

# **Land, Language, Relationships, and Culture**

Meadow Lake Tribal Council

Kindergarten Curriculum

2019

# LAND LANGUAGES RELATIONSHIPS AND CULTURE

MEADOW LAKE TRIBAL COUNCIL  
EDUCATION

KINDERGARTEN CURRICULUM  
2019

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MEADOW LAKE TRIBAL COUNCIL  
MEADOW LAKE, SASKATCHEWAN  
2019

## Table of Contents

Acknowledgments	iv
Introduction	v
Foundation of LLRC Curriculum	v
Land-Based Activities	vi
Explanations of Core, Bilingual, Immersion	vii
Goals	viii
Language Teaching Strategies	ix
Adaptive Dimension	ix
Four Levels of Language Learning	x
Degrees of Learner Support	xi
Shared Beliefs	xii
Student Empowerment	xii
World View	x
Nēhiywak Values teachings	xi
Denesųliné Value Teachings	xi
Nēhiywak/Denesųliné Pedagogy	xi
Oral Tradition	xi
Elders Protocol	xii
Outcomes	xiii
Indicators	xiii
Goal #1 Land	1
Life Science: Needs and Characteristics of Living Things	1
Physical Science: Observing Forces and Energy	5
Goal #2 Languages	9
Indigenous Way(s) of Knowing: Indigenous peoples relied on storytelling to pass on knowledge.	9
Language Arts: Assess and Reflect on Language Abilities	9
Indigenous Way(s) of Knowing: Indigenous peoples relied on storytelling to pass on knowledge.	11
Language Arts: Compose and Create	11
Math-Numbers	26

<b>LAND LANGUAGES RELATIONSHIPS CULTURE</b>	<b>KINDERGARTEN</b>
<b>Math-Patterns and Relations</b>	<b>31</b>
<b>Math-Shape and Space</b>	<b>32</b>
<b>Goal #3 Relationships</b>	<b>36</b>
<b>Social Studies: Interactions and Interdependence</b>	<b>36</b>
<b>Social Studies: Dynamic Relationships</b>	<b>39</b>
<b>Social Studies: Power and Authority</b>	<b>43</b>
<b>Social Studies: Power and Authority</b>	<b>44</b>
<b>Health: Understanding, Skills, and Confidences</b>	<b>48</b>
<b>Goal #4 Culture</b>	<b>55</b>
<b>Social Studies: Physical Education</b>	<b>55</b>
<b>Arts Education-Creative/Productive</b>	<b>69</b>
<b>Arts Education-Critical/Responsive</b>	<b>76</b>
<b>Arts Education-Cultural/Historical</b>	<b>79</b>
<b>References</b>	<b>81</b>

### **Acknowledgments**

Meadow Lake Tribal Council Education has set their goals based on Land, Languages, Relationships and Culture. This curriculum was developed on the

guiding principles of the LLRC program. A special acknowledgement to the Elders of MLTC whom took part in creating the goals for this curriculum.

Elders:

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### **Introduction**

Language Revitalization has been of utmost importance among Indigenous People. This curriculum has an influence from the Ministry of Learning based on

## LAND LANGUAGES RELATIONSHIPS CULTURE

## KINDERGARTEN

the outline, Meadow Lake Tribal Council Education beliefs, First Nation's principles and beliefs, Gift of Language initiatives, Saskatchewan Indian Cultural Center initiatives and local beliefs.

Like the Circle of Life, this curriculum integrates modern and traditional aspects of life. We look to our Elders for direction as to what we want our teachers to be teaching our children.

In order for our children to participate and engage in a world that is foreign to our parents, grandparents and great grandparents we must look at giving our children a voice in two worlds. We must give them the skills to take upon the new technological changes and give them the mindset to really push forward with those skills that are not of our world and combine them with the heart of who we are as First Nations People.

The overall goal of this curriculum is to tie in the traditional customs with contemporary customs and give our children the skills to walk in two worlds. We strive for our children to be our future voices and continue to practice our traditions and customs to keep them alive by integrating them into daily life.

### Foundation of LLRC Curriculum

Meadow Lake Tribal Council Education's vision for the LLRC curriculum is to create a holistic approach to Indigenous Education. MLTC Education achieves their vision and mission by operating under a holistic philosophy that is based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the land, to their language, and to relationships.

\*The guide follows a seasonal theme, these being Fall, Winter, Spring and Summer. It should be noted that some communities follow six seasons which include Freeze Up and Break Up.

### Land-Based Activities

Land Based Activities	School based activities
<b>FALL</b> Tradition: storytelling, feasts, Indigenous arts, etc. Ceremony, protocols Hunting: Ducks, Geese, Moose, etc.	<b>Tell Me About Your Child</b>

**LAND LANGUAGES RELATIONSHIPS CULTURE****KINDERGARTEN**

Fishing Snaring: Rabbits, Coyotes, etc. Harvesting: Herbs, Medicines, Berries, Nuts, Wild rice, etc. Animals mating, rutting Migration Tanning, hide making Weather changes: cooler, leaves changing color and falling, landform changing, frost, etc. Traditional clothing Significance of moons Preservation: vegetables, berries, meat, fish	Relationships with family and community Back to school (take this out) Fall Safety Gratitude Clothing
<b>WINTER</b>	
Tradition: dog sledding, toboggan, wood cutting, storytelling, snowshoeing, Indigenous art, etc. Ceremony, protocols Trapping Hunting: Moose, deer, elk, buffalo, caribou, pheasants, chickens, etc. Preparing animal hides Ice fishing Snaring: Rabbits Weather changes: cold, dry, rivers/lakes frozen, etc. Significance of moons	Celebrations Winter Love & Friendships Giving & Sharing Clothing
<b>SPRING</b>	
Tradition: storytelling, Indigenous arts, net setting, fish cleaning, etc. Ceremony, protocols Hunting: Moose, deer, caribou, buffalo, elk, etc. Trapping: Beaver, muskrat, etc. Harvesting: syrup Weather changes: warm, mild, melt, one last snow storm, trees budding, grass growing, etc. Significance of moons	Spring Renewal Rebirth Clothing
<b>SUMMER</b>	
Tradition: storytelling, Indigenous arts, canoeing, etc. Ceremony, protocols Fishing Gardening Harvesting: berries, syrup, herbs, medicine, wild rice, etc. Significance of moons Tanning, hide making Preservation: vegetables, berries, meat, fish Weather changes: hot, storms, rain, hail, lightening, thunder, floods	Summer Clothing Environment

**Explanations of Core, Bilingual, Immersion**

**Core:** is a second language program intended to enable students to communicate with some very basic communication skills. It is also important to foster a development of openness to cultural diversity. (Incidental, Daily Routine)

**Bilingual:** Bilingual programs, where in addition to Languages Arts (Kindergarten to Grade 12), the language is used for instruction in other courses up to a total of 50% of the school day, and

Language and Culture courses, where the language is studied to develop communication and intercultural and strategic skills, and to build an appreciation for the culture.

**Immersion:** is a language program with the goal of developing functionally bilingual students through teaching most of the curriculum with Cree/Dene as the language of instruction.

**Goals****Goal #1 Land**

Students will learn the principles of their local traditions and customs through the connections with the land and traditional ceremonies.

**Goal #2 Languages**

Students will learn their traditional language and understand the importance of knowing their language as part of their First Nations Identity. Students will use First Nations land-based materials and tools to develop their language in an academic setting.

**Goal #3 Relationships**

Students will understand that they belong to a family, school, and First Nations community, and use those relationships to gain an understanding of their traditional worldview to empower themselves to become healthy individuals.

**Goal #4 Culture**

Students will look at the traditional and contemporary lifestyles of First Nations people and learn to use those teachings and language from their ancestors to appreciate and understand their cultural identity.

## Language Teaching Strategies

**Total Physical Response (TPR):** Total physical response (TPR) is a language teaching method developed by James Asher. It is based on the coordination of language and physical movement.

**Direct Acquisition:** All teaching is done in the target language, grammar is taught inductively. There is a focus on speaking and listening, and only useful 'everyday' language is taught.

**Teaching Proficiency through Reading and Storytelling (TPR-S):** TPRS focuses on the use of the most commonly-used words and phrases and use them in stories, conversations and other activities so that everything that is talked about in the language is understood by the students.

**Accelerated Second Language Acquisition Method (ASLA):** ASLA is a method that was created by Dr. Neyooxet Greymorning. Accelerated Second Language Acquisition (ASLA) is a language teaching method utilizing visuals. Phrases and sentences are progressively introduced and repetition is a key factor in understanding and comprehending the language.

**Mentor-Apprentice:** The Mentor-Apprentice Program supports one-on-one teams of a language mentor and apprentice to complete a given number of hours of language immersion work over a period of time.

**Language Nest:** Language nests, an immersion-based approach to language revitalization, originated in New Zealand in 1982 as a part of the Māori language revival. The term "language nest" is a translation of the Māori phrase kōhanga reo.

## Adaptive Dimension

Provides flexibility to correspond to the diversity of situations in which Indigenous languages are taught and helps to accommodate the differences in language ability and learning styles within each classroom.

### Four Levels of Language Learning

Pre Production	Early Production	Speech Emergence	Intermediate Fluency & Advanced Fluency
Use of visual aids and gestures	Engage learners in charades and linguistic guessing games	Conduct group discussions	Sponsor learner panel discussions on thematic topics*
Slow speech emphasizing key words	Do role-playing activities	Use skits for dramatic interaction	Have students identify a social issue and defend their position*
Do not force oral production	Present open-ended sentences	Have learners fill out forms and applications*	Promote critical analysis and evaluation of pertinent issues
Write key sentences on the board with learners copying them as they are presented	Promote open dialogues	Assign writing compositions	Assign writing tasks that involve writing, rewriting, editing, critiquing written examples*
Use pictures and manipulatives to help illustrate concepts	Conduct learner interviews with the guidelines written out	Have learners write descriptions of visuals and props	Encourage critical interpretation of stories, legends, and poetry*
Use multimedia language role models	Use charts, tables, graphs, and other conceptual visuals	Use music, TV, and radio with class activities	Have learners design questions, directions, and activities for others to follow
Use interactive dialogue journals	Use newspaper ads and other mainstream materials to encourage language interaction*	Show videos with cooperative groups scripting the visuals	Encourage appropriate storytelling
Encourage choral readings	Encourage partner and trio readings	Encourage solo readings with interactive comprehension checks*	
Use Total Physical Response (TPR) techniques			

\*It is important to structure activities that are age and linguistically appropriate.

<http://www.ascd.org/publications/books/108052/chapters/The-Stages-of-Second-Language-Acquisition.aspx>

**Degrees of Learner Support**

Learners are given much scaf

folded support during their initial exposure to language learning. This gradual release of responsibility from teacher to learner allows learners to experience early success with using the Indigenous language. Modeling is used to provide initial input, and teacher support is used to enable learners to function with varying degrees of support or scaffolding as they acquire the language knowledge, skills, and strategies needed to participate in language learning experiences.

- **Modeled** situations refer to the language provided by the teacher which is closely observed and copied by the learners.
- **Highly-structured** situations provide specific learning supports which allow no choice in language models used by the learners in a large group sharing situation.
- **Structured** situations provide specific learning supports which allow limited choice in language models used by the learners in a large group sharing situation.
- **Semi-structured** situations provide learning supports in open ended learning situations. Learners are able to make choices from the language models provided as they learn to express themselves in a large group sharing situation.
- **Guided** situations still provide teacher support to the learners, however, learners are given more responsibility in functioning on their own for very short periods in pairs or in small groups.
- **Semi-guided** situations provide less teacher support, but the teacher is still available to provide support when required. Learners are beginning to rely less on scaffolding provided by the teacher as they use language in pairs or in small groups.
- **Independent** situations require that learners function on their own to make choices based on familiar material, and to select appropriate language to communicate their own original messages.

**Shared Beliefs**

All students can achieve high standards.

All Teachers can teach to high standards.

High expectations and early intervention are necessary.

Teachers and students need to be able to articulate why and how they teach and learn as they do.

**Student Empowerment**

I am ready to learn.

I am valued.

I belong.

I am successful.

I am preparing for my future. MLTC Office of Education will:

Respect and honor the nine Meadow Lake First Nations Culture, Language, Traditions, Knowledge, and Values.

Encourage pride and enhance their unique Culture and Languages.

Support Elders and the community at large through their contributions to the educational system.

Initiate holistic education which will include the development and balance of the whole person through Emotional, Spiritual, Mental and Physical aspects of life through Land, Languages, Relationships and Culture.

**World View****Nēhiywak World View**

Interconnectedness with all parts of life is the fundamental belief of First Nations people. We make many connections to the land and how everything is connected in one form or another through the Circle of Life. The Nēhiywak Worldview is to live in harmony with all created things and to ensure that all is in balance with one another. The Nēhiywak worldview considers all things of the natural world to have a spirit connection which are equally valued. Our structure was based on the natural surroundings.

**The Denesūliné World View**

In the beginning, every living thing on earth could speak the same language. Every part of the earth is sacred and so everyone was equal: every pine needle, every shore, and every mist in the forest, every animal, every fish, and every man, woman and child.

We are all part of the earth and the earth a part of us. Our Elders tell us that in the beginning animals and man were not differentiated, we had to think like an animal, in order to survive on the harsh land. Our Denesūliné world view that dominated our society for thousands of years has now accompanied the social changes of the world we live in, so the two are inseparable. The Denesūliné world view of their ancestors had a different structure, it was based on the natural world of animals, ecology, aquatic being and natural elements; fire, wind, sky and water. The elders tell us to be sensitive to these elements. (Dene Language Retention Committee, 2004)

**Nēhiywak/Denesūliné Values**

Our world views shape us to become who we are as First Nations people. It is our guiding principles and beliefs that set us apart from other cultural groups. We encourage our teachers and educators to use those value teachings that were passed on from our ancestors as a basis for value teachings in this curriculum. As a teacher in a First Nation's Community you are encouraged to consult, use and incorporate values from these documents. However it is of paramount importance that you incorporate the World Views, traditions and practices that are the core of the community you are teaching in.

**Nēhiywak Values teachings**

Tipi Teachings

Seven Sacred Teaching

Circle of Courage

Cree Law

**Denesųliné Value Teachings**

Dene Laws

**Nēhiywak/Denesųliné Pedagogy****Oral Tradition**

Both the Nēhiywak and Denesųliné passed on teachings through Oral Tradition. Much of culture, and namely ceremonies and traditions, were passed on through oral tradition. Our ancestors practiced oral tradition to pass down stories, teachings, knowledge and wisdom. Our oral history include countless stories of creation of the world and how it came to be. We use these stories to practice and continue to be respectful of the land and the relationship we have with it.

MLTC encourages the use of oral tradition by inviting Elders into the classroom to tell those stories to our children. We also promote the use of oral teachings as it is our belief that when the students hear the language it makes it much easier to learn the language. Children need to hear that language in every setting.

**Elders Protocol**

Elder protocol differ slightly from First Nation to First Nation. The following are commonalities of the process or steps that you should consider asking about prior to an Elder visiting the classroom;

Finding out who the Elders are in the community and if an Elders committee is in existence. (If not in existence contact the local band offices)

Contacting the Chair of the Elder's committee or Chief and Council Portfolio holder as to what is needed.

- Offering of Tobacco
- Honoraria
- Providing information as to what is required of the Elder prior to visit
- Elders in Residence Program

The Elders' in Residence dedicate the majority of their time supporting and encouraging Aboriginal students and providing a cultural connection to them on their cultural journey. MLTC is committed to create an Elder's program that we are able to follow and look to for guidance when having Elders in the classroom.

**Outcomes**

As defined by the Ministry of Learning (2010) Outcomes define what a student is expected to know and be able to do at the end of the grade or Secondary Level course. Therefore, all curriculum outcomes are required. Indicators clarify the breadth and depth of each outcome.

**Indicators**

Indicators are examples of ways that students might be asked to demonstrate achievement of an outcome. They serve as examples of the type of evidence that teachers would accept to determine the extent to which students have achieved the desired learning results. The set of indicators provided in the curriculum for an outcome:

- provides the intent (depth and breadth) of the outcome
- tells the story, or creates a picture, of the outcome
- defines the level and types of knowledge intended by the outcome
- is not a checklist or prioritized list of instructional activities or prescribed assessment items

Ministry of Learning 2010

**Land Based Education**

Teachers are encouraged to meet outcomes through land based activities. Taking the students out on the land is key to learn the ways of life of our ancestors. Combine land-based activities and connecting to outcomes provide students with a strong learning experience.



**Goal #1 Land**

**Students will learn the principles of their local traditions and customs through the connections with the land and traditional teachings.**

**Indigenous Way(s) of Knowing: All Living Things are Interconnected**  
**Life Science: Needs and Characteristics of Living Things****Outcomes**

*It is expected that learners will:*

**SCK.1.1**

Using Indigenous languages learn and understand First Nations traditions by the teaching of First Nations Values and/or laws with (add space)relationships to the land, air, water and living things in their environment.

**Correlations:**

Saskatchewan Curriculum

Life Science: Living things in our Environment (LTKK.1)

**Teaching Treaties in the Classroom:****Indicators**

*It is expected that learners will:*

**Life Science**

- a. Pose questions about observable characteristics of plants and animals such as "Do all animals have four legs?", "How do fish breathe?", "Are all plants green?", and "Do plants breathe?"
- b. Record with assistance, observable characteristics of plants, animals, and people found at school, home, or in the community, using terminology and language that others understand.
- c. Seek out information about the observable characteristics of plants, animals, and people from a variety of sources, such as family members, friends, Elders, knowledge keepers, and scientists.
- d. Select and safely use appropriate tools such as a hand lens (i.e., magnifying glass) and digital camera to observe plants and animals in the local environment.
- e. Show respect for the needs of other people, other living things, and the environment when observing and interacting with living things (e.g., show concerns for other students' feelings, care for living things that are kept in their classroom, and willingly suggest how we

can protect the environment).

- f. Explore portrayals of plants, animals, and people through stories and artwork from various cultures, including First Nations and Métis.
- g. Share stories and observations of plants, animals, and people in the local environment with classmates or others.
- h. Identify similarities and differences in observable characteristics among different plants, among different animals, and among different people.
- i. Sort and classify pictures and drawings of plants, animals, and people using student-developed criteria.
- j. Create visual, dramatic, and/or multimedia representations of the characteristics of a student-selected plant or animal to share with classmates and others.

**Suggested Activities:**

- Pond study
- Lake Study
- River Study
- Nature walks

**Goal #1 Land**

**Students will learn the principles of their local traditions and customs through the connections with the land and traditional teachings.**

**Indigenous Way(s) of Knowing: The Natural Environment changes through Seasonal and Weather Patterns**  
**Earth and Space Science: Exploring Our Natural Surroundings**

**Outcomes**

*It is expected that learners will:*

**SCK.1.2**

Using Indigenous way(s) of knowing, explore features of their natural surroundings including changes to those surroundings over time.

**Correlations:****Saskatchewan Curriculum**

Earth and Space Science:  
Exploring our Natural  
Surroundings (NSK.1)

**Indicators**

*It is expected that learners will:*

**Earth and Space Science**

- a. Pose questions related to features of their local surroundings such as "Where did the rain water go?", "Why is some snow harder than other snow?", and "Is a grain of sand a rock?"
- b. Gather and record information about characteristics of their natural surroundings using all of their senses and technologies such as digital cameras, audio recorders, video recorders, and sketchpads.
- c. Describe and illustrate features of their local surroundings such as soil type and texture, weather conditions presence of water in various forms and states, and landform types.
- d. Identify, with guidance, changes in one or more aspects of their natural surroundings over a given time interval.
- e. Suggest ways in which human activities intentionally or unintentionally cause changes to natural surroundings.
- f. Respond to and acknowledge the ideas

of classmates and others such as traditional knowledge keepers and conservation officers who provide information about our natural surroundings.

g. Communicate ideas, actions, experiences, and understandings of patterns and cycles in the natural world with others using charts, displays, videos, stories, or other artistic representations.

**Teaching Treaties in the Classroom****Suggested Activities:**

- Seasonal Patterns (cycles)
- Seasonal Plants and Animals
- Hunting (Moose, Duck)
- Harvesting
- Snaring (Rabbits)
- Setting Nets
- Fishing (ice, off shore, snare fishing)
- Plants
- Medicine Wheel

**Goal #1 Land**

**Students will learn the principles of their local traditions and customs through the connections with the land and traditional teachings.**

**Indigenous Way(s) of Knowing:** Indigenous people relied on the migration pattern and seasonal cycles for food.

**Physical Science:** Observing Forces and Energy

**Outcomes**

*It is expected that learners will:*

**SCK.1.3**

Investigate Indigenous ways of knowing by examining the effects of physical forces, magnetic forces, light energy, sound energy, and heat energy, on objects in their environment.

**Correlations:  
Saskatchewan Curriculum**

Saskatchewan Curriculum  
Physical Science: Observing  
Forces and Energy (FEK.1)

**Indicators**

*It is expected that learners will:*

**Earth and Space Science**

- a. Investigate how applying or removing physical and magnetic forces of varying intensity can cause objects in their environment to move, stop moving, stay at rest, or change direction.
- b. Predict and test the results of applying physical and magnetic forces, including friction, to an object or removing forces from an object.
- c. Describe the effects of applying forces of varying intensity on various objects using personal language such as "it moved", "it stopped", and "it changed direction".
- d. Observe the effects of magnets on a variety of metallic and non-metallic objects and sort those objects based on their attraction to magnets.
- e. Identify natural and artificial sources of light, sound, and heat in their environment.
- f. Conduct simple investigations into the effects of light, sound, and heat on different objects, including self, through free exploration, focused exploration, and guided activity using inquiry skills.
- g. Describe personal observations of the effects of light, sound, and heat energy on objects, including self, using stems such as I see, I hear, it feels, it smells, and it tastes (when safe and appropriate to do so).

- h. Predict effects of the removal of light, sound, and/or heat from their environment.

**Teaching Treaties in the Classroom****Suggested Activities:**

- Stories of the sky
- Indigenous astronomy
- Sounds of nature
- Senses

**Goal #1 Land**

**Students will learn the principles of their local traditions and customs through the connections with the land and traditional teachings.**

**Indigenous Way(s) of Knowing:** Indigenous people of the past used objects and materials from nature to prepare food, clothe themselves and transport themselves.

**Physical Science: Materials and Objects****Outcomes**

*It is expected that learners will:*

**SCK.1.4**

Through Indigenous ways of knowing, investigate observable characteristics of familiar objects and materials in their environment.

**Correlations:**

**Saskatchewan Curriculum**

**Indicators**

*It is expected that learners will:*

**Physical Science**

- a. Pose questions about characteristics of objects and materials that lead to exploration and investigation.
- b. Identify different materials that make up familiar objects found in their learning environment.
- c. Differentiate between objects and the

Saskatchewan Curriculum  
Physical Science: Materials  
and Objects (MOK.1)

materials used to construct the object.

- d. Identify observable characteristics of materials, such as colour, texture, and odour, and observable characteristics of objects, such as shape, size, and weight.
- e. Explore how materials may change as a result of processes such as cutting, gluing together, heating, cooling, folding, and pouring them into different containers.
- f. Sequence or group objects and materials according to one or more student-selected criteria.
- g. Discuss how familiar objects are designed to meet human needs.
- h. Identify and explore ways to use appropriate tools safely to help carry out a variety of useful tasks such as stapling, measuring, hammering, gluing, and cooking.
- i. Explain how tools and other objects are designed to meet human needs.

**Suggested Activities:**

- Snowshoeing
- Canoeing
-

**Goal #2 Languages**

**Students will learn their traditional language and understand the importance of knowing their language as part of their First Nations Identity. Students will use**

**First Nations land-based materials and tools to develop their language in an academic setting.**

**Indigenous Way(s) of Knowing: Indigenous peoples relied on storytelling to pass on knowledge.**

**Language Arts: Assess and Reflect on Language Abilities**

**Outcomes**

*It is expected that learners will:*

**LK.2.1**

Through Indigenous ways of knowing, children will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers, and set goals for future improvement.

**Indicators**

*It is expected that learners will:*

**Languages**

- a. Identify viewing, listening, emerging "reading", speaking, emerging "writing", and other representing strategies.
- b. Explain new strategies to peers and teacher.
- c. Attempt new strategies and determine what strategies are effective.
- d. Listen to and consider feedback given.

**Correlations:**

**Saskatchewan Curriculum**

ARK.1 English Language Arts-Assess and Reflect on Language Abilities

**Suggested Activities:**

- Create co-constructed charts on what good listeners do, good viewers do, what good readers do, what good representors do, what good writers do

**Goal #2 Languages**

**Students will learn their traditional language and understand the importance of knowing their language as part of their First Nations Identity. Students will use First Nations land-based materials and tools to develop their language in an academic setting.**

**Indigenous Way(s) of Knowing:** Indigenous peoples relied on storytelling to pass on knowledge.

**Language Arts: Assess and Reflect on Language Abilities**

**Outcomes**

*It is expected that learners will:*

**LK.2.2**

Using Indigenous ways of knowing, reflect and talk about new learning.

**Correlations:**

**Saskatchewan Curriculum**

AR1.2 (English Language Arts-Assess and Reflect on Language Abilities)

**Indicators**

*It is expected that learners will:*

**Languages**

- a. Identify viewing, listening, emerging "reading", speaking, emerging "writing", and other representing strategies.
- b. Explain new strategies to peers and teacher.
- c. Attempt new strategies and determine what strategies are effective.
- d. Listen to and consider feedback given.

**Suggested Activities:**

- Indigenous Storytelling
- Rock Storytelling

- TPR
- ASLA

### Goal #2 Languages

**Students will learn their traditional language and understand the importance of knowing their language as part of their First Nations Identity. Students will use First Nations land-based materials and tools to develop their language in an academic setting.**

**Indigenous Way(s) of Knowing: Indigenous peoples relied on storytelling to pass on knowledge.**

**Language Arts: Compose and Create**

#### **Outcomes**

*It is expected that learners will:*

#### **LK.2.3**

Through Indigenous ways of knowing, compose and create various visual, multimedia, oral, and written texts that explore and present thoughts, ideas, and experiences.

#### **Correlations: Saskatchewan Curriculum**

CCK.1 (English Language Arts-Compose and Create)

#### **Indicators**

*It is expected that learners will:*

#### **Languages**

- Compose and create a variety of texts that address identity (e.g., exploring interests), community (e.g., belonging), and social responsibility (e.g., contributing).
- Contribute ideas and experiences and consider the ideas of others.
- Share information and ideas with a group.
- Explore ideas and information to make sense of experiences.

**Suggested Activities:**

- All about Me
- My Community
- Values Teachings (medicine wheel, tipi teachings, Cree law, Dene law)
- Storytelling
- TPR
- ASLA

**Goal #2 Languages**

**Students will learn their traditional language and understand the importance of knowing their language as part of their First Nations Identity. Students will use First Nations land-based materials and tools to develop their language in an academic setting.**

**Indigenous Way(s) of Knowing:** Indigenous peoples relied on storytelling to pass on knowledge.

**Language Arts: Compose and Create**

**Outcomes**

*It is expected that learners will:*

**LK.2.4**

Using traditional stories, use and construct symbols, pictures, and dramatizations to communicate feelings and ideas in a variety of ways.

**Correlations:****Indicators**

*It is expected that learners will:*

**Languages**

- a. Use imagination to communicate when appropriate.
- b. Use the appropriate strategies to communicate meaning:
  - find ideas to explore (before)
  - tell a story about self (during)
  - add detail (after).

**Saskatchewan Curriculum**

CCK.2 (English Language Arts-Compose and Create)

- c. Use language cues and conventions to construct and communicate meaning:
  - use and apply the different functions of language (pragmatic)
  - tell or dramatize a story using own words and appropriate gestures (pragmatic)
  - use different sentence patterns (syntactic)
  - manipulate sounds and words in shared, guided, and independent activities (lexical/semantic)
  - explore sounds and rhymes (graphophonic)
  - use various tools and techniques to represent ideas (other cues and conventions).
- d. Combine words and images to make meaning.
- e. Create a story about self and family.
- f. Incorporate story elements in representations.
  
- g. Demonstrate knowledge of upper and lower case letters; show awareness of the first place position of a capital letter in words; notice the use of punctuation marks and try them out in own communication.
- h. Express ideas and feelings using wood, blocks, clay, and natural materials.
- i. Interpret characters through drawing, talking, play, and drama.
- j. Represent stories through pictures, dictation, physical movement, and play and describe/explain their symbols, pictures, and dramatizations.

**Suggested Activities:**

- Trickster Stories
- Legends
- Rock Stories
- Pictographs
- TPR
- ASLA

**Goal #2 Languages**

Students will learn their traditional language and understand the importance of knowing their language as part of their First Nations Identity. Students will use First Nations land-based materials and tools to develop their language in an academic setting.

**Indigenous Way(s) of Knowing:** Indigenous peoples relied on storytelling to pass on knowledge.

**Language Arts:** Compose and Create

**Outcomes**

*It is expected that learners will:*

**Indicators**

*It is expected that learners will:*

**LK.2.5**

Use oral tradition and oral language to converse, engage in play, express ideas, and share personal experiences.

**Correlations:**  
**Saskatchewan Curriculum**

CCK.3 (English Language Arts-Compose and Create)

**Languages**

- a. Use oral language to engage in exploratory and imaginative play:
  - create play situations
  - interpret peer's response to ideas
  - explain idea for play
  - play co-operatively with other children
  - express suggestions given by playmate.
- b. Use the appropriate strategies to communicate meaning when speaking:
  - find ideas to explore (before)
  - tell a story about self (during)
  - add detail (after).
- c. Use language cues and conventions to construct and communicate meaning when speaking:
  - use and apply the different functions of language (pragmatic)
  - tell or dramatize stories using own words and appropriate gestures (textual)
  - use different sentence patterns (syntactic)
  - manipulate sounds and words in shared, guided, and independent activities (lexical/semantic)
  - explore sounds and rhymes (graphophonic)
- use various tools and techniques to represent ideas (other cues and conventions).

d. Converse on personal experiences,

preferences, and topics of interest:

- talk to peers about likes and dislikes
- express interest in different topics
- share significant items from home and community
- relate events to teacher
- initiate conversations
- ask politely to borrow something
- take part in group activities such as circle or story time
- share stories in large or small groups
- share poems, rhymes, songs, and finger plays.

**Suggested Activities:**

- Oral stories
- Indigenous legends
- TPR
- ASLA

**Goal #2 Languages**

**Students will learn their traditional language and understand the importance of knowing their language as part of their First Nations Identity. Students will use First Nations land-based materials and tools to develop their language in an academic setting.**

**Indigenous Way(s) of Knowing: Indigenous peoples relied on storytelling to pass on knowledge.**

**Language Arts: Compose and Create**

**Outcomes**

*It is expected that learners will:*

**LK.2.6**

Using Indigenous ways of knowing, create messages using a combination of pictures, symbols, and letters.

**Correlations:****Saskatchewan Curriculum**

CCK.4 (English Language Arts-Compose and Create)

**Indicators**

*It is expected that learners will:*

**Languages**

- a. Experiment with drawing, scribbling, letters, and temporary spelling to convey ideas.
- b. Use the appropriate strategies to communicate meaning when "writing":
  - find ideas to explore (before)
  - tell story about self (during)
  - add detail (after).
- c. Use language cues and conventions to construct and communicate meaning when "writing":
  - use and apply the different functions of language (pragmatic)
  - tell or dramatize stories using own words and appropriate gestures

(textual)

- use different sentence patterns (syntactic)
- manipulate sounds and words in shared, guided, and independent activities (lexical/semantic)
- explore sounds and rhymes (graphophonic)
- use various tools and techniques to represent ideas (other cues and conventions).

d. Attempt to copy letters or words from the environment to express ideas or understanding.

e. Share experiences, feelings, and thoughts with a scribe.

f. Write as part of play.

g. Tell others about the intended meaning of drawings and writings.

h. Dictate a story based on a representation that needs to be explained in writing.

**Suggested Activities:**

- Oral stories
- Indigenous legends
- Pictographs
- TPR
- ASLA

**Goal #2 Languages**

**Students will learn their traditional language and understand the importance of knowing their language as part of their First Nations Identity. Students will use First Nations land-based materials and tools to develop their language in an academic setting.**

**Indigenous Way(s) of Knowing:** Indigenous peoples relied on storytelling to pass on knowledge.

**Language Arts: Comprehend and Respond****Outcomes**

*It is expected that learners will:*

**LK.2.7**

Using Indigenous ways of knowing, comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity, community, and social responsibility.

**Correlations:  
Saskatchewan Curriculum**

CRK.1 (English Language Arts-Comprehend and Respond)

**Indicators**

*It is expected that learners will:*

**Languages**

- a. View, listen to, comprehend, and respond to a variety of texts that address identity.
- b. Make connections among oral language and personal experiences.
- c. Share personal experiences and family traditions related to texts.
- d. Relate aspects of stories and information to personal feelings and experiences.
- e. Use illustrations, photographs, video programs, objects, and auditory cues to understand ideas and information.
- f. Relate a personal experience as a result of a picture, photograph, or model.
- g. Satisfy natural curiosity by engaging in inquiry:
  - wonder about new ideas and observations
  - discuss personal knowledge of a topic
  - ask questions to satisfy personal curiosity and information needs
  - identify self and others as sources of information
  - seek information from others including people at school, at home, and in the community including Elders and Knowledge Keepers
  - compare gathered ideas and

- information to personal knowledge
- share learning and information-gathering experiences
- compose with a scribe
- indicate whether or not information is useful for answering questions.

**Suggested Activities:**

- Trickster Stories
- Legends
- Rock Stories
- Pictographs
- TPR
- ASLA

**Goal #2 Languages**

**Students will learn their traditional language and understand the importance of knowing their language as part of their First Nations Identity. Students will use First Nations land-based materials and tools to develop their language in an academic setting.**

**Indigenous Way(s) of Knowing: Language is an Inherent Right given to us by the creator.**

**Language Arts: Comprehend and Respond**

**Outcomes**

*It is expected that learners will:*

**Indicators**

*It is expected that learners will:*

**LK.2.8**

Using Indigenous ways of knowing and Indigenous languages, view and interpret the basic message of visuals and objects in a variety of texts including models, photographs, dramas, dance creations, and videos.

**Correlations:  
Saskatchewan Curriculum**

CRK.2 (English Language Arts-Comprehend and Respond)

**Languages**

- a. Identify key idea(s) and purpose of pictures, graphics, models, and photographs.
- b. Use strategies to construct and confirm meaning when viewing:
  - make connections to background knowledge (before)
  - identify important ideas and events (during)
  - recall (after).
- c. Understand and apply language cues and conventions to construct and confirm meaning when viewing:
  - recognize the variations of language use at home, on the playground, and in the classroom (pragmatic)
  - describe characteristics of fiction texts (textual)
  - develop a sense of sentence (syntactic)
  - show curiosity in words and their sounds (lexical/semantic)
  - develop phonological awareness (graphophonic)
  - recognize how gestures and body language communicate part of the message (other cues and conventions).
- d. Volunteer personal experiences and feelings prompted by various visuals.
- e. Identify supporting details.
- f. Compare similarities and differences such as colour, type of visual, and object

placement between various texts such as pictures, photographs, and 3-D models.

- g. Interpret emotions portrayed in visual texts including models, photographs, dramas, dance creations, and video programs.
- h. Describe the visual texts and give reasons for liking/disliking them.
- i. View and interpret key aspects including arrangement and facial expression by interpreting the following questions:
  - What are the objects or facts in the picture?
  - What do the objects or facts tell you?
  - How are the objects arranged in the visual?
  - Why are these objects placed in this way?
  - How do the objects help the story or fact?
  - What are the characters doing?
- j. Compare different authors/illustrations considering the illustration or art work and interesting details.

**Suggested Activities:**

- Trickster Stories
- Legends
- Rock Stories
- Pictographs
- TPR
- ASLA

**Goal #2 Languages**

**Students will learn their traditional language and understand the importance of knowing their language as part of their First Nations Identity. Students will use First Nations land-based materials and tools to develop their language in an academic setting.**

**Indigenous Way(s) of Knowing: Language is an Inherent Right given to us by the creator.**

**Language Arts: Comprehend and Respond****Outcomes**

*It is expected that learners will:*

**LK.2.9**

Using Indigenous ways of knowing and Indigenous languages, listen, comprehend, and respond to gain meaning in oral texts.

**Correlations:****Saskatchewan Curriculum**

CRK.3 (English Language Arts-Comprehend and Respond)

**Indicators**

*It is expected that learners will:*

**Languages**

- a. Listen attentively to others and respond appropriately.
- b. Use strategies to construct and confirm meaning when listening:
  - make connections to background knowledge (before)
  - identify important ideas and events (during)
  - recall (after).
- c. Understand and apply language cues and conventions to construct and confirm meaning when listening:
  - recognize the variations of language use at home, on the playground, and in the classroom (pragmatic)
  - describe characteristics of fiction texts (textual)
  - develop a sense of sentence (syntactic)

- show curiosity in words and their sounds (lexical/semantic)
- develop phonological awareness (graphophonic)
- recognize how gestures and body language communicate part of the message (other cues and conventions).

d. Follow simple directions correctly and independently (e.g., Please put away your crayons and put your picture on the shelf.) and remember instructions given earlier.

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

f. Listen for different purposes (e.g., to retell, to direct others, for enjoyment).

g. Identify important information.

h. Ask questions for clarification, and make comments relevant to the topic.

i. Connect story events and own experience.

j. Engage in conversations with others in an exchange of ideas, comments, or questions.

**Suggested Activities:**

- Trickster Stories
- Legends
- Rock Stories
- Pictographs
- TPR
- ASLA

**Goal #2 Languages**

**Students will learn their traditional language and understand the importance of knowing their language as part of their First Nations Identity. Students will use First Nations land-based materials and tools to develop their language in an academic setting.**

**Indigenous Way(s) of Knowing: Language is an Inherent Right given to us by the creator.**

**Language Arts: Comprehend and Respond****Outcomes**

*It is expected that learners will:*

**LK.2.10**

Using Indigenous ways of knowing and Indigenous languages, comprehend, retell, and respond to basic ideas in stories, poems, songs, and informational texts read to them.

**Correlations:  
Saskatchewan Curriculum**

CRK.4 (English Language Arts-Comprehend and Respond)

**Indicators**

*It is expected that learners will:*

**Languages**

- a. Demonstrate an awareness that communication can occur through visuals and print texts (including First Nations and Métis texts).
- b. Use strategies to construct and confirm meaning when "reading":
  - make connections to background knowledge (before)
  - identify important ideas and events (during)
  - recall (after).
- c. Understand and apply language cues and conventions to construct and confirm

meaning when viewing, listening, and "reading":

- recognize the variations of language use at home, on the playground, and in the classroom (pragmatic)
- describe characteristics of fiction texts (textual)
- develop a sense of sentence (syntactic)
- show curiosity in words and their sounds (lexical/semantic)
- develop phonological awareness (graphophonic)
- recognize how gestures and body language communicate part of the

message (other cues and conventions).

- d. Demonstrate an interest in and knowledge about books and reading.
- e. Know where to look for the title and author/illustrator.
- f. Choose to read or look at books, and demonstrate knowledge of print, reading-like behaviours, and book-handling skills.
- g. Demonstrate an awareness that print is a permanent way of recording ideas.
- h. Create play situations from basic understandings of story text.
- i. Explain the main idea.
- j. Relate personal experiences, and represent responses through drama,

physical movement, music, drawings, and models.

**Suggested Activities:**

- Trickster Stories
- Legends
- Rock Stories
- Pictographs
- TPR
- ASLA

**Goal #2 Languages**

**Students will learn their traditional language and understand the importance of knowing their language as part of their First Nations Identity. Students will use First Nations land-based materials and tools to develop their language in an academic setting.**

**Indigenous Way(s) of Knowing: Indigenous peoples used different forms of calculating objects and time using the land**

**Mathematics: Numbers**

**Outcomes**

*It is expected that learners will:*

**N1.2.1**

Practice Numeracy concepts in different settings using Indigenous language and land-based materials;

**Indicators**

*It is expected that learners will:*

**Math-Numbers**

- a. State the whole number that comes after a given number, zero to nine.
- b. State the whole number that comes before a given number, one to ten.
- c. Recite the whole number names from a

Numbers

Say the whole number sequence by 1s starting anywhere from 0 to 10 and from 10 to 0.

given number to a stated number (forward - zero to ten, backward - ten to zero) using visual aids.

**Correlations:**  
**Saskatchewan Curriculum**

Numbers (K1.1)

**Suggested Activities:**

- Use land based manipulatives (pinecones, leaves, sticks, rocks, shells, feathers)

**Goal #2 Languages**

**Students will learn their traditional language and understand the importance of knowing their language as part of their First Nations Identity. Students will use First Nations land-based materials and tools to develop their language in an academic setting.**

**Indigenous Way(s) of Knowing: Indigenous peoples used different forms of calculating objects and time using the land**  
**Mathematics: Numbers**

**Outcomes**

*It is expected that learners will:*

**Indicators**

*It is expected that learners will:*

**NK.2.2**

Practice Numeracy concepts in different settings using Indigenous language and land-based materials; Numbers

Recognize, at a glance, and name familiar arrangements of 1 to 5 objects, dots, or pictures.

**Math-Numbers**

- a. Look briefly at a given familiar arrangement of 1 to 5 objects or dots, and identify the whole number that represents the number of objects or dots without counting.
- b. Identify the whole number that represents an arrangement of objects, dots, or pictures on a five frame.

**Correlations:  
Saskatchewan Curriculum**

Numbers (NK.2)

**Suggested Activities:**

- Use land based manipulatives

**Goal #2 Languages**

**Students will learn their traditional language and understand the importance of knowing their language as part of their First Nations Identity. Students will use First Nations land-based materials and tools to develop their language in an academic setting.**

**Indigenous Way(s) of Knowing: Indigenous peoples used different forms of calculating objects and time using the land**  
**Mathematics: Numbers**

**Outcomes**

*It is expected that learners will:*

**NK.2.3**

Practice Numeracy concepts in different settings using Indigenous language and land-based materials; Numbers

Relate a numeral, 0 to 10, to its respective quantity.

**Indicators**

*It is expected that learners will:*

**Math-Numbers**

- a. Construct or draw a set of objects corresponding to a given numeral.
- b. Identify the number of objects in a set.
- c. Hold up the appropriate number of fingers for a given numeral.
- d. Match numerals with pictorial representations.

**Correlations:**

**Saskatchewan Curriculum**

Numbers (NK.3)

**Suggested Activities:**

- Use land based manipulatives

**Goal #2 Languages**

**Students will learn their traditional language and understand the importance of knowing their language as part of their First Nations Identity. Students will use**

**First Nations land-based materials and tools to develop their language in an academic setting.**

**Indigenous Way(s) of Knowing: Indigenous peoples used different forms of calculating objects and time using the land**  
**Mathematics: Numbers**

**Outcomes**

*It is expected that learners will:*

**NK.2.4**

Practice Numeracy concepts in different settings using First Nations language and land-based materials; Numbers

Represent the partitioning of whole numbers (1 to 10) concretely and pictorially.

**Correlations:**  
**Saskatchewan Curriculum**

Numbers (NK.4)

**Indicators**

*It is expected that learners will:*

**Math-Numbers**

- a. Show a whole number in two parts, using fingers, counters, or other objects and name the number of objects in each part.
- b. Show a whole number in two parts, using pictures, and name the number of objects in each part.

**Suggested Activities:**

- Use land based manipulatives

**Goal #2 Languages**

**Students will learn their traditional language and understand the importance of knowing their language as part of their First Nations Identity. Students will use First Nations land-based materials and tools to develop their language in an academic setting.**

**Indigenous Way(s) of Knowing: Indigenous peoples used different forms of calculating objects and time using the land**  
**Mathematics: Numbers**

**Outcomes**

*It is expected that learners will:*

**NK.2.5**

Practice Numeracy concepts in different settings using land-based materials; Numbers

Compare quantities, 0 to 10, using one-to-one correspondence.

**Indicators**

*It is expected that learners will:*

**Math-Numbers**

- a. Construct a set to show more than, fewer than, or as many objects as in a given set of objects.
- b. Compare two sets through direct comparison, and describe the relationship between the sets using words such as: more, fewer, as many as, or the same number.

**Correlations:**  
**Saskatchewan Curriculum**

Numbers (NK.5)

**Suggested Activities:**

- Use land based manipulatives

**Goal #2 Languages**

Students will learn their traditional language and understand the importance of knowing their language as part of their First Nations Identity. Students will use First Nations land-based materials and tools to develop their language in an academic setting.

**Indigenous Way(s) of Knowing:** Indigenous peoples created many forms of patterns using land-based objects  
**Mathematics:** Patterns and Relations

**Outcomes**

*It is expected that learners will:*

**Indicators**

*It is expected that learners will:*

**PK.2.1**

Practice Numeracy concepts in different settings using Indigenous language, land-based materials and Indigenous designs; Patterns

Demonstrate an understanding of repeating patterns (two or three elements) by:

- identifying
- reproducing
- extending
- creating

patterns using manipulatives, sounds, and actions.

**Correlations:  
Saskatchewan Curriculum**

Patterns and Relations (PK.1)

**Math-Patterns and Relations**

- Distinguish between repeating patterns and non-repeating sequences by identifying the part that repeats.
- Copy a repeating pattern (e.g., action, sound, colour, size, shape, or orientation) and describe the pattern.
- Extend repeating patterns by two more repetitions.
- Create a repeating pattern, using manipulatives, musical instruments, or actions and describe the pattern.
- Identify and describe a repeating pattern in the classroom, the school, and outdoors (e.g., in a familiar song, in a nursery rhyme, in a game, on the street, on the playground).

**Suggested Activities:**

- Days of the Week
- Birthdays
- Seasons
- Months

**Goal #2 Languages**

**Students will learn their traditional language and understand the importance of knowing their language as part of their First Nations Identity. Students will use First Nations land-based materials and tools to develop their language in an academic setting.**

**Indigenous Way(s) of Knowing: Indigenous peoples used their own forms of measurement. Many concepts were relations to cycles.**

**Mathematics: Shape and Space**

### **Outcomes**

*It is expected that learners will:*

#### **SSK.2.1**

Practice Numeracy concepts in different settings using Indigenous language and land-based objects; Shape & Space

Use direct comparison to compare two objects based on a single attribute, such as:

- length including height
- mass
- volume
- capacity.

### **Indicators**

*It is expected that learners will:*

#### **Math-Shape and Space**

- a. Compare the length or height of two objects and explain how they compare using the words shorter, longer, taller, or almost the same.
- b. Compare the mass of two objects and explain how they compare using the words lighter, heavier, or almost the same.
- c. Compare the volume of two objects or capacity of two containers and explain how they compare using the words less, more, bigger, smaller, or almost the same.

### **Correlations: Saskatchewan Curriculum**

Shape and Space (SSK.2.1)

### **Suggested Activities:**

- Shapes in our natural surroundings
- Shape scavenger hunt

**Goal #2 Languages**

**Students will learn their traditional language and understand the importance of knowing their language as part of their First Nations Identity. Students will use First Nations land-based materials and tools to develop their language in an academic setting.**

**Indigenous Way(s) of Knowing: Indigenous peoples used their own forms of measurement. Many concepts were relations to cycles.**

**Mathematics: Shape and Space****Outcomes**

*It is expected that learners will:*

**SSK.2.2**

Practice Numeracy concepts in different settings using Indigenous language and land-based objects; Shape & Space

Sort 3-D objects using a single attribute.

**Indicators**

*It is expected that learners will:*

**Math-Shape and Space**

- a. Sort a set of familiar 3-D objects using a single attribute, such as size or shape, and explain the sorting rule.
- b. Determine the difference between two pre-sorted sets by identifying the sorting rule used to sort each of them.

**Correlations:**  
**Saskatchewan Curriculum**

Shape and Space (SSK.2.2)

**Suggested Activities:**

- Shapes in our natural surroundings
- Shape scavenger hunt

**Goal #2 Languages**

Students will learn their traditional language and understand the importance of knowing their language as part of their First Nations Identity. Students will use First Nations land-based materials and tools to develop their language in an academic setting.

**Indigenous Way(s) of Knowing:** Indigenous peoples used their own forms of measurement. Many concepts were relations to cycles.

**Mathematics: Shape and Space**

**Outcomes**

*It is expected that learners will:*

**Indicators**

*It is expected that learners will:*

**SSK.2.3**

Practice Numeracy concepts in different settings using Indigenous language and land-based objects; Shape & Space

Build and describe 3-D objects.

**Correlations:  
Saskatchewan Curriculum**

Shape and Space (SSK.2.3)

**Math-Shape and Space**

- a. Select 2-D shapes from a set of 2-D shapes to reproduce a composite 2-D shape.
- b. Select 3-D objects from a set of 3-D objects to reproduce a composite 3-D object.
- c. Predict and select the 2-D shapes used to produce a composite 2-D shape, and verify by deconstructing the composite shape.
- d. Predict and select the 3-D objects used to produce a composite 3-D object, and verify by deconstructing the composite object.

**Suggested Activities:**

- Shapes in our natural surroundings
- Shape scavenger hunt

**Goal #3 Relationships**

**Students will understand that they belong to a family, school, and First Nations community, and use those relationships to gain an understanding of their traditional worldview to empower themselves to become healthy individuals.**

**Indigenous Way(s) of Knowing:** Indigenous worldviews see the whole person as interconnected to land and relationships to others.

**Social Studies: Interactions and Interdependence**

**Outcomes**

*It is expected that learners will:*

**INK.3.1**

Using Indigenous way(s) of knowing: demonstrate an understanding of similarities and differences among individuals in the classroom.

**Correlations:  
Saskatchewan Curriculum**

Interactions and  
Interdependence (INK.1)

**Indicators**

*It is expected that learners will:*

**Social Studies**

- a. Identify and categorize the attributes that make an individual unique.
- b. Identify and categorize factors that individuals have in common, including basic physical needs of all people.
- c. Explore and describe various ways in which people meet their needs, and describe how these ways are similar and different.

**Suggested Activities:**

- All About me
-

**Goal #3 Relationships**

**Students will understand that they belong to a family, school, and First Nations community, and use those relationships to gain an understanding of their traditional worldview to empower themselves to become healthy individuals.**

**Indigenous Way(s) of Knowing: Knowledge was passed down through songs, dances, story-telling, traditions, values and beliefs.**

**Social Studies: Interactions and Interdependence**

**Outcomes**

*It is expected that learners will:*

**INK.3.2**

Using Indigenous ways of knowing, describe the diversity of groups represented in the classroom.

**Correlations:  
Saskatchewan Curriculum**

Interactions and Interdependence (INK.2)

**Indicators**

*It is expected that learners will:*

**Social Studies**

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

storytellers, classmates, members of activity groups to which children belong).

**Suggested Activities:**

- Arts
- Foods
- Languages
- Clothing
- Celebrations
- Treaties

**Goal #3 Relationships**

**Students will understand that they belong to a family, school, and First Nations community, and use those relationships to gain an understanding of their traditional worldview to empower themselves to become healthy individuals.**

**Indigenous Way(s) of Knowing:** Indigenous peoples have an inherent right to the land.

**Social Studies: Dynamic Relationships**

**Outcomes**

*It is expected that learners will:*

**Indicators**

*It is expected that learners will:*

**DRK.3.1**

Using traditional territories, describe the spatial relationships among people, places, and environments.

**Correlations:  
Saskatchewan Curriculum**

Dynamic Relationships (DRK.1)

**Social Studies**

- a. Demonstrate understanding of personal directions (e.g., left/right, up/down, front/back) and relative location (e.g., near/far, above/below).
- b. Indicate the relative position of earth below and sky above.
- c. Recognize that some cultural groups describe earth and sky according to traditional spiritual beliefs (e.g., Mother Earth, Creator, Heaven, God, Odin, The Dagda, Tangaroa).
- d. Identify cardinal directions (north, south, east, and west) on a simple map, when in the classroom, and on the playground.
- e. Locate and name places in the school and playground, and illustrate their functions (e.g., water fountain, washroom, library, playground equipment).
- f. Describe characteristics of the local physical environment, including natural (e.g., plains, forests, lakes, rivers) and constructed elements (e.g., buildings, roads, farms).
- g. Explore the world beyond the immediate environment, through stories of personal travels, recollection of books and other narratives, and various map representations (including a map of the

local community, the province, the nation, and a globe).

**Suggested Activities:**

- Life Cycles of People
- Family Trees
- Sky Stories
- Connections to land

**Goal #3 Relationships**

**Students will understand that they belong to a family, school, and First Nations community, and use those relationships to gain an understanding of their traditional worldview to empower themselves to become healthy individuals.**

**Indigenous Way(s) of Knowing:** Indigenous peoples have an inherent right to the land.

**Social Studies: Dynamic Relationships**

**Outcomes**

*It is expected that learners will:* *It is expected that learners will:*

**Indicators**

**DRK.3.2**

Using treaty relationships, explore examples of promises made through actions and words, and why it is important to keep promises.

**Correlations:**  
**Saskatchewan Curriculum**

Dynamic Relationships (DRK.2)

**Social Studies**

- a. Identify situations where a promise has been made in personal stories, recollection of books, and other narratives.
- b. Describe the consequences of when promises are kept and when they are not (e.g., hurt feelings, misunderstandings).

**Suggested Activities:**

- Treaties- A promise is a promise

**Goal #3 Relationships**

**Students will understand that they belong to a family, school, and First Nations community, and use those relationships to gain an understanding of their traditional worldview to empower themselves to become healthy individuals.**

**Indigenous Way(s) of Knowing: Seasonal cycles and weather patterns played a significant role in the daily activities of Indigenous peoples.**

## Social Studies: Dynamic Relationships

### Outcomes

*It is expected that learners will:*

#### DRK.3.3

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

### Correlations: Saskatchewan Curriculum

Dynamic Relationships (DRK.3)

### Indicators

*It is expected that learners will:*

#### Social Studies

- a. Name, and describe the physical characteristics of, the four seasons.
- b. Give examples of how daily life is influenced by environment (e.g., work, play, clothing).
- c. Identify how weather affects everyday life, and describe how adaptation for seasonal change is evident in daily life (e.g., clothing, food, home construction, recreational and sporting activities, transportation).
- d. Investigate ways in which place influences identity (e.g., leisure activities, sports, arts, and culture are all influenced by place).

### Suggested Activities:

- Seasonal Patterns (cycles)
- Seasonal Plants and Animals
- Hunting (Moose, Duck)
- Harvesting
- Snaring (Rabbits)
- Setting Nets
- Fishing (ice, off shore, snare fishing)
- Plants
- Medicine Wheel

**Goal #3 Relationships**

**Students will understand that they belong to a family, school, and First Nations community, and use those relationships to gain an understanding of their traditional worldview to empower themselves to become healthy individuals.**

**Indigenous Way(s) of Knowing:** Indigenous peoples were governed by Indigenous laws and values.

**Social Studies: Power and Authority**

**Outcomes**

*It is expected that learners will:*

**Indicators**

*It is expected that learners will:*

**PAK.3.1**

Understand and respect the agreed-upon rules of the classroom, playground, and school, and recognize that rules and expectations are designed to promote a state of safety, self-regulation, peace, balance, and harmony.

**Correlations:  
Saskatchewan Curriculum**

Power and Authority (PAK.1)

**Social Studies**

- a. Name some rules in the home and the school and identify their purposes (e.g., school rules, safety rules, scheduling rules such as recess or lunch time).
- b. Differentiate between those rules and decisions made by students themselves, those made by individuals they know, and those made by someone else (e.g., students, teachers and schools make rules about how to be safe in the classroom, such as no running; the provincial government makes rules about how to be safe in a vehicle, such as speed limits and seatbelt requirements).
- c. Explain why rules are important.
- d. Identify individual roles and responsibilities within the classroom and school.
- e. Identify people who make rules that influence students' lives, and discuss the types of decisions made by self and others.
- f. Recognize that appropriate behaviour differs depending upon the setting.

**Suggested Activities:**

- Values teachings-respect

**Goal #3 Relationships**

**Students will understand that they belong to a family, school, and First Nations community, and use those relationships to gain an understanding of their traditional worldview to empower themselves to become healthy individuals.**

**Indigenous Way(s) of Knowing: Indigenous peoples were governed by Indigenous laws and values.**  
**Social Studies: Power and Authority**

**Outcomes**

*It is expected that learners will:*

**PAK.3.2**

Recognize situations in which disagreement may be part of living, studying, and working together, and that resolution may be an avenue to progress to a state of peace, balance, and harmony.

**Correlations:  
Saskatchewan Curriculum**

Power and Authority (PAK.2)

**Indicators**

*It is expected that learners will:*

**Social Studies**

- a. Identify situations in which disagreements may arise in the classroom, school, and playground.
- b. Suggest approaches to resolving disagreement in the classroom, school, and playground.
- c. Recognize that agreements promote harmony and balance.
- d. Represent a situation in which people with different points of view interact harmoniously together.
- e. Provide an example of when it might be acceptable to break a rule or a promise (e.g., when someone is injured, when someone is feeling scared or threatened).

**Suggested Activities:**

- Cree/Dene Law
- Cree/Dene Values

**Goal #3 Relationships**

**Students will understand that they belong to a family, school, and First Nations community, and use those relationships to gain an understanding of their traditional worldview to empower themselves to become healthy individuals.**

**Indigenous Way(s) of Knowing: Indigenous Values teachings are used to help Indigenous peoples to understand and navigate through life's journeys.  
(Sharing, Helping)**

**Social Studies: Resources and Wealth****Outcomes**

*It is expected that learners will:*

**RWK.3.1**

Using Indigenous ways of knowing, examine ways of managing tasks and resources in families and schools.

**Correlations:****Saskatchewan Curriculum**

Resources and Wealth (RWK.1)

**Indicators**

*It is expected that learners will:*

**Social Studies**

- Give examples of different types of work in the family and school, including paid and unpaid work.
- Share stories of personal responsibilities within the home and school.
- Brainstorm ways in which decisions can be made about various classroom tasks requiring completion (e.g., teacher decision, volunteers emerge, majority vote, rotation through class roster).
- Relate occasions when the sharing of

tasks and resources is necessary and desirable in the classroom and within the family.

- e. Display examples of sharing within the classroom and school.
- f. Identify occasions in which sharing is not advisable and explain why (e.g., toothbrushes, toques, hats, nut-based food stuffs).

**Suggested Activities:**

- Cree/Dene Law
- Cree/Dene Values

**Goal #3 Relationships**

**Students will understand that they belong to a family, school, and First Nations community, and use those relationships to gain an understanding of their traditional worldview to empower themselves to become healthy individuals.**

**Indigenous Way(s) of Knowing: Indigenous Values teachings are used to help Indigenous peoples to understand and navigate through life's journeys.**

**(Cleanliness)**

**Social Studies: Resources and Wealth**

**Outcomes**

**Indicators**

*It is expected that learners will:*

**RWK.3.2**

Indigenous people believed in taking care of the environment in daily actions, in an effort to promote balance and harmony.

**Correlations:****Saskatchewan Curriculum**

Resources and Wealth (RWK.2)

*It is expected that learners will:*

**Social Studies**

- a. Recognize reasons to care for the environment.
- b. Identify ways to care for the environment (e.g., reduce, reuse, and recycle) in daily classroom and family life.
- c. Demonstrate environmentally responsible behaviours in the classroom and school (e.g., take only what is needed in order to provide for future needs, reduce consumption, practise water conservation, turn off lights when leaving a room, recycle, compost).

**Suggested Activities:**

- Little conservationists
- Pond Study

**Goal #3 Relationships**

**Students will understand that they belong to a family, school, and First Nations community, and use those relationships to gain an understanding of their traditional worldview to empower themselves to become healthy individuals.**

**Indigenous Way(s) of Knowing: Indigenous Values teachings are used to help Indigenous peoples to understand and navigate through life's journeys.**

**Health: Understanding, Skills, and Confidences**

**Outcomes**

*It is expected that learners will:*

**USCK.3.1**

Use Indigenous ways of knowing to develop basic habits to establish healthy relationships with self, others, and the environment.

**Correlations:  
Saskatchewan Curriculum**

Understanding, Skills and Confidences (USCK.1)

**Indicators**

*It is expected that learners will:*

**Health**

- a. Develop language with which to wonder and talk about healthy behaviours.
- b. Express what is known about healthy behaviours (e.g., sleeping, laughing, crying, observing nature, attending ceremonies, drinking water).
- c. Ask questions and seek answers about healthy behaviours.
- d. Illustrate what "healthy" looks like, sounds like, and feels like in a variety of contexts.
- e. Recognize examples of healthy habits (e.g., brushing teeth, washing hands, relaxing, reading, and sharing).
- f. Explore healthy behaviours and healthy relationships through creative expression (e.g., dramatization, role play) and storytelling.
- g. Represent visually, physically, and/or verbally why healthy habits are important.
- h. Describe feelings of calmness/peacefulness and experiment

with the language to convey these feelings.

- i. Examine opportunities to be healthy at school and at home.
- j. Share what is known about healthy relationships (e.g., be kind to each other, laugh together, accept differences, feel like one belongs and contributes).
  
- k. Observe and discuss interactions among others (i.e., real life, media, literature) to identify positive/helpful and negative/hurtful behaviours.
- l. Recognize the value of taking time to "stop and think" before choosing/acting.

**Suggested Activities:**

- Healthy me

**Goal #3 Relationships**

**Students will understand that they belong to a family, school, and First Nations community, and use those relationships to gain an understanding of their traditional worldview to empower themselves to become healthy individuals.**

**Indigenous Way(s) of Knowing: Indigenous Laws govern how we should be living life.**

**Health: Understanding, Skills, and Confidences**

**Outcomes**

*It is expected that learners will:*

**Indicators**

*It is expected that learners will:*

**USCK.3.2**

Using Indigenous ways of knowing, establish behaviours that support safety of self and others (including safety at school and at home).

**Correlations:  
Saskatchewan Curriculum**

Understanding, Skills and Confidences (USCK.2)

**Health**

- a. Develop the language with which to wonder and talk about safety.
- b. Recognize "safe" and "unsafe" behaviours and situations.
- c. Investigate safety guidelines and rules to keep one safe at school and at home.
- d. Learn and practise safety procedures in a variety of school and home contexts.
- e. Identify challenges that may exist to being safe at school and at home.
- f. Describe what children can do to support the safety of self and others.
- g. Examine what to do if the safety of self or others may be/is jeopardized.
- h. Participate in a variety of activities that provide opportunities to develop the confidence to support the safety of self and others.

**Suggested Activities:**

- Safety at school
- Safety at home

**Goal #3 Relationships**

**Students will understand that they belong to a family, school, and First Nations community, and use those relationships to gain an understanding of their traditional worldview to empower themselves to become healthy individuals.**

**Indigenous Way(s) of Knowing: Indigenous worldviews see the whole person as interconnected to land and relationships to others.**

**Health: Understanding, Skills, and Confidences****Outcomes***It is expected that learners will:***USCK.3.3**

Using Indigenous ways of knowing, explore that who I am includes more than my physical self.

**Correlations:  
Saskatchewan Curriculum**

Understanding, Skills and Confidences (USC1.3)

**Indicators***It is expected that learners will:***Social Studies**

- a. Develop the awareness of, and the language to talk about, all aspects of self.
- b. Ask and explore 'big' questions about "Who am I?".
- c. Recognize personal physical and non-physical gifts/strengths/qualities (e.g., listening skills, knowing an additional language).
- d. Discuss self as an individual who has experiences that may or may not be similar to others.
- e. Recognize that thoughts and feelings are not always obvious to others.
- f. Explore the concept of "inner self" as a part of "who I am" that one can choose to share with others.
- g. Examine basic connections between personal thoughts and actions.
- h. Investigate sense of self as separate from, yet connected to, others.

**Suggested Activities:**

- The medicine wheel teachings

**Goal #3 Relationships**

**Students will understand that they belong to a family, school, and First Nations community, and use those relationships to gain an understanding of their traditional worldview to empower themselves to become healthy individuals.**

**Indigenous Way(s) of Knowing: Whole communities to part in raising children including showing them ways of being safe.**

**Health: Understanding, Skills, and Confidences**

**Outcomes**

*It is expected that learners will:*

**USC1.3.4**

Determine and practise safe pedestrian/street behaviours and examine related safety challenges in the community.

**Correlations:  
Saskatchewan Curriculum**

Understanding, Skills and Confidences (USC1.4)

**Indicators**

*It is expected that learners will:*

**Social Studies**

- a. Use common and respectful language to talk about pedestrian/street safety
- b. Examine what is meant by danger
- c. Observe and identify safe/unsafe practices in own family and community
- d. Recognize possible street dangers
- e. Discuss what is meant by "risk"
- f. Recognize and respond to pedestrian safety signs and representations.
- g. Identify possible factors that make situations safe/unsafe
- h. Describe additional expectations for pedestrian safety
- i. Identify and practise ways to exercise avoidance, caution, and/or refusal in potentially dangerous situations

**Suggested Activities:**

- Positive and negative behaviors
- Safe and unsafe practices

**Goal #3 Relationships**

**Students will understand that they belong to a family, school, and First Nations community, and use those relationships to gain an understanding of their traditional worldview to empower themselves to become healthy individuals.**

**Indigenous Way(s) of Knowing: Indigenous worldviews see the whole person as interconnected to land and relationships to others.**

**Health: Understanding, Skills, and Confidences**

**Outcomes**

*It is expected that learners will:*

**DMK.3.1**

Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring "self".

**Correlations:****Saskatchewan Curriculum****Indicators**

*It is expected that learners will:*

**Health**

- a. Explain what is understood about:
  - self
  - healthy habits
  - safety of self and others
  - healthy relationships.
- b. Examine basic choices related to:
  - healthy habits
  - safety behaviours
  - responding to more than the physical self of others.
- c. Make healthy choices related to:
  - exploring "self"

## Decision Making (DMK.1)

- healthy habits
- playing safely at home or at school
- developing relationships.

**Suggested Activities:**

- Making Healthy Choices

**Goal #3 Relationships**

**Students will understand that they belong to a family, school, and First Nations community, and use those relationships to gain an understanding of their traditional worldview to empower themselves to become healthy individuals.**

**Indigenous Way(s) of Knowing: Indigenous peoples had their own form of governance models that helped with decision making skills**

### Health: Action Planning

#### Outcomes

*It is expected that learners will:*

#### APK.3.1

Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring "self".

#### Correlations:

#### Saskatchewan Curriculum

#### Indicators

*It is expected that learners will:*

#### Social Studies

- a. Describe the basic steps of "stop, think, do" for making healthy choices.
- b. Perform the basic steps of "stop, think, do" in daily play.
- c. Practise healthy habits related to:
  - exploring "self"
  - healthy choices
  - playing safely at home or at school
  - developing relationships.

Action Planning (APK.1)

#### Suggested Activities:

- Storytelling

#### Goal #4 Culture

Students will look at the traditional and contemporary lifestyles of First Nations people and learn to use those teachings and language from their ancestors to appreciate and understand their cultural identity.

**Indigenous Way(s) of Knowing:** Through traditional cultural activities, Indigenous people used many forms of movement.

## Social Studies: Physical Education

### Outcomes

*It is expected that learners will:*

#### PEK.4.1

Participate in a variety of moderate to vigorous movement activities for short periods of time to increase heart and respiration rate, flexibility, muscular endurance, and muscular strength.

### Correlations: Saskatchewan Curriculum

Physical Education (PEK.1)

### Indicators

*It is expected that learners will:*

#### Physical Education

- a. Participate in moderate to vigorous locomotor movements (e.g., walking, running) and a variety of movement activities (e.g., individual activities, partner activities, rhythmic activities, low-organizational and co-operative games, and alternate environment activities), progressing towards sustaining movement for four consecutive minutes.
- b. Describe what the body feels like when it has participated in moderate activity and in vigorous activity.
- c. Recognize that physical movement is good for personal well-being
- d. Communicate an understanding of the fact that all people have physical responses to participation in movement activities and that these responses are good and support well-being if they do not cause pain (e.g., faster heart beat, increased perspiration, faster breathing, increased body warmth).
- e. Participate in a variety of movements that challenge muscular endurance (e.g., animal walks, climbing on/under apparatus and playground equipment, pulling partner riding on a towel or scooter, rhythmical activities, balances).

- f. Participate in teacher-led movements that stretch or strengthen muscles (e.g., teacher-led yoga poses, teacher-led stretches).
- g. Create body shapes, as prompted by the teacher, to support the development of muscular strength, muscular endurance, and flexibility (e.g., stand as tall as a giant and reach to the sky, stand on one foot for as long as you can).
- h. Create and share body shapes and movements that challenge the body to be 'strong', to 'keep going', and to be 'stretchy'.

**Suggested Activities:**

- Hunting movements
- Trapping movements
- Fishing movements
- Gathering movements
- Animal movements

**Goal #4 Culture**

**Students will look at the traditional and contemporary lifestyles of First Nations people and learn to use those teachings and language from their ancestors to appreciate and understand their cultural identity.**

**Indigenous Way(s) of Knowing: Through traditional cultural activities, Indigenous people used many forms of movement.**

## Physical Education

### Outcomes

*It is expected that learners will:*

#### PEK.4.2

Explore and practise ways to move the body through space, including at: a progressing-toward-control level of skill when:

- walking
- running
- jumping forward and sideways
- an exploration level when:
- hopping (body moves on one foot as in right foot to right foot)
- skipping (combines a step and a hop)
- leaping (body 'takes off' from one foot, propels through air for distance, then lands on the opposite foot)
- sliding (one foot steps and the other moves to meet the first foot, "step-close")
- galloping (one foot steps, body propels upward, other foot moves to meet the first foot).

### Correlations: Saskatchewan Curriculum

### Indicators

*It is expected that learners will:*

#### Physical Education

- a. Explore and share ways to move the body through space (e.g., crawl slowly, hop quickly, run sneakily like a weasel, pounce like a cat, leap like a ballerina, gallop like a horse).
- b. Explore moving in response to locomotor vocabulary (e.g., hop, leap, slide, jump, skip, sneak, tiptoe, dash).
- c. Respond physically to verbal prompts of travelling skill named by others (e.g., hop, leap, jump).
- d. Imitate the locomotor movements of others (e.g., copy actions made by others, follow-the-leader).
- e. Repeat performance words (e.g., "arms close to side", "knees bend a little bit") to demonstrate use of performance cues language related to locomotor skills.
- f. Explore ways to vary locomotor skills and share with others (e.g., "How can you move across the gym quickly?"; "What might you look like if you were moving like a horse?").
- g. Travel as instructed (e.g., walking quickly forward, leap from right foot to left foot, slide on a line) on signal, and try to stop smoothly on signal.
- h. Move between objects (e.g., ropes laid out to create pathways) and through

## Physical Education (PE1.2)

obstacle courses using a variety of locomotor skills.

- i. Use a variety of locomotor skills when playing simple co-operative movement activities and games.

**Suggested Activities:**

- Hunting movements
- Trapping movements
- Fishing movements
- Gathering movements
- Animal movements

**Goal #4 Culture**

**Students will look at the traditional and contemporary lifestyles of First Nations people and learn to use those teachings and language from their ancestors to appreciate and understand their cultural identity.**

**Indigenous Way(s) of Knowing: Through traditional cultural activities, Indigenous people used many forms of movement.****Physical Education****Outcomes**

*It is expected that learners will:*

**PEK.4.3**

Explore and practise ways to move the body in personal space at a progressing-towards-control level of skill when:

- balancing

**Indicators**

*It is expected that learners will:*

**Physical Education**

- a. Repeat performance words (e.g., "reach arms forward", "bend knees to soften landing") to demonstrate the use of performance cues language related to non-locomotor skills.
- b. Explore and discuss what it means to jump

- jumping and landing (on the spot).
- 

**Correlations:**  
**Saskatchewan Curriculum**

Physical Education (PEK.3)

- straight up and land in control (e.g., 'motor-cycle riding' position).
- c. Explore shifting (transferring) weight from one foot to the other, trying to stay in control (in balance).
- d. Practise jumping straight up and land following given instructions (e.g., jump off two feet and land on two feet).
- e. Practise jumping straight up and try to touch imaginary objects that are high in the sky and then try to land without falling do
- f. Create and share various ways to 'freeze' (balance) on the spot.
- g. Practise balancing in different body shapes, both self-created and given (e.g., balance creating a wide body shape; balance being as narrow as you can; balance in a twisted body shape).
- h. Practise trying to maintain balance on two feet, close together, shoulder width apart, and wide apart, when signalled to do so after moving on the spot (e.g., wiggling,

twisting).

- i. Use a variety of non-locomotor skills when playing simple co-operative movement activities and games.
- j.

**Suggested Activities:**

- Hunting movements
- Trapping movements

- Fishing movements
- Gathering movements
- Animal movements

**Goal #4 Culture**

**Students will look at the traditional and contemporary lifestyles of First Nations people and learn to use those teachings and language from their ancestors to appreciate and understand their cultural identity.**

**Indigenous Way(s) of Knowing: Through traditional cultural activities, Indigenous people used many forms of movement.**

**Physical Education**

**Outcomes**

*It is expected that learners will:*

**PEK.4.4**

Explore and practise ways to send and receive objects at an exploration level when: throwing (rolling) catching (trapping, gathering) kicking.

**Correlations:**

**Saskatchewan Curriculum**

Physical Education (PEK.4)

**Indicators**

*It is expected that learners will:*

**Physical Education**

- a. Explore and share ways to send (throw and roll) a small soft object (e.g., yarn ball, hackey-sack, beanbag) at a wall, and over and under objects (e.g., a chair, a bench), varying distance from the fall or object, using two hands, and using each hand separately.
- b. Explore and share ways to send (throw and roll) a variety of small balls and bean bags at targets (that the ball will not bounce off) from close distances, using each hand separately and both hands together.
- c. Explore and share ideas about how to throw and catch (gather) a variety of objects, including balls, bean bags, scarves, and balloons, both overhand and underhand, using each hand separately and both hands together.
- d. Explore throwing and catching one or more scarves, underhand and overhand, using each hand separately and both hands together.
- e. Repeat performance words (e.g., "look at the ball", "step forward") to demonstrate the use of performance cues language related to send and receive objects.
- f. Drop and try to catch a ball using each

hand separately and both hands together.

- g. Practise trapping and gathering (stopping with hands or feet, and picking up with hands) balls that are rolling on the ground using one hand, two hands, and one foot and two hands.
- h. Practise kicking beanbags and a variety of balls, using each foot.
- i. Practise kicking a stationary ball forward while in a stationary position, using each foot separately.
- j. Explore and describe what happens when a ball is contacted with different parts of the foot when trying to kick it.
- k. Explore and discuss ways to approach and kick a stationary ball forward, using each foot separately.
- l. Explore sending objects (e.g., balloons, balls of various sizes) using various body parts such as arms, legs, and head.
- m. Share discoveries of how the movement of an object changes when the skill is performed differently (e.g., kick a ball with the toes, and then kick it with the inside of the foot; throw a ball with the arm moving closer to the body and then with the arm moving far away from the body).
- n. Use a variety of manipulative skills when playing simple co-operative movement activities and games.

**Suggested Activities:**

- Hunting movements
- Trapping movements
- Fishing movements
- Gathering movements
- Animal movements

**Goal #4 Culture**

**Students will look at the traditional and contemporary lifestyles of First Nations people and learn to use those teachings and language from their ancestors to appreciate and understand their cultural identity.**

**Indigenous Way(s) of Knowing: Through traditional cultural activities,**

**Indigenous people used many forms of movement.**

**Physical Education****Outcomes**

*It is expected that learners will:*

**PEK.4.5**

Vary, with guidance, the movement of the body through changes in: space (personal space, general space, levels, directions, and pathways) effort (time and speed) relationships (body parts and shapes) making connections to Indigenous land based activities

**Indicators**

*It is expected that learners will:*

**Physical Education**

- a. Move the body through space following given directions (e.g., "stay in personal space and stretch your body as big as you can; now make your body as small as you can", "move through general space on hands and feet staying low to the floor – move forward, backward, sideways").
- b. Recognize and respond to movement vocabulary (e.g., personal space, general space, balance, high, zig-zag).
- c. Create and perform movements, in sequence of at least two phrases, to represent images (e.g., riding a horse quickly, slowly; climbing a fence then balancing on a plank over some water; walking like a robot then stretching the body high to the sky while moving

**Correlations:  
Saskatchewan Curriculum**

Physical Education (PEK.5)

forward).

- d. Move from one point to another, through moving classmates, trying not to contact anyone else.
- e. Respond physically and correctly to instructions that vary the direction, levels, pathways, and effort of the body movement (e.g., walk backward slowly and lightly, move on hands and feet keeping body as low to the ground as possible).
- f. Move in personal space and general

space on various body parts (e.g., "move body parts as fast as you can while remaining seated in your personal space"; "move across the floor while remaining seated"; and "move across the floor on your hands and feet").

- g. Move over, under, around, behind, in front of, on, and off a variety of objects.
- h. Practise freezing any movement when signalled to do so.

**Suggested Activities:**

- Hunting movements
- Trapping movements
- Fishing movements
- Gathering movements
- Animal movements

**Goal #4 Culture**

**Students will look at the traditional and contemporary lifestyles of First Nations people and learn to use those teachings and language from their ancestors to appreciate and understand their cultural identity.**

**Indigenous Way(s) of Knowing: Through traditional cultural activities,  
Indigenous people used many forms of movement.  
Physical Education**

**Outcomes**

*It is expected that learners will:*

**PEK.4.6**

Using Indigenous ways of knowing, explore and perform rhythmical movement to different auditory (e.g., beat of a drum, clapping, music) rhythms (e.g., quick, slow) using a variety of locomotor movements including walking, running, balancing, jumping, galloping, hopping, and skipping skills.

**Correlations:  
Saskatchewan Curriculum**

Physical Education (PEK.6)

**Indicators**

*It is expected that learners will:*

**Physical Education**

- a. Move in personal space and through general space to the beat of a drum and to clapped patterns, using a variety of movement skills (e.g., walking, running), movement efforts (e.g., quickly, slowly, lightly, heavily), and movement relationships (e.g., 'tall' body, 'small' body, 'wiggly' body).
- b. Move to music adjusting the speed of movement in time to the rhythm of the music and the intensity of the sound.
- c. Move body in time to the beat of the music while keeping feet in one spot and remaining balanced (e.g., move arms

only, move hips only, bend up and down at the knees).

- d. Follow rhythmical movements led by others.
- e. Lead others in rhythmical movement, both while remaining in personal space and while moving through general space.
- f. Create and share simple movement sequences or movement stories (e.g., the squirrel jumps out of the tree, scurries through the grass, and shakes while hiding in a big, hollow log).

**Suggested Activities:**

- Hunting movements
- Trapping movements
- Fishing movements
- Gathering movements
- Animal movements

**Goal #4 Culture**

**Students will look at the traditional and contemporary lifestyles of First Nations people and learn to use those teachings and language from their ancestors to appreciate and understand their cultural identity.**

**Indigenous Way(s) of Knowing: Through traditional cultural activities, Indigenous people used many forms of movement.  
Physical Education**

**Outcomes****Indicators**

*It is expected that learners will:*

**PEK.4.7**

Using Indigenous ways of knowing, use respectful behaviours and safe practices while participating in cooperative games and physical movement activities.

**Correlations:  
Saskatchewan Curriculum**

Physical Education (PEK.7)

**Physical Education**

- a. Practise being both the leader and follower in a variety of physical movement activities.
- b. Practise sharing an object (e.g., ball) and space with one other person.
- c. Describe what it means to be aware of other people and the environment when moving through space to support safety of self and others.
- d. Discuss and practise ways to solve problems when moving among other people (e.g., say excuse me, take turns when appropriate).
- e. Repeat and practise safety rules related to movement in physical activity setting (e.g., make sure that balls are not left rolling around where someone else can step on them, do not throw balls at other people, keep head up and look around when moving).
- f. Recognize that it is okay to continue participating when tired or to take a break when feeling pain.
- g. Engage in play with a variety of classmates, including those who are friends or not friends.
- h. Persist in trying even when it gets hard to do so (as long as it does not hurt).
- i. Share thoughts on cheating (e.g., "What

does cheating look like when we play games?"; "Why do you think people cheat when playing games?"; and "Is it wrong to cheat?").

- j. Show respect for nature when participating in outdoor physical movement activities.
- k. Practise accepting feelings and demonstrating acceptable behaviours associated with losing.
- l. Explore movement using various types of equipment safely (e.g., scooters, hoops, climbing apparatus).
- m. Follow the rules of play while participating in a variety of simple cooperative movement activities and lead-up games.
- n. Create simple rules for play and share these rules with others.
- o. Take responsibility for helping to put equipment away and treating equipment respectfully.

**Suggested Activities:**

- Hunting movements
- Trapping movements
- Fishing movements
- Gathering movements
- Animal movements

**Goal #4 Culture**

**Students will look at the traditional and contemporary lifestyles of First Nations people and learn to use those teachings and language from their ancestors to appreciate and understand their cultural identity.**

**Indigenous Way(s) of Knowing: Through traditional cultural activities, Indigenous people used many forms of song, dance and movements.**

**Arts Education-Creative/Productive**

**Outcomes**

*It is expected that learners will:*

**CPK.4.1**

Express ideas through exploration of the elements of dance including:

- action
- body
- dynamics
- relationships
- space.
- 

**Correlations:**

**Saskatchewan Curriculum**

**Indicators**

*It is expected that learners will:*

**Arts Education**

- a. Use movement to respond to stimuli from diverse sources such as stories, poems, observations, visual images, music, sounds, or objects.
- b. Ask questions related to the stimuli to contribute to a dance-making inquiry process (e.g., How does grass move when the wind blows?).
- c. Apply personal experience and imagination to express ideas in dance.
- d. Share dance ideas and movement responses with other children.

## Creative/Productive (CPK.1)

- e. Move to external beats and rhythms (e.g., round dance, jiggling).
- f. Describe choices made when creating (e.g., fast or slow, roll or hop).
- g. Investigate what own body can do by exploring a variety of whole body and body part movements to express ideas.
- h. Repeat expressive movements and patterns created by self and others.
- i. Use different kinds of locomotor (travelling) and non-locomotor (non-travelling) actions (e.g., roll, jump, hop, turn, and pause) to express ideas.
- j. Use a variety of dynamic qualities such as quickly and softly in dance compositions.
  
- k. Recall that the dance space is called general space and that personal space is each child's "bubble" or self-space.
- l. Move freely and safely in general space while maintaining self-space (not contacting).
- m. Explore different movement relationships (e.g., leading, following, near, far, over, under, in front, behind) with the teacher and other dancers.

**Suggested Activities:**

- Indigenous Music
- Animal Movements

**Goal #4 Culture**

**Students will look at the traditional and contemporary lifestyles of First Nations people and learn to use those teachings and language from their ancestors to appreciate and understand their cultural identity.**

**Indigenous Way(s) of Knowing: Through traditional cultural activities, Indigenous people used many forms of song, dance and movements.**  
**Arts Education**

**Outcomes**

*It is expected that learners will:*

**CPK.4.2**

Explore a variety of drama strategies including:

- role
- imaging
- parallel play
- journeys
- meetings.

**Correlations:****Saskatchewan Curriculum**

Creative/Productive (CPK.2)

**Indicators**

*It is expected that learners will:*

**Arts Education**

- a. Use sources such as stories, poems, observations, visual images, music, sounds, or objects to initiate drama work.
- b. Recognize that dramas are fictional situations.
- c. Contribute to the choice of topic ideas for the drama.
- d. Ask questions to contribute to inquiry on a drama topic (e.g., What might happen to animals if winter did not come this year? What if a messenger came to tell us that a giant was seen outside the town?).
- e. Listen to others and work co-operatively in dramatic contexts.
- f. Explore ideas in dramatic contexts and during reflection, drawing on own life experience.
- g. Use imagination during, and when reflecting on, the drama experience.
- h. Assume roles willingly in contextual drama.

- i. Listen quietly during imaging activities and become aware of thoughts and feelings that cannot be seen.
- j. Focus attention on own work, while respecting others, during parallel play and imaginary journeys.
- k. Contribute ideas during fictional meetings and other dramatic situations.
- l. Retell events and ideas that arise during the drama process.

**Suggested Activities:**

- Indigenous Music
- Animal Movements

**Goal #4 Culture**

**Students will look at the traditional and contemporary lifestyles of First Nations people and learn to use those teachings and language from their ancestors to appreciate and understand their cultural identity.**

**Indigenous Way(s) of Knowing: Through traditional cultural activities, Indigenous people used many forms of song, dance and movements.**

**Arts Education****Outcomes**

*It is expected that learners will:*

**CPK.4.3**

Create sound compositions exploring the elements of music including:  
repeating patterns  
beat (e.g., clapping and stepping, and counting)  
response to fast/slow paces  
high/low sounds  
loud/soft sounds  
sounds with distinct tone  
colours/timbres.

**Indicators**

*It is expected that learners will:*

**Arts Education**

- a. Use sources such as stories, poems, observations, visual images, music, sounds, or objects to inspire music making.
- b. Observe sounds in a variety of settings, both natural (e.g., birds, animals, insects, wind, trees, water) and constructed (e.g., machinery, human-made objects in rural, urban, and reserve environments), and apply listening skills to own work.
- c. Use own words to describe elemental characteristics of sounds (e.g., high/low and soft/loud) from a variety of settings and from own compositions.
- d. Discuss how musicians and scientists use their senses to observe the world (e.g., listening to sound characteristics and

**Correlations:****Saskatchewan Curriculum**

## Creative/Productive (CPK.3)

patterns) and apply this understanding to own work.

- e. Create and imitate sounds by experimenting with the voice and instruments.
- f. Experiment with a variety of simple found objects and selected instruments, both pitched and unpitched.
- g. Create sounds to convey particular patterns, images, or expressive qualities.
- h. Describe basic decisions made in creating music expressions (e.g., sounds to be used

in the piece, loud parts, soft parts, order of sounds).

- i. Distinguish between own speaking voice and singing voice.
- j. Begin to develop the ability to match pitch.
- k. Clap, play, and move to beats and rhythmic patterns (e.g., in nursery rhymes, music, teaching stories, and legends).
- l. Contribute to inquiry about elements of music (e.g., What sounds can we combine to make different patterns/rhythms?).
- m. Demonstrate awareness of patterns of high/low and loud/soft sounds in own speech and music.
- n. Identify and use sounds and instruments with distinctly different tone colours/timbres (e.g., triangle versus tambourine).

**Suggested Activities:**

- Indigenous legends
- Indigenous puppetry

**Goal #4 Culture**

**Students will look at the traditional and contemporary lifestyles of First Nations people and learn to use those teachings and language from their ancestors to appreciate and understand their cultural identity.**

**Indigenous Way(s) of Knowing: Through traditional cultural activities, Indigenous people used many forms of song, dance and movements.**

**Arts Education****Outcomes**

*It is expected that learners will:*

**CPK.4.4**

Create art works that express own observations and ideas about the world.

**Correlations:****Indicators**

*It is expected that learners will:*

**Arts Education**

- a. Express ideas by speaking in role.
- b. Represent ideas in the drama using visual images
- c. Use movement to express ideas in drama.
- d. Demonstrate ability to focus on the main idea of each dramatic episode.

**Saskatchewan Curriculum**

## Creative/Productive (CPK.4)

- e. Recognize that active, energetic drama episodes are often followed by quiet, still episodes; that loudness is often followed by quietness; and that lights and sounds can be used to change the mood or the way a drama is developing.
- f. Examine individual and collaborative problem-solving and decision-making processes
- g. Identify how own and peers' ideas worked together in the drama.

**Suggested Activities:**

- Indigenous legends
- Indigenous puppetry

**Goal #4 Culture**

**Students will look at the traditional and contemporary lifestyles of First Nations people and learn to use those teachings and language from their ancestors to appreciate and understand their cultural identity.**

**Indigenous Way(s) of Knowing: Through traditional cultural activities, Indigenous people used many forms of song, dance and movements.**  
**Arts Education-Critical/Responsive**

Outcomes	Indicators
<i>It is expected that learners will:</i>	<i>It is expected that learners will:</i>
<b>CR1.4.1</b>	<b>Arts Education</b>
Demonstrate understanding that the arts are a way of expressing ideas.	<ul style="list-style-type: none"><li>a. View and listen to arts expressions with curiosity</li><li>b. Make connections between arts expressions and own lives</li><li>c. Examine individual and collaborative problem-solving and decision-making process</li><li>d. Discuss how arts expressions can represent feelings and ideas.</li><li>e. Share thoughts and feelings evoked by works of art.</li><li>f. Use grade-appropriate arts terminology when discussing the arts</li><li>g. Identify main ideas or feelings in own arts expressions.</li><li>h. Describe ways that arts expressions can have an effect on people</li></ul>
<b>Correlations:</b> <b>Saskatchewan Curriculum</b>	
Critical/Responsive (CR1.1)	
	<b>Suggested Activities:</b> <ul style="list-style-type: none"><li>• Indigenous Arts</li></ul>

**Goal #4 Culture**

**Students will look at the traditional and contemporary lifestyles of First Nations people and learn to use those teachings and language from their ancestors to appreciate and understand their cultural identity.**

**Indigenous Way(s) of Knowing: Through traditional cultural activities, Indigenous people used many forms of song, dance and movements.**

**Arts Education****Outcomes**

*It is expected that learners will:*

**CRK.4.1**

Respond to arts expressions verbally and non-verbally (e.g., through movement or drawing).

**Correlations:****Saskatchewan Curriculum**

Critical/Responsive (CRK.1)

**Indicators****Arts Education**

- a. Ask questions and describe thoughts and feelings evoked by arts expressions in a variety of ways (e.g., respond through movement, drawing, talking, clapping, or sound compositions).
- b. Tell stories, recall prior experiences, and make personal and imaginative connections to arts expressions.
- c. Demonstrate curiosity when viewing and responding to dances, dramatic presentations, music, and visual art expressions (e.g., contemporary, historical, cultural, and popular).
- d. Use senses and discuss observations about the effects of various arts expressions (e.g., music that is calming, dance that is lively, drama that shows emotions, visual art that looks peaceful).
- e. Show interest in knowing more about arts expressions and artists.
- f. Observe and respond to a range of arts expressions, incorporating age-appropriate discussion of arts

elements and principles (e.g., lines and colours in picture book illustrations, rhythm or dynamics of a song, use of space in a dance, variety of roles in a drama).

**Suggested Activities:**

- Indigenous Arts

Goal #4 Culture

**Students will look at the traditional and contemporary lifestyles of First Nations people and learn to use those teachings and language from their ancestors to appreciate and understand their cultural identity.**

**Indigenous Way(s) of Knowing: Through traditional cultural activities, Indigenous people used many forms of song, dance and movements.**

**Arts Education-Cultural/Historical**

**Outcomes**

*It is expected that learners will:*

**CHK.4.1**

Investigate arts expressions found in own homes and school community in relation to own lives.

**Correlations:**

**Saskatchewan Curriculum**

Cultural/Historical (CHK.1)

**Indicators**

*It is expected that learners will:*

**Arts Education**

- a. Describe arts expressions found in homes and community (e.g., music, heritage dances, puppet theatre, design of functional objects such as goalie masks, teapots, and running shoes).
- b. Demonstrate awareness that artists use different kinds of materials, tools, instruments, and technology.
- c. Investigate various kinds of artists working in own community (e.g., musicians, visual artists, filmmakers).
- d. Collect, discuss, and document stories, images, ideas, and/or emotions in response to the work of artists in own community (e.g., collect photos, music, and objects to create a class display about local arts and artists).
- e. Learn songs, music, and dances of various styles and cultural groups associated with home and school community.

**Suggested Activities:**

- Indigenous Arts
- Local Artists

**Goal #4 Culture**

**Students will look at the traditional and contemporary lifestyles of First Nations people and learn to use those teachings and language from their ancestors to appreciate and understand their cultural identity.**

**Indigenous Way(s) of Knowing: Through traditional cultural activities, Indigenous people used many forms of song, dance and movements.**

**Arts Education****Outcomes**

*It is expected that learners will:*

**CHK.4.2**

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

**Correlations:****Saskatchewan Curriculum**

Cultural/Historical (CHK.2)

**Indicators**

*It is expected that learners will:*

**Arts Education**

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

**Suggested Activities:**

- Researching Indigenous arts

- Traditional songs
- Traditional dances

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