

The Ontario Curriculum  
Grades 1-8  
*and Kindergarten Program*

# First Nations, Métis, and Inuit Connections

Scope and Sequence  
of Expectations

2014



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## PREFACE

“Over the past three years, relationships with school boards; schools; parents; teachers; and First Nation, Métis and Inuit communities and organizations have become stronger. Activities have enhanced targeted supports for students and educators. Knowledge and awareness of First Nation, Métis and Inuit histories, cultures and perspectives have increased throughout the provincial education system. Through additional supports, including classroom resources and professional development opportunities, teachers are also better equipped to embed Aboriginal perspectives into the classroom.”

Ontario Ministry of Education, *A Solid Foundation: Second Progress Report on the Implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework, 2013*, pp. 6–7.

In support of its focus on student achievement and closing attainment gaps, the Ministry of Education has identified First Nations, Métis, and Inuit education as an important priority in Ontario.

Ministry policies, strategies, and initiatives, including the equity and inclusive education strategy, the English language learners policy, and the Aboriginal education strategy, support respect for and acceptance of diversity in Ontario’s schools. For example, through the *Ontario First Nation, Métis, and Inuit Education Policy Framework*, a key part of the Aboriginal education strategy, the ministry is committed to developing strategies to support and strengthen a curriculum that facilitates learning about contemporary and traditional First Nations, Métis, and Inuit cultures, histories, and perspectives among all students.

To ensure that Aboriginal perspectives are represented in the curriculum, a wide range of Aboriginal partners, including First Nations, Métis, and Inuit Elders, Senators, knowledge keepers, educators, cultural advisers, and community leaders, are engaged in the curriculum review process. All revised curriculum policy documents also undergo a third-party review to ensure the accuracy and relevancy of the First Nations, Métis, and Inuit perspectives included in them.

Ontario publicly funded schools have an important role to play in promoting an inclusive school climate and a learning environment in which all students, including First Nations, Métis, and Inuit students, see themselves reflected in the curriculum and in which all students have opportunities, across the Ontario curriculum, to learn about and appreciate contemporary and traditional First Nations, Métis, and Inuit cultures, histories, and perspectives. The Ontario curriculum promotes active and engaged citizenship, which includes greater awareness of the distinct place and role of Aboriginal peoples in our shared heritage and in the future of Ontario.

As the following statement by Clinton L. Beckford and Russell Nahdee indicates, the inclusion of First Nations, Métis, and Inuit connections in the curriculum creates enriching experiences and outcomes for all learners:

“For Aboriginal students, the inclusion of indigenous perspectives can help to foster engagement in the learning process through increased relevance to their own experiences and culture, leading to increased self-esteem and better learning outcomes. For other students, indigenous perspectives extend and enrich the educational experience, provide intercultural knowledge and experiences and afford opportunities to explore and appreciate Aboriginal socio-cultural, economic and ecological contributions to Canadian society.”

“Teaching for Ecological Sustainability: Incorporating Indigenous Philosophies and Practices”, *What Works? Research into Practice*, Research Monograph #36 (Literacy and Numeracy Secretariat / Ontario Association of Deans of Education, September 2011), p. 1.

This *Scope and Sequence* resource document is designed to assist teachers with incorporating First Nations, Métis, and Inuit perspectives into the classroom by highlighting where there are opportunities for students to explore themes, ideas, and topics related to Aboriginal peoples in Canada in every subject area from Kindergarten to Grade 8. This document will be updated regularly to reflect changes related to First Nations, Métis, and Inuit connections in revised curriculum policy documents that have come into effect.

This resource is one among many tools the ministry has developed, or is currently developing, to build educator capacity and support the delivery of learning opportunities for students in the area of Aboriginal cultures, contributions, histories, and perspectives. Additional resources include:

- *Educator videos* – Videos have been created to demonstrate opportunities for making Aboriginal connections in various contexts (e.g., making connections in an arts curriculum [go to Curriculum Services Canada at <http://resources.curriculum.org/arts/>]; integrating financial literacy teaching and learning in a classroom in Moosonee [go to [www.EduGAINS.ca/newsite/financialLiteracy/teachinglearningexamples.html](http://www.EduGAINS.ca/newsite/financialLiteracy/teachinglearningexamples.html)]).
- *Classroom instructional resources* – Learning modules for students and teacher backgrounders are currently being developed on a variety of topics (e.g., residential schools, Métis history) to support the implementation of the curriculum for social studies, Grades 1 to 6, and history and geography, Grades 7 and 8.
- *Language resource documents* – Documents have been developed to support educators in teaching language patterns for various dialects, including Oneida, Cayuga, and Mohawk; Ojibwe, Cree, and Oji-Cree as well as Delaware). Go to:
  - [http://www.edu.gov.on.ca/eng/curriculum/secondary/NativeLangs\\_OneidaCayugaMohawk.pdf](http://www.edu.gov.on.ca/eng/curriculum/secondary/NativeLangs_OneidaCayugaMohawk.pdf);
  - <http://www.edu.gov.on.ca/eng/document/curricul/delaware/delaware.pdf>;
  - <http://www.edu.gov.on.ca/eng/document/curricul/ojibwe.pdf>.

In the curriculum policy documents, the ministry endeavours to use terminology related to Aboriginal peoples in accurate, respectful ways that reflect the specific context and circumstance the term is meant to describe. While language is always evolving and terminological preferences vary, the ministry has chosen to use the term “Aboriginal” when a context is inclusive of all three cultural groups – First Nations, Métis, and Inuit (while also recognizing the diversity within these groups). Where the context is specific to a particular cultural group, the ministry has endeavoured to be as specific as possible to the community, nation, and/or cultural group.

In the elementary grades, the majority of the expectations, examples, and teacher prompts connected with aspects of First Nations, Métis, and Inuit histories, cultures, and perspectives are found in the curriculum documents for the arts, French as a second language, health and physical education, science and technology, and social studies, history, and geography. The Native languages curriculum naturally offers students a deep connection to the culture and ways of thinking of the speakers of the language being learned, but in this document, only the expectation(s) that explicitly address cultural connections are included. In general, the First Nations, Métis, and Inuit connections identified in this document are only a sample, including only the most direct opportunities available in the existing elementary curriculum.

The expectations listed in this resource document are taken from the following:

- *The Full-Day Early Learning–Kindergarten Program, 2010 (Draft Version)*
- *The Ontario Curriculum, Grades 1–8: The Arts, 2009*
- *The Ontario Curriculum: French as a Second Language – Core French, Grades 4–8; Extended French, Grades 4–8; French Immersion, Grades 1–8, 2013*
- *The Ontario Curriculum, Grades 1–8: Health and Physical Education, 2010 (Interim Edition)*
- *The Ontario Curriculum, Grades 1–8: Language, 2006*
- *The Ontario Curriculum, Grades 1–8: Mathematics, 2005*
- *The Ontario Curriculum, Grades 1–8: Native Languages, 2001*
- *The Ontario Curriculum, Grades 1–8: Science and Technology, 2007*
- *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2013*

Expectations are organized by grade and by subject area (alphabetically, as listed above) within each grade in the lists on the following pages. Expectations are given under the name of the strand in which they appear in the curriculum policy document. Examples and teacher prompts are included only if they have a First Nations, Métis, and/or Inuit connection.

Expectations are cited in the way in which they appear in the various documents. For example, the overall and specific expectations from recently revised documents are identified using the numbering system that is used in the particular document (e.g., “1”, “1.1”, “1.2”, or “A1”, “A1.1”, “A1.2”). Expectations from older documents are identified as follows:

- for overall expectations
  - for specific expectations

Expectations that are related to one another (e.g., an overall expectation and its corresponding specific expectations; several specific expectations from the same subsection) are grouped wherever possible. Subheadings from the curriculum document are used where necessary to indicate that expectations are from separate sections in the same strand.

For the purposes of this document, the text that normally precedes the expectations (“By the end of Grade X, students will ...”) has been omitted.

# THE FULL-DAY EARLY LEARNING–KINDERGARTEN PROGRAM (DRAFT 2010)

*See the Preface for important information on the organization of the following material.*

The expectations listed here refer directly to First Nations, Métis, and Inuit examples and/or “Making Connections” items that offer opportunities for First Nations, Métis, and Inuit education and extended learning around recognizing people in the First Nations, Métis, and Inuit community, as well as relevant places, buildings, and structures. Beyond these particular expectations, the Full-Day Early Learning–Kindergarten (EL–K) classroom also provides many other occasions for students to explore and learn about the First Nations, Métis, and Inuit community, such as through various reading/storytelling and community activities.

## Personal and Social Development

### ***Emotional Development***

- 3.1 recognize people in their community and talk about what they do (*e.g., ... Aboriginal healer ...*)
- 3.2 recognize places and buildings within their community, both natural and human-made, and talk about their functions (*e.g., ... sweat lodge ...*)

## Language

- 2.4 respond to a variety of materials read aloud to them (*e.g., paint, draw, or construct models of characters or settings*)

### **Making Connections:**

#### ***Saying***

*“My grandpa and I collected rocks and we made an Inukshuk like the one in the book.”*

## Mathematics

Although no overall or specific expectations in this strand explicitly address First Nations, Métis, and Inuit connections, the learning context could be used to foster in students an awareness of these perspectives. For example, children’s literature, music, or art work from various First Nations, Métis, and Inuit cultures can be used as starting points for mathematics activities.

## Science and Technology

Although no overall or specific expectations in this strand explicitly address First Nations, Métis, and Inuit connections, the learning context could be used to foster in students an awareness of these connections. For example, when exploring patterns and designs in buildings, students could also examine similarities and differences among First Nations, Métis, and Inuit structures (e.g., totem, sweat lodge, Inukshuk).

## Health and Physical Activity

Although no overall or specific expectations in this strand explicitly address First Nations, Métis, and Inuit connections, the learning context could be used to foster in students an awareness of First Nations, Métis, and Inuit connections (e.g., seeking the advice of a trusted adult, such as an Elder or Senator, on health or safety issues or participating in First Nations, Métis, and Inuit game activities during physical education classes).

## The Arts

### **Music**

**M4.2** respond to music from various cultures, including their own  
(e.g., ... *Aboriginal chants* ...)

### **Visual Arts**

**V4** express responses to a variety of visual art forms, including those from other cultures  
**V4.2** respond to a variety of visual art forms (e.g., *paintings, fabrics, sculptures, illustrations*) from various cultures, including their own

#### ***Extending***

The EL-K team asks the children and their families to look for examples of art at home and in the places where they work, play, and shop. The children share their feelings about the art that they have viewed: “*We saw Inukshuks all along the side of the road. They look lonely on the big rocks.*” ...

# GRADE 1

*See the Preface for important information on the organization of the following material.*

## The Arts (2009)

First Nations, Métis, and Inuit connections can be made in all four strands of the arts program, which include dance, drama, music, and the visual arts. Students have opportunities to learn about First Nations, Métis, and Inuit dance, folklore stories, and visual arts symbols.

### A. Dance

#### A3. Exploring Forms and Cultural Contexts

**A3.1** describe, with teacher guidance, a variety of dances from different communities around the world that they have seen in the media, at live performances and social gatherings, or in the classroom (*e.g., ... powwow dance styles ...*)

### B. Drama

#### B3. Exploring Forms and Cultural Contexts

**B3.2** demonstrate an awareness of a variety of roles, themes, and subjects in dramas and stories from different communities around the world (*e.g., ... trickster themes in Nanabush stories from Native folklore ...*)

### D. Visual Arts

#### D2. Reflecting, Responding, and Analysing

**D2.3** demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art (*e.g., ... red is associated with ... success in Cherokee culture ...*)

## French as a Second Language (2013) – French Immersion

Although no overall or specific expectations explicitly address First Nations, Métis, and Inuit connections, in each of the strands the learning context (e.g., a topic or thematic unit related to First Nations, Métis, and Inuit cultures) and/or learning materials (e.g., books, websites, media) could be used to develop students' appreciation and understanding of these cultures.

Opportunities to explore and compare specific aspects of francophone cultures to First Nations, Métis, and Inuit cultures (e.g., traditions, values, beliefs, celebrations, literature, art, music) could be provided in oral communication practice, as well as in reading.

## **Health and Physical Education (2010, Interim Edition)**

In the Active Living strand, students take part in physical activities from various cultural backgrounds, which provide an opportunity to incorporate First Nations, Métis, and Inuit activities. First Nations, Métis, and Inuit connections can also be made in the Healthy Living strand, as students learn about the role of trusted adults, in their own and other communities, in providing assistance and counselling related to personal safety.

### **C. Healthy Living**

#### **C1. Understanding Health Concepts**

##### **Personal Safety and Injury Prevention**

**C1.2** demonstrate an understanding of essential knowledge and practices for ensuring their personal safety (*e.g., ... seeking help from an ... elder ...*) [PS]

## **Language (2006)**

Although no overall or specific expectations explicitly address First Nations, Métis, and Inuit connections, in each of the strands the learning context and/or learning materials (e.g., myths, fables, fairy tales, and legends from a variety of cultures) could be used to foster in students an appreciation and understanding of their own cultures and a comparison to First Nations, Métis, and Inuit cultures.

## **Mathematics (2005)**

Although no overall or specific expectations explicitly address First Nations, Métis, and Inuit connections, in each of the strands the learning context could be used to foster in students an appreciation and understanding of First Nations, Métis, and Inuit perspectives (e.g., activities can be designed to relate concepts in geometry or repeating sequences to the patterns used in Aboriginal basketry design).

## **Native Languages (2001)**

The overall expectation listed below explicitly addresses First Nations, Métis, and Inuit connections.

- demonstrate an appreciation and understanding of aspects of the Native culture under study

## **Science and Technology (2007)**

The following expectations provide opportunities to include consideration of Aboriginal cultures in the topic under study.

## ***Understanding Life Systems***

### **2. Developing Investigation and Communication Skills**

**2.2** investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources (*e.g., prior knowledge, personal experience, discussion, books, videos/DVDs, CD-ROMs*)

**Sample guiding questions:** ... Why do some Aboriginal people consider rocks to be living things?

## ***Understanding Earth and Space Systems***

### **1. Relating Science and Technology to Society and the Environment**

**1.2** assess ways in which daily and seasonal changes have an impact on society and the environment (*e.g., ... The Anishinaabe people tell their stories only in the winter when there is snow on the ground.*)

## **Social Studies (2013)**

The Heritage and Identity strand looks at the role of an Elder and respectful protocol in dealing with Elders. Elders are influential and significant people in First Nations and Inuit communities with similar roles attributed to Métis Senators. The People and Environments strand focuses on the interrelationships among First Nations community services and reserves.

The combination of the citizenship education framework (provided on page 10 of the curriculum document) and the knowledge and skills outlined in the curriculum expectations provides opportunities for students to learn what it means to be a responsible, active citizen – in both the community of the classroom and the diverse communities to which students belong within and outside the school, including First Nations, Métis, and Inuit communities. As teachers make connections between the citizenship education framework and the curriculum expectations, they may focus on terms and topics listed in the framework. Some examples of terms and topics of particular relevance to First Nations, Métis, and Inuit contexts are *stewardship, advocacy, rights and responsibilities, and interconnectedness.*

### ***A. Heritage and Identity: Our Changing Roles and Responsibilities***

#### **A3. Understanding Context: Roles, Relationships, and Respect**

**A3.2** identify some of the significant people, places, and things in their life, including their life in the community (*e.g., ... Elder, ...*), and describe their purpose or the role they have

**Sample questions:** ... “What role does an Elder play in your community?”

**A3.4** identify some elements of respectful behaviour that they can practise in their everyday life (*e.g., sharing, cooperating, being courteous, not damaging the natural or built environment*) and/or that other people practise (*e.g., ... when meeting an Elder, one offers tobacco, a sacred medicine, for symbolic purposes*)

## **B. People and Environments: The Local Community**

### **B1. Application: Interrelationships within the Community**

**B1.2** identify some services and service-related occupations in their community (*e.g., ... services provided by the ... band office, ...*), and describe how they meet people's needs, including their own needs

### **B2. Inquiry: Interrelationships and Their Impact**

**B2.2** gather and organize information on the interrelationship between people and the natural and built features of their community, and on the effects of this interrelationship, using sources that they have located themselves or that have been provided to them (*e.g., use a tally sheet to monitor the use of garbage cans and recycling containers around the school; use a digital camera to record the amount of garbage on the ground in the park; organize satellite images that show changes in natural or built features in their community; interview a person who works in the park*)

**Sample questions:** ... “How can we use satellite images of the First Nation reserve to help us create maps and locate familiar features that we use?” ...

## GRADE 2

See the Preface for important information on the organization of the following material.

### The Arts (2009)

First Nations, Métis, and Inuit connections can be made in all four strands of the arts program, which include dance, drama, music, and the visual arts. Students learn about Aboriginal dance, drama (through the use of props), as well as Aboriginal cultural contexts and diverse visual arts such as textiles and contemporary Inuit drawing.

#### A. Dance

##### A3. Exploring Forms and Cultural Contexts

A3.2 identify various reasons why people dance in daily life and various contexts in which they do so (*e.g., ... to dance for the earth [at powwows], ...*)

#### B. Drama

##### B1. Creating and Presenting

B1.4 communicate feelings and ideas to a familiar audience (*e.g., classmates*), using several simple visual or technological aids to support and enhance their drama work (*e.g., ... use simple objects or props such as fur or feathers to indicate animal or bird characters in an Aboriginal story*)

#### C. Music

##### C3. Exploring Forms and Cultural Contexts

C3.2 identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places (*e.g., ... an Iroquoian lullaby ...*)

#### D. Visual Arts

##### D3. Exploring Forms and Cultural Contexts

D3.1 identify and describe a variety of visual art forms they see in their home, at school, in their community, and in visual arts experiences (*e.g., ... Aboriginal designs in dancing regalia; ...*)

D3.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places (*e.g., ... Aboriginal textiles, ceramics, and petroglyphs; contemporary Inuit drawings of life in the North by Annie Pootoogook*)

## **French as a Second Language (2013) – French Immersion**

In the French Immersion program, students are given opportunities to ask questions about Aboriginal celebrations, develop cultural awareness about First Nations, Métis, and Inuit communities, and orally share an Elder’s story.

### **A. Listening**

#### **A1. Listening to Interact**

**A2.2 Interacting:** respond with understanding to what others say while participating in interactions about familiar, everyday topics (*e.g., ... ask questions to gather information at a francophone or Aboriginal celebration; ...*)

#### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, find out about aspects of the cultures of local French-speaking communities, and make connections to personal experiences and their own and other communities (*e.g., ... listen to stories, songs, or “comptines” to learn interesting facts and historical information about a particular French-speaking community, including First Nations, Métis, and Inuit communities; ...*)

### **B. Speaking**

#### **B1. Speaking to Communicate**

**B1.2 Producing Oral Communications:** using familiar words and expressions, produce planned and rehearsed messages in French containing information and ideas about themselves and their family, friends, and immediate environment, with contextual, auditory, and visual support (*e.g., ... share an ... Elder’s story*)

## **Health and Physical Education (2010, Interim Edition)**

First Nations, Métis, and Inuit connections can be made in the Healthy Living strand, as students can learn about First Nations, Métis, and Inuit traditional medicines and the use of culturally appropriate behaviour in situations concerning their personal safety.

### **C. Healthy Living**

#### **C1. Understanding Health Concepts**

##### **Substance Abuse, Addictions, and Related Behaviours**

**C1.3** describe the difference between prescription medicines and non-prescription medicines, giving examples of each, and identify rules for the proper use of all medicines

**Teacher:** “How are commonly used non-prescription medicines and health care supplements – for example, ... herbal, homeopathic, and naturopathic remedies; and First Nation, Métis, and Inuit traditional medicines – different from prescription medicines?”

**Student:** “... Traditional First Nation, Métis, and Inuit medicines are usually made from things like plants that grow in the forest.”

## Language (2006)

The expectation listed below provides an opportunity to address First Nations, Métis, and Inuit connections through the sharing of culturally appropriate behaviour when speaking and listening. In addition, in each of the strands, the learning context and/or learning materials could be used to foster in students an appreciation and understanding of their own and First Nations, Métis, and Inuit cultures.

### **Oral Communication**

#### **1. Listening to Understand**

**1.2** demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations ...

**Teacher prompt:** “When First Nations peoples use a talking stick, a person speaks only when holding the talking stick, while the rest of the group listens. Today we are going to speak and listen in a similar way.”

## Mathematics (2005)

Although no overall or specific expectations explicitly address First Nations, Métis, and Inuit connections, in each of the strands the learning context could be used to foster in students an appreciation and understanding of First Nations, Métis, and Inuit perspectives (e.g., activities can be designed to relate concepts in geometry or repeating sequences to the patterns used in Aboriginal basketry design).

## Native Languages (2001)

The overall expectation listed below explicitly addresses First Nations, Métis, and Inuit connections.

- demonstrate an appreciation and understanding of aspects of the Native culture under study

## Science and Technology (2007)

The following expectations provide opportunities to include consideration of Aboriginal cultures in the topic under study.

## **Understanding Life Systems**

### **2. Developing Investigation and Communication Skills**

**2.5** investigate the ways in which a variety of animals adapt to their environment and/or to changes in their environment, using various methods (*e.g., read simple non-fiction texts and Aboriginal stories; ...*)

### **3. Understanding Basic Concepts**

**3.3** identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live (*e.g., ... the buffalo provided some Aboriginal people with everything they needed to survive: food, shelter, clothing, tools, ornamentation, and weapons; ...*)

## **Social Studies (2013)**

The Heritage and Identity strand compares past and present First Nations traditions, celebrations, and powwows, including the fact that they were outlawed in the past. Students are also provided with opportunities to interview an Elder, investigate the First Nations peoples who originally lived in their community, and find out what Aboriginal Day is all about. The People and Environments strand focuses on how Inuit people have adapted their clothing, food, and transportation to their community's environment.

The combination of the citizenship education framework (provided on page 10 of the curriculum document) and the knowledge and skills outlined in the curriculum expectations provides opportunities for students to learn what it means to be a responsible, active citizen – in both the community of the classroom and the diverse communities to which students belong within and outside the school, including First Nations, Métis, and Inuit communities. As teachers make connections between the citizenship education framework and the curriculum expectations, they may focus on terms and topics listed in the framework. Some examples of terms and topics of particular relevance to First Nations, Métis, and Inuit contexts are *stewardship, advocacy, rights and responsibilities, and interconnectedness*.

### **A. Heritage and Identity: Changing Family and Community Traditions**

#### **A1. Application: Why Traditions Change**

**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 (*e.g., when some of their spiritual or cultural traditions were outlawed, First Nations people developed different practices, but now some traditional practices are returning*)

**Sample questions:** “Why were First Nations people unable to have powwows at one time? What reaction did First Nations people have to this law?”

**Student talk:** “A long time ago, the government said First Nations couldn't have powwows. The law has changed and there are big powwows again.”

## **A2. Inquiry: Past and Present Traditions**

**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 that they have gathered themselves or that have been provided to them (*e.g., ... Elders' stories*)

**Sample questions:** “How might interviewing an Elder help you find out about seasonal celebrations in the local First Nation community and the ways these celebrations have changed?”

**A2.3** analyse and construct simple maps as part of their investigations into past and present traditions and celebrations in their local community (*e.g., locate on a map the regions of origin of different settlers in their area; construct a map that includes an appropriate legend to show different peoples who settled in the area*)

**Sample questions:** “Which First Nation lived on this land before your community was established? How can we show that on this map?”

**A2.5** evaluate evidence and draw conclusions about past and present traditions and celebrations in their own families and the communities to which they belong

**Sample questions:** “What did you find out about the differences between traditions related to the New Year (... a powwow) now and in the past? What is still the same? Do you think the changes are good?”

## **A3. Understanding Context: Tradition and Heritage**

**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 (*e.g., ... National Aboriginal Day, ...*)

## **B. People and Environments; Global Communities**

### **B1. Application: Variations in Global Communities**

**B1.2** describe some of the ways in which two or more distinct communities have adapted to their location, climate, and physical features (*e.g., in Arctic Canada, where it is cold, people wear warm clothes made with fur and hide or insulated with down or fleece; ...*)

**Student talk:** “It’s too cold to farm in the Arctic. Inuit people hunt seals and whales from the ice. They sometimes travel by dog sled or snowmobile because you can’t drive a car on the ice.”

# GRADE 3

See the Preface for important information on the organization of the following material.

## The Arts (2009)

First Nations, Métis, and Inuit connections can be made in all four strands of the arts program, which include dance, drama, music, and the visual arts. Students are provided opportunities to learn about First Nations dances, to role play Aboriginal stories, and to gain an awareness of ethics and values in Aboriginal plays. Students can explore a variety of musical forms and the role of drums in Aboriginal music. In visual arts students can reflect on the meaning of symbols in Aboriginal art.

### A. Dance

#### A3. Exploring Forms and Cultural Contexts

**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 (*e.g., ... First Nation dances at a powwow; ...*)

### B. Drama

#### B1. Creating and Presenting

**B1.1** 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 (*e.g., ... improvise a short dialogue between two characters who are seeking a solution to a problem [as in Aboriginal teacher/trickster stories]*)

#### B3. Exploring Forms and Cultural Contexts

**B3.2** demonstrate an awareness of ideas and emotions expressed in drama works from communities around the world (*e.g., ... ethics and values found in Aboriginal plays*)  
**Teacher prompts:** “Can you remember a character from another play who had the same problem or felt the same way as this character? How would you compare these two characters?” “Can you think of other plays, stories, TV shows, old movies with the same theme?”

### C. Music

#### C3. Exploring Forms and Cultural Contexts

**C3.2** identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places (*e.g., ... First Nation communities in Upper Canada*)  
**Teacher prompts:** ... “For what purposes were drums used by First Nation peoples?”

## **D. Visual Arts**

### **D2. Reflecting, Responding, and Analysing**

**D2.3** demonstrate an awareness of the meaning of signs and symbols encountered in their daily lives and in works of art (*e.g., ... the meaning of animals such as the orca in Aboriginal clan symbols or the Inukshuk in Aboriginal art*)

### **D3. Exploring Forms and Cultural Contexts**

**D3.2** demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places (*e.g., ... George Littlechild's book This Land Is My Land; Daphne Odjig's historical mural The Indian in Transition; ...*)

## **French as a Second Language (2013) – French Immersion**

In the French Immersion program, students are given opportunities to learn about the contributions of Aboriginal communities to Canadian culture, to use a talking stick as a speaking interaction strategy, and to write about a modern Métis community.

### **A. Listening**

#### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities locally and across Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... identify some contributions of French-speaking and Aboriginal communities to Canadian culture, such as street/place names, historic sites, festivals, and items such as the canoe or maple syrup*)

**Instructional tip:** Teachers can direct students to listen for names of streets, towns, or community buildings that reflect ... Aboriginal languages.

### **B. Speaking**

#### **B2. Speaking to Interact**

**B2.1 Using Speaking Interaction Strategies:** demonstrate an understanding of appropriate speaking behaviour in a variety of situations (*e.g., ... use an object such as a talking stick to determine whose turn it is to talk; ...*)

## D. Writing

### D3. Intercultural Understanding

**D3.1 Intercultural Awareness:** communicate information in writing about French-speaking communities locally and across Ontario, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., ... write about historic voyageur routes and related modern Métis communities, such as Mattawa)

**Teacher prompts:** “Quels mots peux-tu utiliser pour rédiger les légendes des images d’une communauté franco-ontarienne?” “Quels moyens peux-tu utiliser pour communiquer de l’information à propos de cette communauté?”

## Health and Physical Education (2010, Interim Edition)

The Healthy Living strand provides opportunities for students to explore the cultural influences that can help them make healthy choices. Comparisons between different versions of Canada’s Food Guides, including the guide for First Nations, Métis, and Inuit ([\*Eating Well with Canada’s Food Guide – First Nations, Inuit and Métis\*](#)), give students a better understanding of cultural differences in food choices.

## C. Healthy Living

### C3. Making Connections for Healthy Living Healthy Eating

**C3.1** explain how local fresh foods and foods from different cultures (e.g., *berries, curries, chapattis, lychees, kale, lentils, corn, nan, wild game, fish, tourtière*) can be used to expand their range of healthy eating choices [CT]

**Teacher prompt:** “Look at these different versions of Canada’s Food Guide. This one is in English, these have been translated into different languages, and another is for First Nation, Métis, and Inuit users. What is the same about these guides? What is different about the food choices they recommend, and why are they still healthy choices?”

**Student:** “All of the guides show four food groups, but the foods in the groups are different. ... The translated versions of the guides all show the same pictures, but the languages are different. All of the guides provide information about healthy choices for different cultures. The First Nation, Métis, and Inuit guide has some different information. The picture on the front shows the food groups as a part of a circle instead of a rainbow. It also shows some pictures of some First Nation, Métis, and Inuit foods, like berries, wild plants, bannock, and wild game, and includes healthy living tips that fit with the lives of First Nation, Métis, and Inuit people.”

## Language (2006)

The expectations listed below provide opportunities to address First Nations, Métis, and Inuit connections through reading and writing activities that address the influence that First Nations peoples had on settlers. In addition, in each of the strands, the learning context and/or learning materials could be adapted to foster in students an appreciation and understanding of their own and First Nations, Métis, and Inuit cultures.

### **Reading**

#### **1. Reading for Meaning**

**1.1** read a variety of literary texts (*e.g., ... traditional Aboriginal stories ...*)

### **Writing**

#### **2. Using Knowledge of Form and Style in Writing**

**2.1** write short texts using a variety of forms (*e.g., ... a letter from the point of view of a settler, describing how First Nations people have taught the settlers to adapt to their new environment; ...*)

## Mathematics (2005)

Although no overall or specific expectations explicitly address First Nations, Métis, and Inuit connections, in each of the strands the learning context could be used to foster in students an appreciation and understanding of First Nations, Métis, and Inuit perspectives (*e.g., activities can be designed to relate concepts in geometry or repeating sequences to the patterns used in Aboriginal basketry design*).

## Native Languages (2001)

The overall expectation listed below explicitly addresses First Nations, Métis, and Inuit connections.

- demonstrate an appreciation and understanding of aspects of the Native culture under study

## Science and Technology (2007)

The following expectations provide opportunities to investigate cultural factors affecting the use of plants and the nature of the built environment in Aboriginal societies.

## **Understanding Life Systems**

### **1. Relating Science and Technology to Society and the Environment**

- 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

**Sample prompts:** ... Aboriginal people use plants for many medicines.

### **3. Understanding Basic Concepts**

- 3.5** describe ways in which humans from various cultures, including Aboriginal people, use plants for food, shelter, medicine, and clothing (*e.g., food – from rice plants; houses for shelter – from the wood of trees; medicines – from herbs; clothing – from cotton plants*)

## **Understanding Structures and Mechanisms**

### **1. Relating Science and Technology to Society and the Environment**

- 1.2** assess the environmental impact of structures built by various animals and those built by humans

**Sample guiding questions:** ... What effects do traditional Aboriginal homes have on the environment?

### **3. Understanding Basic Concepts**

- 3.2** identify structures in the natural environment ... and in the built environment (*e.g., a totem pole, ...*)

## **Social Studies (2013)**

The Heritage and Identity strand explores the aspects of everyday life of First Nations and Métis peoples, including their unique self-identities. Students will learn about the challenges faced by Aboriginal peoples, including encroachment and racism during the late 1700s and early 1800s. The People and Environments strand focuses on the location of reserve communities, available natural resources, and reserve governance.

The combination of the citizenship education framework (provided on page 10 of the curriculum document) and the knowledge and skills outlined in the curriculum expectations provides opportunities for students to learn what it means to be a responsible, active citizen – in both the community of the classroom and the diverse communities to which students belong within and outside the school, including First Nations, Métis, and Inuit communities. As teachers make connections between the citizenship education framework and the curriculum expectations, they may focus on terms and topics listed in the framework. Some examples of terms and topics of particular relevance to First Nations, Métis, and Inuit contexts are *stewardship, advocacy, rights and responsibilities, and interconnectedness*.

## **A. Heritage and Identity: Communities in Canada, 1780–1850**

### **A1. Application: Life in Canada – Then and Now**

**A1.1** describe some of the similarities and differences in various aspects of everyday life (*e.g., housing, clothing, food, religious/spiritual practices, work, recreation, the role of children*) of selected groups living in Canada between 1780 and 1850 (*e.g., First Nations, Métis, ...*)  
**Sample questions:** “What were some differences in the ways First Nations and settlers viewed childhood?” ...

**Student talk:** “The Wendat lived in large villages while the Anishnawbe lived in small groups of only a few homes. The Anishnawbe moved each season; the Wendat did not.”

**A1.2** compare some of the roles of and challenges facing people in Canada around the beginning of the nineteenth century with those in the present day (*e.g., the roles of women, men, and children; challenges related to the environment, work, community life, the law*)

**Sample questions:** ... “What can we learn from the ways in which First Nations lived in harmony with their environment?” ...

**A1.3** identify some key components of the Canadian identity (*e.g., bilingualism, multiculturalism, founding nations, religious freedom*), and describe some of the ways in which communities that were in Canada around the early 1800s have had an impact on Canadian identity (*e.g., with reference to ... observances such as National Aboriginal Day ...*)

**Sample questions:** “What are some place names in Canada that derive from First Nations languages? ...” “Who are the Métis? How are they different from First Nations? What are some ways in which both groups have contributed to Canadian identity?” ...

### **A2. Inquiry: Community Challenges and Adaptations**

**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 (*e.g., ... encroachment of European settlers on traditional First Nations territory; racism facing First Nations peoples ...*) and measures taken to address these challenges

**Sample questions:** ... “What types of challenges were particular to First Nations people?” ...

**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 (*e.g., settler journals, artefacts, period paintings and drawings, historical fiction*)

**Sample questions:** “What do the journals of Elizabeth Simcoe, Catharine Parr Traill, or other settlers tell us about settlers’ dependence on First Nations medicine? ...” ...

**A2.3** analyse and construct print and digital maps, including thematic maps, as part of their investigations into challenges facing different groups and communities in Canada during this period, and measures taken to address these challenges (*e.g., ... compare a map showing traditional precontact territories of First Nations to a map showing reserves in 1850*)

**A2.4** interpret and analyse information relevant to their investigations, using a variety of tools (*e.g., use timelines and maps to help them determine how European settlement affected the location and size of First Nations and/or Métis communities; ...*)

**A2.6** communicate the results of their inquiries using appropriate vocabulary (*e.g., First Nations, Métis, ... allies, ...*) and formats (*e.g., ... a diary entry from the perspective of a Mohawk child detailing the family's relocation in response to settlers' encroachment on their land; a poster that shows how people adapted to the climate; a map showing how European settlement affected First Nations territories*)

### **A3. Understanding Context: Life in Colonial Canadian Communities**

**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 (*e.g., the traditional territories of the Anishnawbe around Thunder Bay; Chippewa land in southern Ontario; new Mohawk settlements in the Bay of Quinte area; the tract of land that the Six Nations gave the Mississauga; Métis communities around Lake Huron*)

**A3.3** identify some of the main factors that helped shape the development of settlements in Canada during this period (*e.g., the establishment of trading posts based on trade routes and the knowledge of First Nations peoples; ...*), and describe how the physical features of the land (*e.g., topography, proximity to water, fertility of the soil*) and the availability of goods and services (*e.g., mills, churches, roads*) can facilitate settlement and enhance community life

**A3.4** describe some of the major challenges facing communities in Canada during this period (*e.g., ... European diseases among First Nations ...*)

**A3.5** describe the impact of some different kinds of settlements (*e.g., seasonal settlements of semi-nomadic First Nations, trading posts, ...*) on the natural environment and on any existing settlements

**Sample questions:** “How might a new settlement in the middle of a First Nation’s territory affect how the First Nation used the land during different seasons?” ...

**A3.6** describe some key aspects of life in selected First Nations, Metis, and settler communities in Canada during this period, including the roles of men, women, and children (*e.g., with reference to diet; how food was obtained; clothing; housing; reaction; education; the division of labour between men, women, and children*)

**Sample questions:** ... “How did men and women in some First Nations work together to ensure the survival of their families?” ...

**Student talk:** “Anishnawbe men and boys would hunt. Girls and women gathered nuts, berries, and vegetables. Men, women, and children built the wigwams.”

**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 (*e.g., cooperation between First Nations and settler communities with respect to the sharing of medicines and technologies; intermarriage between First Nations women and European men; ... conflict as settlers impinged on First Nations lands; ...*)

**Sample questions:** ... “What are some of the ways in which First Nations people and European settlers cooperated with each other?” ...

**Student talk:** “I think the First Nations people really helped the settlers. They taught them about things like how to make maple syrup and how to make medicine from plants.” “I think the First Nations learned important things from the European settlers. They learned how to use metal for pots and containers, and how to use spices in their cooking.”

## **B. People and Environments: Living and Working in Ontario**

### **B1. Application: Land Use and the Environment**

**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 (*e.g., read city maps to extract information on how much land is used for residential and transportation purposes; read digital provincial land use and/or agricultural maps to identify population patterns in agricultural areas; create a thematic map to show how land used for commercial purposes often exists in specific pockets within areas with large populations*)

**Sample questions:** ... “Where are the reserve communities located? What do you notice about the location of reserve communities?” ...

### **B2. Inquiry: The Impact of Land and Resource Use**

**B2.1** formulate questions to guide investigations into some of the short- and/or long-term effects on the environment of different types of land and/or resource use in two or more municipal regions of Ontario (*e.g., the impact of mining, forestry, agriculture, suburban land development*) and measures taken to reduce the negative impact of that use

**Sample questions:** ... “What natural resources are available in the local First Nation community? How have they affected that community?” ...

**B2.2** gather and organize a variety of data and information on the environmental effects of different land and/or resource use and measures taken to reduce the negative impact of that use (*e.g., ... an interview with an Elder on traditional ecological knowledge about a region and his or her observations on changes in that region*)

**B2.6** communicate the results of their inquiries, using appropriate vocabulary (*e.g., ... reserve, ...*) and format (*e.g., a plan of action to address a local land-use issue; a cooperatively produced book of photos showing the environmental impact of a mine; a report on the benefits of forestry in provincial parks; song lyrics, a rap, or a poem about the effects of industrial pollution on a local waterway; an informational poster on what individuals can do to reduce their ecological footprint*)

### **B3. Understanding Context: Regions and Land Use in Ontario**

**B3.1** demonstrate an understanding that Ontario is divided into different municipal or regional entities (*e.g., ... reserves*) and that local governments within these entities provide specific services and regulate development according to local needs (*e.g., ... reserves have band councils and chiefs; ...*)

# GRADE 4

*See the Preface for important information on the organization of the following material.*

## The Arts (2009)

First Nations, Métis, and Inuit connections can be made in all four strands of the arts program, which include dance, drama, music, and the visual arts. Students are provided opportunities to learn about Aboriginal dance and its importance, spirit communications in stories, characteristics of musical forms in powwow music, and totem symbols and designs.

### A. Dance

#### A3. Exploring Forms and Cultural Contexts

**A3.2** identify and describe the different roles of dance in their lives and in communities around the world (*e.g., to socialize; for entertainment; to communicate and tell stories; to enrich the school experience [through a dance club]; to celebrate a good harvest year; as part of religious ceremonies*)

**Teacher prompts:** “Based on the video we just saw, tell me one reason why dance is important to Aboriginal communities. Is this similar to why dance is important to you? ...”

### B. Drama

#### B1. Creating and Presenting

**B1.4** communicate thoughts, feelings, and ideas to a specific audience, using audio, visual, and/or technological aids to enhance their drama work (*e.g., ... use a microphone to enhance or create sound effects or amplify narration [such as a spirit communication in an Aboriginal story]*)

### C. Music

#### C3. Exploring Forms and Cultural Contexts

**C3.2** demonstrate an awareness, through listening, of the characteristics of musical forms and traditions of diverse times, places, and communities (*e.g., ... Aboriginal powwow music*)

### D. Visual Arts

#### D2. Reflecting, Responding, and Analysing

**D2.3** demonstrate awareness of the meaning of signs, symbols, and styles in works of art (*e.g., ... aboriginal totems around the world ...*)

### **D3. Exploring Forms and Cultural Contexts**

**D3.1** describe how visual art forms and styles represent various messages and contexts in the past and present (*e.g., ... traditional and contemporary purposes of Aboriginal sculpture*)

**D3.2** demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made (*e.g., ... designs on totem poles; ...*)

## **French as a Second Language (2013) – Core French**

### **A. Listening**

#### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., listen to directions and locate on a map historic Franco-Ontarian or Métis communities such as Sault Ste. Marie or Mattawa; ...*)

### **C. Reading**

#### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities in Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., information about traditions, powwows, and festivals such as ... Métis rendez-vous – Rivière des Français, ...; read about Franco-Ontarian Métis, such as Marcel Labelle and Christian Pilon, and identify some of their accomplishments*)

### **D. Writing**

#### **D1. Purpose, Audience, and Form**

**D1.2 Writing in a Variety of Forms:** write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form (*e.g., ... recipe for an easy-to-prepare meal, such as corn soup – lists of ingredients and instructions for combining them; ...*)

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities in Ontario, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., select pictures of a Franco-Ontarian, Aboriginal, or Métis community such as Sturgeon Falls, Verner, Noelville, or Mattawa and create descriptive captions for them; ... research a famous Franco-Ontarian legend, myth, or story and write a poem about it*)

## **French as a Second Language (2013) – Extended French**

### **A. Listening**

#### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., listen to directions to locate on a map historic Franco-Ontarian or Métis communities such as Sault Ste. Marie or Mattawa; ...*)

### **B. Speaking**

#### **B1. Speaking to Communicate**

**B1.4 Creating Media Texts:** create a variety of oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., ... create a short video honouring the contributions of a ... Aboriginal community in Ontario*)

### **C. Reading**

#### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities in Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... research information about festivals such as ... Métis rendez-vous – Rivière des français, ...; read about Franco-Ontarian Métis such as Marcel Labelle and Christian Pilon and identify some of their accomplishments*)

## **D. Writing**

### **D1. Purpose, Audience, and Form**

**D1.1 Identifying Purpose and Audience:** determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create (*e.g., ... to provide a timeline of significant events for a biography of a French Canadian, First Nation, Métis, or Inuit artist; ...*)

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities in Ontario, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., ... create a calendar showing significant dates for various cultures [powwows, full moons with indigenous names, feast days, traditional/community celebrations and events]; ...*)

## **French as a Second Language (2013) – French Immersion**

### **A. Listening**

#### **A1. Listening to Understand**

**A1.3 Listening for Meaning:** demonstrate an understanding of the intent and meaning of various oral French texts containing familiar and unfamiliar words and expressions and dealing with familiar, academic, and personally relevant topics, with support as appropriate (*e.g., ... explain their feelings and personal reactions to a recorded Aboriginal folktale*)  
**Teacher prompts:** ... “Quelles sont tes réactions à propos du message présenté dans le conte?”

#### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., listen to directions to locate on a map historic Franco-Ontarian or Métis communities such as Sault Ste. Marie or Mattawa; ...*)

### **B. Speaking**

#### **B1 Speaking to Communicate**

**B1.2 Producing Oral Communications:** using familiar words and expressions, produce planned, rehearsed, and increasingly spontaneous messages in French containing information and ideas about academic topics and matters of immediate personal relevance, with contextual, auditory, and visual support (*e.g., summarize or retell a First Nations, Métis, or Inuit story such as the creation story of L’île de la tortue; ...*)

**B1.4 Creating Media Texts:** create a variety of oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., ... create a video recounting a traditional story from a First Nation or Métis Elder*)

### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities in Ontario, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., ... discuss ways in which French-speaking Aboriginal people can celebrate both their Franco-Ontarian and Aboriginal cultures*)

**Teacher prompts:** ... “Quels éléments présenteras-tu à propos de l’influence des Franco-ontariens et des Autochtones sur l’histoire de l’Ontario?”

## **C. Reading**

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French speaking communities in Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... make connections to stories or legends from French-speaking communities in Ontario, such as Sleeping Giant in Thunder Bay; research information about traditions and festivals such as ... le Festival des voyageurs – Mattawa, Métis rendez-vous – Rivière des Français, ... and powwows, ...; read about Franco-Ontarian Métis such as Marcel Labelle and Christian Pilon and identify some of their accomplishments*)

## **D. Writing**

### **D1. Purpose, Audience, and Form**

**D1.1 Identifying Purpose and Audience:** determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create (*e.g., ... to write about the use of plants in traditional remedies*)

**D1.5 Creating Media Texts:** using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using several media forms and the conventions and techniques appropriate to the chosen form (*e.g., ... create a map with labels and a legend showing where plants with medicinal properties such as blueberries, apples, and wild ginger can be harvested*)

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities in Ontario, including aspects of their culture and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., ... research a Franco-Ontarian legend/myth/story and develop a song or poem about it; compare modern and traditional methods used in French-speaking Aboriginal communities to produce maple syrup*)

*Teacher prompts:* ... “Quels mots et expressions peux-tu utiliser pour écrire un poème ou une chanson à propos de la légende franco-ontarienne?”

## Health and Physical Education (2010, Interim Edition)

First Nations, Métis, and Inuit connections can be made in all three strands of the health and physical education curriculum as students learn about ways to engage in active participation and movement through dance and playing games. Students can demonstrate healthy food choices by using Canada’s Food Guide ([\*Eating Well with Canada’s Food Guide – First Nations, Inuit and Métis\*](#)) as well as examine the traditional role of tobacco in First Nations and Métis societies. Such learning opportunities can be linked to the living skills expectation listed below, which addresses relationship building in First Nations, Métis, and Inuit cultures.

### **Living Skills**

#### **1. Interpersonal Skills (IS)**

- 1.4** apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members (*e.g., ... **Healthy Living:** ... identify some of the teachings of First Nation, Métis, or Inuit cultures that can help them strengthen their own relationships*)

#### **A. Active Living**

##### **A1. Active Participation**

- A1.3** identify factors that motivate participation in physical activity every day at school, at home, or in their communities (*e.g., ... cultural relevance of activities*) [CT]  
*Students:* ... “I enjoy dancing and playing games at Friendship Centre socials and feasts.”

#### **B. Movement Competence: Skills, Concepts, and Strategies**

##### **B2. Movement Strategies**

- B2.1** demonstrate an understanding of the basic components of physical activities (*e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette*), and apply this understanding as they participate in a variety of physical activities (*e.g., ... First Nation, Métis, and Inuit dances ...*) [IS, CT]

## **C. Healthy Living**

### **C2. Making Healthy Choices**

#### **Healthy Eating**

**C2.1** analyse personal food selections through self-monitoring over time, using the criteria in Canada’s Food Guide (*e.g., food groups, portion size, serving size*), and develop a simple healthy eating goal appropriate to their age and activity level (*e.g., ... plan a meal using the First Nations, Inuit, and Métis food guide*) [CT]

#### **Substance Abuse, Addictions, and Related Behaviours**

**C2.3** demonstrate the ability to make and support healthy, informed choices about smoking, using their understanding of factors that affect decisions about smoking and a variety of personal and interpersonal skills and thinking processes ... [CT]

**Teacher prompt:** “How is tobacco used traditionally in First Nation and Métis societies? What is the difference between the spiritual or sacred use of tobacco in First Nation and Métis culture and the commercial use of tobacco?”

**Student:** “Among the First Nations and the Métis, tobacco is often used in small amounts in ceremonies connected to cleansing and communicating with the spirit world. In these cultures tobacco is one of the four sacred medicines (natural tobacco, cedar, sage, and sweetgrass). In its original form, tobacco had a spiritual purpose. ...”

## **Language (2006)**

Although no overall or specific expectations explicitly address First Nations, Métis, and Inuit connections, in each of the strands the learning context (*e.g., a topic or thematic unit related to First Nations, Métis, and Inuit culture*) and/or learning materials (*e.g., books, websites, media*) could be used to develop students’ appreciation and understanding of First Nations, Métis, and Inuit cultures.

## **Mathematics (2005)**

Although no overall or specific expectations explicitly address First Nations, Métis, and Inuit connections, in each of the strands the learning context could be used to foster in students an appreciation and understanding of First Nations, Métis, and Inuit perspectives (*e.g., activities can be designed to relate concepts in geometry or repeating sequences to the patterns used in Aboriginal basketry design*).

## **Native Languages (2001)**

The overall expectation listed below explicitly addresses First Nations, Métis, and Inuit connections.

- demonstrate an appreciation and understanding of aspects of the Native culture under study

## Science and Technology (2007)

The following expectation provides an opportunity to include consideration of Aboriginal perspectives on the topic under study.

### ***Understanding Earth and Space Systems***

#### **1. Relating Science and Technology to Society and the Environment**

- 1.2** analyse the impact on society and the environment of extracting and refining rocks and minerals for human use, taking different perspectives into account (*e.g., the perspectives of ... Aboriginal communities ...*)

## Social Studies (2013)

The Heritage and Identity strand explores the cultures and societies of precontact First Nations peoples, including comparisons with other early as well as present-day societies. Students will learn about their everyday life, their relationships with the environment, and the challenges they faced. The People and Environments strand focuses on the involvement of First Nations, Métis, and Inuit communities with regard to industrial and resource development on their lands, environmental stewardship, and self-governance.

The combination of the citizenship education framework (provided on page 10 of the curriculum document) and the knowledge and skills outlined in the curriculum expectations provides opportunities for students to learn what it means to be a responsible, active citizen – in both the community of the classroom and the diverse communities to which students belong within and outside the school, including First Nations, Métis, and Inuit communities. As teachers make connections between the citizenship education framework and the curriculum expectations, they may focus on terms and topics listed in the framework. Some examples of terms and topics of particular relevance to First Nations, Métis, and Inuit contexts are *stewardship, advocacy, rights and responsibilities, and interconnectedness*.

### **A. Heritage and Identity: Early Societies 3000 BCE–1500 CE**

#### **A1. Application: Past and Present Societies**

- A1.1** compare social organization (*e.g., social classes, general political structure, inherited privilege, the status of women*) in two or more early societies (*e.g., a slave-owning and a feudal society; a matriarchal First Nation and a society in medieval Asia*)

**Sample questions:** ... “What were some differences in the position of women in ancient Greece, medieval France, and Haudenosaunee society?”

- A1.2** compare aspects of the daily lives of different groups in an early society (*e.g., ... a man and a woman in ... Mohawk society ...*), and explain how differences were related to the social organization of that society (*e.g., ... the matriarchal organization of some First Nations ...*)

**A1.3** describe some of the ways in which their daily life differs from the lives of young people from different backgrounds (*e.g., wealthy, poor, slave, urban, rural, nomadic*) in two or more early societies (*e.g., with reference to family life, education, leisure time and recreation, responsibilities, work*)

**Sample questions:** ... “What were some of the games and sports played by the ... precontact First Nations in Canada? In what ways are they similar to or different from the games and sports you play?”

**A1.4** compare two or more early societies in terms of their relationship with the environment (*e.g., with reference to seasonal rhythms, ... religious/spiritual practices/beliefs with respect to the environment*), and describe some key similarities and differences in environmental practices between these societies and present-day Canada)

## **A2. Inquiry: Ways of Life and Relationships with the Environment**

**A2.1** formulate questions to guide investigations into ways of life and relationships with the environment in two or more early societies, with an emphasis on aspects of the interrelationship between the environment and life in those societies (*e.g., connections between the local environment and settlement, art, medicine, religion, types of work; the impact of agriculture or the development of towns and cities on the environment*)

**Sample questions:** “Which civilization – those along the Nile, those in Mesopotamia, or First Nations in what would become Canada – had the greatest impact on its environment?” “What role did religion play in the daily life of the early Haida ...? In what ways was it connected to the society’s view of and relationship with the environment?”

**A2.2** gather and organize information on ways of life and relationships with the environment in early societies, using a variety of primary and secondary sources in both print and electronic formats (*e.g., thematic and physical maps showing rivers, vegetation, volcanoes, soil types; images depicting the daily life of different social classes; religious/spiritual stories that provide evidence of society’s view of the environment; agricultural artefacts*)

**Sample questions:** ... “What do the creation stories of a local First Nation tell you about their traditional relationship with the land and with all living things?”

**A2.6** communicate the results of their inquiries, using appropriate vocabulary (*e.g., nomad, peasant, serf, merchant, noble, feudalism, god/goddess, privilege, hierarchy, culture, civilization, rural, urban*) and formats (*e.g., ... a stop-animation video on the lives of children in a society that followed animal migration routes or lived in different locations during different seasons; ...*)

## **A3. Understanding Context: Characteristics of Early Societies**

**A3.2** demonstrate the ability to extract information on daily life in early societies from visual evidence (*e.g., art works such as paintings, sculptures, carvings, masks, mosaics; monuments; artefacts such as household utensils, religious articles, weapons*)

**Sample questions:** ... “Why did the Wendat make their combs out of bone? What type of bone did they use? Why?” ...

**A3.3** describe significant aspects of daily life in two or more early societies (*e.g., with reference to food, housing, clothing, education, recreation, spiritual/religious life, family life, transportation*)

**Sample questions:** “How did the Cree travel during different seasons?” ... “Why were the ‘Three Sisters’ so important to some early societies in North America?” ...

**A3.4** describe significant physical features and natural processes and events in two or more early societies (*e.g.*, physical features: *rivers, flood plains, mountains, volcanoes, ocean shore, fertile soil*; natural processes: *seasonal changes in climate, animal migration, erosion*; natural events: *earthquakes, floods, volcanic eruptions*) and how they affected these societies, with a focus on the societies’ sustainability and food production (*e.g.*, *how flooding of rivers in ancient Egypt, India, and China enriched agricultural land, making it possible to sustain large populations; how the thin topsoil of Central America, Mesopotamia, and Easter Island limited population growth; how volcanoes threatened the survival of communities in ancient Greece and the Roman Empire*)

**Sample questions:** “How did seasonal migration of buffalo affect the lives of plains First Nations in precontact North America?” ...

**A3.5** describe the importance of the environment for two or more early societies, including how the local environment affected the ways in which people met their physical needs (*e.g.*, *for food, housing, clothing*)

**Sample questions:** ... “What use did early Haida people make of cedar trees?” ...

**A3.7** describe how two or more early societies were governed (*e.g.*, *early democracy in ... or Haudenosaunee society; ... the roles ... of chiefs in the Haida nation*)

**A3.10** describe some attempts within early societies to deal with conflict and to establish greater cooperation (*e.g.*, *... matriarchal practices among some North American First Nations; the Magna Carta; ...*)

**Sample questions:** ... “What were the reasons behind some of the treaties between various First Nations in the Americas prior to European contact?” ...

## **B. People and Environments: Political and Physical Regions of Canada**

### **B1. Application: Industrial Development and the Environment**

**B1.3** describe some key actions taken by both industries and citizens to address the need for more sustainable use of land and resources (*e.g.*, *... consulting with First Nations, Métis, and/or Inuit communities about resource development in their territories*), and assess their effectiveness

### **B2 Inquiry: Balancing Human Needs and Environmental Stewardship**

**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 (*e.g.* *... an interview with a First Nation or Inuit Elder or a Métis Senator*)

**Sample questions:** ... “What type of information might you be able to gather by interviewing an Elder?” ...

**B3. Understanding Context: Regions in Canada**

**B3.4** identify various types of political regions in Canada (*e.g., ... First Nations bands and reserves*), and describe some of their basic similarities and differences (*e.g., the powers of a province versus those of a territory*)

**Sample questions:** ... “In what ways are the powers and responsibilities of a municipality similar to or different from those of a First Nation band or Métis council?” ...

# GRADE 5

*See the Preface for important information on the organization of the following material.*

## The Arts (2009)

First Nations, Métis, and Inuit connections can be made in all four strands of the arts program, which include dance, drama, music, and the visual arts. Students are provided opportunities to learn about movement sequences from an Aboriginal story, to explore issues around treaties through role playing, and to use drums in Aboriginal cultures.

### A. Dance

#### A1. Creating and Presenting

**A1.1** translate into movement sequences a variety of images and ideas from other classroom subjects, including the arts (*e.g., ... develop movement phrases based on an image from ... an Aboriginal story ...*)

### B. Drama

#### B1. Creating and Presenting

**B1.1** engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places (*e.g., ... use role play to explore social issues related to topics such as ... treaties ...*)

### C. Music

#### C3. Exploring Forms and Cultural Contexts

**C3.2** demonstrate an awareness of the use of music and musical instruments in various traditions, from early times to today (*e.g., describe the use of the drum in various cultures, including Aboriginal cultures, and at various times around the world in ceremonial and celebratory music*)

### D. Visual Arts

#### D2. Reflecting, Responding, and Analysing

**D2.3** demonstrate an understanding of how to read and interpret signs, symbols, and style in art works (*e.g., Carl Ray's paintings use symbols in the Woodland style of Aboriginal art to tell a story; ...*)

**Teacher prompts:** “Why are creatures such as the thunderbird or eagle associated with the idea of power and privilege in some art works?” ...

### **D3. Exploring Forms and Cultural Contexts**

**D3.2** demonstrate an awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places (*e.g., the use of contemporary Aboriginal art to support cultural revitalization; ...*)

**Teacher prompts:** “How does the work of Baffin Island printmakers reflect ways in which Inuit life has changed over time and how they preserve stories?” ...

## **French as a Second Language (2013) – Core French**

### **A. Listening**

#### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Quebec, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... using a graphic organizer to guide listening, organize information from French texts about ... powwows, and make connections to their own culture; ... listen to the recitation of a traditional French Canadian story used by Métis, such as La Chasse-galerie, and make connections to a familiar tale*)

### **B. Speaking**

#### **B1. Speaking to Communicate**

**B1.2 Producing Oral Communications:** using familiar words and expressions, produce brief, rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support (*e.g., ... state their reactions to information in texts such as ... Aboriginal songs and stories*)

#### **B2. Speaking to Interact**

**B2.1 Using Speaking Interaction Strategies:** demonstrate an understanding of appropriate speaking behaviour in a variety of situations (*e.g., demonstrate an understanding of when to speak and when to listen, for instance using a talking stick/stone/feather to indicate the speaker; ...*)

#### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities in Quebec, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., describe a specific region or community in Quebec, including Aboriginal communities, using a poster they have created or obtained from a travel agency to illustrate their remarks; ...*)

## **C. Reading**

### **C2. Purpose, Form, and Style**

**C2.1 Purposes of Text Forms:** identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms (*e.g., ... fictional story/legend, such as the Métis legend Ti-Jean – to entertain or enlighten through a description of imaginary events, places, and people; ...*)

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities in Quebec, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... describe ideas, themes, and characters depicted in music, stories, and legends by Québécois artists and authors such as Alain M. Bergeron, Sheldon Cohen, or Samian; ...*)

**Instructional tip:** Teachers can draw students’ attention to the plural and singular and masculine and feminine forms of adjectives that describe traditions, nationalities, or cultural heritage (*e.g., “francophone”, “québécois”, “québécoise”, “canadien”, “canadienne”, “métis”, “métisse”, “autochtone”*).

## **D. Writing**

### **D1. Purpose, Audience, and Form**

**D1.1 Identifying Purpose and Audience:** determine, with support from the teacher, their purpose in writing and the audience for French texts they plan to create (*e.g., ... to share their feelings with an Elder ... regarding the teachings and lessons learned from him or her*)

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities in Quebec, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., ... describe the sights and sounds they see and hear at a traditional celebration such as a powwow*)

# French as a Second Language (2013) – Extended French

## A. Listening

### A3. Intercultural Understanding

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Quebec, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... using a graphic organizer to guide listening, organize information from oral texts about ... powwows, ... and make connections to their own culture; listen to the recitation of a traditional French Canadian story used by Métis, such as La Chasse-galerie, ...*)

**Teacher prompts:** ... “Comment est-ce que cette communauté est représentée à travers les arts?” “Qu’est-ce que tu as appris en écoutant des histoires orales de cette communauté?”

**Instructional tip:** Teachers can consider inviting a guest speaker to share traditional oral stories.

## B. Speaking

### B1. Speaking to Communicate

**B1.2 Producing Oral Communications:** using familiar words and expressions, produce planned and rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support (*e.g., ... describe personal feelings in a critique of a piece by a French-speaking First Nation, Métis, or Inuit artist*)

**B1.4 Creating Media Texts:** create a variety of oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., create a video clip on a social or environmental movement or campaign, such as Shannen’s Dream; ...*)

### B3. Intercultural Understanding

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities in Quebec, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., describe a specific region or community in Quebec, including Aboriginal communities, using a poster they have created or obtained from a travel agency to illustrate their remarks; ...*)

## **C. Reading**

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities in Quebec, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... discuss various Aboriginal legends and make connections to current environmental and social issues; ...*)

**Teacher prompts:** ... “Comment les cultures autochtones influencent-elles les cultures francophones?” “Comment peux-tu utiliser les informations des histoires et des légendes pour développer tes opinions?”

## **D. Writing**

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities in Quebec, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., ... create a caption for an illustration or photograph describing the relationship between the voyageurs, the Métis, and the Northwest Company during the fur trade; ...*)

## **French as a Second Language (2013) – French Immersion**

### **A. Listening**

#### **A1. Listening to Understand**

**A1.3 Listening for Meaning:** demonstrate an understanding of the intent and meaning of various oral French texts containing familiar and unfamiliar words and expressions and dealing with familiar, academic, and personally relevant topics, with support as appropriate (*e.g., ... identify the main message and key lessons heard in a story from a French-speaking First Nation, Métis, or Inuit community*)

#### **A2. Listening to Interact**

**A2.2 Interacting:** respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics (*e.g., ... use a talking stick to share information and ideas in a community circle*)

### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Quebec, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... using a graphic organizer to guide listening, organize information from oral texts about ... powwows, and festivals in Québécois communities ... and make connections to their own culture; listen to the recitation of a traditional French story, such as “La Chasse-galerie” used by Métis*)

## **B. Speaking**

### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities in Quebec, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., describe a specific region or community in Quebec, including Aboriginal communities, using a poster they have created or obtained from a travel agency to illustrate their remarks; ...*)

## **C. Reading**

### **C1. Reading Comprehension**

**C1.2 Reading for Meaning:** demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support (*e.g., explain the point of view of various characters in traditional French, Aboriginal, or other tales; ...*)

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities in Quebec, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... discuss various Québécois and/or Aboriginal stories or legends, such as “Le Cap diamant” or “Le Rocher de Grand-mère”, and make connections to current environmental or social issues; ...*)

**Teacher prompts:** ... “Comment la culture autochtone influence-t-elle la culture francophone?” “Comment peux-tu utiliser les informations des histoires et légendes pour te faire tes propres opinions?”

## **Health and Physical Education (2010, Interim Edition)**

In the Healthy Living strand, First Nations, Métis, and Inuit connections can be made as students learn about ways in which cultural influences can affect their healthy living choices (*e.g., with regard to personal safety issues*).

## **C. Healthy Living**

### **C1. Understanding Health Concepts**

#### **Personal Safety and Injury Prevention**

**C1.1** identify people (*e.g.*, ... *elders*) and supportive services ... that can assist with injury prevention, emergencies, bullying, and abusive and violent situations [PS]

**Teacher prompt:** “If you are being bullied or you know of someone being bullied, to whom can you turn for help?”

**Student:** “I can turn to any adult I trust – ... an elder. ...”

## **Language (2006)**

Although no overall or specific expectations explicitly address First Nations, Métis, and Inuit connections, in each of the strands the learning context (e.g., a topic or thematic unit related to First Nations, Métis, and Inuit culture) and/or learning materials (e.g., books, websites, media) could be used to develop students’ appreciation and understanding of First Nations, Métis, and Inuit cultures.

## **Mathematics (2005)**

Although no overall or specific expectations explicitly address First Nations, Métis, and Inuit connections, in each of the strands the learning context could be used to foster in students an appreciation and understanding of First Nations, Métis, and Inuit perspectives (e.g., activities can be designed to relate concepts in geometry or repeating sequences to the patterns used in Aboriginal basketry design)

## **Native Languages (2001)**

The overall expectation listed below explicitly addresses First Nations, Métis, and Inuit connections.

- demonstrate an appreciation and understanding of aspects of the Native culture under study

## Science and Technology (2007)

The following expectation provides an opportunity to include consideration of Aboriginal perspectives on the topic under study.

### ***Understanding Earth and Space Systems***

#### **2. Developing Investigation and Communication Skills**

- 2.2** use scientific inquiry/research skills ... to investigate issues related to energy and resource conservation (*e.g., interview an Aboriginal person about his or her traditional teachings on conservation*)

## Social Studies (2013)

In the Heritage and Identity strand all specific expectations have connections to First Nation peoples and only the overall expectations are listed. The People and Environments strand focuses on the levels of government involvement in First Nations, Métis, and Inuit territorial and environmental issues, as well as First Nations, Métis, and Inuit governance.

The combination of the citizenship education framework (provided on page 10 of the curriculum document) and the knowledge and skills outlined in the curriculum expectations provides opportunities for students to learn what it means to be a responsible, active citizen – in both the community of the classroom and the diverse communities to which students belong within and outside the school, including First Nations, Métis, and Inuit communities. As teachers make connections between the citizenship education framework and the curriculum expectations, they may focus on terms and topics listed in the framework. Some examples of terms and topics of particular relevance to First Nations, Métis, and Inuit contexts are *stewardship, advocacy, rights and responsibilities, and interconnectedness*.

### ***A. Heritage and Identity: First Nations and Europeans in New France and Early Canada***

- A1. Application:** analyse some key short- and long-term consequences of interactions among and between First Nations and European explorers and settlers in New France prior to 1713 ...
- A2. Inquiry:** use the social studies inquiry process to investigate aspects of the interactions among and between First Nations and Europeans in Canada prior to 1713 from the perspectives of the various groups involved ...
- A3. Understanding Context:** describe significant features of and interactions between some of the main communities in Canada prior to 1713, with a particular focus on First Nations and New France ...

## **B. People and Environments: The Role of Government and Responsible Citizenship**

### **B1. Application: Governments and Citizens Working Together**

**B1.1** assess the effectiveness of actions taken by one or more levels of government to address an issue of national, provincial/territorial, and/or local significance (*e.g., the effectiveness of the Far North Act in addressing concerns of Inuit and First Nations about development in northern Ontario; ...*)

**B1.3** create a plan of action to address an environmental issue of local, provincial/ territorial, and/or national significance (*e.g., managing waste disposal, regulating industrial practices that damage the environment, ensuring safe drinking water, expanding availability of energy from renewable sources, reducing vehicle emissions*), specifying the actions to be taken by the appropriate level (or levels) of government as well as by citizens, including themselves

**Sample questions:** ... “What types of policy and action are needed to address the problems facing communities affected by erosion and the melting permafrost in Nunavut?”

### **B2. Inquiry: Differing Perspectives in Social and Environmental Issues**

**B2.2** gather and organize a variety of information and data that present various perspectives about Canadian social and/or environmental issues, including the perspective of the level (or levels) of government responsible for addressing the issues (*e.g., with respect to the issue of climate change, gather data on sources of carbon dioxide emissions affecting Canada, photographic evidence of melting polar ice and its impact on Inuit and Arctic wildlife ...*)

**B2.6** communicate the results of their inquiries, using appropriate vocabulary (*e.g., ... chief, band council, ...*) and formats (*e.g., a report to present to their local MP, MPP, or city/town councillor; a photo essay on the impact of the issue; a brochure or informational poster that presents the strongest points in the position of various stakeholders; a song, rap, or poem promoting the most convincing arguments on the issue; a map to accompany an oral presentation; a role play that other students can participate in to present differing perspectives*)

### **B3. Understanding Context: Roles and Responsibilities of Government and Citizens**

**B3.2** describe the jurisdiction of different levels of government in Canada (*i.e., federal, provincial, territorial, municipal, First Nation, and Métis governance; the Inuit Tapiriit Kanatami*) and some of the services provided by each (*e.g., health services, education, policing, defence, social assistance, garbage collection, water services, public transit, libraries*)

**Sample questions:** “Which level or levels of government provide funding for public libraries?” “Which level of government has the responsibility for education? Why?” “What is the jurisdiction of a band council?”

- B3.3** describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues (*e.g., services/issues related to transportation, health care, the environment, and/or crime and policing*)  
**Sample questions:** ... “Why must different levels of government cooperate in addressing Native land claims?”
- B3.6** explain why different groups may have different perspectives on specific social and environmental issues (*e.g., ... why the federal government and First Nations band councils might have different perspectives on housing problems on reserves*)

# GRADE 6

*See the Preface for important information on the organization of the following material.*

## The Arts (2009)

First Nations, Métis, and Inuit connections can be made in all four strands of the arts program, which include dance, drama, music, and the visual arts. Students are provided opportunities to learn about traditional and contemporary Aboriginal dances, storytelling, theatre, and musical forms. Students can also reflect on signs and symbols used in Aboriginal art as well as on artistic traditions.

### A. Dance

#### A3. Exploring Forms and Cultural Contexts

**A3.1** describe, with teacher guidance, types of dances used among Aboriginal peoples in the past and the present that express aspects of their cultural identity (*e.g., dances to express prayers and/or gratitude; initiation dances to mark rites of passage; shamans' dances to assist in physical or spiritual healing; contemporary powwow dances for cultural affirmation and/or revitalization*)

**Teacher prompt:** “How would you describe the regalia and dance styles of powwow dances? How do these features help express the cultural identity and heritage of the dancers?”

### B. Drama

#### B3. Exploring Forms and Cultural Contexts

**B3.1** demonstrate an understanding of some drama and theatre themes and traditions from a variety of times, communities, and places (*e.g., Aboriginal communities: storytelling forms – the Seven Grandfather teachings, Haida tales, Medicine Wheel stories; theatre forms – Red Sky Performance Theatre, De-ba-jeh-mu-jig Theatre*)

**B3.2** identify and describe key contributions drama and theatre make to the community (*e.g., ... promote strengthening and healing in Aboriginal communities*)

### C. Music

#### C1. Creating and Performing

**C1.3** create musical compositions for specific purposes and audiences (*e.g., write a melodic composition reflecting a piece of art of their own or by another, such as Norval Morriseau; ... create a rhythmic composition using non-pitched percussion to accompany a First Nation legend, story, or poem ...*)

**Teacher prompts:** ... “What is the purpose of selecting specific timbres in your accompaniment of a First Nation legend?”

### **C3. Exploring Forms and Cultural Contexts**

**C3.1** identify and describe ways in which awareness or appreciation of music is affected by culture and the media ...

**Teacher prompts:** ... “Explain the appeal of using rap music to address issues of oppression and identity among Aboriginal youth.”

### **D. Visual Arts**

#### **D2. Reflecting, Responding, and Analysing**

**D2.3** demonstrate an understanding of how to read and interpret signs, symbols, and style in art works (*e.g., symbolism for sending messages and telling stories in ... Agawa rock paintings ...*)

#### **D3. Exploring Forms and Cultural Contexts**

**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 (*e.g., ... contemporary Aboriginal artists use their artistic traditions to comment on identity, society, and the world; ...*)

**Teacher prompts:** ... “How does Jane Ash Poitras’ combining of autobiographical elements, traditional Cree iconography, text, photographs, newspaper clippings, and painted elements address ideas about identity and acculturation?” ...

## **French as a Second Language (2013) – Core French**

### **A. Listening**

#### **A1. Listening to Understand**

**A1.2 Demonstrating Understanding:** demonstrate an understanding of the purpose and meaning of oral French texts containing familiar and new words and expressions about themselves, family, friends, and topics of personal interest, with contextual and visual support (*e.g., ... listen to a read-aloud of an authentic text about ... First Nations people and use words, pictures, and/or actions to restate the main idea and related details; ...*)

#### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in eastern, western, and northern Canada; find out about aspects of their cultures; and make connections to personal experiences and their own and other communities (*e.g., ... listen to songs such as “À la claire fontaine”, “C’est l’aviron”, “V’la l’bon vent” and identify their significance to Métis and other French Canadian communities; ...*)

## **B. Speaking**

### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities in eastern, western, and northern Canada, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., describe French-speaking communities, including Aboriginal communities, in the Atlantic provinces, the prairie and western provinces, and the northern territories; share ideas and opinions regarding Canadian Heritage Moments video clips about topics in French Canadian history – such as the Métis and the Acadians – and make cross-curricular connections to topics in social studies; discuss personal reactions to and opinions of songs and artwork by French Canadian artists, including Aboriginal artists such as Leah Fontaine, Marcien Lemay, or Derek Letourneau; ...*)

## **C. Reading**

### **C1. Reading Comprehension**

**C1.2 Reading for Meaning:** demonstrate an understanding of French texts containing visuals and familiar names, words, and expressions, with teacher support as appropriate (*e.g., ... read and mime the steps outlined in a classmate's instructions for carrying out a procedure such as making ... bannock; read a ... powwow vendor's menu and identify items they would like to order; ...*)

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities in eastern, western, and northern Canada; find out about aspects of their cultures; and make connections to personal experiences and their own and other communities (*e.g., consult an atlas or website and identify French-speaking communities, including Aboriginal communities, in Atlantic Canada, the prairie and western provinces, and the northern territories; write a sample exchange of letters between Louis and Sarah Riel; ... read the lyrics and listen to songs by various French Canadian and Aboriginal artists and make comparisons with songs in their own first language; ... identify the traits of heroes in traditional legends such as Ti-Jean and Nanabijou*)

## **D. Writing**

### **D1. Purpose, Audience, and Form**

**D1.1 Identifying Purpose and Audience:** determine, with support from the teacher, their purpose in writing and the audience for French texts they plan to create (*e.g., ... to describe celebrations such as powwows; to describe garments historically worn by Métis and voyageurs in the fur trade*)

**D1.2 Writing in a Variety of Forms:** write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form (*e.g.*, a menu outlining the courses for a traditional Métis family meal or a school event – *subsections for different courses, brief descriptions of dishes with ingredients, illustrations, information about beverage choices; sequential chart – columns and rows for entering date/time and type of activity; brochure – headings, subheadings, illustrations/graphics, captions, descriptive or explanatory text; “how-to” manual, such as how to build a traditional canoe – lists of needed tools and materials, numbered steps, descriptions of techniques, diagrams/illustrations, captions; email message – subject line, salutation, closing/signature line*)

## **French as a Second Language (2013) – Extended French**

### **A. Listening**

#### **A1. Listening to Understand**

**A1.2 Understanding Purposes for Listening:** demonstrate an understanding of the purpose for listening in a variety of situations (*e.g.*, ... *to formulate questions for a guest speaker about a current issue affecting Aboriginal people*)

**A1.4 Responding to and Evaluating Media Texts:** express their personal opinions about the treatment and presentation of the messages in a variety of oral media texts about familiar, academic, and personally relevant topics, and give evidence from the text for their opinions, with teacher support as appropriate (*e.g.*, *discuss personal reactions to information in a documentary or heritage moment about the relationship between early European explorers and First Nations peoples; ...*)

#### **A2. Listening to Interact**

**A2.2 Interacting:** respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics (*e.g.*, ... *listen to participate in traditional storytelling games*)

#### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in eastern, western, and northern Canada; find out about aspects of their cultures; and make connections to personal experiences and their own and other communities (*e.g.*, ... *listen to historical accounts about the voyageurs and coureurs de bois who traded with First Nations, Métis, and Inuit communities, and discuss the significance of these relationships in the development of Canada as a nation; listen to songs such as “À la claire fontaine”, “C’est l’aviron”, “V’la l’bon vent”, and identify their significance to Métis and other French Canadian communities*)

## **B. Speaking**

### **B1. Speaking to Communicate**

**B1.2 Producing Oral Communications:** using familiar words and expressions, produce planned, rehearsed, and increasingly spontaneous messages in French containing information and ideas about academic topics and matters of immediate personal relevance, with contextual, auditory, and visual support (*e.g., ... perform a skit that compares traditions, festivals, or customs of First Nations, Métis, or Inuit peoples; ...*)

### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities in eastern, western, and northern Canada, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., describe French-speaking communities, including First Nations, Métis, and Inuit communities, in the Atlantic provinces, the prairie and western provinces, and the northern territories; share ideas and opinions regarding Canadian Heritage Moments video clips about significant individuals and topics in French Canadian history – such as the Métis/Louis Riel or the Acadians – and make cross-curricular connections to topics in social studies; discuss personal reactions to songs and artwork by French Canadian artists, including Aboriginal artists, such as Leah Fontaine, Marcien Lemay, Derek Letourneau; ...*)

## **C. Reading**

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities in eastern, western, and northern Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... consult an atlas or website and identify French-speaking communities, including Aboriginal communities, in Atlantic Canada, the prairie and western provinces, and the northern territories; read about important French Canadian and Métis historical figures such as Louis Riel; ... read the lyrics and listen to songs by various French Canadian and Aboriginal artists and make comparisons with songs in their own first language; identify the traits of heroes in traditional stories, myths, and legends such as Ti-Jean, Kluskap, and Nanabijou*)

## **D. Writing**

### **D1. Purpose, Audience, and Form**

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form (*e.g., write a biography of an important Canadian historical figure such as ... a member of a First Nations, Métis, or Inuit community; ...*)

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities in eastern, western, and northern Canada, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., ... following an example of a French Canadian myth or legend, write a legend explaining a cultural event or geographic phenomenon from their own community; write a myth or fable for their own community that reflects a moral or value, drawing on examples from other cultures*)  
**Teacher prompts:** ... “Comment le fait d’étudier des légendes d’autres cultures t’aide-t-il à faire ressortir les éléments nécessaires pour écrire ta propre légende?”

## **French as a Second Language (2013) – French Immersion**

### **A. Listening**

#### **A1. Listening to Understand**

**A1.2 Understanding Purposes for Listening:** demonstrate an understanding of the purpose for listening in a variety of situations (*e.g., ... to identify the perspective in the dramatization or retelling of a myth or legend*)

**A1.4 Responding to and Evaluating Media Texts:** express their personal opinions about the treatment and presentation of the messages in a variety of oral media texts about familiar, academic, and personally relevant topics, and give evidence from the texts for their opinions, with teacher support as appropriate (*e.g., ... evaluate how the visuals support the spoken messages in a documentary on Aboriginal peoples; ...*)

#### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in eastern, western, and northern Canada; find out about aspects of their cultures; and make connections to personal experiences and their own and other communities (*e.g., ... listen to French Canadian folktales and legends and discuss, write about, or create artworks to depict aspects that interest them; listen to historical accounts about the voyageurs and coureurs de bois and discuss their significance to the development of Canada as a nation; listen to songs such as “À la claire fontaine”, “C’est l’aviron”, “V’là l’bon vent” and identify their significance to Métis and other French Canadian communities; listen to participate in traditional storytelling games*)  
**Teacher prompts:** ... “Selon vous, comment les Premières Nations, les Métis et les Inuits ont-ils préservé leurs traditions au fil des années?”

## **B. Speaking**

### **B1. Speaking to Communicate**

**B1.2 Producing Oral Communications:** produce planned, rehearsed, and increasingly spontaneous messages in French containing information and ideas about academic topics and matters of personal interest, with contextual, auditory, and visual support (*e.g., ... analyse the works of various Aboriginal artists through group discussion; ...*)

**B1.4 Creating Media Texts:** create a variety of oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., ... create a historical travelogue describing the journey of a First Nation guide and a European explorer; ...*)

**Instructional tip:** Teachers can suggest that students use reflexive verbs when describing routines and everyday life in a *travelogue* (*e.g., “Il se levait tous les matins à 5h”*).

### **B2. Speaking to Interact**

**B2.2 Interacting:** engage in rehearsed and spontaneous spoken interactions, in guided and increasingly spontaneous social and academic contexts, about personally relevant and academic topics (*e.g., ... role-play a meeting between an individual from a First Nation community and an early European settler; ...*)

### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities in eastern, western, and northern Canada, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., describe French-speaking communities, including First Nations, Métis, and Inuit communities, in the Atlantic provinces, the prairie and western provinces, and the northern territories; share ideas and opinions regarding Canadian Heritage Moments video clips about topics in French Canadian history – such as the Métis or the Acadians – and make cross-curricular connections to topics in social studies; discuss personal reactions to songs and artwork by French Canadian artists, including Aboriginal artists, such as Leah Fontaine, Marcien Lemay, Derek Letourneau; ... make a presentation about a cultural artefact or a cultural event such as a wampum belt, Journée Louis Riel, or National Aboriginal Day*)

## **C. Reading**

### **C2. Purpose, Form, and Style**

**C2.2 Characteristics and Stylistic Elements of Text Forms:** identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher (*e.g., traditional First Nation, Métis, or Inuit story – characters, personification of objects or animals, moral or lesson; ...*)

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French speaking communities in eastern, western, and northern Canada; find out about aspects of their cultures; and make connections to personal experiences and their own and other communities (*e.g., identify how family is represented in different text forms from various French-speaking regions of Canada; read a daily food log or a menu from an individual in a French speaking community, such as Iqaluit, ... and compare its contents to their own daily diet; ... consult an atlas or website to identify French-speaking communities, including Aboriginal communities, in Atlantic Canada, the prairie and western provinces, and the northern territories; read about important French Canadian/Métis historical figures such as Louis Riel; discuss various Aboriginal stories or legends, such as Légende de la Prairie-du-Cheval-Blanc, and make connections to current environmental and social issues; ... read the lyrics and listen to songs by various French Canadian and Aboriginal artists such as Elisapie Isaac, Florent Vollant, and Samian, and make comparisons with songs in their own first languages; identify the traits of heroes in traditional legends such as Ti-Jean and Nanabijou*)

**C3.2 Awareness of Sociolinguistic Conventions:** using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities\* (*e.g., ... regional dialects such as ... le Michif ...*)

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (*e.g., French-speaking communities in eastern, western, and northern Canada*) but are not expected to do so.

### **D. Writing**

#### **D1. Purpose, Audience, and Form**

**D1.1 Identifying Purpose and Audience:** determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create (*e.g., ... to recount a legend; ...*)

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form (*e.g., ... write a diary entry from the point of view of an Aboriginal Canadian ...*)

**D1.5 Creating Media Texts:** using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using several media forms and the conventions and techniques appropriate to the chosen form (*e.g., write a script for a vignette/short video depicting trade between Aboriginal and European peoples in colonial Canada; ...*)

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities in eastern, western, and northern Canada, including aspects of their culture and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., ... write a report on a French Canadian tradition adapted from First Nations traditions, such as making maple syrup*)

**Teacher Prompts:** ... “Comment le fait d’étudier des légendes d’autres cultures t’aide-t-il à faire ressortir les éléments nécessaires pour écrire ta propre légende?” ...

## **Health and Physical Education (2010, Interim Edition)**

In the Healthy Living strand, students explore First Nations, Métis, and Inuit cultural influences that can affect their choices regarding drug use.

### **C. Healthy Living**

#### **C1. Understanding Health Concepts**

**C1.2** identify people and community resources (*e.g., elders, ...*) that can provide support when dealing with choices or situations involving substance use and addictive behaviours

## **Language (2006)**

The expectations listed below provide opportunities to address First Nations, Métis, and Inuit connections through the sharing of media texts in the portrayal of Aboriginal peoples and creating a media text travelogue. In addition, in each of the strands, the learning context and/or learning materials (*e.g., books, websites, media*) could be used to foster in students an appreciation and understanding of their own and First Nations, Métis, and Inuit cultures.

### **Media Literacy**

#### **1. Understanding Media Texts**

**1.5** identify whose point of view is presented in a media text, identify missing or alternative points of view, and, where appropriate, determine whether the chosen view achieves a particular goal (*e.g., ... evaluate the portrayal of Aboriginal people in the media*)

**Teacher prompts:** ... “Are there different portrayals of Aboriginal people in the media? How are they different? Why are they different? Which ones are most accurate?”

#### **3. Creating Media Texts**

**3.4** produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (*e.g., ...*)

- *a travelogue illustrating the journey of an early Canadian explorer, including contacts with First Nations peoples ...*)

## **Mathematics (2005)**

Although no overall or specific expectations explicitly address First Nations, Métis, and Inuit connections, in each of the strands the learning context could be used to foster in students an appreciation and understanding of First Nations, Métis, and Inuit perspectives (e.g., activities can be designed to relate concepts in geometry or repeating sequences to the patterns used in Aboriginal basketry design).

## **Native Languages (2001)**

The expectations and examples listed below explicitly address First Nations, Métis, and Inuit connections.

- demonstrate knowledge and understanding of aspects of the Native culture under study

### ***Oral Communication***

- demonstrate an understanding of spoken language in various situations and contexts (e.g., summarize a Native story told to the class by a Native speaker from the community)
- use the pronunciation used by Native speakers in the community
- participate in oral presentations (e.g., prepare a presentation on a Native tradition or custom)

### ***Reading***

- read a variety of simple written texts (e.g., traditional Native stories and legends, short stories by Native authors)

### ***Writing***

- demonstrate knowledge and understanding of aspects of the Native culture studied in their writing

## **Science and Technology (2007)**

The following expectations provide opportunities to include a consideration of Aboriginal perspectives on the topic under study.

## **Understanding Life Systems**

### **1. Relating Science and Technology to Society and the Environment**

- 1.1** analyse a local issue related to biodiversity (*e.g., ... flooding of traditional Aboriginal hunting and gathering areas as a result of dam construction*), taking different points of view into consideration (*e.g., the points of view of ... local First Nations, Métis, Inuit*), propose action that can be taken to preserve biodiversity, and act on the proposal

## **Understanding Matter and Energy**

### **1. Relating Science and Technology to Society and the Environment**

- 1.1** assess the short- and long-term environmental effects of the different ways in which electricity is generated in Canada (*e.g., hydro, thermal, nuclear, wind, solar*), including the effect of each method on natural resources and living things in the environment
- Sample problems:** ... (b) The James Bay Hydroelectric Project was one of the biggest hydroelectric developments of the past century, but it has also had a serious impact on the environment and the James Bay Cree people. Investigate both sides of this issue, and suggest how things might be approached differently today.

## **Social Studies (2013)**

In the Heritage and Identity strand, students can investigate the contributions of First Nations to Canadian art, actions to improve First Nations status, and perspectives on significant First Nations, Métis, and Inuit individuals, events, and developments. The People and Environments strand focuses on international accords, such as the Declaration on the Rights of Indigenous People and the effects of climate change on the Inuit and northern First Nations.

The combination of the citizenship education framework (provided on page 10 of the curriculum document) and the knowledge and skills outlined in the curriculum expectations provides opportunities for students to learn what it means to be a responsible, active citizen – in both the community of the classroom and the diverse communities to which students belong within and outside the school, including First Nations, Métis, and Inuit communities. As teachers make connections between the citizenship education framework and the curriculum expectations, they may focus on terms and topics listed in the framework. Some examples of terms and topics of particular relevance to First Nations, Métis, and Inuit contexts are *stewardship, advocacy, rights and responsibilities, and interconnectedness*.

### **A. Heritage and Identity: Communities in Canada Past and Present**

#### **A1. Application: Diversity, Inclusiveness, and Canadian Identity**

- A1.2** evaluate some of the contributions that various ethnic and/or religious groups have made to Canadian identity (*e.g., the contributions of First Nations to Canadian art, ...*)

**Sample questions:** “Who are the founding nations of Canada? For whom is the concept of ‘founding nations’ troubling? Why?” ...

**A1.3** explain how various groups have contributed to the goal of inclusiveness in Canada (*e.g., ... First Nations, ...*), and assess the extent to which Canada has achieved the goal of being an inclusive society (*e.g., with reference to the policy of multiculturalism, the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Ontarians with Disabilities Act, freedom of religion, the recognition of gay marriage*)

**Sample questions:** “What are some of the actions that have been taken by First Nations individuals or organizations to improve the status of First Nations people in Canadian society?” ...

## **A2. Inquiry: The Perspectives of Diverse Communities**

**A2.1** formulate questions to guide investigations into different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada (*e.g., the development of the reserve system from the perspective of First Nations, European settlers, and the federal government; ...*)

**Sample questions:** ... “Why did some people think Louis Riel was a hero while others thought he was a traitor?” ...

**A2.2** gather and organize information from a variety of primary and secondary sources using various technologies (*e.g., photographs, letters and diaries, oral stories, maps, songs, paintings, newspaper reports, books written on the experiences of new settlers in a community, books written about a specific community, online databases and archival collections*) that present different perspectives on the historical and/or contemporary experience of two or more communities in Canada

**Sample questions:** “What type of information can you gather from the petitions and letters of First Nations, Métis, and Inuit people about their experience of and perspectives on being relocated to reserves and/or new settlements? What other types of sources should you consult for information on the perspectives of these people? For other people’s perspectives?” ...

**A2.3** analyse and construct print and digital maps as part of their investigations into different perspectives on the historical and/or contemporary experience of communities in Canada (*e.g., analyse a flow map showing the relocation of First Nations, Métis, and/or Inuit communities ...*)

**Sample questions:** ... “What type of map might you construct to help you understand the perspectives of the Métis and Scots in the Red River district?”

**A2.4** interpret and analyse information and evidence relevant to their investigations, using a variety of tools (*e.g., use a graphic organizer to help them determine differences in perspectives of participants in the Red River Resistance or North-West Rebellion; ...*)

## **A3. Understanding Context: The Development of Communities in Canada**

**A3.3** identify various types of communities that have contributed to the development of Canada (*e.g., the founding peoples – First Nations, Inuit, and Métis, ...*)

**A3.4** describe significant events or developments in the history of two or more communities in Canada (*e.g., First Nations: arrival of European explorers and settlers, the fur trade, the reserve system, the Indian Act, residential schools; ...*) and how these events affected the communities’ development and/or identity

**Sample questions:** “What impact did the residential school experience have on First Nations families and communities?” ...

**A3.5** describe interactions between communities in Canada, including between newcomers and groups that were already in the country (*e.g., trade among precontact First Nations; cooperation between First Nations and the French and British in the fur trade; ...*)

**A3.6** identify key differences, including social, cultural, and/or economic differences, between two or more historical and/or contemporary communities in Canada (*e.g., differences in gender roles between First Nations and French settlers in early Canada; ...*)

## **B. People and Environments: Canada’s Interactions with the Global Community**

### **B1. Application: Canada and International Cooperation**

**B1.1** explain why Canada participates in specific international accords and organizations (*e.g., ... including the Declaration on the Rights of Indigenous People ...*), and assess the influence of some significant accords and/or organizations in which Canada participates

### **B2. Inquiry: Responses to Global Issues**

**B2.2** gather and organize information on global issues of political, social, economic, and/or environmental importance, including their impact and responses to them, using a variety of resources and various technologies (*e.g., ... gather accounts by Inuit and northern First Nations witnesses to the effects of climate change; ...*)

**Sample questions:** “If you were studying the impact of climate change in the North, why would it be useful to listen to an Elder speak about the changes in the migration patterns of animals?” ...

# GRADE 7

*See the Preface for important information on the organization of the following material.*

## The Arts (2009)

First Nations, Métis, and Inuit connections can be made in all four strands of the arts program, which include dance, drama, music, and the visual arts. Students are provided opportunities to learn about the Métis jig, role playing of treaty rights, use of oral traditions in music, music that establishes a sense of pride in Aboriginal culture, and the depiction and comparison of nature in impressionist and Cree art.

### A. Dance

#### A3. Exploring Forms and Cultural Contexts

**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 (*e.g., ... the evolution of the Métis jig out of imitations of wildlife movements [prairie wild birds] and the intricate footwork of Native dancing ...*)

### B. Drama

#### B1. Creating and Presenting

**B1.1** engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities (*e.g., identify significant perspectives related to an issue such as ... treaty rights, or cultural identity, and assume roles to express the different perspectives; ...*)

**Teacher prompt:** “... What roles should be adopted to represent the range of perspectives related to the key themes of our drama (e.g., differing world views of Europeans and Aboriginal people at the time of contact)?”

#### B3. Exploring Forms and Cultural Contexts

**B3.1** compare and contrast how social values are communicated in several different drama forms and/or styles of live theatre from different times and places (*e.g., how views of colonist-Aboriginal relationships differ in plays from earlier times versus contemporary plays; ...*)

### C. Music

#### C1. Creating and Performing

**C1.5** demonstrate an understanding of standard and other musical notation through performance and composition (*e.g., ... explain how... Aboriginal singing, drumming, and dancing are transmitted through oral tradition*)

**Teacher prompts:** ... “How are contemporary Canadian Aboriginal musicians ensuring that their oral traditions are being preserved?”

## **C2. Reflecting, Responding, and Analysing**

**C2.2** analyse, using musical terminology, ways in which the elements are used in the music that they perform, listen to, and create (*e.g., compare the use of drums in different social and cultural contexts, such as ... Aboriginal ... communities*)

## **C3. Exploring Forms and Cultural Contexts**

**C3.1** analyse the influences of music and the media on the development of personal and cultural identity (*e.g., ... explain how cultural identity, including a sense of Aboriginal pride for Aboriginal students, can be reinforced by listening to music of their own culture*)

## **D. Visual Arts**

### **D2. Reflecting, Responding, and Analysing**

**D2.2** explain how the elements and principles of design are used in their own and others’ art work to communicate meaning or understanding (*e.g., ... Brian Jungen’s use of positive and negative space and the colours in traditional First Nation art works to convey ideas about consumerism and culture in masks that he created out of brand-name running shoes*)

### **D3. Exploring Forms and Cultural Contexts**

**D3.1** identify and describe some of the ways in which visual art forms and styles reflect the beliefs and traditions of a variety of cultures and civilizations (*e.g., art works created within a tradition for functional and aesthetic purposes; beliefs reflected in art works by artists working within an artistic movement in the past or present; the purposes of architecture, objects, and images in past and present cultures and the contexts in which they were made, viewed, and valued; art works that challenge, sustain, and reflect society’s beliefs and traditions*)

**Teacher prompts:** ... “Compare the ways in which Impressionist artists and contemporary Cree artists depict nature. How are they different?” ...

**D3.2** demonstrate an understanding of the function of visual and media arts in various contexts today and in the past, and of their influence on the development of personal and cultural identity (*e.g., the function of traditional and contemporary styles of Aboriginal art in the development of cultural identity and revitalization; ...*)

**Teacher prompts:** “How does Carl Beam use juxtaposition of traditional Aboriginal symbols and pop culture images to connect personal memory to larger world issues?” ...

## French as a Second Language (2013) – Core French

### A. Listening

#### A3. Intercultural Understanding

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in the Americas outside Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... identify the impact of Métis communities in the United States, such as the Métis community in Montana*)

### C. Reading

#### C2. Purpose, Form, and Style

**C2.1 Purposes of Text Forms:** identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms (*e.g., ... folktale, such as creation stories from First Nations, or French Canadian legends used by Métis, like La Chasse-galerie – to explain, in imaginative terms, traditional beliefs or customs of a particular cultural group; ...*)

## French as a Second Language (2013) – Extended French

### A. Listening

#### A1. Listening to Understand

**A1.2 Understanding Purposes for Listening:** demonstrate an understanding of the purpose for listening in a variety of situations (*e.g., ... to appreciate varying beliefs through hearing a legend, myth, or fable; ...*)

**Teacher prompts:** ... “Quelles sont les valeurs présentées dans la légende/le mythe/le conte? Compare ces valeurs aux tiennes.” ...

#### A3. Intercultural Understanding

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in the Americas outside Canada, find out about aspects of their cultures, and their own and other communities (*e.g., ... visually demonstrate understanding of the beliefs and values orally expressed by an Aboriginal artist in the Americas; ... identify the impact of Métis communities in the United States, such as the Métis community in Montana*)

**Teacher prompts:** ... “En écoutant la présentation, comment les aides visuelles (par exemple les costumes, les masques, le maquillage) t’aident-elles à reconnaître les différences entre cette culture et la tienne?” “Comment le fait d’écouter et d’apprécier la culture de quelqu’un d’autre t’aide-t-il à mieux apprécier la tienne?”

## **C. Reading**

### **C2. Purpose, Form, and Style**

**C2.1 Purposes of Text Forms:** identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms (*e.g., myth – to explain the world through imaginary and supernatural characters; ...*)

**C2.2 Characteristics and Stylistic Elements of Text Forms:** identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey explicit and implicit messages, with support and guidance from the teacher (*e.g., Aboriginal myth/legend – characters, personification of objects or animals, moral or lesson; ...*)

## **D. Writing**

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities in the Americas outside Canada, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., ... write about the status of Métis people in the United States; ...*)

## **French as a Second Language (2013) – French Immersion**

### **A. Listening**

#### **A1. Listening to Understand**

**A1.3 Listening for Meaning:** demonstrate an understanding of the intent and meaning of various oral French texts containing familiar and unfamiliar words and expressions and dealing with a variety of familiar, academic, and personally relevant topics, with support as appropriate (*e.g., ... synthesize different points of view heard in a media clip about the effects of environmental changes on various Aboriginal communities*)

#### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in the Americas outside Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... identify the impact of Métis communities in the United States, such as the Métis community in Montana; ...*)

## **B. Speaking**

### **B1. Speaking to Communicate**

**B1.4 Creating Media Texts:** create a variety of increasingly complex oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., ... create a short video about an important issue faced by a First Nation, Métis, or Inuit community*)

## **D. Writing**

### **D1. Purpose, Audience, and Form**

**D1.1 Identifying Purpose and Audience:** determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create (*e.g., to write a letter in the role of a historical figure, such as Chief Pontiac, Joseph Brant, ... sharing his or her experiences with family members; ...*)

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, following models appropriate to the purpose and applying their knowledge of the basic structural and stylistic elements of each form (*e.g., ... write an alternative ending for a short story, narrative, or legend read in class*)

## **Health and Physical Education (2010, Interim Edition)**

First Nations, Métis, and Inuit connections can be made in two strands of the health and physical education curriculum as students learn about and/or participate in traditional Inuit and First Nations games to improve their movement competencies. As part of the healthy living strand, students learn about ways in which community elders, including First Nations / Inuit Elders and Métis Senators, provide support for those with mental health concerns. Such learning opportunities can be linked to the living skills which address self-awareness and self-monitoring skills.

### **B. Movement Competence: Skills, Concepts, and Strategies**

#### **B2. Movement Strategies**

**B2.1** demonstrate an understanding of the components of a range of physical activities (*e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette*), and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments [IS, CT]

**Teacher prompt:** “We’ve been trying out some traditional Inuit physical activities, like leg wrestling, push-up hop, and jump kick. What movement skills and components of fitness do you need for these activities?”

**B2.2** describe and compare different categories of physical activities (*e.g., individual, target, net/wall, striking/fielding, territory*), and describe strategies that they found effective while participating in a variety of physical activities in different categories [CT]

**Teacher prompt:** “Territory games such as lacrosse, ... all involve controlling an object, keeping it away from opponents, and working together as a team to move it across the playing area until someone on the team can score. ... What strategies might you apply in any territory game?”

## **C. Healthy Living**

### **C1. Understanding Health Concepts**

#### **Substance Use, Addictions, and Related Behaviours**

**C1.2** demonstrate an understanding of linkages between mental illness and problematic substance use, and identify school and community resources (*e.g., ... community elders, ...*) that can provide support for mental health concerns relating to substance use, addictions, and related behaviours [PS]

## **History and Geography (2013) – History**

First Nations and Métis connections can be made as students learn about First Nations peoples and French and British settlers in New France and British North America, the similarities and differences in their cultures, and the ways in which they influenced one another.

The combination of the citizenship education framework (provided on page 10 of the curriculum document) and the knowledge and skills outlined in the curriculum expectations provides opportunities for students to learn what it means to be a responsible, active citizen – in both the community of the classroom and the diverse communities to which students belong within and outside the school, including First Nations, Métis, and Inuit communities. As teachers make connections between the citizenship education framework and the curriculum expectations, they may focus on terms and topics listed in the framework. Some examples of terms and topics of particular relevance to First Nations, Métis, and Inuit contexts are *stewardship, advocacy, rights and responsibilities, and interconnectedness*.

### **A. New France and British North America 1713–1800**

#### **A1. Application: Colonial and Present-day Canada**

**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 (*e.g., with reference to ... attitudes of other Canadians towards First Nations*)

**Sample questions:** “What are the main differences between your life and the life of a child in Haudenosaunee society ...?” ... “What does the presence of missionaries among First Nations imply about the social values of the colonizing peoples? In what ways have attitudes towards First Nations peoples held by non–First Nations people in Canada changed or stayed the same?”

**A1.2** 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 (*e.g., with reference to ... competition for land and resources between First Nations and colonists; ...*), and assess similarities and differences between some of these challenges and responses and those of present-day Canadians

**Sample questions:** ... “... Why were traditional First Nations remedies so important? What were the limitations of these remedies?”

**A1.3** analyse the displacement experienced by various groups who were living in or who came to Canada between 1713 and 1800 (*e.g., ... the forced relocation experienced by many First Nations and/or Métis to reserves or different territories; ...*) and compare it with present-day examples of displacement (*e.g., the relocation of a First Nation reserve community in Canada as a result of poor living conditions; ...*)

## **A2. Inquiry: From New France to British North America**

**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 (*e.g., ... treaties and alliances among First Nations and between First Nations and European powers, ...*)

**Sample questions:** “What groups were involved in the Battle of the Plains of Abraham? Why would each group have viewed the conflict differently?” ... “Why would French and English colonists and First Nations have had different views about the arrival of the Loyalists?”

**A2.2** gather and organize information and evidence about 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, using a variety of primary sources (*e.g., diaries, gravestone inscriptions, material from online archives, paintings, petitions, speeches*) and secondary sources (*e.g., poetry or songs written after this historical period, historical fiction, monuments, web resources and/or books on Canadian history*)

**Sample questions:** ... “Where might you find information about the position of First Nations on the Treaties of Peace and Friendship?”

**A2.3** analyse and construct maps as part of their investigations into significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, with a focus on exploring their spatial boundaries (*e.g., construct maps to show the location of various battles in North America during the Seven Years’ War; analyse flow maps to show where groups were displaced from and where they went; ...*)

**Sample questions:** ... “What information would you need to include on a map to show the various alliances and conflicts in North America during the Seven Years’ War?”

**A2.4** interpret and analyse information and evidence relevant to their investigations, using a variety of tools (e.g., *analyse paintings of key events in the Seven Years' War to extract information and determine the perspective presented; analyse documents to determine the response of people in New France to the colony's being ceded to Great Britain; use a graphic organizer to help them compare the perspectives of the French and English colonists on the division of the colony into Upper and Lower Canada*)

**Sample questions:** ...“What does your evidence suggest about the significance of the Battle of the Plains of Abraham for colonists in New France? For First Nations allied to the French? ...”

**A2.6** communicate the results of their inquiries using appropriate *vocabulary* (e.g., ... *treaty, expulsion, displacement, values, ...*) and formats appropriate for specific audiences (e.g., ... *a debate presenting differing perspectives on the battle of the Plains of Abraham; ... an audiovisual presentation about the ways different groups viewed the Treaties of Peace and Friendship*)

### **A3. Understanding Historical Content: Events and Their Consequences**

**A3.1** identify factors leading to some key events that occurred in and/or affected Canada between 1713 and 1800 (e.g., ... *the Seven Years' War; the Battle of the Plains of Abraham, ... Pontiac's Rebellion, ...*), and describe the historical significance of some of these events for different individuals, groups, and/or communities

**A3.2** identify key political and legal changes that occurred in and/or affected Canada during this period (e.g., ... *the Treaties of Peace and Friendship of 1713–60, the Royal Proclamation of 1763, ...*), and explain the impact of some of these changes on various individuals, groups, and/or communities

**Sample questions:** “What impact did the Royal Proclamation of 1763 and the Treaty of Peace and Friendship of 1760 have on First Nations peoples?” ...

**A3.3** identify key social and economic changes that occurred in and/or affected Canada during this period (e.g., *developments in the fur trade, Loyalist settlement, growth in agriculture and in the timber industry*), and explain the impact of some of these changes on various individuals, groups, and/or communities

**Sample questions:** “What was the North West Company? How did its establishment change the fur trade? What impact did these changes have on First Nations and on French and British traders?” ...

**A3.4** describe some significant aspects of daily life among different groups living in Canada during this period (e.g., *with reference to ... Chipewyan men and women in the fur trade; men, women, and children in Haudenosaunee villages; ...*)

**Sample questions:** “What was life like for the Haudenosaunee? What were their spiritual practices? How did they educate their children? What was their system of government? How did they meet their needs for food and clothing? What were their medical practices? How did the roles of men and women differ? In what ways was life in a Haudenosaunee community different from that in a Mi'kmaq or Woodland Cree community?”

**A3.5** describe significant interactions between various individuals, groups, and institutions in Canada during this period (e.g., *with reference to interactions affecting various First Nations, ...*)

**Sample questions:** ... “What relations existed between First Nations and Loyalists in Upper Canada? Between French settlers and Loyalists in Lower Canada? What role did pressures for land and resources play in this relationship?”

- A3.6** identify some significant individuals and groups in Canada during this period (*e.g.*, ... *Joseph Brant, Molly Brant, ... Thanadelthur; trappers and fur traders, ...* and explain their contribution to Canadian heritage and/or identity

**Sample questions:** “What role did the Métis play in the fur trade?” ...

## **B. Canada 1800–1850: Conflict and Challenges**

### **B1. Application: Changes and Challenges**

- B1.1** analyse social and political values and significant aspects of life for some different groups in Canada between 1800 and 1850 (*e.g.*, *ways of life ... on First Nations reserves; ... attitudes towards ... Métis; ...*), and assess similarities and differences between these values and aspects of life and those in eighteenth-century Canada (*e.g.*, *with reference to ... changes in ways of life of First Nations on reserves*)

**Sample questions:** “What social attitudes were reflected in the forced removal of First Nations and Métis communities on the arrival of Loyalists or European immigrants?” ...

- B1.2** analyse some of the challenges facing individuals and/or groups in Canada between 1800 and 1850 (*e.g.*, ... *continuing competition for land and resources between First Nations/ Métis and settlers*) and ways in which people responded to those challenges (*e.g.*, ... *rebellion, ... treaties, ...*)

- B1.3** analyse the displacement experienced by various groups who were living in or who came to Canada between 1800 and 1850 (*e.g.*, *displacements resulting ... from the loss of First Nations and Métis territory due to increasing settlement; ...*) and how some of these groups dealt with their displacement

**Sample questions:** ... “What was the response of First Nations and Métis people to their displacement by increasing settlement of their traditional territories?”

### **B2. Inquiry: Perspectives in British North Americans**

- B2.3** analyse and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, with a focus on exploring their spatial boundaries (*e.g.*, *locate major battles of the War of 1812 ... analyse demographic maps to determine settlement patterns in Upper Canada and how they affected First Nations in the colony*)

- B2.5** evaluate evidence and draw conclusions about perspectives of different groups on significant events, developments, or issues that affected Canada and/or Canadians during this period

**Sample questions:** “What did you find out about the ways Métis and First Nations viewed the growth in settlement in Upper Canada?” ...

- B2.6** communicate the results of their inquiries using appropriate *vocabulary* (*e.g.*, *immigrant, rebels, famine, Loyalist, Reformer, Patriote, British North America, Upper Canada, Lower Canada, Family Compact, Château Clique, responsible government*) and formats appropriate for specific audiences (*e.g.*, *a dual perspective poem or story on western settlement written from the points of view of settlers and First Nations people; ...*)

### **B3. Understanding Historical Context: Events and Their Consequences**

- B3.1** identify factors leading to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850 (*e.g., the War of 1812, the Upper Canada Rebellion, the Battle of Saint-Eustache, Irish immigration, establishment of the Underground Railroad, exploration by John Franklin or David Thompson*), and describe the historical significance of some of these events/ trends for different individuals, groups, and/or communities  
**Sample questions:** ... “Why did Tecumseh support the British in the War of 1812?” ...
- B3.2** identify key political and legal changes that occurred in and/or affected Canada during this period (*e.g., alliances between First Nations and British forces during the War of 1812, the Treaty of Ghent, ... treaties with First Nations peoples, ...*), and explain the impact of some of these changes on various individuals, groups, and/or communities  
**Sample questions:** “In what ways did the Treaty of Ghent affect First Nations and members of the militia in colonial Canada?” ... “What impact did the expansion of the Hudson’s Bay Company monopoly to the Pacific coast have on First Nations and Métis people? ...
- B3.4** describe interactions between different groups and communities in Canada during this period (*e.g., French, English, First Nations, Métis, ...*)  
**Sample questions:** ... “What were relations like between First Nations, colonists, and the colonial administration during the War of 1812?” ...
- B3.5** identify some significant individuals and groups in Canada during this period (*e.g., ... Peter Jones, ... John Norton, ... Tecumseh, ...; groups such as ... the Six Nations in the Grand River region of Upper Canada*), and explain their contribution to Canadian heritage and/or identity

## **History and Geography (2013) – Geography**

These specific expectations address First Nations, Métis, and Inuit interrelationships with their physical environment.

The combination of the citizenship education framework (provided on page 10 of the curriculum document) and the knowledge and skills outlined in the curriculum expectations provides opportunities for students to learn what it means to be a responsible, active citizen – in both the community of the classroom and the diverse communities to which students belong within and outside the school, including First Nations, Métis, and Inuit communities. As teachers make connections between the citizenship education framework and the curriculum expectations, they may focus on terms and topics listed in the framework. Some examples of terms and topics of particular relevance to First Nations, Métis, and Inuit contexts are *stewardship, advocacy, rights and responsibilities, and interconnectedness*.

## **A. Physical Patterns in a Changing World**

### **A1. Application: Interrelationships between People and the Physical Environment**

**A1.2** compare and contrast the perspectives of some different groups (*e.g., Aboriginal peoples living on the land, ...*) on the challenges and opportunities presented by the natural environment

**Sample questions:** ... “What are some ways in which indigenous values regarding living in harmony with the land inform Aboriginal land use?”

**A1.4** assess ways in which different peoples living in similar physical environments have responded to challenges and opportunities presented by these environments, and assess the sustainability of these responses (*e.g., land reclamation and flood control in low-lying areas such as the Netherlands, the Mississippi delta, the Mekong River; nomadic lifestyles of peoples in the Gobi or Sahara Desert versus extensive irrigation to create cities such as Las Vegas in the Mojave Desert; the development of ecotourism in the Costa Rican rainforest versus the clear-cutting of rainforests in the Amazon or Madagascar*)

**Sample questions:** ... “How do traditional Inuit, Nenets, and Chukchi lifestyles reflect the challenges of life in Arctic regions? How do these people use available resources? Is their lifestyle sustainable? What types of factors might affect its sustainability?”

## **Language (2006)**

Although no overall or specific expectations explicitly address First Nations, Métis, and Inuit connections, in each of the strands the learning context (*e.g., a topic or thematic unit related to First Nations, Métis, and Inuit culture*) and/or learning materials (*e.g., books, websites, media*) could be used to develop students’ appreciation and understanding of First Nations, Métis, and Inuit cultures.

## **Mathematics (2005)**

Although no overall or specific expectations explicitly address First Nations, Métis, and Inuit connections, in each of the strands the learning context could be used to foster in students an appreciation and understanding of First Nations, Métis, and Inuit perspectives (*e.g., activities can be designed to relate concepts in geometry or repeating sequences to the patterns used in Aboriginal basketry design*)

## **Native Languages (2001)**

The expectations and examples listed below explicitly address First Nations, Métis, and Inuit connections.

- demonstrate knowledge and understanding of aspects of the Native culture studied

### **Oral Communication**

- participate in informal conversations as well as in more formal dialogues (e.g., interview a Native speaker from the community on some local issue)
- give oral presentations on aspects of the Native culture studied (e.g., legends, values, traditions)

### **Reading**

- read a variety of simple written texts (*e.g., short stories by Native authors, local newsletter in the Native language*)

### **Writing**

- use information technology to communicate in the Native language with other students
- demonstrate knowledge and understanding of aspects of the Native culture studied in their writing

## **Science and Technology (2007)**

The following expectation focuses on Aboriginal perspectives on sustainability and stewardship.

### **Understanding Life Systems**

#### **3. Understanding Basic Concepts**

- 3.9** describe Aboriginal perspectives on sustainability and describe ways in which they can be used in habitat and wildlife management (*e.g., the partnership between the Anishinabek Nation and the Ministry of Natural Resources for managing natural resources in Ontario*)

# GRADE 8

See the Preface for important information on the organization of the following material.

## The Arts (2009)

First Nations, Métis, and Inuit connections can be made in three strands of the arts program, which include dance, music, and the visual arts. Students are provided opportunities to learn about contemporary Aboriginal dance and to compare traditional and contemporary Aboriginal musicians and art forms.

### A. Dance

#### A1. Creating and Presenting

**A1.2** use dance as a language to communicate messages about themes of social justice and/or environmental health (*e.g., ... land claims, ...*)

#### A3. Exploring Forms and Cultural Contexts

**A3.2** identify a variety of types of dances and relate them to their different roles in society (*e.g., contemporary Aboriginal dance ... contributes to ceremony/ritual; ...*)

### C. Music

#### C1. Creating and Performing

**C1.1** sing and/or play, in tune, music in unison and in two or more parts from a variety of cultures, styles, and historical periods (*e.g., ... improvise in a drum circle*)

#### C3. Exploring Forms and Cultural Contexts

**C3.1** analyse some of the social, political, and economic factors that affect the creation of music (*e.g., ... purposes and effects of Aboriginal activism through song*)

**C3.2** compare and contrast music from the past and present (*e.g., ... similarities and differences between traditional Aboriginal music and music sung and played by contemporary Aboriginal musicians; ...*)

### D. Visual Arts

#### D2. Reflecting, Responding, and Analysing

**D2.3** demonstrate an understanding of how to read and interpret signs, symbols, and style in art works (*e.g., ... use of traditional Aboriginal symbols in contemporary art*)

**Teacher prompts:** “How are the symbol systems in a variety of cultures similar or different?” ...

### **D3. Exploring Forms and Cultural Contexts**

**D3.1** identify and explain some of the ways in which artistic traditions in a variety of times and places have been maintained, adapted, or appropriated (*e.g., art works support or challenge personal and societal beliefs or practices; migration or contact with other cultures has an influence on the forms and styles of art and architecture; art styles of other times and places have sometimes been appropriated by artists to create hybrid artworks that explore, represent, or challenge ideas*)

**Teacher prompts:** ... “How are Inuit artists using traditional elements and forms to create art that is relevant today?” ...

## **French as a Second Language (2013) – Core French**

### **B. Speaking**

#### **B1. Speaking to Communicate**

**B1.2 Producing Oral Communications:** produce rehearsed and increasingly spontaneous messages in French to communicate ideas and information about matters of personal interest, with contextual, auditory, and visual support (*e.g., ... prepare and present a commercial to convince a peer to visit ... a French-speaking Aboriginal community of their choice; present feelings and new learning related to an Aboriginal story or book, such as a Louis Riel comic strip*)

#### **B3. Intercultural Understanding**

**B3.2 Awareness of Sociolinguistic Conventions:** identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities\* and use them appropriately in spoken interactions (*e.g., select and use formal or informal language and forms of address to suit the situation, such as when greeting an Aboriginal Elder; ...*)

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Europe) but are not expected to do so.

### **C. Reading**

#### **C1. Reading Comprehension**

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate (*e.g., ... in a small-group “placemat” activity, list Louis Riel’s leadership qualities and explain how they influenced his actions*)

## **D. Writing**

### **D2. The Writing Process**

**D2.1 Generating, Developing, and Organizing Content:** generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (*e.g., ... write an adaptation based on an oral tradition of a First Nation, Métis, or Inuit storyteller*)

## **French as a Second Language (2013) – Extended French**

### **A. Writing**

#### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities in France, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., ... write about the relationships between early French explorers and First Nations peoples*)

**Teacher prompts:** ... “Quels événements historiques ont eu un grand impact sur la population francophone? Comment est-ce que cela t’aide à mieux comprendre leur histoire?”

**D3.2 Awareness of Sociolinguistic Conventions:** identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,\* and use them appropriately in their written work (*e.g., ... create a legend emulating the style and vocabulary used in Aboriginal folklore; ...*)

**Teacher prompts:** ... “Dans quelle mesure le langage que tu choisis pour écrire une légende peut-il transformer son sens?” ...

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (*e.g., French-speaking communities in France*) but are not expected to do so.

## **French as a Second Language (2013) – French Immersion**

### **D. Writing**

#### **D1. Purpose, Audience, and Form**

**D1.1 Identifying Purpose and Audience:** determine their purpose for writing and the audience for French texts they plan to create (*e.g., ... to raise awareness about an equity campaign such as Shannen’s Dream*)

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, following models appropriate to the purpose and applying their knowledge of the basic structural and stylistic elements of each form (*e.g., ... write a dialogue or script for a short play about a historical character such as Louis Riel ...*)

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities in France, including aspects of their culture and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., ... write a historical report about France's first settlers in Canada and their relationships and alliances with the First Nations people*)

**Teacher prompts:** ... “Quels événements historiques ont eu un grand impact sur la population francophone? Comment est-ce que cela t’aide à mieux comprendre leur histoire?”

## **Health and Physical Education (2010, Interim Edition)**

First Nations, Métis, and Inuit connections can be made in the Healthy Living strand as students explore techniques used by First Nations, Métis, and Inuit cultures to support mental health and well-being, such as the practice of smudging.

### **C. Healthy Living**

#### **C2. Making Healthy Choices**

##### **Substance Use, Addictions, and Related Behaviours**

**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 (*e.g., ... talking with a trusted individual, practising smudging*) [PS]

**Student:** “... Some cultures have special ways of relieving stress. Some First Nation people, for example, use smudging to relieve stress. This is a practice in which people fan smoke from herbs like sage or sweetgrass over their bodies to cleanse them of bad feelings and get rid of negative thoughts and energy. Afterwards, they feel renewed, physically, emotionally, mentally, and spiritually.”

## **History and Geography (2013) – History**

First Nations and Métis connections can be made as students learn about a variety of factors and perspectives of individuals, groups, events, developments, and issues that were dominant during the latter half of the nineteenth century.

The combination of the citizenship education framework (provided on page 10 of the curriculum document) and the knowledge and skills outlined in the curriculum expectations provides opportunities for students to learn what it means to be a responsible, active citizen – in both the community of the classroom and the diverse communities to which students belong within and outside the school, including First Nations, Métis, and Inuit communities. As teachers make connections between the citizenship education framework and the curriculum expectations, they may focus on terms and topics listed in the framework. Some examples of terms and topics of particular relevance to First Nations, Métis, and Inuit contexts are *stewardship*, *advocacy*, *rights and responsibilities*, and *interconnectedness*.

## **A. Creating Canada 1850–1890**

### **A1. Application: The New Nation and Its Peoples**

**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 (*e.g., ... the Red River Resistance, ... the numbered treaties, the Indian Act*)

**Sample questions:** ... “What was the significance of the Indian Act in the expansion of Canada?”

**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 (*e.g., with reference to ... the rights and legal status of “status Indians” on reserves, ...*)

**Sample questions:** ... “In what ways did the rights of First Nations peoples living on reserves differ from those of other Canadians? What impact did limited citizenship rights have on status Indians?”

**A1.3** analyse some of the actions taken by various groups and/or individuals in Canada between 1850 and 1890 to improve their lives (*e.g., lifestyle changes among Métis facing increasing agricultural settlement in the West; alliances among First Nations during negotiations with the federal government; ...*)

### **A2. Inquiry: Perspectives in the New Nation**

**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 (*e.g., Confederation, the National Policy, the rights of First Nations, the establishment of residential school for First Nations and Métis children, ... the Red River Resistance or the North-West Rebellion, the trial and execution of Thomas Scott or Louis Riel*)

**Sample questions:** “What were the views of federal politicians, business people, First Nations, settlers, and Chinese labourers on the building of the CPR? Why did these differences exist?” ... “What was the response of different groups to the opening up of the West to settlement by immigrants from Europe? Why might First Nations and Métis peoples have had a different view from that of settlers and politicians?” ...

**A2.2** gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, using a variety of primary sources (*e.g., advertisements; diaries; editorial cartoons; excerpts from fiction or non-fiction books written during this period; petitions; photographs, paintings, songs, or poetry from the time; testimony to commissions of inquiry*) and secondary sources (*e.g., poetry, songs, paintings, or drawings from a later period; graphic novels; reference books*)

**Sample questions:** ... “If you are exploring views on the North-West Rebellion, why should you look at newspaper accounts from different regions of the country?” ...

**A2.3** analyse and construct maps as part of their investigations into some significant events, developments, and/or issues in Canada during this period, with a focus on exploring their spatial boundaries (*e.g., analyse issue-based maps as part of their investigation into the North-West Rebellion; ...*)

**Sample questions:** ... “What does this annotated map tell you about the events during the Red River Resistance and the reactions to these events in Ontario and Quebec?” “What patterns do you see in this map showing western settlement in this period?”

**A2.4** interpret and analyse information and evidence relevant to their investigations, using a variety of tools (*e.g., use graphic organizers to help them to compare perspectives in the information they have gathered on the impact of the Indian Act ...; ...*)

**Sample questions:** ... “Whose perspective is reflected in this editorial about the North-West Rebellion? Do you think it is an accurate interpretation of events? Why or why not?” ...

**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

**Sample questions:** ... “What views did people in French and English Canada have of the Red River Resistance? Were there any pivotal events that shifted people’s perspectives?” ...

**A2.6** communicate the results of their inquiries using appropriate vocabulary (*e.g., ... resistance, rebellion, ... treaty, reserves, residential schools*) and formats appropriate for specific audiences (*e.g., ... a dramatic presentation on differing perspectives on the North-West Rebellion and its aftermath; ... an audiovisual presentation on the perspectives of the federal government and status and non-status Indians on the Indian Act; ...*)

### **A3. Understanding Historical Context: Events and Their Consequences**

**A3.1** identify factors leading to some key events or developments that occurred in and/or affected Canada between 1850 and 1890 (*e.g., Confederation, the Red River Resistance, the creation of the NWMP, the settlement of the Northwest, the North-West Rebellion, ...*), and explain the historical significance of some of these events for different individuals, groups, and/or communities

**Sample questions:** “What was the significance of the Red River Resistance and the North-West Rebellion for First Nations and Métis people?” “Why was the NWMP created? What was its significance for settlers and First Nations in the West as well as for Canadian identity?”

- A3.2** identify key political and legal changes that occurred in and/or affected Canada during this period (*e.g., the numbered treaties, ... the Métis Bill of Rights of 1869, ... the Indian Act of 1876, the St. Catharines Milling case*), and explain the impact of some of these changes on various individuals, groups, and/or communities  
**Sample questions:** ... “Why did the federal government outlaw traditional First Nations practices such as the potlatch? What impact did such laws have on First Nations peoples?”
- A3.3** identify key social and economic changes that occurred in and/or affected Canada during this period (*e.g., ... changes among Plains First Nations as a result of declining buffalo populations, increased settlement of the West, increasing rates of immigration*), and explain the impact of some of those changes on various individuals, groups, and/or communities
- A3.4** describe significant instances of cooperation and conflict in Canada during this period (*e.g., ... the Red River Resistance, the North-West Rebellion, ...; cooperation between various individuals and groups ... between First Nations, Métis, and the Hudson’s Bay Company in the fur trade*)  
**Sample questions:** ... “In what ways did the Métis and the Cree work together during the North-West Rebellion?” “What role did Jerry Potts play in helping to establish cooperation and trust between the NWMP and First Nations?”
- A3.5** identify a variety of significant individuals and groups in Canada during this period (*e.g., ... Gabriel Dumont, ... Mistahimaskwa [Big Bear], Nahnebahwequay [Catharine Sutton], Louis Riel, ... the Métis Nation, ...*), and explain their contributions to Canadian heritage and/or identity  
**Sample questions:** “What is the legacy of Louis Riel?” ...

## **B. Canada 1890–1914: A Changing Society**

### **B1. Application: Canada – Past and Present**

- B1.1** analyse key similarities and differences in the experiences of various groups and communities in present-day Canada and the same groups in Canada between 1890 and 1914 (*e.g., ... First Nations and Métis, ...*)
- B1.2** analyse some of the challenges facing different individual, groups, and/or communities in Canada between 1890 and 1914 (*e.g., Native residential schools and loss of First Nations land with increasing western settlement; ...*), and compare some of these challenges with those facing present-day Canadians
- B1.3** analyse actions taken by various groups and/or individuals in Canada between 1890 and 1914 to improve their lives (*e.g., ... First Nations and Métis, ...*), and compare these actions to those taken by similar groups today

### **B2. Inquiry: Perspectives on a Changing Society**

- B2.1** 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 1890 and 1914 (*e.g., ... amendments to the Indian Act, ...*)

**B2.4** interpret and analyse information and evidence relevant to their investigations, using a variety of tools (*e.g., use organizers to help them compare perspectives in the information they have gathered on reciprocity with the United States; analyse political cartoons for views on women and women's roles; interpret graphs on quality of life indicators such as infant mortality to help them understand perspectives of social reformers and the urban poor*)

**Sample questions:** “What does the popularity of Pauline Johnson’s poetry at the time suggest about the attitudes of English Canadians towards First Nations?” ...

**B2.5** evaluate evidence and draw conclusions about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period

**Sample questions:** ... “What have you learned about differences in the positions of the federal and provincial government with respect to Aboriginal land rights during this period? What was the position of First Nations people on this issue?”

**B2.6** communicate the results of their inquiries using appropriate vocabulary (*e.g., Klondike, immigrant, industrialization, unions, strikes, sweatshops, reciprocity, suffragist, compromise, alliance*) and formats appropriate for specific audiences (*e.g., ... letters to the government from an Indian agent enforcing the ban on the potlach and from a Haida chief giving reasons why the law should be repealed*)

### **B3. Understanding Historical Context: Events and Their Consequences**

**B3.1** identify factors leading to some key events or developments that occurred in and/or affected Canada between 1890 and 1914 (*e.g., ... an increase in the number of residential schools for First Nations and Métis children, ...*), and explain the historical significance of some of these events for different individuals, groups, and/or communities

**Sample questions:** ... “Why did the number of Native residential schools increase during this period? What impact did they have on First Nations and Métis children and their families?”

**B3.3** identify key social and economic changes that occurred in and/or affected Canada during this period (*e.g., the Klondike gold rush; changes in the home countries of immigrants; the Immigration Act of 1910; technological changes; increasing urbanization; the development of mining in Ontario, Nova Scotia, and British Columbia; reciprocity*), and explain the impact of some of these changes on various individuals, groups, and/or communities

**Sample questions:** “What were some of the similarities and differences in the impact of the Klondike gold rush on First Nations in the Yukon and the impact of western settlement on Métis and First Nations peoples of the Prairies?” ...

**B3.5** identify a variety of significant individuals and groups in Canada during this period (*e.g., Pauline Johnson, ... Tom Longboat, ... Duncan Campbell Scott, ...*), and explain their contributions to Canadian heritage and/or identity

## History and Geography (2013) – Geography

Although no overall or specific expectations explicitly address First Nations, Métis, and Inuit connections in each of the strands, the learning context (e.g., a topic or thematic unit related to First Nations, Métis, and Inuit culture and their geographic locations, land use, and reverence) and/or learning materials (e.g., books, websites, and other media) could be used to develop students' awareness of First Nations, Métis, and Inuit connections.

The combination of the citizenship education framework (provided on page 10 of the curriculum document) and the knowledge and skills outlined in the curriculum expectations provides opportunities for students to learn what it means to be a responsible, active citizen – in both the community of the classroom and the diverse communities to which students belong within and outside the school, including First Nations, Métis, and Inuit communities. As teachers make connections between the citizenship education framework and the curriculum expectations, they may focus on terms and topics listed in the framework. Some examples of terms and topics of particular relevance to First Nations, Métis, and Inuit contexts are *stewardship*, *advocacy*, *rights and responsibilities*, and *interconnectedness*.

## Language (2006)

First Nations, Métis, and Inuit connections are represented in the following expectations.

### **Oral Communication**

#### **2. Speaking to Communicate**

- 2.3** communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience (e.g., ... *use a cause-and-effect structure in a report on ... the emergence of a contentious Aboriginal issue*)

### **Reading**

#### **1. Reading for Meaning**

- 1.2** identify a variety of purposes for reading and choose increasingly complex or difficult reading materials appropriate for those purposes (e.g., ... *stories from different cultures, including Aboriginal cultures, to compare treatments of similar themes*)

## Mathematics (2005)

Although no overall or specific expectations explicitly address First Nations, Métis, and Inuit connections, in each of the strands the learning context could be used to foster in students an appreciation and understanding of First Nations, Métis, and Inuit perspectives (e.g., activities can be designed to relate concepts in geometry or repeating sequences to the patterns used in Aboriginal basketry design)

## **Native Languages (2001)**

The expectations and examples listed below explicitly address First Nations, Métis, and Inuit connections.

- demonstrate knowledge and understanding of various aspects of the Native culture under study

### ***Oral Communication***

- demonstrate an understanding of a variety of language structures, including contractions, used by Native speakers
- give oral presentations on aspects of the Native culture studied, using information gathered through research (e.g., give a talk on Native values and traditions based on interviews with speakers of the Native language in the community)

### ***Reading***

- read a variety of written texts (e.g., works by Native authors, Native legends, articles dealing with Native values)

### ***Writing***

- write for a variety of purposes using different forms (e.g., write a letter to communicate thoughts and feelings; write a composition to describe a personal experience; write a radio or television news report to present an analysis of an issue related to Native youth; write a story to illustrate how Native people view the relationship between humans and the land)
- use information technology to communicate in the Native language with other students
- use information technology to enhance their writing (e.g., create visual material for a presentation on a topic related to the Native culture under study)
- demonstrate knowledge and understanding of various aspects of the Native culture studied in their writing

## **Science and Technology (2007)**

The following expectations provide opportunities to include consideration of Aboriginal cultures and perspectives.

### ***Understanding Structures and Mechanisms***

#### **3. Understanding Basic Concepts**

- 3.1** identify various types of systems (*e.g., ... Aboriginal clan systems, ...*)

## ***Understanding Earth and Space Systems***

### **1. Relating Science and Technology to Society and the Environment**

**1.2** assess how various media sources (*e.g.*, Canadian Geographic; *the science section in newspapers; Internet websites; local, national, and international news on television and radio*) address issues related to the impact of human activities on the long-term sustainability of local, national, or international water systems

***Sample issues:*** ... (c) The Protocol for Safe Drinking Water in First Nations Communities addresses drinking water concerns in First Nations communities. Various government agencies, news agencies, and interest groups have different perspectives on its development and release.

