

# Omushkego Culture Early Learning to Grade 3

## The Omushkego Language and Culture Curriculum 2014 (Revised)



Celebrating the Omushkego Cycle of Life



# **Omushkego Culture**

This document replaces *The Ojibwe Language and Culture Curriculum, Early Childhood Education to Grade 3: Ojibwe Culture, 2006*.

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# Table of Contents

Preface .....	iv
Acknowledgments .....	v
Introduction .....	1
Omushkego Cycle of Life Model .....	6
Strands in the Culture Curriculum .....	9
Omushkego Culture Curriculum Expectations .....	12
Omushkego Culture Curriculum Overview .....	13
Early Learning and Kindergarten .....	17
Grade 1 .....	47
Grade 2 .....	84
Grade 3 .....	130
Omushkego Values .....	169
Achievement Levels .....	171
Reference and Resource List .....	175

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## **Preface** (from the 2006 edition)

The Assembly of First Nations (in *Tradition and Education: Towards a Vision of Our Future, Volume 1*, 1988, p. 73) describes the role of culture in First Nations education as follows:

Strong cultural values, First Nations identity in students, and mainstream academic and technical education are not incompatible or contradictory, but in fact the former enhances one's capacity to deal with and master the latter. With a solid grounding in one's own culture and positive identity, students become much higher achievers in all areas of education and life....

Culture should not be perceived and treated as another subject competing among many, but rather should become pervasive throughout the curricula. It can and should become integral to the basic subject areas.

In spite of the importance placed on language and culture by First Nations and the success of language and culture programs in other jurisdictions, few language and culture programs have been undertaken in the Nishnawbe Aski Nation (NAN) area communities and schools. While the Cree School Board has produced *Cree Language and Culture Guide Elementary Sector Grade One to Six* and the Western Canadian Protocol for Collaboration in Basic Education has created *The Common Curriculum Framework for Aboriginal Language and Culture Program Kindergarten to Grade 12*, 2000, these documents are designed for the Cree of northern Quebec and Aboriginal peoples in western Canada respectively. Currently, no comparable culture documents exist that can be used by NAN area communities and schools or by the Omushkego communities located within NAN. The lack of culture specific documents, particularly for Omushkego language and culture programs, compounds the difficulty of increasing intergenerational transmission and maintaining First Nations' language and culture.

*The Omushkego Language and Culture Curriculum, Early Learning to Grade 3: Omushkego Culture* is one attempt to develop an Omushkego culture program by and for the Omushkego communities along the James Bay coast.

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Western Canadian Protocol for Collaboration in Basic Education. (2000). *The Common Curriculum Framework for Aboriginal Language and Culture Programs: Kindergarten to Grade 12*. Winnipeg, MB: Minister of Education and Training.

Ministry of Education. (2013 revised). *The Ontario Curriculum Social Studies (Grades 1 to 6) History and Geography (Grades 7 and 8)*. Toronto: Queen's Printer for Ontario.

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# Introduction

Education is one of the most effective ways of ensuring the preservation [or maintenance] of language and cultural values. At the same time, it fosters cross-cultural understanding. Students must be taught their own First Nations language, in addition to English or French if their parents so desire. Cultural studies must be incorporated into the total school curriculum. First Nations must have direct influence over the decision as to when, how and what kind of cultural education should be taught in their schools.

— from *Tradition and Education: Towards a Vision of Our Future Volume 2, 1988*, p. 789

Both Native people and educators have confirmed that the continuity of a link with the local culture and language is important in the education of Native children.

— from *Language Education for Native Children in Northern Ontario, 1989*, p. 31

## **Purpose of the Language and Culture Curriculum**

*The Omushkego Language and Culture Curriculum, Early Learning to Grade 3: Omushkego Culture* has been developed to maintain and enhance the Omushkego language and culture of the Omushkego communities. The *Curriculum* consists of expectations in language and culture. Although language and culture expectations are separated, in reality most of the culture is in the language. The language component includes expectations in oral communication (listening and speaking), reading, writing, and media literacy (viewing and representing). The culture component contains expectations organized around the seasonal Omushkego cycle of life — spring, blooming of the earth, summer, fall, freezing up, and winter. These expectations attempt to fulfil the need for cooperation and accountability in the Omushkego language and culture programs of the Omushkego communities. In addition, these expectations set high academic standards for each grade that allow teachers, schools, administrators, local education authority members, parents, and communities to identify what students are expected to learn.

## **Aim and Goals of the Language and Culture Curriculum**

**Aim:** *The Omushkego Language and Culture Curriculum, Early Learning to Grade 3: Omushkego Culture* attempts to help students (a) acquire fluency in the Omushkego language through interactions with their peers, teachers, community members, and elders, and (b) develop cultural competence in traditional Omushkego practices and life skills in relation to their communities and to the land.

**Goals:** Furthermore, *The Omushkego Language and Culture Curriculum, Early Learning to Grade 3: Omushkego Culture* will allow students to:

- listen to and understand ideas and concepts expressed in the Omushkego language;
- express their experiences, thoughts and feelings orally in the Omushkego language with clarity and confidence;
- read in the Omushkego language with proficiency;
- write in the Omushkego language with proficiency;
- view and represent messages in media critically;
- acquire and develop learning skills pertinent to language study;
- improve their use of language through study, practice and communication;
- become familiar with the traditions, customs, social organization, history, geography, science and technology, mathematics, and the arts of the Omushkego people;
- gain an underlying knowledge of the Omushkego cycle of life;
- reflect on their relationships with themselves, others, and the natural world;
- acquire an appreciation of the value of the Omushkego language and their Omushkego cultural identity;
- link their classroom experience with life in their communities and in the natural world.

— adapted from *Native Languages*, 1987, p. 3

## **Language and Culture Curriculum Rationale**

The Omushkego are the original inhabitants of the Omushkegowuk territory in northern Ontario. Their language and culture continues to exist in spite of increasing contacts with the larger North American society. The traditional hunting, fishing, trapping, and gathering way of life based on seasonal patterns of resource availability has been significantly replaced by a village economy. In addition, many of the problems facing Canadian society are becoming increasingly prevalent in

the Omushkegowuk territory. The language and culture of the Omushkego serves to strengthen Omushkego identity, impart traditional values, and affirm Omushkego ways of knowing. These in turn lead to a greater awareness of the Omushkego individual's and community's role in Native and Canadian society.

Most people find it impossible to separate language and identity. Language is perceived as the quintessence of a culture. It expresses a unique way of apprehending reality, capturing a world view specific to the culture to which it is linked. But language is connected to identity in another important way: its presence and use in a community are symbolic of identity, emblems of group existence. Using a language is the ultimate symbol of belonging.

— from *Gathering Strength, Volume 3, RCAP, 1996*, p. 612

Language is a fundamental element of identity and culture. As students read and reflect on a rich variety of literary, informational, and media texts, they develop a deeper understanding of themselves and others and of the world around them. If they see themselves and others in the texts they read and the oral and media works they engage in, they are able to feel that the works are genuinely for and about them and they come to appreciate the nature and value of a diverse, multicultural society. They also develop the ability to understand and critically interpret a range of texts and to recognize that a text conveys one particular perspective among many.

— from *The Ontario Curriculum, Grades 1–8: Language, 2006 revised*, p. 4

*The Omushkego Language and Culture Curriculum, Early Learning to Grade 3: Omushkego Culture* aspires to combine traditional teaching and learning styles and current Ontario Ministry of Education and Training initiatives such as *The Ontario Curriculum* emphasizing cross-curricular or integrated learning. This can be achieved by increasing the use of the Omushkego culture through a variety of programs and strategies; by increasing the presence of Omushkego traditional cultural knowledge, skills, and values in the curriculum; and by increasing the involvement of the elders in all aspects of education. The local development and implementation of these materials also serves to reflect the importance of Omushkego language and culture, along with the need to locate education within the circle of Native values and beliefs.

## **Features of the Language and Culture Curriculum**

The Omushkego language and culture curriculum set out in this document uses the Omushkego language as a subject or medium of instruction for all subjects holistically. In addition, because language is situated in social and cultural contexts, the integration of language and culture expectations is necessary. The incorporation of Omushkego cultural perspectives ensures that traditional ways of teaching and learning are included in the education program.

The Omushkego language curriculum incorporates three levels of language literacy: functional, cultural, and critical. Functional literacy refers to the ability to speak, listen, write, read, and comprehend, cultural literacy adds knowledge of the language and the oral tradition, while critical literacy combines the previous two levels and adds the ability to think analytically and creatively. These three levels of literacy are found within the four strands (Oral Communication, Reading, Writing, and Media Literacy) described in the Omushkego language curriculum.

The Omushkego culture curriculum encompasses four aspects of culture and is based in the culture as opposed to a curriculum that simply contains elements of the culture. These aspects (Leavitt, 1993) include cognitive culture (worldview, value systems, spiritual understandings, and practical knowledge), material culture (objects and skills about a people's ecology and economy), linguistic culture (roles of language in identity and community situations), and social culture (patterns of interaction). These four aspects of culture are organized under the following headings: Understanding Omushkego cultural knowledge and values (cognitive culture), Developing Omushkego cultural skills (material culture), Investigating and Communicating required knowledge (linguistic culture), and Applying Omushkego cultural knowledge, skills, and values (social culture). Consequently, these aspects of culture are incorporated into each of the six strands (Spring, Blooming of Earth, Summer, Fall, Freezing Up, and Winter) identified in the Omushkego culture curriculum.

In addition, the Omushkego culture curriculum includes values as an integral part of the curriculum because values were an important part of Omushkego life in the past. Values are the general and relatively stable beliefs that help people understand themselves and others. Furthermore, values help individuals adapt to the world and their place in it. Values are

produced from personal experiences and through cultural transmission. Consequently, values define who people are and explain why people choose to act in certain ways. To develop values, students need opportunities to engage in activities in appropriate social and cultural contexts. Values continue to be important to the Omushkego people of the Omushkego communities today.

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## **Omushkego Cycle of Life**

The concept of the Cycle of Life model is language oriented and its application is based on the cyclical cycles of nature that influences the lives of the Omushkego people. The names of the lunar months illustrate nature's activity beginning from the Eagle Moon (new year) as it progresses into six seasonal changes and climaxing into the Great Moon (end of year). Traditionally, life of the Omushkego people was and still is engraved by the cycles of nature. This is best reflected in the Omushkego language. The cycle of life model outlines and produces studies in Omushkego history, kinship, geography, ecology, science, technology, and social organization.

The Omushkego model reinforces Omushkego cultural identity, who we are and where we come from, and the interconnection to the seasonal life cycles of the Omushkego people and communities. These life cycles are based on the six Omushkego seasons and how they affect the land, rivers, birds, animals, and plants that are indigenous to the Omushkego people. This model reflects our uniqueness and origin of the Omushkego culture, traditions, and activities, its historical development, family principles, and values.

The Cycle of Life education model parallels the cultural changes, adaptations, and impacts, and clearly identifies Omushkego traditional culture and language. This model helps prevent further deculturalization of the Omushkego communities.

Specifically, this new method of teaching our students helps them to understand their culture and identity. This teaching tool's main focus is on the Omushkego language, but may be implemented and adapted to other subject areas. The Cycle of Life model truly demonstrates the Omushkego way of life and promises reculturalization of our Omushkego communities.

This model helps students to understand and identify the impacts of both European and Aboriginal cultures upon the traditions of the Omushkego people. The Cycle of Life education model addresses these impacts and clearly identifies Omushkego traditional culture.

## **Framework**

The following list illustrates the logical basis or foundation for the cycle of life model. This model is naturally designed and complemented by Omushkego traditions, philosophies, beliefs, and values. More important, the language of the Omushkego people reflects an understanding of their relationship to creation and a special spiritual connection to ecology and the land. Consequently, the cycle of life model attempts to

- further acceptance of the unique Omushkego people`s perceptions and perspectives;
- promote appreciation of the intrinsic qualities of the Omushkego language;
- reinforce ancestral roots;
- promote understanding of beliefs, practices, and traditions;
- define cultural perspective and understanding of the surrounding world and reality;
- nourish the imagination derived from the language of the people: language as an experience of cultural reality;
- encourage restoration of pride in cultural tradition;
- supply meaningful attachment to cultural indigenous reality;
- provide definition to the real Omushkego peoples understanding and perspective of themselves and nature, animals, birds, plants, and essentially their survival;
- reconstruct Omushkego identity: spirit as free individual, collective, and social people;
- serve as a way to understand and appreciate other indigenous peoples and cultures with commonality in beliefs, practices and traditions;
- rebuild traditional Omushkego education;
- reestablish family kinship philosophy: their relationship to nature, animals, birds, plants and more importantly to the land;
- promote communal responsibility;
- foster equality in gender relations;
- instill Omushkego community value systems: responsibility to all creation, importance of extended family and education, and respect for children as individuals;
- provide natural incorporation and development of language skills and literacy.

## **Omushkego Moons**

Traditional life and culture of the Omushkego people revolves around the cyclical seasonal changes of the moons. Each moon is named according to seasonal changes of the land and the activities of the animals on which the life of the Omushkego people is centered.

The new year of the Omushkego culture begins in the Eagle Moon. The weather turns and water begins to run from the muskeg to the rivers: a new cycle of life and renewal begins with seasonal occurrences on the land with the people. This cycle is completed in a month of the Great Moon only to begin into a new cycle.

—from *Cycle of Life Manual* (Regional Cree Language Curriculum, Kindergarten to Grade 8), 2000



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## Strands in the Culture Curriculum

The culture expectations are arranged into six *strands* to coincide with the six seasons found in the Omushkego cycle of life: Spring, Blooming of the Earth, Summer, Fall, Freezing Up, and Winter. Unlike the four astronomical seasons, these six Omushkego seasons are not clearly defined by months but by seasonal changes in the environment. Consequently, the months recommended for each of the Omushkego seasons should be used as a guide only. Seasonal cultural activities are interactive processes best developed by responding to the cultural and language experiences of the students. Because values are usually transmitted in social and cultural contexts, integrating values with the six seasons enhances the cultural concepts and skills associated with them. These culture expectations, suggested as a guide for teachers, should be refined at the First Nation community level.

### **Spring**

Spring brought warmer weather and longer periods of daylight. Sometimes spring lasted longer if the cold weather persisted. In spite of occasional periods of starvation and the potential for snow blindness, the arrival of spring provided much excitement for the Omushkegowuk. During this time of the year, the people moved from their winter hunting and trapping camps to their spring camps. Moose migrated inland to forested areas and caribou travelled to their breeding grounds. Men hunted Canada geese from their blinds. Women watched over the children, trapped muskrat, snared rabbits, and prepared geese. They prepared Canada geese in many ways: roasted, smoked, salted, boiled, and stored in fat. Many children were born at this time of the year. Through cautionary stories or tales, children were warned about dangerous conditions present during spring and the blooming of the earth.

### **Blooming of the Earth**

The blooming of the earth brought waterfowl nesting and laying eggs, the birth of moose, the sound of frogs, and the blossoming of plants and trees. Those families living inland trapped muskrat, beaver, and otter. In addition, Omushkegowuk families continued preserving meat and drying pelts. After the ice and snow melted, canoes became the primary mode of transportation on rivers and along lakes and bays. Omushkego men

and women helped each other making canoes. One canoe carried a family and all of its possessions to their communities or summer fishing camps. The blooming of the earth was time to clean up, store winter tools and equipment, and begin preparations for summer.

## **Summer**

Summer brought a brief period of rest and relaxation in the coastal communities or at summer fishing camps along the bay. This was also a spiritual time of prayer and retreats consisting of Christian and traditional spiritual gatherings, sweat lodges, and drumming. Many Omushkego social activities such as marriages, baptisms, feasts, dancing, and elections of leaders took place during summer. Shapotawans or teaching lodges were set up for telling stories. The most commonly eaten foods gathered during the summer were whitefish and trout caught in nets and Canada geese preserved from the spring hunt. In late summer, men and boys would camp along the coast and hunt ducks. Women and children would collect low bush cranberries, blue berries, black berries, and moose berries during the summer and early fall.

## **Fall**

Fall brought frost and preparations for the winter hunting and trapping camps. For the Omushkegowuk, fall was a time of excitement in anticipation of future harvesting activities on the land. Waterfowl, owl, loon, spruce grouse, sharp-tailed grouse, ruffed grouse, and willow ptarmigan were shot for food in the fall. Men and women caught fish in traps built along inland rivers, streams, and lakes. Caribou and moose provided other sources of food during this time. Women preserved food and prepared hides for winter clothing required for the long months ahead. Tools and utensils manufactured by men and women came from the environment around them. Once preparations were complete, Omushkegowuk families travelled to their winter camps or hunting and trapping areas before freeze-up.

## **Freezing Up**

Freezing up brought shorter periods of daylight. Travel was limited and would not resume until the rivers and streams were solidly frozen. During freeze-up, fish traps placed along rivers and streams caught fish returning from their spawning areas. Men began searching for beaver at this time. Trappers set nets for beaver in open water near dams or in smaller streams. In addition, the Omushkegowuk trapped small game

animals, snared rabbits and foxes, and cut and hauled wood from the surrounding area. The preparation and preservation of food continued during freeze-up. Men and women constructed snowshoes for the coming winter.

## **Winter**

Winter brought extremely cold weather combined with heavy snowstorms and blizzards. During wintertime, the Omushkegowuk migrated inland to the shelter of forested areas near their hunting and trapping areas. Omushkegowuk families trapped beaver and muskrat besides small fur bearing animals such as mink, otter, marten, weasel, lynx, and fisher. Trapped beaver and muskrat served as a source of food sources as well a source of furs. Moose and caribou provided other sources of food. Ice fishing by angling or by netting was a common winter activity. Throughout the winter, women contributed to the food supply by snaring rabbits close to the camp. Periods of starvation occurred when game became scarce. Snowshoes supplied the primary means of travelling in the winter. Men and women wearing snowshoes pulled toboggans with hauling traces as they moved from camp to camp or checked their traps and snares. Life slowed for the Omushkegowuk and the animals on the land. Moose remained in one place; caribou and even fish reduced their movements at this time. Consequently, the Omushkegowuk often moved from camp to camp when the nearby resources were depleted or when a large game animal was killed far from camp. Winter was a time for teaching children and grandchildren the things they needed to know for survival. Increased activity by the Omushkegowuk and animals would resume with the return of spring.

# Omushkego Culture Curriculum

## Expectations

[*The Omushkego Language and Culture Curriculum, Early Learning to Grade 3: Omushkego Culture*] identifies the expectations for each grade and describes the knowledge, skills, [and values] that students are expected to acquire, demonstrate, and apply in their class work and investigations, on tests, in demonstrations, and in various other activities [e.g., in their communities and on the land] on which their achievement is assessed and evaluated.

Two sets of expectations – overall expectations and specific expectations – are listed for each grade in each strand, or broad area of the curriculum ... *Taken together, the overall and specific expectations represent the [suggested] curriculum.*

- The *overall expectations* describe in general terms the knowledge, skills, [and values] that students are expected to achieve and apply by the end of each grade.
- The *specific expectations* describe the expected knowledge, skills, [and values] in greater detail. The specific expectations are grouped under subheadings that reflect the [four aspects of culture: *Understanding Omushkego cultural knowledge and values* (cognitive culture), *Developing Omushkego cultural skills* (material culture), *Investigating and communicating required knowledge* (linguistic culture), and *Applying Omushkego cultural knowledge, skills, and values* (social culture)] ... This organization is not meant to imply that the expectations in any one group are achieved independently of the expectations in the other groups, or represent the order in which they are to be taught. The [subheadings and subject or content areas] are used merely to help teachers focus on particular aspects of knowledge, skills, [and values] as they develop and present various lessons and learning activities for their students.

Teachers will examine both the overall and specific expectations in their ongoing assessment of student learning so that they can plan appropriate teaching and learning experiences.

—adapted from *The Ontario Curriculum Social Studies (Grades 1 to 6) History and Geography (Grades 7 and 8)*, 2013 revised, pp. 18–19.



Fur Bearers, Other Mammals, and Small Game Animals—Rabbits (science & technology)		●	●					●	
Goose Hunting Camp (social values)								●	●
Hide and Line Preparation (science & technology)			●	●	●	●	●	●	●
Insects and Reptiles (science & technology and mathematics)	●								
Insects and Reptiles (science & technology)		●	●						
Interrelationships (science & technology)		●	●	●					
Large Game Animals (science & technology and mathematics)	●								
Large Game Animals (science & technology)		●	●						●
Large Game Hunting (science & technology)								●	●
Land Use Ethics (geography)				●	●	●	●		
Land Use Ethics (science & technology)									●
Laws and Governance (personal and social development)	●	●	●	●	●	●	●		
Living Well (health and physical education)	●	●	●	●	●	●	●	●	●
Moose Hunting Camp (social values)									●
Mushkegowuk Aboriginal Days Celebrations (social values)				●	●				

Music and Dance (the arts)	●	●	●	●	●	●	●	●	●
Names and Importance of Particular Places (geography and mathematics)						●	●	●	●
Origins (history)						●	●		
Plants (science & technology)	●	●	●	●	●	●	●		
Plant Gathering (science & technology)		●	●	●	●	●	●		
Shelter Construction Technology (science & technology)								●	●
Small Game Hunting (science & technology)				●	●	●	●		
Spirituality (religion)	●	●	●	●	●	●	●		
Traditional Cooking (health and physical education and mathematics)		●	●	●	●	●	●		
Traditional Storytelling (language arts)	●	●	●	●	●	●	●	●	●
Trapping and Snaring (science & technology)				●	●	●	●	●	●
Travel and Transportation Technology (science & technology)								●	●
Waterfowl, Birds, and Small Game Animals—Grouse (science & technology and mathematics)	●								

Waterfowl, Birds, and Small Game Animals—Grouse (and Ptarmigan—grade 6 only) (science & technology)		●	●				●		
Waterfowl Hunting (science & technology)				●	●	●	●	●	●



# Early Learning and Kindergarten: Cycle of Life

## Overall Expectations

By the end of Early Learning and Kindergarten, students will:

### Spring

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology and mathematics)

- demonstrate an awareness of the natural environment through hands-on investigations, observations, questions, and representations of their findings about waterfowl, other birds, and small game animals, e.g., Canada geese, ducks (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, swallow (other birds), and grouse (small game) (**spring**)
- conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (**spring**)
- demonstrate an understanding of the natural world and the need to care for and respect the environment (**spring**)
- describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation (**spring**)

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- participate willingly in a variety of activities that require the use of both large and small muscles (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- practice Omushkego culture and language conventions (**spring, blooming of the earth, summer, fall, freezing up, winter**)

**Traditional Storytelling** (language arts)

- listen to cautionary tales and stories for entertainment for a variety of purposes and in variety of contexts (**spring, summer, winter**)

## Blooming of the Earth

**Fish** (science & technology and mathematics)

- demonstrate an awareness of the natural environment through hands-on investigations, observations, questions, and representations of their findings about fish, e.g., pike, walleye, whitefish, sturgeon, trout, and sucker (**blooming of the earth**)
- conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (**blooming of the earth**)
- demonstrate an understanding of the natural world and the need to care for and respect the environment (**blooming of the earth**)
- describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation (**blooming of the earth**)

**Laws and Governance** (social development)

- identify the rules and responsibilities associated with people, places, and events in their lives (**blooming of the earth**)
- demonstrate an ability to use problem-solving skills in a variety of social contexts (**blooming of the earth**)
- demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community (**blooming of the earth**)

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- participate willingly in a variety of activities that require the use of both large and small muscles (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- practice Omushkego culture and language conventions (**spring, blooming of the earth, summer, fall, freezing up, winter**)

## Summer

**Insects and Reptiles** (science & technology and mathematics)

- demonstrate an awareness of the natural environment through hands-on investigations, observations, questions, and representations of their findings about insects and reptiles, e.g., ant, spider, housefly, bee, caterpillar, butterfly, grasshopper, mosquito, dragonfly (insects), frog, crayfish, snapping turtle, snake (reptiles) (**summer**)
- conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (**summer**)
- demonstrate an understanding of the natural world and the need to care for and respect the environment (**summer**)
- describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation (**summer**)

**Music and Dance** (the arts)

- demonstrate an awareness of themselves as musicians through engaging in music activities (**summer**)
- demonstrate basic knowledge and skills gained through exposure to music and music activities (**summer**)
- express responses to a variety of forms of music, including those from other cultures (**summer**)
- demonstrate an awareness of themselves as dramatic artists and dancers through engaging in activities in drama and dance (**summer**)
- demonstrate basic knowledge and skills gained through exposure to drama and dance and drama- and dance-related activities (**summer**)
- express responses to a variety of forms of drama and dance, including those from other cultures (**summer**)

**Fun and Games** (health and physical education)

- participate on a regular basis in traditional games and activities that maintain or improve physical fitness (spring, blooming of the earth, **summer**, fall, freezing up, winter)

**Family Kinship Structures** (emotional development)

- identify people with whom they have significant relationships, e.g., the names and relationships of family members and extended family members, and their roles and responsibilities (**summer**)
- demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities (**summer**)

- demonstrate an awareness of their surroundings (**summer**)

Spirituality (religion)

- demonstrate an awareness that people depended on their environment to meet their basic needs in the past (**summer**)
- demonstrate understanding of and care for the land (natural environment) (**summer**)

Community Hike (social values)

- participate in a hike around the school (spring, blooming of the earth, **summer**, fall, freezing up, winter)

Living Well (health and physical education)

- demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- participate willingly in a variety of activities that require the use of both large and small muscles (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- practice Omushkego culture and language conventions (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Traditional Storytelling (language arts)

- listen to stories for entertainment and words of guidance for a variety of purposes and in variety of contexts (spring, **summer**, winter)

## Fall

Cycle of Life (personal and social development)

- demonstrate an understanding of events and activities that occur every year (**fall**)

- investigate patterns and cycles that occur daily and seasonally (**fall**)

Waterfowl, Birds, and Small Game Animals–Grouse (science & technology and mathematics)

- demonstrate an awareness of the natural environment through hands-on investigations, observations, questions, and representations of their findings about waterfowl, other birds, and small game animals, e.g., Snow geese, ducks (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, and swallow (other birds), and grouse (small game) (**fall**)
- conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (**fall**)

- demonstrate an understanding of the natural world and the need to care for and respect the environment (**fall**)
- describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation (**fall**)

**Plants** (science & technology)

- investigate the basic characteristics of plants, e.g., berries and other plants (**fall**)

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- participate willingly in a variety of activities that require the use of both large and small muscles (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- practice Omushkego culture and language conventions (**spring, blooming of the earth, summer, fall, freezing up, winter**)

## Freezing Up

**Fur Bearers, Other Mammals, and Small Game Animals—Rabbits** (science & technology and mathematics)

- demonstrate an awareness of the natural environment through hands-on investigations, observations, questions, and representations of their findings about mammals—furbearers, other mammals, and small game animals, e.g., black bear, beaver, muskrat, marten, mink, otter, skunk, lynx, wolf, and fox (furbearers), mouse, squirrel, groundhog, porcupine, bat (other mammals), and rabbits (small game) (**freezing up**)
- conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (**freezing up**)
- demonstrate an understanding of the natural world and the need to care for and respect the environment (**freezing up**)
- describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation (**freezing up**)

Living Well (health and physical education)

- demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- participate willingly in a variety of activities that require the use of both large and small muscles (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- practice Omushkego culture and language conventions (**spring, blooming of the earth, summer, fall, freezing up, winter**)

## Winter

Large Game Animals (science & technology and mathematics)

- investigate the basic characteristics of large game animals, e.g., moose and caribou (**winter**)
- demonstrate an awareness of the natural environment through hands-on investigations, observations, questions, and representations of their findings about large game animals, e.g., moose and caribou (**winter**)
- conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (**winter**)
- demonstrate an understanding of the natural world and the need to care for and respect the environment (**winter**)
- describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation (**winter**)
- demonstrate awareness of patterns in their daily lives (**winter**)

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- participate willingly in a variety of activities that require the use of both large and small muscles (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- practice Omushkego culture and language conventions (**spring, blooming of the earth, summer, fall, freezing up, winter**)

**Traditional Storytelling** (language arts)

- listen to traditional legends and popular stories for a variety of purposes and in variety of contexts (spring, summer, **winter**)

# Early Learning and Kindergarten: Spring (March–April)

## Overall Expectations

By the end of Early Learning and Kindergarten, students will:

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology and mathematics)

- demonstrate an awareness of the natural environment through hands-on investigations, observations, questions, and representations of their findings about waterfowl, other birds, and small game animals, e.g., Canada geese, ducks (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, swallow (other birds), and grouse (small game),
- conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills,
- demonstrate an understanding of the natural world and the need to care for and respect the environment,
- describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation,

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices,
  - demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being,
  - participate willingly in a variety of activities that require the use of both large and small muscles,
  - practice Omushkego culture and language conventions,
- Traditional Storytelling** (language arts)
- listen to cautionary tales and stories for entertainment for a variety of purposes and in variety of contexts.

## Specific Expectations

### ***Understanding Omushkego cultural knowledge and values***

By the end of Early Learning and Kindergarten, students will:

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology and mathematics)

- describe some differences between living and non-living things,
- sort and classify groups of living and non-living things in their own way,
- describe the basic characteristics of birds,
- sort and classify birds into sets according to specific characteristics, and describe those characteristics, e.g., colour, size, weight, and shape,
- identify ways in which they can care for and show respect for the environment

**Living Well** (health and physical education)

- identify cultural products or practices in families today that can be tied to the land,



- discuss what makes them happy and unhappy, and why,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults,

**Traditional Storytelling** (language arts)

- recognize cautionary tales about dangers in the environment,
- recognize and enjoy stories told for entertainment,
- orally retell simple events and simple familiar stories in proper sequence.

### ***Developing Omushkego cultural skills***

By the end of Early Learning and Kindergarten, students will:

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology and mathematics)

- observe the basic characteristics of birds around the community,
- identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices,

**Living Well** (health and physical education)

- identify major meat foods, e.g., Canada geese, ducks, and grouse,
- discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations,
- identify safe and unsafe situations, materials and equipment,

**Traditional Storytelling** (language arts)

- listen to cautionary tales about dangers in the environment,
- listen to stories told for entertainment,
- listen and respond to others for a variety of purposes and in a variety of contexts.

### ***Investigating and communicating required knowledge***

By the end of Early Learning and Kindergarten, students will:

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology and mathematics)

- explore, sort, and compare traditional and non-traditional two-dimensional shapes and three-dimensional figures,
  - ask questions about and describe some natural occurrences, using their own observations and representations,
  - state problems and pose questions before and during investigations,
  - make predictions and observations before and during investigations,
  - select and use materials to carry out their own explorations,
  - use appropriate vocabulary in describing their plans, explorations, and observations,
  - use language to accurately describe basic characteristics, e.g., colour, size, weight, and shape,
  - communicate results and findings from individual and group investigations,
- Living Well** (health and physical education)
- investigate the benefits of nutritious foods,

- use appropriate Omushkego vocabulary and terminology to describe their plans, explorations, and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,

**Traditional Storytelling** (language arts)

- begin to use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond,
- ask questions, express feelings, and share ideas about tales and stories.

**Applying Omushkego cultural knowledge, skills, and values**

By the end of Early Learning and Kindergarten, students will:

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology and mathematics)

- identify a familiar bird from seeing only a part of it,
- compare the characteristics of birds, e.g., colour, size, weight, and shape,
- participate in environmentally friendly activities in the classroom and the schoolyard,

**Living Well** (health and physical education)

- describe healthy food choices and benefits of these choices,
- identify the many things used and eaten in daily life that come from the land,
- participate actively in creative movement and other daily physical activities,
- begin to demonstrate an understanding of the effects of healthy, active living on the mind and body,
- identify and apply basic safety rules,
- practice cultural ways or protocols for showing respect to keepers of cultural knowledge, e.g., community members particularly elders,
- practice cultural ways or protocols for showing respect to nature in community areas,
- demonstrate strategies for engaging in cooperative play in a variety of games and activities,
- behave in cultural appropriate ways when learning from keepers of cultural knowledge,
- listen to the suggestions of others and how these can contribute to their well-being,
- identify feelings and emotions about their cultural experiences and express them in acceptable ways,

**Traditional Storytelling** (language arts)

- use language to connect new experiences with what they already know,
- show respectful appreciation during a storytelling presentation.

# Early Learning and Kindergarten: Blooming of the Earth (May–June)

## Overall Expectations

By the end of Early Learning and Kindergarten, students will:

**Fish** (science & technology and mathematics)

- demonstrate an awareness of the natural environment through hands-on investigations, observations, questions, and representations of their findings about fish, e.g., pike, walleye, whitefish, sturgeon, trout, and sucker,
- conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills,
- demonstrate an understanding of the natural world and the need to care for and respect the environment,
- describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation,

**Laws and Governance** (social development)

- identify the rules and responsibilities associated with people, places, and events in their lives,
- demonstrate an ability to use problem-solving skills in a variety of social contexts,
- demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community,

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being,
- participate willingly in a variety of activities that require the use of both large and small muscles,
- practice Omushkego culture and language conventions.

## Specific Expectations

### ***Understanding Omushkego cultural knowledge and values***

By the end of Early Learning and Kindergarten, students will:

**Fish** (science & technology and mathematics)

- describe some differences between living and non-living things,
- sort and classify groups of living and non-living things in their own way,
- describe the basic characteristics of fish,
- sort and classify fish into sets according to specific characteristics, and describe those characteristics, e.g., colour, size, weight, and shape,
- identify ways in which they can care for and show respect for the environment,

**Laws and Governance** (personal and social development)

- state in simple terms what rules are,
- recall that rules and practices in their homes and in their classrooms are made to help them to be safe and ensure that their needs are met,
- describe why rules have been established,
- describe significant people and places in their lives and the rules associated with them,
- identify significant events in their lives and the rules associated with them,
- describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly,

**Living Well** (health and physical education)

- recognize that all things come from the Creator and are to be respected,
- recall that they share nature with other creatures,
- understand that being on the land keeps us close to the Creator.

### ***Developing Omushkego cultural skills***

By the end of Early Learning and Kindergarten, students will:

**Fish** (science & technology and mathematics)

- observe the basic characteristics of fish around the community,
- identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices,

**Laws and Governance** (personal and social development)

- develop empathy for others, and acknowledge and respond to each other’s feelings,

**Living Well** (health and physical education)

- handle major meat foods properly, e.g., fish,
- discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations,
- identify safe and unsafe situations, materials and equipment,
- develop competence participating in school activities.

### ***Investigating and communicating required knowledge***

By the end of Early Learning and Kindergarten, students will:

**Fish** (science & technology and mathematics)

- explore, sort, and compare traditional and non-traditional two-dimensional shapes and three-dimensional figures,
- ask questions about and describe some natural occurrences, using their own observations and representations,
- state problems and pose questions before and during investigations,
- make predictions and observations before and during investigations,
- select and use materials to carry out their own explorations,
- use appropriate vocabulary in describing their plans, explorations, and observations,

- use language to accurately describe basic characteristics, e.g., colour, size, weight, and shape,
- communicate results and findings from individual and group investigations,  
**Laws and Governance** (personal and social development)
- brainstorm and ask simple questions to gain information about rules,
- talk about events or retell stories that reflect their own heritage and cultural background,
- use appropriate vocabulary to communicate the results of explorations and observations about rules,  
**Living Well** (health and physical education)
- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations.

### ***Applying Omushkego cultural knowledge, skills, and values***

By the end of Early Learning and Kindergarten, students will:

**Fish** (science & technology and mathematics)

- identify a familiar fish from seeing only a part of it,
- compare the characteristics of fish, e.g., colour, size, weight, and shape,
- participate in environmentally friendly activities in the classroom and the schoolyard,  
**Laws and Governance** (personal and social development)
- use a variety of simple strategies to solve social problems, e.g., identify an area of concern, and suggest changes in rules to provide possible solutions,
- demonstrate respect and consideration for individual differences and alternative points of view,

**Living Well** (health and physical education)

- describe healthy food choices and benefits of these choices,
- identify the many things used and eaten in daily life that come from the land,
- participate actively in creative movement and other daily physical activities,
- begin to demonstrate an understanding of the effects of healthy, active living on the mind and body,
- identify and apply basic safety rules,
- practice cultural ways or protocols for showing respect to keepers of cultural knowledge, e.g., community members particularly elders,
- practice cultural ways or protocols for showing respect to nature in community areas,
- demonstrate strategies for engaging in cooperative play in a variety of games and activities,
- behave in cultural appropriate ways when learning from keepers of cultural knowledge,
- listen to the suggestions of others and how these can contribute to their well-being,

–identify feelings and emotions about their cultural experiences and express them in acceptable ways.

# Early Learning and Kindergarten: Summer (July–August)

## Overall Expectations

By the end of Early Learning and Kindergarten, students will:

**Insects and Reptiles** (science & technology and mathematics)

- demonstrate an awareness of the natural environment through hands-on investigations, observations, questions, and representations of their findings about insects and reptiles, e.g., ant, spider, housefly, bee, caterpillar, butterfly, grasshopper, mosquito, dragonfly (insects), frog, crayfish, snapping turtle, snake (reptiles),
- conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills,
- demonstrate an understanding of the natural world and the need to care for and respect the environment,
- describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation,

**Music and Dance** (the arts)

- demonstrate an awareness of themselves as musicians through engaging in music activities,
- demonstrate basic knowledge and skills gained through exposure to music and music activities,
- express responses to a variety of forms of music, including those from other cultures,
- demonstrate an awareness of themselves as dramatic artists and dancers through engaging in activities in drama and dance,
- demonstrate basic knowledge and skills gained through exposure to drama and dance and drama- and dance-related activities,
- express responses to a variety of forms of drama and dance, including those from other cultures,

**Fun and Games** (health and physical education)

- participate on a regular basis in traditional games and activities that maintain or improve physical fitness,

**Family Kinship Structures** (emotional development)

- identify people with whom they have significant relationships, e.g., the names and relationships of family members and extended family members, and their roles and responsibilities,
- demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities,
- demonstrate an awareness of their surroundings,

**Spirituality** (religion)

- demonstrate an awareness that people depended on their environment to meet their basic needs in the past,

- demonstrate understanding of and care for the land (natural environment),

**Community Hike** (social values)

- participate in a hike around the school,

**Living Well** (health and physical education)

- demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being,

- participate willingly in a variety of activities that require the use of both large and small muscles,

- practice Omushkego culture and language conventions,

**Traditional Storytelling** (language arts)

- listen to stories for entertainment and words of guidance for a variety of purposes and in variety of contexts.

**Specific Expectations*****Understanding Omushkego cultural knowledge and values***

By the end of Early Learning and Kindergarten, students will:

**Insects and Reptiles** (science & technology and mathematics)

- describe some differences between living and non-living things,

- sort and classify groups of living and non-living things in their own way,

- describe the basic characteristics of insects and reptiles,

- sort and classify insects and reptiles into sets according to specific characteristics, and describe those characteristics, e.g., colour, size, weight, and shape,

- identify ways in which they can care for and show respect for the environment,

**Music and Dance** (the arts)

- demonstrate an understanding of rhythmic patterns in daily life and in music,

- recall and repeat familiar songs, dance steps, and rhymes,

- move in response to tempo and mood of music,

- name different movements they can do,

**Fun and Games** (health and physical education)

- describe the reasons for participating in regular physical activity,

**Family Kinship Structures** (emotional development)

- state in simple terms what relationships and responsibilities are,

- identify important relationships in their lives and name some of the responsibilities that are part of these relationships,

- describe significant people in their lives,

- describe family life in their community,

- recognize people in their community and talk about what they do,

**Spirituality** (religion)

- describe ways in which people use the land (natural environment),

- identify the cultural/spiritual activities in their family,



- identify ways in which people in families with spiritual gifts help others,
- outline that cultural traditions are passed down from earlier generations,
- Community Hike** (social values)
- identify the locations of safe walking and play areas around the school,
- describe reasons for enjoying walking and playing around the school,
- Living Well** (health and physical education)
- identify cultural products or practices in families today that can be tied to the land,
- discuss what makes them happy and unhappy, and why,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults,
- Traditional Storytelling** (language arts)
- recognize stories told for entertainment,
- recognize words of guidance,
- orally retell simple events and simple familiar stories in proper sequence.

### ***Developing Omushkego cultural skills***

By the end of Early Learning and Kindergarten, students will:

- Insects and Reptiles** (science & technology and mathematics)
- observe the basic characteristics of insects and reptiles around the community,
- identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices,
- Music and Dance** (the arts)
- explore different elements of music,
- explore different elements of drama and dance,
- Fun and Games** (health and physical education)
- play traditional games, e.g., buzzers, tops, dolls and small cradleboards, small sleds, toboggans and canoes, and hide- and -go seek,
- Family Kinship Structures** (emotional development)
- brainstorm and ask simple questions to gain information about family relationships and responsibilities,
- demonstrate a willingness to try new activities,
- listen to, be considerate of, and honour classmates, teachers, family members and elders,
- Spirituality** (religion)
- recognize, value and enjoy their own traditions and beliefs,
- listen to, be considerate of, and honour the land,
- Community Hike** (social values)
- plan a trip around the school,
- hike around the school safely,
- develop competence in Omushkego social values, e.g., respect for the school,
- Living Well** (health and physical education)
- develop competence participating in school activities,

**Traditional Storytelling** (language arts)

- listen to and enjoy stories told for entertainment,
- listen to words of guidance,
- listen and respond to others for a variety of purposes and in a variety of contexts.

**Investigating and communicating required knowledge**

By the end of Early Learning and Kindergarten, students will:

**Insects and Reptiles** (science & technology and mathematics)

- explore, sort, and compare traditional and non-traditional two-dimensional shapes and three-dimensional figures,
- ask questions about and describe some natural occurrences, using their own observations and representations,
- state problems and pose questions before and during investigations,
- make predictions and observations before and during investigations,
- select and use materials to carry out their own explorations,
- use appropriate vocabulary in describing their plans, explorations, and observations,
- use language to accurately describe basic characteristics, e.g., colour, size, weight, and shape,
- communicate results and findings from individual and group investigations,

**Music and Dance** (the arts)

- express their responses to music by moving, by making connections to their own experiences, or by talking about the musical form,
- respond to music from various cultures, including their own,
- communicate their ideas about something through sounds, rhythms, and music,
- express their responses to drama and dance,

**Family Kinship Structures** (emotional development)

- use appropriate vocabulary to communicate the results of explorations and observations about family relationships and responsibilities,
- interact cooperatively with others in classroom events and activities,

**Spirituality** (religion)

- brainstorm and ask simple questions to gain information about the relationship of people to the land,
- use appropriate vocabulary to communicate the results of inquiries and observations,

**Fun and Games** (health and physical education)**Community Hike** (social values)**Living Well** (health and physical education)

- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,

**Traditional Storytelling** (language arts)

- respond to a story or words of guidance,

–describe personal experiences, using vocabulary and details appropriate to the situation.

### **Applying Omushkego cultural knowledge, skills, and values**

By the end of Early Learning and Kindergarten, students will:

**Insects and Reptiles** (science & technology and mathematics)

- identify a familiar insect or reptile from seeing only a part of it,
- compare the characteristics of insects and reptiles, e.g., colour, size, weight, and shape,
- participate in environmentally friendly activities in the classroom and the schoolyard,

**Music and Dance** (the arts)

- perform traditional songs or religious songs in a group,
- perform short traditional dances in a group,
- participate willingly in creative movement, dance, and other daily physical activities,
- show appreciation of traditional songs, religious songs, or traditional dances,
- demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance,
- demonstrate an awareness of personal interests and a sense of accomplishment in music,

**Fun and Games** (health and physical education)

- demonstrate appropriate interpersonal skills and respectful behaviour in physical activities,

**Family Kinship Structures** (emotional development)

- use a variety of simple strategies to solve social problems, e.g., identify an area of concern, and suggest changes in relationships to provide possible solutions,
- demonstrate self-reliance and a sense of responsibility,

**Spirituality** (religion)

- reflect on ways they can increase their sense of belonging to their families and with the land around them,
- participate in contemporary spiritual practices,
- express their feelings of wonder and curiosity about the world,

**Community Hike** (social values)

- successfully participate in hikes around the community,

**Living Well** (health and physical education)

- participate actively in creative movement and other daily physical activities,
- begin to demonstrate an understanding of the effects of healthy, active living on the mind and body,
- identify and apply basic safety rules,
- practice cultural ways or protocols for showing respect to keepers of cultural knowledge, e.g., community members particularly elders,
- practice cultural ways or protocols for showing respect to nature in community areas,

- demonstrate strategies for engaging in cooperative play in a variety of games and activities,
  - behave in cultural appropriate ways when learning from keepers of cultural knowledge,
  - listen to the suggestions of others and how these can contribute to their well-being,
  - identify feelings and emotions about their cultural experiences and express them in acceptable ways,
- Traditional Storytelling** (language arts)
- use language in various contexts to connect new experiences with what they already know,
  - show respectful appreciation during a storytelling presentation.

# Early Learning and Kindergarten: Fall (September–October)

## Overall Expectations

By the end of Early Learning and Kindergarten, students will:

**Cycle of Life** (personal and social development)

- demonstrate an understanding of events and activities that occur every year,
- investigate patterns and cycles that occur daily and seasonally,

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology and mathematics)

- demonstrate an awareness of the natural environment through hands-on investigations, observations, questions, and representations of their findings about waterfowl, other birds, and small game animals, e.g., Snow geese, ducks (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, and swallow (other birds), and grouse (small game),
- conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills,
- demonstrate an understanding of the natural world and the need to care for and respect the environment,
- describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation,

**Plants** (science & technology)

- investigate the basic characteristics of plants, e.g., berries and other plants,

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being,
- participate willingly in a variety of activities that require the use of both large and small muscles,
- practice Omushkego culture and language conventions.

## Specific Expectations

### ***Understanding Omushkego cultural knowledge and values***

By the end of Early Learning and Kindergarten, students will:

**Cycle of Life** (personal and social development)

- identify patterns and cycles in their daily lives,
- talk about time in relation to certain events or activities,
- identify some events that occur every year,

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology and mathematics)

- describe some differences between living and non-living things,
- sort and classify groups of living and non-living things in their own way,

- describe the basic characteristics of birds,
- sort and classify birds into sets according to specific characteristics, and describe those characteristics, e.g., colour, size, weight, and shape,
- identify ways in which they can care for and show respect for the environment,
- Plants** (science & technology)
- identify the basic characteristics of plants,
- Living Well** (health and physical education)
- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults.

### ***Developing Omushkego cultural skills***

By the end of Early Learning and Kindergarten, students will:

**Cycle of Life** (personal and social development)

- observe the patterns and cycles that occur daily and seasonally,
- Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology and mathematics)
- observe the basic characteristics of birds around the community,
- Plants** (science & technology)
- observe the basic characteristics of plants around the school,
- Living Well** (health and physical education)
- identify major meat foods, e.g., Snow geese, ducks, and grouse,
- discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations,
- identify safe and unsafe situations, materials and equipment,
- develop competence participating in school activities.

### ***Investigating and communicating required knowledge***

By the end of Early Learning and Kindergarten, students will:

**Cycle of Life** (personal and social development)

- use a variety of simple strategies to solve social problems, e.g., identify an area of concern, and suggest changes in rules to provide possible solutions,
- Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology and mathematics)
- explore, sort, and compare traditional and non-traditional two-dimensional shapes and three-dimensional figures,
- identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices,
- ask questions about and describe some natural occurrences, using their own observations and representations,
- state problems and pose questions before and during investigations,
- make predictions and observations before and during investigations,
- select and use materials to carry out their own explorations,

- use appropriate vocabulary in describing their plans, explorations, and observations,
- use language to accurately describe basic characteristics, e.g., colour, size, weight, and shape,

–communicate results and findings from individual and group investigations,

**Plants** (science & technology)

- make a specific plan, describe the steps, and carry out the plan,
- make appropriate observations about results or findings,
- use appropriate vocabulary in describing their plans, explorations, and observations,
- use language to accurately describe basic characteristics, e.g., colour, size, weight, and shape,

**Living Well** (health and physical education)

- investigate the benefits of nutritious foods,
- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations.

### ***Applying Omushkego cultural knowledge, skills, and values***

By the end of Early Learning and Kindergarten, students will:

**Cycle of Life** (personal and social development)

- describe ways in which patterns and cycles affect their daily lives,
- recognize social and environmental concerns relating to patterns and cycles in their daily lives,

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology and mathematics)

- identify a familiar bird from seeing only a part of it,
- compare the characteristics of birds, e.g., colour, size, weight, and shape,
- participate in environmentally friendly activities in the classroom and the schoolyard,

**Plants** (science & technology)

- identify a familiar plant from seeing only a part of it,

**Living Well** (health and physical education)

- describe healthy food choices and benefits of these choices,
- identify the many things used and eaten in daily life that come from the land,
- participate actively in creative movement and other daily physical activities,
- begin to demonstrate an understanding of the effects of healthy, active living on the mind and body,
- identify and apply basic safety rules,
- practice cultural ways or protocols for showing respect to keepers of cultural knowledge, e.g., community members particularly elders,
- practice cultural ways or protocols for showing respect to nature in community areas,
- demonstrate strategies for engaging in cooperative play in a variety of games and activities,

- behave in cultural appropriate ways when learning from keepers of cultural knowledge,
- listen to the suggestions of others and how these can contribute to their well-being,
- identify feelings and emotions about their cultural experiences and express them in acceptable ways.



# Early Learning and Kindergarten: Freezing Up (November–December)

## Overall Expectations

By the end of Early Learning and Kindergarten, students will:

**Fur Bearers, Other Mammals, and Small Game Animals–Rabbits** (science & technology and mathematics)

- demonstrate an awareness of the natural environment through hands-on investigations, observations, questions, and representations of their findings about mammals—furbearers, other mammals, and small game animals, e.g., black bear, beaver, muskrat, marten, mink, otter, skunk, lynx, wolf, and fox (furbearers), mouse, squirrel, groundhog, porcupine, bat (other mammals), and rabbits (small game),
- conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills,
- demonstrate an understanding of the natural world and the need to care for and respect the environment,
- describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation,

**Living Well** (health and physical education)

- demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being,
- participate willingly in a variety of activities that require the use of both large and small muscles,
- practice Omushkego culture and language conventions.

## Specific Expectations

### ***Understanding Omushkego cultural knowledge and values***

By the end of Early Learning and Kindergarten, students will:

**Fur Bearers, Other Mammals, and Small Game Animals–Rabbits** (science & technology and mathematics)

- describe some differences between living and non-living things,
  - sort and classify groups of living and non-living things in their own way,
  - describe the basic characteristics of mammals,
  - sort and classify mammals into sets according to specific characteristics, and describe those characteristics, e.g., colour, size, weight, and shape,
  - identify ways in which they can care for and show respect for the environment,
- Living Well** (health and physical education)
- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
  - discuss what makes them happy and unhappy, and why,
  - observe and identify ways to be helpful to teachers, parents and cultural teachers,

–listen respectfully to the voices of those more experienced, especially elders and adults.

### ***Developing Omushkego cultural skills***

By the end of Early Learning and Kindergarten, students will:

**Fur Bearers, Other Mammals, and Small Game Animals–Rabbits** (science & technology and mathematics)

–observe the basic characteristics of mammals around the community,  
 –identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices,

**Living Well** (health and physical education)

–discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations,  
 –identify safe and unsafe situations, materials and equipment,  
 –develop competence participating in school activities.

### ***Investigating and communicating required knowledge***

By the end of Early Learning and Kindergarten, students will:

**Fur Bearers, Other Mammals, and Small Game Animals–Rabbits** (science & technology and mathematics)

–explore, sort, and compare traditional and non-traditional two-dimensional shapes and three-dimensional figures,  
 –ask questions about and describe some natural occurrences, using their own observations and representations,  
 –state problems and pose questions before and during investigations,  
 –make predictions and observations before and during investigations,  
 –select and use materials to carry out their own explorations,  
 –use appropriate vocabulary in describing their plans, explorations, and observations,  
 –use language to accurately describe basic characteristics, e.g., colour, size, weight, and shape,  
 –communicate results and findings from individual and group investigations,

**Living Well** (health and physical education)

–use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,  
 –speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations.

### ***Applying Omushkego cultural knowledge, skills, and values***

By the end of Early Learning and Kindergarten, students will:

**Fur Bearers, Other Mammals, and Small Game Animals–Rabbits** (science & technology and mathematics)

–identify a familiar mammal from seeing only a part of it,  
 –compare the characteristics of mammals, e.g., colour, size, weight, and shape,  
 –participate in environmentally friendly activities in the classroom and the schoolyard,

**Living Well** (health and physical education)

- participate actively in creative movement and other daily physical activities,
- begin to demonstrate an understanding of the effects of healthy, active living on the mind and body,
- identify and apply basic safety rules,
- practice cultural ways or protocols for showing respect to keepers of cultural knowledge, e.g., community members particularly elders,
- practice cultural ways or protocols for showing respect to nature in community areas,
- demonstrate strategies for engaging in cooperative play in a variety of games and activities,
- behave in cultural appropriate ways when learning from keepers of cultural knowledge,
- listen to the suggestions of others and how these can contribute to their well-being,
- identify feelings and emotions about their cultural experiences and express them in acceptable ways.

# Early Learning and Kindergarten: Winter (January–February)

## Overall Expectations

By the end of Early Learning and Kindergarten, students will:

**Large Game Animals** (science & technology and mathematics)

- investigate the basic characteristics of large game animals, e.g., moose and caribou,
- demonstrate an awareness of the natural environment through hands-on investigations, observations, questions, and representations of their findings about large game animals, e.g., moose and caribou,
- conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills,
- demonstrate an understanding of the natural world and the need to care for and respect the environment,
- describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation,
- demonstrate awareness of patterns in their daily lives,

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being,
- participate willingly in a variety of activities that require the use of both large and small muscles,
- practice Omushkego culture and language conventions,

**Traditional Storytelling** (language arts)

- listen to traditional legends and popular stories for a variety of purposes and in variety of contexts.

## Specific Expectations

### ***Understanding Omushkego cultural concepts and values***

By the end of Early Learning and Kindergarten, students will:

**Large Game Animals** (science & technology and mathematics)

- describe some differences between living and non-living things,
- sort and classify groups of living and non-living things in their own way,
- describe the basic characteristics of mammals,
- sort and classify mammals into sets according to specific characteristics, and describe those characteristics, e.g., colour, size, weight, and shape,
- identify ways in which they can care for and show respect for the environment,

**Living Well** (health and physical education)

- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
- discuss what makes them happy and unhappy, and why,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults,

**Traditional Storytelling** (language arts)

- recognize traditional stories about legendary or heroic figures, animals, trees, and landscape features,
- recognize popular stories about personal experiences and reminiscences, local history accounts, and real events,
- orally retell simple events and simple familiar stories in proper sequence.

### ***Developing Omushkego cultural skills***

By the end of Early Learning and Kindergarten, students will:

**Large Game Animals** (science & technology and mathematics)

- observe the basic characteristics of mammals around the community,

**Living Well** (health and physical education)

- discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations,
- identify safe and unsafe situations, materials and equipment,
- develop competence participating in school activities,

**Traditional Storytelling** (language arts)

- listen to traditional stories about legendary or heroic figures, animals, trees, and landscape features,
- listen to popular stories about personal experiences and reminiscences, local history accounts, and real events,
- listen and respond to others for a variety of purposes and in a variety of contexts.

### ***Investigating and communicating required knowledge***

By the end of Early Learning and Kindergarten, students will:

**Large Game Animals** (science & technology and mathematics)

- explore, sort, and compare traditional and non-traditional two-dimensional shapes and three-dimensional figures,
- identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices,
- ask questions about and describe some natural occurrences, using their own observations and representations,
- state problems and pose questions before and during investigations,
- make predictions and observations before and during investigations,
- select and use materials to carry out their own explorations,

- use appropriate vocabulary in describing their plans, explorations, and observations,
- use language to accurately describe basic characteristics, e.g., colour, size, weight, and shape,

- communicate results and findings from individual and group investigations,

**Living Well** (health and physical education)

- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,

- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations.

**Traditional Storytelling** (language arts)

- begin to use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond,

- ask questions, express feelings, and share ideas about legends and stories.

### ***Applying Omushkego cultural concepts, skills, and values***

By the end of Early Learning and Kindergarten, students will:

**Large Game Animals** (science & technology and mathematics)

- identify a familiar mammal from seeing only a part of it,

- compare the characteristics of mammals, e.g., colour, size, weight, and shape,

- participate in environmentally friendly activities in the classroom and the schoolyard,

**Living Well** (health and physical education)

- describe healthy food choices and benefits of these choices,

- identify the many things used and eaten in daily life that come from the land,

- participate actively in creative movement and other daily physical activities,

- begin to demonstrate an understanding of the effects of healthy, active living on the mind and body,

- identify and apply basic safety rules,

- practice cultural ways or protocols for showing respect to keepers of cultural knowledge, e.g., community members particularly elders,

- practice cultural ways or protocols for showing respect to nature in community areas,

- demonstrate strategies for engaging in cooperative play in a variety of games and activities,

- behave in cultural appropriate ways when learning from keepers of cultural knowledge,

- listen to the suggestions of others and how these can contribute to their well-being,

- identify feelings and emotions about their cultural experiences and express them in acceptable ways,

**Traditional Storytelling** (language arts)

- use language to connect new experiences with what they already know,

- show respectful appreciation during a storytelling presentation.

# Grade 1: Cycle of Life

## Overall Expectations

By the end of Grade 1, students will:

### Spring

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology)

- investigate the needs and characteristics of waterfowl, other birds, and small game animals, e.g., Canada geese, ducks (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, swallow (other birds), and grouse (small game) (**spring**)
- demonstrate an understanding of the basic needs and characteristics of animals, e.g., birds (**spring**)
- demonstrate an awareness that animals depend on their environment to meet their basic needs (**spring**)
- demonstrate awareness of patterns in their daily lives (**spring**)

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling traditional foods (**spring, blooming of the earth, summer, fall, freezing up**)
- participate actively and regularly in a wide variety of physical activities and identify how regular physical activity can be incorporated into their daily lives (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- practice Omushkego culture and language conventions (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

**Traditional Storytelling** (language arts)

- listen to cautionary tales and stories for entertainment in order to understand and respond appropriately in a variety of situations for a variety of purposes (**spring**, summer, winter)

**Blooming of the Earth****Fish** (science & technology)

- investigate the needs and characteristics of fish, e.g., pike, walleye, whitefish, sturgeon, trout, and sucker (**blooming of the earth**)
- demonstrate an understanding of the basic needs and characteristics of animals, e.g., fish (**blooming of the earth**)
- demonstrate an awareness that animals depend on their environment to meet their basic needs (**blooming of the earth**)
- demonstrate awareness of patterns in their daily lives (**blooming of the earth**)

**Laws and Governance** (history)

- identify the rules and responsibilities associated with people, places, and events in their lives and communities (**blooming of the earth**)
- use a variety of resources and tools to gather, process, and communicate information about the rules people follow in daily life (**blooming of the earth**)
- explain how and why rules may change over time, and in different places (**blooming of the earth**)

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- participate actively and regularly in a wide variety of physical activities and identify how regular physical activity can be incorporated into their daily lives (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)



- practice Omushkego culture and language conventions (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

## Summer

**Insects and Reptiles** (science & technology)

- investigate the needs and characteristics of insects and reptiles, e.g., ant, spider, housefly, bee, caterpillar, butterfly, grasshopper, mosquito, dragonfly (insects), frog, crayfish, snapping turtle, snake (reptiles) (**summer**)
- demonstrate an understanding of the basic needs and characteristics of animals, e.g., insects and reptiles (**summer**)
- demonstrate an awareness that people depended on their environment to meet their basic needs in the past (**summer**)
- demonstrate awareness of patterns in their daily lives (**summer**)

**Music and Dance** (the arts)

- apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music (**summer**)
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences (**summer**)
- demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts (**summer**)
- apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas (**summer**)
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences (**summer**)
- demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts (**summer**)

**Fun and Games** (health and physical education)

- participate on a regular basis in traditional games and activities that maintain or improve physical fitness (spring, blooming of the earth, **summer**, fall, freezing up, winter)

**Family Kinship Structures** (social studies)

- identify people with whom they have significant relationships, e.g., the names and relationships of family members and extended family members, and their roles and responsibilities in their lives and communities

(**summer**)

- use a variety of resources and tools to gather, process, and communicate information about the responsibilities of family members and other people in their school and community (**summer**)

- explain how and why relationships and responsibilities may change over time, and in different places (**summer**)

**Spirituality** (religion)

- demonstrate an awareness that people depended on their environment to meet their basic needs in the past (**summer**)

- demonstrate understanding of and care for the land (natural environment) (**summer**)

**Community Hike** (social values)

- participate in a hike around the community (spring, blooming of the earth, **summer**, fall, freezing up, winter)

**Living Well** (health and physical education)

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- participate actively and regularly in a wide variety of physical activities and identify how regular physical activity can be incorporated into their daily lives (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- practice Omushkego culture and language conventions (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

**Traditional Storytelling** (language arts)

- listen to stories for entertainment and words of guidance in order to understand and respond appropriately in a variety of situations for a variety of purposes (**spring, summer, winter**)

## **Fall**

**Cycle of Life** (science & technology)

- assess the impact of daily and seasonal changes on living things, including humans (**fall**)
- investigate daily and seasonal changes (**fall**)
- demonstrate an understanding of what daily and seasonal changes are and of how these changes affect living things (**fall**)

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology)

- investigate the needs and characteristics of waterfowl, other birds, and small game animals, e.g., Snow geese, ducks (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, and swallow (other birds), and grouse (small game) (**fall**)
- demonstrate an understanding of the basic needs and characteristics of animals, e.g., birds (**fall**)
- demonstrate an awareness that animals depend on their environment to meet their basic needs (**fall**)
- demonstrate awareness of patterns in their daily lives (**fall**)

**Plants** (science & technology)

- investigate the needs and characteristics of plants, e.g., berries and other plants (**fall**)
- demonstrate an understanding of the basic needs and characteristics of plants, e.g., berries and other plants (**fall**)
- demonstrate awareness that plants depend on their environment to meet their basic needs (**fall**)

**Plant Gathering** (science & technology)

- show methods of collecting plants and berries (**fall**)

**Traditional Cooking** (health and physical education and mathematics)

- prepare different varieties of berries (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- estimate, measure, and describe length, area, mass, volume, capacity, time, and temperature, using non-standard units of the same size (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)
- display practices of handling and preparation of berries (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**)
- participate actively and regularly in a wide variety of physical activities and identify how regular physical activity can be incorporated into their daily lives (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)
- demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)
- practice Omushkego culture and language conventions (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)

## Freezing Up

**Fur Bearers, Other Mammals, and Small Game Animals–Rabbits** (science & technology)

- investigate the needs and characteristics of furbearers, other mammals, and small game animals, e.g., black bear, beaver, muskrat, marten, mink, otter, skunk, lynx, wolf, and fox (furbearers), mouse, squirrel, groundhog, porcupine, bat (other mammals), and rabbits (small game) (**freezing up**)
- demonstrate an understanding of the basic needs and characteristics of animals, e.g., mammals (**freezing up**)
- demonstrate an awareness that animals depend on their environment to meet their basic needs (**freezing up**)
- demonstrate awareness of patterns in their daily lives (**freezing up**)

**Interrelationships** (science & technology)

- investigate the dependency of plants and animals on their habitat and community, and identify the factors that could affect habitats and communities of plants and animals (**freezing up**)
- identify ways in which human activities can affect animals and plants (**freezing up**)
- investigate the dependency of plants and animals on their on their habitat and the interrelationships of the plants and animals living in a specific habitat (**freezing up**)
- describe ways in which humans can change habitats and the effects of these changes on the plants and animals within the habitats (**freezing up**)

**Living Well** (health and physical education)

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling and preparation of animals safely (**spring, blooming of the earth, summer, fall, freezing up**)
- participate actively and regularly in a wide variety of physical activities and identify how regular physical activity can be incorporated into their daily lives (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- practice Omushkego culture and language conventions (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

**Winter****Large Game Animals** (science & technology)

- investigate the needs and characteristics of large game animals, e.g., moose and caribou (**winter**)

- demonstrate an understanding of the basic needs and characteristics of animals, e.g., mammals (**winter**)
- demonstrate an awareness that animals depend on their environment to meet their basic needs (**winter**)

•demonstrate awareness of patterns in their daily lives (**winter**)

*Living Well* (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling animals safely (**spring, blooming of the earth, summer, fall, freezing up**)
- participate actively and regularly in a wide variety of physical activities and identify how regular physical activity can be incorporated into their daily lives (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- practice Omushkego culture and language conventions (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

*Traditional Storytelling* (language arts)

- listen to traditional legends and popular stories in order to understand and respond appropriately in a variety of situations for a variety of purposes (spring, summer, **winter**)

# Grade 1: Spring (March–April)

## Overall Expectations

By the end of Grade 1, students will:

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology)

- investigate the needs and characteristics of waterfowl, other birds, and small game animals, e.g., Canada geese, ducks (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, swallow (other birds), and grouse (small game),
- demonstrate an understanding of the basic needs and characteristics of animals, e.g., birds,
- demonstrate an awareness that animals depend on their environment to meet their basic needs,
- demonstrate awareness of patterns in their daily lives,

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- display practices of handling traditional foods,
- participate actively and regularly in a wide variety of physical activities and identify how regular physical activity can be incorporated into their daily lives,
- demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living,
- practice Omushkego culture and language conventions,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities,

**Traditional Storytelling** (language arts)

- listen to cautionary tales and stories for entertainment in order to understand and respond appropriately in a variety of situations for a variety of purposes.

## Specific Expectations

### ***Understanding Omushkego cultural knowledge and values***

By the end of Grade 1, students will:

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology)

- identify and describe common physical characteristics of waterfowl, other birds, and small game animals that they have observed, and identify variations in these characteristics,
- identify the basic needs of birds,
- describe patterns that they have observed in birds,
- identify environment as the area in which something or someone exists or lives,

–describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment,

**Living Well** (health and physical education)

–identify cultural products or practices in families today that can be tied to the land,

–identify the many things used and eaten in daily life that come from the land,

–participate in group work,

–demonstrate an understanding of how being active helps them to be healthy,

–observe and identify ways to be helpful to teachers, parents and cultural teachers,

–demonstrate the ability to recognize caring behaviours and exploitive behaviours,

–listen respectfully to the voices of those more experienced, especially elders and adults,

**Traditional Storytelling** (language arts)

–recognize cautionary tales about dangers in the environment,

–recognize and enjoy stories told for entertainment,

–demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea.

### ***Developing Omushkego cultural skills***

By the end of Grade 1, students will:

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology)

–observe characteristics of waterfowl, birds and small game animals around the community,

**Living Well** (health and physical education)

–identify major meat foods, e.g., ducks, Canada geese, and grouse,

–handle major meat foods properly, e.g., ducks, Canada geese, and grouse,

–identify the physical signs of exertion during a variety of physical activities,

–identify environmental factors that pose safety risks during their participation in physical activity,

**Traditional Storytelling** (language arts)

–listen to cautionary tales about dangers in the environment,

–listen to stories told for entertainment,

–demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations.

### ***Investigating and communicating required knowledge***

By the end of Grade 1, students will:

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology)

–ask questions about and identify some needs of birds, and explore possible answers to these questions and ways of meeting these needs,

–plan investigations to answer some of these questions or find ways of meeting these needs,



–use appropriate vocabulary, including investigation, explore, needs, space, and food, in oral and written communication,

**Living Well** (health and physical education)

–investigate characteristics of parts of the human body, including the five sense organs, and explain how those characteristics help humans meet their needs and explore the world around them,

–use appropriate Omushkego vocabulary and terminology to describe their investigations, explorations, and observations on the land, in school, or in community situations,

–speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,

**Traditional Storytelling** (language arts)

–express their thoughts and feelings about tales and stories.

### ***Applying Omushkego cultural knowledge, skills, and values***

By the end of Grade 1, students will:

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology)

–identify familiar waterfowl, other birds, and small game animals from seeing only a part of it,

–describe some differences among birds,

–investigate and compare the basic needs of humans and birds, including the need for air, water, food, warmth, and space, using a variety of methods and resources,

–compare ways in which humans and birds use their senses to meet their needs,

–identify patterns and cycles in the environment,

–identify what living things provide for other living things,

–describe how the things plants and animals use to meet their needs are changed by their use and are returned to the environment in different forms,

–describe how showing care and respect for all living things helps to maintain a healthy environment,

**Living Well** (health and physical education)

–describe the benefits of healthy food choices, physical activity, and healthy bodies,

–describe how the food groups in Canada’s First Nations, Inuit, and Metis Food Guide can be used to make healthy food choices,

–actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,

–apply their knowledge of essential safety practices to take an active role in their own safety at school and on the land,

–practice cultural ways or protocols for showing respect to keepers of cultural knowledge, e.g., community members particularly elders,

–practice cultural ways or protocols for showing respect to nature in community areas,

- be supportive and encouraging of classmates,
- behave in cultural appropriate ways when learning from keepers of cultural knowledge,
- listen to the suggestions of others and how these can contribute to their well-being,
- reflect on feelings about their cultural experiences,

**Traditional Storytelling** (language arts)

- extend understanding of cautionary tales or stories told for entertainment by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them,
- use simple sound patterns to learn new words,
- show respectful appreciation during a storytelling presentation.

# Grade 1: Blooming of the Earth

## (May–June)

### Overall Expectations

By the end of Grade 1, students will:

**Fish** (science & technology)

- investigate the needs and characteristics of fish, e.g., pike, walleye, whitefish, sturgeon, trout, and sucker,
- demonstrate an understanding of the basic needs and characteristics of animals, e.g., fish,
- demonstrate an awareness that animals depend on their environment to meet their basic needs,
- demonstrate awareness of patterns in their daily lives,

**Laws and Governance** (history)

- identify the rules and responsibilities associated with people, places, and events in their lives and communities,
- use a variety of resources and tools to gather, process, and communicate information about the rules people follow in daily life,
- explain how and why rules may change over time, and in different places,

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- participate actively and regularly in a wide variety of physical activities and identify how regular physical activity can be incorporated into their daily lives,
- demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living,
- practice Omushkego culture and language conventions,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

### Specific Expectations

#### ***Understanding Omushkego cultural knowledge and values***

By the end of Grade 1, students will:

**Fish** (science & technology)

- identify and describe common physical characteristics of fish that they have observed, and identify variations in these characteristics,
- identify the basic needs of fish,
- describe patterns that they have observed in fish,
- identify environment as the area in which something or someone exists or lives,

–describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment,

**Laws and Governance** (history)

–state in simple terms what rules are,

–recall that rules and practices in their homes and in their classrooms are made to help them to be safe and ensure that their needs are met,

–explain why rules have been established,

**Living Well** (health and physical education)

–identify the many things used and eaten in daily life that come from the land,

–recognize that all things come from the Creator and are to be respected,

–recall that they share nature with other creatures,

–understand that being on the land keeps us close to the Creator.

### ***Developing Omushkego cultural skills***

By the end of Grade 1, students will:

**Fish** (science & technology)

–observe physical characteristics of fish around the community,

**Laws and Governance** (history)

–describe significant people and places in their lives and the rules associated with them,

–identify significant events in their lives and the rules associated with them,

–describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly,

**Living Well** (health and physical education)

–handle major meat foods properly, e.g., fish,

–develop competence participating in school and community activities,

–identify the physical signs of exertion during a variety of physical activities,

–identify environmental factors that pose safety risks during their participation in physical activity.

### ***Investigating and communicating required knowledge***

By the end of Grade 1, students will:

**Fish** (science & technology)

–ask questions about and identify some needs of humans and fish, and explore possible answers to these questions and ways of meeting these needs,

–plan investigations to answer some of these questions or find ways of meeting these needs,

–use appropriate vocabulary, including investigation, explore, needs, space, and food, in oral and written communication,

**Laws and Governance** (history)

–brainstorm and ask simple questions to gain information about rules,

- use primary and secondary sources to locate information about rules in their home and school,
- use illustrations, key words, and simple sentences to sort, classify, and record information about rules,
- construct and read concrete, pictorial, and simple maps, graphs, charts, diagrams, and timelines to clarify and present information about rules in their daily lives,
- use appropriate vocabulary to communicate the results of inquiries and observations about rules,

**Living Well** (health and physical education)

- investigate characteristics of parts of the human body, including the five sense organs, and explain how those characteristics help humans meet their needs and explore the world around them,
- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations.

### ***Applying Omushkego cultural knowledge, skills, and values***

By the end of Grade 1, students will:

**Fish** (science & technology)

- identify a familiar fish from seeing only a part of it,
- describe some differences among fish,
- investigate and compare the basic needs of humans and fish, including the need for air, water, food, warmth, and space, using a variety of methods and resources,
- compare ways in which humans and fish use their senses to meet their needs,
- identify patterns and cycles in the environment,
- identify what living things provide for other living things,
- describe how the things plants and animals use to meet their needs are changed by their use and are returned to the environment in different forms,
- describe how showing care and respect for all living things helps to maintain a healthy environment,

**Laws and Governance** (history)

- explain how events and actions can cause rules to change and describe what some of the new rules might be,
- identify an area of concern, and suggest changes in rules to provide possible solutions,
- order a sequence of events to demonstrate how rules change over time and in different places,

**Living Well** (health and physical education)

- describe the benefits of healthy food choices, physical activity, and healthy bodies,
- handle fish properly,

- describe how the food groups in Canada’s First Nations, Inuit, and Metis Food Guide can be used to make healthy food choices,
- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- apply their knowledge of essential safety practices to take an active role in their own safety at school and on the land,
- practice cultural ways or protocols for showing respect to keepers of cultural knowledge, e.g., community members particularly elders,
- practice cultural ways or protocols for showing respect to nature in community areas,
- be supportive and encouraging of classmates,
- behave in cultural appropriate ways when learning from keepers of cultural knowledge,
- listen to the suggestions of others and how these can contribute to their well-being,
- reflect on feelings about their cultural experiences relating to the land.

# Grade 1: Summer (July–August)

## Overall Expectations

By the end of Grade 1, students will:

### **Insects and Reptiles** (science & technology)

- investigate the needs and characteristics of insects and reptiles, e.g., ant, spider, housefly, bee, caterpillar, butterfly, grasshopper, mosquito, dragonfly (insects), frog, crayfish, snapping turtle, snake (reptiles),
- demonstrate an understanding of the basic needs and characteristics of animals, e.g., insects and reptiles,
- demonstrate an awareness that people depended on their environment to meet their basic needs in the past,
- demonstrate awareness of patterns in their daily lives,

### **Music and Dance** (the arts)

- apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music,
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences,
- demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts,
- apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas,
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences,
- demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts,

### **Fun and Games** (health and physical education)

- participate on a regular basis in traditional games and activities that maintain or improve physical fitness,

### **Family Kinship Structures** (social studies)

- identify people with whom they have significant relationships, e.g., the names and relationships of family members and extended family members, and their roles and responsibilities in their lives and communities,
- use a variety of resources and tools to gather, process, and communicate information about the responsibilities of family members and other people in their school and community,
- explain how and why relationships and responsibilities may change over time, and in different places,

### **Spirituality** (religion)

- demonstrate an awareness that people depended on their environment to meet their basic needs in the past,
- demonstrate understanding of and care for the land (natural environment),

**Community Hike** (social values)

- participate in a hike around the community,

**Living Well** (health and physical education)

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,

- participate actively and regularly in a wide variety of physical activities and identify how regular physical activity can be incorporated into their daily lives,

- demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living,

- practice Omushkego culture and language conventions,

- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities,

**Traditional Storytelling** (language arts)

- listen to stories for entertainment and words of guidance in order to understand and respond appropriately in a variety of situations for a variety of purposes.

## **Specific Expectations**

### ***Understanding Omushkego cultural knowledge and values***

By the end of Grade 1, students will:

**Insects and Reptiles** (science & technology)

- identify and describe common physical characteristics of insects and reptiles that they have observed, and identify variations in these characteristics,

- identify the basic needs of insects and reptiles,

- describe patterns that they have observed in insects and reptiles,

- identify environment as the area in which something or someone exists or lives,

- describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment,

**Music and Dance** (the arts)

- identify and describe musical experiences in their own lives,

- identify a variety of musical pieces from different cultures through performing and/or listening to them,

- identify and describe dance experiences in their own lives and communities,

- describe, with teacher guidance, a variety of dances from different communities around the world that they have seen in the media, at live performances and social gatherings, or in the classroom,

**Fun and Games** (health and physical education)

- describe the reasons for participating in regular physical activity,

**Family Kinship Structures** (social studies)

- state in simple terms what relationships and responsibilities are,

- identify important relationships in their lives and name some of the responsibilities that are part of these relationships,



- describe significant people and places in their lives,
- describe the Omushkego way of life in their community,
- Spirituality** (religion)
- describe family practices that show respect for spiritual beliefs,
- relate the land to the cultural/spiritual activities in their family,
- identify ways in which people in families with spiritual gifts help others,
- outline that cultural traditions are passed down from earlier generations,
- Community Hike** (social values)
- identify the locations of safe walking and play areas around the community,
- describe reasons for enjoying walking and playing around the community,
- Living Well** (health and physical education)
- participate in group work,
- demonstrate an understanding of how being active helps them to be healthy,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- demonstrate the ability to recognize caring behaviours and exploitive behaviours,
- listen respectfully to the voices of those more experienced, especially elders and adults,
- Traditional Storytelling** (language arts)
- recognize stories told for entertainment,
- recognize words of guidance,
- demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea.

### ***Developing Omushkego cultural skills***

By the end of Grade 1, students will:

- Insects and Reptiles** (science & technology)
- observe physical characteristics of insects and reptiles around the community,
- Music and Dance** (the arts)
- sing expressively showing an awareness of the meaning of the text,
- demonstrate control of their bodies when moving like different objects and animals,
- describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create,
- describe differences they observe when various movements from daily life are used as the basis or stimulus for movements in a dance phrase,
- Fun and Games** (health and physical education)
- play traditional games, e.g., buzzers, tops, dolls and small cradleboards, small sleds, toboggans and canoes, and hide- and -go seek,
- Family Kinship Structures** (social studies)
- listen to, be considerate of, and honour classmates, teachers, family members and elders,
- Spirituality** (religion)
- recognize, value and enjoy their own traditions and beliefs,
- listen to, be considerate of, and honour the land,

**Community Hike** (social values)

- plan a trip around the community,
- hike around the community safely,
- develop competence in Omushkego social values, e.g., respect for the community,

**Living Well** (health and physical education)

- develop competence participating in school and community activities,
- identify the physical signs of exertion during a variety of physical activities,
- identify environmental factors that pose safety risks during their participation in physical activity,

**Traditional Storytelling** (language arts)

- listen to and enjoy stories told for entertainment,
- listen to words of guidance,
- demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations.

**Investigating and communicating required knowledge**

By the end of Grade 1, students will:

**Insects and Reptiles** (science & technology)

- ask questions about and identify some needs of insects and reptiles, and explore possible answers to these questions and ways of meeting these needs,
- plan investigations to answer some of these questions or find ways of meeting these needs,
- use appropriate vocabulary, including investigation, explore, needs, space, and food, in oral and written communication,

**Music and Dance** (the arts)

- sing songs in unison and play simple accompaniments for music from a wide variety of diverse cultures, styles, and historical periods,
- express initial reactions and personal responses to musical performances from traditional or religious sources in a variety of ways,
- identify and describe how the element of body is used in contrasting ways to communicate ideas in their own and others' dance phrases, with teacher support,
- use traditional dance as a language to express feelings and ideas suggested by songs, stories, and poems, with a focus on the element of body, particularly body shapes,

**Family Kinship Structures** (social studies)

- brainstorm and ask simple questions to gain information about relationships and responsibilities,
- use primary and secondary sources to locate information about relationships and responsibilities in their home and school,
- use illustrations, key words, and simple sentences to sort, classify, and record information about relationships and responsibilities,

- construct and read concrete, pictorial, and simple maps, graphs, charts, diagrams, and timelines to clarify and present information about relationships and responsibilities in their daily lives,

- use appropriate vocabulary to communicate the results of inquiries and observations about relationships and responsibilities,

**Spirituality** (religion)

- brainstorm and ask simple questions to gain information about spiritual beliefs,

- use primary and secondary sources to locate information about Christian or traditional Omushkego beliefs,

- use illustrations, key words, and simple sentences to sort, classify, and record information about Christian or traditional Omushkego beliefs,

- construct and read concrete, pictorial, and simple maps, graphs, charts, diagrams, and timelines to clarify and present information about Christian or traditional Omushkego beliefs,

- use appropriate vocabulary to communicate the results of inquiries and observations,

**Fun and Games** (health and physical education)

**Community Hike** (social values)

**Living Well** (health and physical education)

- investigate characteristics of parts of the human body, including the five sense organs, and explain how those characteristics help humans meet their needs and explore the world around them,

- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,

- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,

**Traditional Storytelling** (language arts)

- communicate the main idea of a story or words of guidance,

- identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction.

***Applying Omushkego cultural knowledge, skills, and values***

By the end of Grade 1, students will:

**Insects and Reptiles** (science & technology)

- identify a familiar insect or reptile from seeing only a part of it,

- describe some differences among insects and reptiles,

- investigate and compare the basic needs of humans and insects or reptiles, including the need for air, water, food, warmth, and space, using a variety of methods and resources,

- compare ways in which humans and insects or reptiles use their senses to meet their needs,

- identify patterns and cycles in the environment,

- identify what living things provide for other living things,
- describe how the things plants and animals use to meet their needs are changed by their use and are returned to the environment in different forms,
- describe how showing care and respect for all living things helps to maintain a healthy environment,

**Music and Dance** (the arts)

- practice traditional songs or religious songs,
- apply the elements of music when singing, playing, and moving,
- identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members,
- practice short traditional dances,
- use movements that are part of their daily experience in a variety of ways in dance phrases,
- identify and give examples of their strengths and areas for growth as dance creators and audience members,

**Fun and Games** (health and physical education)

- demonstrate appropriate interpersonal skills and respectful behaviour in physical activities,

**Family Kinship Structures** (social studies)

- explain how events and actions can cause responsibilities to change and describe what some of the new responsibilities might be,
- identify and area of concern, and suggest changes in responsibilities to provide possible solutions,
- order a sequence of events to demonstrate how relationships or responsibilities change over time and in different places,
- identify examples that show the cultural traditions in the home,
- identify family celebrations that reflect the Omushkego heritage,

**Spirituality** (religion)

- reflect on ways they can increase their sense of belonging to their families and with the land around them,
- participate in contemporary spiritual practices,

**Community Hike** (social values)

- successfully participate in hikes around the community,

**Living Well** (health and physical education)

- handle insects and reptiles properly,
- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- apply their knowledge of essential safety practices to take an active role in their own safety at school and on the land,
- practice cultural ways or protocols for showing respect to keepers of cultural knowledge, e.g., community members particularly elders,

- practice cultural ways or protocols for showing respect to nature in community areas,
  - be supportive and encouraging of classmates,
  - behave in cultural appropriate ways when learning from keepers of cultural knowledge,
  - listen to the suggestions of others and how these can contribute to their well-being,
  - reflect on feelings about their cultural experiences relating to the land,
- Traditional Storytelling** (language arts)
- identify words or phrases that indicate whether stories told for entertainment or words of guidance are fact or fiction, initially with support and direction,
  - show respectful appreciation during a storytelling presentation.

# Grade 1: Fall (September–October)

## Overall Expectations

By the end of Grade 1, students will:

**Cycle of Life** (science & technology)

- assess the impact of daily and seasonal changes on living things, including humans,
- investigate daily and seasonal changes,
- demonstrate an understanding of what daily and seasonal changes are and of how these changes affect living things,

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology)

- investigate the needs and characteristics of waterfowl, other birds, and small game animals, e.g., Snow geese, ducks (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, and swallow (other birds), and grouse (small game),
- demonstrate an understanding of the basic needs and characteristics of animals, e.g., birds,
- demonstrate an awareness that animals depend on their environment to meet their basic needs,
- demonstrate awareness of patterns in their daily lives,

**Plants** (science & technology)

- investigate the needs and characteristics of plants, e.g., berries and other plants,
- demonstrate an understanding of the basic needs and characteristics of plants, e.g., berries and other plants,
- demonstrate awareness that plants depend on their environment to meet their basic needs,

**Plant Gathering** (science & technology)

- show methods of collecting plants and berries,

**Traditional Cooking** (health and physical education and mathematics)

- prepare different varieties of berries,
- estimate, measure, and describe length, area, mass, volume, capacity, time, and temperature, using non-standard units of the same size,

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- display practices of handling and preparation of berries,
- participate actively and regularly in a wide variety of physical activities and identify how regular physical activity can be incorporated into their daily lives,
- demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living,
- practice Omushkego culture and language conventions,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

## **Specific Expectations**

### ***Understanding Omushkego cultural knowledge and values***

By the end of Grade 1, students will:

**Cycle of Life** (science & technology)

- identify the sun as Earth's principal source of heat and light,
- define a cycle as a circular sequence of events,
- describe changes in the amount of heat and light from the sun that occur throughout the day and the seasons,
- describe and compare the six seasons,
- describe changes in the appearance or behaviour of living things that are adaptations to seasonal changes,
- describe how humans prepare for and/or respond to daily and seasonal changes,
- use units of time related to daily and seasonal cycles,

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology)

- identify and describe common physical characteristics of waterfowl, other birds, and small game animals that they have observed, and identify variations in these characteristics,
- identify the basic needs of birds,
- describe patterns that they have observed in birds,
- identify environment as the area in which something or someone exists or lives,
- describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment,

**Plants** (science & technology)

- classify characteristics of plants by using the senses,
- identify and describe common characteristics of plants that they have observed, and identify variations in these characteristics,
- identify the basic needs of plants,
- describe some basic changes in humans as they grow, and compare changes in humans with changes in plants,
- describe patterns that they have observed in plants,

**Plant Gathering** (science & technology)

- describe the techniques of collecting plants and berries,

**Traditional Cooking** (health and physical education and mathematics)

- identify ingredients and equipment used to prepare plants,
- describe methods used to cook berries,
- distinguish between estimated and precise measurements and know when each kind is required,
- estimate, measure, and describe the capacity, volume, or mass through investigation using non-standard units,
- measure capacity, volume, and mass using the most appropriate standard unit,

**Living Well** (health and physical education)

- identify the many things used and eaten in daily life that come from the land,
- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
- participate in group work,
- demonstrate an understanding of how being active helps them to be healthy,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- demonstrate the ability to recognize caring behaviours and exploitive behaviours,
- listen respectfully to the voices of those more experienced, especially elders and adults.

### ***Developing Omushkego cultural skills***

By the end of Grade 1, students will:

**Cycle of Life** (science & technology)

- observe daily and seasonal changes in the community as they affect humans, animals, and plants,

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology)

- observe characteristics of waterfowl, birds and small game animals around the community,

**Plants** (science & technology)

- observe characteristics of plants around the community,

**Plant Gathering** (science & technology)

- identify and collect a variety of berries, e.g., low bush cranberries, blueberries, blackberries, black currants, raspberries, strawberries, chokecherries, and gooseberries,
- identify and collect a variety of plants, e.g., Labrador tea, wild rhubarb, wild onion, and rose buds,

**Traditional Cooking** (health and physical education and mathematics)

- cook berries with sugar and store as jam,
  - boil berries with flour and sugar and mix as a paste,
- note: traditional cooking used estimated measurements, e.g., pinch, handful,

**Living Well** (health and physical education)

- identify berries and plants correctly,
- handle berries and plants properly,
- develop competence living off the land,
- identify the physical signs of exertion during a variety of physical activities,
- identify environmental factors that pose safety risks during their participation in physical activity.

### ***Investigating and communicating required knowledge***

By the end of Grade 1, students will:

**Cycle of Life** (science & technology)

- ask questions about the needs of humans, animals, and plants that arise from daily and seasonal cycles, and explore possible answers to these questions,



- plan investigations to answer some of these questions or find ways of meeting these needs, and explain the steps involved,
  - investigate the changes in the amount of light from the sun that occur throughout the day and year,
  - investigate the changes in the amount of heat from the sun that occur throughout the day and in the various seasons,
  - record relevant observations and findings using oral and written language, charts, and drawings,
  - use appropriate vocabulary, including investigate, temperature, hibernate, dormant, energy, and survival, in oral and written communication,
  - communicate the procedures and results of investigations for specific purposes and to specific audiences, using drawings, demonstrations, simple media works, and oral and written presentations, to describe the seasonal cycle of life in the community,
- Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology)
- ask questions about and identify some needs of birds, and explore possible answers to these questions and ways of meeting these needs,
  - plan investigations to answer some of these questions or find ways of meeting these needs,
  - use appropriate vocabulary, including investigation, explore, needs, space, and food, in oral and written communication,
- Plants** (science & technology)
- ask questions about and identify some needs of plants, and explore possible answers to these questions and ways of meeting these needs,
  - plan investigations to answer some of these questions or find ways of meeting these needs,
  - use appropriate vocabulary in describing their investigations, explorations, and observations,
- Plant Gathering** (science & technology)
- Traditional Cooking** (health and physical education and mathematics)
- Living Well** (health and physical education)
- investigate characteristics of parts of the human body, including the five sense organs, and explain how those characteristics help humans meet their needs and explore the world around them,
  - use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
  - speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations.

### ***Applying Omushkego cultural knowledge, skills, and values***

By the end of Grade 1, students will:

**Cycle of Life** (science & technology)

- assess the impact of daily and seasonal changes on human outdoor activities and identify innovations that allow for some of these activities to take place indoors out of season,

- assess ways in which daily and seasonal changes have an impact on society and the environment,

- recognize the cultural importance of the seasonal cycle of life to the Ojibwe people,

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology)

- identify familiar waterfowl, other birds, and small game animals from seeing only a part of it,

- describe some differences among birds,

- investigate and compare the basic needs of humans and birds, including the need for air, water, food, warmth, and space, using a variety of methods and resources,

- compare ways in which humans and birds use their senses to meet their needs,

- identify patterns and cycles in the environment,

- identify what living things provide for other living things,

- describe how the things plants and animals use to meet their needs are changed by their use and are returned to the environment in different forms,

- describe how showing care and respect for all living things helps to maintain a healthy environment,

**Plants** (science & technology)

- identify a familiar plant from seeing only a part of it,

- describe some differences among plants,

- investigate and compare the basic needs of humans and plants, including the need for air, water, food, warmth, and space, using a variety of methods and resources,

- identify patterns and cycles in the environment,

- identify what living things provide for other living things,

- describe how the things plants and animals use to meet their needs are changed by their use and are returned to the environment in different forms,

- describe how showing care and respect for all living things helps to maintain a healthy environment,

**Plant Gathering** (science & technology)

- successfully identify and collect berries and plants,

**Traditional Cooking** (health and physical education and mathematics)

- successfully prepare different types of berries,

- estimate, measure, and describe the capacity, volume, or mass through investigation using non-standard units,

- select the most appropriate standard unit to measure capacity, volume, and mass,

**Living Well** (health and physical education)

- describe the benefits of healthy food choices, physical activity, and healthy bodies,

- describe how the food groups in Canada’s First Nations, Inuit, and Metis Food Guide can be used to make healthy food choices,

- handle berries properly,
- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- apply their knowledge of essential safety practices to take an active role in their own safety at school and on the land,
- practice cultural ways or protocols for showing respect to keepers of cultural knowledge, e.g., community members particularly elders,
- practice cultural ways or protocols for showing respect to nature in community areas,
- be supportive and encouraging of classmates,
- behave in cultural appropriate ways when learning from keepers of cultural knowledge,
- listen to the suggestions of others and how these can contribute to their well-being,
- reflect on feelings about their cultural experiences relating to the land.

# Grade 1: Freezing Up (November–December)

## Overall Expectations

By the end of Grade 1, students will:

**Fur Bearers, Other Mammals, and Small Game Animals–Rabbits** (science & technology)

- investigate the needs and characteristics of furbearers, other mammals, and small game animals, e.g., black bear, beaver, muskrat, marten, mink, otter, skunk, lynx, wolf, and fox (furbearers), mouse, squirrel, groundhog, porcupine, bat (other mammals), and rabbits (small game),
- demonstrate an understanding of the basic needs and characteristics of animals, e.g., mammals,
- demonstrate an awareness that animals depend on their environment to meet their basic needs,
- demonstrate awareness of patterns in their daily lives,

**Interrelationships** (science & technology)

- investigate the dependency of plants and animals on their habitat and community, and identify the factors that could affect habitats and communities of plants and animals,
- identify ways in which human activities can affect animals and plants,
- investigate the dependency of plants and animals on their on their habitat and the interrelationships of the plants and animals living in a specific habitat,
- describe ways in which humans can change habitats and the effects of these changes on the plants and animals within the habitats,

**Living Well** (health and physical education)

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- display practices of handling and preparation of animals safely,
- participate actively and regularly in a wide variety of physical activities and identify how regular physical activity can be incorporated into their daily lives,
- demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living,
- practice Omushkego culture and language conventions,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

## Specific Expectations

### ***Understanding Omushkego cultural knowledge and values***

By the end of Grade 1, students will:

**Fur Bearers, Other Mammals, and Small Game Animals–Rabbits** (science & technology)

- identify and describe common physical characteristics of fur bearers, mammals, and small game animals that they have observed, and identify variations in these characteristics,
- identify the basic needs of mammals,
- describe patterns that they have observed in mammals,
- identify environment as the area in which something or someone exists or lives,
- describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment,
- Interrelationships** (science & technology)
- describe, using their observations, the effects of human activities on animals and plants,
- identify, through observation, various factors that affect plants and animals in a specific habitat,
- describe structural adaptations of plants and animals that demonstrate a response of living things to their environment,
- recognize that animals and plants live in specific habitats because they are dependent on those habitats and have adapted to them,
- classify plants and animals that they have observed in local habitats according to similarities and differences,
- Living Well** (health and physical education)
- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
- participate in group work,
- demonstrate an understanding of how being active helps them to be healthy,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- demonstrate the ability to recognize caring behaviours and exploitive behaviours,
- listen respectfully to the voices of those more experienced, especially elders and adults.

### ***Developing Omushkego cultural skills***

By the end of Grade 1, students will:

**Fur Bearers, Other Mammals, and Small Game Animals–Rabbits** (science & technology)

- observe physical characteristics of fur bearers, mammals, and small game animals around the community,

**Interrelationships** (science & technology)

- observe the interrelationships between humans, animals, and plants on the land,

**Living Well** (health and physical education)

- develop competence participating in school and community activities,
- identify the physical signs of exertion during a variety of physical activities,
- identify environmental factors that pose safety risks during their participation in physical activity.

### ***Investigating and communicating required knowledge***

By the end of Grade 1, students will:

**Fur Bearers, Other Mammals, and Small Game Animals–Rabbits** (science & technology)

- ask questions about and identify some needs of furbearers, other mammals, and small game animals, and explore possible answers to these questions and ways of meeting these needs,
- plan investigations to answer some of these questions or find ways of meeting these needs,
- use appropriate vocabulary, including investigation, explore, needs, space, and food, in oral and written communication,

**Interrelationships** (science & technology)

- ask questions about and identify some effects of human activities on mammals and plants, and explore possible answers to these questions or find ways of meeting their needs,
- plan investigations to answer some of these questions or find ways of meeting these needs, and explain the steps involved,
- record relevant observations, findings, and measurements, using written language, drawings, charts, and graphs,
- use appropriate vocabulary in describing their investigations, explorations, and observations,
- communicate the procedures and results of investigations for specific purposes and to specific audiences, using drawings, demonstrations, simple media works, and oral and written descriptions,

**Living Well** (health and physical education)

- investigate characteristics of parts of the human body, including the five sense organs, and explain how those characteristics help humans meet their needs and explore the world around them,
- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations.

### ***Applying Omushkego cultural knowledge, skills, and values***

By the end of Grade 1, students will:

**Fur Bearers, Other Mammals, and Small Game Animals–Rabbits** (science & technology)

- identify familiar fur bearers, mammals, and small game animals from seeing only a part of it,
- describe some differences among mammals,
- investigate and compare the basic needs of humans and mammals, including the need for air, water, food, warmth, and space, using a variety of methods and resources,
- compare ways in which humans and mammals use their senses to meet their needs,

- identify patterns and cycles in the environment,
- identify what living things provide for other living things,
- describe how the things plants and animals use to meet their needs are changed by their use and are returned to the environment in different forms,
- describe how showing care and respect for all living things helps to maintain a healthy environment,

**Interrelationships** (science & technology)

- describe ways in which humans are dependent on plants and animals,
- describe ways in which humans can affect the natural world,
- show the effects on plants and animals on the loss of their natural habitat,

**Living Well** (health and physical education)

- handle fur bearers, mammals, and small game animals properly,
- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- apply their knowledge of essential safety practices to take an active role in their own safety at school and on the land,
- practice cultural ways or protocols for showing respect to keepers of cultural knowledge, e.g., community members particularly elders,
- practice cultural ways or protocols for showing respect to nature in community areas,
- be supportive and encouraging of classmates,
- behave in cultural appropriate ways when learning from keepers of cultural knowledge,
- listen to the suggestions of others and how these can contribute to their well-being,
- reflect on feelings about their cultural experiences relating to the land.

# Grade 1: Winter (January–February)

## Overall Expectations

By the end of Grade 1, students will:

**Large Game Animals** (science & technology)

- investigate the needs and characteristics of large game animals, e.g., moose and caribou,
- demonstrate an understanding of the basic needs and characteristics of animals, e.g., mammals,
- demonstrate an awareness that animals depend on their environment to meet their basic needs,
- demonstrate awareness of patterns in their daily lives,

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- display practices of handling and preparation of animals safely,
- participate actively and regularly in a wide variety of physical activities and identify how regular physical activity can be incorporated into their daily lives,
- demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living,
- practice Omushkego culture and language conventions,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities,

**Traditional Storytelling** (language arts)

- listen to traditional legends and popular stories in order to understand and respond appropriately in a variety of situations for a variety of purposes.

## Specific Expectations

### ***Understanding Omushkego cultural concepts and values***

By the end of Grade 1, students will:

**Large Game Animals** (science & technology)

- identify and describe common physical characteristics of large game animals that they have observed, and identify variations in these characteristics,
- identify the basic needs of large game animals,
- describe patterns that they have observed in large game animals,
- identify environment as the area in which something or someone exists or lives,
- describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment,



**Living Well** (health and physical education)

- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
- identify the many things used and eaten in daily life that come from the land,
- participate in group work,
- demonstrate an understanding of how being active helps them to be healthy,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults,

**Traditional Storytelling** (language arts)

- recognize traditional stories about legendary or heroic figures, animals, trees, and landscape features,
- recognize popular stories about personal experiences and reminiscences, local history accounts, and real events,
- demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea.

### ***Developing Omushkego cultural skills***

By the end of Grade 1, students will:

**Large Game Animals** (science & technology)

- observe physical characteristics of large game animals around the community,

**Living Well** (health and physical education)

- develop competence participating in school and community activities,
- identify the physical signs of exertion during a variety of physical activities,
- identify environmental factors that pose safety risks during their participation in physical activity,

**Traditional Storytelling** (language arts)

- listen to traditional stories about legendary or heroic figures, animals, trees, and landscape features,
- listen to popular stories about personal experiences and reminiscences, local history accounts, and real events,
- demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations.

### ***Investigating and communicating required knowledge***

By the end of Grade 1, students will:

**Large Game Animals** (science & technology)

- ask questions about and identify some needs of large game animals, and explore possible answers to these questions and ways of meeting these needs,
- plan investigations to answer some of these questions or find ways of meeting these needs,

–use appropriate vocabulary, including investigation, explore, needs, space, and food, in oral and written communication,

**Living Well** (health and physical education)

–investigate characteristics of parts of the human body, including the five sense organs, and explain how those characteristics help humans meet their needs and explore the world around them,

–use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,

–speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations.

**Traditional Storytelling** (language arts)

–express their thoughts and feelings about legends and stories.

### ***Applying Omushkego cultural concepts, skills, and values***

By the end of Grade 1, students will:

**Large Game Animals** (science & technology)

–identify a familiar large game animal from seeing only a part of it,

–describe some differences among large game animals,

–investigate and compare the basic needs of humans and large game animals, including the need for air, water, food, warmth, and space, using a variety of methods and resources,

–compare ways in which humans and large game animals use their senses to meet their needs,

–identify patterns and cycles in the environment,

–identify what living things provide for other living things,

–describe how the things plants and animals use to meet their needs are changed by their use and are returned to the environment in different forms,

–describe how showing care and respect for all living things helps to maintain a healthy environment,

**Living Well** (health and physical education)

–describe the benefits of healthy food choices, physical activity, and healthy bodies,

–actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,

–apply their knowledge of essential safety practices to take an active role in their own safety at school and on the land,

–practice cultural ways or protocols for showing respect to keepers of cultural knowledge, e.g., community members particularly elders,

–practice cultural ways or protocols for showing respect to nature in community areas,

–be supportive and encouraging of classmates,

- behave in cultural appropriate ways when learning from keepers of cultural knowledge,
  - listen to the suggestions of others and how these can contribute to their well-being,
  - reflect on feelings about their cultural experiences relating to the land,
- Traditional Storytelling** (language arts)
- extend understanding of legends or popular stories by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them,
  - use simple sound patterns to learn new words,
  - show respectful appreciation during a storytelling presentation.

## Grade 2: Cycle of Life

### Overall Expectations

By the end of Grade 2, students will:

#### Spring

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology)

- investigate similarities and differences in the physical and behavioural characteristics among various types of waterfowl, other birds, and small game animals and the ways in which animals adapt to different environmental conditions, e.g., Canada geese, ducks (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, swallow (other birds), and grouse (small game) (**spring**)
- demonstrate an understanding that animals grow and change by investigating different types of waterfowl, other birds, and small game animals, e.g., Canada geese, ducks (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, swallow (other birds), and grouse (small game) (**spring**)
- assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live (**spring, summer, fall, winter**)

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling traditional foods (**spring, blooming of the earth, summer, fall, freezing up**)
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to

healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- practice Omushkego culture and language conventions (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Traditional Storytelling (language arts)

- listen to cautionary tales and stories for entertainment in order to understand and respond appropriately in a variety of situations for a variety of purposes (**spring, summer, winter**)

## **Blooming of the Earth**

Fish (science & technology)

- investigate similarities and differences in the physical and behavioural characteristics among various types of fish and the ways in which animals adapt to different environmental conditions, e.g., pike, walleye, whitefish, sturgeon, trout, and sucker (**blooming of the earth**)
- demonstrate an understanding that animals grow and change by investigating different types of fish, e.g., pike, walleye, whitefish, sturgeon, trout, and sucker (**blooming of the earth**)

Laws and Governance (history)

- identify the rules and responsibilities associated with people, places, and events in their communities (**blooming of the earth**)
- use a variety of resources and tools to gather, process, and communicate information about the rules people follow in their communities (**blooming of the earth**)
- explain how and why rules may change over time, and in different places (**blooming of the earth**)

Fishing (science & technology)

- describe techniques of angling and netting fish (spring, **blooming of the earth, summer, fall, freezing up, winter**)

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal

health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- display practices of handling fish (spring, **blooming of the earth, summer, fall, freezing up, winter**)
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- practice Omushkego culture and language conventions (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

## Summer

**Insects and Reptiles** (science & technology)

- investigate similarities and differences in the physical and behavioural characteristics among various types of insects and reptiles and the ways in which animals adapt to different environmental conditions, e.g., ant, spider, housefly, bee, caterpillar, butterfly, grasshopper, mosquito, dragonfly (insects), frog, crayfish, snapping turtle, snake (reptiles) (**summer**)
- demonstrate an understanding that animals grow and change by investigating different types of insects and reptiles, e.g., ant, spider, housefly, bee, caterpillar, butterfly, grasshopper, mosquito, dragonfly (insects), frog, crayfish, snapping turtle, snake (reptiles) (**summer**)
- assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live (**spring, summer, fall, winter**)

**Music and Dance** (the arts)

- apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music (**summer**)

- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences (**summer**)

- demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts (**summer**)

- apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas (**summer**)

- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences (**summer**)

- demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts (**summer**)

**Fun and Games** (health and physical education)

- participate on a regular basis in traditional games and activities that maintain or improve physical fitness (spring, blooming of the earth, **summer**, fall, freezing up, winter)

**Family Kinship Structures** (social studies)

- identify people with whom they have significant relationships in the community, e.g., the names and relationships of community members, and their roles and responsibilities (**summer**)

- demonstrate an understanding that Canada is a country of many cultures, (**summer**)

- use a variety of resources and tools to gather, process, and communicate information about similarities and differences among family traditions and celebrations (**summer**)

- explain how individuals and groups contribute to the local community (**summer**)

**Spirituality** (religion)

- demonstrate an awareness of the relationship between people, animals and plants today (**summer**)

- explain how the land affects people's lives and the ways in which their spiritual needs are met (**summer**)

**Community Hike** (social values)

- participate in a hike around the community (spring, blooming of the earth, **summer**, fall, freezing up, winter)

**Living Well** (health and physical education)

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling traditional foods (**spring, blooming of the earth, summer, fall, freezing up**)
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- practice Omushkego culture and language conventions (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

**Traditional Storytelling** (language arts)

- listen to stories for entertainment and words of guidance in order to understand and respond appropriately in a variety of situations for a variety of purposes (spring, **summer**, winter)

## **Fall**

**Cycle of Life** (science & technology)

- demonstrate an understanding of changes that occur in daily and seasonal cycles and of how these changes affect the characteristics, behaviour and location of living things (**fall**)
- investigate changes that occur in a daily cycle and in a seasonal cycle (**fall**)
- describe how living things, including humans, adapt to and prepare for daily and seasonal changes (**fall**)

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology)

- investigate similarities and differences in the physical and behavioural characteristics among various types of waterfowl, other birds, and small game animals and the ways in which animals adapt to different



environmental conditions, e.g., Snow geese, ducks (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, and swallow (other birds), and grouse (small game) (**fall**)

- demonstrate an understanding that animals grow and change by investigating different types of waterfowl, other birds, and small game animals, e.g., Snow geese, ducks (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, and swallow (other birds), and grouse (small game) (**fall**)

- assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live (**spring, summer, fall, winter**)

**Plants** (science & technology)

- demonstrate an understanding of the similarities and differences in the physical characteristics of different plant species and the changes that take place in different plants as they grow, e.g., berries and other plants (**fall**)

- investigate the requirements of plants and the effects in environmental conditions of plants, e.g., berries and other plants (**fall**)

- describe ways in which plants are important to other living things, and the effects of human activities on plants, e.g., berries and other plants (**fall**)

**Plant Gathering** (science & technology)

- show methods of collecting plants and berries (**fall**)

**Waterfowl Hunting** (science & technology)

- describe methods of building blinds and calling and shooting ducks and geese (**spring, fall**)

**Traditional Cooking** (health and physical education and mathematics)

- prepare different varieties of berries (spring, blooming of the earth, summer, **fall**, freezing up, winter)

- estimate, measure, and record length, perimeter, area, mass, volume, capacity, time, and temperature, using non-standard units and standard units (spring, blooming of the earth, summer, **fall**, freezing up, winter)

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- display practices of handling and preparation of berries (**spring, blooming of the earth, summer, fall, freezing up**)
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- practice Omushkego culture and language conventions (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

## Freezing Up

**Fur Bearers, Other Mammals, and Small Game Animals–Rabbits** (science & technology)

- investigate similarities and differences in the physical and behavioural characteristics among various types of furbearers, other mammals, and small game animals and the ways in which animals adapt to different environmental conditions, e.g., black bear, beaver, muskrat, marten, mink, otter, skunk, lynx, wolf, and fox (furbearers), mouse, squirrel, groundhog, porcupine, bat (other mammals), and rabbits (small game) (**freezing up**)
- demonstrate an understanding that animals grow and change by investigating different types of furbearers, other mammals, and small game animals, e.g., black bear, beaver, muskrat, marten, mink, otter, skunk, lynx, wolf, and fox (furbearers), mouse, squirrel, groundhog, porcupine, bat (other mammals), and rabbits (small game) (**freezing up**)

**Interrelationships** (science & technology)

- investigate the dependency of plants and animals on their habitat and community, and identify the factors that could affect habitats and communities of plants and animals (**freezing up**)
- identify ways in which human activities can affect animals and plants (**freezing up**)

- investigate the dependency of plants and animals on their on their habitat and the interrelationships of the plants and animals living in a specific habitat (**freezing up**)

- describe ways in which humans can change habitats and the effects of these changes on the plants and animals within the habitats (**freezing up**)

**Hide and Line Preparation** (science & technology)

- produce line from plants (**freezing up**)

**Living Well** (health and physical education)

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- display practices of handling and preparation of line, tools, and equipment safely (**spring, blooming of the earth, summer, fall, freezing up**)

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- practice Omushkego culture and language conventions (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

## **Winter**

**Large Game Animals** (science & technology)

- investigate similarities and differences in the physical and behavioural characteristics among various types of large game animals and the ways in which animals adapt to different environmental conditions, e.g., moose and caribou (**winter**)

- demonstrate an understanding that animals grow and change by investigating different types of large game animals, e.g., moose and caribou (**winter**)

- assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live (**spring, summer, fall, winter**)

**Climate and Weather** (science & technology)

- demonstrate an understanding of changes that occur in daily and seasonal weather patterns and of how these changes affect the characteristics, behaviour, and location of living things (**winter**)

**Fishing** (science & technology)

- describe techniques of angling and netting fish (spring, **blooming of the earth, summer, fall, freezing up, winter**)

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- display practices of handling and preparation of fish (**spring, blooming of the earth, summer, fall, freezing up**)

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- practice Omushkego culture and language conventions (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

**Traditional Storytelling** (language arts)

- listen to traditional legends and popular stories in order to understand and respond appropriately in a variety of situations for a variety of purposes  
(**spring, summer, winter**)

## Grade 2: Spring (March–April)

### Overall Expectations

By the end of Grade 2, students will:

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology)

- investigate similarities and differences in the physical and behavioural characteristics among various types of waterfowl, other birds, and small game animals and the ways in which animals adapt to different environmental conditions, e.g., Canada geese, ducks (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, swallow (other birds), and grouse (small game),
  - demonstrate an understanding that animals grow and change by investigating different types of waterfowl, other birds, and small game animals, e.g., Canada geese, ducks (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, swallow (other birds), and grouse (small game),
  - assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live,
- Living Well** (health and physical education)
- identify traditional foods and benefits of healthy food choices,
  - demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
  - display practices of handling traditional foods,
  - participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives,
  - demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
  - practice Omushkego culture and language conventions,
  - demonstrate responsibility for their own safety and the safety of others as they participate in physical activities,
- Traditional Storytelling** (language arts)
- listen to cautionary tales and stories for entertainment in order to understand and respond appropriately in a variety of situations for a variety of purposes.

### Specific Expectations

#### ***Understanding Omushkego cultural knowledge and values***

By the end of Grade 2, students will:

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology)

- identify and describe the major physical characteristics of waterfowl, other birds, and small game birds, e.g., Canada geese, ducks (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, swallow (other birds), and grouse (small game),

- identify and describe the behavioural characteristics that enable waterfowl, other birds, and small game birds to survive,
- classify a variety of waterfowl, other birds, and small game birds using observable characteristics (e.g., size, shape, body covering etc.),
- compare ways in which waterfowl, other birds, and small game birds eat their food, move, and use their environment to meet their needs,
- describe changes in the appearance and activity of a bird as it goes through a complete life cycle,
- compare the life cycles of some birds that have similar life cycles,
- describe ways in which waterfowl, other birds, and small game birds respond and adapt to their environment,
- describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive in its environment,

**Living Well** (health and physical education)

- identify cultural products or practices in families today that can be tied to the land,
- participate in group work,
- describe different types of activities that improve the strength of the heart and lungs,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations,
- listen respectfully to the voices of those more experienced, especially elders and adults,

**Traditional Storytelling** (language arts)

- recognize cautionary tales about dangers in the environment,
- recognize and enjoy stories told for entertainment,
- demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details.
- identify characteristics of different forms of cautionary tales and stories.

***Developing Omushkego cultural skills***

By the end of Grade 2, students will:

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology)

- observe the physical characteristics and the behavioural characteristics of waterfowl, birds and small game animals around the community and on the land,
- compare the physical characteristics and the behavioural characteristics of birds using student-generated questions and a variety of methods and resources,
- observe and compare changes in the appearance and activity of birds as they go through a complete life cycle,
- follow established safety procedures and humane practices specific to the care and handling of animals, where appropriate, during their investigations,

**Living Well** (health and physical education)

- identify major meat foods, e.g., ducks, Canada geese, and grouse,
- handle major meat foods properly, e.g., ducks, Canada geese, and grouse,
- demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control,
- recognize their degree of exertion in physical activities by using simple assessment methods,
- identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity,
- develop competence living off the land,

**Traditional Storytelling** (language arts)

- identify purposes for listening in a variety of situations, formal and informal, and set personal goals for listening, initially with support and direction,
- listen to cautionary tales about dangers in the environment,
- listen to stories told for entertainment,
- demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations.

### ***Investigating and communicating required knowledge***

By the end of Grade 2, students will:

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology)

- use traditional knowledge, scientific inquiry/research skills, or knowledge acquired from previous investigations, to investigate the basic needs, characteristics, behaviour, and adaptations of a bird of their choice,
- investigate the life cycle of a variety of birds, using a variety of methods and resources,
- investigate the ways in which a variety of birds adapt to their environment and/or to changes in their environment, using various methods,
- use appropriate vocabulary, including life cycle, migration, adaptation, body coverings, and classify, in oral and written communication,
- use a variety of forms to communicate with different audiences and for a variety of purposes,

**Living Well** (health and physical education)

- use appropriate Omushkego vocabulary and terminology to describe their investigations, explorations, and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,

**Traditional Storytelling** (language arts)

- communicate some elements of tales and stories, e.g., plot, central idea, characters, and setting.



### **Applying Omushkego cultural knowledge, skills, and values**

By the end of Grade 2, students will:

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology)

- identify familiar waterfowl, other birds, and small game animals in different stages of their life cycles from seeing only a part of it,
- describe features of the environment that support the growth of familiar birds,
- demonstrate an understanding of the requirements of birds for survival,
- describe the life processes of a bird that they have observed,
- identify and compare the effects of the seasons on birds,
- identify ways in which animals are **helpful to, and ways in which** they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live,
- identify ways in which animals can be harmful to humans,
- identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced,
- identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced,

**Living Well** (health and physical education)

- describe the benefits of healthy food choices, physical activity, and healthy bodies,
- use Canada’s First Nations, Inuit, and Metis Food Guide to assess the nutritional value of meals, and identify food and beverage choices that enhance healthy growth and development,
- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,
- practice cultural ways or protocols for showing respect to keepers of cultural knowledge, e.g., community members particularly elders,
- practice cultural ways or protocols for showing respect to nature in community areas,
- be supportive and encouraging of classmates,
- behave in cultural appropriate ways when learning from keepers of cultural knowledge,
- listen to the suggestions of others and how these can contribute to their well-being,
- reflect on feelings about their cultural experiences relating to the land,

**Traditional Storytelling** (language arts)

- extend understanding of cautionary tales or stories told for entertainment by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them,
- use their knowledge of sentence structure in oral language to determine the meaning of sentences,
- use their knowledge of word beginnings and endings to recognize the same word in different forms,
- show respectful appreciation during a storytelling presentation.

# Grade 2: Blooming of the Earth

## (May–June)

### Overall Expectations

By the end of Grade 2, students will:

**Fish** (science & technology)

- investigate similarities and differences in the physical and behavioural characteristics among various types of fish and the ways in which animals adapt to different environmental conditions, e.g., pike, walleye, whitefish, sturgeon, trout, and sucker,
- demonstrate an understanding that animals grow and change by investigating different types of fish, e.g., pike, walleye, whitefish, sturgeon, trout, and sucker,

**Laws and Governance** (history)

- identify the rules and responsibilities associated with people, places, and events in their communities,
- use a variety of resources and tools to gather, process, and communicate information about the rules people follow in their communities,
- explain how and why rules may change over time, and in different places,

**Fishing** (science & technology)

- describe techniques of angling and netting fish,

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- display practices of handling fish,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- practice Omushkego culture and language conventions,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

### Specific Expectations

#### ***Understanding Omushkego cultural knowledge and values***

By the end of Grade 2, students will:

**Fish** (science & technology)

- identify and describe the major physical characteristics of fish, e.g., pike, walleye, whitefish, sturgeon, trout, and sucker,
- identify and describe the behavioural characteristics that enable fish to survive,

- classify a variety of fish using observable characteristics (e.g., size, shape, body covering etc.),
- compare ways in which fish eat their food, move, and use their environment to meet their needs,
- describe changes in the appearance and activity of a fish as it goes through a complete life cycle,
- compare the life cycles of some fish that have similar life cycles,
- describe ways in which fish respond and adapt to their environment,
- describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive in its environment,

**Laws and Governance** (history)

- state in simple terms what community rules are,
- explain why rules have been established in their communities,
- identify important relationships in their community and name some of the responsibilities that are part of these relationships,

**Fishing** (science & technology)

- identify the techniques of fishing and using fishing equipment,

**Living Well** (health and physical education)

- identify cultural products or practices in families today that can be tied to the land,
- participate in group work,
- describe different types of activities that improve the strength of the heart and lungs,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations,
- listen respectfully to the voices of those more experienced, especially elders and adults.

### ***Developing Omushkego cultural skills***

By the end of Grade 2, students will:

**Fish** (science & technology)

- observe the physical characteristics and the behavioural characteristics of fish around the community and on the land,
- compare the physical characteristics and the behavioural characteristics of a variety of animals using student-generated questions and a variety of methods and resources,
- observe and compare changes in the appearance and activity of animals as they go through a complete life cycle,
- follow established safety procedures and humane practices specific to the care and handling of animals, where appropriate, during their investigations,

**Laws and Governance** (history)

- describe significant people and places in their communities and the rules associated with them,
- identify significant events in their communities and the rules associated with them,

–describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly,

**Fishing** (science & technology)

–identify and use fishing equipment,

–angle pike with rod and reel,

–angle walleye with rod and reel,

note: angling and hook and line fishing has replaced traditional fishing with nets and weirs,

**Living Well** (health and physical education)

–handle major meat foods properly, e.g., fish,

–demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control,

–recognize their degree of exertion in physical activities by using simple assessment methods,

–identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity,

–develop competence living off the land.

### ***Investigating and communicating required knowledge***

By the end of Grade 2, students will:

**Fish** (science & technology)

–use traditional knowledge, scientific inquiry/research skills, or knowledge acquired from previous investigations, to investigate the basic needs, characteristics, behaviour, and adaptations of a fish of their choice,

–investigate the life cycle of a variety of fish, using a variety of methods and resources,

–investigate the ways in which a variety of fish adapt to their environment and/or to changes in their environment, using various methods,

–use appropriate vocabulary, including life cycle, migration, adaptation, body coverings, and classify, in oral and written communication,

–use a variety of forms to communicate with different audiences and for a variety of purposes,

**Laws and Governance** (history)

–brainstorm and ask simple questions to gain information and seek clarification about community rules,

–use primary and secondary sources to locate information about rules in their community,

–use illustrations, key words, and simple sentences to sort, classify, and record information about community rules,

–make and read a variety of graphs, charts, diagrams, and models to understand information about rules in their community,

–use appropriate vocabulary to communicate the results of inquiries and observations about community rules,

**Fishing** (science & technology)

**Living Well** (health and physical education)

- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations.

### ***Applying Omushkego cultural knowledge, skills, and values***

By the end of Grade 2, students will:

**Fish** (science & technology)

- identify familiar fish in different stages of their life cycles from seeing only a part of it,
- describe features of the environment that support the growth of familiar fish,
- demonstrate an understanding of the requirements of fish for survival,
- describe the life processes of a fish that they have observed,
- identify and compare the effects of the seasons on fish,

**Laws and Governance** (history)

- explain how events and actions can cause community rules to change and describe what some of the new rules might be,
- identify an area of concern, and suggest changes in community rules to provide possible solutions,
- order a sequence of events to demonstrate how community rules change over time and in different places,
- identify community rules that reflect their own heritage,

**Fishing** (science & technology)

- successfully angle fish,

**Living Well** (health and physical education)

- describe the benefits of healthy food choices, physical activity, and healthy bodies,
- identify the many things used and eaten in daily life that come from the land,
- handle fish and fishing equipment and materials safely,
- use Canada’s First Nations, Inuit, and Metis Food Guide to assess the nutritional value of meals, and identify food and beverage choices that enhance healthy growth and development,
- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,
- practice cultural ways or protocols for showing respect to keepers of cultural knowledge, e.g., community members particularly elders,
- practice cultural ways or protocols for showing respect to nature in community areas,

- be supportive and encouraging of classmates,
- behave in cultural appropriate ways when learning from keepers of cultural knowledge,
- listen to the suggestions of others and how these can contribute to their well-being,
- reflect on feelings about their cultural experiences relating to the land.

## Grade 2: Summer (July–August)

### Overall Expectations

By the end of Grade 2, students will:

**Insects and Reptiles** (science & technology)

- investigate similarities and differences in the physical and behavioural characteristics among various types of insects and reptiles and the ways in which animals adapt to different environmental conditions, e.g., ant, spider, housefly, bee, caterpillar, butterfly, grasshopper, mosquito, dragonfly (insects), frog, crayfish, snapping turtle, snake (reptiles),

- demonstrate an understanding that animals grow and change by investigating different types of insects and reptiles, e.g., ant, spider, housefly, bee, caterpillar, butterfly, grasshopper, mosquito, dragonfly (insects), frog, crayfish, snapping turtle, snake (reptiles),

- assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live,

**Music and Dance** (the arts)

- apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music,

- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences,

- demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts,

- apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas,

- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences,

- demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts,

**Fun and Games** (health and physical education)

- participate on a regular basis in traditional games and activities that maintain or improve physical fitness,

**Family Kinship Structures** (social studies)

- identify people with whom they have significant relationships in the community, e.g., the names and relationships of community members, and their roles and responsibilities,

- demonstrate an understanding that Canada is a country of many cultures,

- use a variety of resources and tools to gather, process, and communicate information about similarities and differences among family traditions and celebrations,

- explain how the cultures of individuals and groups contribute to the local community,



**Spirituality** (religion)

- demonstrate an awareness of the relationship between people, animals and plants today,
- explain how the land affects people’s lives and the ways in which their spiritual needs are met,

**Community Hike** (social values)

- participate in a hike around the community,

**Living Well** (health and physical education)

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- display practices of handling traditional foods,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- practice Omushkego culture and language conventions,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities,

**Traditional Storytelling** (language arts)

- listen to stories for entertainment and words of guidance in order to understand and respond appropriately in a variety of situations for a variety of purposes.

**Specific Expectations*****Understanding Omushkego cultural knowledge and values***

By the end of Grade 2, students will:

**Insects and Reptiles** (science & technology)

- identify and describe the major physical characteristics of insects and reptiles, e.g., ant, spider, housefly, bee, caterpillar, butterfly, grasshopper, mosquito, dragonfly (insects), frog, crayfish, snapping turtle, snake (reptiles),
- identify and describe the behavioural characteristics that enable insects and reptiles to survive,
- classify a variety of insects and reptiles using observable characteristics (e.g., size, shape, body covering etc.),
- compare ways in which insects and reptiles eat their food, move, and use their environment to meet their needs,
- describe changes in the appearance and activity of an insect or reptile as it goes through a complete life cycle,
- compare the life cycles of some insects and reptiles that have similar life cycles,
- describe ways in which insects and reptiles respond and adapt to their environment,
- describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive in its environment,

**Music and Dance** (the arts)

- identify reasons why people make music in their daily lives,
- identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places
- identify various reasons why people dance in daily life and various contexts in which they do so,
- describe, with teacher guidance, a variety of dances from communities around the world that they have seen in the media, at live performances and social gatherings, or in the classroom,

**Fun and Games** (health and physical education)

- describe the reasons for participating in regular physical activity,

**Family Kinship Structures** (social studies)

- identify the origins and features of various families in their community,
- distinguish the similarities and differences between their family and others,
- explain the significant cultural traditions and celebrations of their family,
- outline cultural traditions that are passed down from earlier generations,
- identify ways in which cultural traditions are passed on,

**Spirituality** (religion)

- describe family practices that show respect for spiritual beliefs,
- relate the land to the cultural/spiritual activities in their family,
- identify ways in which people in families with spiritual gifts help others,
- outline that cultural traditions are passed down from earlier generations,

**Community Hike** (social values)

- identify the locations of hiking trails around the community,
- describe reasons for enjoying walking around the community or on the land,

**Living Well** (health and physical education)

- identify cultural products or practices in families today that can be tied to the land,
- participate in group work,
- describe different types of activities that improve the strength of the heart and lungs,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations,
- listen respectfully to the voices of those more experienced, especially elders and adults,

**Traditional Storytelling** (language arts)

- recognize stories told for entertainment,
- recognize words of guidance,
- demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details,
- distinguish between fact and fiction,
- identify and describe different forms of stories and words of guidance,

–demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details.

### ***Developing Omushkego cultural skills***

By the end of Grade 2, students will:

#### **Insects and Reptiles** (science & technology)

- observe the physical characteristics and the behavioural characteristics of insects and reptiles around the community and on the land,
- compare the physical characteristics and the behavioural characteristics of a variety of insects and reptiles using student-generated questions and a variety of methods and resources,
- observe and compare changes in the appearance and activity of insects and reptiles as they go through a complete life cycle,
- follow established safety procedures and humane practices specific to the care and handling of animals, where appropriate, during their investigations,

#### **Music and Dance** (the arts)

- sing expressively showing an understanding of text,
- demonstrate the ability to move and control their bodies in space and time,
- describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create,
- describe the similarities between their own dance phrases and those of others,

#### **Fun and Games** (health and physical education)

- play traditional games, e.g., wolf or hunter and moose tag, football (soccer), square, goose hunting, and pull-pole tug of war,

#### **Family Kinship Structures** (social studies)

- listen to, be considerate of, and honour family members, elders, and others in the community,

#### **Spirituality** (religion)

- recognize, value and enjoy their own traditions and beliefs,
- listen to, be considerate of, and honour the land,

#### **Community Hike** (social values)

- plan a trip around the community or on the land,
- hike around the community or on the land safely,
- develop competence in Omushkego social values, e.g., respect for the community and the land,

#### **Living Well** (health and physical education)

- recognize their degree of exertion in physical activities by using simple assessment methods,
- identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity,
- develop competence participating in community activities,

**Traditional Storytelling** (language arts)

- identify purposes for listening in a variety of situations, formal and informal, and set personal goals for listening, initially with support and direction,
- listen to and enjoy stories told for entertainment,
- listen to words of guidance,
- demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations.

**Investigating and communicating required knowledge**

By the end of Grade 2, students will:

**Insects and Reptiles** (science & technology)

- use traditional knowledge, scientific inquiry/research skills, or knowledge acquired from previous investigations, to investigate the basic needs, characteristics, behaviour, and adaptations of an insect or reptile of their choice,
- investigate the life cycle of a variety of insects or reptiles, using a variety of methods and resources,
- investigate the ways in which a variety of insects or reptiles adapt to their environment and/or to changes in their environment, using various methods,
- use appropriate vocabulary, including life cycle, migration, adaptation, body coverings, and classify, in oral and written communication,
- use a variety of forms to communicate with different audiences and for a variety of purposes,

**Music and Dance** (the arts)

- sing unison songs in tune and/or play simple melodies and accompaniments for music from a wide variety of cultures, styles, and historical periods,
- express personal responses to musical performances from traditional or religious sources in a variety of ways,
- identify, using dance vocabulary, the elements of dance in their own dance phrases and those of others, and describe how each element is used to communicate meaning,
- use traditional dance as a language to represent the main ideas in poems and stories, with a focus on body and space,
- create distinct beginnings and endings for dance phrases in a variety of ways,
- use a variety of locomotor and non-locomotor movements to depict creatures and objects,

**Family Kinship Structures** (social studies)

- ask simple questions to gain information and seek clarification,
- use primary and secondary sources to locate simple information about family history and traditions,
- use illustrations, key words, and simple sentences to sort, classify, and record information about family history and traditions,

–make and read a variety of graphs, charts, diagrams, maps, and models to understand information about cultural or religious traditions and share it with members of the class,

–use appropriate vocabulary to communicate the results of inquiries and observations about family traditions and celebrations,

**Spirituality** (religion)

–brainstorm and ask simple questions to gain information about spiritual beliefs,

–use primary and secondary sources to locate information about Christian and traditional Omushkego beliefs,

–use illustrations, key words, and simple sentences to sort, classify, and record information about Christian and traditional Omushkego beliefs,

–construct and read concrete, pictorial, and simple maps, graphs, charts, diagrams, and timelines to clarify and present information about Christian and traditional Omushkego beliefs,

–use appropriate vocabulary to communicate the results of inquiries and observations,

**Fun and Games** (health and physical education)

**Community Hike** (social values)

**Living Well** (health and physical education)

–use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,

–speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,

**Traditional Storytelling** (language arts)

–communicate the main idea of words of guidance or a story and describe a sequence of events,

–identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts.

### ***Applying Omushkego cultural knowledge, skills, and values***

By the end of Grade 2, students will:

**Insects and Reptiles** (science & technology)

–identify familiar insects and reptiles in different stages of their life cycles from seeing only a part of it,

–describe features of the environment that support the growth of familiar insects and reptiles,

–demonstrate an understanding of the requirements of insects and reptiles for survival,

–describe the life processes of an insect or reptile that they have observed,

–identify and compare the effects of the seasons on insects and reptiles,

–identify ways in which animals are **helpful to, and ways in which** they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live,

- identify ways in which animals can be harmful to humans,
- identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced,
- identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced,

**Music and Dance** (the arts)

- practice traditional songs or religious songs,
- express personal responses to musical performances from traditional or religious sources in a variety of ways,
- identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members,
- practice short traditional dances,
- develop short movement phrases inspired by a variety of activities in their community,
- identify and give examples of their strengths and areas for growth as dance creators and audience members,

**Fun and Games** (health and physical education)

- demonstrate appropriate interpersonal skills and respectful behaviour in physical activities,

**Family Kinship Structures** (social studies)

- identify examples that show the cultural traditions in the community,
- identify community celebrations that reflect the Omushkego heritage,
- demonstrate an understanding that communities may use traditions and celebrations from a variety of cultures,
- participate in practices of the Omushkego culture that relate to adolescents and their families in particular,

**Spirituality** (religion)

- reflect on ways they can increase their sense of belonging to their families and with the land around them,
- participate in contemporary spiritual practices,

**Community Hike** (social values)

- successfully participate in hikes around the community,

**Living Well** (health and physical education)

- handle insects and reptiles properly,
- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,

- practice cultural ways or protocols for showing respect to keepers of cultural knowledge, e.g., community members particularly elders,
  - practice cultural ways or protocols for showing respect to nature in community areas,
  - be supportive and encouraging of classmates,
  - behave in cultural appropriate ways when learning from keepers of cultural knowledge,
  - listen to the suggestions of others and how these can contribute to their well-being,
  - reflect on feelings about their cultural experiences relating to the land,
- Traditional Storytelling** (language arts)
- use their knowledge of the word order in oral language to determine the meaning of sentences in stories and words of guidance,
  - use their knowledge of word beginnings and endings to recognize the same word in different forms,
  - identify words or phrases that indicate whether stories told for entertainment or words of guidance are fact or fiction, initially with support and direction,
  - show respectful appreciation during a storytelling presentation.

## Grade 2: Fall (September–October)

### Overall Expectations

By the end of Grade 2, students will:

**Cycle of Life** (science & technology)

- demonstrate an understanding of changes that occur in daily and seasonal cycles and of how these changes affect the characteristics, behaviour and location of living things,
- investigate changes that occur in a daily cycle and in a seasonal cycle,
- describe how living things, including humans, adapt to and prepare for daily and seasonal changes,

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology)

- investigate similarities and differences in the physical and behavioural characteristics among various types of waterfowl, other birds, and small game animals and the ways in which animals adapt to different environmental conditions, e.g., Snow geese, ducks (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, and swallow (other birds), and grouse (small game),
- demonstrate an understanding that animals grow and change by investigating different types of waterfowl, other birds, and small game animals, e.g., Snow geese, ducks (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, and swallow (other birds), and grouse (small game),
- assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live,

**Plants** (science & technology)

- demonstrate an understanding of the similarities and differences in the physical characteristics of different plant species and the changes that take place in different plants as they grow, e.g., berries and other plants,
- investigate the requirements of plants and the effects in environmental conditions of plants, e.g., berries and other plants,
- describe ways in which plants are important to other living things, and the effects of human activities on plants, e.g., berries and other plants,

**Plant Gathering** (science & technology)

- show methods of collecting plants and berries,

**Waterfowl Hunting** (science & technology)

- describe methods of building blinds and calling and shooting ducks and geese,

**Traditional Cooking** (health and physical education and mathematics)

- prepare different varieties of berries,
- estimate, measure, and record length, perimeter, area, mass, volume, capacity, time, and temperature, using non-standard units and standard units,

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices,



- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- display practices of handling and preparation of berries,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- practice Omushkego culture and language conventions,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

### **Specific Expectations**

#### ***Understanding Omushkego cultural knowledge and values***

By the end of Grade 2, students will:

**Cycle of Life** (science & technology)

- describe the characteristics of daily and seasonal cycles on the land,
- use units of time related to daily and seasonal cycles,

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology)

- identify and describe the major physical characteristics of waterfowl, other birds, and small game birds, e.g., Snow geese, ducks (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, and swallow (other birds) and grouse (small game),
- identify and describe the behavioural characteristics that enable waterfowl, other birds, and small game birds to survive,
- classify a variety of waterfowl, other birds, and small game birds using observable characteristics (e.g., size, shape, body covering etc.),
- compare ways in which waterfowl, other birds, and small game birds eat their food, move, and use their environment to meet their needs,
- describe changes in the appearance and activity of a bird as it goes through a complete life cycle,
- compare the life cycles of some birds that have similar life cycles,
- describe ways in which waterfowl, other birds, and small game birds respond and adapt to their environment,
- describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive in its environment,

**Plants** (science & technology)

- identify the major parts of berries and plants,
- classify berries and plants according to visible characteristics,
- describe using their observations, the effects of the seasons on plants,
- compare the life cycles of different kinds of plants,

- identify the traits that remain constant in some plants as they grow,
- describe, using their observations, how the growth of plants are affected by changes in environmental conditions,
- explain how different features of plants help them survive,
- Plant Gathering** (science & technology)
- describe the techniques of collecting plants and berries,
- Waterfowl Hunting** (science & technology)
- describe the techniques of building blinds and calling and shooting ducks and geese,
- Traditional Cooking** (health and physical education and mathematics)
- identify ingredients and equipment used to prepare plants,
- describe methods used to cook berries,
- distinguish between estimated and precise measurements and know when each kind is required,
- select and justify the choice of a standard unit or a nonstandard unit for measurement,
- measure capacity, volume, and mass using the most appropriate unit,
- Living Well** (health and physical education)
- identify cultural products or practices in families today that can be tied to the land,
- participate in group work,
- describe different types of activities that improve the strength of the heart and lungs,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations,
- listen respectfully to the voices of those more experienced, especially elders and adults.

### ***Developing Omushkego cultural skills***

By the end of Grade 2, students will:

**Cycle of Life** (science & technology)

- observe daily and seasonal changes in the landscape as they affect humans, animals, and plants,

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology)

- observe the physical characteristics and the behavioural characteristics of waterfowl, birds and small game animals around the community and on the land,
- compare the physical characteristics and the behavioural characteristics of a variety of birds using student-generated questions and a variety of methods and resources,
- observe and compare changes in the appearance and activity of birds as they go through a complete life cycle,
- follow established safety procedures and humane practices specific to the care and handling of animals, where appropriate, during their investigations,

**Plants** (science & technology)

- observe various types of plant growth around the community and on the land,

**Plant Gathering** (science & technology)

- identify and collect berries, .e.g., low bush cranberries, blueberries, blackberries, black currants, raspberries, strawberries, chokecherries, and gooseberries,
- identify and collect plants, e.g., Labrador tea, wild rhubarb, wild onion, and rose buds,
- handle plant collecting tools and equipment safely,

**Waterfowl Hunting** (science & technology)

- make willow blinds,
- lay out decoys,
- maintain blinds,
- take down blinds,
- read geese and duck movements and signs,
- build Snow goose blind,
- call Snow geese,
- call various ducks,

**Traditional Cooking** (health and physical education and mathematics)

- cook berries with sugar and store as jam,
  - boil berries with flour and sugar and mix as a paste,
- note: traditional cooking used estimated measurements, e.g., pinch, handful,

**Living Well** (health and physical education)

- identify major meat foods, e.g., Snow geese and ducks,
- identify berries and plants correctly,
- handle berries and plants properly,
- demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control,
- recognize their degree of exertion in physical activities by using simple assessment methods,
- identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity,
- develop competence living off the land.

***Investigating and communicating required knowledge***

By the end of Grade 2, students will:

**Cycle of Life** (science & technology)

- ask questions about the needs of humans, animals, and plants that arise from daily and seasonal cycles, and explore possible answers to these questions,
- plan investigations to answer some of these questions or find ways of meeting these needs, and explain the steps involved,
- record relevant observations and findings using oral and written language, charts, and drawings,

–communicate the procedures and results of investigations for specific purposes and to specific audiences, using drawings, demonstrations, simple media works, and oral and written presentations, to describe the seasonal cycle of life,

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology)

–use traditional knowledge, scientific inquiry/research skills, or knowledge acquired from previous investigations, to investigate the basic needs, characteristics, behaviour, and adaptations of a bird of their choice,

–investigate the life cycle of a variety of birds, using a variety of methods and resources,

–investigate the ways in which a variety of birds adapt to their environment and/or to changes in their environment, using various methods,

–use appropriate vocabulary, including life cycle, migration, adaptation, body coverings, and classify, in oral and written communication,

–use a variety of forms to communicate with different audiences and for a variety of purposes,

**Plants** (science & technology)

–design and conduct a hands-on inquiry into seed germination and growth,

–ask questions about and identify some needs of berries and plants, and explore possible answers to these questions and ways of meeting these needs,

–plan investigations to answer some of these questions or find ways of meeting these needs, and explain the steps involved,

–record relevant observations, findings, and measurements, using written language, drawings, charts, and graphs,

–use appropriate vocabulary in describing their investigations, explorations, and observations,

–communicate results of procedures and investigations for specific purposes and to specific audiences, using drawings, demonstrations, simple media works, and oral and written descriptions,

**Plant Gathering** (science & technology)

**Waterfowl Hunting** (science & technology)

**Traditional Cooking** (health and physical education and mathematics)

**Living Well** (health and physical education)

–use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,

–speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations.

### ***Applying Omushkego cultural knowledge, skills, and values***

By the end of Grade 2, students will:

**Cycle of Life** (science & technology)

–describe ways in which the daily and seasonal cycles affect humans, animals and plants,

- recognize the cultural importance of the seasonal cycle of life to the Omushkego people,
- recognize social and environmental concerns relating to the seasonal cycle of life today,

**Waterfowl, Birds, and Small Game Animals–Grouse** (science & technology)

- identify familiar waterfowl, other birds, and small game animals in different stages of their life cycles from seeing only a part of it,
- describe features of the environment that support the growth of familiar birds,
- demonstrate an understanding of the requirements of birds for survival,
- describe the life processes of a bird that they have observed,
- identify and compare the effects of the seasons on waterfowl, other birds, and small game animals,
- identify ways in which animals are **helpful to, and ways in which** they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live,
- identify ways in which animals can be harmful to humans,
- identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced,
- identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced,

**Plants** (science & technology)

- describe ways in which humans use plants for food, shelter, and clothing,
- describe ways in which humans can protect natural areas to maintain native plant species,
- identify the parts of a plant that are used to produce specific products for humans,
- describe various berries and plants used in food preparation,
- describe ways in which plants and animals depend on each other,
- compare the requirements of some plants and birds, and identify the requirements that are common to all living things,
- identify some uses of different berries and plants in their local area,

**Plant Gathering** (science & technology)

- successfully identify and collect berries and plants,

**Waterfowl Hunting** (science & technology)

- successfully build blinds,
- successfully call ducks and Snow geese,

**Traditional Cooking** (health and physical education and mathematics)

- successfully prepare different types of berries,
- select the most appropriate standard unit to measure capacity, volume, and mass,
- choose benchmarks – in this case, personal referents – for metric units to help them perform measurement tasks,

**Living Well** (health and physical education)

- describe the benefits of healthy food choices, physical activity, and healthy bodies,
- identify the many things used and eaten in daily life that come from the land,
- handle berries properly,
- handle waterfowl hunting tools and equipment safely,
- use Canada’s First Nations, Inuit, and Metis Food Guide to assess the nutritional value of meals, and identify food and beverage choices that enhance healthy growth and development,
- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,
- practice cultural ways or protocols for showing respect to keepers of cultural knowledge, e.g., community members particularly elders,
- practice cultural ways or protocols for showing respect to nature in community areas,
- be supportive and encouraging of classmates,
- behave in cultural appropriate ways when learning from keepers of cultural knowledge,
- listen to the suggestions of others and how these can contribute to their well-being,
- reflect on feelings about their cultural experiences relating to the land.

# Grade 2: Freezing Up (November–December)

## Overall Expectations

By the end of Grade 2, students will:

**Fur Bearers, Other Mammals, and Small Game Animals–Rabbits** (science & technology)

- investigate similarities and differences in the physical and behavioural characteristics among various types of furbearers, other mammals, and small game animals and the ways in which animals adapt to different environmental conditions, e.g., black bear, beaver, muskrat, marten, mink, otter, skunk, lynx, wolf, and fox (furbearers), mouse, squirrel, groundhog, porcupine, bat (other mammals), and rabbits (small game),
- demonstrate an understanding that animals grow and change by investigating different types of furbearers, other mammals, and small game animals, e.g., black bear, beaver, muskrat, marten, mink, otter, skunk, lynx, wolf, and fox (furbearers), mouse, squirrel, groundhog, porcupine, bat (other mammals), and rabbits (small game),

**Interrelationships** (science & technology)

- investigate the dependency of plants and animals on their habitat and community, and identify the factors that could affect habitats and communities of plants and animals,
- identify ways in which human activities can affect animals and plants,
- investigate the dependency of plants and animals on their on their habitat and the interrelationships of the plants and animals living in a specific habitat,
- describe ways in which humans can change habitats and the effects of these changes on the plants and animals within the habitats,

**Hide and Line Preparation** (science & technology)

- produce line from plants,

**Living Well** (health and physical education)

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- display practices of handling and preparation of line, tools, and equipment safely,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- practice Omushkego culture and language conventions,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

## Specific Expectations

### ***Understanding Omushkego cultural knowledge and values***

By the end of Grade 2, students will:

**Fur Bearers, Other Mammals, and Small Game Animals–Rabbits** (science & technology)

–identify and describe the major physical characteristics of furbearers, other mammals, and small game mammals, e.g., black bear, beaver, muskrat, marten, mink, otter, skunk, lynx, wolf, and fox (furbearers), mouse, squirrel, groundhog, porcupine, bat (other mammals), and rabbits (small game),

–identify and describe the behavioural characteristics that enable furbearers, other mammals, and small game mammals to survive,

–classify a variety of furbearers, other mammals, and small game mammals using observable characteristics (e.g., size, shape, body covering etc.),

–compare ways in which furbearers, other mammals, and small game mammals eat their food, move, and use their environment to meet their needs,

–describe changes in the appearance and activity of a mammal as it goes through a complete life cycle,

–compare the life cycles of some mammals that have similar life cycles,

–describe ways in which furbearers, other mammals, and small game mammals respond and adapt to their environment,

–describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive in its environment,

**Interrelationships** (science & technology)

–describe, using their observations, the effects of human activities on animals and plants,

–identify, through observation, various factors that affect plants and animals in a specific habitat,

–describe structural adaptations of plants and animals that demonstrate a response of living things to their environment,

–recognize that animals and plants live in specific habitats because they are dependent on those habitats and have adapted to them,

–classify plants and animals that they have observed in local habitats according to similarities and differences,

**Hide and Line Preparation** (science & technology)

–describe the tools and techniques used in line preparation,

**Living Well** (health and physical education)

–appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,

–participate in group work,

–describe different types of activities that improve the strength of the heart and lungs,

–observe and identify ways to be helpful to teachers, parents and cultural teachers,



- explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations,
- listen respectfully to the voices of those more experienced, especially elders and adults.

### ***Developing Omushkego cultural skills***

By the end of Grade 2, students will:

**Fur Bearers, Other Mammals, and Small Game Animals–Rabbits** (science & technology)

- observe the physical characteristics and the behavioural characteristics of furbearers, other mammals, and small game mammals around the community and on the land,
- compare the physical characteristics and the behavioural characteristics of a variety of mammals using student-generated questions and a variety of methods and resources,
- observe and compare changes in the appearance and activity of mammals as they go through a complete life cycle,
- follow established safety procedures and humane practices specific to the care and handling of animals, where appropriate, during their investigations,

**Interrelationships** (science & technology)

- observe the interrelationships between humans, animals, and plants on the land,

**Hide and Line Preparation** (science & technology)

- make spruce root line,
  - make willow bark or root line for netting and anchors,
- note: store bought lines have replaced plant lines,

**Living Well** (health and physical education)

- identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity,
- develop competence using and making materials from the land.

### ***Investigating and communicating required knowledge***

By the end of Grade 2, students will:

**Fur Bearers, Other Mammals, and Small Game Animals–Rabbits** (science & technology)

- use traditional knowledge, scientific inquiry/research skills, or knowledge acquired from previous investigations, to investigate the basic needs, characteristics, behaviour, and adaptations of a mammal of their choice,
- investigate the life cycle of a variety of mammals, using a variety of methods and resources,
- investigate the ways in which a variety of mammals adapt to their environment and/or to changes in their environment, using various methods,
- use appropriate vocabulary, including life cycle, migration, adaptation, body coverings, and classify, in oral and written communication,
- use a variety of forms to communicate with different audiences and for a variety of purposes,

**Interrelationships** (science & technology)

- ask questions about and identify some effects of human activities on mammals and plants, and explore possible answers to these questions or find ways of meeting their needs,
- plan investigations to answer some of these questions or find ways of meeting these needs, and explain the steps involved,
- use appropriate vocabulary in describing their investigations, explorations, and observations,
- record relevant observations, findings, and measurements, using written language, drawings, charts, and graphs,
- communicate the procedures and results of investigations for specific purposes and to specific audiences, using drawings, demonstrations, simple media works, and oral and written descriptions,

**Hide and Line Preparation** (science & technology)**Living Well** (health and physical education)

- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations.

***Applying Omushkego cultural knowledge, skills, and values***

By the end of Grade 2, students will:

**Fur Bearers, Other Mammals, and Small Game Animals–Rabbits** (science & technology)

- identify familiar furbearers, other mammals, and small game mammals in different stages of their life cycles from seeing only a part of it,
- describe features of the environment that support the growth of familiar mammals,
- demonstrate an understanding of the requirements of mammals for survival,
- describe the life processes of a mammal that they have observed,
- identify and compare the effects of the seasons on waterfowl, other birds, and small game animals,

**Interrelationships** (science & technology)

- describe ways in which humans are dependent on plants and animals,
- describe ways in which humans can affect the natural world,
- show the effects on plants and animals on the loss of their natural habitat,

**Hide and Line Preparation** (science & technology)

- successfully produce a variety of lines,

**Living Well** (health and physical education)

- handle line tools and equipment safely,
- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,

- practice cultural ways or protocols for showing respect to keepers of cultural knowledge, e.g., community members particularly elders,
- practice cultural ways or protocols for showing respect to nature in community areas,
- be supportive and encouraging of classmates,
- behave in cultural appropriate ways when learning from keepers of cultural knowledge,
- listen to the suggestions of others and how these can contribute to their well-being,
- reflect on feelings about their cultural experiences relating to the land.

## Grade 2: Winter (January–February)

### Overall Expectations

By the end of Grade 2, students will:

**Large Game Animals** (science & technology)

- investigate similarities and differences in the physical and behavioural characteristics among various types of large game animals and the ways in which animals adapt to different environmental conditions, e.g., moose and caribou,

- demonstrate an understanding that animals grow and change by investigating different types of large game animals, e.g., moose and caribou,

- assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live,

**Climate and Weather** (science & technology)

- demonstrate an understanding of changes that occur in daily and seasonal weather patterns and of how these changes affect the characteristics, behaviour, and location of living things,

**Fishing** (science & technology)

- describe techniques of angling and netting fish,

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices,

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,

- display practices of handling and preparation of fish,

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives,

- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,

- practice Omushkego culture and language conventions,

- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities,

**Traditional Storytelling** (language arts)

- listen to traditional legends and popular stories in order to understand and respond appropriately in a variety of situations for a variety of purposes.

### Specific Expectations

#### ***Understanding Omushkego cultural concepts and values***

By the end of Grade 2, students will:

**Large Game Animals** (science & technology)

- identify and describe the major physical characteristics of large game animals, e.g., moose and caribou,

- identify and describe the behavioural characteristics that enable large game animals to survive,
- classify a variety of large game animals using observable characteristics (e.g., size, shape, body covering etc.),
- compare ways in which large game animals eat their food, move, and use their environment to meet their needs,
- describe changes in the appearance and activity of a large game animal as it goes through a complete life cycle,
- compare the life cycles of some large game animals that have similar life cycles,
- describe ways in which large game animals respond and adapt to their environment,
- describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive in its environment,

**Climate and Weather** (science & technology)

- identify the sun as a source of heat and light,
- compare the different characteristics of the six seasons,
- use units of time related to the seasonal cycle of life,
- describe, using their observations, changes in heat and light from the sun over a period of time,

**Fishing** (science & technology)

- identify the techniques and equipment used for angling and netting,

**Living Well** (health and physical education)

- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
- participate in group work,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations,
- listen respectfully to the voices of those more experienced, especially elders and adults,

**Traditional Storytelling** (language arts)

- recognize traditional stories about legendary or heroic figures, animals, trees, and landscape features,
- recognize popular stories about personal experiences and reminiscences, local history accounts, and real events,
- demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details,
- identify characteristics of different forms of legends and stories.

***Developing Omushkego cultural skills***

By the end of Grade 2, students will:

**Large Game Animals** (science & technology)

- observe the physical characteristics and the behavioural characteristics of large game animals around the community and on the land,
- compare the physical characteristics and the behavioural characteristics of a variety of large game animals using student-generated questions and a variety of methods and resources,

- observe and compare changes in the appearance and activity of large game animals as they go through a complete life cycle,

- follow established safety procedures and humane practices specific to the care and handling of animals, where appropriate, during their investigations,

**Climate and Weather** (science & technology)

- observe changes in climate and weather patterns in the local environment on a daily, weekly, monthly, and seasonal basis,

**Fishing** (science & technology)

- net pike,

- jig pike with hook and line,

- net ling cod/loche/mariah,

- set net under ice,

- maintain fish net,

- empty fish net,

- handle fishing equipment safely,

- read ice conditions and signs,

**Living Well** (health and physical education)

- recognize their degree of exertion in physical activities by using simple assessment methods,

- identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity,

- develop competence living off the land,

**Traditional Storytelling** (language arts)

- identify purposes for listening in a variety of situations, formal and informal, and set personal goals for listening, initially with support and direction,

- listen to traditional stories about legendary or heroic figures, animals, trees, and landscape features,

- listen to popular stories about personal experiences and reminiscences, local history accounts, and real events,

- demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations.

***Investigating and communicating required knowledge***

By the end of Grade 2, students will:

**Large Game Animals** (science & technology)

- use traditional knowledge, scientific inquiry/research skills, or knowledge acquired from previous investigations, to investigate the basic needs, characteristics, behaviour, and adaptations of a large game animal of their choice,
- investigate the life cycle of a variety of large game animals, using a variety of methods and resources,
- investigate the ways in which a variety of large game animals adapt to their environment and/or to changes in their environment, using various methods,
- use appropriate vocabulary, including life cycle, migration, adaptation, body coverings, and classify, in oral and written communication,
- use a variety of forms to communicate with different audiences and for a variety of purposes,

**Climate and Weather** (science & technology)

- ask questions about and identify needs or problems arising from observable events in the environment, and explore possible answers and solutions,
- plan investigations to answer some of these questions or solve some of these problems,
- record relevant observations, findings, and measurements, using written language, drawings, concrete materials, and charts,
- use appropriate vocabulary in describing their explorations, investigations, and observations,
- communicate the procedures and results of explorations and investigations for specific purposes, using demonstrations, drawings, and oral and written descriptions,

**Fishing** (science & technology)

**Living Well** (health and physical education)

- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,

**Traditional Storytelling** (language arts)

- communicate some elements of legends and stories, e.g., plot, central idea, characters, and setting.

***Applying Omushkego cultural concepts, skills, and values***

By the end of Grade 2, students will:

**Large Game Animals** (science & technology)

- identify familiar large game animals in different stages of their life cycles from seeing only a part of it,
- describe features of the environment that support the growth of familiar large game animals,
- demonstrate an understanding of the requirements of large game animals for survival,
- describe the life processes of a large game animal that they have observed,

- identify and compare the effects of the seasons on large game animals,
- identify ways in which animals are **helpful to, and ways in which** they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live,
- identify ways in which animals can be harmful to humans,
- identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced,
- identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced,

**Climate and Weather** (science & technology)

- identify outdoor human activities that are based on the seasons and examine some solutions humans have found to make it possible to engage in these activities out of season,
- identify characteristics of clothing worn in different seasons and make appropriate decisions about clothing for different environmental conditions,
- identify features of shelters that keep us warm and comfortable throughout daily and seasonal cycles,
- describe changes in the characteristics and behaviour of living things that occur on a daily basis,
- describe changes in the characteristics, behaviour, and location of living things that occur in seasonal cycles,
- describe ways in which humans modify their behaviour to adapt to changes in temperature and sunlight during the day,

**Fishing** (science & technology)

- successfully catch fish,

**Living Well** (health and physical education)

- describe the benefits of healthy food choices, physical activity, and healthy bodies,
- identify the many things used and eaten in daily life that come from the land,
- handle fish properly,
- handle fishing tools and equipment safely,
- use Canada’s First Nations, Inuit, and Metis Food Guide to assess the nutritional value of meals, and identify food and beverage choices that enhance healthy growth and development,
- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,
- practice cultural ways or protocols for showing respect to keepers of cultural knowledge, e.g., community members particularly elders,



- practice cultural ways or protocols for showing respect to nature in community areas,
  - be supportive and encouraging of classmates,
  - behave in cultural appropriate ways when learning from keepers of cultural knowledge,
  - listen to the suggestions of others and how these can contribute to their well-being,
  - reflect on feelings about their cultural experiences relating to the land,
- Traditional Storytelling** (language arts)
- extend understanding of legends or popular stories by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them,
  - use their knowledge of sentence structure in oral language to determine the meaning of sentences,
  - use their knowledge of word beginnings and endings to recognize the same word in different forms,
  - show respectful appreciation during a storytelling presentation.

# Grade 3: Cycle of Life

## Overall Expectations

By the end of Grade 3, students will:

### Spring

**Waterfowl Hunting** (science & technology)

- demonstrate methods of building blinds and calling ducks and geese (**spring, fall**)

**Small Game Hunting** (science & technology)

- describe ways of shooting rabbits, grouse, and ptarmigan (**spring, fall, winter**)

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling geese, ducks, rabbits, grouse, and ptarmigan (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- practice Omushkego culture and language conventions (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Traditional Storytelling (language arts)

- listen to cautionary tales and stories told for entertainment in order to understand and respond appropriately in a variety of situations for a variety of purposes (**spring, summer, winter**)

## **Blooming of the Earth**

Land Use Ethics (geography)

- recognize the relationship of humans and the land (**blooming of the earth**)

Laws and Governance (history)

- explain laws relating to their community (**blooming of the earth**)
- use a variety of resources and tools to gather, process, and communicate information about the laws people follow in their communities (**blooming of the earth**)
- explain how and why laws may change over time, and in different places (**blooming of the earth**)

Fishing (science & technology)

- use techniques of angling and netting fish (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling fish (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- practice Omushkego culture and language conventions (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

## Summer

Music and Dance (the arts)

- apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music (**summer**)
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences (**summer**)
- demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts (**summer**)
- apply the creative process to the composition of dance phrases, using the elements of dance to communicate feelings and ideas (**summer**)
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences (**summer**)
- demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts (**summer**)

Fun and Games (health and physical education)

- participate on a regular basis in traditional games and activities that maintain or improve physical fitness (**spring, blooming of the earth, summer, fall, freezing up, winter**)

**Family Kinship Structures** (social studies)

- describe the communities of First Nation peoples in northern Ontario around 1800 (**summer**)
- use a variety of resources and tools to gather, process, and communicate information about areas of early Omushkego settlement and the impact of factors as heritage, natural resources, and climate on the development of these early communities (**summer**)

**Spirituality** (religion)

- demonstrate an awareness of the relationship between people, animals and plants today (**summer**)
- explain how the land affects people's lives and the ways in which spiritual their needs are met (**summer**)

**Omushkegowuk Aboriginal Days Celebrations** (social values)

- participate in Omushkegowuk Aboriginal Days celebrations (spring, blooming of the earth, **summer**, fall, freezing up, winter)

**Living Well** (health and physical education)

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling traditional foods (**spring, blooming of the earth, summer, fall, freezing up**)
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- practice Omushkego culture and language conventions (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

**Traditional Storytelling** (language arts)

- listen to stories told for entertainment and words of guidance in order to understand and respond appropriately in a variety of situations for a variety of purposes (spring, **summer**, winter)

## Fall

**Cycle of Life** (science & technology)

- demonstrate an understanding of changes that occur in seasonal cycles and of how these changes affect the characteristics, behaviour and location of living things (**fall**)
- investigate changes that occur in a seasonal cycle (**fall**)
- describe how living things, including humans, adapt to and prepare for seasonal changes (**fall**)

**Plants** (science & technology)

- investigate similarities and differences in the characteristics of various plants, and ways in which the characteristics of plants relate to the environment in which they grow, e.g., berries and other plants (**fall**)
- demonstrate an understanding that plants grow and change and have distinct characteristics, e.g., berries and other plants (**fall**)
- assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats (**fall**)

**Plant Gathering** (science & technology)

- show methods of collecting plants and berries (**fall**)

**Waterfowl Hunting** (science & technology)

- demonstrate methods of building blinds and calling and shooting ducks and geese (**spring, fall**)

**Traditional Cooking** (health and physical education and mathematics)

- prepare different varieties of berries (spring, blooming of the earth, summer, **fall**, freezing up, winter)
- estimate, measure, and record length, perimeter, area, mass, volume, capacity, time, and temperature, using standard units (spring, blooming of the earth, summer, **fall**, freezing up, winter)

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling and preparation of berries (spring, blooming of the earth, summer, **fall, freezing up, winter**)
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- practice Omushkego culture and language conventions (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

## Freezing Up

Interrelationships (science & technology)

- investigate the dependency of plants and animals on their habitat and community, and identify the factors that could affect habitats and communities of plants and animals (**freezing up**)
- investigate the dependency of plants and animals on their on their habitat and the interrelationships of the plants and animals living in a specific habitat (**freezing up**)

- describe ways in which humans can change habitats and the effects of these changes on the plants and animals within the habitats (**freezing up**)

**Hide and Line Preparation** (science & technology)

- produce line from plants (**freezing up**)

**Craft Technology** (the arts)

- maintain traditional implements and tools (**freezing up**)

**Living Well** (health and physical education)

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- display practices of handling and preparation of line, traditional implements, tools, and equipment safely (**spring, blooming of the earth, summer, fall, freezing up**)

- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- practice Omushkego culture and language conventions (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)



## Winter

Climate and Weather (science & technology)

- demonstrate an understanding of changes that occur in daily and seasonal weather patterns and of how these changes affect the characteristics, behaviour, and location of living things (**winter**)

Fishing (science & technology)

- use techniques of angling and netting fish (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)

Trapping and Snaring (science & technology)

- describe processes of setting, checking, maintaining, and emptying traps and snares for rabbits, grouse, and ptarmigan (spring, freezing up, **winter**)

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring**, **blooming of the earth**, summer, **fall**, freezing up, **winter**)

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)

- display practices of handling and preparation of fish, rabbits, grouse, and ptarmigan (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)

- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)

- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)

- practice Omushkego culture and language conventions (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)

- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

**Traditional Storytelling** (language arts)

- listen to traditional legends and popular stories in order to understand and respond appropriately in a variety of situations for a variety of purposes (spring, summer, **winter**)

## Grade 3: Spring (March–April)

### Overall Expectations

By the end of Grade 3, students will:

**Waterfowl Hunting** (science & technology)

- demonstrate methods of building blinds and calling ducks and geese,

**Small Game Hunting** (science & technology)

- describe ways of shooting rabbits, grouse, and ptarmigan,

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices,

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being

- display practices of handling geese, ducks, rabbits, grouse, and ptarmigan,

- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being,

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives,

- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,

- practice Omushkego culture and language conventions,

- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities,

**Traditional Storytelling** (language arts)

- listen to cautionary tales and stories told for entertainment in order to understand and respond appropriately in a variety of situations for a variety of purposes.

### Specific Expectations

#### ***Understanding Omushkego cultural knowledge and values***

By the end of Grade 3, students will:

**Waterfowl Hunting** (science & technology)

- describe the techniques of building blinds and calling ducks and geese,

**Small Game Hunting** (science & technology)

- identify ways of shooting owls, rabbits, grouse, and ptarmigan,

**Living Well** (health and physical education)

- identify cultural products or practices in families today that can be tied to the land,

- explain how local fresh foods and foods from different cultures can be used to expand their range of healthy eating choices,

- participate in group work,

- apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered,
- observe and identify ways to be helpful to teachers, parents, cultural teachers, and elders,
- listen respectfully to the voices of those more experienced, especially elders and adults,

**Traditional Storytelling** (language arts)

- recognize cautionary tales about dangers in the environment,
- recognize and enjoy stories told for entertainment,
- distinguish between fact and fiction,
- distinguish between stated and implied ideas in oral texts,
- demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details,
- identify and describe different forms of cautionary tales and stories.

***Developing Omushkego cultural skills***

By the end of Grade 3, students will:

**Waterfowl Hunting** (science & technology)

- make grass blinds and wooden goose decoys,
- lay out decoys,
- maintain blinds,
- take down blinds
- become familiar with shot guns and shot gun safety,
- call geese and ducks,
- read geese and duck movements and signs,
- build Canada goose blind,
- call Canada goose,
- read water currents and signs,

**Small Game Hunting** (science & technology)

- become familiar with .22s and .22 safety,
- read small game movements and signs, e.g., rabbits, grouse, and ptarmigan,

**Living Well** (health and physical education)

- pluck Canada goose,
- handle major meat foods properly, e.g., ducks, Canada geese, rabbits, grouse, and ptarmigan,
- apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom,
- apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered,

- describe how to respond to accidents or injuries incurred while participating in physical activity,
- develop competence living off the land,
- Traditional Storytelling** (language arts)
- identify purposes for listening in a variety of situations, formal and informal, and set personal goals related to listening tasks,
- listen to cautionary tales about dangers in the environment,
- listen to stories told for entertainment,
- demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups.

### ***Investigating and communicating required knowledge***

By the end of Grade 3, students will:

**Waterfowl Hunting** (science & technology)

**Small Game Hunting** (science & technology)

- ask questions about and identify some factors involved in waterfowl and small game hunting, and explore possible answers to these questions,
- plan investigations for some of these answers,
- record relevant observations and findings using written language, drawings, charts, and graphs,
- communicate the procedures and results of investigations for specific purposes and to specific audiences using drawings, demonstrations, simple media works, and oral and written presentations,
- Living Well** (health and physical education)
- use appropriate Omushkego vocabulary and terminology to describe their investigations, explorations, and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- Traditional Storytelling** (language arts)
- communicate some elements of tales and stories, e.g., plot, central idea, characters, and setting.

### ***Applying Omushkego cultural knowledge, skills, and values***

By the end of Grade 3, students will:

**Waterfowl Hunting** (science & technology)

- successfully build blinds,
- successfully call ducks and Canada geese,

**Small Game Hunting** (science & technology)

- successfully locate rabbits, grouse, and ptarmigan,

**Living Well** (health and physical education)

- describe the benefits of healthy food choices, physical activity, and healthy bodies,

- identify the many things used and eaten in daily life that come from the land,

- handle waterfowl and small game hunting equipment and materials safely,

- demonstrate an understanding of the importance of good oral health to overall health, and assess the effect of different food choices on oral health,

- actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,

- demonstrate an understanding of factors that contribute to their personal enjoyment of being active,

- demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,

- practice cultural ways or protocols for showing respect to keepers of cultural knowledge, e.g., community members particularly elders,

- practice cultural ways or protocols for showing respect to nature in community areas,

- be supportive and encouraging of classmates,

- behave in cultural appropriate ways when learning from keepers of cultural knowledge,

- listen to the suggestions of others and how these can contribute to their well-being,

- reflect on feelings about their cultural experiences relating to the land,

**Traditional Storytelling** (language arts)

- extend understanding of cautionary tales and stories told for entertainment by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them,

- identify and explain the importance of significant ideas and information in oral texts,

- use their knowledge of the organization and characteristics of different forms of cautionary tales and stories as a guide before and during their telling,

- show respectful appreciation during a storytelling presentation.

# Grade 3: Blooming of the Earth

## (May–June)

### Overall Expectations

By the end of Grade 3, students will:

**Land Use Ethics** (geography)

- recognize the relationship of humans and the land,

**Laws and Governance** (history)

- explain laws relating to their community,
- use a variety of resources and tools to gather, process, and communicate information about the laws people follow in their communities,
- explain how and why laws may change over time, and in different places,

**Fishing** (science & technology)

- use techniques of angling and netting fish,

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being
- display practices of handling fish,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- practice Omushkego culture and language conventions,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

### Specific Expectations

#### ***Understanding Omushkego cultural knowledge and values***

By the end of Grade 3, students will:

**Land Use Ethics** (geography)

- identify the natural resources of the land,
- describe the relationship of common cultural activities and practices to the resources on their land,
- outline ways in which Omushkego society changed over time (e.g., changes to relationships between humans and the land) and reasons given for the changes,
- give examples of how one’s community uses its land or harvest areas,

**Laws and Governance** (history)

- describe the structure and components of the local government, e.g., Band Council,
- identify local by-laws (band council resolutions) and regulations that affect the community,

**Fishing** (science & technology)

- identify the techniques of fishing and using fishing equipment,

**Living Well** (health and physical education)

- identify cultural products or practices in families today that can be tied to the land,
- explain how local fresh foods and foods from different cultures can be used to expand their range of healthy eating choices,
- participate in group work,
- apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered,
- observe and identify ways to be helpful to teachers, parents, cultural teachers, and elders,
- listen respectfully to the voices of those more experienced, especially elders and adults.

***Developing Omushkego cultural skills***

By the end of Grade 3, students will:

**Land Use Ethics** (geography)

- describe how they follow cultural activities and practices on the land,

**Laws and Governance** (history)

- describe how they follow the laws and regulations of the community about respecting the rights and property of other people and about using the shared environment responsibly,

**Fishing** (science & technology)

- angle pike with rod and reel,
- angle walleye with rod and reel,
- angle speckled and lake trout with line and hooks,
- angle sturgeon with hook and line,
- net pike along banks of rivers and mouths of streams with gill nets,
- net sturgeon along banks of rivers and mouths of streams with gill nets,
- net whitefish,
- spear sturgeon, pike, suckers, and whitefish,
- trap sturgeon, pike, suckers, and whitefish with weirs,
- make fish net with paddle shaped spruce net floats and rough stone sinkers,
- set net in river,
- set net near streams,
- maintain fish net,
- empty fish net,



- handle fishing equipment safely,
  - read water currents and signs,
- note: angling and hook and line fishing has replaced traditional fishing with nets and weirs,

**Living Well** (health and physical education)

- handle major meat foods properly, e.g., fish,
- apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom,
- apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered,
- describe how to respond to accidents or injuries incurred while participating in physical activity,
- develop competence living off the land.

### ***Investigating and communicating required knowledge***

By the end of Grade 3, students will:

**Land Use Ethics** (geography)

- formulate questions to guide research and clarify information on the relationship of humans and the land,
- use primary and secondary sources to locate information about changes to relationships between humans and the land in Omushkego society,
- use graphic organizers to summarize information, clarify issues, solve problems, and make decisions,
- use media works, oral presentations, written notes and descriptions, and drawings to communicate information about life in Omushkego society,

**Laws and Governance** (history)

- ask questions to gain information and explore alternatives on specific topics, e.g., the structure and components of local government and community rights,
- use primary and secondary sources to locate relevant cultural information about the structure and components of local government and community rights,
- collect information and draw conclusions,
- describe and analyse conflicting points of view about local government and community rights that affect the local communities,
- make and read a wide variety of graphs, charts, diagrams, maps, and models to understand and share their findings,
- use media works, oral presentations, written notes and descriptions, and drawings to communicate research findings on local governments and community rights,
- use appropriate vocabulary to describe their inquiries and observations,

**Fishing** (science & technology)

**Living Well** (health and physical education)

- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

### ***Applying Omushkego cultural knowledge, skills, and values***

By the end of Grade 3, students will:

#### **Land Use Ethics** (geography)

- identify and describe cause and effect relationship between the location of people and the land,
- identify the characteristics of healthy relationships between humans and the land,
- participate with other students in doing something for the community/nation and the environment, such as cleaning up around the school or community,

#### **Laws and Governance** (history)

- demonstrate respect for and understanding of the need for rules or regulations that are important to members of the community,
- recognize that laws and regulations are made to help serve the needs of the people,

#### **Fishing** (science & technology)

- successfully angle and net fish,

#### **Living Well** (health and physical education)

- describe the benefits of healthy food choices, physical activity, and healthy bodies,
- identify the many things used and eaten in daily life that come from the land,
- handle fish and fishing equipment and materials safely,
- demonstrate an understanding of the importance of good oral health to overall health, and assess the effect of different food choices on oral health,
- actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active,
- demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,
- practice cultural ways or protocols for showing respect to keepers of cultural knowledge, e.g., community members particularly elders,
- practice cultural ways or protocols for showing respect to nature in community areas,
- be supportive and encouraging of classmates,
- behave in cultural appropriate ways when learning from keepers of cultural knowledge,

- listen to the suggestions of others and how these can contribute to their well-being,
- reflect on feelings about their cultural experiences relating to the land.

## Grade 3: Summer (July–August)

### Overall Expectations

By the end of Grade 3, students will:

#### Music and Dance (the arts)

- apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music,
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences,
- demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts,
- apply the creative process to the composition of dance phrases, using the elements of dance to communicate feelings and ideas,
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences,
- demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts,

#### Fun and Games (health and physical education)

- participate on a regular basis in traditional games and activities that maintain or improve physical fitness,

#### Family Kinship Structures (social studies)

- describe the communities of First Nation peoples in northern Ontario around 1800,
- use a variety of resources and tools to gather, process, and communicate information about areas of early Omushkego settlement and the impact of factors as heritage, natural resources, and climate on the development of these early communities,

#### Spirituality (religion)

- demonstrate an awareness of the relationship between people, animals and plants today,
- explain how the land affects people's lives and the ways in which their spiritual needs are met,

#### Omushkegowuk Aboriginal Days Celebrations (social values)

- participate in Omushkegowuk Aboriginal Days celebrations,

#### Living Well (health and physical education)

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being
- display practices of handling traditional foods,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives,

- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
  - practice Omushkego culture and language conventions,
  - demonstrate responsibility for their own safety and the safety of others as they participate in physical activities,
- Traditional Storytelling** (language arts)
- listen to stories told for entertainment and words of guidance in order to understand and respond appropriately in a variety of situations for a variety of purposes.

## **Specific Expectations**

### ***Understanding Omushkego cultural knowledge and values***

By the end of Grade 3, students will:

**Music and Dance** (the arts)

- identify and describe ways in which music can be used in the community,
- identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places,
- identify and describe the role of dance in the community,
- describe, with teacher guidance, a variety of dances from communities in Canada and around the world that they have seen in the media, at live performances and social gatherings, or in the classroom,

**Fun and Games** (health and physical education)

- describe the health benefits of participating in regular physical activity, e.g., developing a strong heart and lungs,

**Family Kinship Structures** (social studies)

- identify the origin stories of the Omushkego people,
- identify areas of early First Nation settlement in northern Ontario,
- identify the First Nation peoples in northern Ontario around 1800, say where they lived, and describe their lifestyles,
- identify factors that helped shape the development of early Omushkego communities,

**Spirituality** (religion)

- describe community practices that show respect for spiritual beliefs,
- relate the land to the cultural/spiritual activities in the community,
- describe significant spiritual people and places in their communities,
- identify ways in which people in the community with spiritual gifts help others,
- outline ways in which culture and traditions are passed on,

**Omushkegowuk Aboriginal Days Celebrations** (social values)

- identify the locations of Omushkegowuk Aboriginal Days celebrations in the community,
- describe reasons for celebrating Aboriginal culture,

**Living Well** (health and physical education)

- participate in group work,

- apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered,
- observe and identify ways to be helpful to teachers, parents, cultural teachers, and elders,
- listen respectfully to the voices of those more experienced, especially elders and adults,

**Traditional Storytelling** (language arts)

- recognize stories told for entertainment,
- recognize words of guidance,
- distinguish between fact and fiction,
- distinguish between stated and implied ideas in oral texts,
- demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details,
- identify and describe different forms of stories and words of guidance.

**Developing Omushkego cultural skills**

By the end of Grade 3, students will:

**Music and Dance** (the arts)

- sing expressively, showing awareness that changes in volume and speed can help to convey the meaning of the song,
- create and present a short dance individually or in a group,
- describe ways in which the elements of music are used in the music they perform, listen to, and create,
- demonstrate an understanding of how the elements of dance can be used in their own and others’ dance phrases to illustrate or explore learning in other subject areas,

**Fun and Games** (health and physical education)

- play traditional games, e.g., wolf or hunter and moose tag, football (soccer), square, goose hunting, and pull-pole tug of war,

**Family Kinship Structures** (social studies)

- listen to, be considerate of, and honour teachers and elders,

**Spirituality** (religion)

- recognize, value and enjoy their own and others’ traditions and beliefs,
- listen to, be considerate of, and honour the land,

**Omushkegowuk Aboriginal Days Celebrations** (social values)

- plan a visit to an Aboriginal Days celebration in the community,
- keep Aboriginal Days celebration area in good order,
- care for Aboriginal Days celebrations equipment and materials,
- observe Aboriginal Days celebrations safely,
- develop competence in Omushkego social values, e.g., sharing,

**Living Well** (health and physical education)

- apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom,

- apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered,
  - describe how to respond to accidents or injuries incurred while participating in physical activity,
  - develop competence participating in community activities,
- Traditional Storytelling** (language arts)
- identify purposes for listening in a variety of situations, formal and informal, and set personal goals related to listening tasks,
  - listen to and enjoy stories told for entertainment,
  - listen to words of guidance,
  - demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups.

### ***Investigating and communicating required knowledge***

By the end of Grade 3, students will:

**Music and Dance** (the arts)

- sing, in tune, unison songs, partner songs, and rounds, and/or play accompaniments from a wide variety of cultures, styles, and historical periods,
- express personal responses to musical performances in a variety of ways,
- identify, using dance vocabulary, the elements of dance used in their own and others’ dance phrases and explain their purpose,
- use dance as a language to represent ideas from diverse literature sources, with a focus on time and energy,
- create dance phrases using a variety of pattern forms,
- demonstrate how dance elements can be used to create and expand the movement vocabulary within different sections of a larger pattern,

**Family Kinship Structures** (social studies)

- formulate questions to guide research and clarify information on study topics,
- use primary and secondary sources to locate information about areas of early First Nation settlement in northern Ontario,
- use graphic organizers to summarize information, clarify issues, solve problems, and make decisions,
- use media works, oral presentations, written notes and descriptions, and drawings to communicate information about First Nation people in northern Ontario around 1800 and factors that helped shape the development of early Ojibwe communities,
- use appropriate vocabulary to describe their inquiries and observations,

**Spirituality** (religion)

- formulate questions to guide research and clarify information on spiritual beliefs,

- use primary and secondary sources to locate information about Christian and traditional Omushkego beliefs,
- use graphic organizers to summarize information, clarify issues, solve problems, and make decisions,
- use media works, oral presentations, written notes and descriptions, and drawings to communicate information about Christian and traditional Omushkego beliefs,
- use appropriate vocabulary to describe their inquiries and observations,
- Fun and Games** (health and physical education)
- Omushkegowuk Aboriginal Days Celebrations** (social values)
- Living Well** (health and physical education)
- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- Traditional Storytelling** (language arts)
- communicate the main idea of a story and describe a sequence of events,
- identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts.

### ***Applying Omushkego cultural knowledge, skills, and values***

By the end of Grade 3, students will:

**Music and Dance** (the arts)

- practice traditional songs or religious songs,
- apply the elements of music when singing, playing an instrument, and moving,
- express personal responses to musical performances in a variety of ways,
- identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members,
- practice short traditional dances,
- imitate movements found in their natural environment in a variety of ways and incorporate them into a dance phrase,
- identify and give examples of their strengths and areas for growth as dance creators and audience members,

**Fun and Games** (health and physical education)

- follow rules of fair play in traditional games and activities,

**Family Kinship Structures** (social studies)

- recreate some social activities or celebrations of early First Nation communities in northern Ontario,



**Spirituality** (religion)

–reflect on ways they can increase their sense of belonging to their communities and with the land around them,

–participate in contemporary spiritual practices,

**Omushkegowuk Aboriginal Days Celebrations** (social values)

–successfully participate in Omushkegowuk Aboriginal Days celebrations,

**Living Well** (health and physical education)

–actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,

–demonstrate an understanding of factors that contribute to their personal enjoyment of being active,

–demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,

–practice cultural ways or protocols for showing respect to keepers of cultural knowledge, e.g., community members particularly elders,

–practice cultural ways or protocols for showing respect to nature in community areas,

–be supportive and encouraging of classmates,

–behave in cultural appropriate ways when learning from keepers of cultural knowledge,

–listen to the suggestions of others and how these can contribute to their well-being,

–reflect on feelings about their cultural experiences relating to the land,

**Traditional Storytelling** (language arts)

–extend understanding of stories told for entertainment or words of guidance by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them,

–identify and explain the importance of significant ideas and information in oral texts,

–use their knowledge of the word order in oral language to determine the meaning of sentences in tales and stories,

–show respectful appreciation during a storytelling presentation.

## Grade 3: Fall (September–October)

### Overall Expectations

By the end of Grade 3, students will:

**Cycle of Life** (science & technology)

- demonstrate an understanding of changes that occur in seasonal cycles and of how these changes affect the characteristics, behaviour and location of living things,
- investigate changes that occur in a seasonal cycle,
- describe how living things, including humans, adapt to and prepare for seasonal changes,

**Plants** (science & technology)

- investigate similarities and differences in the characteristics of various plants, and ways in which the characteristics of plants relate to the environment in which they grow, e.g., berries and other plants,
- demonstrate an understanding that plants grow and change and have distinct characteristics, e.g., berries and other plants,
- assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats,

**Plant Gathering** (science & technology)

- show methods of collecting plants and berries,

**Waterfowl Hunting** (science & technology)

- demonstrate methods of building blinds and calling and shooting ducks and geese,

**Traditional Cooking** (health and physical education and mathematics)

- prepare different varieties of berries,
- estimate, measure, and record length, perimeter, area, mass, volume, capacity, time, and temperature, using standard units,

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being
- display practices of handling and preparation of berries,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- practice Omushkego culture and language conventions,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

## **Specific Expectations**

### ***Understanding Omushkego cultural knowledge and values***

By the end of Grade 3, students will:

**Cycle of Life** (science & technology)

- compare the different characteristics of the six seasons,
- use units of time related to the land’s seasonal cycles,

**Plants** (science & technology)

- describe the basic needs of plants, including air, water, light, warmth, and space,
- identify the major parts of plants, including root, stem, flower, stamen, pistil, leaf, seed, and fruit, and describe how each contributes to the plant's survival within the plant's environment,
- classify plants according to visible characteristics,
- describe the changes that different plants undergo in their life cycles,
- describe, using their observations, the effects of season on plants,
- compare the life cycles of different kinds of plants,

**Plant Gathering** (science & technology)

- describe the techniques of collecting plants and berries,

**Waterfowl Hunting** (science & technology)

- describe the techniques of building blinds and calling and shooting ducks and geese,

**Traditional Cooking** (health and physical education and mathematics)

- identify ingredients and equipment used to prepare plants,
  - describe methods used to cook berries,
  - distinguish between estimated and precise measurements and know when each kind is required,
  - compare standard units of measure and select and justify the most appropriate standard unit for measurement,
  - measure capacity, volume, and mass using the most appropriate standard unit,
- Living Well** (health and physical education)
- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
  - explain how local fresh foods and foods from different cultures can be used to expand their range of healthy eating choices,
  - participate in group work,
  - apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered,
  - observe and identify ways to be helpful to teachers, parents, cultural teachers, and elders,
  - listen respectfully to the voices of those more experienced, especially elders and adults.

### ***Developing Omushkego cultural skills***

By the end of Grade 3, students will:

**Cycle of Life** (science & technology)

–observe seasonal changes in the landscape as they affect humans, animals, and plants,

**Plants** (science & technology)

–observe and compare the parts of a variety of plants around the community and on the land,

–observe and compare changes in the appearance of plants as they go through a complete life cycle,

**Plant Gathering** (science & technology)

–identify and collect berries, .e.g., low bush cranberries, blueberries, blackberries, black currants, raspberries, strawberries, chokecherries, and gooseberries,

–identify and collect plants, e.g., Labrador tea, wild rhubarb, wild onion, and rose buds,

–identify traditional medicinal plants, e.g., cedar, tamarack, willow, balsam fir, and juniper,

--handle plant collecting tools and equipment safely

–store berries outside,

**Waterfowl Hunting** (science & technology)

–make willow blinds,

–lay out decoys,

–maintain blinds,

–take down blinds,

–handle guns safely,

–read geese and duck movements and signs,

–build Snow goose blind,

–call and shoot Snow geese,

–call and shoot various ducks,

–read water currents and signs,

**Traditional Cooking** (health and physical education and mathematics)

–cook berries with sugar and store as jam,

–boil berries with flour and sugar and mix as a paste,

–make berry stew with water, flour, shortening, sugar, and berries,

note: traditional cooking used estimated measurements, e.g., pinch, handful,

**Living Well** (health and physical education)

–pluck Snow goose,

–handle major meat foods properly, e.g., Snow geese and ducks,

–handle plants properly,

–apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom,

- apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered,
- describe how to respond to accidents or injuries incurred while participating in physical activity,
- develop competence living off the land.

### ***Investigating and communicating required knowledge***

By the end of Grade 3, students will:

**Cycle of Life** (science & technology)

- ask questions about the needs of humans, animals, and plants that arise from the six seasons, and explore possible answers to these questions,
- plan investigations to answer some of these questions or find ways of meeting these needs, and explain the steps involved,
- record relevant observations and findings using oral and written language, charts, and drawings,
- communicate the procedures and results of investigations for specific purposes and to specific audiences, using drawings, demonstrations, simple media works, and oral and written presentations, to describe the seasonal cycle of life,

**Plants** (science & technology)

- investigate ways in which a variety of plants adapt and/or react to their environment, including changes in their environment, using a variety of methods,
- use traditional knowledge, scientific inquiry/experimentation skills, and knowledge acquired from previous investigations, to investigate a variety of ways in which plants meet their basic needs,
- follow established safety procedures specific to the care and handling of plants during their investigations,
- use appropriate vocabulary, including stem, leaf, root, pistil, stamen, flower, adaptation, and germination, in oral and written communication,
- use a variety of forms to communicate with different audiences and for a variety of purposes,

**Plant Gathering** (science & technology)

**Waterfowl Hunting** (science & technology)

**Traditional Cooking** (health and physical education and mathematics)

**Living Well** (health and physical education)

- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

### **Applying Omushkego cultural knowledge, skills, and values**

By the end of Grade 3, students will:

**Cycle of Life** (science & technology)

- describe ways in which the six seasons affect humans, animals and plants,
- recognize the cultural importance of the seasonal cycle of life to the Omushkego people,
- make connections between social and environmental concerns of the past and similar concerns of today,

**Plants** (science & technology)

- identify the parts of plants that are used to produce specific products,
- describe various plants used in food preparation,
- identify some of the functions of different plants in the local area,
- describe ways in which humans from various cultures, including Aboriginal people, use plants for food, shelter, medicine, and clothing,
- describe ways in which plants and animals depend on each other,
- compare the requirements of some plants and animals, and identify the requirements that are common to all living things,
- assess ways in which plants are important to humans and other living things, taking different points of view into consideration,
- assess the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance good effects,

**Plant Gathering** (science & technology)

- successfully identify and collect berries and plants,

**Waterfowl Hunting** (science & technology)

- successfully build blinds,
- successfully hunt ducks and Snow geese,

**Traditional Cooking** (health and physical education and mathematics)

- successfully prepare different types of berries,
- select the most appropriate standard unit to measure capacity, volume, and mass,

**Living Well** (health and physical education)

- describe the benefits of healthy food choices, physical activity, and healthy bodies,
- identify the many things used and eaten in daily life that come from the land,
- handle and prepare berries properly,
- handle ducks and Snow geese properly,
- demonstrate an understanding of the importance of good oral health to overall health, and assess the effect of different food choices on oral health,
- actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active,

- demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,
- practice cultural ways or protocols for showing respect to keepers of cultural knowledge, e.g., community members particularly elders,
- practice cultural ways or protocols for showing respect to nature in community areas,
- be supportive and encouraging of classmates,
- behave in cultural appropriate ways when learning from keepers of cultural knowledge,
- listen to the suggestions of others and how these can contribute to their well-being,
- reflect on feelings about their cultural experiences relating to the land.

# Grade 3: Freezing Up (November–December)

## Overall Expectations

By the end of Grade 3, students will:

**Interrelationships** (science & technology)

- investigate the dependency of plants and animals on their habitat and community, and identify the factors that could affect habitats and communities of plants and animals,
- investigate the dependency of plants and animals on their on their habitat and the interrelationships of the plants and animals living in a specific habitat,
- describe ways in which humans can change habitats and the effects of these changes on the plants and animals within the habitats,

**Hide and Line Preparation** (science & technology)

- produce line from plants,

**Craft Technology** (the arts)

- maintain traditional implements and tools,

**Living Well** (health and physical education)

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being
- display practices of handling and preparation of line, traditional implements, tools, and equipment safely,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- practice Omushkego culture and language conventions,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

## Specific Expectations

### ***Understanding Omushkego cultural knowledge and values***

By the end of Grade 3, students will:

**Interrelationships** (science & technology)

- identify, through observation, various factors that affect plants and animals in a specific habitat,
- classify organisms according to their roles in a food chain,



- demonstrate an understanding of a food chain as a system in which energy is transferred eventually to animals and construct food chains of different plant and animal species and classify animals as omnivore, carnivore, and herbivore,
- describe structural adaptations of plants and animals that demonstrate a response of living things to their environment,
- recognize that animals and plants live in specific habitats because they are dependent on those habitats and have adapted to them,
- classify plants and animals that they have observed in local habitats according to similarities and differences,
- Hide and Line Preparation** (science & technology)
- describe the tools and techniques used in line preparation,
- Craft Technology** (the arts)
- identify the tools and techniques used in craft technology,
- Living Well** (health and physical education)
- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
- participate in group work,
- apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered,
- observe and identify ways to be helpful to teachers, parents, cultural teachers, and elders,
- listen respectfully to the voices of those more experienced, especially elders and adults.

### ***Developing Omushkego cultural skills***

By the end of Grade 3, students will:

**Interrelationships** (science & technology)

- observe the interrelationships between humans, animals, and plants on the land,

**Hide and Line Preparation** (science & technology)

- make spruce root line,
  - make willow bark or root line for netting and anchors,
- note: store bought lines have replaced plant lines,

**Craft Technology** (the arts)

traditional implements

- identify and collect traditional implements,
- select tools and materials used to make particular traditional implements,
- make traditional implements,
- practice using traditional implements,
- make wooden spoons,
- handle knife safely,
- handle axe safely,
- sharpen axe,

- handle saw safely,
  - sharpen saw,
  - handle traditional implements safely,
- note: these implements have replaced the more traditional stone tools,  
**Living Well** (health and physical education)
- describe how to respond to accidents or injuries incurred while participating in physical activity,
  - develop competence using and making materials from the land.

### ***Investigating and communicating required knowledge***

By the end of Grade 3, students will:

**Interrelationships** (science & technology)

- formulate questions about and identify the needs of animals and plants in a particular habitat, and explore possible answers to these questions and ways of meeting these needs,
- plan investigations for some of these answers and solutions, identifying variables that need to be held constant to ensure a fair test and identifying criteria for assessing solutions,
- use appropriate vocabulary, including correct science and technology terminology, in describing their investigations, explorations, and observations,
- compile data gathered through investigation in order to record and present results, using tally charts, tables, and labelled graphs produced by hand or with a computer,
- communicate the procedures and results of investigations or specific purposes and to specific audiences, using media works, oral presentations, written notes and descriptions, drawings, and charts,

**Hide and Line Preparation** (science & technology)

**Craft Technology** (the arts)

**Living Well** (health and physical education)

- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

### ***Applying Omushkego cultural knowledge, skills, and values***

By the end of Grade 3, students will:

**Interrelationships** (science & technology)

- describe ways in which humans are dependent on plants and animals,
- describe ways in which humans can affect the natural world,
- construct food chains that include different plant and animal species and humans,

- show the effects on plants and animals on the loss of their natural habitat,
  - investigate ways in which the extinction of a plant or animal species affects the rest of the natural community and humans,
- Hide and Line Preparation** (science & technology)
- successfully produce a variety of lines,
- Craft Technology** (the arts)
- successfully make traditional implements,
  - identify strengths and areas for improvement in their own work and that of others,
  - acknowledge that the Omushkego people were skilled crafts people and artisans using natural materials,
  - recognize that the Omushkego people adapted tools and products from other nations,
- Living Well** (health and physical education)
- handle line and traditional implements, tools, and equipment safely,
  - demonstrate an understanding of the importance of good oral health to overall health, and assess the effect of different food choices on oral health,
  - actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
  - demonstrate an understanding of factors that contribute to their personal enjoyment of being active,
  - demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,
  - practice cultural ways or protocols for showing respect to keepers of cultural knowledge, e.g., community members particularly elders,
  - practice cultural ways or protocols for showing respect to nature in community areas,
  - be supportive and encouraging of classmates,
  - behave in cultural appropriate ways when learning from keepers of cultural knowledge,
  - listen to the suggestions of others and how these can contribute to their well-being,
  - reflect on feelings about their cultural experiences relating to the land.

# Grade 3: Winter (January–February)

## Overall Expectations

By the end of Grade 3, students will:

**Climate and Weather** (science & technology)

- demonstrate an understanding of changes that occur in daily and seasonal weather patterns and of how these changes affect the characteristics, behaviour, and location of living things,

**Fishing** (science & technology)

- use techniques of angling and netting fish,

**Trapping and Snaring** (science & technology)

- describe processes of setting, checking, maintaining, and emptying traps and snares for rabbits, grouse, and ptarmigan,

**Living Well** (health and physical education)

- identify traditional foods and benefits of healthy food choices,

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being

- display practices of handling and preparation of fish, rabbits, grouse, and ptarmigan,

- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being,

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives,

- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,

- practice Omushkego culture and language conventions,

- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities,

**Traditional Storytelling** (language arts)

- listen to traditional legends and popular stories in order to understand and respond appropriately in a variety of situations for a variety of purposes.

## Specific Expectations

### ***Understanding Omushkego cultural concepts and values***

By the end of Grade 3, students will:

**Climate and Weather** (science & technology)

- explain the difference between weather and climate and the factors that influence both of these systems,

- recognize large-scale and local weather systems,

- predict local weather patterns using data from their own observations of traditional weather forecasting and from weather reports,

- describe the water cycle in terms of evaporation, condensation, and precipitation,
- identify patterns of air movement,
- Fishing** (science & technology)
- identify the techniques and equipment used for angling and netting,
- Trapping and Snaring** (science & technology)
- describe the techniques and equipment used for trapping and snaring,
- Living Well** (health and physical education)
- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
- explain how local fresh foods and foods from different cultures can be used to expand their range of healthy eating choices,
- participate in group work,
- apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered,
- observe and identify ways to be helpful to teachers, parents, cultural teachers, and elders,
- listen respectfully to the voices of those more experienced, especially elders and adults,
- Traditional Storytelling** (language arts)
- recognize traditional stories about legendary or heroic figures, animals, trees, and landscape features,
- recognize popular stories about personal experiences and reminiscences, local history accounts, and real events,
- distinguish between fact and fiction,
- distinguish between stated and implied ideas in oral texts,
- demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details,
- identify and describe different forms of traditional legends and stories.

### ***Developing Omushkego cultural skills***

By the end of Grade 3, students will:

**Climate and Weather** (science & technology)

- observe changes in climate and weather patterns in the local environment on a daily, weekly, monthly, and seasonal basis,

**Fishing** (science & technology)

- net pike,
- jig pike with hook and line,
- net ling cod/loche/mariah,
- angle speckled and lake trout with line and hooks,
- set net under ice,
- maintain fish net,

- empty fish net,
- handle fishing equipment safely,
- read ice conditions and signs,
- Trapping and Snaring** (science & technology)
- set snares
- check and maintain snares
- empty and remove snares
- handle snaring equipment safely
- read furbearer movements and signs
- snare rabbit with spring pole and tossing pole snares,
- Living Well** (health and physical education)
- apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom,
- describe how to respond to accidents or injuries incurred while participating in physical activity,
- develop competence living off the land,
- Traditional Storytelling** (language arts)
- identify purposes for listening in a variety of situations, formal and informal, and set personal goals related to listening tasks,
- listen to traditional stories about legendary or heroic figures, animals, trees, and landscape features,
- listen to popular stories about personal experiences and reminiscences, local history accounts, and real events,
- demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups.

### ***Investigating and communicating required knowledge***

By the end of Grade 3, students will:

**Climate and Weather** (science & technology)

- formulate questions about and problems related to objects and events in the environment, and explore possible answers,
- plan investigations for some of these answers and solutions,
- use appropriate vocabulary, including correct science and technology terminology, in describing their investigations and observations,
- compile data gathered through investigation in order to present results using tally charts, tables, and labelled graphs produced by hand or with a computer,
- communicate the procedures and results of investigations for specific purposes and to specific audiences, using media works, oral presentations, written notes and descriptions, drawings, and charts,

**Fishing** (science & technology)

**Trapping and Snaring** (science & technology)

**Living Well** (health and physical education)

- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
  - speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,
  - communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- Traditional Storytelling** (language arts)
- communicate some elements of legends and stories, e.g., plot, central idea, characters, and setting.

### ***Applying Omushkego cultural concepts, skills, and values***

By the end of Grade 3, students will:

**Climate and Weather** (science & technology)

- describe ways in which weather conditions affect the activities of humans, animals, and plants,
- explain how climatic and weather conditions influence the choice of clothing and of materials for building shelters,
- understand and explain the importance of weather forecasts on traditional hunting, trapping, fishing, and gathering pursuits,

**Fishing** (science & technology)

- successfully catch fish,

**Trapping and Snaring** (science & technology)

- successfully trap and snare rabbits,

**Living Well** (health and physical education)

- describe the benefits of healthy food choices, physical activity, and healthy bodies,
- identify the many things used and eaten in daily life that come from the land,
- handle fish and rabbits properly,
- handle fishing, trapping, and snaring tools and equipment safely,
- demonstrate an understanding of the importance of good oral health to overall health, and assess the effect of different food choices on oral health,
- actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active,
- demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,
- practice cultural ways or protocols for showing respect to keepers of cultural knowledge, e.g., community members particularly elders,
- practice cultural ways or protocols for showing respect to nature in community areas,

- be supportive and encouraging of classmates,
- behave in cultural appropriate ways when learning from keepers of cultural knowledge,
- listen to the suggestions of others and how these can contribute to their well-being,
- reflect on feelings about their cultural experiences relating to the land,

**Traditional Storytelling** (language arts)

- extend understanding of traditional legends and popular stories by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them,
- identify and explain the importance of significant ideas and information in oral texts,
- use their knowledge of the organization and characteristics of different forms of traditional legends and stories as a guide before and during their telling,
- show respectful appreciation during a storytelling presentation.



# Omushkego Values

## Overall Expectations

By the end of this program, students will:

- [develop the values or general more stable beliefs generated from personal experiences (learned by directed encounters with an object or situation) and cultural transmission (learned from others) that are considered essential for meaningful life in the world around them;]
- begin to develop a personal value system within a context that reflects the priorities of a concerned society and at the same time recognizes the integrity of the individual;
- become aware of the values that Canadians [and Omushkego people] regard as essential to the well-being and continuing development of their society—namely, respect for the individual, concern for others, social responsibility, compassion, honesty, and the acceptance of work, thought, and leisure as valid pursuits for human beings;
- begin to develop a personal set of values by identifying value alternatives and their consequences, selecting personal values from the alternatives, internalizing the values selected, and acting in accordance with the values selected;
- identify and analyse public value issues.

—from Ministry of Education. (1975). *The Formative Years*. Toronto: Queen's Printer for Ontario.

## Specific Expectations

By the end of this program, students will:

- listen to, be considerate of, and honour themselves (respect for themselves);
- listen to, be considerate of, and honour everything in the world (respect for the Creator);
- listen to, be considerate of, and honour parents (respect for parents);
- listen to, be considerate of, and honour elders (respect for elders);
- listen to, be considerate of, and honour others (respect for others);
- listen to, be considerate of, and honour plants and animals (respect for plants and animals);
- listen to, be considerate of, and honour the land (respect for the environment);
- use resources together (sharing);

- recognize and accept accountability to themselves for decisions made and action taken (responsibility to themselves);
- recognize and accept accountability to others for decisions made and action taken (responsibility to others);
- recognize and accept accountability to themselves and others for decisions made and action taken (responsibility to themselves and others);
- recognize and accept accountability to the environment for decisions made and action taken (environmental responsibility);
- recognize, value and enjoy their own language, traditions, and culture (appreciation for their culture);
- recognize, value and enjoy another’s language, traditions, and culture (appreciation for another’s culture);
- recognize and appreciate the significance of teasing and joking (humour)\*;
- control their actions or feelings which may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control);
- show a desire to work hard with steady, careful effort (diligence);
- feel or express thanks for the good things that the Creator has given them and others (thankfulness);
- show honesty (truthfulness);
- show feelings of interest or concern which may be demonstrated by the kind treatment of others (caring);
- develop a willingness to put up with anything that annoys, troubles or hurts without losing self-control (patience);
- pursue a problem or task to its completion (perseverance);
- show initiative in beginning tasks, working independently and solving problems (self-reliance).

— from Cree School Board. (1997). *Cree School Board Cree Language and Culture Guide—Secondary Sector*. Chisasibi, QC: Cree School Board; Northern Nishnawbe Education Council. (1996). *Sioux Lookout District First Nations’ Response to Secondary School Reform*. Sioux Lookout, ON: Northern Nishnawbe Education Council; Ohmagari, K. (1996). *Social Change and Transmission of Knowledge and Bush Skills among Omushkegowuk Cree Women*. Unpublished doctoral dissertation, University of Manitoba, Winnipeg, Canada; Hishkoonikun Education Authority. (1995). *The Traditional Values Project 1994–1995*. Kashechewan, ON: Hishkoonikun Education Authority; Hishkoonikun Education Authority. (1994). *The Traditional Values Project 1993–1994*. Kashechewan, ON: Hishkoonikun Education Authority.

\* not found in these resources but shown to be an important aspect of Omushkego life

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## Achievement Levels

All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment (e.g., through direct observation) but not necessarily evaluated.

—from *The Ontario Curriculum, Language (Grades 1–8)*, 2006 revised, p. 16

### **The Achievement Chart for Omushkego Culture**

[The achievement chart for Omushkego culture] enables teachers to make consistent judgments about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.

The purposes of the achievement chart are to:

- provide a framework that encompasses all curriculum expectations for all [grades and subjects represented in this document];
- guide the development of assessment tasks and tools (including rubrics);
- help teachers plan instruction for learning;
- provide a basis for consistent and meaningful feedback to students in relation to Omushkego or provincial content and performance standards;
- establish categories and criteria with which to assess and evaluate student learning.

—from *The Ontario Curriculum, Social Studies (Grades 1 to 6) History and Geography (Grades 7 and 8)*, 2013 revised, pp. 27–28

The achievement chart for culture identifies four categories of knowledge, skills, and values: Understanding Omushkego cultural knowledge and values, Developing Omushkego cultural skills,

Investigating and communicating required knowledge, and Applying Omushkego cultural knowledge, skills, and values. These categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. For each of these categories, there are four levels of achievement. These levels contain brief descriptions of degrees of achievement on which teachers will base their assessment of students' work.

The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. Students should be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories....

—adapted from *The Ontario Curriculum, Language (Grades 1–8), 2006 revised*, pp. 17–19

Specific qualifiers are used to define each of the four levels of achievement, e.g., one of the expectations in the Fall strand for Grade 3 is that students will make berry stew with water, flour, shortening, sugar, and berries. If the student develops a few of these skills correctly and only with assistance, the student's achievement of that expectation would be at level 1 in the category of developing Omushkego cultural skills.

Level 4 identifies the characteristic of student achievement that represents the expected level of achievement, which is considered the standard for each grade. In Omushkego culture a priority is placed on doing things well as survival often depended on it. A student's work at level 4 in culture in any grade may be described in general terms as follows:

The student shows a thorough understanding of Omushkego cultural knowledge and values through complete explanations of them. He or she develops all (or almost all) of the required Omushkego cultural skills correctly with little or no assistance. The student investigates or communicates consistently with clarity and precision using appropriate Omushkego terminology and vocabulary in land-based, school, or community situations. She or he consistently applies the required Omushkego knowledge, skills, and values in a variety of contexts. The student shows a thorough understanding of connections between personal experiences, Omushkego culture, and the world inside and outside the school.

Teachers will ensure that student work is assessed and evaluated in a balanced manner with respect to the four categories, and that the achievement of particular expectations is considered within appropriate categories. The emphasis on balance reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation.

—from *The Ontario Curriculum, Social Studies (Grades 1 to 6) History and Geography (Grades 7 and 8)*, 2013 revised, p. 30

## Achievement Chart for Omushkego Culture EL/K to Grade 3

<b>Knowledge/ Skills/Values</b>	<b>Level 1 (50-59%)</b>	<b>Level 2 (60-69%)</b>	<b>Level 3 (70-79%)</b>	<b>Level 4 (80-100%)</b>
<b>Understanding Omushkego cultural knowledge and values (cognitive culture)</b> The student:	— demonstrates limited understanding of Omushkego cultural knowledge and values — rarely gives complete explanations	— demonstrates some understanding of Omushkego cultural knowledge and values — sometimes gives complete explanations	— demonstrates considerable understanding of Omushkego cultural knowledge and values — usually gives complete explanations	— demonstrates thorough understanding of Omushkego cultural knowledge and values — consistently gives complete explanations
<b>Developing Omushkego cultural skills (material culture)</b> The student:	— develops few of the required Omushkego cultural skills correctly and only with assistance	— develops some of the required Omushkego cultural skills correctly with frequent assistance	— develops most of the required Omushkego cultural skills correctly with only occasional assistance	— develops all (or almost all) of the required Omushkego cultural skills correctly with little or no assistance
<b>Investigating and communicating required knowledge (linguistic culture)</b> The student:	— rarely investigates or communicates in Omushkego with clarity and precision — rarely uses appropriate Omushkego terminology and vocabulary in land-based, school or community situations	— sometimes investigates or communicates in Omushkego with clarity and precision — sometimes uses appropriate Omushkego terminology and vocabulary in land-based, school, or community situations	— usually investigates or communicates in Omushkego with clarity and precision — usually uses appropriate Omushkego terminology and vocabulary in land-based, school or community situations	— consistently investigates or communicates in Omushkego with clarity and precision — consistently uses appropriate Omushkego terminology and vocabulary in land-based, school or community situations
<b>Applying Omushkego cultural knowledge, skills, and values (social culture)</b> The student:	— rarely applies knowledge, skills, and values in a variety of contexts — shows limited understanding of connections between personal experiences, Omushkego culture, and the world outside the school or community	— sometimes applies knowledge, skills, and values in a variety of contexts — shows some understanding of connections between personal experiences, Omushkego culture, and the world outside the school or community	— usually applies knowledge, skills, and values in a variety of contexts — shows a good understanding of connections between personal experiences, Omushkego culture, and the world outside the school or community	— consistently applies knowledge, skills, and values in a variety of contexts — shows a thorough understanding of connections between personal experiences, Omushkego culture, and the world outside the school or community

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### **About Omushkego Culture Early Learning to Grade 3**

The Omushkego Language and Culture Curriculum 2014 (Revised)

This document is part of a collection of resources designed to help daycare personnel and school principals and teachers bring Omushkego culture into the classroom. It is based on the Omushkego language and culture curriculum. This curriculum includes expectations for educators at the early years and elementary levels. Other Omushkego language and culture resources can be found on the OE drive at <http://bit.ly/OECreeLanguage>, <http://bit.ly/OECurriculumResources>, and <http://bit.ly/OECultureResources>.