



Pow Wow Trail Teachers Bundle

Manitoba Curricular Outcomes



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We acknowledge that we are on the traditional territory of the Anishinaabeg, Ininiw, Anishiniw, Dakota, and Dene Peoples, and on the homeland of the Metis Nation. We dedicate ourselves to walking together in partnership with all people in a spirit of reconciliation and collaboration.

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Pow Wow Trail Teacher's Bundle

Manitoba Curriculum Connections

This is a non-exhaustive list of curricular outcomes that each of the lessons may help teachers work towards in their learning spaces.

Lesson Number	Lesson Title	Grade Levels	Page Numbers
1	Introduction to Pow Wows	K-12	2-18
2	The Protocol	K-12	19-35
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5	The Storytelling Dance and the Land	K-2	41-43
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LESSON ONE: INTRODUCTION TO POW WOWS

Kindergarten to Grade 2

English Language Arts		
English Language Arts Practices:	Elements:	Grade Band Descriptors:
Language as Sense Making	<ul style="list-style-type: none"> • Access, use, build, and refine schema. • Select from and use a variety of strategies. • Be aware of and articulate the ways that one engages with text 	<ul style="list-style-type: none"> • Learners are responding to text in different ways to build and share understanding. • Learners are using what they know about texts and themselves to reflect, set goals, and make decisions. • Learners are using and talking about familiar strategies to understand and create new texts. • Learners are making decisions about how to communicate ideas.
Language as System	<ul style="list-style-type: none"> • Identify, analyze, and apply understandings of whole-part-whole relationships. 	<ul style="list-style-type: none"> • Learners are experimenting with, using, and adjusting conventions of familiar print, oral, and visual texts to enhance communication. • Learners are developing automaticity with printed text.
Language as Power and Agency	<ul style="list-style-type: none"> • Recognize and analyze inequities, viewpoints, and bias in texts and ideas. 	<ul style="list-style-type: none"> • Learners are recognizing that different experiences, opinions,

		and ideas have an impact on understanding.
Language as Exploration and Design	<ul style="list-style-type: none"> • Interpret and integrate information and ideas from multiple texts and sources. • Manage information and ideas. 	<ul style="list-style-type: none"> • Learners are making design choices for different purposes. • Learners are actively partaking in communities to explore ideas and deepen thinking. • Learners are imagining and exploring different ways to represent thinking and ideas.

Social Studies Curricular Outcomes	
Kindergarten	
KI-010	Identify different ways people communicate. Examples: art, dance, song, facial expression, body language, sign language.
KI-010A	Recognize the importance of non-verbal communication in Indigenous culture.
KI-011	Recognize that people have diverse celebrations.
KH-019	Recognize that they can learn from stories of the past.
VH-004	Demonstrate interest in stories of the past.
KC-004	Give examples of ways in which people cooperate to live together peacefully.

Grade One	
1-VH-009	Value stories of the past as an important way to learn about the present.
1-KL-016A	Identify local Indigenous landmarks and significant places.
1-KI-010	Give examples of diverse ways in which people live and express themselves. Examples: language, clothing, food, art, celebrations
1-VI-006	Value diversity among their peers and community members.
Grade Two	
2-KH-025	Relate stories of significant events and people in their local community's past.
2-KH-025A	Relate stories of significant events and people in their local Indigenous community.
2-KI-006	Identify cultural groups in their local communities.
2-KI-008A	Recognize that their Grandmother/Grandfathers, ancestors, and communities connect them to the past, present, and future.
2-KH-026	Identify ways in which life in Canadian communities has changed over time.

Grades Three to Five

English Language Arts

English Language Arts Practices:	Elements:	Grade Band Descriptors:
Language as Sense Making	<ul style="list-style-type: none"> • Access, use, build, and refine schema. • Select from and use a variety of strategies. • Be aware of and articulate the ways that one engages with text 	<ul style="list-style-type: none"> • Learners are demonstrating an understanding that texts are complex. • Learners are using and talking about a variety of strategies and processes to understand and create texts. • Learners are reflecting on and using what they know about texts and themselves to make purposeful and personal decisions. • Learners are building stamina for engagement, perseverance, and interactions with texts. • Learners are enhancing meaning through dialogue, reflection, and revision.
Language as System	<ul style="list-style-type: none"> • Identify, analyze, and apply understandings of whole-part-whole relationships. 	<ul style="list-style-type: none"> • Learners are using classroom resources and what they know about spelling, grammar, capitalization, and punctuation to understand and compose texts. • Learners are choosing and using multiple styles of communication for clarity and effect. • Learners' automaticity with printed text is

		becoming secure and consistent.
Language as Power and Agency	<ul style="list-style-type: none"> Recognize and analyze inequities, viewpoints, and bias in texts and ideas. 	<ul style="list-style-type: none"> Learners are recognizing that point of view has an impact on understanding. Learners are exploring how ideas like justice, equity, and fairness are complex. Learners are recognizing families' and peers' unique identities and similar and different ways of seeing the world.
Language as Exploration and Design	<ul style="list-style-type: none"> Research and study topics and ideas. Interpret and integrate information and ideas from multiple texts and sources. Manage information and ideas. Invent, take risks, and reflect to create possibilities 	<ul style="list-style-type: none"> Learners are designing for specific purposes and for different audiences. Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking. Learners are contributing to communities to share knowledge, explore ideas, and deepen thinking. Learners are blending experiences to represent ideas in different ways.

Social Studies Curriculum	
Grade Three	
KI-007	Identify factors that may influence their identities.
KI-007A	Describe personally significant aspects of their Indigenous community.

VP-011A	Respect the teachings of Grandmother/Grandfathers, leaders, parents, and community members.
Grade Four	
4-KL-020A	Use traditional knowledge to describe and locate places in Manitoba.
4-KL-024	Give examples of Indigenous peoples' traditional relationships with the land.
4-VL-006A	Respect their spiritual connection to the natural environment (land, water, sky).
4-KI-007	Identify Indigenous communities, cultures, and languages in Manitoba. Examples: Inniniwak, Anishinaabeg, Dakota Oyate, Michif, Anishinini, Dene.
4-KI-009A	Understand the teachings of Grandmother/Grandfathers about their culture and identity.
4-KI-006	Give examples of diverse artistic and cultural achievements of Manitobans. Include: Indigenous and francophone cultural achievements
4-KI-006A	Give examples of Indigenous artistic and cultural achievements and organizations in Manitoba.
4-VI-004	Value the artistic and cultural achievements of Manitobans.
4-KH-034	Give examples of the impact of European settlement on Indigenous communities in Manitoba. Include: displacement of communities, disease, cultural change.
4-VH-008	Value oral tradition as an important way to learn history.
4-KI-011	Give examples of Indigenous contributions to the history of Manitoba.
4-KI-011A	Recognize that their identities are connected to the history of their Indigenous community.
Grade Five	

VH-008	Value oral tradition as an important source of knowledge about First Peoples.
KL-017	Describe practices and beliefs that reflected First Peoples' connections with the land and the natural environment.
KI-005	Describe characteristics of diverse First Peoples cultures before contact with Europeans.
VH-010	Value history as a way of understanding contemporary Canada.

Grades Six to Eight

English Language Arts		
English Language Arts Practices:	Elements:	Grade Band Descriptors:
Language as Sense Making	<ul style="list-style-type: none"> • Access, use, build, and refine schema. • Select from and use a variety of strategies. • Be aware of and articulate the ways that one engages with text. 	<ul style="list-style-type: none"> • Learners are monitoring, reflecting on, and discussing processes for making sense of and creating texts. • Learners are strategically selecting and applying strategies and processes for making sense of and creating different types of text for different purposes and audiences. • Learners are using a variety of thinking processes (e.g., computational, imaginative, creative, interpretive, critical) to make sense of and respond to increasingly varied and complex texts.

		<ul style="list-style-type: none"> Learners are using and integrating background knowledge and sources of information purposefully to make sense of increasingly varied and complex text.
Language as System	<ul style="list-style-type: none"> Recognize, apply, and adapt rules and conventions. 	<ul style="list-style-type: none"> Learners are more consistently and strategically applying knowledge of and using various resources for spelling, grammar, punctuation, and capitalization. Learners are using their understanding of a range of text structures and features to understand and communicate clearly and effectively.
Language as Power and Agency	<ul style="list-style-type: none"> Recognize and analyze inequities, viewpoints, and bias in texts and ideas. Contemplate the actions that can be taken, consider alternative viewpoints, and contribute other perspectives. 	<ul style="list-style-type: none"> Learners are recognizing that one's identities are influenced by various factors and change over time and contexts. Learners are understanding that texts represent and promote beliefs, values, and ideas. Learners are exploring multiple perspectives, points of view, and interpretations. Learners are exploring their own voices to transform their identities, tell their personal narratives, and critically view their own and others' texts.

		<ul style="list-style-type: none"> Learners are collaborating to investigate challenging social issues, moral dilemmas, and possibilities for social justice.
Language as Exploration and Design	<ul style="list-style-type: none"> Research and study topics and ideas. Interpret and integrate information and ideas from multiple texts and sources. Manage information and ideas. Invent, take risks, and reflect to create possibilities. 	<ul style="list-style-type: none"> Learners are participating in, extending, and discussing creative processes for designing. Learners are selecting, assessing, and organizing a variety of sources and information for different purposes. Learners are reconstructing, manipulating, and remixing existing texts or sets of text to create new ideas, forms, purposes, and messages. Learners are tapping into and combining experiences with ideas, images, and sounds from various sources to create something new.

Social Studies Curricular Outcomes	
Grade Six	
6-VI-007A	Value their First Nation, Inuit, or Métis language, heritage, and culture.
6-VI-008	Demonstrate respect for people of all cultures.
6-KL-026A	Describe the influence of the land on their First Nation, Inuit, or Métis identity

6-VI-009	Appreciate the arts as important expressions of culture and identity.
6-VL-011	Value the natural environment.
6-VL-011A	Respect the spiritual dimension of nature.
6-KP-048	Identify First Nations, Inuit, and Métis perspectives regarding self-determination.
6-S-200	Select information from a variety of oral, visual, material, print, or electronic sources.
6-S-201	Organize and record information in a variety of formats and reference sources appropriately.
6-S-204	Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.
6-S-207A	Use traditional knowledge to read the land.
6-S-305	Observe and analyze material and visual evidence for research.
6-S-400	Listen to others to understand their perspectives.
6-S-403	Present information and ideas orally, visually, concretely, or electronically.
Grade Seven	
7-S-401	Use language that is respectful of human diversity.
7-VI-005	Respect others' rights to express their points of view.
7-VP-015	Demonstrate concern for the loss of Indigenous ways of life.

7-S-202	Interpret primary and secondary information sources for research.
7-S-200	Select information from a variety of oral, visual, material, print, or electronic sources.
7-S-201	Organize and record information in a variety of formats and reference sources appropriately
7-S-207A	Use traditional knowledge to read the land.
7-S-300	Plan topics, goals, and methods for inquiry and research.
7-S-401	Use language that is respectful of human diversity.
7-S-403	Present information and ideas orally, visually, concretely, or electronically.
Grade Eight	
8-VI-004	Be willing to consider differing world views.
8-KH-028	Explain the importance of knowing the past and understanding history
8-S-200	Select information from a variety of oral, visual, material, print, or electronic sources.
8-S-204	Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships, or chronological events.
8-S-207A	Use traditional knowledge to read the land.
8-S-300	Plan topics, goals, and methods for historical inquiry and research.
8-S-301	Consider the context of events, accounts, ideas, and interpretations.
8-S-400	Listen to others to understand their perspectives.

8-S-403	Present information and ideas orally, visually, concretely, or electronically.
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Grades Nine to Twelve

English Language Arts	
General Learning Outcomes	Specific Learning Outcomes
<p>1. Explore thoughts, ideas, feelings, and experiences.</p>	<p>Discover and Explore:</p> <ul style="list-style-type: none"> • Express Ideas (1.1.1) Question and reflect on personal responses, predictions, and interpretations; apply personal viewpoints to diverse situations or circumstances. • Consider Others' Ideas (1.1.2) Acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and viewpoints. • <p>Clarify and Extend:</p> <ul style="list-style-type: none"> • Develop Understanding (1.2.1) Reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge. • Explain Opinions (1.2.2) Review and refine personal viewpoints through reflection, feedback, and self-assessment. • Combine Ideas (1.2.3) Structure and restructure ideas and information to extend current understanding and to broaden personal perspectives of the world. • Extend Understanding (1.2.4) Consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding.
<p>2. Comprehend and respond personally and</p>	<p>Use Strategies and Cues</p> <ul style="list-style-type: none"> • Prior Knowledge (2.1.1) Analyze and explain connections between previous experiences,

critically to oral, print, and other media texts.	<p>prior knowledge, and a variety of texts [including books].</p> <ul style="list-style-type: none"> • Comprehension Strategies (2.1.2) Use comprehension strategies [including recognizing main ideas and significant supporting details, and paraphrasing ideas] appropriate to the type of text and purpose; enhance understanding by rereading and discussing relevant passages.
3. Manage ideas and information	<p>Plan and Focus:</p> <ul style="list-style-type: none"> • Use Personal Knowledge (3.1.1) Determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research. • Ask Questions (3.1.2) Develop focused questions to establish a purpose for reading, listening, and viewing information sources. • Participate in Group Inquiry (3.1.3) Generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic. • Create and Follow a Plan (3.1.4) Prepare and use a plan to access, gather, and evaluate information and ideas from a variety of human, print, and electronic sources. <p>Select and Process:</p> <ul style="list-style-type: none"> • Identify Personal and Peer Knowledge (3.2.1) Access, record, and appraise personal and peer knowledge of a topic and evaluate it for breadth and depth to establish an information base for inquiry or research. • Identify Sources (3.2.2) Obtain information and varied perspectives when inquiring or researching using a range of information sources. • Assess Sources (3.2.3) Evaluate information sources for possible bias using criteria designed for a particular inquiry or research plan. • Access Information (3.2.4) Expand and use a variety of skills [including visual and

	<p>auditory] to access information and ideas from a variety of sources [including books, on-line catalogues, periodical indices, broadcast guides, film libraries, and electronic databases].</p> <ul style="list-style-type: none"> • Make Sense of Information (3.2.5) Identify a variety of factors that affect meaning; scan to locate specific information quickly; summarize, report, and record main ideas of extended oral, visual, and written texts [including books]. <p>Organize, Record, and Evaluate:</p> <ul style="list-style-type: none"> • Organize Information (3.3.1) Organize information and ideas by developing and selecting appropriate categories and organizational structures. • Record Information (3.3.2) Summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions, reference sources. • Evaluate Information (3.3.3) Distinguish between fact and theory and between main and supporting information to evaluate usefulness, relevance, and completeness, address information gaps for forms, audiences, and purposes. • Develop New Understanding (3.3.4) Reflect on new knowledge and its value to self and the wider community; determine personal inquiry and research strengths and learning goals.
<p>5. Celebrate and build community.</p>	<p>Develop and Celebrate Community</p> <ul style="list-style-type: none"> • Compare Responses (5.2.1) Recognize that differing perspectives and unique reactions enrich understanding. • Relate Texts to Culture (5.2.2) Explain ways in which oral, literary, and media texts reflect topics and themes in life. • Appreciate Diversity (5.2.3) Reflect on ways in which the choices and motives of

	<p>individuals encountered in oral, literary, and media texts provide insight into those of self and others; discuss personal participation and responsibilities in a variety of communities.</p> <ul style="list-style-type: none"> • Celebrate Special Occasions (5.2.4) Participate in organizing and celebrating special events, recognizing the importance and significance of the influence of language. <p>Encourage, Support, and Work with Others:</p> <ul style="list-style-type: none"> • Cooperate with Others (5.1.1) Recognize the importance of effective communication in working with others. • Work in Groups (5.1.2) Plan, organize, and participate in presentations of group findings. • Use Language to Show Respect (5.1.3) Use inclusive language and actions that support people across races, cultures, genders, ages, and abilities. • Evaluate Group Process (5.1.4) Establish and use criteria to evaluate group process and personal contributions and propose suggestions for development.
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Grade Nine	
9-S-100	Collaborate with others to achieve group goals and responsibilities.
9-S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
9-S-201	Organize and record information in a variety of formats and reference sources appropriately
9-S-203	Construct maps using a variety of information sources and technologies.

9-S-300	Plan topics, goals, and methods for inquiry and research.
9-S-301	Analyze the context of events, accounts, ideas, and interpretations.
9-S-400	Listen to others to understand their perspectives.
9-S-401	Use language that is respectful of human diversity.
9-VI-005A	Be willing to support the vitality of their First Nations, Inuit, or Métis languages and cultures.
9-KI-017	Give examples of ways in which First Nations, Inuit, and Métis peoples are rediscovering their cultures.
9-KI-018	Evaluate effects of assimilative policies on cultural and linguistic groups in Canada.
9-KI-018A	Evaluate effects of residential schools on their own and other Indigenous communities.
9-VH-009	Value the contributions of diverse cultural and social groups to Canadian society.
9-VI-004	Be willing to consider diverse social and cultural perspectives.
Grade Eleven History	
First Nations, Métis, and Inuit Peoples	<ol style="list-style-type: none"> 1. First Nations, Métis, and Inuit peoples play an ongoing role in shaping Canadian history and identity. 2. First Nations, Métis, and Inuit peoples have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions. 3. The oral traditions of First Nations, Métis, and Inuit peoples teach the importance of maintaining a balance among the emotional, physical, mental, and spiritual aspects of life. 4. The relationship between First Nations, Métis, and Inuit peoples and non-Indigenous peoples moved from autonomous coexistence to colonialism to the present stage of renegotiation and renewal. 5. First Nations, Métis, and Inuit peoples have achieved constitutional recognition of their unique status as Indigenous peoples in Canada, along with recognition

	and affirmation of their existing Indigenous and treaty rights.
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Grade Twelve Current Topics in First Nations, Metis, and Inuit Studies

Enduring Understandings

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| <ul style="list-style-type: none">• Understanding of and respect for First Nations, Métis, and Inuit peoples begin with knowledge of their pasts.• Current Indigenous issues are unresolved historical issues.• First Nations, Métis, and Inuit peoples want to be recognized for their contributions to Canadian society and to share in its successes.• First Nations, Métis, and Inuit peoples share a traditional worldview of harmony and balance with nature, one another, and oneself.• First Nations, Métis, and Inuit peoples represent a diversity of cultures, each expressed in a unique way. |
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LESSON TWO: THE PROTOCOL

Kindergarten to Grade 2

English Language Arts		
English Language Arts Practices:	Elements:	Grade Band Descriptors:
Language as Sense Making	<ul style="list-style-type: none"> • Access, use, build, and refine schema. • Select from and use a variety of strategies. • Be aware of and articulate the ways that one engages with text 	<ul style="list-style-type: none"> • Learners are responding to text in different ways to build and share understanding. • Learners are using what they know about texts and themselves to reflect, set goals, and make decisions. • Learners are using and talking about familiar strategies to understand and create new texts. • Learners are making decisions about how to communicate ideas.
Language as System	<ul style="list-style-type: none"> • Identify, analyze, and apply understandings of whole-part-whole relationships. 	<ul style="list-style-type: none"> • Learners are experimenting with, using, and adjusting conventions of familiar print, oral, and visual texts to enhance communication. • Learners are developing automaticity with printed text.
Language as Power and Agency	<ul style="list-style-type: none"> • Recognize and analyze inequities, 	<ul style="list-style-type: none"> • Learners are recognizing that different experiences, opinions,

	viewpoints, and bias in texts and ideas.	and ideas have an impact on understanding.
Language as Exploration and Design	<ul style="list-style-type: none"> • Interpret and integrate information and ideas from multiple texts and sources. • Manage information and ideas. 	<ul style="list-style-type: none"> • Learners are making design choices for different purposes. • Learners are actively partaking in communities to explore ideas and deepen thinking. • Learners are imagining and exploring different ways to represent thinking and ideas.

Social Studies Curricular Outcomes	
Kindergarten	
KI-011	Recognize that people have diverse celebrations.
KH-019	Recognize that they can learn from stories of the past.
VH-004	Demonstrate interest in stories of the past.
KC-004	Give examples of ways in which people cooperate to live together peacefully.
Grade One	
1-VH-009	Value stories of the past as an important way to learn about the present.

1-KL-016A	Identify local Indigenous landmarks and significant places.
1-VI-006	Value diversity among their peers and community members.
Grade Two	
2-KH-025	Relate stories of significant events and people in their local community's past.
2-KH-025A	Relate stories of significant events and people in their local Indigenous community.
2-KI-006	Identify cultural groups in their local communities.
2-KI-008A	Recognize that their Grandmother/Grandfathers, ancestors, and communities connect them to the past, present, and future.
2-KH-026	Identify ways in which life in Canadian communities has changed over time.
2-VI-006	Appreciate the diversity of ways of life in Canadian communities.
2-VI-006A	Demonstrate interest in the shared experiences and stories of members of Indigenous communities in Canada.

Grades Three to Five

English Language Arts		
English Language Arts Practices:	Elements:	Grade Band Descriptors:
Language as Sense Making	<ul style="list-style-type: none"> • Access, use, build, and refine schema. • Select from and use a variety of strategies. • Be aware of and articulate the ways that one engages with text 	<ul style="list-style-type: none"> • Learners are demonstrating an understanding that texts are complex. • Learners are using and talking about a variety of strategies and processes to understand and create texts. • Learners are reflecting on and using what they know about texts and themselves to make purposeful and personal decisions. • Learners are building stamina for engagement, perseverance, and interactions with texts. • Learners are enhancing meaning through dialogue, reflection, and revision.
Language as System	<ul style="list-style-type: none"> • Identify, analyze, and apply understandings of whole-part-whole relationships. 	<ul style="list-style-type: none"> • Learners are using classroom resources and what they know about spelling, grammar, capitalization, and punctuation to understand and compose texts. • Learners are choosing and using multiple styles of

		<p>communication for clarity and effect.</p> <ul style="list-style-type: none"> Learners' automaticity with printed text is becoming secure and consistent.
Language as Power and Agency	<ul style="list-style-type: none"> Recognize and analyze inequities, viewpoints, and bias in texts and ideas. 	<ul style="list-style-type: none"> Learners are recognizing that point of view has an impact on understanding. Learners are exploring how ideas like justice, equity, and fairness are complex. Learners are recognizing families' and peers' unique identities and similar and different ways of seeing the world.
Language as Exploration and Design	<ul style="list-style-type: none"> Research and study topics and ideas. Interpret and integrate information and ideas from multiple texts and sources. Manage information and ideas. Invent, take risks, and reflect to create possibilities 	<ul style="list-style-type: none"> Learners are designing for specific purposes and for different audiences. Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking. Learners are contributing to communities to share knowledge, explore ideas, and deepen thinking. Learners are blending experiences to represent ideas in different ways.

Social Studies Curriculum	
Grade Three	
KI-007	Identify factors that may influence their identities.

KI-007A	Describe personally significant aspects of their Indigenous community.
VP-011A	Respect the teachings of Grandmother/Grandfathers, leaders, parents, and community members.
Grade Four	
4-KL-020A	Use traditional knowledge to describe and locate places in Manitoba.
4-KL-024	Give examples of Indigenous peoples' traditional relationships with the land.
4-VL-006A	Respect their spiritual connection to the natural environment (land, water, sky).
4-KI-007	Identify Indigenous communities, cultures, and languages in Manitoba. Examples: Inniniwak, Anishinaabeg, Dakota Oyate, Michif, Anishinini, Dene.
4-KI-009A	Understand the teachings of Grandmother/Grandfathers about their culture and identity.
4-KI-006	Give examples of diverse artistic and cultural achievements of Manitobans. Include: Indigenous and francophone cultural achievements
4-KI-006A	Give examples of Indigenous artistic and cultural achievements and organizations in Manitoba.
4-VI-004	Value the artistic and cultural achievements of Manitobans.
4-KH-034	Give examples of the impact of European settlement on Indigenous communities in Manitoba. Include: displacement of communities, disease, cultural change.
4-VH-008	Value oral tradition as an important way to learn history.
4-KI-011	Give examples of Indigenous contributions to the history of Manitoba.
4-KI-011A	Recognize that their identities are connected to the history of their Indigenous community.

Grade Five	
VH-008	Value oral tradition as an important source of knowledge about First Peoples.
KL-017	Describe practices and beliefs that reflected First Peoples' connections with the land and the natural environment.
KI-005	Describe characteristics of diverse First Peoples cultures before contact with Europeans.
VH-010	Value history as a way of understanding contemporary Canada.

Grades Six to Eight

English Language Arts		
English Language Arts Practices:	Elements:	Grade Band Descriptors:
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Language as System	<ul style="list-style-type: none"> • Recognize, apply, and adapt rules and conventions. 	<ul style="list-style-type: none"> • Learners are more consistently and strategically applying knowledge of and using various resources for spelling, grammar, punctuation, and capitalization. • Learners are using their understanding of a range of text structures and features to understand and communicate clearly and effectively.
Language as Power and Agency	<ul style="list-style-type: none"> • Recognize and analyze inequities, viewpoints, and bias in texts and ideas. • Contemplate the actions that can be taken, consider alternative viewpoints, and contribute other perspectives. 	<ul style="list-style-type: none"> • Learners are recognizing that one's identities are influenced by various factors and change over time and contexts. • Learners are understanding that texts represent and promote beliefs, values, and ideas. • Learners are exploring multiple perspectives, points of view, and interpretations. • Learners are exploring their own voices to transform their identities, tell their personal narratives, and critically

		<p>view their own and others' texts.</p> <ul style="list-style-type: none"> Learners are collaborating to investigate challenging social issues, moral dilemmas, and possibilities for social justice.
Language as Exploration and Design	<ul style="list-style-type: none"> Research and study topics and ideas. Interpret and integrate information and ideas from multiple texts and sources. Manage information and ideas. Invent, take risks, and reflect to create possibilities. 	<ul style="list-style-type: none"> Learners are participating in, extending, and discussing creative processes for designing. Learners are selecting, assessing, and organizing a variety of sources and information for different purposes. Learners are reconstructing, manipulating, and remixing existing texts or sets of text to create new ideas, forms, purposes, and messages. Learners are tapping into and combining experiences with ideas, images, and sounds from various sources to create something new.

Social Studies Curricular Outcomes	
Grade Six	
6-VI-007A	Value their First Nation, Inuit, or Métis language, heritage, and culture.
6-VI-008	Demonstrate respect for people of all cultures.

6-KL-026A	Describe the influence of the land on their First Nation, Inuit, or Métis identity
6-VI-009	Appreciate the arts as important expressions of culture and identity.
6-VL-011	Value the natural environment.
6-VL-011A	Respect the spiritual dimension of nature.
6-KP-048	Identify First Nations, Inuit, and Métis perspectives regarding self-determination.
6-S-200	Select information from a variety of oral, visual, material, print, or electronic sources.
6-S-201	Organize and record information in a variety of formats and reference sources appropriately.
6-S-204	Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.
6-S-207A	Use traditional knowledge to read the land.
6-S-305	Observe and analyze material and visual evidence for research.
6-S-400	Listen to others to understand their perspectives.
6-S-403	Present information and ideas orally, visually, concretely, or electronically.
Grade Seven	
7-S-401	Use language that is respectful of human diversity.
7-VI-005	Respect others' rights to express their points of view.
7-VP-015	Demonstrate concern for the loss of Indigenous ways of life.

7-S-202	Interpret primary and secondary information sources for research.
7-S-200	Select information from a variety of oral, visual, material, print, or electronic sources.
7-S-201	Organize and record information in a variety of formats and reference sources appropriately
7-S-207A	Use traditional knowledge to read the land.
7-S-300	Plan topics, goals, and methods for inquiry and research.
7-S-401	Use language that is respectful of human diversity.
7-S-403	Present information and ideas orally, visually, concretely, or electronically.
Grade Eight	
8-VI-004	Be willing to consider differing world views.
8-KH-028	Explain the importance of knowing the past and understanding history
8-S-200	Select information from a variety of oral, visual, material, print, or electronic sources.
8-S-204	Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships, or chronological events.
8-S-207A	Use traditional knowledge to read the land.
8-S-300	Plan topics, goals, and methods for historical inquiry and research.
8-S-301	Consider the context of events, accounts, ideas, and interpretations.
8-S-400	Listen to others to understand their perspectives.

8-S-403	Present information and ideas orally, visually, concretely, or electronically.
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Grades Nine to Twelve

English Language Arts	
General Learning Outcomes	Specific Learning Outcomes
1. Explore thoughts, ideas, feelings, and experiences.	<p>Discover and Explore:</p> <ul style="list-style-type: none"> • Express Ideas (1.1.1) Question and reflect on personal responses, predictions, and interpretations; apply personal viewpoints to diverse situations or circumstances. • Consider Others' Ideas (1.1.2) Acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and viewpoints. • <p>Clarify and Extend:</p> <ul style="list-style-type: none"> • Develop Understanding (1.2.1) Reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge. • Explain Opinions (1.2.2) Review and refine personal viewpoints through reflection, feedback, and self-assessment. • Combine Ideas (1.2.3) Structure and restructure ideas and information to extend current understanding and to broaden personal perspectives of the world. • Extend Understanding (1.2.4) Consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding.
2. Comprehend and respond personally and	Use Strategies and Cues

<p>critically to oral, print, and other media texts.</p>	<ul style="list-style-type: none"> • Prior Knowledge (2.1.1) Analyze and explain connections between previous experiences, prior knowledge, and a variety of texts [including books]. • Comprehension Strategies (2.1.2) Use comprehension strategies [including recognizing main ideas and significant supporting details, and paraphrasing ideas] appropriate to the type of text and purpose; enhance understanding by rereading and discussing relevant passages.
<p>3. Manage ideas and information</p>	<p>Plan and Focus:</p> <ul style="list-style-type: none"> • Use Personal Knowledge (3.1.1) Determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research. • Ask Questions (3.1.2) Develop focused questions to establish a purpose for reading, listening, and viewing information sources. • Participate in Group Inquiry (3.1.3) Generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic. • Create and Follow a Plan (3.1.4) Prepare and use a plan to access, gather, and evaluate information and ideas from a variety of human, print, and electronic sources. <p>Select and Process:</p> <ul style="list-style-type: none"> • Identify Personal and Peer Knowledge (3.2.1) Access, record, and appraise personal and peer knowledge of a topic and evaluate it for breadth and depth to establish an information base for inquiry or research. • Identify Sources (3.2.2) Obtain information and varied perspectives when inquiring or researching using a range of information sources. • Assess Sources (3.2.3) Evaluate information sources for possible bias using criteria designed for a particular inquiry or research plan.

	<ul style="list-style-type: none"> • Access Information (3.2.4) Expand and use a variety of skills [including visual and auditory] to access information and ideas from a variety of sources [including books, on-line catalogues, periodical indices, broadcast guides, film libraries, and electronic databases]. • Make Sense of Information (3.2.5) Identify a variety of factors that affect meaning; scan to locate specific information quickly; summarize, report, and record main ideas of extended oral, visual, and written texts [including books]. <p>Organize, Record, and Evaluate:</p> <ul style="list-style-type: none"> • Organize Information (3.3.1) Organize information and ideas by developing and selecting appropriate categories and organizational structures. • Record Information (3.3.2) Summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions, reference sources. • Evaluate Information (3.3.3) Distinguish between fact and theory and between main and supporting information to evaluate usefulness, relevance, and completeness, address information gaps for forms, audiences, and purposes. • Develop New Understanding (3.3.4) Reflect on new knowledge and its value to self and the wider community; determine personal inquiry and research strengths and learning goals.
<p>5. Celebrate and build community.</p>	<p>Develop and Celebrate Community</p> <ul style="list-style-type: none"> • Compare Responses (5.2.1) Recognize that differing perspectives and unique reactions enrich understanding. • Relate Texts to Culture (5.2.2) Explain ways in which oral, literary, and media texts reflect topics and themes in life.

	<ul style="list-style-type: none"> • Appreciate Diversity (5.2.3) Reflect on ways in which the choices and motives of individuals encountered in oral, literary, and media texts provide insight into those of self and others; discuss personal participation and responsibilities in a variety of communities. • Celebrate Special Occasions (5.2.4) Participate in organizing and celebrating special events, recognizing the importance and significance of the influence of language. <p>Encourage, Support, and Work with Others:</p> <ul style="list-style-type: none"> • Cooperate with Others (5.1.1) Recognize the importance of effective communication in working with others. • Work in Groups (5.1.2) Plan, organize, and participate in presentations of group findings. • Use Language to Show Respect (5.1.3) Use inclusive language and actions that support people across races, cultures, genders, ages, and abilities. • Evaluate Group Process (5.1.4) Establish and use criteria to evaluate group process and personal contributions and propose suggestions for development.
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Grade Nine	
9-S-100	Collaborate with others to achieve group goals and responsibilities.
9-S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
9-S-201	Organize and record information in a variety of formats and reference sources appropriately

9-S-203	Construct maps using a variety of information sources and technologies.
9-S-300	Plan topics, goals, and methods for inquiry and research.
9-S-301	Analyze the context of events, accounts, ideas, and interpretations.
9-S-400	Listen to others to understand their perspectives.
9-S-401	Use language that is respectful of human diversity.
9-VI-005A	Be willing to support the vitality of their First Nations, Inuit, or Métis languages and cultures.
9-KI-017	Give examples of ways in which First Nations, Inuit, and Métis peoples are rediscovering their cultures.
9-KI-018	Evaluate effects of assimilative policies on cultural and linguistic groups in Canada.
9-KI-018A	Evaluate effects of residential schools on their own and other Indigenous communities.
9-VH-009	Value the contributions of diverse cultural and social groups to Canadian society.
9-VI-004	Be willing to consider diverse social and cultural perspectives.
Grade Eleven History	
First Nations, Métis, and Inuit Peoples	<ol style="list-style-type: none"> 1. First Nations, Métis, and Inuit peoples play an ongoing role in shaping Canadian history and identity. 2. First Nations, Métis, and Inuit peoples have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions. 3. The oral traditions of First Nations, Métis, and Inuit peoples teach the importance of maintaining a balance among the emotional, physical, mental, and spiritual aspects of life. 4. The relationship between First Nations, Métis, and Inuit peoples and non-Indigenous peoples moved from autonomous coexistence to colonialism to the present stage of renegotiation and renewal.

	<p>5. First Nations, Métis, and Inuit peoples have achieved constitutional recognition of their unique status as Indigenous peoples in Canada, along with recognition and affirmation of their existing Indigenous and treaty rights.</p>
<p>Grade Twelve Current Topics in First Nations, Metis, and Inuit Studies</p>	
<p>Enduring Understandings</p>	
<ul style="list-style-type: none"> • Understanding of and respect for First Nations, Métis, and Inuit peoples begin with knowledge of their pasts. • Current Indigenous issues are unresolved historical issues. • First Nations, Métis, and Inuit peoples want to be recognized for their contributions to Canadian society and to share in its successes. • First Nations, Métis, and Inuit peoples share a traditional worldview of harmony and balance with nature, one another, and oneself. • First Nations, Métis, and Inuit peoples represent a diversity of cultures, each expressed in a unique way. 	

LESSON THREE: MAPPING THE STORY

Kindergarten to Grade Two

English Language Arts		
English Language Arts Practices:	Elements:	Grade Band Descriptors:
Language as Sense Making	<ul style="list-style-type: none"> • Access, use, build, and refine schema. • Select from and use a variety of strategies. • Be aware of and articulate the ways that one engages with text 	<ul style="list-style-type: none"> • Learners are responding to text in different ways to build and share understanding. • Learners are using what they know about texts and themselves to reflect, set goals, and make decisions. • Learners are using and talking about familiar strategies to understand and create new texts. • Learners are making decisions about how to communicate ideas.
Language as System	<ul style="list-style-type: none"> • Identify, analyze, and apply understandings of whole-part-whole relationships. 	<ul style="list-style-type: none"> • Learners are experimenting with, using, and adjusting conventions of familiar print, oral, and visual texts to enhance communication. • Learners are developing automaticity with printed text.
Language as Power and Agency	<ul style="list-style-type: none"> • Recognize and analyze inequities, viewpoints, and bias in texts and ideas. 	<ul style="list-style-type: none"> • Learners are recognizing that different experiences, opinions,

		and ideas have an impact on understanding.
Language as Exploration and Design	<ul style="list-style-type: none"> • Interpret and integrate information and ideas from multiple texts and sources. • Manage information and ideas. 	<ul style="list-style-type: none"> • Learners are making design choices for different purposes. • Learners are actively partaking in communities to explore ideas and deepen thinking. • Learners are imagining and exploring different ways to represent thinking and ideas.

Social Studies Curricular Outcomes	
Kindergarten	
KI-011	Recognize that people have diverse celebrations.
KH-019	Recognize that they can learn from stories of the past.
VH-004	Demonstrate interest in stories of the past.
KC-004	Give examples of ways in which people cooperate to live together peacefully.
Grade One	
1-VH-009	Value stories of the past as an important way to learn about the present.
1-KL-016A	Identify local Indigenous landmarks and significant places.

1-VI-006	Value diversity among their peers and community members.
Grade Two	
2-KH-025	Relate stories of significant events and people in their local community's past.
2-KH-025A	Relate stories of significant events and people in their local Indigenous community.
2-KI-006	Identify cultural groups in their local communities.
2-KI-008A	Recognize that their Grandmother/Grandfathers, ancestors, and communities connect them to the past, present, and future.
2-VI-006A	Demonstrate interest in the shared experiences and stories of members of Indigenous communities in Canada.

Visual Arts Curricular Outcomes:	
K-2 VA- M3.1	Observe, talk about, and use various art media to depict visual details in a wide range of subjects (e.g., plants, animals, people, objects) found in images and in life (e.g., in natural and constructed environment)
K-1 VA- M3.2	Draw and paint, demonstrating the understanding that lines can depict the edges of observed, recalled, or imagined shapes and forms.
K-8 VA- CR1.2	Consider other arts disciplines (storytelling) and other subject areas (English Language Arts) to inspire and trigger ideas for art creation.

LESSON FOUR: WOMEN'S DANCE VOCABULARY CARDS

Kindergarten to Grade Two

English Language Arts		
English Language Arts Practices:	Elements:	Grade Band Descriptors:
Language as Sense Making	<ul style="list-style-type: none"> • Access, use, build, and refine schema. • Select from and use a variety of strategies. • Be aware of and articulate the ways that one engages with text 	<ul style="list-style-type: none"> • Learners are responding to text in different ways to build and share understanding. • Learners are using what they know about texts and themselves to reflect, set goals, and make decisions. • Learners are using and talking about familiar strategies to understand and create new texts. • Learners are making decisions about how to communicate ideas.
Language as Power and Agency	<ul style="list-style-type: none"> • Recognize and analyze inequities, viewpoints, and bias in texts and ideas. 	<ul style="list-style-type: none"> • Learners are recognizing that different experiences, opinions, and ideas have an impact on understanding.

Social Studies Curricular Outcomes	
Kindergarten	
KI-011	Recognize that people have diverse celebrations.
KH-019	Recognize that they can learn from stories of the past.

VH-004	Demonstrate interest in stories of the past.
Grade One	
1-VH-009	Value stories of the past as an important way to learn about the present.
1-KL-016A	Identify local Indigenous landmarks and significant places.
1-VI-006	Value diversity among their peers and community members.
Grade Two	
2-KH-025	Relate stories of significant events and people in their local community's past.
2-KH-025A	Relate stories of significant events and people in their local Indigenous community.
2-KI-008A	Recognize that their Grandmother/Grandfathers, ancestors, and communities connect them to the past, present, and future.
2-KH-026	Identify ways in which life in Canadian communities has changed over time.
2-VI-006	Appreciate the diversity of ways of life in Canadian communities.
2-VI-006A	Demonstrate interest in the shared experiences and stories of members of Indigenous communities in Canada.

LESSON FIVE: THE STORYTELLING DANCE AND THE LAND

Kindergarten to Grade Two

Science Curricular Outcomes	
Kindergarten	
K-1-01	Use appropriate vocabulary related to their investigations of trees.
K-2-07	Explore to identify and describe colours found in their environment.
Grade One	
1-1-01	Use appropriate vocabulary related to their investigations of characteristics and needs of living things.
1-1-14	Show respect for living things in their immediate environment.
1-1-15	Recognize that some information they receive about living things is not scientific in nature.
1-2-01	Use appropriate vocabulary related to their investigations of the senses.
1-2-03	Use their senses to sort and classify objects.
1-2-14	Recognize and appreciate that humans may have different interpretations of similar sensory observations.
1-2-15	Give examples of how the senses are important in various activities, hobbies, and job
1-4-06	Observe and describe how the Sun appears to change position over the course of a day
1-4-09	Compare characteristics of the four seasons.

1-4-16	Identify physical and behavioural changes that occur seasonally among Manitoba plants and animals and discuss possible reasons for these changes.
Grade Two	
2-4-01	Use appropriate vocabulary related to their investigations of air and water.
2-4-03	Observe and identify evidence of moving air in indoor and outdoor environments
2-4-06	Observe and identify examples of water in the environment.

Social Studies Curricular Outcomes	
Kindergarten	
KI-011	Recognize that people have diverse celebrations.
KH-019	Recognize that they can learn from stories of the past.
VH-004	Demonstrate interest in stories of the past.
KC-004	Give examples of ways in which people cooperate to live together peacefully.
Grade One	
1-VH-009	Value stories of the past as an important way to learn about the present.
1-KL-016A	Identify local Indigenous landmarks and significant places.

1-VI-006	Value diversity among their peers and community members.
Grade Two	
2-KH-025	Relate stories of significant events and people in their local community's past.
2-KH-025A	Relate stories of significant events and people in their local Indigenous community.
2-KI-006	Identify cultural groups in their local communities.
2-KI-008A	Recognize that their Grandmother/Grandfathers, ancestors, and communities connect them to the past, present, and future.
2-KH-026	Identify ways in which life in Canadian communities has changed over time.
2-VI-006	Appreciate the diversity of ways of life in Canadian communities.
2-VI-006A	Demonstrate interest in the shared experiences and stories of members of Indigenous communities in Canada.

LESSON SIX: THE DRUM

Kindergarten to Grade Two

English Language Arts		
English Language Arts Practices:	Elements:	Grade Band Descriptors:
Language as Sense Making	<ul style="list-style-type: none"> • Access, use, build, and refine schema. • Select from and use a variety of strategies. • Be aware of and articulate the ways that one engages with text 	<ul style="list-style-type: none"> • Learners are responding to text in different ways to build and share understanding. • Learners are using what they know about texts and themselves to reflect, set goals, and make decisions. • Learners are using and talking about familiar strategies to understand and create new texts. • Learners are making decisions about how to communicate ideas.
Language as System	<ul style="list-style-type: none"> • Identify, analyze, and apply understandings of whole-part-whole relationships. 	<ul style="list-style-type: none"> • Learners are experimenting with, using, and adjusting conventions of familiar print, oral, and visual texts to enhance communication. • Learners are developing automaticity with printed text.
Language as Exploration and Design	<ul style="list-style-type: none"> • Interpret and integrate information and 	<ul style="list-style-type: none"> • Learners are making design choices for different purposes.

	<p>ideas from multiple texts and sources.</p> <ul style="list-style-type: none"> • Manage information and ideas. 	<ul style="list-style-type: none"> • Learners are actively partaking in communities to explore ideas and deepen thinking. • Learners are imagining and exploring different ways to represent thinking and ideas.
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Social Studies Curricular Outcomes	
Kindergarten	
KI-011	Recognize that people have diverse celebrations.
KH-019	Recognize that they can learn from stories of the past.
VH-004	Demonstrate interest in stories of the past.
KC-004	Give examples of ways in which people cooperate to live together peacefully.
Grade One	
1-VH-009	Value stories of the past as an important way to learn about the present.
1-KL-016A	Identify local Indigenous landmarks and significant places.
1-VI-006	Value diversity among their peers and community members.

Grade Two	
2-KH-025	Relate stories of significant events and people in their local community's past.
2-KH-025A	Relate stories of significant events and people in their local Indigenous community.
2-KI-006	Identify cultural groups in their local communities.
2-KI-008A	Recognize that their Grandmother/Grandfathers, ancestors, and communities connect them to the past, present, and future.

Visual Arts Curricular Outcomes	
K-1 VA-M1.4	Describe various patterns in terms of repeating and varying elements
K-2 VA-M3.1	Observe, talk about, and use various art media to depict visual details in a wide range of subjects (e.g., plants, animals, people, objects) found in images and in life (e.g., in natural and constructed environment)
K-1 VA-M3.2	Draw and paint, demonstrating the understanding that lines can depict the edges of observed, recalled, or imagined shapes and forms.
K-8 VA-CR1.2	Consider other arts disciplines (storytelling) and other subject areas (English Language Arts) to inspire and trigger ideas for art creation.

LESSON SEVEN: POW WOW TRAIL COMIC STRIP

Grades Three to Five

English Language Arts		
English Language Arts Practices:	Elements:	Grade Band Descriptors:
Language as Sense Making	<ul style="list-style-type: none"> • Access, use, build, and refine schema. • Select from and use a variety of strategies. • Be aware of and articulate the ways that one engages with text 	<ul style="list-style-type: none"> • Learners are demonstrating an understanding that texts are complex. • Learners are using and talking about a variety of strategies and processes to understand and create texts. • Learners are reflecting on and using what they know about texts and themselves to make purposeful and personal decisions. • Learners are building stamina for engagement, perseverance, and interactions with texts. • Learners are enhancing meaning through dialogue, reflection, and revision.
Language as System	<ul style="list-style-type: none"> • Identify, analyze, and apply understandings of whole-part-whole relationships. 	<ul style="list-style-type: none"> • Learners are using classroom resources and what they know about spelling, grammar, capitalization, and punctuation to understand and compose texts.

		<ul style="list-style-type: none"> • Learners are choosing and using multiple styles of communication for clarity and effect. • Learners' automaticity with printed text is becoming secure and consistent.
Language as Power and Agency	<ul style="list-style-type: none"> • Recognize and analyze inequities, viewpoints, and bias in texts and ideas. 	<ul style="list-style-type: none"> • Learners are recognizing that point of view has an impact on understanding. • Learners are exploring how ideas like justice, equity, and fairness are complex. • Learners are recognizing families' and peers' unique identities and similar and different ways of seeing the world.
Language as Exploration and Design	<ul style="list-style-type: none"> • Research and study topics and ideas. Interpret and integrate information and ideas from multiple texts and sources. • Manage information and ideas. • Invent, take risks, and reflect to create possibilities 	<ul style="list-style-type: none"> • Learners are designing for specific purposes and for different audiences. • Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking. • Learners are contributing to communities to share knowledge, explore ideas, and deepen thinking. • Learners are blending experiences to represent ideas in different ways.

Social Studies Curriculum
Grade Three

KI-007	Identify factors that may influence their identities.
KI-007A	Describe personally significant aspects of their Indigenous community.
VP-011A	Respect the teachings of Grandmother/Grandfathers, leaders, parents, and community members.
Grade Four	
4-KL-020A	Use traditional knowledge to describe and locate places in Manitoba.
4-KL-024	Give examples of Indigenous peoples' traditional relationships with the land.
4-VL-006A	Respect their spiritual connection to the natural environment (land, water, sky).
4-KI-007	Identify Indigenous communities, cultures, and languages in Manitoba. Examples: Inniniwak, Anishinaabeg, Dakota Oyate, Michif, Anishinini, Dene.
4-KI-009A	Understand the teachings of Grandmother/Grandfathers about their culture and identity.
4-KI-006	Give examples of diverse artistic and cultural achievements of Manitobans. Include: Indigenous and francophone cultural achievements
4-KI-006A	Give examples of Indigenous artistic and cultural achievements and organizations in Manitoba.
4-VI-004	Value the artistic and cultural achievements of Manitobans.
4-KH-034	Give examples of the impact of European settlement on Indigenous communities in Manitoba. Include: displacement of communities, disease, cultural change.
4-VH-008	Value oral tradition as an important way to learn history.
4-KI-011	Give examples of First Nations or Red River Metis contributions to the history of Manitoba.

4-KI-011A	Recognize that their identities are connected to the history of their Indigenous community.
Grade Five	
VH-008	Value oral tradition as an important source of knowledge about First Peoples.
KL-017	Describe practices and beliefs that reflected First Peoples' connections with the land and the natural environment.
KI-005	Describe characteristics of diverse First Peoples of Treaty One Land of Manitoba's cultures before contact with Europeans.
VH-010	Value history as a way of understanding contemporary Canada.

LESSON EIGHT: WOMEN’S DANCES INFOGRAPHIC

Grades Three to Five

English Language Arts		
English Language Arts Practices:	Elements:	Grade Band Descriptors:
Language as Sense Making	<ul style="list-style-type: none"> • Access, use, build, and refine schema. • Select from and use a variety of strategies. • Be aware of and articulate the ways that one engages with text 	<ul style="list-style-type: none"> • Learners are demonstrating an understanding that texts are complex. • Learners are using and talking about a variety of strategies and processes to understand and create texts. • Learners are reflecting on and using what they know about texts and themselves to make purposeful and personal decisions. • Learners are building stamina for engagement, perseverance, and interactions with texts. • Learners are enhancing meaning through dialogue, reflection, and revision.
Language as System	<ul style="list-style-type: none"> • Identify, analyze, and apply understandings of whole-part-whole relationships. 	<ul style="list-style-type: none"> • Learners are using classroom resources and what they know about spelling, grammar, capitalization, and punctuation to

		<p>understand and compose texts.</p> <ul style="list-style-type: none"> • Learners are choosing and using multiple styles of communication for clarity and effect. • Learners' automaticity with printed text is becoming secure and consistent.
Language as Power and Agency	<ul style="list-style-type: none"> • Recognize and analyze inequities, viewpoints, and bias in texts and ideas. 	<ul style="list-style-type: none"> • Learners are recognizing that point of view has an impact on understanding. • Learners are exploring how ideas like justice, equity, and fairness are complex. • Learners are recognizing families' and peers' unique identities and similar and different ways of seeing the world.
Language as Exploration and Design	<ul style="list-style-type: none"> • Research and study topics and ideas. Interpret and integrate information and ideas from multiple texts and sources. • Manage information and ideas. • Invent, take risks, and reflect to create possibilities 	<ul style="list-style-type: none"> • Learners are designing for specific purposes and for different audiences. • Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking. • Learners are contributing to communities to share knowledge, explore ideas, and deepen thinking. • Learners are blending experiences to represent ideas in different ways.

Social Studies Curriculum

Grade Three	
KI-007	Identify factors that may influence their identities.
KI-007A	Describe personally significant aspects of their Indigenous community.
VP-011A	Respect the teachings of Grandmother/Grandfathers, leaders, parents, and community members.
Grade Four	
4-KL-020A	Use traditional knowledge to describe and locate places in Manitoba.
4-KL-024	Give examples of Indigenous peoples' traditional relationships with the land.
4-VL-006A	Respect their spiritual connection to the natural environment (land, water, sky).
4-KI-007	Identify Indigenous communities, cultures, and languages in Manitoba. Examples: Inniniwak, Anishinaabeg, Dakota Oyate, Michif, Anishinini, Dene.
4-KI-009A	Understand the teachings of Grandmother/Grandfathers about their culture and identity.
4-KI-006	Give examples of diverse artistic and cultural achievements of Manitobans. Include: Indigenous and francophone cultural achievements
4-KI-006A	Give examples of Indigenous artistic and cultural achievements and organizations in Manitoba.
4-VI-004	Value the artistic and cultural achievements of Manitobans.
4-KH-034	Give examples of the impact of European settlement on Indigenous communities in Manitoba. Include: displacement of communities, disease, cultural change.
4-VH-008	Value oral tradition as an important way to learn history.
4-KI-011	Give examples of Indigenous contributions to the history of Manitoba.

4-KI-011A	Recognize that their identities are connected to the history of their Indigenous community.
Grade Five	
VH-008	Value oral tradition as an important source of knowledge about First Peoples.
KL-017	Describe practices and beliefs that reflected First Peoples' connections with the land and the natural environment.
KI-005	Describe characteristics of diverse First Peoples cultures before contact with Europeans.
VH-010	Value history as a way of understanding contemporary Canada.

Visual Arts Curricular Outcomes	
3-4 VA-M2.4	Demonstrate an understanding of oral, written, graphic, and modelled instructions for art media, tools, and processes.
5-6 VA-M2.4	Demonstrate an understanding of oral, written, graphic, and modelled instructions to develop practical knowledge of and skills in a range of two- and three-dimensional media.
3-4 VA-M3.1	Observe, talk about, and use various art media to depict visual details and general characteristics (e.g., gestures, relative proportions) in a wide range of subjects found in images and in life.
K-4 VA-CR1.1	Draw inspiration from personal experiences and relevant sources (e.g., feelings; memories; imagination; themes; observations; visual stimuli; learning in other subject areas; poems; stories; music; daily, family, or community life) to ignite ideas and questions for art creation.
K-8 VA-CR1.2	Consider other art disciplines (storytelling, dancing) and other subject areas (English Language Arts) to inspire and trigger ideas for art creation.

2-4 VA-CR1.5	Collect visual and other information for use in stimulating and developing own art ideas
5-8 VA-CR1.1	Draw inspiration from personal experiences and relevant sources (e.g., feelings; memories; imagination; themes; observations; visual stimuli; learning in other subject areas; cultural traditions; personal responses to current events, social and environmental issues, media, and technology) to ignite ideas and questions for art creation
K-4 VA-C2.3	Recognize that visual art is an art form, along with dance, dramatic arts, literary arts, and music.
K-4 VA-C3.3	Demonstrate an awareness of the intended meanings and/or purposes of artworks encountered in own viewing and artmaking experiences.

LESSON NINE: THE STORIES WITHIN THE MEN'S DANCES

Grades Three to Five

English Language Arts		
English Language Arts Practices:	Elements:	Grade Band Descriptors:
Language as Sense Making	<ul style="list-style-type: none"> • Access, use, build, and refine schema. • Select from and use a variety of strategies. • Be aware of and articulate the ways that one engages with text 	<ul style="list-style-type: none"> • Learners are demonstrating an understanding that texts are complex. • Learners are using and talking about a variety of strategies and processes to understand and create texts. • Learners are reflecting on and using what they know about texts and themselves to make purposeful and personal decisions. • Learners are building stamina for engagement, perseverance, and interactions with texts. • Learners are enhancing meaning through dialogue, reflection, and revision.
Language as System	<ul style="list-style-type: none"> • Identify, analyze, and apply understandings of whole-part-whole relationships. 	<ul style="list-style-type: none"> • Learners are using classroom resources and what they know about spelling, grammar, capitalization, and punctuation to understand and compose texts.

		<ul style="list-style-type: none"> • Learners are choosing and using multiple styles of communication for clarity and effect. • Learners' automaticity with printed text is becoming secure and consistent.
Language as Power and Agency	<ul style="list-style-type: none"> • Recognize and analyze inequities, viewpoints, and bias in texts and ideas. 	<ul style="list-style-type: none"> • Learners are recognizing that point of view has an impact on understanding. • Learners are exploring how ideas like justice, equity, and fairness are complex. • Learners are recognizing families' and peers' unique identities and similar and different ways of seeing the world.
Language as Exploration and Design	<ul style="list-style-type: none"> • Research and study topics and ideas. Interpret and integrate information and ideas from multiple texts and sources. • Manage information and ideas. • Invent, take risks, and reflect to create possibilities 	<ul style="list-style-type: none"> • Learners are designing for specific purposes and for different audiences. • Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking. • Learners are contributing to communities to share knowledge, explore ideas, and deepen thinking. • Learners are blending experiences to represent ideas in different ways.

Social Studies Curriculum
Grade Three

KI-007	Identify factors that may influence their identities.
KI-007A	Describe personally significant aspects of their Indigenous community.
VP-011A	Respect the teachings of Grandmother/Grandfathers, leaders, parents, and community members.
Grade Four	
4-KL-020A	Use traditional knowledge to describe and locate places in Manitoba.
4-KL-024	Give examples of Indigenous peoples' traditional relationships with the land.
4-VL-006A	Respect their spiritual connection to the natural environment (land, water, sky).
4-KI-007	Identify Indigenous communities, cultures, and languages in Manitoba. Examples: Inniniwak, Anishinaabeg, Dakota Oyate, Michif, Anishinini, Dene.
4-KI-009A	Understand the teachings of Grandmother/Grandfathers about their culture and identity.
4-KI-006	Give examples of diverse artistic and cultural achievements of Manitobans. Include: Indigenous and francophone cultural achievements
4-KI-006A	Give examples of Indigenous artistic and cultural achievements and organizations in Manitoba.
4-VI-004	Value the artistic and cultural achievements of Manitobans.
4-KH-034	Give examples of the impact of European settlement on Indigenous communities in Manitoba. Include: displacement of communities, disease, cultural change.
4-VH-008	Value oral tradition as an important way to learn history.
4-KI-011	Give examples of Indigenous contributions to the history of Manitoba.

4-KI-011A	Recognize that their identities are connected to the history of their Indigenous community.
Grade Five	
VH-008	Value oral tradition as an important source of knowledge about First Peoples.
KL-017	Describe practices and beliefs that reflected First Peoples' connections with the land and the natural environment.
KI-005	Describe characteristics of diverse First Peoples cultures before contact with Europeans.
VH-010	Value history as a way of understanding contemporary Canada.

Visual Arts Curricular Outcomes	
3-4 VA-M2.4	Demonstrate an understanding of oral, written, graphic, and modelled instructions for art media, tools, and processes.
5-6 VA-M2.4	Demonstrate an understanding of oral, written, graphic, and modelled instructions to develop practical knowledge of and skills in a range of two- and three-dimensional media.
2-4 VA-CR1.5	Collect visual and other information for use in stimulating and developing own art ideas
5-8 VA-CR1.1	Draw inspiration from personal experiences and relevant sources (e.g., feelings; memories; imagination; themes; observations; visual stimuli; learning in other subject areas; cultural traditions; personal responses to current events, social and environmental issues, media, and technology) to ignite ideas and questions for art creation
K-4 VA-C2.3	Recognize that visual art is an art form, along with dance, dramatic arts, literary arts, and music.
K-4 VA-C3.3	Demonstrate an awareness of the intended meanings and/or purposes of artworks encountered in own viewing and artmaking experiences.

Science Curricular Outcomes	
Grade Three	
3-1-01	Use appropriate vocabulary related to their investigations of growth and changes in plants.
3-1-03	Show respect for plants as living things.
Grade Four	
4-1-01	Use appropriate vocabulary related to their investigations of habitats and communities.
4-1-02	Recognize that each plant and animal depend on a specific habitat to meet its needs.
4-1-09	Recognize that plant and animal populations interact within a community.
4-1-17	Recognize and appreciate how traditional knowledge contributes to our understanding of plant and animals.
4-3-01	Use appropriate vocabulary related to their investigations of sound
4-3-08	Observe and describe properties of sound.
Grade Five	
5-4-01	Use appropriate vocabulary related to their investigations of weather
5-4-15	Identify and describe common cloud formations

LESSON TEN: THE HEARTBEAT OF THE DRUM

Grades Three to Eight

English Language Arts		
Grades Three to Five		
English Language Arts Practices:	Elements:	Grade Band Descriptors:
Language as Sense Making	<ul style="list-style-type: none"> • Access, use, build, and refine schema. • Select from and use a variety of strategies. • Be aware of and articulate the ways that one engages with text 	<ul style="list-style-type: none"> • Learners are responding to text in different ways to build and share understanding. • Learners are using what they know about texts and themselves to reflect, set goals, and make decisions. • Learners are using and talking about familiar strategies to understand and create new texts. • Learners are making decisions about how to communicate ideas.
Language as System	<ul style="list-style-type: none"> • Identify, analyze, and apply understandings of whole-part-whole relationships. 	<ul style="list-style-type: none"> • Learners are experimenting with, using, and adjusting conventions of familiar print, oral, and visual texts to enhance communication. • Learners are developing automaticity with printed text.

Language as Power and Agency	<ul style="list-style-type: none"> Recognize and analyze inequities, viewpoints, and bias in texts and ideas. 	<ul style="list-style-type: none"> Learners are recognizing that different experiences, opinions, and ideas have an impact on understanding.
Language as Exploration and Design	<ul style="list-style-type: none"> Interpret and integrate information and ideas from multiple texts and sources. Manage information and ideas. 	<ul style="list-style-type: none"> Learners are making design choices for different purposes. Learners are actively partaking in communities to explore ideas and deepen thinking. Learners are imagining and exploring different ways to represent thinking and ideas.
Grades Six to Eight		
English Language Arts Practices:	Elements:	Grade Band Descriptors:
Language as Sense Making	<ul style="list-style-type: none"> Access, use, build, and refine schema. Select from and use a variety of strategies. Be aware of and articulate the ways that one engages with text. 	<ul style="list-style-type: none"> Learners are using and integrating background knowledge and sources of information purposefully to make sense of increasingly varied and complex text.
Language as Power and Agency	<ul style="list-style-type: none"> Recognize and analyze inequities, viewpoints, and bias in texts and ideas. Contemplate the actions that can be taken, consider alternative 	<ul style="list-style-type: none"> Learners are recognizing that one's identities are influenced by various factors and change over time and contexts. Learners are collaborating to investigate challenging

	viewpoints, and contribute other perspectives.	social issues, moral dilemmas, and possibilities for social justice.
Language as Exploration and Design	<ul style="list-style-type: none"> • Research and study topics and ideas. • Interpret and integrate information and ideas from multiple texts and sources. • Manage information and ideas. • Invent, take risks, and reflect to create possibilities. 	<ul style="list-style-type: none"> • Learners are selecting, assessing, and organizing a variety of sources and information for different purposes. • Learners are tapping into and combining experiences with ideas, images, and sounds from various sources to create something new.

Social Studies Curriculum	
Grade Three	
KI-007	Identify factors that may influence their identities.
KI-007A	Describe personally significant aspects of their Indigenous community.
VP-011A	Respect the teachings of Grandmother/Grandfathers, leaders, parents, and community members.
Grade Four	
4-KL-024	Give examples of Indigenous peoples' traditional relationships with the land.
4-VL-006A	Respect their spiritual connection to the natural environment (land, water, sky).
4-KI-009A	Understand the teachings of Grandmother/Grandfathers about their culture and identity.

4-KI-006	Give examples of diverse artistic and cultural achievements of Manitobans. Include: Indigenous and francophone cultural achievements
4-KI-006A	Give examples of Indigenous artistic and cultural achievements and organizations in Manitoba.
4-VI-004	Value the artistic and cultural achievements of Manitobans.
4-VH-008	Value oral tradition as an important way to learn history.
Grade Five	
VH-008	Value oral tradition as an important source of knowledge about First Peoples.
VH-010	Value history as a way of understanding contemporary Canada.
Grade Six	
VI-007A	Value their First Nation, Inuit, or Métis language, heritage, and culture.
VI-008	Demonstrate respect for people of all cultures.
KL-026A	Describe the influence of the land on their First Nation, Inuit, or Métis identity
VI-009	Appreciate the arts as important expressions of culture and identity.
VL-011	Value the natural environment.
VL-011A	Respect the spiritual dimension of nature.
Grade Seven	
7-S-401	Use language that is respectful of human diversity.
Grade Eight	
8-VI-004	Be willing to consider differing world views.
8-KH-028	Explain the importance of knowing the past and understanding history

LESSON ELEVEN: THE STORY

Grades Six to Eight

English Language Arts		
English Language Arts Practices:	Elements:	Grade Band Descriptors:
Language as Sense Making	<ul style="list-style-type: none"> • Access, use, build, and refine schema. • Select from and use a variety of strategies. • Be aware of and articulate the ways that one engages with text. 	<ul style="list-style-type: none"> • Learners are monitoring, reflecting on, and discussing processes for making sense of and creating texts. • Learners are strategically selecting and applying strategies and processes for making sense of and creating different types of text for different purposes and audiences. • Learners are using a variety of thinking processes (e.g., computational, imaginative, creative, interpretive, critical) to make sense of and respond to increasingly varied and complex texts. • Learners are using and integrating background knowledge and sources of information purposefully to make sense of increasingly varied and complex text.
Language as System	<ul style="list-style-type: none"> • Recognize, apply, and adapt rules and conventions. 	<ul style="list-style-type: none"> • Learners are more consistently and strategically applying knowledge of and using

		<p>various resources for spelling, grammar, punctuation, and capitalization.</p> <ul style="list-style-type: none"> Learners are using their understanding of a range of text structures and features to understand and communicate clearly and effectively.
Language as Power and Agency	<ul style="list-style-type: none"> Recognize and analyze inequities, viewpoints, and bias in texts and ideas. Contemplate the actions that can be taken, consider alternative viewpoints, and contribute other perspectives. 	<ul style="list-style-type: none"> Learners are recognizing that one's identities are influenced by various factors and change over time and contexts. Learners are understanding that texts represent and promote beliefs, values, and ideas. Learners are exploring multiple perspectives, points of view, and interpretations. Learners are exploring their own voices to transform their identities, tell their personal narratives, and critically view their own and others' texts. Learners are collaborating to investigate challenging social issues, moral dilemmas, and possibilities for social justice.
Language as Exploration and Design	<ul style="list-style-type: none"> Research and study topics and ideas. Interpret and integrate information and 	<ul style="list-style-type: none"> Learners are participating in, extending, and discussing creative processes for designing. Learners are selecting, assessing, and organizing a

	<p>ideas from multiple texts and sources.</p> <ul style="list-style-type: none"> • Manage information and ideas. • Invent, take risks, and reflect to create possibilities. 	<p>variety of sources and information for different purposes.</p> <ul style="list-style-type: none"> • Learners are reconstructing, manipulating, and remixing existing texts or sets of text to create new ideas, forms, purposes, and messages. • Learners are tapping into and combining experiences with ideas, images, and sounds from various sources to create something new.
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Social Studies Curricular Outcomes	
Grade Six	
6-VI-007A	Value their First Nation, Inuit, or Métis language, heritage, and culture.
6-VI-008	Demonstrate respect for people of all cultures.
6-KL-026A	Describe the influence of the land on their First Nation, Inuit, or Métis identity
6-VI-009	Appreciate the arts as important expressions of culture and identity.
6-VL-011	Value the natural environment.
6-VL-011A	Respect the spiritual dimension of nature.
6-KP-048	Identify First Nations, Inuit, and Métis perspectives regarding self-determination.
6-S-200	Select information from a variety of oral, visual, material, print, or electronic sources.

6-S-201	Organize and record information in a variety of formats and reference sources appropriately.
6-S-204	Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.
6-S-207A	Use traditional knowledge to read the land.
6-S-305	Observe and analyze material and visual evidence for research.
6-S-400	Listen to others to understand their perspectives.
6-S-403	Present information and ideas orally, visually, concretely, or electronically.
Grade Seven	
7-S-401	Use language that is respectful of human diversity.
7-VI-005	Respect others' rights to express their points of view.
7-VP-015	Demonstrate concern for the loss of Indigenous ways of life.
7-S-202	Interpret primary and secondary information sources for research.
7-S-200	Select information from a variety of oral, visual, material, print, or electronic sources.
7-S-201	Organize and record information in a variety of formats and reference sources appropriately
7-S-207A	Use traditional knowledge to read the land.
7-S-300	Plan topics, goals, and methods for inquiry and research.
7-S-401	Use language that is respectful of human diversity.

7-S-403	Present information and ideas orally, visually, concretely, or electronically.
Grade Eight	
8-VI-004	Be willing to consider differing world views.
8-KH-028	Explain the importance of knowing the past and understanding history
8-S-200	Select information from a variety of oral, visual, material, print, or electronic sources.
8-S-204	Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships, or chronological events.
8-S-207A	Use traditional knowledge to read the land.
8-S-300	Plan topics, goals, and methods for historical inquiry and research.
8-S-301	Consider the context of events, accounts, ideas, and interpretations.
8-S-400	Listen to others to understand their perspectives.
8-S-403	Present information and ideas orally, visually, concretely, or electronically.

LESSON TWELVE: POW WOW DANCES

Grades Six to Twelve

English Language Arts		
Grades 6-8		
English Language Arts Practices:	Elements:	Grade Band Descriptors:
Language as Sense Making	<ul style="list-style-type: none"> • Access, use, build, and refine schema. • Select from and use a variety of strategies. • Be aware of and articulate the ways that one engages with text. 	<ul style="list-style-type: none"> • Learners are monitoring, reflecting on, and discussing processes for making sense of and creating texts. • Learners are strategically selecting and applying strategies and processes for making sense of and creating different types of text for different purposes and audiences. • Learners are using a variety of thinking processes (e.g., computational, imaginative, creative, interpretive, critical) to make sense of and respond to increasingly varied and complex texts. • Learners are using and integrating background knowledge and sources of information purposefully to make sense of increasingly varied and complex text.

<p>Language as System</p>	<ul style="list-style-type: none"> • Recognize, apply, and adapt rules and conventions. • Identify, analyze, and apply understandings of whole-part-whole relationships. 	<ul style="list-style-type: none"> • Learners are more consistently and strategically applying knowledge of and using various resources for spelling, grammar, punctuation, and capitalization. • Learners are using their understanding of a range of text structures and features to understand and communicate clearly and effectively. • Learners are assessing and applying their understanding of how the English language works to understand more challenging and unfamiliar texts, and for clarity, precision, and accuracy in their own creations. • Learners are examining, considering, and using knowledge of conventions of a growing range of forms and genres.
<p>Language as Power and Agency</p>	<ul style="list-style-type: none"> • Recognize and analyze inequities, viewpoints, and bias in texts and ideas. • Contemplate the actions that can be taken, consider alternative viewpoints, and contribute other perspectives. 	<ul style="list-style-type: none"> • Learners are recognizing that one's identities are influenced by various factors and change over time and contexts. • Learners understand that texts represent and promote beliefs, values, and ideas. • Learners are exploring multiple perspectives, points of view, and interpretations.

		<ul style="list-style-type: none"> • Learners are exploring their own voices to transform their identities, tell their personal narratives, and critically view their own and others' texts. • Learners are collaborating to investigate challenging social issues, moral dilemmas, and possibilities for social justice.
Language as Exploration and Design	<ul style="list-style-type: none"> • Research and study topics and ideas. • Interpret and integrate information and ideas from multiple texts and sources. • Manage information and ideas. • Invent, take risks, and reflect to create possibilities. 	<ul style="list-style-type: none"> • Learners are participating in, extending, and discussing creative processes for designing. • Learners are selecting, assessing, and organizing a variety of sources and information for different purposes. • Learners are reconstructing, manipulating, and remixing existing texts or sets of text to create new ideas, forms, purposes, and messages. • Learners are tapping into and combining experiences with ideas, images, and sounds from various sources to create something new.
Grades 9-12		
General Learning Outcomes	Specific Learning Outcomes	

<p>1. Explore thoughts, ideas, feelings, and experiences.</p>	<p>Discover and Explore:</p> <ul style="list-style-type: none"> Express Ideas (1.1.1) Question and reflect on personal responses, predictions, and interpretations; apply personal viewpoints to diverse situations or circumstances. Consider Others' Ideas (1.1.2) Acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and viewpoints. <p>Clarify and Extend:</p> <ul style="list-style-type: none"> Develop Understanding (1.2.1) Reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge. Extend Understanding (1.2.4) Consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding.
<p>2. Comprehend and respond personally and critically to oral, print, and other media texts.</p>	<p>Use Strategies and Cues</p> <ul style="list-style-type: none"> Prior Knowledge (2.1.1) Analyze and explain connections between previous experiences, prior knowledge, and a variety of texts [including books]. Comprehension Strategies (2.1.2) Use comprehension strategies [including recognizing main ideas and significant supporting details, and paraphrasing ideas] appropriate to the type of text and purpose; enhance understanding by rereading and discussing relevant passages. Textual Cues (2.1.3) Use textual cues and prominent organizational patterns within texts to construct and confirm meaning and interpret texts. <p>Respond to Texts</p>

	<ul style="list-style-type: none"> • Experience Various Texts (2.2.1) Experience texts from a variety of forms and genres and cultural traditions; explain various interpretations of the same text. • Connect Self, Texts, and Culture (2.2.2) Examine how personal experiences, community traditions, and Canadian perspectives are presented in oral, literary, and media texts. • Appreciate the Artistry of Texts (2.2.3) Discuss how word choice and supporting details in oral, literary, and media texts [including books, drama, and oral presentations] affect purpose and audience.
<p>3. Manage ideas and information</p>	<p>Plan and Focus:</p> <ul style="list-style-type: none"> • Use Personal Knowledge (3.1.1) Determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research. • Ask Questions (3.1.2) Develop focused questions to establish a purpose for reading, listening, and viewing information sources. • Participate in Group Inquiry (3.1.3) Generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic. <p>Select and Process:</p> <ul style="list-style-type: none"> • Identify Personal and Peer Knowledge (3.2.1) Access, record, and appraise personal and peer knowledge of a topic and evaluate it for breadth and depth to establish an information base for inquiry or research. • Identify Sources (3.2.2) Obtain information and varied perspectives when inquiring or researching using a range of information sources.

	<ul style="list-style-type: none"> • Make Sense of Information (3.2.5) Identify a variety of factors that affect meaning; scan to locate specific information quickly; summarize, report, and record main ideas of extended oral, visual, and written texts [including books]. <p>Organize, Record, and Evaluate:</p> <ul style="list-style-type: none"> • Organize Information (3.3.1) Organize information and ideas by developing and selecting appropriate categories and organizational structures. • Record Information (3.3.2) Summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions, reference sources. • Develop New Understanding (3.3.4) Reflect on new knowledge and its value to self and the wider community; determine personal inquiry and research strengths and learning goals.
<p>4. Enhance the clarity and artistry of communication.</p>	<p>Generate and Focus:</p> <ul style="list-style-type: none"> • Generate Ideas (4.1.1) Use a variety of techniques to generate and select ideas for oral, written, and visual texts. • Organize Ideas (4.1.3) Identify and use a variety of organizational patterns in own oral, written, and visual texts; use effective transitions. <p>Present and Share:</p> <ul style="list-style-type: none"> • Share Ideas and Information (4.4.1) Plan and conduct peer-involved class activities to share individual inquiry or research and understanding on a topic. • Effective Oral Communication (4.4.2) Choose vocabulary, voice production factors, and non-verbal cues to communicate effectively to a variety of audiences; use a variety of media and

	<p>display techniques to enhance the effectiveness of oral presentations.</p> <ul style="list-style-type: none"> • Attentive Listening and Viewing (4.4.3) Demonstrate critical listening and viewing skills and strategies and show respect for presenter(s).
<p>5. Celebrate and build community.</p>	<p>Develop and Celebrate Community</p> <ul style="list-style-type: none"> • Compare Responses (5.2.1) Recognize that differing perspectives and unique reactions enrich understanding. • Appreciate Diversity (5.2.3) Reflect on ways in which the choices and motives of individuals encountered in oral, literary, and media texts provide insight into those of self and others; discuss personal participation and responsibilities in a variety of communities. • Celebrate Special Occasions (5.2.4) Participate in organizing and celebrating special events, recognizing the importance and significance of the influence of language. <p>Encourage, Support, and Work with Others:</p> <ul style="list-style-type: none"> • Cooperate with Others (5.1.1) Recognize the importance of effective communication in working with others. • Work in Groups (5.1.2) Plan, organize, and participate in presentations of group findings. • Use Language to Show Respect (5.1.3) Use inclusive language and actions that support people across races, cultures, genders, ages, and abilities. • Evaluate Group Process (5.1.4) Establish and use criteria to evaluate group process and personal contributions and propose suggestions for development.

Social Studies Curricular Outcomes	
Grade Six	
6-VI-007A	Value their First Nation, Inuit, or Métis language, heritage, and culture.
6-VI-008	Demonstrate respect for people of all cultures.
6-KL-026A	Describe the influence of the land on their First Nation, Inuit, or Métis identity
6-VI-009	Appreciate the arts as important expressions of culture and identity.
6-VL-011	Value the natural environment.
6-VL-011A	Respect the spiritual dimension of nature.
6-S-200	Select information from a variety of oral, visual, material, print, or electronic sources.
6-S-201	Organize and record information in a variety of formats and reference sources appropriately.
6-S-305	Observe and analyze material and visual evidence for research.
6-S-400	Listen to others to understand their perspectives.
6-S-403	Present information and ideas orally, visually, concretely, or electronically.
6-S-103	Make decisions that reflect care, concern, and responsibility for the environment.
Grade Seven	
7-S-401	Use language that is respectful of human diversity.
7-VI-005	Respect others' rights to express their points of view.

7-VP-015	Demonstrate concern for the loss of Indigenous ways of life.
7-S-202	Interpret primary and secondary information sources for research.
7-S-200	Select information from a variety of oral, visual, material, print, or electronic sources.
7-S-201	Organize and record information in a variety of formats and reference sources appropriately
7-S-300	Plan topics, goals, and methods for inquiry and research.
7-S-401	Use language that is respectful of human diversity.
Grade Eight	
8-VI-004	Be willing to consider differing world views.
8-KH-028	Explain the importance of knowing the past and understanding history
8-S-200	Select information from a variety of oral, visual, material, print, or electronic sources.
8-S-300	Plan topics, goals, and methods for historical inquiry and research.
8-S-301	Consider the context of events, accounts, ideas, and interpretations.
8-S-400	Listen to others to understand their perspectives.
8-S-403	Present information and ideas orally, visually, concretely, or electronically.
8-S-401	Use language that is respectful of human diversity.
8-S-404	Elicit and clarify questions and ideas in discussions.

8-S-405	Articulate their beliefs and perspectives on issues.
8-S-205	Construct maps that include a title, legend, compass rose, scale, and latitude and longitude
Grade Nine	
9-S-100	Collaborate with others to achieve group goals and responsibilities.
9-S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
9-S-201	Organize and record information in a variety of formats and reference sources appropriately
9-S-203	Construct maps using a variety of information sources and technologies.
9-S-300	Plan topics, goals, and methods for inquiry and research.
9-S-301	Analyze the context of events, accounts, ideas, and interpretations.
9-S-400	Listen to others to understand their perspectives.
9-S-401	Use language that is respectful of human diversity.
9-VI-005A	Be willing to support the vitality of their First Nations, Inuit, or Métis languages and cultures.
9-KI-017	Give examples of ways in which First Nations, Inuit, and Métis peoples are rediscovering their cultures.
9-KI-018	Evaluate effects of assimilative policies on cultural and linguistic groups in Canada.
9-KI-018A	Evaluate effects of residential schools on their own and other Indigenous communities.
9-VH-009	Value the contributions of diverse cultural and social groups to Canadian society.

9-VI-004	Be willing to consider diverse social and cultural perspectives.
Grade Ten Geography	
S2-S-100	Collaborate with others to achieve group goals and responsibilities.
S2-S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S2-S-201	Organize and record information in a variety of formats and reference sources appropriately
S2-S-203	Construct maps using a variety of information sources and technologies.
S2-S-300	Plan topics, goals, and methods for inquiry and research.
S2-S-301	Analyze the context of events, accounts, ideas, and interpretations.
S2-S-400	Listen to others to understand their perspectives.
S2-S-401	Use language that is respectful of human diversity.
S2-KI-003	Explain the relationship between place and identity
S2-VL-005	Respect the Earth as a complex environment in which humans have important responsibilities.
S2-KL-018	Explain the importance of stewardship in the preservation of the Earth's complex environment.
Grade Eleven History	
Core Concept of Citizenship	<ol style="list-style-type: none"> 1. Interest in and knowledge of the past and the ability to think historically. 2. / 3. /

	<ol style="list-style-type: none"> 4. Acquisition of an informed sense of Canadian identity within a global context 5. Commitment to the future of Canada
<p>First Nations, Métis, and Inuit Peoples</p>	<ol style="list-style-type: none"> 1. First Nations, Métis, and Inuit peoples play an ongoing role in shaping Canadian history and identity. 2. First Nations, Métis, and Inuit peoples have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions. 3. The oral traditions of First Nations, Métis, and Inuit peoples teach the importance of maintaining a balance among the emotional, physical, mental, and spiritual aspects of life.
<p>Grade Twelve Current Topics in First Nations, Metis, and Inuit Studies</p>	
<p>Enduring Understandings</p>	
<ul style="list-style-type: none"> • Understanding of and respect for First Nations, Métis, and Inuit peoples begin with knowledge of their pasts. • Current Indigenous issues are unresolved historical issues. • First Nations, Métis, and Inuit peoples want to be recognized for their contributions to Canadian society and to share in its successes. • First Nations, Métis, and Inuit peoples share a traditional worldview of harmony and balance with nature, one another, and oneself. • First Nations, Métis, and Inuit peoples represent a diversity of cultures, each expressed in a unique way. 	

LESSON THIRTEEN: MUSIC AND THE LAND

Grades Six to Eight

Social Studies Curricular Outcomes	
Grade Six	
6-VI-007A	Value their First Nation, Inuit, or Métis language, heritage, and culture.
6-VI-008	Demonstrate respect for people of all cultures.
6-KL-026A	Describe the influence of the land on their First Nation, Inuit, or Métis identity
6-VI-009	Appreciate the arts as important expressions of culture and identity.
6-VL-011	Value the natural environment.
6-VL-011A	Respect the spiritual dimension of nature.
6-KP-048	Identify First Nations, Inuit, and Métis perspectives regarding self-determination.
6-S-200	Select information from a variety of oral, visual, material, print, or electronic sources.
6-S-201	Organize and record information in a variety of formats and reference sources appropriately.
6-S-204	Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.
6-S-207A	Use traditional knowledge to read the land.
6-S-400	Listen to others to understand their perspectives.

6-S-403	Present information and ideas orally, visually, concretely, or electronically.
Grade Seven	
7-S-401	Use language that is respectful of human diversity.
7-VI-005	Respect others' rights to express their points of view.
7-VP-015	Demonstrate concern for the loss of Indigenous ways of life.
7-S-202	Interpret primary and secondary information sources for research.
7-S-200	Select information from a variety of oral, visual, material, print, or electronic sources.
7-S-201	Organize and record information in a variety of formats and reference sources appropriately
7-S-207A	Use traditional knowledge to read the land.
7-S-403	Present information and ideas orally, visually, concretely, or electronically.
Grade Eight	
8-VI-004	Be willing to consider differing world views.
8-KH-028	Explain the importance of knowing the past and understanding history
8-S-200	Select information from a variety of oral, visual, material, print, or electronic sources.
8-S-204	Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships, or chronological events.
8-S-207A	Use traditional knowledge to read the land.

8-S-300	Plan topics, goals, and methods for historical inquiry and research.
8-S-400	Listen to others to understand their perspectives.
8-S-403	Present information and ideas orally, visually, concretely, or electronically.

Science Curricular Outcomes	
Grade Six	
6-1-01	Use appropriate vocabulary related to their investigations of the diversity of living things.
6-1-08	Observe and describe the diversity of living things within the local environment.
6-1-15	Identify and describe contributions of scientists and naturalists (Knowledge Keepers and Grandmother/Grandfathers) who have increased our understanding of the diversity of living things.
Grade Seven	
7-1-01	Use appropriate vocabulary related to their investigations of interactions within ecosystems.
7-1-05	Identify and describe positive and negative examples of human interventions that have an imp
7-1-06	Identify environmental, social, and economic factors that should be considered in the management and preservation of ecosystems
Grade Eight	
8-4-01	Use appropriate vocabulary related to their investigations of water systems.
8-4-18	Identify environmental, social, and economic factors that should be considered in the management of water resources.

LESSON FOURTEEN: POW WOW TIMELINES

Grades Nine to Twelve

English Language Arts	
General Learning Outcomes	Specific Learning Outcomes
1. Explore thoughts, ideas, feelings, and experiences.	<p>Discover and Explore:</p> <ul style="list-style-type: none"> Express Ideas (1.1.1) Question and reflect on personal responses, predictions, and interpretations; apply personal viewpoints to diverse situations or circumstances. Consider Others' Ideas (1.1.2) Acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and viewpoints. <p>Clarify and Extend:</p> <ul style="list-style-type: none"> Develop Understanding (1.2.1) Reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge. Explain Opinions (1.2.2) Review and refine personal viewpoints through reflection, feedback, and self-assessment. Combine Ideas (1.2.3) Structure and restructure ideas and information to extend current understanding and to broaden personal perspectives of the world. Extend Understanding (1.2.4) Consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding.
2. Comprehend and respond personally and critically to oral, print, and other media texts.	<p>Use Strategies and Cues</p> <ul style="list-style-type: none"> Prior Knowledge (2.1.1) Analyze and explain connections between previous experiences,

	<p>prior knowledge, and a variety of texts [including books].</p> <ul style="list-style-type: none"> • Comprehension Strategies (2.1.2) Use comprehension strategies [including recognizing main ideas and significant supporting details, and paraphrasing ideas] appropriate to the type of text and purpose; enhance understanding by rereading and discussing relevant passages.
<p>3. Manage ideas and information</p>	<p>Plan and Focus:</p> <ul style="list-style-type: none"> • Use Personal Knowledge (3.1.1) Determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research. • Ask Questions (3.1.2) Develop focused questions to establish a purpose for reading, listening, and viewing information sources. • Participate in Group Inquiry (3.1.3) Generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic. • Create and Follow a Plan (3.1.4) Prepare and use a plan to access, gather, and evaluate information and ideas from a variety of human, print, and electronic sources. <p>Select and Process:</p> <ul style="list-style-type: none"> • Identify Personal and Peer Knowledge (3.2.1) Access, record, and appraise personal and peer knowledge of a topic and evaluate it for breadth and depth to establish an information base for inquiry or research. • Identify Sources (3.2.2) Obtain information and varied perspectives when inquiring or researching using a range of information sources. • Assess Sources (3.2.3) Evaluate information sources for possible bias using criteria designed for a particular inquiry or research plan. • Access Information (3.2.4) Expand and use a variety of skills [including visual and

	<p>auditory] to access information and ideas from a variety of sources [including books, on-line catalogues, periodical indices, broadcast guides, film libraries, and electronic databases].</p> <ul style="list-style-type: none"> • Make Sense of Information (3.2.5) Identify a variety of factors that affect meaning; scan to locate specific information quickly; summarize, report, and record main ideas of extended oral, visual, and written texts [including books]. <p>Organize, Record, and Evaluate:</p> <ul style="list-style-type: none"> • Organize Information (3.3.1) Organize information and ideas by developing and selecting appropriate categories and organizational structures. • Record Information (3.3.2) Summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions, reference sources. • Evaluate Information (3.3.3) Distinguish between fact and theory and between main and supporting information to evaluate usefulness, relevance, and completeness, address information gaps for forms, audiences, and purposes. • Develop New Understanding (3.3.4) Reflect on new knowledge and its value to self and the wider community; determine personal inquiry and research strengths and learning goals.
<p>5. Celebrate and build community.</p>	<p>Develop and Celebrate Community</p> <ul style="list-style-type: none"> • Compare Responses (5.2.1) Recognize that differing perspectives and unique reactions enrich understanding. • Relate Texts to Culture (5.2.2) Explain ways in which oral, literary, and media texts reflect topics and themes in life. • Appreciate Diversity (5.2.3) Reflect on ways in which the choices and motives of

	<p>individuals encountered in oral, literary, and media texts provide insight into those of self and others; discuss personal participation and responsibilities in a variety of communities.</p> <ul style="list-style-type: none"> • Celebrate Special Occasions (5.2.4) Participate in organizing and celebrating special events, recognizing the importance and significance of the influence of language. <p>Encourage, Support, and Work with Others:</p> <ul style="list-style-type: none"> • Cooperate with Others (5.1.1) Recognize the importance of effective communication in working with others. • Work in Groups (5.1.2) Plan, organize, and participate in presentations of group findings. • Use Language to Show Respect (5.1.3) Use inclusive language and actions that support people across races, cultures, genders, ages, and abilities. • Evaluate Group Process (5.1.4) Establish and use criteria to evaluate group process and personal contributions and propose suggestions for development.
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Grade Nine Social Studies	
9-S-100	Collaborate with others to achieve group goals and responsibilities.
9-S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
9-S-201	Organize and record information in a variety of formats and reference sources appropriately
9-S-203	Construct maps using a variety of information sources and technologies.

9-S-300	Plan topics, goals, and methods for inquiry and research.
9-S-301	Analyze the context of events, accounts, ideas, and interpretations.
9-S-400	Listen to others to understand their perspectives.
9-S-401	Use language that is respectful of human diversity.
9-VI-005A	Be willing to support the vitality of their First Nations, Inuit, or Métis languages and cultures.
9-KI-017	Give examples of ways in which First Nations, Inuit, and Métis peoples are rediscovering their cultures.
9-KI-018	Evaluate effects of assimilative policies on cultural and linguistic groups in Canada.
9-KI-018A	Evaluate effects of residential schools on their own and other Indigenous communities.
9-VH-009	Value the contributions of diverse cultural and social groups to Canadian society.
9-VI-004	Be willing to consider diverse social and cultural perspectives.
Grade Ten Geography	
S2-S-100	Collaborate with others to achieve group goals and responsibilities.
S2-S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S2-S-201	Organize and record information in a variety of formats and reference sources appropriately
S2-S-203	Construct maps using a variety of information sources and technologies.
S2-S-300	Plan topics, goals, and methods for inquiry and research.

S2-S-301	Analyze the context of events, accounts, ideas, and interpretations.
S2-S-400	Listen to others to understand their perspectives.
S2-S-401	Use language that is respectful of human diversity.
S2-KI-003	Explain the relationship between place and identity
S2-VL-005	Respect the Earth as a complex environment in which humans have important responsibilities.
S2-KL-018	Explain the importance of stewardship in the preservation of the Earth's complex environment.
Grade Eleven History	
Core Concept of Citizenship	<ol style="list-style-type: none"> 1. Interest in and knowledge of the past and the ability to think historically. 2. Informed engagement in civic discourse and the democratic process 3. Commitment to the principles and ideals of democracy and human rights 4. Acquisition of an informed sense of Canadian identity within a global context 5. Commitment to the future of Canada
First Nations, Métis, and Inuit Peoples	<ol style="list-style-type: none"> 1. First Nations, Métis, and Inuit peoples play an ongoing role in shaping Canadian history and identity. 2. First Nations, Métis, and Inuit peoples have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions. 3. The oral traditions of First Nations, Métis, and Inuit peoples teach the importance of maintaining a balance among the emotional, physical, mental, and spiritual aspects of life. 4. The relationship between First Nations, Métis, and Inuit peoples and non-Indigenous peoples moved from autonomous coexistence to colonialism to the present stage of renegotiation and renewal.

	5. First Nations, Métis, and Inuit peoples have achieved constitutional recognition of their unique status as Indigenous peoples in Canada, along with recognition and affirmation of their existing Indigenous and treaty rights.
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Grade Twelve Current Topics in First Nations, Metis, and Inuit Studies

Enduring Understandings

- Understanding of and respect for First Nations, Métis, and Inuit peoples begin with knowledge of their pasts.
- Current Indigenous issues are unresolved historical issues.
- First Nations, Métis, and Inuit peoples want to be recognized for their contributions to Canadian society and to share in its successes.
- First Nations, Métis, and Inuit peoples share a traditional worldview of harmony and balance with nature, one another, and oneself.
- First Nations, Métis, and Inuit peoples represent a diversity of cultures, each expressed in a unique way.

LESSON FIFTEEN: THE MAKING OF THE DRUM

Grades Nine to Twelve

Grade Nine Social Studies	
9-S-400	Listen to others to understand their perspectives.
9-S-401	Use language that is respectful of human diversity.
9-VI-005A	Be willing to support the vitality of their First Nations, Inuit, or Métis languages and cultures.
9-KI-017	Give examples of ways in which First Nations, Inuit, and Métis peoples are rediscovering their cultures.
9-KI-018	Evaluate effects of assimilative policies on cultural and linguistic groups in Canada.
Grade Ten Geography	
S2-S-100	Collaborate with others to achieve group goals and responsibilities.
S2-S-400	Listen to others to understand their perspectives.
S2-S-401	Use language that is respectful of human diversity.
S2-KI-003	Explain the relationship between place and identity
S2-VL-005	Respect the Earth as a complex environment in which humans have important responsibilities.
Grade Eleven History	
Core Concept of Citizenship	<ol style="list-style-type: none"> 1. Interest in and knowledge of the past and the ability to think historically. 2. Informed engagement in civic discourse and the democratic process

	<ol style="list-style-type: none"> 3. Commitment to the principles and ideals of democracy and human rights 4. Acquisition of an informed sense of Canadian identity within a global context 5. Commitment to the future of Canada
<p style="text-align: center;">First Nations, Métis, and Inuit Peoples</p>	<ol style="list-style-type: none"> 1. First Nations, Métis, and Inuit peoples play an ongoing role in shaping Canadian history and identity. 2. First Nations, Métis, and Inuit peoples have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions. 3. The oral traditions of First Nations, Métis, and Inuit peoples teach the importance of maintaining a balance among the emotional, physical, mental, and spiritual aspects of life. 4. The relationship between First Nations, Métis, and Inuit peoples and non-Indigenous peoples moved from autonomous coexistence to colonialism to the present stage of renegotiation and renewal. 5. First Nations, Métis, and Inuit peoples have achieved constitutional recognition of their unique status as Indigenous peoples in Canada, along with recognition and affirmation of their existing Indigenous and treaty rights.
Grade Twelve Current Topics in First Nations, Metis, and Inuit Studies	
Enduring Understandings	
<ul style="list-style-type: none"> • Understanding of and respect for First Nations, Métis, and Inuit peoples begin with knowledge of their pasts. • Current Indigenous issues are unresolved historical issues. • First Nations, Métis, and Inuit peoples want to be recognized for their contributions to Canadian society and to share in its successes. • First Nations, Métis, and Inuit peoples share a traditional worldview of harmony and balance with nature, one another, and oneself. • First Nations, Métis, and Inuit peoples represent a diversity of cultures, each expressed in a unique way. 	

Mathematics Curricular Outcomes	
Grade Nine	
9.SS.1.	Solve problems and justify the solution strategy using circle properties
9.SS.2.	Determine the surface area of composite 3-D objects to solve problems.
9.SS.5	Demonstrate an understanding of line and rotation symmetry
Grade Ten Essentials Math	
10E1.G.2.	Solve problems that require the manipulation and application of formulas (perimeter and area).
10E2.TF.1.	Demonstrate an understanding of transformations on a 2-D shape

LESSON SIXTEEN: CLASSROOM FEAST

Grades Nine to Twelve

Grade Nine Social Studies	
9-S-400	Listen to others to understand their perspectives.
9-S-401	Use language that is respectful of human diversity.
9-VI-005A	Be willing to support the vitality of their First Nations, Inuit, or Métis languages and cultures.
9-KI-017	Give examples of ways in which First Nations, Inuit, and Métis peoples are rediscovering their cultures.
9-KI-018	Evaluate effects of assimilative policies on cultural and linguistic groups in Canada.
Grade Ten Geography	
S2-S-100	Collaborate with others to achieve group goals and responsibilities.
S2-S-400	Listen to others to understand their perspectives.
S2-S-401	Use language that is respectful of human diversity.
S2-KI-003	Explain the relationship between place and identity
S2-VL-005	Respect the Earth as a complex environment in which humans have important responsibilities.
Grade Eleven History	
Core Concept of Citizenship	<ol style="list-style-type: none"> 1. Interest in and knowledge of the past and the ability to think historically. 2. Informed engagement in civic discourse and the democratic process

	<ol style="list-style-type: none"> 3. Commitment to the principles and ideals of democracy and human rights 4. Acquisition of an informed sense of Canadian identity within a global context 5. Commitment to the future of Canada
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<p>Enduring Understandings</p>	
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Food and Nutrition (10S/20S/30S/40S)	
General Learning Outcome	Specific Learning Outcome
<p>GLO 1.4: Demonstrate literacy skills as they apply to food and nutrition.</p>	<ul style="list-style-type: none"> • 9.1.4.1 Identify sources of recipes. 10.1.4.1 Select a recipe(s) according to set criteria. • 11.1.4.1 Compare and contrast recipes from a variety of sources to select a recipe(s) according to set criteria. • 12.1.4.1 Evaluate recipes from a variety of sources to select a recipe(s) according to set criteria. • 9.1.4.5 Identify ingredients that are required in a recipe and those that are optional. • 10.1.4.5, 11.1.4.5, 12.1.4.5 Troubleshoot or adapt recipes for adjustments, corrections, and substitutions.
<p>GLO 4.1: Develop understanding of influences on food choices.</p>	<ul style="list-style-type: none"> • 9.4.1.3 Describe foods from diverse cultures in Canada. • 10.4.1.3 Compare different forms of foods in diverse Canadian diets. • 10.4.1.4 Identify the foods eaten traditionally by Indigenous Peoples of Manitoba (e.g., berries, fish, moose, squash) and the effects of colonization on food choices. • 11.4.1.4 Investigate the food traditions and protocols of Indigenous Peoples of Manitoba and the effects of colonization on food choices. • 12.4.1.4 Compare the food practices of Indigenous Peoples of Manitoba with other Indigenous Peoples in Canada, and examine the effects of colonization on food choices

Pow Wow Trail Teacher's Bundle

Chimiigwech, Thank you!

In the spirit of truth and reconciliation, we hope this resource is meaningful and engaging in all learning spaces.

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We acknowledge that we are on the traditional territory of the Anishinaabeg, Ininiw, Anishiniw, Dakota, and Dene Peoples, and on the homeland of the Metis Nation. We dedicate ourselves to walking together in partnership with all people in a spirit of reconciliation and collaboration.