensitive topics

Teaching controversial and sensitive topics is important because it builds skills for an informed community or society. Many topics involving First Nation, Métis and Inuit peoples are controversial (e.g. land claims, self-government, blockades, hunting and fishing rights) or sensitive (e.g. residential schools, worldview). Addressing controversial or sensitive topics allows students to explore and question what it means to live in Canada in the relative safety of the classroom.

### Before engaging in discussions

- Establish class rules/procedures for discussions before getting to the controversial or sensitive topics
- Try to create an atmosphere of empathy and trust
- Discuss how people construct their knowledge and opinions (e.g. media, family, news)
- Teach terminology about knowledge (e.g. facts, frame of reference, stereotyping, bias) and use them in discussions
- Establish a knowledge base to help ground discussions in facts

### During discussions

- Gradually increase the level of complexity and controversy of issues, possibly beginning with issues that affect them all (e.g. cafeteria food, start time for school, homework)
- Limit use of debates or pro/con stances which may create a sense of competition rather than reflection and force issues to extremes or force students to make up their minds before they have heard the facts
- Use a video or text to prompt discussion and establish alternative viewpoints; this allows discussion to focus on the media source and the issue it raises
- Identify inappropriate labeling, generalizations, stereotyping when they occur (you have already set ground rules)
- Don't ask or expect self-identified Aboriginal students to be spokespeople for their nation or for all Aboriginal peoples
- Insist people raise their hands and then establish the order of speakers
- Don't let one or two people dominate the discussion (consider using talking "chits" which would limit each person's discussion)
- If the discussion gets too hot, have people write down their positions or write a reflection on the discussion itself to allow everyone time to cool off
- Be aware that some students find controversy in the classroom inherently disturbing while others find it invigorating

### After discussions

- Be sure to have time for a wrap-up reflection
- Have a plan to move forward (e.g. getting more information, actions to be taken)
- If one student has been particularly disruptive, talk privately with that student about appropriate participation
- Use your professional judgment and choose an approach that works for you

## 9. Annotated List of Internet Sites

**Culture:** *All of these sites have been created by and with the cooperation of the relevant First Nation, Métis and Inuit peoples. They have amazing production values as well as excellent cultural teachings. Some include games for students and teacher supports.*

### **Anishinaabe**

<http://www.thealgonquinway.ca/> Presents cultural information about the Algonquin.

<http://www.tanakiwin.com/history.htm> Gives cultural and historical information about the Algonquin of the Ottawa River drainage basin.

<http://www.pathoftheelders.com/web/> Has cultural information about the Mushkegowuk (Cree) and Anishinaabe of Northwestern Ontario.

### **Haudenosaunee**

<http://www.haudenosauneeconfederacy.com/> Gives information about the constitutional arrangement of the Haudenosaunee/Iroquois Confederacy.

<http://www.ohwejagehka.com/> Contains information about Iroquois songs and dances.

<http://www.tyendinaga.net/> Links to the Mohawks of the Bay of Quinte website.

### **Métis**

<http://www.metismuseum.ca/main.php> Presents cultural and historical information about the Métis.

<http://www.metisnation.org/home.aspx> A link to the Métis Nation of Ontario website with lots of up-to-date news and cultural information.

### **Inuit**

[http://www.pauktuutit.ca/pdf/publications/pauktuutit/InuitWay\\_e.pdf](http://www.pauktuutit.ca/pdf/publications/pauktuutit/InuitWay_e.pdf) Contains an excellent 50-page guide about Inuit culture.

[http://www.unipka.ca/Stories/Bee\\_Woman.html](http://www.unipka.ca/Stories/Bee_Woman.html) Dedicated to traditional Inuit stories centred on the hero Kiviuq.

[http://www.virtualmuseum.ca/Exhibitions/Inuit\\_Haida/english.html](http://www.virtualmuseum.ca/Exhibitions/Inuit_Haida/english.html) Gives cultural and historical information about the Haida and Inuit.

### **Other**

<http://www.glenbow.org/blackfoot/#> Contains cultural information about the Blackfoot of Alberta and includes a teacher toolkit.

<http://www.wherethechildren.ca/> Gives information about residential schools.

<http://www.fourdirectionsteachings.com/> This site gives cultural information about the Mi'kmaw, Mohawks, Blackfoot, Cree, Ojibwe.

[http://torontozoo.travel/pdfs/tic/Stewardship\\_Guide.pdf](http://torontozoo.travel/pdfs/tic/Stewardship_Guide.pdf) This document, called *The Ways of Knowing Guide*, was issued by the Toronto Zoo to support their turtle project. It includes information about Haudenosaunee and Anishinaabe worldviews.

[http://www.torontozoo.com/pdfs/tic/Walking\\_with\\_Miskwaadesi\\_full.pdf](http://www.torontozoo.com/pdfs/tic/Walking_with_Miskwaadesi_full.pdf) This is a 325 page document called *Walking with Miskwaadesi* which was put out by the Toronto Zoo. It deals with the ecology and significance of turtles to the Haudenosaunee and Anishinaabe through 13 well-constructed units.

[http://www.ducksters.com/history/aztec\\_maya\\_inca.php](http://www.ducksters.com/history/aztec_maya_inca.php) includes information on the Maya and the Aztecs.

<http://www.collectionscanada.gc.ca/settlement/kids/021013-1200-e.html> This site, designed for teachers and students, investigates various communities across Canada including various Aboriginal communities such as Inuit, Beothuk, Haida.

## **Pedagogy**

### **Ontario**

<http://www.etfo.ca/Resources/ForTeachers/Documents/Learning%20Circles%20Grades%203-6%20-%20Curriculum%20Links%20for%20Ontario%20Teachers.pdf> This site provides access to *Learning Circles*, an ETFO document which provides detailed and photocopy ready resources to support the above document for grades 3-6.

[http://www.edu.gov.on.ca/eng/aboriginal/Guide\\_Toolkit2009.pdf](http://www.edu.gov.on.ca/eng/aboriginal/Guide_Toolkit2009.pdf) This site describes the structure and themes of the Teacher Toolkit prepared by the Ministry of Education to support education around Aboriginal issues and content.

<http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html> This site includes teaching strategies from *Aboriginal Perspectives: the Teacher's Toolkit* for grades 1-8.

### **Other**

<http://dsp-psd.pwgsc.gc.ca/Collection/R32-195-1998E.pdf> This site gives access to the book, *The Learning Circle*, which provides information for activities for the grade 3-6 curriculum.

<http://education.alberta.ca/media/511990/words.pdf> This site provides access to *Our Words, Our Ways*, which discusses teaching strategies for Aboriginal students using Differential Instruction techniques.

<http://www.noelonline.ca/list.php?op=list&s=series> This site provides access to free on-line courses on Aboriginal history, culture, language, and pedagogy from the Northern Ontario Education Leadership (NOEL) consortium.

<http://www.bced.gov.bc.ca/abed/shared.pdf> This site allows access to *Shared Learnings: Integrating BC Aboriginal Content K-10* which provides instructional strategies for all subject areas K-10.

## **Health and Physical Education**

### **Foods**

<http://www.hc-sc.gc.ca/fn-an/pubs/fnim-pnim/index-eng.php> Canada's Food Guide for First Nations, Inuit and Métis. Copies are available from the government for free. There are versions of the food guide in several Aboriginal languages. This site includes a powerpoint presentation.

<http://www.landscapesmag.com/teachers/lessonplans/Aboriginal%20lesson%20plans/primary%20traditional%20aboriginal%20%20food.pdf>

This site includes lesson plans and supporting documents about traditional foods. There is information on the potlatch and the Food Guide Pyramid.

[http://www.sd79.bc.ca/programs/abed/acip/worksheets/aboriginal\\_food\\_guide.pdf](http://www.sd79.bc.ca/programs/abed/acip/worksheets/aboriginal_food_guide.pdf) A food guide for Aboriginal people based on British Columbia food sources.

<http://www.nativetech.org/recipes/index.php> This site includes Aboriginal recipes organized by both type of food and region.

### **Sports and games**

<http://www.denegames.ca/introduction/index.html> This site includes descriptions of Dene games.

[http://www.virtualmuseum.ca/Exhibitions/Traditions/English/flash\\_games.html](http://www.virtualmuseum.ca/Exhibitions/Traditions/English/flash_games.html) This website discusses Aboriginal sports from a regional perspective. It includes Métis, Inuit, Woodland and Coast Salish traditions as well as various sports such as canoeing, lacrosse, and archery.

## Arts

### Visual Arts

<http://www.virtualmuseum.ca/Exhibitions/Billreidpole/english/index.html> This site tells the story of raising a totem pole in honour of Bill Reid. It explains the creation of the pole and gives artist biographies, using lots of pictures. Very good for analyzing the significance of totem poles.

<http://www.virtualmuseum.ca/Exhibitions/Holman/english/index.php3> This site includes information about Inuit print making at Holman. It includes descriptions of life in Holman, stories of artists and examples of their art. The site also has hints for teachers, an example of Inuit storytelling and interactive games that students (ages 6-10) can play.

<http://www.virtualmuseum.ca/Exhibitions/allensapp/> This site presents the work of Cree artist Alan Sapp. It includes Cree Elders speaking about what Sapp's art means to and for them.

[http://www.textilemuseum.ca/cloth\\_clay/home.html](http://www.textilemuseum.ca/cloth_clay/home.html) This site allows students to explore artistic and practical objects from South and Central American Aboriginal cultures.

[http://cybermuse.gallery.ca/cybermuse/showcases/ulluriat/index\\_e.jsp](http://cybermuse.gallery.ca/cybermuse/showcases/ulluriat/index_e.jsp) This site from the National Gallery looks at Inuit art in many media: soapstone, bone, drawings, textiles and prints.

### Dance and Music

<http://www.native-dance.ca/> This site includes examples of dances from many First Nation, Métis and Inuit cultures across Canada. It also includes teacher curriculum resources.

<http://www.native-drums.ca/> This site explores Aboriginal music, culture, philosophies, and traditions using the Drum as a central theme. Native Drums is organized thematically with regional units, in-depth interviews, articles for students, and downloadable resource kits for teachers.

<http://www.ohwejagehka.com/> This site provides many examples of songs and descriptions of dances in the Haudenosaunee/Iroquois tradition.

## Science and Mathematics

<http://www.usask.ca/education/ccstu/units/index.html> *Rekindling Traditions: Cross-Cultural Science & Technology Units*. This resource has six units which explore biology, physics, astronomy, etc. These units were designed for Northern Saskatchewan.

<http://www.nativetech.org/> This site provides ideas and information on Aboriginal technological knowledge.

<http://www.bced.gov.bc.ca/abed/shared.pdf> *Shared Learnings: Integrating BC Aboriginal Content*. This resource looks at how to incorporate First Nations perspectives in courses from K-10 in all subject areas including math and science.

[http://www.edu.gov.mb.ca/k12/docs/policy/abpersp/ab\\_persp.pdf](http://www.edu.gov.mb.ca/k12/docs/policy/abpersp/ab_persp.pdf) *Incorporating Aboriginal Perspectives: A Theme-Based Curricular Approach* This resource gives ideas for incorporating Aboriginal content into all subjects including math and sciences. It is published by the government of Manitoba.

<http://aboriginalperspectives.uregina.ca/workshops/workshop2010/> Contains many mathematics lessons and activities.

<http://aboriginalperspectives.uregina.ca/tipianaquod/lessons/math/index.shtml> Contains many mathematics lessons and activities.

### Please Note:

All of the Resources listed in this document can be found at <http://library.queensu.ca/webedu/pj/turtleisland.pdf>

## **10. Ontario Ministry of Education Curriculum Documents**

*The Kindergarten Program, Revised, 2006*

*Science and Technology, Grades 1-8, Revised, 2007*

*Health and Physical Education, Grades 1-8, Revised, 2010*

*Language, Grades 1-8, Revised, 2006*

*Social Studies, Grades 1-6 & History and Geography, Grades 7 and 8, Revised, 2013*

*The Arts, Grades 1-8, Revised, 2009*

*Mathematics, Grades 1-8, Revised 2005*

*This resource was initially published in 2011 but was revised in 2013.*



## Part 2: Pedagogy and Curriculum Links

1. Pedagogical Strategies [page 26](#)
2. Fundamental Concepts [page 28](#)
3. Fundamental Concepts and Suggested Summative Tasks [page 30](#)
4. Curriculum links for Kindergarten [page 31](#)
5. Curriculum links for Grade One [page 39](#)
6. Curriculum links for Grade Two [page 51](#)
7. Curriculum links for Grade Three [page 61](#)
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11. Curriculum links for Grade Seven [page 112](#)
12. Curriculum links for Grade Eight [page 127](#)
13. Sample Unit Plan and Blank Planning Template [page 142](#)

## 1. Pedagogical Strategies

This curriculum document links several major pedagogical components: Ministry expectations, Fundamental Concepts, First Nation, Métis and Inuit content, Suggested summative tasks, and teaching strategies. These components are all intimately linked.

<b><i>Ministry Curriculum Expectations</i></b>	This document identifies both Overall and Specific Curriculum Expectations for most subject areas that can be related to First Nation, Métis and Inuit content. The expectations listed are suggestive rather than comprehensive.
<b><i>Fundamental Concepts</i></b>	This document identifies 3 Fundamental Concepts that can be used to coordinate units of study across subject areas. These Fundamental Concepts focus on Respect, Relationships, and Change and Transition and link to essential elements of First Nation, Métis and Inuit cultures but also have a broader resonance.
<b><i>First Nation, Métis and Inuit Content</i></b>	This document presents a wide range of First Nation, Métis and Inuit content connected to worldviews, cultures, histories and issues. This content develops from grade to grade with limited overlap and repetition.
<b><i>Suggested Summative Tasks</i></b>	This document suggests several summative tasks for each grade. These Suggested Summative Tasks are generally cross-curricular and link to the ministry expectations, First Nation, Métis and Inuit content, the Fundamental Concepts and the teaching strategies. Some are aimed exclusively at First Nations, Métis and Inuit content and others have a broader scope. They are meant to be suggestions and teachers should adjust them as they see fit.
<b><i>Teaching Strategies</i></b>	These activities are intended to link the First Nation, Métis and Inuit content to the ministry expectations, the Fundamental Concepts and the summative activities. A list of suggested resources is attached to these activities. For additional resources, teachers should consult the annotated list of recommended websites in the Introduction (page 21) or other grades in this document.

In Part 2, you will find the teaching strategies for each grade that are linked to

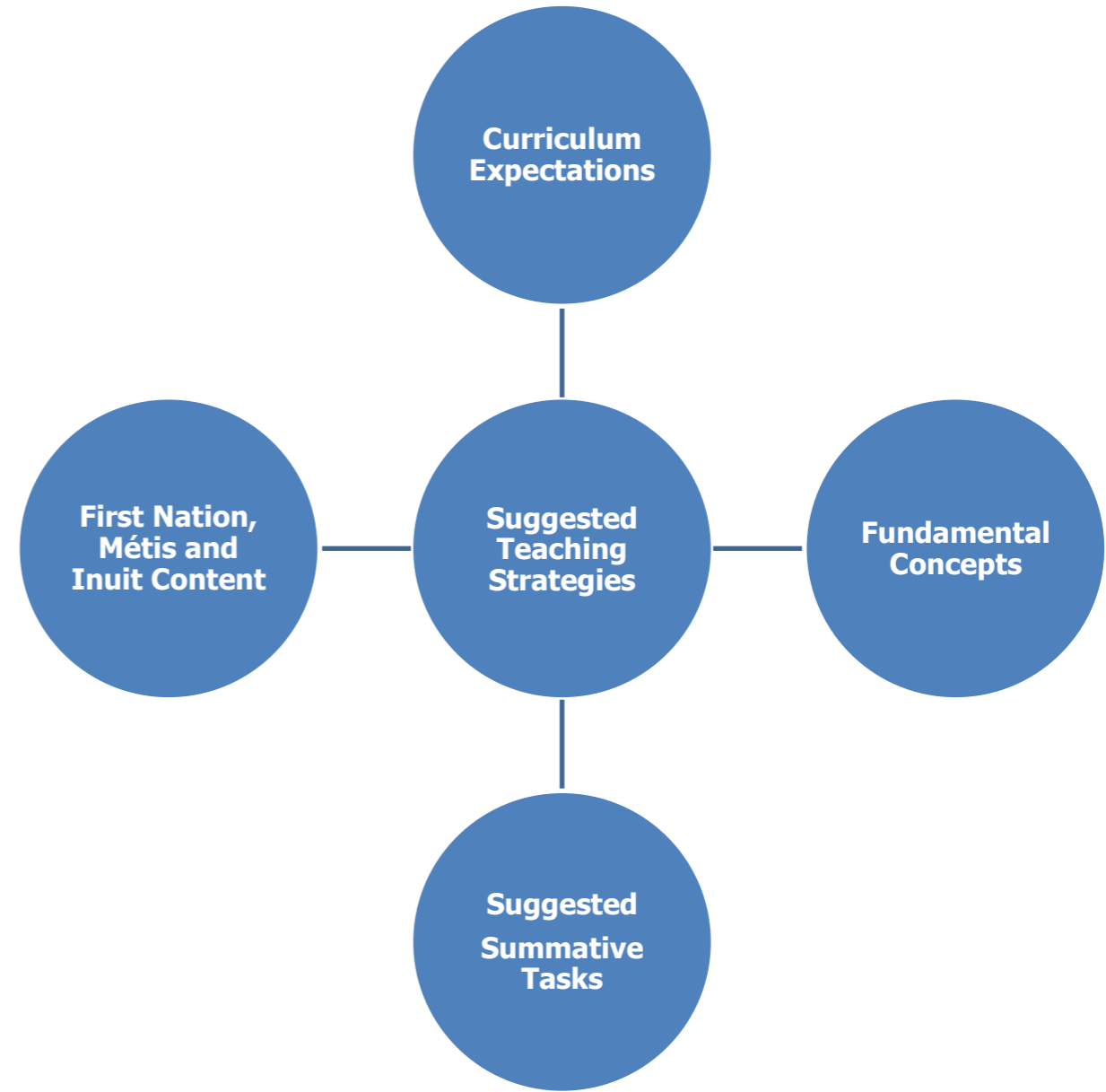
- Ontario Curriculum Expectations
- Fundamental Concepts
- Suggested Summative Tasks
- First Nation, Métis and Inuit Content

The Fundamental Concepts have been selected because they allow for cross-curricular planning and because they align with concepts and topics related to First Nation, Métis and Inuit cultures and histories.

The Suggested Summative Tasks have been selected because they allow you to assess Ontario Curriculum Expectations through activities connected to First Nation, Métis and Inuit content. Some of the Suggested Summative Tasks pertain directly to First Nation, Métis and Inuit content and some are more general. If you choose a more general activity, be sure to incorporate First Nation, Métis and Inuit content in your lessons.

We recommend using design-down strategies to link your daily teaching strategies to the Fundamental Concepts and Suggested Summative Tasks.

Differentiated Instruction, assessment, and planning practices outlined in *Learning for All, K-12* should be used in classroom activities.



## 2. Fundamental Concepts

In this document, we suggest three Fundamental Concepts which can be used in each grade to link subject areas and which are particularly relevant and useful for studying First Nation, Métis and Inuit peoples. These Fundamental Concepts are suggestions only; you may already have Fundamental Concepts that work for you in your classroom and which facilitate the incorporation of First Nation, Métis and Inuit content. For each Fundamental Concept, you will find a set of questions which could be used to develop investigations in the classroom both in general and in relation to First Nation, Métis and Inuit content. There is no need to address all questions; choose those which you feel are the most appropriate for your purposes and grade levels.

<b>Three Fundamental Concepts Across the Curriculum</b>		
<b>Respect for self, others, and the environment</b>	<b>Relationships and culture in home, family, community and nation</b>	<b>Change and transitions</b>
<ul style="list-style-type: none"> <li>• Whom/what do we respect?</li> <li>• How do we show respect?</li> <li>• What does it mean to be respectful?</li> <li>• How does what or who we respect evolve and change?</li> <li>• How does the idea of respect differ from one culture to another?</li> <li>• What happens when we do not respect each other?</li> <li>• What ethical beliefs do we share?</li> <li>• Why is it important to hear the views and stories of other people?</li> <li>• What are stereotypes and how can we combat them?</li> <li>• What is racism and how can we combat it?</li> <li>• What does it mean to respect the environment?</li> <li>• What is sustainable development?</li> <li>• What happens when we do not respect the environment?</li> </ul>	<ul style="list-style-type: none"> <li>• How are people’s homes different?</li> <li>• What constitutes a home/a family/a community?</li> <li>• Why is home/family/community important to us?</li> <li>• Why is our homeland important to us?</li> <li>• What does it mean to know a place?</li> <li>• How does a place/the land help make us who we are?</li> <li>• How does being part of a community contribute to our lives?</li> <li>• What is culture?</li> <li>• Why do cultures differ?</li> <li>• What can we learn from other cultures?</li> <li>• How can we learn to appreciate other cultures?</li> <li>• What happens when our connection to our culture diminishes?</li> <li>• What are cultural institutions and why are they important?</li> <li>• Why do different cultures come into conflict?</li> </ul>	<ul style="list-style-type: none"> <li>• What is change?</li> <li>• Why do some people resist change?</li> <li>• Why is change stressful for many people?</li> <li>• How can you bring about change?</li> <li>• What can you do to make changes and transitions easier to deal with?</li> <li>• What change and transition do we experience as individuals, families, communities and societies?</li> <li>• Which types of change have the greatest impact?</li> <li>• What types of change are we experiencing today (e.g. technological, demographic, climate)?</li> <li>• How does change/lack of change lead to conflict?</li> <li>• How do we deal with conflict?</li> <li>• What changes do you anticipate in the future?</li> <li>• What types of change do you hope for in the future?</li> <li>• What kinds of transition do we experience as we mature?</li> <li>• How can you personally bring about the change you desire?</li> </ul>

## Fundamental Concepts connected to First Nation, Métis and Inuit peoples and their cultures

<b>Respect for self, others, and the environment</b>	<b>Relationships and culture in home, family, community and nation</b>	<b>Change and transition</b>
<ul style="list-style-type: none"> <li>• How do various First Nation, Métis and Inuit peoples show respect for self and others?</li> <li>• How does learning about First Nation, Métis and Inuit worldviews show respect?</li> <li>• How do various First Nation, Métis and Inuit peoples show respect for the environment?</li> <li>• How are First Nation, Métis and Inuit concepts of respect similar to and different from other people who live in Canada?</li> <li>• Have Canadians always respected First Nation, Métis and Inuit people in Canada?</li> <li>• What are the consequences of not respecting First Nation, Métis and Inuit cultures, histories and peoples?</li> <li>• What can First Nation, Métis and Inuit people teach others about respect and justice?</li> <li>• How does understanding the diversity of First Nation, Métis and Inuit cultures show respect?</li> <li>• What can non-Aboriginal people learn from First Nation, Métis and Inuit peoples' values and beliefs?</li> <li>• What can First Nation, Métis and Inuit peoples teach other Canadians about sustainability?</li> <li>• Have First Nation, Métis and Inuit peoples been treated fairly by Canadian governments?</li> </ul>	<ul style="list-style-type: none"> <li>• How are First Nation, Métis and Inuit communities organized?</li> <li>• How are First Nation, Métis and Inuit families/communities similar to and different from each other and other Canadians?</li> <li>• What traditions and cultural beliefs are important First Nation, Métis and Inuit people?</li> <li>• How do First Nation, Métis and Inuit peoples sustain and share their beliefs and cultural teachings?</li> <li>• Why is it important for all Ontario students to learn about traditional and contemporary First Nation, Métis and Inuit cultures?</li> <li>• What aspects of First Nation, Métis and Inuit cultures do Canadians value?</li> <li>• How have First Nation, Métis and Inuit families and cultures been affected by government policies?</li> <li>• What is the role of Aboriginal self-government in protecting First Nation, Métis and Inuit cultures?</li> <li>• What role do First Nation, Métis and Inuit peoples play in Canadian communities?</li> </ul>	<ul style="list-style-type: none"> <li>• How were First Nation, Métis and Inuit communities changed as a result of contact and settlement?</li> <li>• How have government policies affected First Nation, Métis and Inuit peoples?</li> <li>• What contributions have First Nation, Métis and Inuit individuals and peoples made to Canada?</li> <li>• How has economic change affected First Nation, Métis and Inuit peoples?</li> <li>• What will be the impact of current government policies regarding rights and land affect the future of First Nation, Métis and Inuit peoples?</li> <li>• How has resource development/depletion affected First Nation, Métis and Inuit peoples?</li> <li>• How have First Nation, Métis and Inuit peoples responded to the change they have experienced?</li> <li>• How have First Nation, Métis and Inuit peoples effected change?</li> <li>• What changes will face First Nation, Métis and Inuit peoples in the future?</li> <li>• How have First Nation, Métis and Inuit peoples shown resilience in the face of change?</li> <li>• What types of change have most affected First Nation, Métis and Inuit people?</li> </ul>

### 3. Fundamental Concepts and Suggested Summative Tasks

Grade/page number	Respect for self, others and the environment	Relationships and culture in home, family, community and nation	Change and transition
<b>K</b> <a href="#">page 31</a>	Who am I?	How do I affect the world and how does the world affect me?	What am I learning?
<b>1</b> <a href="#">page 39</a>	How do we show respect to others?	What family and community relationships make us who we are?	How do annual cycles affect us and animals?
<b>2</b> <a href="#">page 51</a>	What do various cultures teach about respect?	Why are cultural celebrations important?	How has our relationship with animals changed over time?
<b>3</b> <a href="#">page 61</a>	How does the location of First Nation reserves, territories, and Métis homelands in Ontario affect those communities?	What can we learn about a culture from its art and stories?	How did settlement in Ontario affect both First Nations and settlers?
<b>4</b> <a href="#">page 74</a>	Who are First Nation, Métis and Inuit heroes?	How can we protect our environment?	How did early societies in different regions compare?
<b>5</b> <a href="#">page 87</a>	Shall we dance?	What is “good” government?	How can we bring about political change?
<b>6</b> <a href="#">page 100</a>	How can I undo stereotypes?	How can we live a “good” life?	How has life changed for the Inuit?
<b>7</b> <a href="#">page 112</a>	What do my neighbours know about First Nation, Métis and Inuit issues and histories?	How were French, British, and First Nations cultures similar and different?	How are humans and their technologies impacting the environment?
<b>8</b> <a href="#">page 127</a>	Is it enough to say “I’m sorry”?	What impact did government policies have on First Nation, Métis and Inuit individuals, communities or cultures?	How has the position of the Métis evolved in Canada?

Note that most of these Suggested Summative Tasks are quite general and encompass First Nation, Metis and Inuit content as a part of their scope. This is intentional and reflects the desire to have Aboriginal content infused throughout the curriculum. That being said, it is possible to narrow the focus of these suggested summative assessments so that they focus on First Nation, Métis and Inuit cultures. **For the details of each summative task see the descriptions at the beginning of each grade section.**

## Kindergarten -- Suggested Summative Tasks

Respect for self, others and the environment	Relationships and culture in the home, family, community and nation	Change and transition
<p><b><i>Suggested Task 1: Who am I?</i></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>create a visual or physical object (e.g. poster, painting, sculpture, moccasins) that reflects who they are</li> <li>explain their visual, to the class</li> </ul> <p>Formative tasks</p> <ul style="list-style-type: none"> <li>identify and talk about their own interests</li> <li>talk about personal and family events that reflect their heritage and cultural background</li> <li>discuss how people define themselves in relationship to others (e.g. friend, daughter, cousin, big brother)</li> </ul> <p>This task clusters overall and specific expectations from Language, Personal and Social Development and Arts.</p>	<p><b><i>Suggested Task 2: How do I affect the world and how does the world affect me?</i></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>use concentric circles to show relationships of self, family, classroom, neighbourhood, school, town, country, etc.</li> <li>illustrate the circles</li> <li>provide stories both orally and as written anecdotes related to the topic of each ring/circle</li> </ul> <p>Formative tasks</p> <ul style="list-style-type: none"> <li>discuss how to be safe</li> <li>discuss various roles people have</li> <li>reflect on the impact they have on the world around them and that the world has on them</li> </ul> <p>This task clusters overall and specific expectations from Personal and Social Development and Language</p>	<p><b><i>Suggested Task 3: What am I learning?</i></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>present at the end of the year students will what they have learned throughout the year and illustrated on turtle’s back</li> </ul> <p>Formative tasks</p> <ul style="list-style-type: none"> <li>create a large illustration of a turtle’s back showing the 13 segments which represent the lunar moons.</li> <li>each month, create and decorate one section of the turtle’s back depicting what they have learned about a First Nation, Métis or Inuit topic (e.g. November is the freezing moon. Discuss how people adapt to weather).</li> </ul> <p>This task clusters specific expectations from Language, Mathematics, Art, and Personal and Social Development</p>
<p>Links to First Nation, Métis and Inuit cultures</p> <ul style="list-style-type: none"> <li>share First Nation, Métis and Inuit stories which reflect personal relationships</li> <li>explore First Nation, Métis and Inuit cultural traditions</li> <li>some First Nation students may define themselves in terms of a particular clan within a First Nation</li> </ul>	<p>Links to First Nation, Métis and Inuit cultures</p> <ul style="list-style-type: none"> <li>examine the significance of circles in First Nation, Métis and Inuit cultures—unity, interconnections, equality, etc.</li> <li>use First Nation, Métis and Inuit stories and literature to explore family relationships and roles and responsibilities</li> <li>use the concept of interconnectedness as expressed in the Thanksgiving Address</li> </ul>	<p>Links to First Nation, Métis and Inuit cultures</p> <ul style="list-style-type: none"> <li>use story of 13 moons on Turtle’s back</li> <li>the 13 moons teachings are from the Anishinaabe</li> <li><a href="http://www.anishinaabemdaa.com/moons.htm">http://www.anishinaabemdaa.com/moons.htm</a></li> </ul>

# KINDERGARTEN

**Subject: Language**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p>A. Communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts</p> <p>B. Demonstrate a critical awareness of a variety of written materials that are read by and with the teacher</p> <p>C. Use reading strategies that are appropriate for beginning readers</p> <p>D. Communicate in writing, using strategies that are appropriate for beginners</p>	<p><b>Oral Communication</b></p> <p>6. Use specialized vocabulary for a variety of purposes</p> <p>10. Orally retell simple events and simple familiar stories in proper sequence</p> <p><b>Reading</b></p> <p>12. Demonstrate an interest in reading</p> <p>14. Respond to a variety of materials read aloud to them</p> <p>15. Use illustrations to support comprehension of texts that are read by and with the teacher</p> <p>17. Make predictions regarding an unfamiliar text that is read by and with the teacher, using prior experience, knowledge of familiar texts, and general knowledge of the world around them</p> <p>18. Retell stories in proper sequence that have been read by and with the teacher, using pictures in the book and/or props</p> <p>19. Retell information from non-fiction materials that have been read by and with the teacher in a variety of contexts</p>	<p>- Read various forms of literature and explore specialized Algonquin/Mohawk vocabulary using the text and illustrations to spark discussions.</p> <p>- Use Aboriginal literature to support learning in other subject areas.</p> <p>- Use simple versions of stories to create and use masks and puppets for retells.</p> <p>- Use story pictures/maps to tell the story to the class (e.g. How Rabbit Got Long Ears or How Bear Lost His Tail).</p> <p>- Use various big books and leveled readers for Shared and Guided reading lesson.</p> <p>- Make personal or text connections to stories and write a reading response using pre and early writing strategies.</p>	<p>- <i>Thirteen Moons on Turtle's Back: a Native American Year of Moons</i> by Joseph Bruchac</p> <p>- <i>Giving Thanks: A Native American Good Morning Message</i> by Chief Jake Swamp</p> <p>- <i>I is for Inuksuk</i> by Mary Wallace</p> <p>- <i>The Metis Alphabet Book</i> by Joseph Jean Fauchon</p> <p>- <i>D is for Drum</i> by Michael and Debbie Shoulders</p> <p>- <i>How Chipmunk Got His Stripes</i> by Joseph Bruchac and James Bruchac</p> <p>- <i>Turtle's Race With Beaver</i> by Joseph Bruchac</p> <p>- <i>How Rabbit Got Long Ears</i></p> <p>- <i>Jason's New Dugout Canoe</i> by Joe Barber-Starkey</p> <p><u>Big Books</u></p> <p>- <i>Helping Grandma</i> by Milfred Milliea and Kelly Anne Dennis (Lessons included in the Literacy Place Big Book Kit)</p> <p>- <i>Mama, Do You Love Me?</i> by Barbara Joesse</p> <p>TRC: FR Big Book 306 M55</p>	<p>See Summative Tasks 1,2 and 3 on page 31</p>



	<p><b>Writing</b>  24. Demonstrate an awareness that writing can convey ideas or messages  27. Experiment with a variety of simple writing forms for different purposes and in a variety of contexts</p> <p><b>Media Literacy</b>  28. Begin to respond critically to animated works  30. Communicate their ideas verbally and non-verbally about a variety of media materials  31. View and listen to a variety of media materials</p>	<p>- Have students write about</p> <ul style="list-style-type: none"> <li>• family background</li> <li>• a person who is important to them</li> <li>• their role as a sister, brother, son, cousin, etc.</li> <li>• how they help around the house</li> <li>• what they are learning (see Summative Tasks)</li> </ul> <p>- View and discuss <i>Wapoos Bay</i> animated videos.  -Use "elbow partners" to discuss differences in culture.</p>	<p><u>Leveled Texts</u>  <a href="http://www.eaglecrestbooks.com">www.eaglecrestbooks.com</a></p> <p>- for a copy of the Thanksgiving Address see  <a href="http://www.tyendinaga.net/ohenton/">http://www.tyendinaga.net/ohenton/</a></p> <p>- <i>Wapoos Bay</i> videos can be found at the Education Resource centre (Multimedia Collection E99.C88 W297 2007 DVD pt.001</p>	
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# KINDERGARTEN

**Subject: The Arts**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p>A. Demonstrate an awareness of themselves as artists through engaging in activities in visual arts, music, drama and dance.</p> <p>D. Express responses to a variety of art forms, including those from other cultures.</p> <p>E. Communicate their ideas through various art forms.</p>	<p>VA (2) Explore a variety of tools, materials, and processes to create visual art forms</p> <p>VA (3) Explore different elements of design</p> <p>M (10) Explore a variety of tools and materials</p> <p>DD (18) Explore a variety of tools and materials</p> <p>VA (6) Express their responses to visual art forms by making connections to their own experiences or by talking about the form</p> <p>M (15) Respond to music from various cultures</p> <p>DD (23) Dramatize rhymes, stories, legends and folk tales from various cultures</p> <p>VA (8) Communicate their understanding of something through visual arts</p> <p>M (16) Communicate their understanding of something through music</p> <p>DD (24) Communicate their understanding of something through drama and dance</p>	<p>- Explore various First Nations, Métis and Inuit art forms (paintings, beadwork etc.), discuss the use of smooth lines, bright colours, shape, textures and the use of symbols and materials from nature.</p> <p>- Create Turtle shell with materials such as beads and incorporate turtle teachings (cross curricular with Mathematics – <i>Geometry and Spatial Sense</i> and Personal and Social Development – <i>awareness of surroundings</i>),</p> <p>- Describe the reasons for the First Nations, Métis and Inuit music or songs or Thanksgiving Address.</p> <p>- Listen and respond to First Nations, Métis and Inuit music through creative movement&gt;</p> <p>-As a class, create and perform a “readers theatre” version of one of the stories listed in the Language section.</p> <p><b>Note: Drumming is culturally sensitive and should not be undertaken without prior consultation with an Aboriginal resource person.</b></p>	<p>- <i>What’s the Most Beautiful Thing About Horses</i> by Richard Van Camp</p> <p>- <i>Lessons from Turtle Island: Native Curriculum in Early - Childhood Classrooms</i> by Guy Jones and Sally Moomaw</p> <p>- <i>Thirteen Moons on Turtle’s Back: a Native American Year of Moons</i> by Joseph Bruchac</p> <p>Other websites for Art:</p> <p><a href="http://www.woodlandartist.com">www.woodlandartist.com</a></p> <p><a href="http://www.nativerenaissance.com/">http://www.nativerenaissance.com/</a></p> <p><a href="http://www.native-dance.ca">www.native-dance.ca</a></p> <p><a href="http://www.native-drums.ca">www.native-drums.ca</a></p> <p>- see books listed in Language section on page 32</p>	<p>See Summative Tasks 1,2 and 3 on page 31</p>

# KINDERGARTEN

**Subject: Science and Technology**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Exploration and Experimentation</b></p> <p>A. Demonstrate an awareness of the natural and human-made environment</p> <p>C. Demonstrate an understanding of and care for the natural world</p>	<p>1. Describe some natural occurrences, using their own observations and representations</p> <p>3. Describe and/or represent, using their own observations, patterns and cycles in the natural world</p> <p>8. Demonstrate an awareness of local natural habitats through exploration and observation</p> <p>9. Participate in environmentally friendly activities in the classroom and the school yard</p> <p>13. Investigate and use familiar technological items</p>	<p>- Focus on the seasons, moons and turtles.</p> <p>- Discuss the cycles of the moon and the cycle of a day, explore how the local environment changes throughout the moons and how animals and people adapt to these changes. (13 moons)</p> <p>-Discuss how 7 of 8 turtle species in Ontario are "at risk" and why some animals are threatened and what we can do about it.</p>	<p>- <i>Thirteen Moons on Turtle's Back: a Native American Year of Moons</i> by Joseph Bruchac</p> <p>- <i>Morning on the Lake</i> by Jan Bourdeau Waboose</p> <p>- <i>Jason's New Dugout Canoe</i> by Joe Barber-Starkey</p> <p>- <i>A Native American Thought of it</i> by Rocky Landon and David MacDonald</p> <p><a href="http://www.torontozoo.com/adoptapon/tici.asp">http://www.torontozoo.com/adoptapon/tici.asp</a></p> <p><a href="http://torontozoo.travel/pdfs/tic/Stewardship_Guide.pdf">http://torontozoo.travel/pdfs/tic/Stewardship_Guide.pdf</a></p> <p><a href="http://www.torontozoo.com/pdfs/tic/Walking_with_Miskwaadesi_full.pdf">http://www.torontozoo.com/pdfs/tic/Walking_with_Miskwaadesi_full.pdf</a></p>	<p>See Summative Task 3 on page 31</p>

# KINDERGARTEN

**Subject: Health and Physical Education**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p>A. Demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being</p>	<p><b>Health and Well-Being</b>            1. Begin to demonstrate an understanding of the effects of healthy active living            2. Investigate the benefits of nutritious foods            3. Discuss what action to take when they feel unsafe or uncomfortable</p> <p><b>Physical Development and Activity</b>            8. Participate actively in creative movement and other daily physical activities            10. Demonstrate strategies for engaging in cooperative play</p>	<p>- Play traditional Inuit and First Nations games played throughout the seasons.</p> <p><b>Leg Wrestle</b>            You and your partner lie on the floor, hip to shoulder and facing in opposite directions. Hook elbows of the inside arm of your partner. Now you and your partner swing the inside leg up and overhead three times, and at the same time. On the third swing, you hook legs with your partner and try to flip her over backward with one quick, powerful push of the leg. To win, you have to "flip" her out of position. A best of three format is used.</p> <p><b>Animal Sounds</b>            Write the names of different animals on pieces of paper in the middle of the circle. Each animal name should be written down twice. People jig around the circle. When the music stops everyone grabs a paper and starts to make the noise of their animal. The two people who have the same animal noise must find each other. The last pair standing is eliminated.</p>	<p>-links to Inuit games  <a href="http://icor.ottawainuitchildrens.com/">http://icor.ottawainuitchildrens.com/</a></p>	<p>See Summative Task 3 on page 31</p>

# KINDERGARTEN

**Subject: Mathematics**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p>C. Describe, sort, classify, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation</p> <p>D. Explore, recognize, describe, and create patterns, using a variety of materials in different contexts</p>	<p><b>Geometry and Spatial Sense</b>            17. Explore, sort, and compare traditional and non-traditional two-dimensional shapes and three-dimensional figures            19. Compose pictures and build designs, shapes, and patterns in two-dimensional shapes, and decompose two-dimensional shapes into smaller shapes, using various tools or strategies            20. Build three-dimensional structures using a variety of materials, and begin to recognize the three-dimensional figures that the structure contains</p> <p><b>Patterning</b>            23. Identify, extend, reproduce, and create repeating patterns through investigation, using a variety of materials            24. Identify and describe informally the repeating nature of patterns in everyday contexts</p>	<ul style="list-style-type: none"> <li>- Explore geometric designs and patterns in Iroquois/Algonquin art such as Wampum belts.</li> <li>-Explore use of pattern in the Métis Sash.</li> <li>- Create a turtle shell with various materials.</li> </ul>	<p>-for background on wampum belts see  <a href="http://www.nativetech.org/wampum/wamphist.htm">http://www.nativetech.org/wampum/wamphist.htm</a>            -use online resource "Weave a Virtual Wampum Belt"  <a href="http://www.nativetech.org/beatwork/wampumgraph/index.html">http://www.nativetech.org/beatwork/wampumgraph/index.html</a></p> <p>or online beadwork resource  <a href="http://www.nativetech.org/beatwork/beatgraph/index.html">http://www.nativetech.org/beatwork/beatgraph/index.html</a></p>	<p>See Summative Task 3 on page 31</p>

# KINDERGARTEN

**Subject: Personal and Social Development**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p>B. Demonstrate a beginning understanding of the diversity in individuals, families, schools and the wider community</p> <p>F. Demonstrate an awareness of their surroundings</p>	<p><b>Self-Awareness and Self-Reliance</b></p> <ol style="list-style-type: none"> <li>1. Recognize personal interests, strengths, and accomplishments</li> <li>2. Identify and talk about their own interests and preferences</li> <li>3. Express their thoughts</li> <li>4. Develop empathy for others and acknowledge and respond to each other's feelings</li> <li>5. Demonstrate respect and consideration for individual differences and alternative points of view</li> <li>6. Talk about events or retell stories that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others</li> <li>8. Demonstrate a willingness to try new activities</li> <li>11. Interact cooperatively with others in classroom events and activities</li> <li>12. Adapt to new situations</li> </ol> <p><b>Awareness of Surroundings</b></p> <ol style="list-style-type: none"> <li>17. Identify people who work in the community and talk about what they do</li> <li>18. Recognize special places and buildings within their community and talk about their functions</li> <li>19. Develop an awareness of ways in which people adapt to the places in which they live</li> <li>20. Demonstrate an awareness of different kinds of weather and ways in which people adapt to the weather</li> </ol>	<ul style="list-style-type: none"> <li>-Share stories about contemporary First Nation, Métis and Inuit families.</li> <li>-Have students explain why specific people are important to them</li> <li>-Have students explain why cooperation is important in daily life</li> <li>-Have students discuss what strategies they can use to adapt to new situations</li> </ul>	<p><i>On Mother's Lap</i>, by Ann Herbert Scott An Aboriginal boy loves to be on his mother's lap but feels jealous when his baby sister needs comforting.</p> <p><i>Which Way Should I Go?</i>, by Sylvia Olsen A young Aboriginal boy has a special relationship with his grandmother and must find his own way after her death.</p> <p><i>Morning on the Lake</i>, by Jan Bourdeau Waboose A young Aboriginal boy is taught many things by his grandfather.</p> <p><i>Eagle Crest Series</i> of leveled readers <i>I Want to Be in the Show</i> by Jane Chartrand about a young Aboriginal boy who overcomes a disability to become a hockey star (set in Kingston)</p>	<p>See Summative Tasks 1,2, and 3 on page 31</p>

## Grade One -- Suggested Summative Tasks

<b>Respect for self, others and the environment</b>	<b>Relationships and culture in the home, family, community and nation</b>	<b>Change and Transition</b>
<p><b><i>Suggested Task 1: How do we show respect to and for others?</i></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>retell a story in a new form (e.g. they could orally tell a story they read, or draw a picture of the story they heard, or act it out)</li> <li>explain how various characters show respect or lack of respect for others or the environment</li> </ul> <p>Formative tasks:</p> <ul style="list-style-type: none"> <li>explore stories which feature contemporary Aboriginal characters showing respect and which are presented using different</li> <li>identify the main idea of each story</li> <li>express their personal thoughts and feelings about each story.</li> </ul> <p>This task clusters overall and specific expectations from Language and Arts.</p>	<p><b><i>Suggested Task 2: What family and community relationships make us who we are?</i></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>create a map which includes their home, school, two other important buildings found in their community and a natural space (park, forest, lake).</li> <li>give an oral presentation to describe who lives or works in each place, and what their roles and responsibilities are. (e.g., "This is my house. I live there with my Mom and brother. Mom cooks our dinner and my brother and I clean up our toys. This is the park. I make sure not to litter so that the animals that live there have a clean home...")</li> </ul> <p>Formative tasks:</p> <ul style="list-style-type: none"> <li>explore the relationship between maps and the world</li> <li>interview people about significant places in their lives (e.g. work for parent, hockey rink for fellow student)</li> <li>discuss effective oral presentation skills</li> </ul> <p>This task clusters overall and specific expectations from Social Studies and Language</p>	<p><b><i>Suggested Task 3: How do annual cycles affect us and animals?</i></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>create a display which shows the habitat, physical characteristics, and life cycle of an aquatic animal</li> <li>present their work to the class and discuss how people and their activities affect water and the animals they studied</li> </ul> <p>Formative tasks:</p> <ul style="list-style-type: none"> <li>study the life cycle of a variety of aquatic animals and plants (including turtles, fish, water birds, frogs, insects, etc.)</li> <li>what are natural signs that the seasons are changing</li> </ul> <p>This task clusters overall and specific expectations from Science and Technology and Language</p>

<p>Links to First Nation, Métis and Inuit cultures</p> <ul style="list-style-type: none"> <li>• expose to First Nation, Métis and Inuit stories</li> <li>• focus on oral storytelling</li> <li>• focus on how respect is shown in First Nation, Métis and Inuit cultures</li> </ul>	<p>Links to First Nation, Métis and Inuit cultures</p> <ul style="list-style-type: none"> <li>• use stories of contemporary First Nation, Métis and Inuit characters to explore family and community relationships, roles and responsibilities</li> <li>• use concept of interconnection</li> </ul>	<p>Links to First Nation, Métis and Inuit cultures</p> <ul style="list-style-type: none"> <li>• use Thanksgiving Address of the Haudenosaunee</li> <li>• use central notion of cycles as represented in Medicine wheel</li> <li>• connect to ideas of respect for nature</li> <li>• use concept of interconnection of all living things</li> <li>• use of stories that reflect cycles of change</li> </ul>
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# GRADE 1

## Subject: Language

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Oral Communication</b></p> <p>1. Listen in order to understand and respond appropriately</p> <p>2. Use speaking skills and strategies appropriately to communicate with different audiences for different purposes</p> <p>3. Reflect on and identify their strengths as listeners and speakers</p>	<p>1.2 Demonstrate an understanding of appropriate listening behaviour</p> <p>1.4 Demonstrate an understanding of the information and ideas in oral texts by retelling the story, or restating the information, including the main idea</p> <p>1.5 Use stated and implied information and ideas in oral texts</p> <p>2.3 Communicate ideas and information orally in a clear, coherent manner</p> <p>2.5 Begin to identify some vocal effects, including tone, pace, pitch and volume and use them appropriately to communicate the meaning</p> <p>3.1 Begin to identify, with support and direction, a few strategies they found helpful before, during and after listening and speaking</p>	<p>-Cross Curricular: retell a familiar Algonquin or Mohawk story (e.g., small group dramatic retell, puppet show).</p> <p>-Have students peer and/or self-assess their performance (e.g. Could the audience hear you? Did you speak clearly?).</p> <p>-Use lessons from <i>Aboriginal Perspectives: The Teacher's Toolkit</i>, specifically "Respect" and "Circle Traditions: Talking Circle".</p> <p>-Students explore themes in a text and discuss orally.</p>	<p>-<i>Lessons From Turtle Island</i> by Guy W. Jones and Sally Moomaw</p> <p>-<i>The Red Sash</i> by Jean E. Pendziwol</p> <p>-<i>Giving Thanks</i> by Chief Jake Swamp A simplified version of the Thanksgiving Address</p> <p>-<i>Morning on the Lake</i> by Jan Bourdeau Waboose A man teaches his grandson some lessons about nature and culture</p>	<p>See Summative Task 1, 2 and 3 on page 39</p>
<p><b>Reading:</b></p> <p>1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</p>	<p>1.1 Read different types of literary texts</p> <p>1.4 Demonstrate understanding of a text by retelling the story or restating the information from the text</p> <p>1.7 Identify the main idea and a few elements of texts</p> <p>1.8 Express personal thoughts and feelings about what has been read</p> <p>3.2 Predict the meaning of and solve unfamiliar words using different cues</p>	<p>-Cross Curricular: use Aboriginal literature to support reading and understanding in other subject areas</p> <p>-use semantic cues to infer the meaning of Aboriginal terms and words (e.g., Kookum, Nokomis).</p> <p>-Explore how stories transmit and reflect culture.</p>	<p>-<i>Aboriginal Perspectives: The Teacher's Toolkit</i></p> <p>see lessons on "Circle Traditions", "Respect" and "Treaties"</p> <p><a href="http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html">http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html</a></p>	<p>See Summative Tasks 1, 2 and 3 on page 39</p>

<p><b>Writing:</b></p> <p>1. Generate, gather and organize ideas and information to write for an intended purpose and audience</p> <p>3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</p>	<p>1.2 Generating ideas about a potential topic using a variety of strategies and resources</p> <p>1.3 Gather information to support ideas for writing</p> <p>1.4 Sort ideas and information for their writing in a variety of ways</p> <p>1.5 Identify and order main ideas and supporting details</p> <p>2.1 write short texts using a few simple forms</p> <p>3.7 use some appropriate elements of effective presentation in the finished product, such as print, different fonts, graphics, and layout</p> <p>3.8 produce pieces of published work to meet criteria identified by the teacher based on the expectations</p>	<p>-Write a retell of a Mohawk or Algonquin story ( <b>note: be sure to maintain the cultural values reflected in the story</b>)</p> <p>-Cross Curricular: use techniques learned during art lessons to create a class or independent writing project</p> <p>-Have students write</p> <ul style="list-style-type: none"> <li>• reflections on stories</li> <li>• expressions of their feelings</li> <li>• about the life cycle of an aquatic animal</li> <li>• summaries of places and people in their lives expressing roles and responsibilities</li> </ul> <p>(see Summative Tasks)</p>		<p>See Summative Tasks 1 and 2 on page 39</p>
<p><b>Media Literacy:</b></p> <p>1. Demonstrate an understanding of a variety of media texts</p>	<p>1.3 Express personal thoughts and feelings about some simple media texts</p>	<p>-View and discuss “Wapoos Bay” animated series.</p>	<p>-“Wapoos Bay”: Education Library – Multimedia Collection E99.C88 W297 2007 DVD pt.001</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>

# GRADE 1

**Subject: The Arts**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Dance:</b>            A.1 Apply the creative process to the composition of simple dance phrases            A.3 Demonstrate an understanding of a variety of dance forms and styles</p>	<p>A1.2 use dance as a language to express feelings and ideas suggested by songs, stories, and poems , with a focus on the element of body, particularly body shapes            A3.1 describe, with teacher guidance, dances from different communities around the world</p>	<p>-View and describe traditional Aboriginal dances.            -Read <i>Jingle Dancer</i> by Cynthia Leitich Smith.</p> <p><b>Note: Aboriginal dances are culturally sensitive and should not be attempted without the supervision of an Aboriginal resource person</b></p>	<p><a href="http://www.native-dance.ca/">http://www.native-dance.ca/</a>            This website includes dances from a wide range of Aboriginal peoples across Canada with videos and explanations of traditional and contemporary dances</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
<p><b>Drama:</b>            B.1 Apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas and stories            B.2 Apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of drama works and experiences            B.3 Demonstrate an understanding of a variety of drama and theatre forms and styles</p>	<p>B 1.1 engage in dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times and places            B 2.1 express feelings and ideas about a drama experience in a variety of ways, making personal connections to the characters and themes in the story            B 3.1 demonstrate an awareness of a variety of roles, themes and subjects in dramas and stories from communities around the world</p>	<p>-Use role-play and tableau to act out key moments in a story. This task clusters specific expectations from Visual Arts, Reading, and Writing.            -Use facial expressions, body language, body shapes to express how characters were feeling; discuss personal connections.            -Read stories and discuss how the themes and characters apply to real life situations.</p> <p><b>Note: Students should not create stereotypical images of Aboriginal people</b></p>	<p>-See suggested authors under Language resources on page 40</p>	<p>See Summative Task 1 on page 39</p>

<p><b>Music:</b>  C.1 Apply the creative process to create and perform music for a variety of purposes  C.2 Apply the critical analysis process to communicate their feelings, ideas and understandings in response to a variety of music and musical experiences</p>	<p>C1.1 sing songs in unison and play simple accompaniments for music from a wide variety of diverse cultures, styles and historical periods  C2.1 express initial reactions and personal responses to musical performances in variety of ways  C2.2 describe ways in which the elements of music are used for different purposes in the music they perform, listen to and create  C3.2 identifying a variety of musical pieces from different cultures through performing and/or listening to them</p>	<p>-Cross Curricular: express response to Aboriginal music through art, discussion, creative movement.  -Listen to a variety of Aboriginal music (see YouTube), discuss songs that could be used to celebrate Earth Day.</p> <p><b>Note: Drumming is culturally sensitive and should only be undertaken with prior consultation with an Aboriginal resource person.</b></p>	<p><a href="http://www.native-drums.ca/">http://www.native-drums.ca/</a>  This website provides examples of different types of drums along with interviews and videos on how to make drums</p> <p>-For Haudenosaunee Social songs see <a href="http://www.ohwejagehka.com/">http://www.ohwejagehka.com/</a></p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
<p><b>Visual Arts:</b>  D.1 Apply the creative process to produce a variety of two- and three-dimensional art works  D.2 Apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of art works and experiences  D.3 Demonstrate an understanding of a variety of art forms, styles and techniques</p>	<p>D 1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic  D 2.1 express their feelings and ideas about art works and art experiences  D3.2 demonstrate an awareness of a variety of works of art from diverse communities, times and places</p>	<p>-Study a painting by an Aboriginal artist (e.g. Carl Ray, Benjamin Chee Chee, Daphne Odjig) and use the elements of design (e.g. primary and secondary colours) to create a personal work of art.  -Cross curricular: link to science-life cycles and stages and respect for nature.</p> <p><b>Note: students can use Aboriginal artwork as inspiration for their own creations or create their own work in an Aboriginal style but should not reproduce actual works of art.</b></p>	<p>-See suggested illustrators listed under Language on page 40</p>	<p>See Summative Task 3 on page 39</p>

# GRADE 1

**Subject: Social Studies**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p>A1. Application: describe some of the ways in which people’s roles, relationships, and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people’s roles, relationships, and responsibilities as well as their sense of self</p> <p>A2. Inquiry: use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships, and responsibilities, and various situations in their daily lives</p> <p>A3. Understanding Context: demonstrate an understanding that they and other people have different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships, and responsibilities</p>	<p>A1.1 describe how and why a person’s roles, relationships, and responsibilities may change in different places or situations and at different times</p> <p>A1.4 describe the impact that people can have on each other in some different situations and some of the ways in which interactions between people can affect a person’s sense of self</p> <p>A2.3 analyse and construct simple maps as part of their investigations into places that are significant to them or to their family</p> <p>A2.6 communicate the results of their inquiries, using appropriate vocabulary</p> <p>A3.1 describe some of their own roles, relationships, and responsibilities</p> <p>A3.3 demonstrate an understanding of simple chronology by identifying and organizing chronologically some significant events related to their personal experience</p>	<p>-Create a family/personal timeline to include significant events/places/people; this could be historical or could involve a family’s weekly schedule</p> <p>-Read and discuss literature about Aboriginal families, communities and leaders.</p> <p>-Use “Responsibility” and “Respecting Mother Earth” lessons from <i>Aboriginal Perspectives: The Teacher’s Toolkit</i>.</p> <p>-Explore how community helpers in First Nation, Métis and Inuit communities provide support.</p>	<p>-See Resources listed under Language on page 40</p> <p><i>-Aboriginal Perspectives: The Teacher’s Toolkit</i> see lessons on <i>Responsibility, Respecting Mother Earth, and The Things we Need</i> <a href="http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html">http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html</a></p>	<p>See Suggested Summative Tasks 1 and 2 on page 39</p>
<p>B1. Application: describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet people’s needs</p>	<p>B1.1 describe some of the ways in which people make use of natural and built features of, and human services in, the local community to meet their needs, and what might happen if these features/services did not exist</p> <p>B2.3 analyse maps, and construct</p>	<p>-Identify Aboriginal organizations that may provide help or cultural support in the community.</p> <p>-Investigate stories significant to the land (may be site specific).</p>		<p>See Suggested Summative Task 2 on page 39</p>

<p>B2. Inquiry: use the social studies inquiry process to investigate some aspects of the interrelationship between people and different natural and built features of their local community, with a focus on significant short- and long-term effects of this interrelationship</p> <p>B3. Understanding Context: describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance</p>	<p>simple maps using appropriate elements, as part of their investigations into the interrelationship between people and significant natural and built features in their community</p> <p>B3.1 identify some of the natural and built features of their community</p> <p>B3.3 describe the location of some significant places in their community, using relative location, relative distance and relative direction</p> <p>B3.6 demonstrate the ability to construct simple maps of places they have visited, using symbols and non-standard units</p>	<p>-Discuss/read stories about roles in Aboriginal communities/community helpers.</p> <p>-Use "The Things We Need" lesson (Aboriginal Perspectives: The Teacher's Toolkit).</p>		
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# GRADE 1

**Subject: Science and Technology**

<b>Overall Expectations</b>	<b>Specific Expectations</b>	<b>Suggested Teaching Strategies</b>	<b>Resources</b>	<b>Summative Tasks</b>
<p><b>Understanding Life Systems</b></p> <p>1. Assess the role of humans in maintaining a healthy environment</p>	<p>1.1 Identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans</p> <p>1.2 Describe changes or problems that could result from the loss of some kinds of living things that are part of everyday life, taking different points of view into consideration</p> <p>1.2 Investigate and compare the basic needs of humans and other living things</p> <p>1.2 Identify the physical characteristics of a variety of plants and animals</p> <p>3.4 Describe the characteristics of a healthy environment</p> <p>3.5 Describe how showing care and respect for all living things helps to maintain a healthy environment</p> <p>3.6 Identify what living things provide for other living thing</p> <p>3.7 Describe how the things plants and animals use to meet their needs are changed and returned to the environment</p>	<p>-Read and discuss Aboriginal stories teaching environmental responsibility.</p> <p>-Research the role humans have in maintaining healthy environments, focus the four elements identified in many Aboriginal cultures (water, fire, earth, air).</p> <p>-Explore animals that live in local aquatic environments (focus on the turtle, an important symbol in local First Nations cultures).</p>	<p>-See Resources listed under Language on page 40</p> <p><a href="http://www.torontozoo.com/adoptapond/tici.asp">http://www.torontozoo.com/adoptapond/tici.asp</a></p> <p><a href="http://torontozoo.travel/pdfs/tic/Stewardship_Guide.pdf">http://torontozoo.travel/pdfs/tic/Stewardship_Guide.pdf</a></p> <p><a href="http://www.torontozoo.com/pdfs/tic/Walking_with_Miskwaadesi_full.pdf">http://www.torontozoo.com/pdfs/tic/Walking_with_Miskwaadesi_full.pdf</a></p> <p>-See Project Wild</p> <p>-<i>Keepers of the Earth</i> by Joseph Bruchac</p> <p>-<i>Keepers of the Animals</i> by Joseph Bruchac</p> <p>-<i>Keepers of the Night</i> by Joseph Bruchas</p>	<p>See Summative Tasks 2 and 3 on page 39</p>

<p><b>Understanding Matter and Energy</b></p> <p>2. Investigate how different types of energy are used in daily life</p> <p>1. Investigate how different types of energy are used in daily life</p>	<p>2.2 Investigate how the sun affects the air, land, and/or water using a variety of methods and resources</p> <p>2.6 Investigate how the sun’s energy allows humans to meet their basic needs, including the need for food</p> <p>3.5 Demonstrate an understanding that humans get the energy resources they need from the world around them</p>	<p>-Read and discuss stories that reflect the sun and other sources of energy.</p>	<p>-See “How Grandmother Spider Stole the Sun” in <i>Keepers of the Animals</i> by Joseph Bruchac</p>	<p>See Summative Task 3 on page 39</p>
<p><b>Understanding Earth and Space Systems</b></p> <p>1. Assess the impact of daily and seasonal changes on living things, including humans</p> <p>1. Investigate daily and seasonal changes</p> <p>2. Demonstrate an understanding of what daily and seasonal changes are and of how these changes affect living things</p>	<p>1.1 Assess the impact of daily and seasonal changes on human outdoor activities</p> <p>1.2 Assess the way in which daily and seasonal changes have an impact on society and the environment</p> <p>3.2 Define a cycle as a circular sequence of events</p> <p>3.5 Describe changes in the appearance or behaviour of living things that are adapted to seasonal changes</p> <p>3.6 Describe how humans prepare for and/or respond to daily and seasonal changes</p>	<p>-Discuss and model the cycle of the 13 moons.</p> <p>-Investigate how and why Aboriginal peoples have traditionally altered their activities as the seasons changed (e.g., Why is sap collected in early spring?).</p>	<p>-<i>Byron Through the Seasons</i>, by the Children of La Loche and Friends Byron’s grandfather comes to class to speak about what he does in each season.</p> <p>-<i>The Spring Celebration</i>, by Tina Umpherville An Aboriginal girl awaits the signs of spring and her community celebrates the new season.</p> <p>-<i>Thirteen Moons On Turtle’s Back</i> by Joseph Bruchac -see Teachers’ Toolkit <i>Respecting Mother Earth</i></p>	<p>See Summative Task 3 on page 39</p>



# GRADE 1

**Subject: Health and Physical Education**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Active Living</b> A1. Participate actively and regularly in a wide variety of physical activities and identify how regular physical activity can be incorporated into their daily lives</p>	<p>A1.1 Actively participate in a wide variety of program activities</p>	<p>-Have students make and play with traditional toys including those from Aboriginal cultures. -Have students play hide-and-seek games. -Explain about the role of games in Aboriginal cultures. -Participate in traditional Aboriginal games and activities.</p>	<p><i>-Let's All Play: Traditional Games and Activities of the Northern Ojibway and Cree</i>, by Jim Hollander Parts of this resource describing the various games are available online at the Virtual Museum site (search under "First Nations" and "Games")</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
<p><b>Movement Competence</b> B1. Perform movement skills, demonstrating awareness of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities; B2. Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.</p>	<p>B1.2 Demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them B2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities</p>	<p>-Learn some Aboriginal games or sports.</p>		<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>

# GRADE 1

**Subject: Mathematics**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Measurement</b> Estimate, measure and describe length, area, mass, capacity, time and temperature using non-standard units of the same size</p> <p><b>Data Management and Probability</b> -collect and organize categorical primary data and display the data -read and describe primary data presented in graphs and pictographs</p>	<p>-Demonstrate an understanding of the use of non-standard units of the same size for measuring -Estimate, measure and record lengths, heights and distances in non-standard units -Estimate , measure and describe the passage of time through investigation using non-standard units -Relate temperature to experiences of the seasons</p> <p>-demonstrate an ability to organize objects into categories -collect and organize primary data that is categorical -read primary data presented in graphs and pictographs</p>	<p>-Discuss the whys and hows of using non-standardized measurement systems (e.g. how Aboriginal people used various methods to measure time and distance (a day’s walk, moons, etc.)</p>	<p><i>-Picking Berries: Connections Between Data Collection, Graphing and Measuring: Grade 2</i>, from Detselig Enterprises This book is from a series created by the Yup’ik Inuit of Alaska. This book discusses collecting and measuring weather data and shadow data, as well as picking berries.</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>

## Grade Two -- Suggested Summative Tasks

Respect for self, others and the environment	Relationships and culture in the home, family, community and nation	Change and Transition
<p><b><i>Suggested Task 1: What do various cultures teach about respect?</i></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Create a short play or text which reflects a lesson about respect from one or more cultures</li> </ul> <p>Formative tasks:</p> <ul style="list-style-type: none"> <li>• Study teachings from various cultures that address the nature of moral behavior, specifically respect</li> <li>• Include Aboriginal teachings such as the Seven Grandfather Teachings, Inuit teachings, or the Thanksgiving Address of the Haudenosaunee</li> <li>• Read stories based on Aboriginal stories that address the concept of respect</li> </ul> <p>This task clusters overall and specific expectations from Arts, Language and Social Studies</p>	<p><b><i>Suggested Task 2: Why are cultural celebrations important?</i></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Create a visual or media depiction of a cultural celebration</li> <li>• Present their work to the class</li> </ul> <p>Formative tasks:</p> <ul style="list-style-type: none"> <li>• Investigate the nature and significance of a cultural celebration (may include such celebrations as the powwow)</li> <li>• Write short texts in a variety of forms (news article, letter, song, advertisement, etc.) based on the celebration</li> </ul> <p>This task clusters overall and specific expectations from Arts, Language and Social Studies</p>	<p><b><i>Suggested Task 3: How has our relationship with animals changed over time?</i></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Prepare a presentation on the traditional importance of a particular animal to an Aboriginal group (e.g. horse, caribou, seal, whale, oolichan, buffalo, deer)</li> </ul> <p>Formative tasks:</p> <ul style="list-style-type: none"> <li>• Investigate the changing interactions between animals and humans</li> <li>• Explore the reasons why these cultures are less dependent on these animals today</li> </ul> <p><i>Note: be sure to emphasize the difference between traditional and contemporary Aboriginal cultures</i></p> <p>This task clusters overall and specific expectations from Arts, Language and Social Studies</p>
<p>Links to First Nation, Métis and Inuit cultures</p> <ul style="list-style-type: none"> <li>• Study ethical guidelines from various Aboriginal cultures such as the Seven Grandfather Teachings, Inuit teachings, or the Thanksgiving Address of the Haudenosaunee</li> <li>• Note that Aboriginal cultures emphasize the importance of respecting all aspects of nature (e.g. hunters give gift of tobacco to animals they harvest)</li> <li>• Study stories with Aboriginal characters</li> </ul>	<p>Links to First Nation, Métis and Inuit cultures</p> <ul style="list-style-type: none"> <li>• Study contemporary Aboriginal cultural celebrations</li> <li>• Attend a powwow or other cultural event, if possible</li> <li>• Distinguish between traditional and competitive powwows</li> <li>• Teach powwow etiquette</li> </ul>	<p>Links to First Nation, Métis and Inuit cultures</p> <ul style="list-style-type: none"> <li>• Study traditional relationships between animals and humans in First Nations, Métis and Inuit cultures</li> <li>• Explore significance of certain animals though clans and stories (e.g. Bear Clan of the Ojibwe/Anishinaabe and stories about Makwa—the bear)</li> <li>• Emphasize the concept of animals as gifts that need to be respected</li> <li>• Investigate First Nations, Métis and Inuit concepts of sustainable harvesting</li> </ul>

## GRADE 2

**Subject: Language**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Oral Communication</b></p> <p>1. Listen in order to understand and respond appropriately</p> <p>2. Use speaking skills and strategies appropriately to communicate with different audiences for different purposes</p> <p>3. Reflect on and identify their strengths as listeners and speakers</p>	<p>1.2 Demonstrate an understanding of appropriate listening behaviour</p> <p>1.4 Demonstrate an understanding of the information and ideas in oral texts by retelling the story, or restating the information, including the main idea and several details</p> <p>1.5 Use stated and implied information and ideas in oral texts</p> <p>2.3 Communicate ideas, opinions and information orally in a clear, coherent manner</p> <p>2.5 Identify some vocal effects, including tone, pace, pitch and volume and use them appropriately to communicate the meaning</p> <p>3.1 Identify, initially with support and direction, a few strategies they found helpful before, during and after listening and speaking</p>	<p>-Investigate oral speaking traditions within First Nations, Métis and Inuit cultures.</p> <p>-Have students review effective speaking and presentation strategies.</p> <p>-Have students practice presentation for their summative task.</p>		<p>See Summative Tasks 2 and 3 on page 51</p>
<p><b>Reading:</b></p> <p>1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</p>	<p>1.1 Read some different literary texts</p> <p>1.4 Demonstrate understanding of a text by retelling the story or restating the information from the text</p> <p>1.7 Identify the main idea and some additional elements of texts</p> <p>1.8 Express personal thoughts and feelings about what has been read</p> <p>3.2 Predict the meaning of and solve unfamiliar words using different cues</p>	<p>-Choose a text that uses some traditional First Nation, Métis and Inuit terms (especially Mohawk or Algonquin terms.) Use the text and different cues to predict the meaning of the terms.</p> <p>-Students develop reading skills as they focus on creation stories of Algonquin and Mohawk</p>	<p><i>-Keepers of the Earth: Native American Stories and Environmental Activities for Children</i> by Michael Caduto and Joseph Bruchac</p> <p><i>-Native American Animal Stories</i> by Joseph Bruchac</p> <p><i>-Tiktala</i> by Margaret Shaw-MacKinnon tells the story of a young girl who wants to be a soapstone carver</p>	<p>See Summative Tasks 1, 2 and 3 on page 51</p>

<p><b>Writing:</b></p> <p>1. Generate, gather and organize ideas and information to write for an intended purpose and audience</p> <p>3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</p>	<p>1.2 Generate ideas about a potential topic using a variety of strategies and resources</p> <p>1.3 Gather information to support ideas for writing in a variety of ways and/or from a variety of sources</p> <p>1.4 Sort ideas and information for their writing in a variety of ways</p> <p>1.5 Identify and order main ideas and supporting details</p> <p>2.1 write short texts using a few simple forms</p> <p>3.7 Use appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout</p> <p>3.8 Produce pieces of published work to meet criteria identified by the teacher based on the expectations</p>	<p>-Write short texts in a variety of forms about cultural celebrations such as they powwow.</p> <p>-Write explanations about the role of certain animals in traditional and contemporary Aboriginal cultures.</p> <p>-Write scenes/plays that reflect traditional teachings about respect (e.g. Seven Grandfather Teachings) (note: these scenes should use characters from the children’s own experience).</p>		<p>See Summative Tasks 1, 2 and 3 on page 51</p>
<p><b>Media Literacy:</b></p> <p>1. Demonstrate an understanding of a variety of media texts</p> <p>3. Create a variety of media texts for different purposes and different audiences</p>	<p>1.2 Identify overt and implied messages</p> <p>1.3 Express personal thoughts and feelings about some simple media works and explain their responses</p> <p>3.1 Identify the topic, purpose and audience for media texts they plan to create</p> <p>3.4 Produce some short media texts for specific purposes and audiences</p>	<p>-Create a poster to promote a cultural celebration.</p> <p>-Create a poster that describes powwow etiquette.</p> <p>-Watch videos about powwows.</p>	<p>-Order a copy of the “It’s a Pow-wow” poster from INAC at <a href="http://www.ainc-inac.gc.ca">www.ainc-inac.gc.ca</a></p> <p>- ‘ Wapoos Bay’ video/DVD (Queen’s University Faculty of Education)</p>	<p>See Summative Tasks 1 and 3 on page 51</p>

## GRADE 2

**Subject: The Arts**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Dance:</b>            A.1 Apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas            A.3 Demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts</p>	<p>A1.2 Use dance as a language to represent the main ideas in stories and poems, with a focus on body and space            A3.1 Describe, with teacher guidance, dances from communities around the world that they have seen in the media, at live performances and social gatherings, or in the classroom            A3.2 Identify various reasons why people dance in daily life and various contexts in which they do</p>	<p>-Study an Algonquin or Mohawk dance form (e.g. Round Dance) which implies friendship and community.   <b>Note: Dancing is a culturally sensitive activity and should only occur with prior consultation with an Aboriginal resource person.</b></p>	<p>-Metis: <i>The Story of the Rabbit Dance</i> with CD by Jeanne Pelletier   <a href="http://www.native-dance.ca/">http://www.native-dance.ca/</a>            This website includes traditional and contemporary dances from Aboriginal peoples across Canada with videos and explanations of the dances.</p>	<p>See Summative Task 2 on page 51</p>
<p><b>Drama:</b>            B.1 Apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas and stories            B.2 Apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of drama works and experiences            B.3 Demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts</p>	<p>B 1.1 Engage in dramatic play and role play, with a focus on exploring main ideas and central characters in stories from diverse communities, times and places            B 2.1 Express thoughts, feelings and ideas about a drama experience in a variety of ways            B 3.2 Demonstrate an awareness of some drama and theatre traditions of communities around the world</p>	<p>-Read various plays on First Nation, themes.</p>	<p>-<i>Pushing Up The Sky: Seven Native American Plays for Children</i> by Joseph Bruchac 2000</p>	<p>See Summative Task 1 on page 51</p>

<p><b>Music:</b>  C.1 Apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music  C.2 Apply the critical analysis process to communicate their feelings, ideas and understandings in response to a variety of music and musical experiences  C.3 Demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts</p>	<p>C1.1 Sing unison songs in tune and/or play simple melodies and accompaniments from a wide variety of diverse cultures, styles and historical periods  C2.1 Express personal responses to musical performances in variety of ways  C2.2 Describe ways in which the elements of music are used for different purposes in the music they perform, listen to and create  C3.2 Identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times and places</p>	<p><b>Note: Drumming is culturally sensitive and should only be undertaken in consultation with an Aboriginal resource person.</b></p>	<p><a href="http://www.native-drums.ca/">http://www.native-drums.ca/</a>  This website provides examples of different types of drums along with interviews and videos on how to make drums.</p>	<p>See Summative Task 2 on page 51</p>
<p><b>Visual Arts:</b>  D.1 Apply the creative process to produce a variety of two- and three-dimensional art works  D.2 Apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of art works and experiences  D.3 Demonstrate an understanding of a variety of art forms, styles and techniques from the past and present, and their social and/or community contexts</p>	<p>D 1.2 Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic  D 2.1 Express their feelings and ideas about works of art  D 2.2 Express how elements and principles of design are used to communicate meaning in their own and others' art  D3.2 Demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times and places</p>	<p>-Study a variety of Algonquin or Mohawk artists and then create in a similar style.</p>	<p>-Google Algonquin or Mohawk Artists</p>	<p>See Summative Tasks 1 and 2 on page 51</p>

## GRADE 2

**Subject: Social Studies**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p>A1. Application: compare some significant traditions and celebrations among diverse groups and at different times, and identify some of the reasons for changes in these traditions/celebrations</p> <p>A2. Inquiry: use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong</p> <p>A3. Understanding Context: describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups</p>	<p>A1.1 compare ways in which some traditions have been celebrated over multiple generations in their family, and identify some of the main reasons for changes in these traditions</p> <p>A1.3 compare some of the past and present traditions and celebrations of different ethnocultural groups in their local community, and identify some of the main reasons for the change</p> <p>A2.1 formulate questions to guide investigations into some of the past and present traditions and celebrations in their own family and the communities</p> <p>A2.2 gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources</p> <p>A2.6 communicate the results of their inquiries, using appropriate vocabulary</p> <p>A3.4 describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as of some other communities in Canada</p> <p>A3.7 identify some ways in which heritage is passed on through various family celebrations and practices</p>	<p>-Students investigate a particular Aboriginal community celebration and create a poster advertising it.</p> <p>- Investigate significant days in the Aboriginal calendar:</p> <ul style="list-style-type: none"> <li>-Remembrance Day, Nov 11 (see <i>Aboriginal Perspectives: The Teachers Toolkit, Social Celebrations: Remembrance Day</i>)</li> <li>-Louis Riel Day, Nov 16</li> <li>- National Aboriginal Language Day, March 31</li> <li>-National Aboriginal Day, June 21</li> <li>-various solstices, full moons, Treaty Days</li> </ul> <p>-Read the Haudenosaunee Thanksgiving Address and analyse its contents.</p>	<p>-<i>Powwow</i>, by George Ancona— photographs and descriptions of modern powwows</p> <p>-<i>Jingle Dancer</i>, by Cynthia Leitch Smith—story of a young girl who wants to be a jingle dancer</p> <p>-<i>Giving Thanks: A Native American Good Morning Message</i>, by Chief Jake Swamp- gives Haudenosaunee Thanksgiving Address which is said every day and before important gatherings</p> <p>-<i>Share in the Celebration: National Aboriginal Day</i>, a free publication from Indian and Northern Affairs Canada with activities and stories , see <a href="http://www.inac.gc.ca/nad/">www.inac.gc.ca/nad/</a></p> <p>-<i>Aboriginal Perspectives: The Teacher's Toolkit</i></p> <p>-see lessons on <i>Naming Ceremony</i> and <i>Seasonal Traditions</i></p> <p><a href="http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html">http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html</a></p>	<p>See Summative Task 2 on page 51</p>



## GRADE 2

**Subject: Science and Technology**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Understanding Life Systems</b></p> <p>1. Assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live</p> <p>2. Investigate similarities and differences in the characteristics of various animals</p> <p>3. Demonstrate an understanding that animals grow and have distinct characteristics</p>	<p>1.1 Identify positive and negative impacts that animals have on humans and the environment</p> <p>1.2 Identify positive and negative effects that different kinds of human activity have on animals and where they live</p> <p>2.3 Investigate the ways in which a variety of animals adapt to their environment, using different methods</p> <p>3.3 Identify ways in which animals are helpful</p>	<p>- Investigate how the buffalo provided Aboriginal people with everything they needed to survive.</p> <p>- Investigate how other animals were/are used by Aboriginal peoples for survival (e.g. dogs in the north, deer, seal, moose).</p> <p>- Investigate how Aboriginal people have symbolic connections to animals both personally and as clan affiliations.</p> <p>- In many Aboriginal stories, animals help humans or other beings which clarifies the dependency that humans have on animals for survival. Share some of these stories and explore their meaning.</p>	<p>-<i>Mwakwa Talks to the Loon: A Cree Story for Children</i>, by Dale Auger - a hunter loses his ability to hunt and consults with the Loon Spirit, distinctly Aboriginal view of the human/animal relationship</p> <p>-<i>How the Eagle Got His White Head</i>, by Jane Chartrand - Algonquin story about the relationships among animals</p> <p>-<i>The Great Ball Game: A Muskogee Story</i> by Joseph Bruchac – pourquoi tale that explains why bats aren't birds and why birds fly south, also depicts role of sports in conflict resolution</p>	<p>See Summative Task 3 on page 51</p>
<p><b>Understanding Earth and Space Systems</b></p> <p>1. Assess ways in which the actions of humans have an impact on the quality of air and water and ways in which the quality of air and water has an impact on living things</p>	<p>1.1 Assess the impact of human activities on air and water in the environment</p> <p>2.5 Investigate water in the natural environment</p> <p>3.3 Describe ways in which living things, including humans, depend on air and water</p> <p>3.6 State reasons why clean water is an increasingly scarce resource in many parts of the world</p>	<p>-Water quality is an important issue in many Aboriginal communities. When studying water refer to these communities and the work of people like Josephine Mandamin to improve water quality.</p> <p>-Students create a protest sign in support of water quality issues (e.g.. protection of the American Eel an important food source to the Haudenosaunee).</p>	<p>-<i>How Chipmunk Got His Name: A Tale of Bragging and Teasing</i> by Joseph Bruchac and Jose Aruego</p> <p>-<i>Aboriginal Legends for Each Season</i> DVD at Queen's University Education Library</p>	<p>See Summative Task 3 on page 51</p>

## GRADE 2

**Subject: Health and Physical Education**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Active Living</b>            A1. Participate actively and regularly in a wide variety of physical activities and identify how regular physical activity can be incorporated into their daily lives            A3. Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities</p>	<p>A1.1 Actively participate in a wide variety of program activities, according to their capabilities            A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity</p>	<p>-Students play tag games like wolf and caribou where the wolf has to capture the caribou.             -Students play soccer-type games.             (for rules see <i>Let's All Play</i>)</p>	<p>-<i>Let's All Play: Traditional Games and Activities of the Northern Ojibway and Cree</i>, by Jim Hollander Parts of this resource describing the various games are available online at the Virtual Museum site (search under "First Nations" and "Games")</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
<p><b>Movement Competence</b>            B1. Perform movement skills, demonstrating awareness of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;            B2. Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.</p>	<p>B1.3 Perform a variety of loco-motor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways            B2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities            B2..2 Apply a variety of simple tactics to increase their chances of success during physical activities</p>	<p>See Active Living</p>	<p>See Active Living</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>

<p><b>Healthy Living</b></p> <p>C1. Demonstrate an understanding of factors that contribute to healthy development;</p> <p>C2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;</p> <p>C3. Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.</p>	<p>C1.1 Demonstrate an understanding of practices that enhance personal safety in the home</p> <p>C1.4 Outline the basic stages of human development (e.g., infant, child, adolescent, adult, older adult)and related bodily changes, and identify factors that are important for healthy growth and living throughout life</p> <p>C2.2 Demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control</p> <p>C3.1 Describe how to relate positively to others (e.g., cooperate, show respect, smile, manage anger), and describe behaviours that can be harmful in relating to others</p>	<p>-Provide Aboriginal perspectives on health and maturation.</p> <p>-Students create a healthy menu for three days of camp. One day at camp will be based on traditional First Nations, Métis and Inuit diet.</p>	<p>-Health Canada has created a new good guide which reflects the values, traditions and food choices of First Nations, Inuit and Métis. <a href="http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/fnim-pnim/index-eng.php">http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/fnim-pnim/index-eng.php</a></p> <p>- order copies in English Inuktitut, Ojibwe, Plains Cree and Woods Cree</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
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## GRADE 2

**Subject: Mathematics**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Data Management and Probability</b> Collect and organize categorical or discrete primary data and display the data</p>	<ul style="list-style-type: none"> <li>- Demonstrate an ability to organize objects into categories, by sorting and classifying objects using two attributes simultaneously</li> <li>- Collect and organize primary data that is categorical or discrete and display the data using one-to-one correspondence in</li> <li>- Demonstrate an understanding of data displayed in a graph by comparing different parts of the data and by making statements about the data as a whole</li> </ul>	<p>-Collect and organize different sorts of berries (e.g. Strawberries, blueberries, raspberries).</p>	<p><i>-Picking Berries: Connections Between Data Collection, Graphing and Measuring: Grade 2,</i> from Detselig Enterprises This book is from a series created by the Yup'ik Inuit of Alaska.</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>

## Grade Three -- Suggested Summative Tasks

Respect for self, others and the environment	Relationships and culture in the home, family, community and nation	Change and Transition
<p><b><i>Suggested Task 1: How does the location of First Nation reserves, territories, and Métis homelands in Ontario affect those communities?</i></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Create an annotated map describing several reserves from various parts of Ontario</li> <li>• Write a news article or editorial about the conditions of reserves in Ontario</li> </ul> <p>Formative tasks:</p> <ul style="list-style-type: none"> <li>• Identify where First Nations’ reserves and territories are located in Ontario</li> <li>• Identify where traditional Metis homelands are located in Ontario</li> <li>• Research the location and landform region of various reserves (e.g. Attawapiskat, Walpole Island, Pikangikum, Curve Lake), territories (e.g. Tyendinaga Territory, Wikwemikong Unceded Reserve) and Métis homelands (e.g. along Great Lakes) in Ontario</li> <li>• Identify aspects of land use in and around reserves, territories and homelands</li> <li>• Investigate how territories and homelands came to be established</li> </ul> <p>This task clusters overall and specific expectations from Language and Social Studies (Living and Working in Ontario)</p>	<p><b><i>Suggested Task 2: What can we learn about a culture from its art and stories?</i></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Produce a physical representation of your interpretation of an important symbol or character (e.g. Nanabush, Raven, Peacemaker, Weesacajac, Métis Sash)</li> <li>• Write a reflection on what you have learned about yourself and the world from the work studied</li> <li>• Create a graphical display (e.g. poster, story board, comic book, flip books) that retells a story involving the character or symbol</li> </ul> <p>Formative tasks:</p> <ul style="list-style-type: none"> <li>• Compare traditional and contemporary visual art, sculpture, music, and stories from two particular Aboriginal cultures (choose at least one culture from Ontario such as Cree, Mohawk/ Haudenosaunee, Algonquin, Métis, Inuit)</li> <li>• Identify important animal, human, and other characters (or a symbol) in the works studied</li> <li>• Reflect on the meanings of a particular art work/piece of music/story</li> </ul> <p>This task clusters overall and specific expectations from Arts and Language</p>	<p><b><i>Suggested Task 3: How did settlement in Ontario affect First Nations and settlers?</i></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Create a visual display of some aspect of their learning about the relationship between settlers and Aboriginal people and present it to the class</li> </ul> <p>Formative tasks:</p> <ul style="list-style-type: none"> <li>• Choose a region of Ontario and study the impact that non-Aboriginal settlement had on the First Nation people who lived there and on the land</li> <li>• Identify benefits of and reasons for settlement by First Nations, Métis and pioneers of particular areas (e.g. extension of existing trade, survival, cooperation, hospitality, reciprocity)</li> <li>• Discuss the need for cooperation and land use agreements and treaties</li> <li>• Identify the recording methods used to document the agreements (e.g. wampum belts, treaty document, treaty days)</li> <li>• Identify the evolution of settlement and specifically factors which led to some areas in Ontario becoming more urbanized and settled</li> </ul> <p>This task clusters overall and specific expectations from Language and Social Studies (Communities in Canada 1780-1850)</p>

<p>Links to First Nation, Métis and Inuit cultures</p> <ul style="list-style-type: none"> <li>• Location of First Nation reserves and territories in Ontario</li> <li>• Social conditions on various reserves and territories</li> <li>• Reasons why many people from reserves and territories are moving to cities</li> <li>• Reasons why people stay on reserves and territories</li> <li>• Connection between reserves and territories and treaties</li> <li>• Recognition that not all First Nations have signed treaties or have reserves</li> </ul> <p><b>Possible extension: Create pen pals with a school on a reserve or territory</b></p>	<p>Links to First Nation, Métis and Inuit cultures</p> <ul style="list-style-type: none"> <li>• Study art and stories from two Aboriginal cultures in Ontario (e.g. Algonquin, Cree, Anishinaabe/Ojibwe, Haudenosaunee, Métis, Inuit)</li> <li>• Identify important symbols or characters in the traditional artworks or stories (e.g. tricksters such as coyote or raven, characters such as Nanabush or the Peacemaker)</li> <li>• Make connections between the art and story representations of the events/characters</li> </ul> <p><b>Note: Do not have students create stories using these characters. They can retell existing stories in different forms but should not create new stories.</b></p>	<p>Links to First Nation, Métis and Inuit cultures</p> <ul style="list-style-type: none"> <li>• The treaty process and the history of treaties and agreements in Ontario</li> <li>• The Proclamation of 1763 as it relates to the treaty process</li> <li>• Areas in Ontario covered by and not covered by treaties (e.g. no treaty covering Algonquin lands in this area)</li> <li>• Historical interactions between settlers and First Nations and Métis in Ontario</li> <li>• Six Nations territories in Ontario (e.g. Tyendinaga)</li> <li>• Algonquin territories in Ontario</li> <li>• Métis homelands in Ontario</li> <li>• Powley decision for Métis harvesting</li> <li>• Land usage by First Nations and Métis in Ontario</li> <li>• Introduction of disease</li> <li>• Pressure on natural resources and systems</li> </ul>
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## GRADE 3

**Subject: Language**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Oral Communication</b></p> <p>1. Listen in order to understand and respond appropriately</p> <p>2. Use speaking skills and strategies appropriately to communicate with different audiences for different purposes</p> <p>3. Reflect on and identify their strengths as listeners and speakers</p>	<p>1.2 Demonstrate an understanding of appropriate listening behaviour</p> <p>1.4 Demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details</p> <p>1.5 Distinguish between stated and implied ideas in oral texts</p> <p>2.3 Communicate orally in a clear, coherent manner, presenting ideas, opinions and information logically</p> <p>2.5 Identify some vocal effects, including tone, pace, pitch and volume and use them appropriately and sensitively to communicate meaning</p> <p>3.1 Identify what strategies they found helpful before, during and after listening and speaking</p>	<p>- Read First Nation, Métis or Inuit stories to students to have them practice their listening skills.</p> <p>-Have students listen to CDs or online stories.</p> <p>-Review effective presentation skills and have students practice these skills.</p> <p><b>Note: When using traditional stories choose authentic Aboriginal authors</b></p>	<p>-<i>Six Nations Iroquois Clans Program: Teachers Guide</i> This resource book presents lesson plans and support material such as black line masters on the Haudenosaunee creation story, clans, and the formation of the confederacy</p> <p>-<i>Mohawk Stories</i> told by Kay Olan This CD Offers six well told and pedagogically interesting stories</p>	<p>See Summative Task 3 on page 61</p>
<p><b>Reading:</b></p> <p>1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</p>	<p>1.1 Read a variety of literary texts</p> <p>1.4 Demonstrate understanding of a text by identifying important ideas and some supporting details</p> <p>1.7 Identify specific elements of texts and explain who they contribute to meaning</p> <p>1.8 Express personal opinions about ideas presented in texts</p> <p>3.2 Predict the meaning of and solve unfamiliar words using different cues</p>	<p>- Students read Haudenosaunee (Iroquois) stories such as: Rabbit and Fox (audio tape at TRC), Creation Story/Sky Woman, Hiawatha.</p> <p><b>Note: When using traditional stories choose authentic material from Haudenosaunee /Iroquois authors</b></p>	<p>-<i>Thirteen Moons on Turtle's Back</i>, by Joseph Bruchac</p> <p>-<i>Giving Thanks: A Native American Good Morning Message</i>, by Chief Jake Swamp. This book provides a version of the traditional Mohawk Thanksgiving Address</p>	<p>See Summative Tasks 1, 2 and 3 on page 61</p>

<p><b>Writing:</b></p> <p>1. Generate, gather and organize ideas and information to write for an intended purpose and audience</p> <p>3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</p>	<p>1.2 Generate ideas about a potential topic using a variety of strategies and resources</p> <p>1.3 Gather information to support ideas for writing in a variety of ways and/or from a variety of sources</p> <p>1.4 Sort ideas and information for their writing in a variety of ways</p> <p>1.5 Identify and order main ideas and supporting details</p> <p>2.1 Write short texts using a few simple forms</p> <p>3.7 Use appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout</p> <p>3.8 Produce pieces of published work to meet criteria identified by the teacher based on the expectations</p>	<p>-Have students write reflections on art works.</p> <p>-Have students write a variety of texts about reserves (e.g. news reports, editorials, information pieces).</p> <p>-Consider creating a pen-pal relationship with students at a reserve school.</p>		<p>See Summative Task 1 and 2 on page 61</p>
<p><b>Media Literacy:</b></p> <p>1. Demonstrate an understanding of a variety of media texts</p> <p>3. Create a variety of media texts for different purposes and different audiences</p>	<p>1.2 Identify overt and implied messages</p> <p>1.3 Express personal thoughts and feelings about some simple media works and explain their responses</p> <p>3.1 Identify the topic, purpose and audience for media texts they plan to create</p> <p>3.4 Produce some short media texts for specific purposes and audiences</p>	<p>-Have students analyze and compare oral stories and written stories.</p> <p>-Have students analyze maps and how information is conveyed on them.</p>		<p>See Summative Tasks 1 and 3 on page 61</p>



## GRADE 3

**Subject: The Arts**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Dance:</b>            A.1 Apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas            A.3 Demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts</p>	<p>A1.2 Use dance to represent ideas in from diverse literature sources, with a focus on time and energy            A3.1 Describe, with teacher guidance, a variety of dances from communities in Canada and around the world that they have seen in the media, at live performances and social gatherings, or in the classroom            A3.2 Identify and describe the role of dance in the community</p>	<p>-Emphasize the variety of Aboriginal dances (e.g. Grass dance, Jingle dance, Métis jig) and purposes for dancing (e.g. spiritual, social).   <b>Note: Dancing is a culturally sensitive activity and should only occur with prior consultation with an Aboriginal resource person.</b></p>	<p><a href="http://www.native-dance.ca/">http://www.native-dance.ca/</a>            This website includes dances from a wide range of Aboriginal peoples across Canada with videos and explanations of traditional and contemporary dances.   <a href="http://www.tribalvisiondance.com/">http://www.tribalvisiondance.com/</a>            Haudenosaunee dance group with multimedia presentation. You can see a video on their web site.</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
<p><b>Drama:</b>            B.1 Apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas and stories            B.2 Apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of drama works and experiences            B.3 Demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts</p>	<p>B 1.1 Engage in dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times and places            B 2.1 Express thoughts, feelings and ideas about a variety of drama experiences and performances            B 3.2 Demonstrate an awareness of ideas and emotions expressed in drama works from communities around the world</p>	<p>-Have students enact stories in a variety of forms.</p>	<p>-For Haudenosaunee stories see <i>Tales of the Iroquois</i>, by Tehanetorens or <i>Mohawk Stories</i> told by Kay Olan            This CD Offers six well told and pedagogically interesting stories</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>

<p><b>Music:</b>  C.1 Apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music  C.2 Apply the critical analysis process to communicate their feelings, ideas and understandings in response to a variety of music and musical experiences  C.3 Demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts</p>	<p>C1.1 Sing, in tune, unison songs , partner songs, and rounds, and/or play accompaniments from a wide variety of cultures, styles and historical periods  C2.1 Express personal responses to musical performances in variety of ways  C2.2 Describe ways in which the elements of music are used for different purposes in the music they perform, listen to and create  C3.2 Identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times and place.</p>	<p>-Investigate traditional and contemporary songs from a particular Aboriginal culture and emphasize the significance and variety of drums (e.g. Haudenosaunee Water Drum, Cree Grandfather Drum).</p> <p><b>Note: Drumming is a culturally sensitive activity and should only occur with prior consultation with an Aboriginal resource person.</b></p>	<p><a href="http://www.native-drums.ca/">http://www.native-drums.ca/</a>  This website provides examples of different types of drums along with interviews and videos on how to make drums</p> <p><a href="http://www.ohwejagehka.com/">http://www.ohwejagehka.com/</a>  This site provides many examples of songs and descriptions of dances in the Haudenosaunee tradition.</p>	<p>See Summative Task 2 on page 61</p>
<p><b>Visual Arts:</b>  D.1 Apply the creative process to produce a variety of two- and three-dimensional art works  D.2 Apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of art works and experiences  D.3 Demonstrate an understanding of a variety of art forms, styles and techniques from the past and present, and their social and/or community contexts</p>	<p>D 1.2 Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic  D 2.1 Express personal feelings and ideas about art experiences or images  D 2.2 Explain how elements and principles of design are used to communicate meaning in their own and others' art  D3.2 Demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times and places</p>	<p>-Have students research a particular artist of art form from a particular Aboriginal culture.</p> <p>-Discuss the use of symbols in artwork.</p> <p>-Have students create a visual representation of an important cultural symbol or character from a particular culture (e.g. Raven, Skywoman, Nanaboozoo, Sedna).</p> <p>-Explore geometric designs and patterns in Iroquois/Haudenosaunee or Algonquin or Anishinaabe art such as Wampum belts.</p>	<p><i>-Canadian Aboriginal Art and Culture: The Iroquois</i>, by Michelle Lomberg</p> <p><i>-Canadian Aboriginal Art and Culture: The Ojibwa</i>, by Michelle Lomberg</p> <p>-Discover Inuit Art brochure  <a href="http://www.ainc-inac.gc.ca/ach/lr/ks/rrds/disc-eng.pdf">http://www.ainc-inac.gc.ca/ach/lr/ks/rrds/disc-eng.pdf</a>  -use online resource Weave a Virtual Wampum Belt  <a href="http://www.nativetech.org/beatwork/wampumgraph/index.html">http://www.nativetech.org/beatwork/wampumgraph/index.html</a>  or online beadwork resource  <a href="http://www.nativetech.org/beatwork/beatgraph/index.html">http://www.nativetech.org/beatwork/beatgraph/index.html</a></p>	<p>See Summative Task 2 on page 61</p>

## GRADE 3

**Subject: Social Studies**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p>A1. Application: compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day</p> <p>A2. Inquiry: use the social studies inquiry process to investigate some of the major challenges that different groups and communities faced in Canada from around 1780 to 1850, and key measures taken to address these challenges</p> <p>A3. Understanding Context: identify some of the communities in Canada around the beginning of the nineteenth century, and describe their relationships to the land and to each other</p>	<p>A1.1 describe some of the similarities and differences in various aspects of everyday life of selected groups living in Canada between 1780 and 1850</p> <p>A2.1 formulate questions to guide investigations into some of the major challenges facing different groups and communities in Canada from around 1780 to 1850</p> <p>A2.2 gather and organize information on major challenges facing different groups and communities, and on measures taken to address these challenges, using a variety of primary and/or secondary sources</p> <p>A2.6 communicate the results of their inquiries using appropriate vocabulary</p> <p>A3.1 identify various First Nations and some Métis communities in Upper and Lower Canada from 1780 to 1850, including those living in traditional territory and those who moved or were forced to relocate to new areas in response to European settlement, and locate the areas where they lived, using print, digital, and/or interactive maps or a mapping program</p> <p>A3.6 describe some key aspects of life in selected First Nations, Métis, and settler communities in Canada during this period, including the roles of men,</p>	<ul style="list-style-type: none"> <li>- Students compare and contrast aspects of life of First Nation Peoples of Upper Canada (Haudenosaunee/Iroquois Confederacy, Anishinaabe, Algonquin or Cree) and early settler communities.</li> <li>- Students research an item or a technology used by First Nations Peoples of Upper Canada before or during the early settlement period and compare the older version of the item or technology with the version used today (e.g. birch bark canoe and fibre glass canoe).</li> <li>- Students research how food was preserved and stored by early settlers and First Nation Peoples of Upper Canada and share the information.</li> <li>- Students locate and label Upper Canada, First Nations communities and early pioneer settlements on a map.</li> </ul>	<p><i>-The Kids Book of Aboriginal Peoples in Canada</i>, by Diane Silvey</p> <p><i>-Nations of the Eastern Great Lakes</i>, by Bobbie Kalman</p> <p><i>-Life in a Longhouse Village</i>, by Bobbie Kalman</p> <p><i>-Life In An Anishinaabe Camp</i> by Niki Walker</p> <p>These books provide lots of visuals and good information about Aboriginal peoples around the time of contact</p> <p><i>-Six Nations Iroquois Clans Program</i>, by Real People's History</p> <p>This package provides Haudenosaunee stories and information on clans with various teacher-ready resource materials</p> <p><i>-Roots of the Iroquois</i>, by Tehanetorens. This book provides a short history of the Iroquois Confederacy.</p> <p><i>- Claire and Her Grandfather</i>, by Ministry of Indian and</p>	<p>See Summative Tasks 1, 2 and 3 on page 61</p>

	<p>women, and children A3.7 describe how some different communities in Canada related to each other during this period, with a focus on whether the relationships were characterized by conflict or cooperation</p>	<p>- Students explore Aboriginal foods and feast traditions and make connections between Canadian Thanksgiving and other thanksgiving celebrations.</p> <p>-Discuss and show pictures of wampum belts (e.g. Two row wampum, Dish with One Spoon).</p> <p><b>Note: It is important to reflect both contemporary and traditional Aboriginal cultures</b></p>	<p>Northern Affairs Canada (Available free)</p> <p>-<i>The Iroquois: The Six Nations Confederacy</i>, by Mary Englar. This book by a Canadian provides a short history of the Iroquois Confederacy/Haudenosaunee including a chapter on the present day.</p> <p>-<i>Aboriginal Perspectives: The Teacher's Toolkit</i> see lessons on 7<sup>th</sup> Generation Stewardship, Feasts of Thanksgiving, and What Settlers Learned from Aboriginal People <a href="http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html">http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html</a></p> <p>-for information on the Haudenosaunee see <a href="http://www.haudenosauneeconfederacy.ca/index.html">http://www.haudenosauneeconfederacy.ca/index.html</a></p>	
<p>B1. Application: demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions in Ontario B2. Inquiry: use the social studies inquiry process to investigate some of the environmental effects of</p>	<p>B1.1 describe some major connections between features of the natural environment of a region and the type of land use and/or the type of community that is established in that region B1.2 describe some major connections between features of the natural environment and the type of employment that is available in a</p>	<p>-Have student analyze and create maps that reflect a variety of types of information (population, land use, treaties, economic statistics, etc.) -Have students discuss the reasons for migration and the location of communities. -Have students research reasons for historical migration to Ontario.</p>	<p>-See books from the Canadian Geographic Regions series from Weigl on - <i>The Canadian Shield, The St. Lawrence Lowlands, and The Great Lakes</i></p> <p>-See <i>The Learning Circle</i> and <i>Learning Circles</i> website listed in the Resource List in</p>	<p>See Summative Tasks 1 and 3 on page 61</p>

<p>different types of land and/or resource use in two or more Ontario municipal regions, as well as some of the measures taken to reduce the negative impact of that use</p> <p>B3. Understanding Context: describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities addresses human needs and wants, including the need for jobs</p>	<p>region, with reference to two or more municipal regions in Ontario</p> <p>B1.3 identify and describe some of the main patterns in population distribution and land use in two or more municipal regions in Ontario, using mapping and globe skills</p> <p>B2.3 analyse and construct print and digital maps, including thematic maps, as part of their investigations into the environmental impact of land and/or resource use in different municipal regions</p> <p>B3.4 identify and describe the main types of employment that are available in two or more municipal regions in Ontario</p>	<p>-Have students discuss the importance of treaties to First Nation, Métis and Inuit people within Ontario and Canada.</p> <p>-Have students explore a variety of resources discussing urban, rural and reserve life.</p> <p>-Have students analyze where most reserves in Ontario are located and think about why they are located in those regions.</p>	<p>Part I of this document. There are sections on Water, First Nations Communities, First nations and the Environment</p> <p>-Order a map from Indian and Northern Affairs Canada showing Reserves in Ontario or see <a href="http://www.ainc-inac.gc.ca/ai/scr/on/rp/mcarte/mcarte-eng.asp">http://www.ainc-inac.gc.ca/ai/scr/on/rp/mcarte/mcarte-eng.asp</a></p> <p>-See information about First Nations in Ontario at <a href="http://www.ainc-inac.gc.ca/ai/scr/on/ofn/index-eng.asp">http://www.ainc-inac.gc.ca/ai/scr/on/ofn/index-eng.asp</a></p>	
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## GRADE 3

**Subject: Science and Technology**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Understanding Life Systems – Growth and Changes in Plants</b>                      -Assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats                      -Demonstrate an understanding that plants grow and change and have distinct characteristics</p>	<p>1.1 Assess ways in which plants are important to humans and other living things, taking different points of view into consideration and suggest ways in which humans can protect plants                      1.2 Assess the impact of different human activities on plants                      3.5 Describe ways in which humans from various cultures, including Aboriginal people, use plants for food, shelter, medicine and clothing                      3.6 Describe ways in which plants and animals depend on each other</p>	<p>-Investigate the use of plants by First Nation Peoples of Upper Canada (Haudenosaunee, Anishinaabe, Algonquin or Cree) such as: for food (Three Sisters: corn, beans &amp; squash), for medicine, for shelter (long houses: saplings and bark).                      -Students plant seeds (corn, beans &amp; squash) and observe and record the growth and changes.                      - Students use the Aboriginal concept of seventh-generation stewardship as a framework for exploring their responsibilities for the land, animals, air and water for future generations.</p>	<p><i>-Keepers of the Earth</i> by Michael Caduto and Joseph Bruchac</p>	<p>See Summative Task 1 on page 61</p>
<p><b>Structures &amp; Mechanisms – Strong and Stable Structures</b>                      -Assess the importance of form, function, strength and stability in structures throughout time                      -investigate strong and stable structures to determine how their design and materials enable them to perform load-bearing function                      -demonstrate an understanding of the concepts of structure, strength, and stability and the factors that affect them</p>	<p>1.1 Assess effects of strong and stable structures on society and the environment                      1.2 Assess the environmental impact of structures built by various animals and those built by humans                      3.1 Define a structure as a supporting framework with a definite size, shape and purpose that holds a load</p>	<p>- Investigate various Aboriginal dwellings (igloos, long houses, wigwams and teepees).</p>	<p><i>-A Native American Thought of It: Amazing Inventions and Innovations</i>, by Rocky Landon and  <i>-The Inuit Thought of It: Amazing Arctic Innovations</i>, by Alootook Ipellie                      These two books have contemporary and traditional images.                      -Ontario Aboriginal Education Strategy  <a href="http://www.edu.gov.on.ca/eng/aboriginal/elemStratgies.html">www.edu.gov.on.ca/eng/aboriginal/elemStratgies.html</a></p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>

## GRADE 3

**Subject: Health and Physical Education**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Active Living</b>            A1. Participate actively and regularly in a wide variety of physical activities and identify how regular physical activity can be incorporated into their daily lives            A3. Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities</p>	<p>A1.1 Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part            A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity</p>	<p>- Students learn about traditional First Nation Peoples of Upper Canada games (Haudenosaunee, Anishinaabe, Algonquin or Cree).            - Students participate in traditional games (e.g. lacrosse, snow snake, hoop and spear, snowshoeing).</p>	<p><i>-Native American Games and Stories</i>, by James Bruchac   <i>-Our Original Games: A Look at Aboriginal Sport in Canada</i>, by Bruce Miller   <i>-Native Athletes in Action!</i> by Vincent Schilling provides 5-10 page biographies on a number of Aboriginal sports heroes from Canada and the US.</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
<p><b>Movement Competence</b>            B1. Perform movement skills, demonstrating awareness of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;            B2. Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.</p>	<p>B1.3 Perform a variety of loco-motor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions            B2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities            B2.2 Apply a variety of simple tactics to increase their chances of success during physical activities</p>	<p>- Students play square games (played in winter) or tug of war (see rules in <i>Let's All Play</i>).</p>	<p><i>-Let's All Play: Traditional Games and Activities of the Northern Ojibway and Cree</i>, by Jim Hollander            Parts of this resource describing the various games are available online at the Virtual Museum site  <a href="http://agora.virtualmuseum.ca/edu/Search.do?start=20&amp;text=games&amp;type=2">http://agora.virtualmuseum.ca/edu/Search.do?start=20&amp;text=games&amp;type=2</a></p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>

<p><b>Healthy Living</b></p> <p>C1. Demonstrate an understanding of factors that contribute to healthy development;</p> <p>C2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;</p> <p>C3. Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.</p>	<p>C1.1 Demonstrate an understanding of how the origins of food affect its nutritional value and environmental impact</p> <p>C1.3 Identify the characteristics of healthy relationships and describe ways of overcoming challenges in a relationship</p> <p>C3.1 Explain how local fresh foods and foods from different can be used to expand their range of healthy eating choices</p> <p>C3.2 Explain how the portrayal of fictional violence in various media can create an unrealistic view of the consequences of real violence</p> <p>C3.3 Describe how visible differences make each person unique, and identify ways of showing respect for differences in others</p>	<p>- Invite First Nation Peoples of Upper Canada (Anishinaabe, Algonquin, Cree, Haudenosaunee/Iroquois) as presenters to discuss traditional foods.</p> <p>- Investigate First Nation Peoples of Upper Canada (Anishinaabe, Algonquin, Cree or Iroquois/Haudenosaunee) food sources including the Three Sisters (corn, beans and squash), animals, maple syrup, etc.</p>	<p>See website resources listed in the Annotated List of Websites on page 21 in Part I</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
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## GRADE 3

**Subject: Mathematics**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Patterning and Algebra</b>                      - Describe, extend and create a variety of numeric patterns and geometric patterns</p>	<p>- Identify, extend, and create a repeating pattern involving two attributes using a variety of tools</p>	<p>-Story telling using Wampum Belts (e.g. Iroquois Confederacy wampum belt and Two Row wampum belt).</p> <p>- Design a Wampum belt (using beads, corn etc.) and explain the pattern using mathematical language.</p>	<p>-<i>Wampum Belts</i>, by Tehanetorens</p> <p><a href="http://www.haudenosauneeconfederacy.ca/wampum.html">http://www.haudenosauneeconfederacy.ca/wampum.html</a>                      This website discusses the Haudenosaunee Confederacy with some information on wampum</p> <p>-Use online resource Weave a Virtual Wampum Belt  <a href="http://www.nativetech.org/beadwork/wampumgraph/index.html">http://www.nativetech.org/beadwork/wampumgraph/index.html</a></p> <p>or online beadwork resource  <a href="http://www.nativetech.org/beadwork/beadgraph/index.html">http://www.nativetech.org/beadwork/beadgraph/index.html</a></p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>

## Grade Four -- Suggested Summative Tasks

Respect for self, others and the environment	Relationships and culture in the home, family, community and nation	Change and Transition
<p><b><i>Suggested Task 1: Who are First Nation, Métis and Inuit heroes?</i></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>design a stamp to honour an Aboriginal person (possibly using First Nations, Métis and Inuit art forms)</li> <li>write a persuasive piece to support the use of the stamp by Canada Post</li> <li>present a persuasive argument to the class in support of their selected hero and explaining the symbolism and significance of the design of their stamp</li> </ul> <p>Formative tasks:</p> <ul style="list-style-type: none"> <li>research historical or contemporary First Nations, Métis and Inuit heroes or characters from traditional stories</li> <li>identify what characteristics define a hero or heroic character</li> <li>write a summary of the person’s life and accomplishments/character’s life and accomplishments</li> </ul> <p>This task clusters overall and specific expectations from Language, Social Studies and Arts.</p>	<p><b><i>Suggested Task 2: How can we protect our local community by protecting the environment?</i></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>Devise a brochure to raise awareness of an environmental issue and to promote conservation</li> </ul> <p>Formative tasks:</p> <ul style="list-style-type: none"> <li>Explore First Nation, Métis and Inuit approaches to sustainability and the responsibility of humans in the world</li> <li>Investigate a local threatened habitat (e.g. wetland, river, forest) or species</li> <li>Research proposed locations of controversial economic development (e.g. dump sites, quarries, mines, nuclear waste disposal sites)</li> <li>Research existing local organizations which try to protect the threatened species, habitat or the environment</li> <li>Learn about the criteria used by governments to identify the degrees of threat to the environment (e.g. species at risk, water quality, air quality)</li> </ul> <p>This task clusters overall and specific expectations from Science and Technology, Social Studies and Language</p>	<p><b><i>Suggested Task 3: How did early societies in different regions compare?</i></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>Create a visual presentation that compares an early society in the Americas with one from another region in the world</li> </ul> <p>Formative tasks:</p> <ul style="list-style-type: none"> <li>Explore social and political organization in an early society in the Americas (pre-contact) <ul style="list-style-type: none"> <li>Maya</li> <li>Aztec</li> <li>Haudenosaunee</li> <li>Cree</li> <li>Inca</li> <li>Cahokia</li> <li>Inuit</li> </ul> </li> <li>Study artworks from the people to see what they tell us about their lives</li> <li>Use graphic organizers to help student record information</li> <li>Generate questions to guide research</li> </ul> <p>This task clusters overall and specific expectations from Language, Social Studies and Arts.</p>

<p>Links to First Nation, Métis and Inuit cultures</p> <ul style="list-style-type: none"> <li>• Learn about historical and contemporary First Nations, Métis and Inuit heroes</li> <li>• Investigate about these heroes using a variety of resources</li> <li>• Investigate First Nations, Métis and Inuit art forms:</li> </ul> <p><b>Note: To date there have been few Canadian postage stamps honouring Aboriginal heroes. If you Google any of the following you should find Canadian stamps that honour them: Louis Riel, Matonabee, Robbie Robertson, Pauline Johnston, Chief Dan George, Tecumseh, Pitseolak, Gabriel Dumont, Tom Longboat, Crowfoot. There are many Canadian stamps that include art by Aboriginal peoples.</b></p>	<p>Links to First Nation, Métis and Inuit cultures</p> <ul style="list-style-type: none"> <li>• Explore First Nation, Métis and Inuit approaches to sustainability and the place of humans in the world <ul style="list-style-type: none"> <li>○ Seventh generation teachings</li> <li>○ Thanksgiving address</li> <li>○ Seven grandfather teachings</li> </ul> </li> <li>• Explore what local First Nation, Métis and Inuit organizations are doing to protect the environment</li> </ul> <p><b>Note: instead of brochures students could devise posters, public service announcements, public displays, slide show, etc.</b></p>	<p>Links to First Nation, Métis and Inuit cultures</p> <ul style="list-style-type: none"> <li>○ The societies in North and South America ranged from highly hierarchical to small family based groups</li> </ul>
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## GRADE 4

**Subject: Language**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Oral Communication</b></p> <p>1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p> <p>2. Use speaking skills and strategies appropriately to communicate with different audiences and for a variety of purposes</p>	<p>1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details</p> <p>1.9 identify the presentation strategies used in oral texts and analyse their effect on the audience</p> <p>2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations</p> <p>2.3 communicate in a clear, coherent manner</p> <p>2.4 use appropriate words and phrases</p> <p>2.7 use a variety of appropriate visual aids</p>	<p>-Practice making a persuasive argument orally.</p> <p>-Practice explaining significance of an event or action orally.</p> <p>-Have students participate in brainstorming sessions and discussions.</p>		<p>See Summative Tasks 1 and 3 on page 74</p>
<p><b>Reading</b></p> <p>1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts</p> <p>2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they communicate meaning</p>	<p>1.1 read a variety of texts from diverse cultures</p> <p>1.2 identify a variety of purposes for reading and choosing reading materials</p> <p>1.4 demonstrate understanding of a variety of texts by summarizing important ideas</p> <p>1.8 express opinions about the ideas and information in texts and cite evidence from the text to support their opinions</p> <p>1.9 identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives</p>	<p>-Read First Nation, Métis and Inuit authors such as: Michael Kusagak (uses events from his childhood and traditional stories as sources) or Chief Dan George.</p> <p>-Have students research the National Aboriginal Achievement Awards.</p>	<p>-Canada's stamp selection process <a href="http://www.canadapost.ca/cpo/mc/personal/productsservices/collect/stampselection.jsf">http://www.canadapost.ca/cpo/mc/personal/productsservices/collect/stampselection.jsf</a></p> <p>-see books by Michael Kusugak at <a href="http://michaelkusugak.com/wordpress/?page_id=66">http://michaelkusugak.com/wordpress/?page_id=66</a></p> <p>-<i>My Heart Soars</i> by Chief Dan George</p> <p><a href="http://www.umilta.net/chief.html">www.umilta.net/chief.html</a></p> <p>-website for the National Aboriginal Achievement Awards <a href="http://www.naaf.ca/NAAA">http://www.naaf.ca/NAAA</a></p>	<p>See Summative Tasks 1, 2 and 3 on page 74</p>

			<p>-Scholastic books:  <i>The 10 Most Inspiring Aboriginal Leaders</i>  <i>The 10 Most Significant Crossroads in Aboriginal History</i>  - First Steps Reading Developmental Continuum  <a href="http://www.myread.org/">http://www.myread.org/</a></p>	
<p><b>Writing</b>  <b>1.</b> generate, gather, and organize ideas and information to write for an intended purpose and audience  <b>2.</b> draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience  <b>3.</b> use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</p>	<p>1.1 identify the topic, purpose, and audience for a variety of writing forms  1.2 generate ideas about a potential topic using a variety of strategies and resources  1.3 gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources  2.1 write more complex texts using a variety of forms  2.5 identify their point of view and other possible points of view on the topic, and determine whether their information sufficiently supports their own view  2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions  3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies</p>	<p>-Practice and evaluate several different templates for making a persuasive argument.  -Write a variety of texts to promote awareness of a particular issue.  - As a class, begin a pen-pal letter or blog exchange with students in a remote Aboriginal community in northern Ontario or Nunavut (<a href="http://www.21classes.com">www.21classes.com</a>).  -Create safe blog that can be accessed only by students, penpals, teachers, and parents.</p>	<p>-<i>Aboriginal Perspectives: The Teacher's Toolkit</i>  see <i>Aboriginal Heroes</i>  <a href="http://www.edu.gov.on.ca/eng/aboriginal/eleStrategies.html">http://www.edu.gov.on.ca/eng/aboriginal/eleStrategies.html</a></p>	<p>See Summative Tasks 1, 2 and 3 on page 74</p>

<p><b>Media Literacy</b></p> <p><b>1.</b> demonstrate an understanding of a variety of media texts</p> <p><b>2.</b> identify some media forms and explain how the conventions and techniques associated with them are used to create meaning</p> <p><b>3.</b> create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</p>	<p>1.1 identify the purpose and audience for a variety of media texts</p> <p>1.2 use overt and implied messages to draw inferences and construct meaning in media texts</p> <p>1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions</p> <p>2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning</p> <p>3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create</p> <p>3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p>	<p>-Have students collect samples of brochures and discuss their effectiveness.</p> <p>-Have students analyze stamps to evaluate their effectiveness.</p>	<p>-Refer to "Comparing Media Texts" in <i>Aboriginal Perspectives: The Teacher's Toolkit</i></p> <p><a href="http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html">http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html</a></p>	<p>See Summative Tasks 1, 2 and 3 on page 74</p>
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## GRADE 4

**Subject: The Arts**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Dance:</b>            A.1 Creating and Presenting: apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas            A.3 Demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their socio-cultural and historical contexts</p>	<p>A1.1 Use dance as a language to explore and communicate ideas derived from a variety of literature sources            A3.1 Describe, with teacher guidance, how forms and styles of dance reflect people’s different social and political roles in various communities, times, and places            A3.2 Identify and describe the roles of dance in their lives and in communities around the world</p>	<p>-Use traditional stories as a source of interpretive dance.             -Compare traditional Aboriginal dances and their purposes (e.g. Jingle Dance, Grass Dance, social dances).</p>	<p>-<i>Secret of the Dance</i> by Spalding and Snow 813.54 TRC            -<i>The Great Ball Game</i> by Joseph Bruchac E99C9B88 EDUC</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
<p><b>Drama:</b>            B.1 Apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories            B.2 Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences            B.3 Demonstrate an understanding of a variety of drama and theatre forms, traditions and styles from the past and present, and their sociocultural and historical contexts</p>	<p>B1.1 Engage actively in dramatic exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places            B2.1 Express personal responses and make connections to characters, theme</p>	<p>-Have students create storyboards of First Nation, Métis and Inuit stories.             -Have students participate in readers’ theatre.</p>	<p>-<i>The Vision Seeker</i> by James Whetung E99 C6W44EDUC             -<i>The Song Within My Heart</i> by David Bouchard PS 8553 0795 S66 EDUC             -NFB Native Legends: <i>The Owl Who Married a Goose, Summer Legend, The Owl and the Raven</i>  <a href="http://onf-nfb.gc.ca/eng/collection/film/?id=32729">http://onf-nfb.gc.ca/eng/collection/film/?id=32729</a></p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>

<p><b>Music:</b>  C.1 Creating and Presenting: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music  C.2 Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences  C.3 Demonstrate and understanding of a variety of musical genres and styles from the past and present, and their socio-cultural and historical contexts</p>	<p>C1.3 create musical compositions for specific purposes and audiences</p>	<p>-Use Music Explorer to create musical accompaniment to slide show.  -Use Aboriginal musical instruments like rattles or shakers.</p> <p><b>Note: Drumming is culturally sensitive and should only be undertaken in consultation with an Aboriginal resource person.</b></p>	<p>-APTN Network  -Aboriginal Music Awards</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
<p><b>Visual Arts:</b>  D.1 Creating and Presenting: apply the creative process to produce a variety of two-and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.  D.2 Apply the creative analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and experiences  D.3 Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their socio-cultural and historical contexts.</p>	<p>D1.4 create two and three dimensional works of art that express feelings and ideas  D3.1 Describe how visual art forms and styles represent various messages and contexts in the past and present</p>	<p>-Investigate postage stamp design in Canada and around the world as it relates to the representation of Aboriginal peoples.  -Investigate the evolution of Inuit art forms (e.g. increasing size and complexity of Inuit sculpture, creation of Inuit printmaking).  -Investigate the evolution of art forms from other cultures (e.g. Western, other Aboriginal).</p>	<p>-Conduct a Google search to track down images of Aboriginal peoples featured on Canadian stamps  -Investigate the works of contemporary Inuit artists  -see INAC document "Discover Inuit Art"  <a href="http://www.ainc-inac.gc.ca/ach/lr/ks/rrds/disc-eng.pdf">http://www.ainc-inac.gc.ca/ach/lr/ks/rrds/disc-eng.pdf</a></p>	<p>See Summative Task 1 on page 73</p>



## GRADE 4

**Subject: Social Studies**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p>A1. Application: compare key aspects of life in a few early societies; each from a different region and era and representing a different culture</p> <p>A2. Inquiry: use the social studies inquiry process to investigate ways of life and relationships with the environment in two or more early societies</p> <p>A3. Understanding Context: demonstrate an understanding of key aspects of a few early societies, each from a different region and era and representing a different culture</p>	<p>A1.1 compare social organization in two or more early societies</p> <p>A1.4 compare two or more early societies in terms of their relationship with the environment</p> <p>A2.1 formulate questions to guide investigations into ways of life and relationships with the environment in two or more early societies</p> <p>A2.4 interpret and analyse information relevant to their investigations, using a variety of tools</p> <p>A2.6 communicate the results of their inquiries, using appropriate terminology</p> <p>A3.2 demonstrate the ability to extract information on daily life in early societies from visual evidence</p> <p>A3.7 describe how two or more early societies were governed</p> <p>A3.8 describe the social organization of some different early societies</p>	<p>-put students in small groups to investigate a particular early society (e.g. Maya, Roman, Cahokia)</p> <p>-have students present their group findings to the class</p> <p>-individual students compare the society they studied in a group with one or more other societies from the presentations</p>	<p>-<i>Life in an Anishinabe Camp</i>, Niki Walker, Crabtree Publishing Co.</p> <p>-<i>Life in a Longhouse Village</i>, Bobbie Kalman, Crabtree Publishing Co.</p> <p>-website on Cahokia  <a href="http://www.cahokiamounds.org/">http://www.cahokiamounds.org/</a></p>	<p>See Summative Task 3 on page 74</p>

<p>B1. Application: assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada</p> <p>B2. Inquiry: use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship</p>	<p>B1.2 assess aspects of the environmental impact of different industries in two or more physical and/or political regions of Canada</p> <p>B1.3 describe some key actions taken by both industries and citizens to address the needs of more sustainable use of land and resources</p> <p>B2.2 gather and organize information and data from various sources to investigate issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada</p> <p>B2.6 communicate the results of their inquiries using appropriate vocabulary</p>	<p>-have students research where major resource development is occurring in Canada (e.g. Tar Sands, northern diamond mines, hydroelectric development)</p> <p>-what do these areas have in common? (e.g. typically remote, involve traditional Aboriginal territories, expensive)</p> <p>-ask students how we balance the needs of industry and city dwellers with the needs of the people who live where the developments are occurring</p>	<p><i>-Aboriginal Perspectives: The Teacher's Toolkit</i> see lessons on "Walking in Someone Else's Shoes" and "Exchanges Between Communities"</p> <p><a href="http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html">http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html</a></p> <p><i>-This Land is My Land</i> by George Littlechild E99 C88 L575 EDUC</p>	<p>See Summative Tasks 2 on page 74</p>
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## GRADE 4

**Subject: Science and Technology**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Understanding Life Systems: Habitats and Communities</b></p> <ul style="list-style-type: none"> <li>-Analyse the effects of human activities on habitats and communities</li> <li>-Investigate the interdependence of plants and animals within specific habitats and communities</li> <li>-Demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Analyze the positive and negative impacts of human interactions with natural habitats and communities</li> <li>2.2 Build food chains consisting of different plants and animals, including humans</li> <li>3.2 Demonstrate an understanding of food chains</li> <li>3.10 Describe ways in which humans are dependent on natural habitats and communities</li> </ul>	<ul style="list-style-type: none"> <li>-Investigate traditional views regarding stewardship and sustainability.</li> <li>- Choose a local land form (pond or wooded area), habitat or eco-system.</li> </ul> <p>Should the area be developed or changed? Role play as Wumps or Pollutians.</p> <ul style="list-style-type: none"> <li>-Compare the two groups (Wumps and Pollutians.) Which group represents the First Nations? How do you know? What do the Pollutians represent?</li> <li>-Create "Choose your ending" Hyperstudio stack (this is an easy-to-use slideshow program available on the Limestone lab image – 2010). Give a scenario (a small stream is dammed), and show possible outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>-<i>Maple Moon</i> by Connie Brummel Crook and Scott Cameron E CRO TRC</li> <li><a href="http://www.albertasource.ca/tus/background/appropriateuse.html">www.albertasource.ca/tus/background/appropriateuse.html</a></li> <li>-<i>Wump World</i> by Bill Peet</li> <li>-see <i>Aboriginal Peoples and Natural Resources in Canada</i> by Claudia Notzke</li> <li>"The Native Concept of Land"</li> </ul>	<p>See Summative Task 2 on page 74</p>

## GRADE 4

**Subject: Health and Physical Education**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Active Living</b>            A1. Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity;            A2. Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;            A3. Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</p> <p><b>Movement Competence</b>            B1. Perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;            B2. Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.</p>	<p>A1.1 Actively participate in a wide variety of program activities            A2.2 Identify how different physical activities affect the body and contribute to physical fitness and good health            A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity</p> <p>B2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities</p>	<p>-Have students play co-operative games (Inuit and Inuvialuit games) – why is cooperation so important in the Aboriginal cultures? – why do we need to learn cooperative skills?</p> <p>-Have small groups create cooperative games, along with a verbal rationale of how this game is “cooperative”.</p>	<p><i>-Cooperative Games and Sports</i> by Terry Orlick</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>

<p><b>Healthy Living</b></p> <p>C1. Demonstrate an understanding of factors that contribute to healthy development</p> <p>C2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</p> <p>C3. Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.</p>	<p>C1.1 Identify the key nutrients provided by foods and beverages, and describe their importance for growth, health, learning, and physical performance</p> <p>C1.4 Identify substances found in tobacco products and smoke and describe their effects on health</p> <p>C2.1 Analyse personal food selections through self-monitoring over time, using the criteria in Canada’s Food Guide and develop a simple healthy-eating goal appropriate to their age and activity level</p> <p>C3.1 Identify ways of promoting healthier food choices in a variety of settings and situations</p> <p>C3.2 Describe the short and long term effects of first and second hand smoke on smokers and on people around them</p>	<p>- Plan a menu or create a collage of a meal containing only products of Ontario – must include one product from each geographical region (for example, wild rice from Peterborough). (a possible variation – produce a menu containing only products of Canada).</p> <p>-Create a web/retrieval chart of information gathered.</p> <p>-Prepare samples of foods discussed.</p>	<p><i>-American Indian Cooking Before 1500</i> by Mary Gunderson 394.1 G85 TRC</p> <p>-See Canada’s Food Guide for First Nation, Métis and Inuit (note its circular form unlike most pyramidal food guides) <a href="http://www.hc-sc.gc.ca/fn-an/pubs/fnim-pnim/index-eng.php">http://www.hc-sc.gc.ca/fn-an/pubs/fnim-pnim/index-eng.php</a> see also the food guide at <a href="http://www.turtleisland.org/culture/culture-food.htm">http://www.turtleisland.org/culture/culture-food.htm</a></p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
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## GRADE 4

**Subject: Mathematics**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Geometry and Spatial Sense</b>                      -Identify quadrilaterals and three-dimensional figures and classify them by their geometric properties and compare various angles to benchmarks</p>	<p>-Draw the lines of symmetry of two dimensional shapes through investigation using a variety of tools.                      -Identify and compare different types of quadrilaterals and sort and classify them by their geometric properties                      -Create and analyse symmetrical designs by reflecting a shape or shapes using a variety of tools</p>	<p>-Students examine and design examples of traditional beadwork and identify geometric elements.</p>	<p>-<i>Designing Patterns: Exploring Shape and Area, Grades 3-5</i> by Daniel Lynn Watt                      QA 135.6 D484 EDUC</p> <p>The following website contains many math lessons and activities  <a href="http://aboriginalperspectives.uregina.ca/workshops/workshop2010/">http://aboriginalperspectives.uregina.ca/workshops/workshop2010/</a></p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
<p><b>Patterning and Algebra</b>                      -Describe, extend, and create a variety of numeric and geometric patterns, make predictions related to the patterns, and investigate repeating patterns involving reflections</p>	<p>-Create and analyze symmetrical designs by reflecting a shape or shapes using a variety of tools</p> <p>-Extend and create repeating patterns that result from reflections, through investigation using a variety of tools</p>	<p>Integrated with Visual Arts: look for symmetry and reflections in the prints of Simon Tookoome (Inuit artist).</p>	<p>-See <i>The Shaman's Nephew: A Life in the Far North</i> by Simon Tookoome and Sheldon Oberman</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>

## Grade Five -- Suggested Summative Tasks

<b>Respect for self, others and the environment</b>	<b>Relationships and culture in the home, family, community and nation</b>	<b>Change and Transition</b>
<p><i>Suggested Task 1:</i> Shall we dance?</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• create a poster which explains a particular dance</li> <li>• create a poster that advertises a dance event</li> </ul> <p>Formative tasks:</p> <ul style="list-style-type: none"> <li>• explore dance forms from First Nation, Métis and Inuit dances</li> <li>• identify the purposes of the dances in the culture</li> <li>• explore different types of dances at powwows (e.g. at Jingle dance, hoop dancing, men’s fancy dance), or Iroquois social dances (e.g. rabbit dance, alligator dance, duck dance) or Métis rendezvous (e.g. jigging, step dancing)</li> <li>• distinguish between competitive and traditional powwows, social and ceremonial dances</li> </ul> <p>This task clusters overall and specific expectations from Language and Arts.</p>	<p><i>Suggested Task 2:</i> What is “good” government?</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• write a report on a First Nation, Métis or Inuit approach to government</li> </ul> <p>Formative tasks:</p> <ul style="list-style-type: none"> <li>• compare aspects of Canada’s representative democracy with First Nation, Métis and Inuit approaches to government               <ul style="list-style-type: none"> <li>○ family and clan focus among First Nations, Métis and Inuit communities</li> <li>○ Six Nations Great Law of Peace,</li> <li>○ consensus decision-making,</li> <li>○ provisional chieftainship or leadership,</li> <li>○ consultation with Elders,</li> <li>○ Métis committees and captains of the hunt</li> </ul> </li> <li>• make connections to roots of democracy from the Iroquois Confederacy</li> <li>• practice different forms of decision-making (e.g. parliamentary and consensus)</li> </ul> <p>This task clusters overall and specific expectations from Social Studies and Language</p>	<p><i>Suggested Task 3:</i> How can we bring about political change?</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Create a powerpoint presentation outlining the issue and ways to affect governmental decisions</li> </ul> <p>Formative tasks:</p> <ul style="list-style-type: none"> <li>• Identify governmental structures in Canada</li> <li>• Identify Responsibility of various levels of government in Canada</li> <li>• Discuss how youth and others can bring about political change</li> <li>• Explore examples of youth who have brought about change and the issues they fought for (e.g. Shannen Koostachin and school for Attawapiskat, Chrissy Swain and other youth of Grassy Narrows and clear cut logging, Ryan Hreljac and Ryan’s Well, Craig Kielburger and child labour)</li> <li>• Investigate issues of concern to them</li> </ul> <p>This task clusters overall and specific expectations from Social Studies and Language</p>

Links to First Nation, Métis and Inuit cultures

- Traditional and First Nation, Métis and Inuit dances
- Reinforce Grade 3 topics about cooperation and cultural connections, exchanges and influences
- Possible extension: bring an Aboriginal dance group or take students to an Aboriginal event which features dancing

**Note: Students should not participate in dances without the supervision of an Aboriginal resource person.**

Links to First Nation, Métis and Inuit cultures

- Traditional First Nation, Métis and Inuit approaches to government (e.g. Six Nations Great Law of Peace with clan mothers, consensus decision-making and provisional chieftainship in many First Nations, family and clan focus among Inuit, and Métis committees and laws of the hunt)
- Experience of consensus decision-making

Links to First Nation, Métis and Inuit cultures

- Issues facing First Nation, Métis and Inuit
- Examples of First Nations, Métis and Inuit youth who have tried to bring about political change (e.g. Shannen Koostachin, youth of Grassy Narrows)



## GRADE 5

**Subject: Language**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Oral Communication</b></p> <p>1. Listen in order to understand and respond appropriately</p> <p>2. Use speaking skills and strategies appropriately to communicate with different audiences for different purposes</p> <p>3. Reflect on and identify their strengths as listeners and speakers</p>	<p>1.2 Demonstrate an understanding of appropriate listening behaviour</p> <p>1.4 Demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of important details</p> <p>1.5 Make inferences about oral texts using stated and implied ideas</p> <p>1.8 Identify the point of view presented in oral texts and ask questions to identify missing or possible alternative points of view</p> <p>2.3 Communicate orally in a clear, coherent manner, presenting ideas, opinions and information in a readily understandable form</p> <p>2.5 Identify some vocal effects, including tone, pace, pitch and volume and use them appropriately and sensitively to communicate meaning</p> <p>3.1 Identify what strategies they found helpful before, during and after listening and speaking</p>	<ul style="list-style-type: none"> <li>- Invite guest speakers to talk about current land, environment and social/political topics.</li> <li>- Students have a conference with teacher to explain which listening strategies they used when listening to guest speakers and which they used when talking with their peers.</li> <li>- Discuss the different points of view and bias and the possible reasons for this bias.</li> <li>- Discuss importance of storytelling and oral communication in passing along cultural messages.</li> <li>- Compare and contrast: Venn diagram comparing different views/opinions, during debate/discussion in model governments.</li> </ul>	<ul style="list-style-type: none"> <li>-Katarokwi Native Friendship Centre</li> <li>-Mohawk Band Council</li> </ul>	<p>See Summative Task 2 on page 87</p>

<p><b>Reading:</b></p> <p>1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</p>	<p>1.1 Read a variety of texts from diverse cultures, including literary texts</p> <p>1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details</p> <p>1.7 Analyse texts and explain how specific elements contribute to meaning</p> <p>1.8 Make judgments and draw conclusions about the ideas and information in texts</p> <p>1.9 Identify the point of view presented in texts</p>	<p>- Incorporate literature by Aboriginal authors.</p> <p>- Examine two editorials about a current issue (e.g. Quarry Project in Deseronto and Tyendinaga, The Indian Residential School Apology, 2008).</p> <p>-Read stories from a variety of West Coast, East Coast, Plains cultures. Ask the students if they notice a difference.</p> <p>- Students will review stories from Inuit, West Coast, East Coast and Plains cultures and compare/contrast them with Algonquin/Mohawk stories. (Students could use an organizational chart to organize their information such as a Venn diagram).</p>	<p>-<i>Shi-shi-etko</i> by Nicola Campbell (picture book about a girl going to a residential school)</p> <p>- <i>Poetry</i>: David Bouchard</p> <p>-<i>Traditional stories</i>: Joseph Bruchac, C.J. Taylor, Anne Cameron</p> <p>-<i>Novels</i>: <i>The Winter People</i>, Joseph Bruchac; <i>Touching Spirit Bear</i>, Ben Mikaelson</p> <p>-<i>Biography</i>: <i>Poundmaker</i>, <i>Louis Riel</i> (Pearson <i>Biography Series</i>); <i>Tom Longboat</i> (<i>Trios</i>, Pearson)</p>	
<p><b>Writing:</b></p> <p>1. Generate, gather and organize ideas and information to write for an intended purpose and audience</p> <p>2. Draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience</p> <p>3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</p>	<p>1.2 Generate ideas about a potential topic and identify those most appropriate for the purpose</p> <p>1.3 Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic sources</p> <p>1.4 Sort and classify ideas and information for their writing in a variety of ways</p> <p>1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies</p>	<p>-Write an opinion/persuasive text, or editorials around specific topic.</p> <p>- Write an editorial response to a current issue that they have read about (e.g. the proposed mine at the Ardoch Algonquin First Nation, or the quarry dispute between Tyendinaga Territory and the municipality of Deseronto).</p> <p>-Practice Point of View: write a letter from the point of view of a government official, from an Aboriginal elder).</p>	<p><i>Aboriginal Perspectives: The Teacher's Toolkit</i></p> <p>see lessons on <i>Creation Stories</i> and <i>Talking Circle</i></p> <p><a href="http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html">http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html</a></p>	<p>See Summative Task 2 on page 87</p>

	<p>2.1 Write longer and more complex texts using a variety of forms</p> <p>2.5 Identify their point of view and other possible points of view, and determine, when appropriate, if their own point of view is balanced</p> <p>3.7 Use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout</p> <p>3.8 Produce pieces of published work to meet criteria identified by the teacher based on the expectations</p>			
<p><b>Media Literacy:</b></p> <p>1. Demonstrate an understanding of a variety of media texts</p> <p>3. Create a variety of media texts for different purposes and different audiences, using appropriate forms, conventions and techniques</p>	<p>1.2 Use overt and implied messages to draw inferences and construct meaning</p> <p>1.3 Express opinions about ideas, issues and/or experiences presented in media texts</p> <p>1.5 Identify whose point of view is presented or reflected in a media text</p> <p>3.1 Describe in detail the topic, purpose and audience for media texts they plan to create</p> <p>3.4 Produce a variety of media texts for specific purposes and audiences</p>	<p>-View <i>Shannen's Dream</i> and compare information with news articles about the Attawapiskat school situation.</p>	<p>-See <i>Aboriginal Perspectives: The Teacher's Toolkit, Comparing Media Texts</i>  <a href="http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html">http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html</a>          -See video <i>Shannen's Dream</i> about Shannen Koostachin and her attempt to get a school for Attawapiskat.          -APTN Network</p>	<p>See Summative Tasks 1 and 2 on page 87</p>

## GRADE 5

**Subject: The Arts**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Task
<p><b>Dance:</b> A.1 Apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas</p> <p>A.3 Demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts</p>	<p>A1.2 Use dance as a language to explore and communicate ideas derived from a variety of literature sources</p> <p>A3.1 Describe, with teacher guidance, dance forms and that reflect the beliefs and traditions of diverse communities, times and places</p>	<ul style="list-style-type: none"> <li>- Explore an Aboriginal dance and discuss the beliefs and traditions related to the community (e.g. the Ghost Dance or the Sun Dance).</li> <li>- Watch and interpret traditional dance; explore the cultural relevance of the various dances— discuss the rights issues around the government’s banning of some traditional dances such as the Sun Dance.</li> </ul>	<p><a href="http://www.native-dance.ca/">http://www.native-dance.ca/</a> This website includes dances from a wide range of Aboriginal peoples across Canada with videos and explanations of traditional and contemporary dances</p> <p>-YouTube: <i>Iroquois Confederacy Dance</i></p>	<p>See Summative Task 1 on page 87</p>
<p><b>Drama:</b> B.1 Apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas and stories</p> <p>B.2 Apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of drama works and experiences</p> <p>B.3 Demonstrate an understanding of a variety of drama and theatre forms, traditions and styles from the past and present, and their socio-cultural and historical contexts</p>	<p>B 1.1 Engage actively in dramatic exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times and places</p> <p>B 2.1 Express personal responses and make connections to characters, themes and issues presented in their own and others’ drama works</p> <p>B 3.2 Describe forms of process drama, theatre, storytelling, and visual presentation from diverse communities around the world, and explain how they may reflect some beliefs and traditions of their communities</p>	<ul style="list-style-type: none"> <li>- Read and perform a dramatic version of a story from an early civilization.</li> <li>- Have students write reflections about a dramatic presentation.</li> </ul>	<p>- Plays by Aboriginal playwrights (e.g. Drew Hayden Taylor, Tomson Highway)</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>

<p><b>Music:</b></p> <p>C.1 Apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music</p> <p>C.2 Apply the critical analysis process to communicate their feelings, ideas and understandings in response to a variety of music and musical experiences</p> <p>C.3 Demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts</p>	<p>C1.1 Sing and/or play, in tune, from musical notation, unison and two-part music with accompaniments from a wide variety of cultures, styles and historical periods</p> <p>C2.1 Express detailed personal responses to musical performances in variety of ways</p> <p>C3.2 Demonstrate an awareness of the use of music and musical instruments in various traditions from early times to today</p>	<ul style="list-style-type: none"> <li>- Explore the use of music in Aboriginal culture (e.g. Compare the drumming styles between the Haudenosaunee and the Inuit).</li> <li>- Examine traditional instruments used in Aboriginal cultures (e.g. is there a connection between the instrument and the culture?).</li> <li>- Investigate specific instruments and the instrumentalist (e.g. males play the water drum; females use the hand drum).</li> </ul> <p><b>Note: Drumming is culturally sensitive and should only be undertaken in consultation with an Aboriginal resource person.</b></p>	<p><a href="http://www.native-drums.ca/">http://www.native-drums.ca/</a> This website provides examples of different types of drums along with interviews and videos on how to make drums</p>	<p>See Summative Task 1 on page 87</p>
<p><b>Visual Arts:</b></p> <p>D.1 Apply the creative process to produce a variety of two- and three-dimensional art works</p> <p>D.2 Apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of art works and experiences</p> <p>D.3 Demonstrate an understanding of a variety of art forms, styles and techniques from the past and present, and their sociocultural and historical contexts</p>	<p>D 1.2 Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic</p> <p>D 1.4 Use a variety of materials, tools and techniques to determine solutions to design challenges</p> <p>D 2.1 Interpret a variety of art works, and identify the feelings, issues, themes, and social concerns they convey</p> <p>D 2.2 Explain how the elements and principles of design are used to communicate meaning or understanding</p> <p>D3.2 Demonstrate an awareness of ways in which visual arts reflect the beliefs and traditions of a variety of works of peoples and of people in different times and places</p>	<ul style="list-style-type: none"> <li>- Explore how different Aboriginal artists express their view on land claims, connection to the environment and other political issues.</li> <li>- Examine and compare the traditional and contemporary symbols in the artwork of 2 or 3 Aboriginal artists (e.g. Norval Morrisseau, Carl Beam).</li> <li>- Explore styles and cultural relevance of masks and other headdress among different Aboriginal cultures (e.g. Northwest Coast, the Maya).</li> <li>- Create a collage or other art piece depicting political view.</li> </ul>	<p>-Queen’s Teacher’s Resource Centre has a poster kit called <i>Art First Nations (1 and 2)</i></p>	<p>See Summative Task 1 on page 87</p>

## GRADE 5

**Subject: Social Studies**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p>B1. Application: assess responses of governments in Canada to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues</p> <p>B2. Inquiry: use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including the perspective of the level (or levels) of government responsible for addressing the issues</p> <p>B3. Understanding Context: demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada</p>	<p>B1.2 create a plan of action to address a social issue of local, provincial/territorial, and/or national significance, specifying the actions to be taken by the appropriate level (or levels) of government as well as by citizens</p> <p>B1.3 create a plan of action to address an environmental issue of local, provincial/territorial, and/or national significance specifying the actions to be taken by the appropriate level (or levels) of government as well as by citizens, including themselves</p> <p>B2.1 formulate questions to guide investigations into social and/or environmental issues in Canada from various perspectives, including the perspective of the level (or levels) of government responsible for addressing the issues</p> <p>B2.5 evaluate evidence and draw conclusions about social and/or environmental issues, outlining the strengths and weaknesses of different positions on the issues, including the position of the level (or levels) of government responsible for addressing the issues</p> <p>B3.2 describe the jurisdiction of different levels of government in Canada and some of the services provided by each</p> <p>B3.4 describe different processes that governments can use to solicit input from the public, and explain why it is important</p>	<ul style="list-style-type: none"> <li>- Investigate the responsibility of the federal government for relations with Aboriginal peoples in Canada, and the special relationship between the Crown and Aboriginal peoples, especially as enshrined in treaties and land claims agreements.</li> <li>- Explore the significance of enshrining Aboriginal rights in the Constitution.</li> <li>- Research Aboriginal leaders in the 20<sup>th</sup> century and what they achieved.</li> <li>- Explore ways in which Aboriginal peoples are celebrated by governments.</li> <li>- Compare Aboriginal styles of government, social structure and decision-making with Canadian structure (e.g. Six Nations, Great Law of Peace, Matriarchal structures in the Haudenosaunee; clan mothers and chiefs in the Iroquois Confederacy).</li> <li>-In a class, experiment with different models of decision-making (e.g. parliamentary and consensus).</li> </ul>	<p><i>-Aboriginal Peoples: Building for the Future</i>, by Kevin Reed</p> <p><i>-Roots of the Iroquois: The last speech of Deskaheh</i></p> <p>-See various governmental structures:</p> <p>Haudenosaunee  <a href="http://www.haudenosauneeconfederacy.ca/">www.haudenosauneeconfederacy.ca/</a></p> <p>Inuit  <a href="http://www.pauktuutit.ca/pdf/publications/pauktuutit/InuitWay_e.pdf">www.pauktuutit.ca/pdf/publications/pauktuutit/InuitWay_e.pdf</a></p> <p>Métis  <a href="http://ioq.ca/sites/ioq/files/2005_metis_gov.pdf">http://ioq.ca/sites/ioq/files/2005_metis_gov.pdf</a></p>	<p>See Summative Task 2 on page 87</p>

	<p>for all levels of government to provide opportunities for public consultation</p> <p>B3.6 explain why different groups may have different perspectives on specific social and environmental issues</p> <p>B3.7 describe some different ways in which citizens can take action to address social and environmental issues</p>	<p><b>Note: Aboriginal peoples believe that they were created in North America and have always lived here. Their creation stories support this understanding. Be sensitive when discussing the origins of First Nation and Inuit peoples</b></p>		
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## GRADE 5

**Subject: Science and Technology**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Understanding Structures and Mechanisms:</b></p> <p>1. Analyse social and environmental impacts of forces on structures and mechanisms</p> <p>3. Identify forces that act on and within structures and mechanisms, and describe the effects of these forces on structures and mechanisms</p>	<p>1.2 evaluate the impact of society and the environment on structures and mechanisms, taking different perspectives into account and suggest ways in which structures and mechanisms can be modified to best achieve social and environmental objectives</p> <p>3.1 identify internal forces acting on a structure and describe their effects on the structure</p>	<ul style="list-style-type: none"> <li>- Investigate the different structures of traditional housing (e.g. igloos, tipis, wigwams).</li> <li>- Identify the challenges of constructing a home (e.g. climate, land, resources, and food source).</li> <li>- Build mini-structures and investigate their capacities around strength, temperature retention, etc.</li> </ul>	<p><i>-An Inuit Thought Of It: Amazing Arctic Innovations</i>, by Alootook Ipellie</p> <p><i>-A Native American Thought of It: Amazing Inventions and Innovations</i>, by Rocky Landon</p> <p>These two books look at topics such as shelter, food, clothing, medicine and transportation using contemporary and traditional images.</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
<p><b>Understanding Earth and Space Systems:</b></p> <p>1. Analyse the immediate and long-term effects of energy and resource use on society and the environment, and evaluate options for conserving energy and resources</p> <p>2. Investigate energy transformation and conservation</p> <p>3. Demonstrate and understanding of the various forms and sources of energy and the ways in which energy can be transformed and conserves</p>	<p>1.1 Analyse the long-term impacts on society and the environment of human uses of energy and natural resources, and suggest ways to reduce these impacts</p> <p>2.2 Use scientific inquiry/research skills to investigate issues related to energy and resource conservation</p> <p>3.2 Identify renewable and non-renewable sources of energy</p>	<ul style="list-style-type: none"> <li>- Investigate the effects of resource extraction (uranium, hydroelectric projects, tar sands) on Aboriginal communities, health, traditional lands.</li> <li>- Invite a guest speaker to talk about current land and environmental topics.</li> </ul>	<p><i>-Will the Circle Be Unbroken: Cree Hunters of Mistinassi and Flooding Job's Garden</i> videos about the impact and reaction to the Quebec hydroelectric projects on the Cree</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>



## GRADE 5

**Subject: Health and Physical Education**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Active Living</b>            A1. Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity;            A2. Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;            A3. Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</p>	<p>A1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part            B1.3 Explore different combinations of loco-motor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways</p>	<p>- Play Come to Grandmother or string games (cat’s cradle) (see rules in <i>Let’s All Play</i>).</p>	<p><i>-Let’s All Play: Traditional Games and Activities of the Northern Ojibway and Cree</i>, by Jim Hollander            Parts of this resource describing the various games are available online at the Virtual Museum site (search under “First Nations” and “Games”)</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
<p><b>Movement Competence</b>            B1. Perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;            B2. Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.</p>	<p>B2.1 Demonstrate an understanding of the components of physical activities and apply this understanding as they participate in a variety of physical activities            B2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities</p>	<p>-Incorporate traditional Aboriginal/Inuit games (e.g. modified lacrosse using scoops, or Inuit jumping games).</p>		<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>

<p><b>Healthy Living</b></p> <p>C1. Demonstrate an understanding of factors that contribute to healthy development;</p> <p>C2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;</p> <p>C3. Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.</p>	<p>C2.4 Describe emotional and interpersonal stresses related to puberty and identify strategies that they can apply to manage stress, build resilience, and enhance their mental health and emotional well-being</p> <p>C3.2 Explain how a person's actions can affect the feelings, self-concept, emotional well-being, and reputation of themselves and others</p>	<ul style="list-style-type: none"> <li>- Explore traditional Aboriginal "coming of age" ceremonies (e.g. Berry Fast or Vision Quest). Discuss how these rites help to teach the importance of doing without, of control over one's body, of being able to make a choice. Look at how other cultures have similar rites (e.g. Lent, Ramadan).</li> <li>- Invite students to choose one thing they could go "without" for a given period (e.g. T.V., junk food).</li> <li>- Journal recording around experience of a "fast". (This is not, of course, an actual "fast", but more the idea of choosing to go "without" something. ie. in a Berry Fast, an adolescent girl does not eat berries for a year.</li> </ul>	<p><i>-A Faith Like Mine</i> by Laura Buller</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
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## GRADE 5

**Subject: Mathematics**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>- Estimate, measure and record perimeter, area, temperature change and elapsed time using a variety of strategies.</li> </ul>	<ul style="list-style-type: none"> <li>- Estimate, measure and represent time intervals to the nearest second.</li> <li>- Estimate and determine elapsed time, with and without using a time line given the durations of events expressed in minutes, hours, days, months or years.</li> <li>- Measure and record temperatures to determine and represent temperature changes over time.</li> </ul>	<ul style="list-style-type: none"> <li>- Have students time various activities in Aboriginal sports and games.</li> <li>- Have students measure and record temperatures in connections to cycles—day/night, yearly, etc. (e.g. The Thirteen Moons)</li> </ul>	<p>The following website contains many math lessons and activities <a href="http://aboriginalperspectives.uregina.ca/workshops/workshop2010/">http://aboriginalperspectives.uregina.ca/workshops/workshop2010/</a></p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
<p><b>Geometry:</b></p> <ul style="list-style-type: none"> <li>- Identify and classify two-dimensional shapes by side and angle properties, and compare and sort three-dimensional objects.</li> <li>- Identify and describe the location of an object using the cardinal directions and translate two-dimensional shapes.</li> </ul>	<ul style="list-style-type: none"> <li>- Distinguish among polygons, regular polygons, and other two-dimensional shapes.</li> <li>- Identify and classify acute, right, obtuse and straight angles.</li> <li>- Construct triangles, using a variety of tools.</li> <li>- Locate an object using the cardinal directions.</li> <li>- Compare grid systems commonly used on maps.</li> <li>- Identify, perform and describe translations using a variety of tools.</li> <li>- Create and analyse designs by translating and/or reflecting a shape or shapes using a variety of tools</li> </ul>	<ul style="list-style-type: none"> <li>- Have students analyse geometric Aboriginal designs and create their own.</li> </ul>		<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>

## Grade Six -- Suggested Summative Tasks

<b>Respect for self, others and the environment</b>	<b>Relationships and culture in the home, family, community and nation</b>	<b>Change and Transition</b>
<p><b><i>Suggested Task 1: How can I undo stereotypes?</i></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Create a commercial which combats stereotypes (if they cannot make a final commercial, they will create the script and use storyboards)</li> </ul> <p>Formative tasks:</p> <ul style="list-style-type: none"> <li>• Identify what stereotypes are, where stereotypes come from, and why they are problematic</li> <li>• Explore stereotypes about various groups including First Nations, Métis and Inuit people and cultures (e.g. use sports logos, car model names, popular culture such as movies, plays, musicals, cartoons)</li> <li>• Discuss how to dispel stereotypes</li> <li>• Explore various existing media products which aim to combat stereotypes and racism</li> </ul> <p>This task clusters overall and specific expectations from Social Studies and Language</p>	<p><b><i>Suggested Task 2: How can we live a “good” life?</i></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Create a personal plan describing how they can lead a good life, possibly using the four aspects of the Medicine Wheel</li> </ul> <p>Formative tasks:</p> <ul style="list-style-type: none"> <li>• Brainstorm what we mean by a good life</li> <li>• Investigate what various cultures, including First Nations, Métis and Inuit cultures tell us about how to live a good life (e.g. reference the Medicine Wheel teachings on physical, mental, emotional, spiritual health)</li> <li>• Explore aspects of healthy living including relationship to others (home, family, community and nation) (see Healthy Living curriculum for other aspects of health)</li> <li>• Reflect on what they need to do to live a good life</li> </ul> <p>This task clusters overall and specific expectations from Health and Physical Education and Language</p>	<p><b><i>Suggested Task 3: How has life changed for the Inuit?</i></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Create a portfolio or scrapbook summarizing their research about how life for the Inuit has changed which includes maps, graphic organizers, and a written report or speech and continues to change</li> <li>• Explain the reasons why they included various items in their portfolio</li> </ul> <p>Formative tasks:</p> <ul style="list-style-type: none"> <li>• Identify areas in which Inuit live in Canada (e.g. Nunavut, Nunavik, Inuvialuit, Ottawa)</li> <li>• Formulate questions to guide research comparing traditional and contemporary lifestyles of the Inuit</li> <li>• Research traditional and contemporary lifestyles of Inuit using a variety of sources</li> <li>• Investigate natural resource development, community consolidation and economic possibilities in the north</li> <li>• Investigate issues facing Inuit today (e.g. climate change, young population, social problems, transportation)</li> <li>• Use graphic organizers to compare similarities and differences between traditional and contemporary lifestyles</li> </ul> <p>This task clusters overall and specific expectations from Social Studies and Language</p>

<p>Links to First Nation, Métis and Inuit cultures</p> <ul style="list-style-type: none"> <li>• Exploration of positive and negative stereotypes, their dangers and how to combat them</li> <li>• Stereotypes used in the media and as sports logos and names</li> </ul> <p><b>Note: we recommend bringing in representatives of local First Nation, Métis and Inuit resource people to address stereotypes and answer questions</b></p>	<p>Links to First Nation, Métis and Inuit cultures</p> <ul style="list-style-type: none"> <li>• Investigate what First Nations, Métis and Inuit cultures say about how to live a good life</li> <li>• Use the Medicine Wheel</li> <li>• Focus on the concept of interconnectedness</li> </ul>	<p>Links to First Nation, Métis and Inuit cultures</p> <ul style="list-style-type: none"> <li>• Aspects of traditional and contemporary Inuit life</li> <li>• Locations of Inuit communities and populations</li> <li>• Issues facing the Inuit such as resource development, climate change, and social issues</li> </ul>
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## GRADE 6

**Subject: Language**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Assessment Strategies
<p><b>Oral Communication</b></p> <p>1. Listen in order to understand and respond appropriately</p> <p>2. Use speaking skills and strategies appropriately to communicate with different audiences for different purposes</p> <p>3. Reflect on and identify their strengths as listeners and speakers</p>	<p>1.2 Demonstrate an understanding of appropriate listening behaviour</p> <p>1.4 Demonstrate an understanding of the information and ideas in increasingly complex oral texts</p> <p>1.5 Interpret oral texts using stated and implied ideas</p> <p>1.7 Analyze oral texts in order to evaluate how well they communicate ideas, opinions, themes and information</p> <p>1.8 Identify the point of view presented in oral texts and suggest other perspectives</p> <p>2.3 Communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats</p> <p>2.5 Identify some vocal effects, including tone, pace, pitch and volume and use them appropriately and sensitively to communicate meaning</p> <p>3.1 Identify what strategies they found helpful before, during and after listening and speaking</p>	<p>-Read and listen to Aboriginal oral stories and teachings.</p> <p>-Teach about tone, pitch, pacing, voice.</p> <p>-Discuss teachings embodied in Aboriginal stories.</p> <p>-Possible adaptation: the students could read to the earlier grades.</p>	<p>-Planning Map for the Ontario Reading Curriculum</p> <p>- <i>Tales the Elders Told</i> (on an Elmo)</p> <p>- <i>Mohawk Stories</i> by Kay Olan (see Aboriginal Education Consultant for copies)</p>	<p>See Summative Task 2 on page 100</p>
<p><b>Reading:</b></p> <p>1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</p>	<p>1.1 Read a wide variety of texts from diverse cultures, including literary texts</p> <p>1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing relevant supporting details</p>	<p>- Read stories, biographies, news articles, and political cartoons that refer and relate to First Nation, Métis and Inuit peoples.</p>	<p>- <i>Echoes of the Elders: Stories and Paintings of Chief Lalooska</i></p> <p>- <i>Native Women of Courage</i>, by Kelly Fournel</p>	<p>See Summative Tasks 1, 2, and 3 on page 100</p>

	<p>1.6 Extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience and insights</p> <p>1.7 Analyze increasingly complex texts and explain how specific elements contribute to meaning</p> <p>1.8 Make judgments and draw conclusions about the ideas and information in texts</p> <p>1.9 Identify the point of view presented in texts</p>	<p>-Read about stereotypes.</p>	<p>-<i>Men of Courage</i> from our -<i>Peacewalker: The Legend of Hiawatha and Tekanawita</i>, by C.J. Taylor -<i>The Kids Book of Aboriginal Peoples in Canada</i>, by Diane Silvey -Websites such as the CBC Archives or NFB</p>	
<p><b>Writing:</b></p> <p>1. Generate, gather and organize ideas and information to write for an intended purpose and audience</p> <p>2. Draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience</p> <p>3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</p>	<p>1.2 Generate ideas about a potential topic and identify those most appropriate for the purpose</p> <p>1.3 Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic sources</p> <p>1.4 Sort and classify information for their writing in a variety of ways</p> <p>1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop a structured multi-paragraph piece of writing, using a variety of strategies</p> <p>2.1 Write longer and more complex texts using a wide variety of forms</p> <p>3.7 Use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout</p> <p>3.8 Produce pieces of published work to meet criteria identified by the teacher based on the expectations</p>	<p>-Write poetry, news articles, protest letters.</p> <p>-Make posters, write commercials, plays, ads.</p> <p>-Develop interpretations about texts and use relationships between themselves, their ideas and the world to make and extend meaning.</p> <p>- Have students create one of the following forms of writing:</p> <ul style="list-style-type: none"> <li>-Expository</li> <li>-Summary</li> <li>-Narrative</li> <li>-Explanation</li> <li>-Persuasive (e.g. editorial, advertisement)</li> <li>-Reflective</li> <li>-Report</li> </ul> <p>- Summarize various texts analyzing point of view as a summary piece.</p>	<p>-<i>Aboriginal Peoples: Building for the Future</i> Kevin Reed</p> <p>-<i>Aboriginal Voices in the Curriculum</i> <i>A Guided to Teaching Aboriginal Studies K-8 Classrooms</i> Toronto District School Board, 2006</p>	<p>See Summative Tasks 1, 2, and 3 on page 100</p>

<p><b>Media Literacy:</b></p> <p>1. Demonstrate an understanding of a variety of media texts</p> <p>3. Create a variety of media texts for different purposes and different audiences, using appropriate forms, conventions and techniques</p>	<p>1.2 Interpret media texts, using overt and implied messages as evidence of their interpretations</p> <p>1.3 Evaluate the effectiveness of the presentation</p> <p>1.5 Identify whose point of view is presented in a media text</p> <p>3.1 Describe in specific detail the topic, purpose and audience for media texts they plan to create and identify challenges they may face in achieving their purpose</p> <p>3.4 Produce a variety of media texts for specific purposes and audiences</p>	<p>-Have students review various media forms and write a personal opinion piece as a response to stereotypes or inaccuracies presented by this form.</p> <p>- Model interpretation of media texts examining overt and implied messages.</p> <p>- Explore the representation of Aboriginal cultural symbols in national sports.</p> <p>-Compare/contrast logos for Atlanta Braves and the Vancouver Canucks and represent respect for Aboriginal Culture</p>	<p>-Media Awareness Network on critical thinking about Media (specifically on race) <a href="http://www.media-awareness.ca/english/games/allies_allies/index.cfm">http://www.media-awareness.ca/english/games/allies_allies/index.cfm</a></p> <p>-For information on dealing with stereotypes, see <i>The Learning Circle, Unit 8</i>, and the corresponding <i>Learning Circles, Unit 8</i> available on the web (see list of resources)</p>	<p>See Summative Task 1 on page 100</p>
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## GRADE 6

**Subject: The Arts**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Dance:</b>            A.1 Apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas            A.3 Demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts</p>	<p>A1.2 Use dance as a language to interpret and depict central themes in literature            A3.1 Describe, with teacher guidance, types of dances used among Aboriginal peoples in the past and present that express aspects of their cultural identity</p>	<p>-Watch various Aboriginal dances</p>	<p><a href="http://www.native-dance.ca/">http://www.native-dance.ca/</a>            This website includes dances from a wide range of Aboriginal peoples across Canada with videos and explanations of traditional and contemporary dances</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
<p><b>Drama:</b>            B.1 Apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas and stories            B.2 Apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of drama works and experiences            B.3 Demonstrate an understanding of a variety of drama and theatre forms, traditions and styles from the past and present, and their sociocultural and historical contexts</p>	<p>B 1.1 Engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes and ideas in fiction and non-fiction sources from diverse communities, times and places            B 2.1 Express personal responses and preferences and make connections to themes and issues presented in their own and others' drama works            B 3.2 Demonstrate an understanding of some drama and theatre themes and traditions from a variety of times, communities and places            B3.2 Identify and explain key contributions drama and theatre make to the community</p>	<p>-Have students write scripts and practice acting out their commercial for Summative Task 1 if it involves actors and scripts.</p>	<p>-Six Nations Iroquois Clans Program Teacher Resource</p>	<p>See Suggested Summative Task 1 on page 100</p>

<p><b>Music:</b>  C.1 Apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music  C.2 Apply the critical analysis process to communicate their feelings, ideas and understandings in response to a variety of music and musical experiences  C.3 Demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts</p>	<p>C1.1 Sing and/or play, in tune, from musical notation, unison and music in two or more parts from a wide variety of cultures, styles and historical periods  C2.1 Express detailed personal responses to musical performances in variety of ways  C3.1 Identify and describe ways in which awareness or appreciation of music is affected by culture and the media</p>	<p>-Arrange to have an elder visit to discuss drums and their construction (contact the Aboriginal Education Consultant for possible suggestions).  -Arrange to have a drumming group come to visit or visit a Powwow.   <b>Note: Drumming is culturally sensitive and should only be undertaken in consultation with an Aboriginal resource person.</b></p>	<p><a href="http://www.native-drums.ca/">http://www.native-drums.ca/</a>  This website provides examples of different types of drums along with interviews and videos on how to make drums   <i>-First Nations Art Projects and Activities</i> by Butch Dick and Karin Clark from First Nations Education Division Greater Victoria School District, 2008</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
<p><b>Visual Arts:</b>  D.1 Apply the creative process to produce a variety of two- and three-dimensional art works  D.2 Apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of art works and experiences  D.3 Demonstrate an understanding of a variety of art forms, styles and techniques from the past and present, and their sociocultural and historical contexts</p>	<p>D 1.2 Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic  D 1.4 Use a variety of materials, tools and techniques to determine solutions to design challenges  D 2.1 Interpret a variety of art works, and identify the feelings, issues, themes, and social concerns they convey  D 2.2 Explain how the elements and principles of design are used to communicate meaning or understanding  D3.1 Identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of communities, times and places</p>	<p>-Model how to interpret a variety of Aboriginal works of art.   -Create a scrapbook of Aboriginal Art demonstrating an understanding of each artist's purpose.</p>	<p>-Canadian Aboriginal art and culture (Series)   -Inuit: People of the Ice (Series)  Inuit Arts Video Cassette International Tele-Film 1997   -Native Art of Canada DVD   -Art First Nation 1 and 2 Art Image Publications</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>

## GRADE 6

**Subject: Social Studies**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Assessment Strategies
<p>A1. Application: assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions</p> <p>A2. Inquiry: use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada (</p> <p>A3. Understanding Context: demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada</p>	<p>A1.1 explain how various features that characterize a community can contribute to the identity and image of a country and assess the contribution of some of these features to Canada’s image and identity</p> <p>A1.2 evaluate some of the contributions that various ethnic and/or religious groups have made to Canadian identity</p> <p>A1.3 explain how various groups have contributed to the goal of inclusiveness in Canada and assess the extent to which Canada has achieved the goal of being an inclusive society</p> <p>A2.5 evaluate evidence and draw conclusions about perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada</p> <p>A3.3 identify various types of communities that have contributed to the development of Canada</p>	<p>-identify where the Inuit live across Canada</p> <p>-explain that until the 1940s/1950s the Inuit lived a traditional life on the land but since then they have been encouraged to live in small towns and cities</p> <p>-identify ways in which the Inuit have been affected by the transition of the lifestyles</p> <p>-explore the imposition of names on the Inuit, their forced attendance at residential schools, the creation of Nunavut, their concerns about climate change and the demographic explosion in Nunavut</p>	<p>-<i>Aboriginal Perspectives: The Teacher’s Toolkit</i> see lessons on <i>Achievements of Aboriginal People in Canada, Current Aboriginal Perspectives, Different but Similar: Comparing Algonquian and Iroquoian Nations</i> and <i>Issues Concerning First Nations Today</i> <a href="http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html">http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html</a></p> <p>-<i>Aboriginal Voices in the Curriculum: A Guided to Teaching Aboriginal Studies K-8 Classrooms</i>, Toronto District School Board, 2006</p> <p>-<i>Aboriginal Peoples: Building for the Future</i> by Kevin Reed</p>	<p>See Summative Task 1 on page 100</p>

## GRADE 6

**Subject: Science and Technology**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Assessment Strategies
<p><b>Understanding Life Systems: Biodiversity</b></p> <p>1. Assess human impacts on biodiversity, and identify ways of preserving biodiversity</p> <p>3. Demonstrate an understanding of biodiversity, its contributions to the stability of natural systems and its benefits to humans</p>	<p>1.1 Analyze a local issue related to biodiversity, propose actions that can be taken to preserve biodiversity and act on the proposal</p> <p>1.2 Assess the benefits that human societies derive from biodiversity and the problems that occur when biodiversity is diminished</p> <p>2.5 Use a variety of forms to communicate with different audiences and for a variety of purposes</p> <p>3.2 Demonstrate an understanding of biodiversity as the variety of life on earth</p> <p>3.6 Identify everyday products that come from a diversity of organisms</p>	<p>-Have students research the spread of disease in North and South America following contact.</p> <p>-Have students research exchange of animals and plants that followed as a result of contact (e.g. horses into N America, potatoes and tomatoes to Europe).</p> <p>-Have students research an environmental issue like the James Bay flooding as it impacts on biodiversity, then read a variety of opinions including Cree elders and Hydro Quebec personnel. Other issues could be clear cutting, the decline in fish stocks.</p>	<p><i>-Keepers of the Earth</i> Michael J. Caduto and Joseph Bruchac</p>	<p>See Summative Task 3 on page 100</p>

## GRADE 6

**Subject: Health and Physical Education**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Assessment Strategies
<p><b>Active Living</b>            A1. Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity;            A2. Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;            A3. Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</p>	<p>A1.1 Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part            A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity</p>	<p>-Identify the Katarokwi Native Friendship Centre as a place where students/families can receive counseling on a variety of health related issues.             -Have students run races or play Bull roarer game (see rules in <i>Let's All Play</i>).</p>	<p><i>-Let's All Play: Traditional Games and Activities of the Northern Ojibway and Cree</i>, by Jim Hollander            Parts of this resource describing the various games are available online at the Virtual Museum site <a href="http://agora.virtualmuseum.ca/edu/Search.do?start=20&amp;ext=games&amp;type=2">http://agora.virtualmuseum.ca/edu/Search.do?start=20&amp;ext=games&amp;type=2</a></p>	<p>See Summative Task 2 on page 100</p>
<p><b>Movement Competence</b>            B1. Perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;            B2. Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.</p>	<p>B1.2 Perform a wide variety of loco-motor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment            B2.1 Demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of physical activities            B2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities</p>	<p>-See above.</p>	<p>-Keep Your Balance Game            Rope Circle Balance            Blindfold and Rattle Game</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>

<p><b>Healthy Living</b></p> <p>C1. Demonstrate an understanding of factors that contribute to healthy development;</p> <p>C2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;</p> <p>C3. Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.</p>	<p>C1.2 Identify people and community resources that can provide support when dealing with choices or situations involving substance use and addictive behaviours</p> <p>C1.3 Identify factors that affect the development of a person’s self-concept</p> <p>C2.1 Apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices to develop personal guidelines for healthier eating</p> <p>C2.3 Apply personal skills and interpersonal to promote positive interaction and avoid or manage conflict in social situations</p> <p>C2.4 Use decision-making strategies and skills and an understanding of factors influencing drug use to make safe personal choices about the use of drugs such as alcohol, tobacco, and cannabis</p> <p>C2.5 Describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social, and emotional changes that occur during adolescence</p> <p>C2.6 Make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills</p> <p>C3.1 Explain how healthy eating and active living work together to improve a person’s general health and well-being</p> <p>C3.3 Assess the effects of stereotypes and propose appropriate ways of responding to and changing assumptions and stereotypes</p>	<p><b>Note: When discussing drug and alcohol abuse ensure that you do not link with First Nations Peoples.</b></p> <p>-When teaching these expectations you could link with the Seven Grandfather’s teachings of the Ojibwe people.</p>	<p>-Identify the Katarokwi Native Friendship Centre as a place where students/families can receive counseling on a variety of health related issues</p>	<p>See Summative Task 2 on page 100</p>
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## GRADE 6

**Subject: Mathematics**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Assessment Strategies
<p><b>Data Management and Probability:</b>                      -Collect and organize discrete and continuous primary data and secondary data and display the data using charts and graphs, including continuous line graphs</p>	<ul style="list-style-type: none"> <li>-Collect and organize discrete or continuous primary data and secondary data and display the data in charts, tables, and graphs that have appropriate titles, labels and scales that suit the range and distribution of the data, using a variety of tools.</li> <li>-Select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph.</li> <li>-Determine, through investigation, how well a set of data represents a population, on the basis of the method that was used to collect the data.</li> <li>-Read, interpret, and draw conclusions from primary data and from secondary data presented in charts, tables, and graphs.</li> <li>-Compare, through investigation, different graphical representations of the same data</li> <li>-Demonstrate an understanding of mean, median and mode</li> </ul>	<ul style="list-style-type: none"> <li>-Investigate data about Aboriginal peoples available in a variety of forms (e.g. population pyramids, graphs, statistics).</li> <li>-Have students express data in a variety of forms.</li> </ul>	<ul style="list-style-type: none"> <li>-<i>Math In a Cultural Context</i></li> <li>-<i>Making Math Meaningful</i> and <i>Big Ideas of Dr. Small</i> by Marion Small</li> </ul>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>

## Grade Seven -- Suggested Summative Tasks

Respect for self, others and the environment	Relationships and culture in the home, family, community and nation	Change and Transition
<p><b><i>Suggested Task 1: What do my neighbours know about First Nations, Métis and Inuit issues and histories?</i></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Where lack of knowledge is demonstrated by the survey, create a media presentation to correctly inform people about an Aboriginal issue</li> </ul> <p>Formative tasks:</p> <ul style="list-style-type: none"> <li>• Study various historical and contemporary issues facing First Nations, Métis and Inuit cultures (e.g. land claims, hunting and fishing rights, health, taxation, representation in popular media)</li> <li>• Design and conduct a survey to see what adults know about First Nation, Métis and Inuit issues and histories</li> <li>• Create a graphic organizer to summarize results</li> </ul> <p>This task clusters overall and specific expectations from Language and Mathematics.</p>	<p><b><i>Suggested Task 2: How were French, British, and First Nations cultures similar and different?</i></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• create a Heritage Minute vignette to display the results of their research (this could involve scriptwriting, storyboarding, videotaping)</li> </ul> <p>Formative tasks:</p> <ul style="list-style-type: none"> <li>• Explore the various First Nations cultures that interacted with the French and British settlers (e.g. Algonquin, Mohawk, Mi'kmaq, Cree, Haida)</li> <li>• Compare First Nation cultures and the British and French cultures using various graphic organizers, noting differences and similarities</li> </ul> <p>This task clusters overall and specific expectations from Social Studies and Language</p>	<p><b><i>Suggested Task 3: How are humans and their technologies impacting the environment?</i></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Create a map of Ontario/Canada highlighting the impact of human activities and technology on the environment (students should highlight 5-10 examples from across the country)</li> </ul> <p>Formative tasks:</p> <ul style="list-style-type: none"> <li>• Describe and assess the impact of human activities and technologies on the environment</li> <li>• Describe First Nation, Métis and Inuit perspectives on sustainability (e.g. First Nation concept that explores the impacts of our actions upon seven generations)</li> </ul> <p>This task clusters overall and specific expectations from Science and Technology and Language</p>
<p>Links to First Nation, Métis and Inuit cultures</p> <ul style="list-style-type: none"> <li>• First Nation, Métis and Inuit issues and histories</li> </ul>	<p>Links to First Nation, Métis and Inuit cultures</p> <ul style="list-style-type: none"> <li>• Research various First Nation cultures (e.g. Algonquin, Haudenosaunee, Mi'kmaq)</li> <li>• Make comparison about similarities and differences in First Nations</li> </ul>	<p>Links to First Nation, Métis and Inuit cultures</p> <ul style="list-style-type: none"> <li>• traditional First Nation, Métis and Inuit technologies and their impact on the environment</li> <li>• First Nation, Métis and Inuit perspectives on sustainability</li> </ul>



## GRADE 7

**Subject: Language**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Oral Communication</b></p> <p>1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p>2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</p> <p>3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</p>	<p>1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups</p> <p>1.5 Develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation</p> <p>1.6 Extend understanding of oral texts, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them</p> <p>1.8 Explain the connection between a speaker's tone and the point of view or perspective presented in oral texts</p> <p>2.5 Identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity</p> <p>2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications to help convey their meaning</p>	<p>-Have students investigate vision quests, sweat lodges and the role of dreams in Aboriginal cultures.</p> <p>-Read <i>The Vision Seeker</i> by James Whetung. Have the students write a story about their own Vision Quest. <i>Where would you go and what spirit animal might you choose?</i></p> <p>-Read "The Cattle Thief" by Pauline Johnson out loud using a range of vocal effects. Have students take both sides of the story. Discuss and debate.</p> <p>-Use a talking stick and sit in a circle. Whatever the topic is they will take turns and share their thoughts. Explain the meaning of Oral Tradition.</p>	<p>-<i>The Vision Seeker</i> by James Whetung ISBN 0-7737-2966-6 Stoddart Publishing</p> <p>-<i>Flint and Feather</i>, by E. Pauline Johnson ISBN 0-919645-26-7 I.P.A.C.S.Ltd.</p> <p>-<i>Aboriginal Perspectives: The Teacher's Toolkit</i> see lessons on "Poetry" and "Talking Circles" (Grade 5) <a href="http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html">http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html</a></p> <p>-See this website for Mikmaq approaches to talking circles <a href="http://www.muiniskw.org/pgCulture2c.htm">http://www.muiniskw.org/pgCulture2c.htm</a></p>	<p>See Summative Task 1 and 3 on page 112</p>

<p><b>Reading</b></p> <p>1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</p> <p>2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning</p>	<p>1.2 Identify a variety of purposes for reading and choose reading materials appropriate for those purposes</p> <p>1.6 Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p>1.9 Identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives</p> <p>2.1 Analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a novel or graphic texts</p>	<p>-Examine their history textbook or other textbooks to see the representation of Aboriginal peoples and issues (e.g. look for bias by omission or commission)</p> <p>-Read a variety of texts by Aboriginal authors (e.g. Joseph Bruchac, David Bouchard)</p>	<p>-<i>Men of Courage from our First Nations</i> by Vincent Shilling</p> <p>-<i>Will's Garden</i> by Lee Maracle</p> <p>-<i>Middle Row</i> by Sylvia Olsen</p> <p>-<i>The Birchbark House</i> by Louise Erdrich</p> <p>-<i>Bearwalker</i> by Joseph Bruchac</p> <p>-<i>Tom Longboat: Running Against the Wind</i> by Will Cardinal</p>	<p>See Summative Tasks 1,2 and 3 on page 112</p>
<p><b>Writing:</b></p> <p>1. Generate, gather and organize ideas and information to write for an intended purpose and audience</p> <p>2. Draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience</p> <p>3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</p>	<p>1.2 Generate ideas about more challenging topics and identify those most appropriate for the purpose</p> <p>1.3 Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic sources</p> <p>1.4 Sort and classify information for their writing in a variety of ways</p> <p>1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop a structured multi-paragraph piece of writing, using a variety of</p>	<p>-Write a script, like <i>Nanabush and the Chipmunk</i>, as a play. Have the students, make costumes and act it out for the Grade Threes as part of their Social Studies.</p>	<p>-<i>Nanabush and the Chipmunk</i> by Daphne Odjig, Beavon Ginn and Company</p>	<p>See Summative Tasks 1, 2 and 3 on page 112</p>

	<p>strategies</p> <p>2.1 Write complex texts of different lengths using a wide variety of forms</p> <p>2.5 Identify their point of view and other possible points of view</p> <p>2.7 Make revisions to improve the content, clarity, and interest of their written work</p> <p>3.7 Use a wide range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout</p> <p>3.8 Produce pieces of published work to meet identified criteria based on the expectations</p>			
<p><b>Media Literacy:</b></p> <p>1. Demonstrate an understanding of a variety of media texts</p> <p>3. Create a variety of media texts for different purposes and different audiences, using appropriate forms, conventions and techniques</p>	<p>1.2 Interpret increasingly complex or difficult media texts, using overt and implied messages as evidence of their interpretations</p> <p>1.3 Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, etc.</p> <p>1.5 Demonstrate understanding that different media texts reflect different points of view</p> <p>3.2 Identify an appropriate form to suit the specific purpose and audience for media texts they plan to create</p> <p>3.4 Produce a variety of media texts of some technical complexity for specific purposes and audiences</p>	<p>Compare treatment of news stories by Aboriginal media (e.g. APTN Network, Windspeaker, Anishnabek News) mainstream media, by comparing reports of the same events and omission of certain stories.</p>	<p><i>Aboriginal Perspectives: The Teacher's Toolkit</i></p> <p>-see lessons on <i>Viewpoints in Aboriginal and Mainstream Media</i></p> <p><a href="http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html">http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html</a></p> <p><a href="http://www.media-awareness.ca/english/issues/stereotyping/aboriginal_people/index.cfm">http://www.media-awareness.ca/english/issues/stereotyping/aboriginal_people/index.cfm</a></p>	<p>See Summative Tasks 1 and 2 on page 112</p>

## GRADE 7

**Subject: The Arts**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Dance:</b>            A.1 Apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas            A.3 Demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their socio-cultural and historical contexts</p>	<p>A1.2 Use dance as a language to communicate ideas from their own writing or media works            A3.1 describe the evolution of dance and performance as different groups of people have responded to external factors such as migration, a new environment, and/or contact with other groups or cultures            A3.2 identify ways in which dance and its depictions in the media may influence a person’s character development and sense of identity</p>	<p>-Attend a local Powwow (Toronto, Kingston, Curve Lake, Silver Lake, Deseronto) Note: June 21<sup>st</sup> is National Aboriginal Day            -Have students write a journal reflection on their experience of a powwow or Aboriginal dance.</p>	<p><a href="http://www.native-dance.ca/">http://www.native-dance.ca/</a>            This website includes dances from a wide range of Aboriginal peoples across Canada with videos and explanations   <i>-Aboriginal Perspectives: The Teacher’s Toolkit</i>            see lessons on <i>Gestures and Movements in Aboriginal Dances</i>  <a href="http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html">http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html</a></p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
<p><b>Drama:</b>            B.1 Apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas and stories            B.2 Apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of drama works and experiences            B.3 Demonstrate an understanding of a variety of drama and theatre forms, traditions and styles from the past and present, and their socio-cultural and historical contexts</p>	<p>B 1.1 Engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes and ideas from a wide variety of sources and diverse communities            B 2.1 Construct personal interpretations of drama works, connecting drama issues and themes to their own and others’ ideas, feelings and experiences            B 3.1 Compare and contrast how social values are communicated in several different drama forms and/or styles of live theatre from different times and places</p>	<p>-Explore stories written by different First Nation, Métis, and Inuit cultures: focus on creation stories representing different perspectives            -Act out a Nanabush/Nanabosho story, or stories from an Aboriginal culture. (e.g. Nanabosho and the woodpecker).</p>	<p>Teacher Resource Centre:  <i>-Tales the Elders Told</i> by Basil Johnston   <i>-How we Saw the world: Nine Native Stories about the way things began</i> by C.J. Taylor   <i>-Nanabosho and the woodpecker</i> (kit) by Joseph McLellan Pemmican Publications c1995</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>

<p><b>Music:</b>  C.1 Apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music  C.2 Apply the critical analysis process to communicate their feelings, ideas and understandings in response to a variety of music and musical experiences  C.3 Demonstrate an understanding of a variety of musical genres and styles from the past and present, and their socio-cultural and historical contexts</p>	<p>C1.1 Sing and/or play, in tune, from musical notation, unison and music in two or more parts from a wide variety of cultures, styles and historical periods  C2.1 Express analytical, personal responses to musical performances in a variety of ways  C3.1 Analyse the influences of music and the media on the development of personal and cultural identity</p>	<p>-Listen to and compare lyrics of a personal song choice to a song by an Aboriginal artist. Identify cultural differences and similarities to issues raised in the music in a written form (e.g. T-chart, Venn diagram, paragraph).</p> <p>-Attend a local powwow to explore the role of the drum in Aboriginal culture.</p> <p>-Have students describe how their personal musical preferences have been formed, from listening to music readily available in the media, and explain how cultural identity, including a sense of Aboriginal pride for Aboriginal students, can be reinforced by listening to music of their own culture (e.g. language is disappearing-Kashtin lyrics)  Examine the lyrics of <i>Spirit World, Solid Wood</i> by Leela Gilday. (A Juno nominee) The song <i>Village of Widows</i> is particularly moving.  Cross-curricular link to science, history.</p> <p><b>Note: Drumming is culturally sensitive and should only be undertaken in consultation with an Aboriginal resource person.</b></p>	<p><a href="http://www.native-drums.ca/">http://www.native-drums.ca/</a>  This website provides examples of different types of drums along with interviews and videos on how to make drums</p> <p>-<i>The Drum Calls Softly</i>  By David Bouchard  Shelley Willier CD in Cree and English, Red Deer Press  ISBN 978-088995-421-2</p> <p>-Music by  Kashtin  <i>Spirit World, Solid Wood</i> by Leela Gilday  <i>Oh Siem</i> by Susan Aglukark</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
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<p><b>Visual Arts:</b>  D.1 Apply the creative process to produce a variety of two- and three-dimensional art works  D.2 Apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of art works and experiences  D.3 Demonstrate an understanding of a variety of art forms, styles and techniques from the past and present, and their socio-cultural and historical contexts</p>	<p>D 1.1 Create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues including opposing points of view  D 1.4 Use a variety of materials, tools, techniques and technologies to determine solutions to increasingly complex design challenges  D 2.1 Interpret a variety of art works, and identify the feelings, issues, themes, and social concerns they convey  D 2.2 Explain how the elements and principles of design are used to communicate meaning or understanding  D3.2 Demonstrate an understanding of the function of visual and media arts in various contexts on today and in the past, and their influence on the development of personal and cultural identity</p>	<p>-Explore the function of traditional and contemporary styles of Aboriginal art in the development of cultural identity and revitalization; the contributions of people in various arts careers to community events, festivals, businesses, galleries, and museums; the significance of the art work of individuals and the arts of cultural groups in local and global contexts.   -Visit Canadian Museum of Civilization and identify the importance of totems/symbols in Aboriginal culture.</p>	<p>-<i>Native Crafts: Inspired by North America's First Peoples</i> by Maxine Trottier ISBN 1-55074-854-8 (Bull Roarer pp. 32 and Totem Pole pp. 20)   -Visit websites for Canadian Museum of Civilization  McMichael Gallery   -CBC Archives: Bill Reid</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
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## GRADE 7

**Subject: History**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p>A1. Application: analyse aspects of the lives of various groups in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada</p> <p>A2. Inquiry: use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain</p> <p>A3. Understanding Historical Context: describe various significant events, developments, and people in Canada between 1713 and 1800, and explain their impact</p>	<p>A1.1 analyse key similarities and differences in social values and aspects of life between present-day Canadians and some different groups and/or communities in Canada between 1713 and 1800</p> <p>A.12 Analyse some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges and assess similarities and differences between some of these challenges and responses and those of present-day Canadians</p> <p>A1.3 analyse the displacement experienced by various groups who were living in or who came to Canada between 1713 and 1800</p> <p>A2.1 formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain</p> <p>A3.1 identify factors leading to some key events that occurred in and/or affected Canada between 1713 and 1800 and describe the historical significance of some of these events for different individuals, groups, and/or communities</p>	<p>-View films "Canada: A People's History" to highlight conflict and co-operation with a graphic organizer (e.g. Venn diagram) and then create a forum for debating the opposing sides. *cross-curricular with media studies and oral communication</p> <p>-Investigate the Six Nations and their allegiance to the British in the American Revolution with focus on Joseph Brant, Molly Brant and John Norton.</p> <p>-Investigate First Nations support of the British during the war of 1812 (e.g. Tecumseh, the Iroquois Confederacy).</p> <p>-Investigate the Royal Proclamation of 1763.</p> <p>-Investigate the Mohawks of the Bay of Quinte or the Algonquins of the local area.</p>	<p><i>-Canada A People's History</i> CBC Non-Broadcast Sales Teacher Resource Package ISBN 0-660-18364-1 Web-based searches for additional information to support their arguments</p> <p><i>-Aboriginal Perspectives: The Teacher's Toolkit</i> -see lessons on <i>Cross-Cultural Perspectives</i>, and <i>Exploring Cultural Differences</i> <a href="http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html">http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html</a></p> <p><i>-The Canadian History</i> Pearson ISBN-13978-0-13-205379-2 <i>Close-up Canada- Canada-</i> ISBN-978-0-19-542613-7</p> <p>The First Nations of the New France Era, website <a href="http://epe.lac-bac.gc.ca/100/205/301/ic/cdc/pr-emieres_nations/en/index.html">http://epe.lac-bac.gc.ca/100/205/301/ic/cdc/pr-emieres_nations/en/index.html</a></p>	<p>See Summative Tasks 2 on page 112</p>

	<p>A3.5 describe significant interactions between various individuals, groups, and institutions in Canada during this period</p>		<p>-See the website of the Haudenosaunee Confederacy  <a href="http://www.haudenosauneeconfederacy.ca/">http://www.haudenosauneeconfederacy.ca/</a></p> <p>-<i>Canada: A People's History</i>  CBC Non-Broadcast Sales,  Teacher Resource Package  ISBN 0-660-18364-1 has  segments on major topics for  these units</p> <p>-</p>	
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## GRADE 7

**Subject: Geography**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p>B1. Application: analyse aspects of the extraction/harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources</p> <p>B2. Inquiry: use the geographic inquiry process to investigate issues related to the impact of the extraction/harvesting and/or use of natural resources around the world from a geographic perspective</p> <p>B3. Understanding Geographic Context: demonstrate an understanding of the sources and use of different types of natural resources and of some of the effects of the extraction/harvesting and use of these resources</p>	<p>B1.3 assess the efforts of some groups, agencies, and/or organizations in helping to preserve natural resources</p> <p>B1.4 create a personal plan of action outlining how they can contribute to more sustainable natural resource extraction/harvesting and/or</p> <p>B2.2 gather and organize data and information from a variety of sources on the impact of resource extraction/harvesting and/or use, ensuring that their sources reflect more than one perspective</p> <p>B2.4 interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies</p> <p>B2.6 communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences</p> <p>B3.4 describe the perspectives of different groups regarding the use of the natural environment to meet human needs</p> <p>B3.5 describe some responses to social and/or environmental challenges arising from the use of natural resources</p>	<p>-Examine various media (e.g., newspaper, television, website) to discover the factors that affect the future availability of natural resources (e.g., overfishing, clear-cut logging, urban sprawl, accessibility of resource deposits, types of mining, pollution).</p> <p>-Select one topic and present a poster board (e.g. Kingston: Cataraqui River; Sharbot Lake: Uranium Mine; Mississippi Watershed; Wolfe Island: Wind Farms; Deseronto/Napanee: Landfill)</p>	<p>Newspapers Television Websites <a href="http://www.thewhig.com/">http://www.thewhig.com/</a> <a href="http://www.napaneebeaver.com/">http://www.napaneebeaver.com/</a></p> <p><i>Canadian Geographic Regions</i> ISBN-55388-143-5 Weigel Educational Publishers Limited, Calgary.</p>	<p>See Summative Task 3 on page 112</p>

## GRADE 7

**Subject: Science and Technology**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Understanding Life Systems: Interactions with the Environment</b></p> <p>1. Assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts</p> <p>3. Demonstrate an understanding of interactions between and among biotic and abiotic elements in the environment</p>	<p>1.1 Assess the impact of selected technologies on the environment</p> <p>1.2 Analyse the costs and benefits of selected strategies for protecting the environment</p> <p>3.8 Describe ways in which human activities and technologies alter balances and interactions in the environment</p> <p>3.9 Describe Aboriginal perspectives on sustainability and describe ways they can be used in habitat and wildlife management</p>	<p>-Listen to the song "Village of Widows". Research Port Radium and the Dene nation on the internet. Investigate the effect of uranium mining and silver mining on drinking water and local foods. *integrate with music and geography</p> <p>-Have the students participate in Earth Day activities, Pitch in activities.</p> <p>-Curriculum link to science (the mining waste landfills around Great Bear Lake and their effects on the Dene population.</p>	<p><i>-Spirit World, Solid Wood</i> by Leela Gilday. (A Juno nominee)</p> <p>The song <i>Village of Widows</i> in particularly moving and can be tied across the curriculum to Science because it is about the waste landfills around Great Bear Lake from the mines and their effect on the Dene population.</p> <p><i>-Keepers of the Earth</i> by Michael J. Caduto and Joseph Bruchac ISBN 1-55591-385-7</p>	<p>See Summative Task 3 on page 112</p>

## GRADE 7

**Subject: Health and Physical Education**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Active Living</b>            A1. Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity;            A2. Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;            A3. Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities</p>	<p>A1.1 actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part in all aspects of the program            A2.2 identify factors that can affect health-related, and describe how training principles can be applied to develop fitness            A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings</p>	<p>-Have students play ball games or cup and pin games (see rules in <i>Let's All Play</i>).</p>	<p>-<i>Let's All Play: Traditional Games and Activities of the Northern Ojibway and Cree</i>, by Jim Hollander            Parts of this resource describing the various games are available online at the Virtual Museum site  <a href="http://agora.virtualmuseum.ca/edu/Search.do?start=20&amp;text=games&amp;type=2">http://agora.virtualmuseum.ca/edu/Search.do?start=20&amp;text=games&amp;type=2</a></p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
<p><b>Movement Competence</b>            B1. Perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;            B2. Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.</p>	<p>B1.2 perform a wide variety of loco-motor movements, with and without equipment, while responding to a variety of external stimuli            B2.1 demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments            B2.3 apply a variety of tactical solutions to increase chances of success as they participate in physical activities</p>	<p>-Hold an Aboriginal Games Day:  <i>Winter activities</i>            Snow snake            Kick the boot            Blanket toss            Survival Game</p>	<p>-Dene Games and descriptors:  <a href="http://www.denegames.ca/dene-games/snow-snake.html">http://www.denegames.ca/dene-games/snow-snake.html</a>              -Project Wild, an environmental program</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>

<p><b>Healthy Living</b></p> <p>C1. Demonstrate an understanding of factors that contribute to healthy development;</p> <p>C2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;</p> <p>C3. Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.</p>	<p>C1.1 describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies and identify protective responses</p> <p>C1.2 demonstrate an understanding of linkages between mental illness and problematic substance use, and identify school and community resources that can provide support for mental health concerns relating to substance use, addictions, and related behaviours</p> <p>C1.3 explain the importance of having a common understanding with a partner about delaying sexual activity until one is older the reasons for not engaging in sexual activity, and the need to communicate clearly</p> <p>C2.1 demonstrate the ability to make healthier food choices, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders with each other when making decisions about sexual activity in the relationship</p> <p>C2.2 assess the impact of different types of bullying or harassment on themselves and others, and identify ways of preventing or resolving such incidents</p> <p>C2.3 explain how preoccupation with body image can contribute to substance abuse and demonstrate the ability to make informed choices about caring for their bodies</p> <p>C2.4 demonstrate an understanding of physical, emotional, social, and</p>	<p>-Have an Aboriginal community resource person visit the class to discuss these issues</p> <p>-Use the Medicine Wheel to reinforce the need for a balanced life</p> <p>-Have students investigate social and health agencies where they can find information on these topics</p> <p>-Have students create posterboards highlighting one of the issues outlined in the curriculum expectations</p>	<p>-the Katarokwi Native Friendship Centre</p> <p>-South Ontario Aboriginal Diabetes Initiative</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
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	<p>psychological factors that need to be considered when making decisions related to sexual health</p> <p>C3.1 demonstrate an understanding of personal and external factors that affect people's food choices and eating routines</p> <p>C3.2 analyse the personal and societal implications of issues related to substance use and addictive behaviours</p> <p>C3.3 explain how relationships with others and sexual health may be affected by the physical and emotional changes associated with puberty</p>			
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## GRADE 7

**Subject: Mathematics**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Data Management and Probability:</b> Collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs, including relative frequency tables and circle graphs. Make and evaluate convincing arguments based on the analysis of data.</p>	<ul style="list-style-type: none"> <li>-Collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject and record observations or measurements.</li> <li>-Collect and organize categorical, discrete, or continuous primary data and secondary and display the data in charts, tables, and graphs that have appropriate titles, labels and scales that suit the range and distribution of the data, using a variety of tools.</li> <li>-Select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph.</li> <li>-Distinguish between a census and a sample from a population.</li> <li>-Identify bias in data collection methods.</li> <li>-Read, interpret, and draw conclusions from primary data and from secondary data presented in charts, tables, and graphs.</li> <li>-Identify, through investigation, graphs that present data in misleading ways</li> <li>-Determine, through investigation, the effect on a measure of central tendency of adding or removing a value or values.</li> <li>-Identify and describe trends, based on the distribution of the data presented in tables and graphs, using informal language.</li> </ul>	<p>-Have students use data from Statscan related to Aboriginal populations. (Statscan and census data related to Aboriginal peoples in Canada often rely on self-identification and many reserves refuse to allow census taking so estimates of those populations must be use)</p>	<p>-Statscan data on Aboriginal peoples</p>	<p>See Summative Task 1 on page 112</p>

## Grade Eight -- Suggested Summative Tasks

Respect for self, others and the environment	Relationships and culture in the home, family, community and nation	Change and Transition
<p><b><i>Suggested Task 1: Is it enough to say “I’m Sorry”?</i></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>Determine whether the apologies made to groups were appropriate given the injustices suffered by the relevant groups</li> <li>Create a creative piece (e.g. painting, play, poetry collection) to represent the stages of injustice, apology and reconciliation</li> </ul> <p>Formative tasks:</p> <ul style="list-style-type: none"> <li>Discuss the need for apologies and reconciliation in their own lives</li> <li>Discuss the benefits of resolving conflicts and issues and taking responsibility for our actions</li> <li>Discuss First Nations, Métis and Inuit models such as the healing circle, balance, and restorative justice</li> <li>Explore apologies offered by the Canadian government to various groups (e.g. Residential school survivors, Japanese internees in WWII, Chinese immigrants forced to pay the head tax)</li> <li>Discuss barriers to reconciliation (e.g. why governments apologize and why they don’t)</li> <li>Compare government apologies to Aboriginal peoples in other countries (e.g. New Zealand, Australia, Vatican)</li> </ul> <p>This task clusters overall and specific expectations from Language and Arts.</p>	<p><b><i>Suggested Task 2: What impact did government policies have on First Nation, Métis and Inuit individuals, communities or cultures?</i></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>Write an article that could be included in a Canadian history textbook which highlights a policy of colonization (e.g. the imposition of the Indian Act, the banning of traditional cultures, the creation of Residential Schools)</li> </ul> <p>Formative tasks:</p> <ul style="list-style-type: none"> <li>investigate identity and status, aspects of nationhood, and health in relation to one of the following <ul style="list-style-type: none"> <li>the Numbered Treaties</li> <li>reserve system</li> <li>residential schools</li> <li>imposition of the Indian Act</li> <li>government’s response to First Nations and Métis resistance in 1885</li> <li>restriction on cultural practices</li> </ul> </li> <li>evaluate and analyze relevant primary and secondary sources (e.g. interview Aboriginal people)</li> <li>create a graphic organizer showing the effects of the above</li> </ul> <p>This task clusters overall and specific expectations from History and Language</p>	<p><b><i>Suggested Task 3: How has the position of Métis evolved in Canada?</i></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>create a powerpoint presentation highlighting one of the following stages in the evolution of the Métis: <ul style="list-style-type: none"> <li>Their role in the fur trade</li> <li>Métis 1800-1869</li> <li>Métis 1869-1885</li> <li>Métis after 1885</li> <li>Métis today</li> <li>Significant figures in Métis history</li> <li>Métis culture today</li> </ul> </li> </ul> <p>Formative tasks:</p> <ul style="list-style-type: none"> <li>investigate the history and culture of Métis in Ontario and the Prairies before and after Confederation</li> <li>investigate the history of the Riel Resistance of 1869 and 1885</li> <li>investigate the role of Métis in treaty negotiations in Ontario and the Prairies in the 1870s</li> <li>demonstrate an understanding of the issues facing the Métis by comparing issues in the late 19<sup>th</sup> century and early 21<sup>st</sup> century</li> <li>create an illustrated timeline of important events</li> </ul> <p>This task clusters specific expectations from Language and History</p>

<p>Links to First Nation, Métis and Inuit cultures</p> <ul style="list-style-type: none"> <li>• Residential schools and their impacts</li> <li>• Apology for Residential Schools given by Stephen Harper</li> <li>• Apology for Inuit High Arctic Relocations</li> <li>• Statement of Reconciliation issued by Jane Stewart in Jean Chretien's government</li> <li>• Truth and Reconciliation omission</li> <li>• Apologies issued by other governments</li> </ul>	<p>Links to First Nation, Métis and Inuit cultures</p> <ul style="list-style-type: none"> <li>• The Numbered Treaties and reserve system, residential schools, the Indian Act and the government's response to First Nations and Métis resistance in 1885 had profound long-term consequences for Aboriginal peoples across Canada</li> </ul>	<p>Links to First Nation, Métis and Inuit cultures</p> <ul style="list-style-type: none"> <li>• Métis culture in Ontario and the Prairies</li> <li>• Interactions between Métis and Canadian government from 1869-1900</li> <li>• Interactions between Métis and First Nations</li> <li>• Treaty process in Ontario and the Prairies</li> <li>• Significant figures in Métis history</li> </ul>
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## GRADE 8

**Subject: Language**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Oral Communication</b></p> <p>1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p>2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</p> <p>3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</p>	<p>1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups</p> <p>1.5 Develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretation</p> <p>1.6 Extend understanding of oral texts, including increasingly complex texts or difficult texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them</p> <p>2.5 Identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity</p> <p>2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications to help convey their meaning</p>	<p>-Compare oral and written forms of storytelling.</p> <p>-Explore the importance of language loss and preservation of culture.</p> <p>-Watch speeches of apologies and oral testimony.</p> <p>-Investigate Michif the language of the Métis.</p> <p>-Read First Nations authors like Thomas King to see how they incorporate oral storytelling techniques in their written works.</p>	<p>-“A Coyote Columbus Story” from <i>One Good Story, That One</i> by Thomas King</p> <p>-CBC link to Federal Government’s apology for Residential Schools  <a href="http://www.cbc.ca/news/canada/story/2008/06/11/pm-statement.html">http://www.cbc.ca/news/canada/story/2008/06/11/pm-statement.html</a></p>	<p>See Summative Tasks 1 and 3 on page 127</p>

<p><b>Reading</b></p> <p>1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</p> <p>2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning</p>	<p>1.1 Read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts</p> <p>1.2 Identify a variety of purposes for reading and choose reading materials appropriate for those purposes</p> <p>1.4 Demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main argument</p> <p>1.6 Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p>1.8 Evaluate the effectiveness of a text based on evidence taken from that text</p> <p>1.9 Identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives</p> <p>2.1 Analyze a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a memoir</p>	<p>-Have students read and view apologies offered to First Nation, Métis and Inuit peoples for various reasons.</p>	<p>-<i>The Night Wanderer: A Native Gothic Novel</i> by Drew Hayden Taylor</p> <p>-<i>Sign of the Beaver</i> by Elizabeth George Speare.</p> <p>-<i>Touching Spirit Bear</i> by Ben Mikaelson.</p> <p>-<i>Aboriginal Perspectives: The Teacher's Toolkit</i></p> <p>-see lessons on <i>Perspectives in Aboriginal Media</i>  <a href="http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html">http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html</a></p> <p>-Read Aboriginal newspapers and Magazines, like <i>Windspeaker</i>, <i>Sage</i>, <i>Mohawk News</i></p> <p>-Backgrounder on Apology for Inuit High Arctic Relocation  <a href="http://www.ainc-inac.gc.ca/ai/mr/spch/2010/aug18-eng.asp">http://www.ainc-inac.gc.ca/ai/mr/spch/2010/aug18-eng.asp</a></p> <p>-Text of Apology for Inuit High Arctic Relocation  <a href="http://www.ainc-inac.gc.ca/ai/mr/spch/2010/aug18-eng.asp">http://www.ainc-inac.gc.ca/ai/mr/spch/2010/aug18-eng.asp</a></p> <p>-Text of Apology for Residential Schools  <a href="http://www.ainc-inac.gc.ca/ai/rqpi/apo/index-eng.asp">http://www.ainc-inac.gc.ca/ai/rqpi/apo/index-eng.asp</a></p>	<p>See Summative Tasks 1, and 2 on page 127</p>
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<p><b>Writing:</b></p> <p>1. Generate, gather and organize ideas and information to write for an intended purpose and audience</p> <p>2. Draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience</p> <p>3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</p>	<p>1.2 Generate ideas about more challenging topics and identify those most appropriate for the purpose</p> <p>1.3 Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic sources</p> <p>1.4 Sort and classify information for their writing in a variety of ways</p> <p>1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, debate, or a report of several paragraphs, using a variety of strategies</p> <p>2.1 Write complex texts of different lengths using a wide variety of forms</p> <p>2.5 Identify their point of view and other possible points of view</p> <p>2.7 Make revisions to improve the content, clarity, and interest of their written work</p> <p>3.7 Use a wide range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout</p> <p>3.8 Produce pieces of published work to meet identified criteria based on the expectations</p>	<p>-Have students write about apologies they have made or received.</p> <p>-Have students investigate government's apologies to Aboriginal peoples and write reflections on their appropriateness.</p> <p>-Generate questions about the reasons for and responses to the apologies.</p> <p>-Write a creative piece to represent the process of reconciliation.</p> <p>-Have students practice writing entries for a website.</p>		<p>See Summative Task 2 on page 127</p>
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<p><b>Media Literacy:</b></p> <p>1. Demonstrate an understanding of a variety of media texts</p> <p>3. Create a variety of media texts for different purposes and different audiences, using appropriate forms, conventions and techniques</p>	<p>1.2 Interpret increasingly complex or difficult media texts, using overt and implied messages as evidence of their interpretations</p> <p>1.3 Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, etc.</p> <p>1.5 Demonstrate understanding that different media texts reflect different points of view</p> <p>3.2 Identify an appropriate form to suit the specific purpose and audience for media texts they plan to create</p> <p>3.4 Produce a variety of media texts</p>	<p>-View video material which features First Nation, Métis and Inuit people and discuss varying interpretations of historical persons and materials, and how and why these are distorted in popular mainstream media.</p> <p>-Evaluate impact of these representations on First Nations and other communities.</p>	<p>-view archival material from CBC Archives</p>	<p>See Summative Task 3 on page 127</p>
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## GRADE 8

**Subject: The Arts**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Dance:</b>            A.1 Apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas            A.3 Demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts</p>	<p>A1.1 Create dance pieces to respond to issues that are personally meaningful to them            A1.2 Use dance as a language to communicate messages about themes of social justice and/or environmental health            A3.2 identify a variety of types of dance and relate them to their different roles in society</p>	<p>-View video or live demonstrations of First Nations dances and Métis jigging.            -Investigate the evolution of the Métis jig out of First Nations and Celtic dance traditions.</p>	<p><a href="http://www.native-dance.ca/">http://www.native-dance.ca/</a>            This website includes dances from a wide range of Aboriginal peoples across Canada with videos and explanations of traditional and contemporary dances             -For information on the Métis  <a href="http://www.metisnation.org/culture-heritage/who-are-the-metis.aspx">http://www.metisnation.org/culture-heritage/who-are-the-metis.aspx</a></p>	<p>See Summative Task 3 on page 127</p>
<p><b>Drama:</b>            B.1 Apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas and stories            B.2 Apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of drama works and experiences            B.3 Demonstrate an understanding of a variety of drama and theatre forms, traditions and styles from the past and present, and their sociocultural and historical contexts</p>	<p>B 1.1 Engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes and relationships from a wide variety of sources and diverse communities            B 2.1 Construct personal interpretations of drama works, connecting drama issues and themes to social concerns at both the local and global level</p>	<p>-Listen to Mohawk or Ojibwe story - perhaps bring in a storyteller. Compare oral vs. written history.             -Explore the importance of language loss and preservation of culture.</p>	<p><i>-Stones, Bones and Stitches: Storytelling Through Inuit Art</i>, by Shelley Falconer and Shawna White   <i>-Echoes of the Elders: The Stories and Paintings of Chief Lelooska</i></p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>

<p><b>Music:</b>  C.1 Apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music  C.2 Apply the critical analysis process to communicate their feelings, ideas and understandings in response to a variety of music and musical experiences  C.3 Demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts</p>	<p>C1.1 Sing and/or play, in tune, from musical notation, unison and music in two or more parts from a wide variety of cultures, styles and historical periods  C2.1 Express analytical, personal responses to musical performances in variety of ways  C3.1 Compare and contrast music from the past and present</p>	<p>-Have students watch First Nations dances and Métis jigging and explore their cultural significance.   -Listen to "Proud to be Métis".   <b>Note: Drumming is culturally sensitive and should only be undertaken in consultation with an Aboriginal resource person.</b></p>	<p><a href="http://www.native-drums.ca/">http://www.native-drums.ca/</a>  This website provides examples of different types of drums along with interviews and videos on how to make drums  -This website provides an example of an Ontario Métis community  <a href="http://www.moonrivermetis.com/">http://www.moonrivermetis.com/</a>  -Métis anthem "Proud to be Métis"  <a href="http://www.albertametis.com/MNAHome/MNA-Culture2/Anthem.aspx">http://www.albertametis.com/MNAHome/MNA-Culture2/Anthem.aspx</a></p>	<p>See Summative Task 3 on page 127</p>
<p><b>Visual Arts:</b>  D.1 Apply the creative process to produce a variety of two- and three-dimensional art works  D.2 Apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of art works and experiences  D.3 Demonstrate an understanding of a variety of art forms, styles and techniques from the past and present, and their sociocultural and historical contexts.</p>	<p>D 1.1 Create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues including opposing points of view  D 1.4 Use a variety of materials, tools, techniques and technologies to determine solutions to increasingly complex design challenges  D 2.1 Interpret a variety of art works, and identify the feelings, issues, themes, and social concerns they convey  D 2.2 Analyse ways in which elements and principles of design are used to communicate a theme or message  D3.2 Identify and analyse some of the social, political and economic factors that affect the creation of visual and media arts and the visual and media arts community.</p>	<p>-Investigate Métis visual arts associated with the Métis sash and the Métis flag.</p>	<p><i>-Stones, Bones and Stitches: Storytelling Through Inuit Art</i>, by Shelley Falconer and Shawna White   <i>-Echoes of the Elders: The Stories and Paintings of Chief Lelooska</i> by Christine Normandin</p>	<p>See Summative Task 3 on page 127</p>

## GRADE 8

**Subject: History**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p>A1. Application: assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequality, on various Canadians between 1850 and 1890 as well as on the creation and expansion of the Dominion of Canada</p> <p>A2. Inquiry: use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1850 and 1890</p> <p>A3. Understanding Historical Context: describe various significant events, developments, and people in Canada between 1850 and 1890, and explain their impact</p>	<p>A1.1 evaluate the importance of various internal and external factors that played a role in the creation of the Dominion of Canada and the expansion of its territory</p> <p>A1.2 assess the impact that differences in legal status and in the distribution of rights and privileges had on various groups and individuals in Canada between 1850 and 1890</p> <p>A1.3 analyse some of the actions taken by various groups and/or individuals in Canada between 1850 and 1890 to improve their lives</p> <p>A2.1 formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1850 and 1890</p> <p>A2.5 evaluate evidence and draw conclusions about perspectives of different groups on some significant events, developments, and/or issues in Canada during this period</p> <p>A3.1 identify factors leading to some key events or developments that occurred in and/or affected Canada between 1850 and 1890 and explain the historical significance of some of these events for different individuals, groups, and/or communities</p>	<p>-Explore the BNA Act and the Indian Act which established concept of "status". How are Aboriginal peoples discussed? What role did they have in creating the laws? Why were Métis not given status?</p> <p>-Investigate how the reserve system was created and its impact on First Nations. Why were Métis omitted from reserves?</p> <p>-Role play/simulation of Confederation negotiations. Groups of students are assigned a role, extensively research this role and demonstrate/perform during a simulated Confederation negotiation. Teacher acts as mediator and presents/creates problems during the negotiations. Roles should be inclusive of First Nations from each region. Write a reflection journal on the process and focus on how different Confederation may have looked had negotiations been inclusive of First Nations.</p>	<p><i>-Aboriginal Peoples: Building for the Future</i> by Kevin Reed</p> <p><i>-The Relocation of the North American Indian</i> by John Dunn</p> <p><i>-Where Are the Children: Healing the Legacy of the Residential Schools</i> Both a book and website from the Government of Canada</p> <p><i>-Louis Riel: A Comic Strip Biography</i>, by Chester Brown A long graphic novel which tells the story of Louis Riel</p> <p><i>-Rebel Leader</i> A comic about Louis Riel from Scholastic Canada</p> <p><i>-Rebel Chief: The Story of Big Bear and the North-West Rebellion</i> From Scholastic Canada</p>	<p>See Summative Tasks 2 and 3 on page 127</p>

	<p>A3.2 identify key political and legal changes that occurred in and/or affected Canada during this period</p> <p>A3.3 identify key social and economic changes that occurred in and/or affected Canada during this period and explain the impact of some of those changes on various individuals, groups, and/or communities</p> <p>A3.4 describe significant instances of cooperation and conflict in Canada during this period</p> <p>A3.5 identify a variety of significant individuals and groups in Canada during this period and explain their contributions to Canadian heritage and/or identity</p>	<p>-Investigate reasons for participation in the North-west Rebellion with focus on Louis Riel, Gabriel Dumont, Big Bear, Poundmaker. Investigate the motivations of nonparticipants.</p> <p>-Discuss whether First Nations and Métis people treated fairly during this period, making connections to today.</p> <p>-Examine recent arguments in the media about whether or not Riel should indeed be declared one of the Fathers of Confederation.</p>	<p>- <i>Aboriginal Perspectives: The Teacher's Toolkit</i> see lessons on <i>Important Aboriginal Women, Lives of Metis and First Nation Peoples in Western Canada, The Red River Rebellion, Treaties 1-8, and Treaties and Legislation</i>  <a href="http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html">http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html</a></p> <p>-<i>The 10 Most Significant Crossroads in Aboriginal History</i> by Jan Beaver from Scholastic Canada</p>	<p>See Summative Tasks 2 and 3 on page 127</p>
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## GRADE 8

**Subject: Science and Technology**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Understanding Earth and Space Systems: Water Systems</b>            Assess the impact of human activities and technologies on the sustainability of water resources. Investigate factors that affect local water quality. Demonstrate an understanding of the characteristics of the earth's water systems and the influence of water systems in a specific region.</p>	<p>1.1 evaluate personal water consumption, compare it with personal water consumption in other countries, and propose a plan of action to reduce personal water consumption to help address water sustainability issues            1.2 assess how various media sources address issues related to the impact of human activities on the long-term sustainability of local, national, or international water systems            1.3 assess the impact on local and global water systems of a scientific discovery or technological innovation            2.3 test water samples for a variety of chemical characteristics            2.4 use scientific inquiry/research skills to investigate local water issues            3.2 demonstrate an understanding of the watershed as a fundamental geographic unit, and explain how it relates to water management and planning            3.3 explain how human and natural factors cause changes in the water table</p>	<p>-Contrast social, economic and environmental effects of modern technological society and traditional economies.</p> <p>-Explore ecological concerns from a First Nation perspective. (e.g. Clean water issues on reserves).</p> <p>-Create a slideshow presentation on how a lack of potable water affects different communities (e.g. Walkerton disaster, current clean water crisis in northern reserve communities, role of Canadian DART team in addressing water shortages in disaster-stricken regions of the world.)</p>	<p>Environment Canada website  <a href="http://www.ec.gc.ca/">http://www.ec.gc.ca/</a></p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>

## GRADE 8

**Subject: Health and Physical Education**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Active Living</b>            A1. Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity;            A2. Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;            A3. Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities</p>	<p>A1.1 Actively participate according to their capabilities in a wide variety of program activities            A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others</p>	<p>-Use First Nations games and sports – need access to some equipment (e.g. a variation of lacrosse).</p>	<p><i>-Seekers II: Sports and the Medicine Wheel</i> DVD available at Queen’s University Faculty of Education</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
<p><b>Movement Competence</b>            B1. Perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;            B2. Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.</p>	<p>B1.2 Perform a wide variety of loco-motor movements, with and without equipment, while responding to a variety of external stimuli            B2.1 Demonstrate an understanding of the components of a range of physical and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments            B2.3 Apply a variety of tactical solutions to increase chances of success as they participate in physical activities</p>		<p><i>-Let’s All Play: Traditional Games and Activities of the Northern Ojibway and Cree</i>, by Jim Hollander            Parts of this resource describing the various games are available online at the Virtual Museum site (search under “First Nations” and “Games”)             -View websites for DIAND            Assembly of First Nations</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>

<p><b>Healthy Living</b></p> <p>C1. Demonstrate an understanding of factors that contribute to healthy development;</p> <p>C2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;</p> <p>C3. Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.</p>	<p>C1.2 Identify situations that could lead to injury or death and describe behaviours that can help to reduce risk</p> <p>C1.3 Identify and describe the warning signs of substance misuse or abuse, addictions, and related behaviours and the consequences that can occur</p> <p>C1.4 Identify and explain factors that can affect an individual’s decisions about sexual activity</p> <p>C1.5 Demonstrate an understanding of gender identity and sexual orientation, and identify factors that can help individuals of all identities and orientations develop a positive self-concept</p> <p>C2.2 Demonstrate the ability to assess situations for potential dangers and apply strategies for avoiding danger</p> <p>C2.3 Explain how stress affects mental health and emotional well-being, and demonstrate an understanding of how to use a variety of strategies for relieving stress and caring for their mental health</p> <p>C3.1 Identify strategies for promoting healthy eating within the school, home, and community</p> <p>C3.2 Analyse the impact of violent behaviours, including aggression, anger, swarming, dating violence, and gender-based or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence</p>	<p>-Investigate 20th century diet and First Nations related illness (e.g. diabetes, heart disease, mortality, morbidity)</p> <p>More emphasis on support. Native healing (circles). Role of elders. Successes in 1st Nations communities.</p> <p><b>Note: These topics should be undertaken with social and cultural sensitivity, and in the context of other social groups (e.g. men and women, young and old, urban and rural)</b></p>	<p>Local Health Units</p>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>
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## GRADE 8

**Subject: Mathematics**

Overall Expectations	Specific Expectations	Suggested Teaching Strategies	Resources	Summative Tasks
<p><b>Data Management and Probability:</b> Collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs, including frequency tables with intervals, histograms, and scatter plots. Apply a variety of data management tools and strategies to make convincing arguments about data.</p>	<ul style="list-style-type: none"> <li>- Collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements.</li> <li>- Organize into intervals a set of data that is spread over a broad range.</li> <li>- Collect and organize categorical, discrete, or continuous primary data and secondary data and display the data in charts, tables, and graphs that have appropriate titles, labels and scales that suit the range and distribution of the data, using a variety of tools.</li> <li>- Select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph</li> <li>- Explain the relationship between a census, a representative sample, sample size, and a population</li> <li>- Read, interpret, and draw conclusions from primary data and from secondary data presented in charts, tables, and graphs.</li> <li>- Determine, through investigation, the appropriate measure of central</li> </ul>	<ul style="list-style-type: none"> <li>-Have students use data to make a convincing argument about human activity and the environment.</li> <li>-Research an issue facing First Nation, Métis and Inuit people in Canada such as: disparities between First Nation and 'settler' access to secondary education, high-level administrative posts, professional posts (e.g. judges, university faculty, etc.), and political posts. Display data and analysis in poster form. Students will use spread-sheet software, tally sheets, charts and graphs to show data. Include reflection document to prove/disprove hypothesis that First Nations have limited access to these positions of power, and that Aboriginal women are in a situation of "double jeopardy due to discrimination based on gender as well as First Nations identity.</li> </ul>	<ul style="list-style-type: none"> <li>-Use websites for data: Statistics Canada Royal Commission on Aboriginal Peoples Department of Indian Affairs and Northern Development CBC Archives</li> </ul>	<p>Incorporate as part of your regular assessment in this subject area or create an assessment task based on one of the suggested teaching strategies.</p>

	<p>tendency needed to compare sets of data</p> <ul style="list-style-type: none"> <li>- Demonstrate an understanding of the appropriate uses of bar graphs and histograms by comparing their characteristics.</li> <li>- Compare two attributes or characteristics using a scatter plot, and determine whether or not the scatter plot suggests a relationship.</li> <li>- Identify and describe trends, based on the rate of change of data from tables and graphs, using informal language.</li> <li>- Make inferences and convincing arguments that are based on the analysis of charts, tables, and graphs</li> <li>- Compare two attributes or characteristics, using a variety of data management tools and strategies.</li> </ul>			
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### 13. Sample Unit Plans and Blank Planning Template

#### Summative Task (*Grade 2*): *What do various cultures teach about respect?*

Summative Task Description:	Subject/ Expectations	Pedagogical Strategies Teaching Strategies (TS), Diagnostic Assessment (DA), Differentiated Instruction (DI), Extensions (E)
Create a short play which shows what one cultures teaches about respect	Language and Arts	E: this play could be rehearsed and presented to the class or recorded (Drama expectations) DI: offer students other final product options such as a series of tableaux
<b>Learning Goals:</b>	<ul style="list-style-type: none"> <li>• I know what some First Nations cultures teach about respect</li> <li>• I can write a scene for a play</li> <li>• I can explain what respect means and provide examples</li> </ul>	
<b>Formative Task Descriptions:</b>		
1. Discuss and define respect and then write a short description of what and who they respect in their own lives	Language	DI: use a graphic organizer to summarize discussion
2. Listen to an Aboriginal story or traditional teaching like the Thanksgiving Address and identify in a paragraph what is being taught about respect	Language	TS: Read and discuss <i>Giving Thanks: A Native American Good Morning Message</i> of the Haudenosaunee/Iroquois Read and discuss <i>Tiktala</i> about the lessons of respect a young Inuit girl must learn in trying to become a soapstone carver DI: Make a copy of a particular page of the book to have more detailed discussion of the items being discussed
3. Write a brief outline of your play in which you describe the characters and the “action”	Language and Arts	DA: Identify students’ knowledge around the elements of a play (e.g. character, scene, line, blocking) TS: Discuss how “conflict” makes for good action and tension, brainstorm possible characters they could use and some possible dialogue DI: Use a graphic organizer to help students organize character and plot
4. Create a set design for your play	Arts	E: have students create a small model of the set or a full size version or have them create drawings of the characters (Visual Arts expectations)
5.		

**Notes:**

- Provide a variety of cultural views about respect
- Have students be specific about which Aboriginal culture they are using in their plays
- Emphasize the diversity of First Nation, Métis and Inuit cultures
- Have students create characters based on people in their own lives rather than generic “cultural representatives”
- Show students samples of play formats
- Teach about the terminology of play writing, preferably on the school stage
- Brainstorm types of characters and dialogue with students

**Summative Task (Grade 6): How has life changed for the Inuit?**

<b>Summative Task Description:</b>	<b>Subject/ Expectations</b>	<b>Pedagogical Strategies</b> Teaching Strategies (TS), Diagnostic Assessment (DA), Differentiated Instruction (DI), Extensions (E)
Create a portfolio which shows how life has changed for the Inuit since WWII and how it has remained the same	Social Studies Language	TS – provide students with a checklist of what must be included in the portfolio, have students practice presenting their portfolio to an adult before presenting it to the teacher
<b>Learning Goals:</b>	<ul style="list-style-type: none"> <li>• I can find and interpret relevant maps, graphics and print materials</li> <li>• I can organize my information to make and support a point</li> <li>• I understand the issues facing the Inuit</li> </ul>	
<b>Formative Task Descriptions:</b>		
1. Complete a graphic organizer comparing traditional and contemporary Inuit lives	Social Studies	TS – brainstorm categories for organizer (e.g. foods, shelter, transportation, lifestyle, education)
2. Formulate questions and conduct research on the internet on an issue facing the Inuit (e.g. climate change, demographics)	Social Studies	DI – have students work in pairs, preview a few websites to discuss how to judge for suitability TS – review types of questions
3. Analyze a thematic map which shows some aspect of how life has changed for the Inuit	Social Studies	TS – review types of maps and the information they contain
4. Complete a graphic organizer which identifies a main point and supporting evidence	Social Studies	DI – provide a variety of relevant graphic organizers (e.g. fishbone)
5. Write a paragraph about changes that have happened to the Inuit since WWII	Language	DI – use the graphic organizer as a starting point for the paragraph, have students peer edit each other's work

**Notes:** some aspects of life for the Inuit have changed and some have remained the same so be sure to reinforce this idea and that graphic organizers allow for this fact



**Summative Task (Grade 7): What do my neighbours know about First Nation, Métis and Inuit peoples?**

<b>Summative Task Description:</b>	<b>Subject/ Expectations</b>	<b>Pedagogical Strategies</b> Teaching Strategies (TS), Diagnostic Assessment (DA), Differentiated Instruction (DI), Extensions (E)
Design and conduct a survey to see what adults know about First Nations, Metis and Inuit peoples, then present the results, and after identifying gaps in knowledge create an informational text to educate people about that knowledge gap	Language and Mathematics	DI – the survey questions can vary in complexity and number depending on the students TS – provide students with some topics for their questions based on the Aboriginal topics you have discussed up to this point
<b>Learning Goals:</b>	I can design and conduct a survey and communicate its results. I can create an informational text to inform a particular audience about an issue. I can research a topic and identify relevant main points.	
<b>Formative Task Descriptions:</b>		
1. Complete and analyze an existing survey	Language	TS – have the students take a survey and then discuss how the questions are worded and the importance of being clear and testing the questions before conducting the survey
2. Explore ways of analyzing data	Mathematics	DA – determine prior knowledge about data analysis and review relevant terminology and techniques
3. Develop the survey questions	Language	TS – have students work in groups to develop multiple-choice questions for their survey and test them with classmates
4. Create a brochure/poster	Language	TS – have students analyze brochures/posters to see what designs are effective and then design their own using Word or some other program

**Notes:** students may work effectively in groups; students should field test their questions with classmates

**Summative Task:**

**Grade:**

<b>Summative Task Description:</b>	<b>Subject/ Expectations</b>	<b>Pedagogical Strategies</b> Teaching Strategies (TS), Diagnostic Assessment (DA), Differentiated Instruction (DI), Extensions (E)
<b>Learning Goals:</b>		
<b>Formative Task Descriptions:</b>		
1.		
2.		
3.		
4.		
5.		

**Notes:**