

Omushkego Culture Grades 9 and 10

The Omushkego Language and Culture Curriculum 2014 (Revised)



Celebrating the Omushkego Cycle of Life

Omushkego Culture

This document replaces *The Omushkego Language and Culture Curriculum, Grades 9 and 10: Omushkego Culture, 2009*.

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Preface (from the 2009 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, Grades 9 and 10: Omushkego Culture is one attempt to develop an Omushkego culture program by and for the Omushkego communities along the James Bay coast.

Acknowledgments (from the 2009 edition)

The authors of this document wish to thank the following Omushkego elders and people for their efforts in enhancing the Omushkego language and culture. It is with their support and encouragement that this document was developed.

Elizabeth Chookomolin, Peawanuck (now residing in Moosonee)
Rebecca Friday (Senior), Kashechewan
Annabella Goulet, Moosonee
Joseph Kataquapit, Attawapiskat
Charlotte Kooses, Moose Factory
Ernest Sutherland, Cochrane
Juliet Sutherland, Cochrane
Emile Sutherland, Fort Albany
Marius Spence, Fort Albany
Helen Rodrigue, Fort Albany

In addition, the authors would like to thank the staff of Omushkego Education (OE) and the Ojibway and Cree Cultural Centre (OCCC) for editing, research, and production support.

John Beck, Director, Education Director, OE
Greg Spence, Omushkego Language Project Coordinator, OE
Jim Etherington, Omushkego Education Resource Coordinator, OE

Diane Riopel, Executive Director, OCCC
Anastasia Weesk, Cree Translator and Interpreter, OCCC
John Paul Jacasum, Cree Translator and Interpreter, OCCC
Celine Sutherland, Cree Translator Trainee, OCCC
Kathy Perreault, Resource Centre Coordinator, OCCC
Kim Piché, Executive Secretary, OCCC

Finally, the authors would like to thank the Western Canadian Protocol for Collaboration in Basic Education and the Ontario Ministry of Education and Training for the use of their documents in developing the expectations contained within.

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.

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Ministry of Education. (2009 revised). *The Ontario Curriculum Grades 9 and 10: Technological Education*. Toronto: Queen's Printer for Ontario.

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, Grades 9 and 10: 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 visual (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, Grades 9 and 10: 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, Grades 9 and 10: 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, Grades 9 and 10: 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.

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

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, Grades 9 and 10: 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, 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 are listed for each strand (or broad curriculum area) of every course – the overall expectations and specific expectations.

- The *overall expectations* describe in general terms the knowledge, skills, [and values] that students are expected to demonstrate by the end of each course.
- 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), *Communicating required knowledge* (linguistic culture), and *Applying Omushkego cultural knowledge, skills, and values* (social culture).] ... [In addition, the *overall expectations* and *specific expectations* are grouped around subject or content areas.] This organization is not meant to imply that the expectations in any one group are achieved independently of the expectations in the other groups. 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.
–adapted from *The Ontario Curriculum, Grades 9 and 10, English, 2007*, p. 12

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 specific related expectations. The overall expectations are broad in nature, and the specific expectations define the particular scope of the knowledge and skills [and values] referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of overall expectations ...

–from *The Ontario Curriculum, Grades 9 and 10, English, 2007*, p. 21

Omushkego Culture Curriculum Overview

Topic Grade	Grade 7	Grade 8	Grade 9	Grade 10
Climate and Weather (science & technology) (Science, Applied, SNC2P)				●
Clothing Preparation (the arts) (Manufacturing Technology, Open, TMJ2O)	●	●	●	●
Community Hike (social values)				
Craft Technology (the arts) (Manufacturing Technology, Open, TMJ2O)	●	●	●	●
Cycle of Life (personal and social development)				
Family Kinship Structures (personal and social development) (Individual and Family Living, Open, HIF1O/HIF2O)			●	●
Fish (science & technology and mathematics)				
Fish (science & technology)				
Fishing (science & technology)	●	●	●	●
Fishing Camps (social values)			●	●
Fun and Games (health and physical education) (Healthy Active Living Education, Open, PPL1O)	●	●	●	●
Fur Bearers, Other Mammals, and Small Game Animals–Rabbits (science & technology and mathematics)				
Fur Bearers, Other Mammals, and Small Game Animals–Rabbits (science & technology)	●			
Goose Hunting Camp (social values)	●	●	●	●

Hide and Line Preparation (science & technology) (Manufacturing Technology, Open, TMJ2O)	●	●	●	●
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) (Geography of Canada, Applied, CGC1P)			●	
Land Use Ethics (science & technology)		●		
Laws and Governance (personal and social development) (Aboriginal Peoples in Canada, Open, NAC2O)			●	●
Living Well (health and physical education) (Food and Nutrition, Open, HFN1O/HFN2O)	●	●	●	●
Manufacturing Technology (Manufacturing Technology, Open, TMJ2O)			●	●
Moose Hunting Camp (social values)		●	●	●
Mushkegowuk Aboriginal Days Celebrations (social values)				
Music and Dance (the arts) (Music, Open, AMU1O and Dance, Open, ATC1O)	●	●	●	●
Names and Importance of Particular Places (geography and mathematics) (Geography of Canada, Applied, CGC1P)	●	●	●	
Origins (history)				
Plants (science & technology)				
Plant Gathering (science & technology)				

Shelter Construction Technology (science & technology) (Construction Technology, Open, TCJ2O)	●	●	●	●
Small Game Hunting (science & technology)				
Spirituality (religion)				
Traditional Cooking (health and physical education and mathematics)				
Traditional Storytelling (language arts) (English, Applied, ENG1P)	●	●	●	●
Trapping and Snaring (science & technology)	●	●	●	●
Trapping Camp (Science, Applied, SNP1P)			●	●
Travel and Transportation Technology (science & technology) (Transportation Technology, Open, TTJ2O)	●	●	●	●
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)	●	●	●	●

Grade 9: Cycle of Life

Overall Expectations

By the end of Grade 9, students will:

Spring

Names and Importance of Particular Places (Geography of Canada, Applied, CGC1P)

- name and locate the important traditional hunting, fishing, and trapping areas surrounding the local community within the Mushkegowuk territory and identify the owners of each (**spring**)

Geographic Inquiry and Skill Development

- use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography (**blooming of the earth, spring**)

Interactions in the Physical Environment

- analyse some interactions between physical processes, events, and phenomena and human activities in Canada (**spring**)
- explain how physical processes and the natural environment influence human activity in Canada (**spring**)
- describe some natural processes and key characteristics of the natural environment in Canada (**spring**)

Managing Canada's Resources and Industries

- assess the influence of personal choices and community actions on the use of natural resources in Canada (**spring**)

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- construct and use traditional shelters, e.g., mikiwam (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)
- construct and use temporary shelters, e.g., open brush, lean-to (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)
- construct and use modern shelters, e.g., prospector's tent (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)

Construction Technology Fundamentals

- describe the components and systems of buildings, the properties of various building materials, and the processes in which those materials are used (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)
- demonstrate an understanding of the safe and correct use of construction tools, equipment, and techniques (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)

- use correct terminology to describe building components and construction materials, tools, equipment, and processes (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)

Fabrication, Assembly, and Finishing Skills

- use tools, equipment, and techniques correctly and safely when preparing materials for a project (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)

- use fabrication and assembly techniques safely, accurately, and in the correct sequence (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)

Technology, the Environment, and Society

- demonstrate an understanding of ways in which the construction industry affects the environment (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)

- describe ways in which the construction industry affects society (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)

Waterfowl Hunting (science & technology)

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

Goose Hunting Camp (social values)

- participate in a goose hunting camp (**spring**, **fall**)

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

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

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

Research and Inquiry Skills

- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)

Nutrition and Health

- demonstrate an understanding of eating patterns that contribute to optimal physical health (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)

Food Choices

- demonstrate an understanding of factors affecting people’s food needs and of ways of meeting those needs (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of various factors that influence food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Local and Global Foods

- demonstrate an understanding of where various foods are produced (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of how various food-purchasing choices and food-preparation practices affect the environment (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of issues related to food security (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Food Preparation Skills

- demonstrate an understanding of practices that ensure or enhance food safety (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate skills needed in food preparation (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- engage in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Traditional Storytelling (English, Applied, ENG1P)

- tell sacred stories about legendary, supernatural, and mythological events, and stories about local history and real or apparently real events (**spring, summer, winter**)

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes (**spring, summer, winter**)
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes (**spring, summer, winter**)
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication(**spring, summer, winter**)

Blooming of the Earth

Fishing (science & technology)

- use techniques of angling and netting fish (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)
- construct and use fishing equipment, e.g., fish net, fish weir (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)

Land Use Ethics (Geography of Canada, Applied, CGC1P)

Geographic Inquiry and Skill Development

- use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography (**blooming of the earth**, **spring**)

Liveable Communities

- identify factors that affect the sustainability of communities, and describe strategies for improving their sustainability (**blooming of the earth**)
- analyse impacts of land use in Canada on communities and the natural environment (**blooming of the earth**)
- describe patterns of land use in their local community (**blooming of the earth**)

Laws and Governance (Aboriginal Peoples in Canada, NAC2O)

Identity

- describe the characteristics of nationhood (**blooming of the earth**)
- explain how Canadian government policies have affected Aboriginal identity in the twentieth century (**blooming of the earth**)
- identify current Aboriginal groups and leaders, and national, provincial, and local Aboriginal role models (e.g., Phil Fontaine – Grand Chief of the Assembly of First Nations; Ms. Okalik Eegeesiak – President, Inuit Tapirisat of Canada; Harry Daniels – Métis political leader; Katie Rich – Innu political leader) (**blooming of the earth**)

Methods of Historical Inquiry

- research and describe relevant information about Native studies using a variety of sources of information (**blooming of the earth**)

Travel and Transportation Technology (Transportation Technology, Open, TTJ2O)

- identify traditional travel and transportation equipment, e.g., canoe (and motor) (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)
- maintain traditional travel and transportation equipment, e.g., canoe (and motor) (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)
- handle traditional travel and transportation equipment safely (spring,

blooming of the earth, summer, fall, freezing up, **winter**)

Transportation Technology Fundamentals

- explain how engines work to produce power, and identify the function and explain the maintenance requirements of the cooling, lubrication, and fuel systems (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)
- identify the major components and describe the function and operation of various types of drivetrains (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)
- identify and describe the major systems and components of vehicles, aircraft, and/or watercraft (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)

Transportation Technology Skills

- demonstrate the safe and correct use of a variety of maintenance and repair techniques for servicing powertrain components (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)
- perform basic service on various vehicle, aircraft, and/or watercraft systems and components (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)
- follow correct procedures for the preventive maintenance and care of vehicles, aircraft, and/or watercraft (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)

Technology, the Environment, and Society

- demonstrate an understanding of ways in which various aspects of the transportation industry affect the environment and ways in which harmful effects can be remedied or reduced (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)
- demonstrate an understanding of the relationship between various aspects of the transportation industry and society (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)

Fishing Camp (social values)

- participate in a fishing camp (**blooming of the earth**, summer)

Living Well (Food and Nutrition, Open, HFN10/HFN20)

- identify traditional foods and benefits of healthy food choices (**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, winter**)

Research and Inquiry Skills

- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Nutrition and Health

- demonstrate an understanding of eating patterns that contribute to optimal physical health (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Food Choices

- demonstrate an understanding of factors affecting people’s food needs and of ways of meeting those needs (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of various factors that influence food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Local and Global Foods

- demonstrate an understanding of where various foods are produced (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of how various food-purchasing choices and food-preparation practices affect the environment (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of issues related to food security (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Food Preparation Skills

- demonstrate an understanding of practices that ensure or enhance food safety (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate skills needed in food preparation (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- engage in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Summer

Music and Dance (Music, Open, AMU1O and Dance, Open, ATC1O)

- demonstrate an understanding of the basic elements of music specified for this age group (**summer**)

- sing and play instruments with expression and proper technique (**summer**)

- identify and perform music of a variety of cultural and historical periods (**summer**)

- evaluate the overall effect of various aspects of dance (**summer**)

Music: Creating and Performing

- apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music (**summer**)

- use a variety of techniques and technological tools when performing music and composing and/or arranging music (**summer**)

Music: Reflecting, Responding, and Analysing

- demonstrate an understanding of how traditional, commercial, and art music reflect the society in which they were created and how they have affected communities or culture (**summer**)

Music: Foundations

- demonstrate an understanding of music theory with respect to concepts of notation and the elements and other components of music, and use appropriate terminology relating to them (**summer**)

- demonstrate an understanding of the history of some musical forms and of characteristics of types of music from around the world (**summer**)

Dance: Creating, Presenting, and Performing

- use the creative process, the elements of dance, and a variety of sources to develop movement vocabulary (**summer**)

- use the creative process, the elements of dance, and a variety of sources to develop movement vocabulary (**summer**)

Dance: Reflecting, Responding, and Analysing

- demonstrate an understanding of how societies present and past use or have used dance, and of how creating and viewing dance can benefit individuals, groups, and communities (**summer**)

Dance: Foundations

- demonstrate an understanding of, and use correct terminology when referring to, the physiology of movement as it relates to dance (**summer**)

- demonstrate an understanding of the social, cultural, and historical origins

and development of dance forms, including their influence on each other and on society (**summer**)

Fun and Games (Healthy Active Living Education, Open, PPL1O)

- 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)

Physical Activity

- demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities (spring, blooming of the earth, **summer**, fall, freezing up, winter)

Active Living

- participate in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation (spring, blooming of the earth, **summer**, fall, freezing up, winter)

- demonstrate safe practices regarding the safety of themselves and others (spring, blooming of the earth, **summer**, fall, freezing up, winter)

Family Kinship Structures (Exploring Family Studies, Open, HIF1O/HIF2O)

Research and Inquiry Skills

- explore topics related to individual and family needs and resources, and formulate questions to guide their research (spring, blooming of the earth, **summer**, fall, freezing up, winter)

- create research plans, and locate and select information relevant to their chosen topics, using appropriate research and inquiry methods (spring, blooming of the earth, **summer**, fall, freezing up, winter)

- assess, record, analyse, and synthesize information gathered through research and inquiry (spring, blooming of the earth, **summer**, fall, freezing up, winter)

- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills (spring, blooming of the earth, **summer**, fall, freezing up, winter)

Self and Others

- describe important changes that are associated with adolescent development, and explain their influence on the behaviour and needs of young people (spring, blooming of the earth, **summer**, fall, freezing up, winter)

- demonstrate an understanding of various types of relationships and of skills and strategies for developing and maintaining healthy relationships (spring, blooming of the earth, **summer**, fall, freezing up, winter)
- describe lifestyles in diverse families and the impact of a range of factors, including social and cultural factors, on these lifestyles (spring, blooming of the earth, **summer**, fall, freezing up, winter)

Daily Living Skills

- demonstrate the ability to apply decision-making and problem-solving strategies and skills, particularly within a family context (spring, blooming of the earth, **summer**, fall, freezing up, winter)
- demonstrate an understanding of strategies and skills that can be used to manage resources to meet the needs of the family and its individual members (spring, blooming of the earth, **summer**, fall, freezing up, winter)
- demonstrate an understanding of practical skills and knowledge needed to safely and effectively perform day-to-day tasks that help meet their needs and those of the family (spring, blooming of the earth, **summer**, fall, freezing up, winter)

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- identify traditional foods and benefits of healthy food choices (**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, winter**)

Research and Inquiry Skills

- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Nutrition and Health

- demonstrate an understanding of eating patterns that contribute to optimal physical health (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Food Choices

- demonstrate an understanding of factors affecting people's food needs and of ways of meeting those needs (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate an understanding of various factors that influence food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Local and Global Foods

- demonstrate an understanding of where various foods are produced (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of how various food-purchasing choices and food-preparation practices affect the environment (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of issues related to food security (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Food Preparation Skills

- demonstrate an understanding of practices that ensure or enhance food safety (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate skills needed in food preparation (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- engage in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Traditional Storytelling (English, Applied, ENG1P)

- tell sacred stories about legendary, supernatural, and mythological events, and stories about local history and real or apparently real events (**spring, summer, winter**)

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes (**spring, summer, winter**)
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes (**spring, summer, winter**)
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication(**spring, summer, winter**)

Fall

Shelter Construction Technology (Construction Technology, Open, TCJ20)

- construct and use traditional shelters, e.g., mikiwam (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)
- construct and use temporary shelters, e.g., open brush, lean-to (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)
- construct and use modern shelters, e.g., prospector's tent (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)

Construction Technology Fundamentals

- describe the components and systems of buildings, the properties of various building materials, and the processes in which those materials are used (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)
- demonstrate an understanding of the safe and correct use of construction tools, equipment, and techniques (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)
- use correct terminology to describe building components and construction materials, tools, equipment, and processes (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)

Fabrication, Assembly, and Finishing Skills

- use tools, equipment, and techniques correctly and safely when preparing materials for a project (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)
- use fabrication and assembly techniques safely, accurately, and in the correct sequence (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)

Technology, the Environment, and Society

- demonstrate an understanding of ways in which the construction industry affects the environment (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)
- describe ways in which the construction industry affects society (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)

Waterfowl Hunting (science & technology)

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

Goose Hunting Camp (social values)

- participate in a goose hunting camp (**spring, fall**)

Large Game Hunting (science & technology)

- set, check, maintain, and empty snares for moose (**fall, freezing up, winter**)
- show methods of tracking, calling, and shooting moose and caribou (**fall, freezing up, winter**)

Moose Hunting Camp (social values)

- participate in a moose hunting camp (**fall, freezing up, winter**)

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling and preparation of ducks, geese, plovers, yellowlegs, moose, and caribou (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Research and Inquiry Skills

- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Nutrition and Health

- demonstrate an understanding of eating patterns that contribute to optimal physical health (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Food Choices

- demonstrate an understanding of factors affecting people's food needs and of ways of meeting those needs (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of various factors that influence food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Local and Global Foods

- demonstrate an understanding of where various foods are produced (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of how various food-purchasing choices and food-preparation practices affect the environment (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of issues related to food security (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Food Preparation Skills

- demonstrate an understanding of practices that ensure or enhance food safety (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate skills needed in food preparation (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- engage in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Freezing Up

Manufacturing Technology (Manufacturing Technology, Open, TMJ2O)

Manufacturing Technology Fundamentals

- demonstrate an understanding of the manufacturing industry and of processes and technologies related to manufacturing methods (**freezing up**)
- demonstrate an understanding of how a design process is used in the planning and development of a manufacturing project (**freezing up**)
- identify and explain how various materials, tools, and equipment are used in the manufacture of products (**freezing up**)

Manufacturing Technology Skills

- apply an appropriate design process to plan and develop a product (**freezing up**)
- develop and use a manufacturing process plan to produce a product (**freezing up**)
- use hand tools, machine tools, power tools, materials, and equipment safely and correctly in the manufacture of a product (**freezing up**)

Technology, the Environment, and Society

- demonstrate an understanding of ways in which the manufacturing industry affects the environment (**freezing up**)
- demonstrate an understanding of ways in which the manufacturing industry affects society (**freezing up**)

Hide and Line Preparation (Manufacturing Technology, Open, TMJ2O)

- identify and collect hide and line materials and tools (**freezing up**)
- clean, stretch, and prepare various fur bearers (**freezing up**)
- prepare moose hide (**freezing up**)
- make moose and caribou rawhide (**freezing up**)

- make sinew line from moose or caribou tendons (**freezing up**)
 - make rabbit skin line (**freezing up**)
 - produce line from plants for various purposes (summer, **freezing up**, fall)
- Clothing Preparation** (Manufacturing Technology, Open, TMJ2O)
- identify and collect hide and beadworking materials and tools (**freezing up**)
 - create beadwork and silkwork patterns on hides and cloth (**freezing up**)
 - manufacture hide and beadworking products (**freezing up**)
 - produce two- and three-dimensional works of art that communicate (thoughts, feelings, experiences) a variety of ideas for specific purposes and to specific audiences, using a variety of art forms (**freezing up**)
 - define the principles of design (emphasis, balance, rhythm, unit, variety, proportion), and use them in appropriate ways for this age group when producing and responding to works of art (**freezing up**)
 - explain how an artist has used the expressive qualities of the elements and principles of design to affect the viewer, and support their analyses with evidence from their work (**freezing up**)
- Craft Technology** (Manufacturing Technology, Open, TMJ2O)
- identify and collect carving materials and tools (**freezing up**)
 - create carving products (**freezing up**)
 - identify and collect beadworking materials and tools (**freezing up**)
 - create beadworking products (**freezing up**)
 - identify and collect games and toy making materials and tools (**freezing up**)
 - manufacture traditional games and toys (**freezing up**)
 - identify and collect traditional implements (**freezing up**)
 - maintain and repair traditional implements (**freezing up**)
 - produce two- and three-dimensional works of art that communicate (thoughts, feelings, experiences) a variety of ideas for specific purposes and to specific audiences, using a variety of art forms (**freezing up**)
 - define the principles of design (emphasis, balance, rhythm, unit, variety, proportion), and use them in appropriate ways for this age group when producing and responding to works of art (**freezing up**)
 - explain how an artist has used the expressive qualities of the elements and principles of design to affect the viewer, and support their analyses with evidence from their work (**freezing up**)

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- display practices of handling and preparation of hide, line, clothing, and craft tools and equipment safely (**freezing up**),
- engage in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Winter

Large Game Animals (science & technology)

- identify the location, habitat, physical (anatomy) and behavioural characteristics, tracks, life cycle, harvesting times, and uses of moose and caribou (fall, freezing up, **winter**)

Fishing (science & technology)

- use techniques of angling and netting fish (spring, **blooming of the earth, summer, fall, freezing up, winter**)
- construct and use fishing equipment, e.g., fish net (spring, **blooming of the earth, summer, fall, freezing up, winter**)

Trapping and Snaring (science & technology)

- set, check, maintain, and empty traps and snares for mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, black bear (spring, freezing up, **winter**)

Large Game Hunting (science & technology)

- show methods of tracking, calling, and shooting moose and caribou (**fall, winter**)

Travel and Transportation Technology (Transportation Technology, Open, TTJ2O)

- identify traditional travel and transportation equipment, e.g., snowshoes and sled (and ski-doo)) (spring, **blooming of the earth, summer, fall, freezing up, winter**)
- maintain traditional travel and transportation equipment, e.g., snowshoes and sled (and ski-doo) (spring, **blooming of the earth, summer, fall, freezing up, winter**)
- handle traditional travel and transportation equipment safely (spring, **blooming of the earth, summer, fall, freezing up, winter**)

Transportation Technology Fundamentals

- explain how engines work to produce power, and identify the function and explain the maintenance requirements of the cooling, lubrication, and

fuel systems (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)

- identify the major components and describe the function and operation of various types of drivetrains (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)

- identify and describe the major systems and components of vehicles, aircraft, and/or watercraft (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)

Transportation Technology Skills

- demonstrate the safe and correct use of a variety of maintenance and repair techniques for servicing powertrain components (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)

- perform basic service on various vehicle, aircraft, and/or watercraft systems and components (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)

- follow correct procedures for the preventive maintenance and care of vehicles, aircraft, and/or watercraft (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)

Technology, the Environment, and Society

- demonstrate an understanding of ways in which various aspects of the transportation industry affect the environment and ways in which harmful effects can be remedied or reduced (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)

- demonstrate an understanding of the relationship between various aspects of the transportation industry and society (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)

Trapping Camp (Science, Applied, SNP1P)

- participate in a trapping camp (spring, freezing up, **winter**)

Biology: Sustainable Ecosystems and Human Activity

- analyse the impact of human activity on terrestrial or aquatic ecosystems, and assess the effectiveness of selected initiatives related to environmental sustainability (spring, freezing up, **winter**)

- investigate some factors related to human activity that affect terrestrial or aquatic ecosystems, and describe the consequences that these factors have for the sustainability of these ecosystems (spring, freezing up, **winter**)

- demonstrate an understanding of characteristics of terrestrial and aquatic ecosystems, the interdependence within and between ecosystems, and the

impact humans have on the sustainability of these ecosystems (spring, freezing up, **winter**)

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

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

- display practices of handling and preparation of fish, mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, black bear, moose and caribou (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Research and Inquiry Skills

- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Nutrition and Health

- demonstrate an understanding of eating patterns that contribute to optimal physical health (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Food Choices

- demonstrate an understanding of factors affecting people's food needs and of ways of meeting those needs (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate an understanding of various factors that influence food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Local and Global Foods

- demonstrate an understanding of where various foods are produced (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate an understanding of how various food-purchasing choices and food-preparation practices affect the environment (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate an understanding of issues related to food security (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Food Preparation Skills

- demonstrate an understanding of practices that ensure or enhance food safety (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate skills needed in food preparation (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- engage in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Traditional Storytelling (English, Applied, ENG1P)

- tell sacred stories about legendary, supernatural, and mythological events, and stories about local history and real or apparently real events (**spring, summer, winter**)

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes (**spring, summer, winter**)
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes (**spring, summer, winter**)
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication(**spring, summer, winter**)

note: the highlighted (bold) season indicates the suggested placement of overall and specific expectations in the cultural curriculum

Grade 9: Spring (March–April)

Overall Expectations

By the end of Grade 9, students will:

Names and Importance of Particular Places (Geography of Canada, Applied, CGC1P)

- name and locate the important traditional hunting, fishing, and trapping areas surrounding the local community within the Mushkegowuk territory and identify the owners of each,

Geographic Inquiry and Skill Development

- use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography,

Interactions in the Physical Environment

- analyse some interactions between physical processes, events, and phenomena and human activities in Canada,
- explain how physical processes and the natural environment influence human activity in Canada,
- describe some natural processes and key characteristics of the natural environment in Canada,

Managing Canada's Resources and Industries

- assess the influence of personal choices and community actions on the use of natural resources in Canada,

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- construct and use traditional shelters, e.g., mikiwam,
- construct and use temporary shelters, e.g., open brush, lean-to,
- construct and use modern shelters, e.g., prospector's tent,

Construction Technology Fundamentals

- describe the components and systems of buildings, the properties of various building materials, and the processes in which those materials are used,
- demonstrate an understanding of the safe and correct use of construction tools, equipment, and techniques,

- use correct terminology to describe building components and construction materials, tools, equipment, and processes,

Fabrication, Assembly, and Finishing Skills

- use tools, equipment, and techniques correctly and safely when preparing materials for a project,
- use fabrication and assembly techniques safely, accurately, and in the correct sequence,

Technology, the Environment, and Society

- demonstrate an understanding of ways in which the construction industry affects the environment,
- describe ways in which the construction industry affects society,

Waterfowl Hunting (science & technology)

- demonstrate methods of building blinds and calling and shooting ducks and geese,

Goose Hunting Camp (social values)

- participate in a goose hunting camp,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- identify traditional foods and benefits of healthy food choices,

- display practices of handling and preparation of ducks and geese,

Research and Inquiry Skills

- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills,

Nutrition and Health

- demonstrate an understanding of eating patterns that contribute to optimal physical health,

Food Choices

- demonstrate an understanding of factors affecting people’s food needs and of ways of meeting those needs,

- demonstrate an understanding of various factors that influence food choices,

Local and Global Foods

- demonstrate an understanding of where various foods are produced,

- demonstrate an understanding of how various food-purchasing choices and food-preparation practices affect the environment,

- demonstrate an understanding of issues related to food security,

Food Preparation Skills

- demonstrate an understanding of practices that ensure or enhance food safety,

- demonstrate skills needed in food preparation,

- engage in physical activities,

- follow Omushkego culture and language practices,

Traditional Storytelling (English, Applied, ENG1P)

- tell sacred stories about legendary, supernatural, and mythological events and stories about local history and real or apparently real events,

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes,

- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes,

- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication.

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

By the end of Grade 9, students will:

Names and Importance of Particular Places (Geography of Canada, Applied, CGC1P)

- recognize and identify culturally important landforms and landmarks,
- explain how human activities in their local region can have an impact on natural processes,
- explain how the natural characteristics of an area in Canada influence human activities,
- explain the influence of Canada’s natural characteristics on the spatial distribution of its population,
- describe the natural characteristics of their local area or region, and explain their significance for the region,

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- describe traditional shelters and their uses, e.g., mikiwam,
- describe temporary shelters and their uses, e.g., open brush, lean-to,
- describe modern shelters and their uses, e.g., prospector’s tent,
- identify tools and materials used to make mikiwams, open brush shelters, and lean-tos,
- identify the different components of a traditional shelter construction project,
- identify natural and manufactured building materials and products commonly used in shelter construction, and describe their specifications and characteristics,
- list the steps of the processes used in a construction project,

Waterfowl Hunting (science & technology)

- identify the locations of traditional waterfowl hunting sites within the Mushkegowuk territory,
- identify the skills, knowledge, and values required to participate better in the land-based cultural activities,

Goose Hunting Camp (social values)

- identify the locations of traditional goose hunting camps within the Mushkegowuk territory,
- identify the skills, knowledge, and values required to participate better in the land-based cultural activities,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- appreciate that the use of natural resources and technology are directly related to the traditional land identified with the nation,
- recognize that cultural knowledge and skills enable access to natural resources for healthful and balanced living,
- listen respectfully to the voices of those more experienced, especially elders and adults,
- acknowledge the role of the oral tradition in preserving the knowledge of traditional ways,
- explain the differences between nutrient-dense foods (e.g., animals from the land) and empty-calorie foods (e.g., junk) and their effects on health,

- describe factors that affect people’s food needs,
 - describe effective strategies to use in selecting, preparing, and serving food to meet a variety of food needs,
 - describe ways in which household members can contribute to the provision of food both inside and outside the home,
 - identify different factors that influence people’s food choices,
 - explain how personal, family, and community resources influence personal food choices,
 - identify the components of food security,
 - identify local programs to increase food security, and assess their effectiveness,
- Traditional Storytelling** (English, Applied, ENG1P)
- recognize a sacred story, a local history story, or a story of a real or apparently real event,
 - explain how various elements in a sacred story, a local history story, or a story of a real or apparently real event, function in relation to each other,
 - identify the purpose of a few different listening tasks,
 - identify the important information and ideas in simple oral texts and some teacher-selected complex texts,
 - develop and explain interpretations of simple oral texts and some teacher-selected complex texts using evidence from the text and the oral and visual cues used in it to support their interpretations.

Developing Omushkego cultural skills

By the end of Grade 9, students will:

Names and Importance of Particular Places (Geography of Canada, Applied, CGC1P)

- recall significant parts of oral histories that reveal the names and importance of particular places with respect to a particular territory,
 - formulate different types of questions to guide investigations into issues in Canadian geography,
 - select and organize relevant data and information on geographic issues from a variety of primary and secondary sources,
 - assess the credibility of sources and information relevant to their investigations,
 - interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry,
 - evaluate and synthesize their findings to formulate conclusions and/or make judgements or predictions about the issues they are investigating,
- Shelter Construction Technology** (Construction Technology, Open, TCJ2O)
- identify traditional and temporary shelters, e.g., mikiwam, open brush, lean-to,
 - select tools and materials used to make mikiwams, open brush shelters, and lean-tos,
 - build mikiwam with spruce or birch bark
 - take down mikiwam with spruce or birch bark

- construct mikiwam with canvas
- take down mikiwam with canvas
- make lean-to,
- maintain lean-to,
- make open brush shelter,
- maintain open brush shelter,
- handle shelter construction tools and materials safely,
- erect lean-to or open brush shelter,
- take down lean-to or open brush shelter,
- erect prospector tent with stove,
- take down prospector tent with stove,
- develop competence in living on the land,
- use correctly tools, equipment, and techniques to measure, cut, lay out, and assemble structural components and systems,

Waterfowl Hunting (science & technology)

- make grass blinds and wooden goose decoys (Canada goose),
- lay out decoys,
- maintain blinds,
- take down blinds,
- handle equipment safely,
- call geese and ducks,
- read geese and duck movements and signs,
- build Canada goose blind,
- call and shoot Canada goose,
- call and shoot various ducks,
- handle guns safely,

Goose Hunting Camp (social values)

- make practical choices of persons forming goose hunting groups,
- plan a camping trip,
- help set up camp, e.g., tent, stove, collect firewood, haul water,
- keep camp in good order,
- care for camping equipment and materials,
- take down camp,
- practice camp safety,
- develop competence in Omushkego social values, e.g., working together,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- pluck Canada goose,
- gut and clean goose,
- boil goose including goose heads, wings and lower legs, scraped free of feathers, and intestines as well,
- make smoked goose stored in lard (shinegamishigan),

- make smoked goose with sternum removed only (mikobeshigan),
- make smoked goose with no bones (nameshitek),
- roast goose from a frame with string (sikapwan),
- roast goose on a spit or grill with green sticks (apwan),
- make salted goose (shiohigan),
- preserve geese outside in cool weather,
- pluck ducks,
- gut and clean ducks,
- boil ducks,
- roast ducks,
- develop competence living on the land,
- create foods products associated with the land,
- plan and prepare a food item or items and identify the source of most of the ingredients,
- demonstrate the use of safe food-handling practices required to prevent cross-contamination by pathogens, parasites, and allergens in the food-preparation area,
- follow appropriate protocols to ensure food safety,
- identify and select appropriate kitchen tools, equipment, and ingredients for use in food preparation,

Traditional Storytelling (English, Applied, ENG1P)

- retell a sacred story, a local history story, or a story of a real or apparently real event,
- identify and use a few different active listening strategies when participating in classroom interactions,
- identify and use a few different listening comprehension strategies before, during, and after listening to understand simple oral texts and some teacher-selected texts,
- identify a few different skills in viewing representing, reading, and writing that help them improve their oral communication skills.

Communicating required knowledge

By the end of Grade 9, students will:

Names and Importance of Particular Places (Geography of Canada, Applied, CGC1P)

- communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose,
- use appropriate terminology when communicating the results of their investigations,

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- use traditional Omushkego construction terms in written and oral presentations,
- name the different types of support systems and describe their respective functions,
- use technological terms correctly in written and oral presentations,
- explain how to correctly and safely use, maintain, and store construction tools and equipment,
- use correct terminology for the names, characteristics, and functions of construction

materials, tools, and equipment in oral and written communication,
 –use correct terminology to describe building components and construction processes,

Waterfowl Hunting (science & technology)

–use traditional Omushkego waterfowl hunting terms on the land,

Goose Hunting Camp (social values)

–use traditional Omushkego goose hunting terms on the land,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

–use age- and role-appropriate specialized Omushkego language to enable participation in activities 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,

–use an appropriate format to communicate the results of their research and inquiry effectively for a specific purpose and audience,

–use terms relating to food and nutrition correctly,

–clearly communicate the results of their inquiries, and follow APA conventions for acknowledging sources,

Traditional Storytelling (English, Applied, ENG1P)

–communicate the main idea of a sacred story, a local history story, or a real or apparently real event storytelling presentation and explain how details support the main idea,

–identify how different presentation strategies are used in oral texts to inform, persuade, or entertain,

–communicate orally for a few different purposes and audiences,

–communicate in a clear, coherent manner for a few purposes,

–use appropriate words, phrases, and terminology, and a few different stylistic devices to communicate their meaning clearly to their intended audience.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 9, students will:

Names and Importance of Particular Places (Geography of Canada, Applied, CGC1P)

–explain the challenges of developing human systems in a territory,

–assess the impact of different types of food production on resource use and the environment in Canada,

–analyse their personal use of natural resources,

–develop a personal plan of action that supports the idea of stewardship of resources,

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

–successfully construct a mikiwam with canvas, or spruce or birch bark,

–successfully construct a lean-to or open brush shelter,

–successfully set-up and take down a prospector’s tent,

–handle traditional housing tools and materials safely,

- practice living in a traditional shelter, e.g., mikiwam,
- practice living in a temporary shelter, e.g., lean-to and open brush shelter,
- use tools, equipment, and techniques in a correct, efficient, and safe manner to prepare project materials,
- fabricate and/or assemble project components in a logical and efficient sequence,
- describe the major effects of the construction industry on the environment,
- identify the environmental impact of producing and using natural and manufactured construction materials,
- identify ways of reducing the environmental impact of a structure,
- identify the economic and social effects of the construction industry on society,
- Waterfowl Hunting** (science & technology)
- successfully hunt ducks and Canada geese,
- Goose Hunting Camp** (social values)
- travel along coastline to traditional goose hunting camps within the Mushkegowuk territory,
- successfully participate in a goose hunting camp activities,
- apply health and safety practices related to life on the land,
- Living Well** (Food and Nutrition, Open, HFN1O/HFN2O)
- analyse over period of time, their own traditional food selections, including food purchases and determine whether or not they are healthy choices,
- handle and prepare ducks and geese properly,
- demonstrate an understanding of safe practices within the food-preparation area,
- demonstrate the ability to safely use, maintain, clean, and store tools and equipment used in food preparation,
- assess their own eating patterns and create a personal eating plan to achieve optimal physical health,
- analyse how social situations influence food choices,
- explain how various factors affect the availability of local foods,
- explain why certain foods are imported from other countries,
- assess their personal and family food-purchasing and food-preparation practices to determine their effect on the environment,
- assess programs and practices that reduce the impact of food production and consumption on the environment,
- participate vigorously in all aspects of the program,
- apply decision-making and problem solving skills in addressing personal safety,
- interact in culturally appropriate ways with elders or cultural resource people,
- follow cultural ways or protocols for showing respect to the land,
- demonstrate respectful behaviour towards others in the group,
- behave in culturally appropriate ways when learning from culture,
- reflect on their personal responsibility in carrying traditional knowledge, skills, and values forward,

Traditional Storytelling (English, Applied, ENG1P)

- tell a sacred story, a local history story, or a story of a real or apparently real event,
- show respectful appreciation during a sacred story, a local history story, or a real or apparently real event storytelling presentation,
- extend understanding of simple oral texts and some teacher-selected complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them,
- analyse oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener’s/viewer’s response,
- identify the perspective and/or biases evident in simple oral texts and some teacher-selected complex texts and comment on any questions they may raise about beliefs, values, and identity,
- demonstrate an understanding of a few different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences,
- identify a few different vocal strategies and use them selectively and with sensitivity to audience needs,
- identify a few different non-verbal cues and use them, with sensitivity to audience needs,
- describe a few different strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify steps they can take to improve their oral communication skills.

Grade 9: Blooming of the Earth

(May–June)

Overall Expectations

By the end of Grade 9, students will:

Fishing (science & technology)

- use techniques of angling and netting fish,
- construct and use fishing equipment, e.g., fish net, fish weir,

Land Use Ethics (Geography of Canada, Applied, CGC1P)

Geographic Inquiry and Skill Development

- use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography,

Liveable Communities

- identify factors that affect the sustainability of communities, and describe strategies for improving their sustainability,
- analyse impacts of land use in Canada on communities and the natural environment,
- describe patterns of land use in their local community,

Laws and Governance (Aboriginal Peoples in Canada, Applied, NAC2O)

Identity

- describe the characteristics of nationhood,
- explain how Canadian government policies have affected Aboriginal identity in the twentieth century,
- identify current Aboriginal groups and leaders, and national, provincial, and local Aboriginal role models (e.g., Phil Fontaine – Grand Chief of the Assembly of First Nations; Ms. Okalik Egeesiak – President, Inuit Tapirisat of Canada; Harry Daniels – Métis political leader; Katie Rich – Innu political leader),

Methods of Historical Inquiry

- research and describe relevant information about Native studies using a variety of sources of information,

Travel and Transportation Technology (Transportation Technology, Open, TTJ2O)

- identify traditional travel and transportation equipment, e.g., canoe (and motor),
- maintain traditional travel and transportation equipment, e.g., canoe (and motor),
- handle traditional travel and transportation equipment safely,

Transportation Technology Fundamentals

- explain how engines work to produce power, and identify the function and explain the maintenance requirements of the cooling, lubrication, and fuel systems,
- identify the major components and describe the function and operation of various types of drivetrains,
- identify and describe the major systems and components of vehicles, aircraft, and/or watercraft,

Transportation Technology Skills

- demonstrate the safe and correct use of a variety of maintenance and repair techniques for servicing powertrain components,
- perform basic service on various vehicle, aircraft, and/or watercraft systems and components,
- follow correct procedures for the preventive maintenance and care of vehicles, aircraft, and/or watercraft,

Technology, the Environment, and Society

- demonstrate an understanding of ways in which various aspects of the transportation industry affect the environment and ways in which harmful effects can be remedied or reduced,
- demonstrate an understanding of the relationship between various aspects of the transportation industry and society,

Fishing Camp (social values)

- participate in a fishing camp,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of fish,

Research and Inquiry Skills

- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills,

Nutrition and Health

- demonstrate an understanding of eating patterns that contribute to optimal physical health,

Food Choices

- demonstrate an understanding of factors affecting people's food needs and of ways of meeting those needs,
- demonstrate an understanding of various factors that influence food choices,

Local and Global Foods

- demonstrate an understanding of where various foods are produced,
- demonstrate an understanding of how various food-purchasing choices and food-preparation practices affect the environment,
- demonstrate an understanding of issues related to food security,

Food Preparation Skills

- demonstrate an understanding of practices that ensure or enhance food safety,
- demonstrate skills needed in food preparation,
- engage in physical activities,
- follow Omushkego culture and language practices.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 9, students will:

Fishing (science & technology)

- identify the locations of traditional blooming of the earth fishing sites within the Mushkegowuk territory,
- explain the skills, knowledge, and values required to participate better in the land-based fishing activities,

Land Use Ethics (Geography of Canada, Applied, CGC1P)

- describe cultural practices that represent stewardship, such as harvesting only as much game as can be consumed, not hunting young animals and their mothers etc.,
- identify the ways in which the traditional ecological knowledge and perspective of Aboriginal peoples influence how they interact with their environments today,
- describe different types of land use within their community,
- describe spatial distribution patterns for human systems and services in their community,
- identify spatial connections between human systems and services in their community and the broader regional, national, and/or global networks to which they belong,

Laws and Governance (Aboriginal Peoples in Canada, Applied, NAC2O)

- describe the basic values of modern Aboriginal society and how these values influence the political, social, economic, and legal affairs of Aboriginal communities in Canada,
- describe the key aspects of the Indian Act and the impact that it has on the lives of Aboriginal peoples,
- identify Aboriginal individuals who have contributed to the development of Canadian identity (e.g., Chief Dan George, Buffy Ste. Marie, Susan Aglukark),
- identify social, economic, and political issues within Aboriginal communities in relation to Canadian government policies,
- identify issues currently affecting Aboriginal peoples and the responses of local and national leadership to these issues,
- explain why the recognition of Aboriginal identity is an important component of understanding Canada's identity,

Travel and Transportation Technology (Transportation Technology, Open, TTJ2O)

- describe traditional travel and transportation equipment and their uses,
- identify the function and describe the construction and operation of the major parts of an engine (e.g., piston, crankshaft, connecting rod, camshaft),
- describe the power flow from engine to final drive,
- identify and describe major body, hull, and/or fuselage system components,
- locate and identify the major components of steering/control, suspension, brake, electrical, and body systems when performing basic service on a vehicle or craft,
- describe the environmental impact of various modes of transportation,
- describe recent technological innovations in vehicles and/or craft,

Fishing Camp (social values)

- identify the locations of traditional fishing camps within the Mushkegowuk territory,

–explain the skills, knowledge, and values required to participate better in the land-based fishing activities,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

–appreciate that the use of natural resources and technology are directly related to the traditional land identified with the nation,

–recognize that cultural knowledge and skills enable access to natural resources for healthful and balanced living,

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

–acknowledge the role of the oral tradition in preserving the knowledge of traditional ways,

–explain the differences between nutrient-dense foods (e.g., animals from the land) and empty-calorie foods (e.g., junk) and their effects on health,

–describe factors that affect people’s food needs,

–describe effective strategies to use in selecting, preparing, and serving food to meet a variety of food needs,

–describe ways in which household members can contribute to the provision of food both inside and outside the home,

–identify different factors that influence people’s food choices,

–explain how personal, family, and community resources influence personal food choices,

–identify the components of food security,

–identify local programs to increase food security, and assess their effectiveness.

Developing Omushkego cultural skills

By the end of Grade 9, students will:

Fishing (science & technology)

–angle pike with rod and reel,

–angle walleye with rod and reel,

–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 (early spring, late fall migrations),

–spear sturgeon, pike, suckers, and whitefish,

–trap sturgeon, pike, suckers, and whitefish with weirs,

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

–make fish net with paddle shaped spruce net floats and rough stone sinkers,

–set net near the bay,

–set net in the bay,

–set net in river,

- set net near streams,
- maintain fish net,
- empty fish net,
- make fish weir in streams,
- empty fish weir,
- handle fishing equipment safely,
- read water currents and signs,

Land Use Ethics (Geography of Canada, Applied, CGC1P)

- recall significant parts of oral histories that reveal land use ethics with respect to a particular territory,
- formulate different types of questions to guide investigations into issues in Canadian geography,
- select and organize relevant data and information on geographic issues from a variety of primary and secondary sources,
- assess the credibility of sources and information relevant to their investigations,
- interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry,
- evaluate and synthesize their findings to formulate conclusions and/or make judgements or predictions about the issues they are investigating,

Laws and Governance (Aboriginal Peoples in Canada, Applied, NAC2O)

- identify sources of information on the efforts made by Aboriginal peoples to define and express their identity within Canada during the twentieth century,
- identify, chronologically or thematically, significant events involving Aboriginal peoples in twentieth-century Canadian history,
- record and organize information using notes, lists, concept webs, time lines, organizers, charts, maps, graphs, and mind maps,
- identify different viewpoints and bias when preparing reports or participating in discussions,
- distinguish between primary and secondary sources of information and use both appropriately in historical research,
- distinguish between fact and inference in primary and secondary sources (e.g., artefacts, visuals, written documents),
- make conclusions that are based on adequate and relevant supporting evidence,

Travel and Transportation Technology (Transportation Technology, Open, TTJ2O)

- maintain freighter canoe,
- repair freighter canoe,
- make square sails for a canoe,
- handle traditional travel and transportation equipment safely,
- use measurement tools correctly to inspect and service vehicle system,
- identify wear on vehicle system components on the basis of industry standards,
- describe and maintain support systems related to vehicle operation,

–repair or replace components to meet or exceed original equipment manufacturer (OEM) standards,

Fishing Camp (social values)

- make practical choices of persons forming fishing groups,
- plan a fishing camping trip,
- help set up camp, e.g., tent, stove, collect firewood, haul water,
- keep camp in good order,
- care for camping equipment and materials,
- take down camp,
- practice camp safety,
- develop competence in Omushkego social values, e.g., working together,

Living Well (health and physical education)

- make dried fish (neohiganak),
- boil fish with intestines,
- fry fish,
- develop competence living off the land,
- create foods products associated with the land,
- plan and prepare a food item or items and identify the source of most of the ingredients,
- demonstrate the use of safe food-handling practices required to prevent cross-contamination by pathogens, parasites, and allergens in the food-preparation area,
- follow appropriate protocols to ensure food safety,
- identify and select appropriate kitchen tools, equipment, and ingredients for use in food preparation.

Communicating required knowledge

By the end of Grade 9, students will:

Fishing(science & technology)

- use traditional Omushkego fishing terms on the land,

Land Use Ethics (Geography of Canada, Applied, CGC1P)

- reflect on whether to interact with others in a consensual way,
 - reflect on personal concerns, concerns of others, and express them as clearly as possible,
 - communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose,
 - use appropriate terminology when communicating the results of their investigations,
- Laws and Governance** (Aboriginal Peoples in Canada, Applied, NAC2O)
- use correctly terms related to the discussion of Aboriginal identity (e.g., culture, assimilation, Indian Act, Métis, Inuit),
 - describe the results of research on topics related to Aboriginal identity,
 - demonstrate the ability to make reasoned generalizations or appropriate predictions

based on research,

- demonstrate competence in research and writing (e.g., gathering information, building an argument, supporting the argument with evidence, writing, editing),
 - demonstrate the ability to express ideas and arguments in a coherent, comprehensible manner during discussions and debates or in reports and graphic displays,
 - demonstrate understanding of historical events through simulations or role plays,
- Travel and Transportation Technology** (Transportation Technology, Open, TTJ2O)
- use appropriate Omushkego terminology to describe travel and transportation activities,

Fishing Camp (social values)

- use traditional Omushkego fishing terms on the land,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- use age- and role-appropriate specialized Omushkego language to enable participation in activities 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,
- use an appropriate format to communicate the results of their research and inquiry effectively for a specific purpose and audience,
- use terms relating to food and nutrition correctly,
- clearly communicate the results of their inquiries, and follow APA conventions for acknowledging sources.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 9, students will:

Fishing (science & technology)

- successfully catch fish using a variety of methods,

Land Use Ethics (Geography of Canada, Applied, CGC1P)

- reflect on personal adherence to laws of respectful relationship with nature,
- analyse interrelationships between the built and natural environments,
- assess the compatibility of different types of land uses with each other within their local community,
- explain how changes in land use can affect the growth or decline of different parts of a community,
- analyse the impact of a selected project on a community,
- describe ways in which communities can improve their environmental sustainability,
- identify actions that individuals can take to live more sustainably, and explain the benefits for their local community,

Laws and Governance (Aboriginal Peoples in Canada, Applied, NAC2O)

- assess the efforts of individuals from different Aboriginal communities to further the interests of Aboriginal peoples,

–assess conflicting viewpoints about an Aboriginal identity that is distinct within Canada,

Travel and Transportation Technology (Transportation Technology, Open, TTJ2O)

- successfully repair and maintain freighter canoe (and motor),
- use tools required for basic service tasks related to powertrains correctly and maintain the tools in good working order,
- perform basic maintenance procedures related to powertrains,
- demonstrate the safe and correct use of various fabrication and repair techniques,
- perform basic engine repair, demonstrating understanding of the function and operation of engine components,
- service steering/control, suspension, brake, electrical, and body system components,
- perform exterior and interior surface care procedures safely and correctly,
- use proper procedures for winterizing and/or storing vehicles and/or craft,
- explain the pros and cons of various means of transporting people/materials in terms of economy, safety, convenience, and so on,

Fishing Camp (social values)

- travel up the river to traditional fishing camps within the Mushkegowuk territory,
- successfully participate in fishing camp activities,
- apply health and safety practices related to life on the land,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- analyse over period of time, their own traditional food selections, including food purchases and determine whether or not they are healthy choices,
- handle and prepare ducks and geese properly,
- demonstrate an understanding of safe practices within the food-preparation area,
- demonstrate the ability to safely use, maintain, clean, and store tools and equipment used in food preparation,
- assess their own eating patterns and create a personal eating plan to achieve optimal physical health,
- analyse how social situations influence food choices,
- explain how various factors affect the availability of local foods,
- explain why certain foods are imported from other countries,
- assess their personal and family food-purchasing and food-preparation practices to determine their effect on the environment,
- assess programs and practices that reduce the impact of food production and consumption on the environment,
- participate vigorously in all aspects of the program,
- apply decision-making and problem solving skills in addressing personal safety,
- interact in culturally appropriate ways with elders or cultural resource people,
- follow cultural ways or protocols for showing respect to the land,
- demonstrate respectful behaviour towards others in the group,
- behave in culturally appropriate ways when learning from culture,

–reflect on their personal responsibility in carrying traditional knowledge, skills, and values forward.

Grade 9: Summer (July–August)

Overall Expectations

By the end of Grade 9, students will:

Music and Dance (Music, Open, AMU1O and Dance, Open, ATC1O)

- demonstrate an understanding of the basic elements of music specified for this age group,

- sing and play instruments with expression and proper technique,

- identify and perform music of a variety of cultural and historical periods,

- evaluate the overall effect of various aspects of dance,

Music: Creating and Performing

- apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music,

- use a variety of techniques and technological tools when performing music and composing and/or arranging music,

Music: Reflecting, Responding, and Analysing

- demonstrate an understanding of how traditional, commercial, and art music reflect the society in which they were created and how they have affected communities or culture,

Music: Foundations

- demonstrate an understanding of music theory with respect to concepts of notation and the elements and other components of music, and use appropriate terminology relating to them,

- demonstrate an understanding of the history of some musical forms and of characteristics of types of music from around the world,

Dance: Creating, Presenting, and Performing

- use the creative process, the elements of dance, and a variety of sources to develop movement vocabulary,

- use the creative process, the elements of dance, and a variety of sources to develop movement vocabulary,

Dance: Reflecting, Responding, and Analysing

- demonstrate an understanding of how societies present and past use or have used dance, and of how creating and viewing dance can benefit individuals, groups, and communities,

Dance: Foundations

- demonstrate an understanding of, and use correct terminology when referring to, the physiology of movement as it relates to dance,

- demonstrate an understanding of the social, cultural, and historical origins and development of dance forms, including their influence on each other and on society,

Fun and Games (Healthy Active Living Education, Open, PPL1O)

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

Physical Activity

- demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities,

Active Living

- participate in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation,
- demonstrate safe practices regarding the safety of themselves and others,

Family Kinship Structures (Exploring Family Studies, Open, HIF1O/HIF2O)

Research and Inquiry Skills

- explore topics related to individual and family needs and resources, and formulate questions to guide their research,
- create research plans, and locate and select information relevant to their chosen topics, using appropriate research and inquiry methods,
- assess, record, analyse, and synthesize information gathered through research and inquiry,
- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills,

Self and Others

- describe important changes that are associated with adolescent development, and explain their influence on the behaviour and needs of young people,
- demonstrate an understanding of various types of relationships and of skills and strategies for developing and maintaining healthy relationships,
- describe lifestyles in diverse families and the impact of a range of factors, including social and cultural factors, on these lifestyles,

Daily Living Skills

- demonstrate the ability to apply decision-making and problem-solving strategies and skills, particularly within a family context,
- demonstrate an understanding of strategies and skills that can be used to manage resources to meet the needs of the family and its individual members,
- demonstrate an understanding of practical skills and knowledge needed to safely and effectively perform day-to-day tasks that help meet their needs and those of the family,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of fish,

Research and Inquiry Skills

- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills,

Nutrition and Health

- demonstrate an understanding of eating patterns that contribute to optimal physical health,

Food Choices

- demonstrate an understanding of factors affecting people’s food needs and of ways of meeting those needs,

- demonstrate an understanding of various factors that influence food choices,

Local and Global Foods

- demonstrate an understanding of where various foods are produced,

- demonstrate an understanding of how various food-purchasing choices and food-preparation practices affect the environment,

- demonstrate an understanding of issues related to food security,

Food Preparation Skills

- demonstrate an understanding of practices that ensure or enhance food safety,

- demonstrate skills needed in food preparation,

- engage in physical activities,

- follow Omushkego culture and language practices,

Traditional Storytelling (English, Applied, ENG1P)

- tell stories about local history and real or apparently real events,

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes,

- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes,

- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 9, students will:

Music and Dance (Music, Open, AMU1O and Dance, Open, ATC1O)

- describe some aspects of the historical context of music that they sing, e.g., traditional drum songs or religious songs,

- describe different dances and distinguish between types, e.g., traditional feast dance, duck dance, step dance, square dance,

- identify and describe ways in which traditional music reflects the society in which it was created and how it has affected communities or cultures,

- demonstrate an understanding of the origins and development of some musical forms,

- identify and describe shared and unique characteristics of types of music from around the world, including Aboriginal music,

- identify and describe the characteristics and function of a social dance within a society,

- demonstrate an understanding of the origins and development of a given dance form,
- identify and describe ways in which choreographers and performers use or have used dance to address social and environmental issues,

Fun and Games (Healthy Active Living Education, Open, PPL1O)

- improve or maintain their fitness levels by participating in vigorous physical activities,
- assess their own levels of physical fitness on an ongoing basis,
- identify the requirements, including basic equipment standards, preparation (e.g., warm-up and cool-down exercises, training requirements), and specific safety issues that maximize performance and participation in recreation and sport activities,
- explain appropriate strategies or tactics that enhance performance in specific situations and conditions (e.g., passing versus dribbling a basketball against a defender, shifting gears in cycling to adjust to changing conditions),
- identify the factors that affect choices of activities with potential for lifelong participation and enjoyment,

Family Kinship Structures (Exploring Family Studies, Open, HIF1O/HIF2O)

- distinguish between needs and wants, and identify needs, wants, values, and goals that may develop during adolescence,
- explain the connection between adolescents’ developmental needs and their individual behaviour,
- describe various types of relationships in which adolescents are involved,
- describe the characteristics of healthy and unhealthy relationships,
- describe the impact of change, including social, economic, technological, and environmental change, on the lifestyles of past and present families,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- appreciate that the use of natural resources and technology are directly related to the traditional land identified with the nation,
- recognize that cultural knowledge and skills enable access to natural resources for healthful and balanced living,
- listen respectfully to the voices of those more experienced, especially elders and adults,
- acknowledge the role of the oral tradition in preserving the knowledge of traditional ways,
- explain the differences between nutrient-dense foods (e.g., animals from the land) and empty-calorie foods (e.g., junk) and their effects on health,
- describe factors that affect people’s food needs,
- describe effective strategies to use in selecting, preparing, and serving food to meet a variety of food needs,
- describe ways in which household members can contribute to the provision of food both inside and outside the home,

- identify different factors that influence people’s food choices,
 - explain how personal, family, and community resources influence personal food choices,
 - identify the components of food security,
 - identify local programs to increase food security, and assess their effectiveness,
- Traditional Storytelling** (English, Applied, ENG1P)
- recognize a local history story, or a story of a real or apparently real event,
 - explain how various elements in a sacred story, a local history story, or a story of a real or apparently real event, function in relation to each other,
 - identify the purpose of a few different listening tasks,
 - identify the important information and ideas in simple oral texts and some teacher-selected complex texts,
 - develop and explain interpretations of simple oral texts and some teacher-selected complex texts using evidence from the text and the oral and visual cues used in it to support their interpretations.

Developing Omushkego cultural skills

By the end of Grade 9, students will:

Music and Dance (Music, Open, AMU1O and Dance, Open, ATC1O)

- sing traditional drum songs or religious songs,
- participate in different dances, e.g., traditional feast dance, duck dance, step dance, square dance,

Fun and Games (Healthy Active Living Education, Open, PPL1O)

- play traditional games, e.g.,tossing the ball, cup and pin, wrestling, and yoke and buttons,
- demonstrate positive, responsible personal and social behaviour (e.g., striving for personal best, practising regularly, encouraging others, playing fair) in physical activity settings,

Family Kinship Structures (Exploring Family Studies, Open, HIF1O/HIF2O)

- seek and use the advice of the elders when trying to understand social problems and issues from an Aboriginal perspective,
- prepare a plan to participate in activities in the community that support the functions of individuals and families,
- explore a variety of topics related to individual and family needs and resources,
- identify key concepts,
- formulate effective questions to refine their research and inquiry,
- locate and select information relevant to their investigations from a variety of primary sources,
- assess various aspects of information gathered from primary and secondary sources,
- record and organize information and key ideas using various formats,
- analyse and interpret research information,

–synthesize findings and formulate conclusions,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

–plan and prepare a food item or items and identify the source of most of the ingredients,

–demonstrate the use of safe food-handling practices required to prevent cross-contamination by pathogens, parasites, and allergens in the food-preparation area,

–follow appropriate protocols to ensure food safety,

–identify and select appropriate kitchen tools, equipment, and ingredients for use in food preparation,

Traditional Storytelling (English, Applied, ENG1P)

–retell a local history story, or a story of a real or apparently real event,

–identify and use a few different active listening strategies when participating in classroom interactions,

–identify and use a few different listening comprehension strategies before, during, and after listening to understand simple oral texts and some teacher-selected texts,

–identify a few different skills in viewing representing, reading, and writing that help them improve their oral communication skills.

Communicating required knowledge

By the end of Grade 9, students will:

Music and Dance (Music, Open, AMU1O and Dance, Open, ATC1O)

–demonstrate an understanding of, and use proper terminology when referring to, fundamental concepts associated with notation,

–demonstrate, and describe using correct terminology, the movement repertoire of a variety of dance forms from around the world,

Fun and Games (Healthy Active Living Education, Open, PPL1O)

–describe the benefits of each health-related fitness component and its relationship to active living (e.g., the relationship of cardiovascular fitness to increased stamina and lower risk of heart disease; the relationship of healthy eating to improved well-being),

Family Kinship Structures (Exploring Family Studies, Open, HIF1O/HIF2O)

–use cultural understandings about mutual support to analyze social problems and issues in the school and community,

–use an appropriate format to communicate the results of their research and inquiry effectively for a specific purpose and audience,

–clearly communicate the results of their, and follow APA conventions for acknowledging sources,

–describe and demonstrate socially appropriate verbal and non-verbal communication skills in a variety of situations,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

–use age- and role-appropriate specialized Omushkego language to enable participation in activities 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,
- use an appropriate format to communicate the results of their research and inquiry effectively for a specific purpose and audience,
- use terms relating to food and nutrition correctly,
- clearly communicate the results of their inquiries, and follow APA conventions for acknowledging sources,

Traditional Storytelling (English, Applied, ENG1P)

- communicate the main idea of a local history story, or a real or apparently real event storytelling presentation and explain how details support the main idea,
- identify how different presentation strategies are used in oral texts to inform, persuade, or entertain,
- communicate orally for a few different purposes and audiences,
- communicate in a clear, coherent manner for a few purposes,
- use appropriate words, phrases, and terminology, and a few different stylistic devices to communicate their meaning clearly to their intended audience.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 9, students will:

Music and Dance (Music, Open, AMU1O and Dance, Open, ATC1O)

- describe their response to a musical performance in their community,
- perform traditional drum songs or religious songs in a community gathering,
- organize and carry out a traditional feast dance, duck dance, step dance, or square dance,
- apply the creative process when performing notated and/or improvised music,
- demonstrate technical skill when performing notated and/or improvised music,
- use current technology when practising, performing, composing, and/or arranging music,
- demonstrate an understanding of the elements of music, particularly through practical application and aural recognition, and use appropriate terminology related to these elements,
- use the elements of dance to develop and perform a personal movement vocabulary inspired by a variety of stimuli, sources, or themes,
- create and perform phrases that explore two or more elements of dance,
- use the elements of dance to generate and perform movement vocabulary through guided improvisation,
- apply an understanding of the movement vocabularies used in a variety of dance forms from around the world,
- demonstrate accurate memorization and reproduction of dance sequences from verbal, visual, and/or auditory cues,

- arrange and present a sequence using the dance vocabulary and technique from a specific dance form,

- demonstrate an understanding of the importance of a positive body image and a healthy lifestyle to their learning in dance,

Fun and Games (Healthy Active Living Education, Open, PPL1O)

- prepare age-/role-appropriate texts to enable participation in cultural ceremonies, celebrations, and events,

- follow the rules of fair play and etiquette in traditional games and activities,

- demonstrate understanding of specific rules and guidelines for participation in recreation and sport including team, group, dual, and individual activities (e.g., the scoring rules in rugby, etiquette such as allowing faster participants to pass on a cross-country ski trail),

- participate regularly in physical activities, choosing a wide range of activities (e.g., individual, small- and large-group, outdoor, and aquatic activities),

- apply the guidelines and procedures related to safe participation in physical activity (e.g., using equipment correctly, wearing appropriate attire, using appropriate facilities, meeting expectations regarding supervision, using proper posture to minimize injury),

Family Kinship Structures (Exploring Family Studies, Open, HIF1O/HIF2O)

- identify resources and strategies that can be used to help develop healthy relationships and resolve conflict in a variety of human interactions,

- identify and use effective decision-making strategies to make sound decisions related to their own well-being and that of their family,

- identify family resources and describe how they can be used to meet the needs of the family unit and its individual members,

- apply effective strategies for managing time to achieve individual, family, and group goals,

- identify resources within their community that are available to support the needs of individuals and families

- demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- analyse over period of time, their own traditional food selections, including food purchases and determine whether or not they are healthy choices,

- handle and prepare ducks and geese properly,

- demonstrate an understanding of safe practices within the food-preparation area,

- demonstrate the ability to safely use, maintain, clean, and store tools and equipment used in food preparation,

- assess their own eating patterns and create a personal eating plan to achieve optimal physical health,

- analyse how social situations influence food choices,

- explain how various factors affect the availability of local foods,

- explain why certain foods are imported from other countries,
- assess their personal and family food-purchasing and food-preparation practices to determine their effect on the environment,
- assess programs and practices that reduce the impact of food production and consumption on the environment,
- participate vigorously in all aspects of the program,
- apply decision-making and problem solving skills in addressing personal safety,
- interact in culturally appropriate ways with elders or cultural resource people,
- follow cultural ways or protocols for showing respect to the land,
- demonstrate respectful behaviour towards others in the group,
- behave in culturally appropriate ways when learning from culture,
- reflect on their personal responsibility in carrying traditional knowledge, skills, and values forward,

Traditional Storytelling (English, Applied, ENG1P)

- tell a local history story, or a story of a real or apparently real event,
- show respectful appreciation during a sacred story, a local history story, or a real or apparently real event storytelling presentation,
- extend understanding of simple oral texts and some teacher-selected complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them,
- analyse oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener’s/viewer’s response,
- identify the perspective and/or biases evident in simple oral texts and some teacher-selected complex texts and comment on any questions they may raise about beliefs, values, and identity,
- demonstrate an understanding of a few different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences,
- identify a few different vocal strategies and use them selectively and with sensitivity to audience needs,
- identify a few different non-verbal cues and use them, with sensitivity to audience needs,
- describe a few different strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify steps they can take to improve their oral communication skills.

Grade 9: Fall (September–October)

Overall Expectations

By the end of Grade 9, students will:

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- construct and use traditional shelters, e.g., mikiwam,
 - construct and use temporary shelters, e.g., open brush, lean-to,
 - construct and use modern shelters, e.g., prospector’s tent,
- Construction Technology Fundamentals
- describe the components and systems of buildings, the properties of various building materials, and the processes in which those materials are used,
 - demonstrate an understanding of the safe and correct use of construction tools, equipment, and techniques,

- use correct terminology to describe building components and construction materials, tools, equipment, and processes,

Fabrication, Assembly, and Finishing Skills

- use tools, equipment, and techniques correctly and safely when preparing materials for a project,

- use fabrication and assembly techniques safely, accurately, and in the correct sequence,

Technology, the Environment, and Society

- demonstrate an understanding of ways in which the construction industry affects the environment,

- describe ways in which the construction industry affects society,

Waterfowl Hunting (science & technology)

- demonstrate methods of building blinds and calling and shooting ducks and geese,

Goose Hunting Camp (social values)

- participate in a goose hunting camp,

Large Game Hunting (science & technology)

- set, check, maintain, and empty snares for moose,

- show methods of tracking, calling, and shooting moose and caribou,

Moose Hunting Camp (social values)

- participate in a moose hunting camp,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- identify traditional foods and benefits of healthy food choices,

- display practices of handling and preparation of plants, ducks, geese, plovers, yellowlegs, moose, and caribou,

Research and Inquiry Skills

- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills,

Nutrition and Health

- demonstrate an understanding of eating patterns that contribute to optimal physical health,

Food Choices

- demonstrate an understanding of factors affecting people’s food needs and of ways of meeting those needs,
- demonstrate an understanding of various factors that influence food choices,

Local and Global Foods

- demonstrate an understanding of where various foods are produced,
- demonstrate an understanding of how various food-purchasing choices and food-preparation practices affect the environment,
- demonstrate an understanding of issues related to food security,

Food Preparation Skills

- demonstrate an understanding of practices that ensure or enhance food safety,
- demonstrate skills needed in food preparation,
- engage in physical activities,
- follow Omushkego culture and language practices.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 9, students will:

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- describe traditional shelters and their uses, e.g., mikiwam,
- describe temporary shelters and their uses, e.g., open brush, lean-to,
- describe modern shelters and their uses, e.g., prospector’s tent,
- identify tools and materials used to make mikiwams, open brush shelters, and lean-tos,
- identify the different components of a traditional shelter construction project,
- identify natural and manufactured building materials and products commonly used in shelter construction, and describe their specifications and characteristics,
- list the steps of the processes used in a construction project,

Waterfowl Hunting (science & technology)

- identify the locations of traditional fall waterfowl hunting sites within the Mushkegowuk territory,
- explain the skills, knowledge, and values required to participate better in the land-based waterfowl hunting activities,

Goose Hunting Camp (social values)

- identify the locations of traditional fall goose hunting camps within the Mushkegowuk territory,
- explain the skills, knowledge, and values required to participate better in the land-based goose hunting activities,

Large Game Hunting (science & technology)

- identify the locations of traditional fall moose hunting areas within the Mushkegowuk territory,
- describe the skills, knowledge, and values required to participate better in the land-based large game hunting activities,

Moose Hunting Camp (social values)

- identify the locations of traditional fall moose hunting camps within the Mushkegowuk territory,
- explain the skills, knowledge, and values required to participate better in the land-based moose hunting activities,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- appreciate that the use of natural resources and technology are directly related to the traditional land identified with the nation,
- recognize that cultural knowledge and skills enable access to natural resources for healthful and balanced living,
- listen respectfully to the voices of those more experienced, especially elders and adults,
- acknowledge the role of the oral tradition in preserving the knowledge of traditional ways,
- explain the differences between nutrient-dense foods (e.g., animals from the land) and empty-calorie foods (e.g., junk) and their effects on health,
- describe factors that affect people’s food needs,
- describe effective strategies to use in selecting, preparing, and serving food to meet a variety of food needs,
- describe ways in which household members can contribute to the provision of food both inside and outside the home,
- identify different factors that influence people’s food choices,
- explain how personal, family, and community resources influence personal food choices,
- identify the components of food security,
- identify local programs to increase food security, and assess their effectiveness.

Developing Omushkego cultural skills

By the end of Grade 9, students will:

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- identify traditional and temporary shelters, e.g., mikiwam, open brush, lean-to,
- select tools and materials used to make mikiwams, open brush shelters, and lean-tos,
- build mikiwam with spruce or birch bark,
- take down mikiwam with spruce or birch bark,
- construct mikiwam with canvas,
- take down mikiwam with canvas,

- make lean-to,
- maintain lean-to,
- make open brush shelter,
- maintain open brush shelter,
- handle shelter construction tools and materials safely,
- erect lean-to or open brush shelter,
- take down lean-to or open brush shelter,
- erect prospector tent with stove,
- take down prospector tent with stove,
- develop competence in living on the land,
- use correctly tools, equipment, and techniques to measure, cut, lay out, and assemble structural components and systems,
- Waterfowl Hunting** (science & technology)
- make willow blinds (Snow goose),
- lay out decoys,
- maintain blinds,
- take down blinds,
- handle equipment safely,
- call geese and ducks,
- read geese and duck movements and signs,
- build Snow goose blind,
- call and shoot Snow geese,
- call and shoot various ducks,
- shoot plovers and yellowlegs,
- handle guns safely,
- read water currents and signs,
- Goose Hunting Camp** (social values)
- make practical choices of persons forming goose hunting groups,
- plan a goose hunting camping trip,
- help set up camp, e.g., tent, stove, collect firewood, haul water,
- keep camp in good order,
- care for camping equipment and materials,
- take down camp,
- practice camp safety,
- develop competence in Omushkego social values, e.g., working together,
- Large Game Hunting** (science & technology)
- set snares for moose,
- check and maintain snares for moose,
- empty and remove snares for moose,
- handle hunting equipment safely,
- call moose,

- read caribou and moose movements and signs,
 - call and shoot moose,
 - snare moose,
 - track and shoot moose,
 - track and shoot caribou,
 - drive caribou,
 - snare caribou,
 - trap caribou using brush fences or hedges,
- note: shooting has replaced large game hunting with drives, snares and traps using fences or hedges

Moose Hunting Camp (social values)

- make practical choices of persons forming moose hunting groups,
- plan a moose hunting camping trip,
- help set up camp, e.g., tent, stove, collect firewood, haul water,
- keep camp in good order,
- care for camping equipment and materials,
- take down camp,
- practice camp safety,
- develop competence in O mushkego social values, e.g., working together,

Living Well (health and physical education)

- pluck Snow goose,
- gut and clean goose,
- boil goose including goose heads, wings and lower legs, scraped free of feathers, and intestines as well,
- roast goose on a spit or grill with green sticks (apwan),
- preserve geese outside in cool weather,
- pluck ducks, plovers, and yellowlegs,
- gut and clean ducks, plovers, and yellowlegs,
- boil ducks, plovers, and yellowlegs,
- roast ducks, plovers, and yellowlegs,
- roast moose or caribou on a spit or grill using green sticks,
- boil moose including heart, liver, unborn calf, and stomach contents,
- make smoked moose or caribou which is cut into thin strips,
- make pemmican—meat dried on a grill over a fire and pounded into a powder mixed with caribou grease,
- develop competence living on the land,
- create foods products associated with the land,
- plan and prepare a food item or items and identify the source of most of the ingredients,
- demonstrate the use of safe food-handling practices required to prevent cross-contamination by pathogens, parasites, and allergens in the food-preparation area,

- follow appropriate protocols to ensure food safety,
- identify and select appropriate kitchen tools, equipment, and ingredients for use in food preparation.

Communicating required knowledge

By the end of Grade 9, students will:

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- use traditional Omushkego construction terms in written and oral presentations,
- name the different types of support systems and describe their respective functions,
- use technological terms correctly in written and oral presentations,
- explain how to correctly and safely use, maintain, and store construction tools and equipment,
- use correct terminology for the names, characteristics, and functions of construction materials, tools, and equipment in oral and written communication,
- use correct terminology to describe building components and construction processes,

Waterfowl Hunting (science & technology)

- use traditional Omushkego waterfowl hunting terms on the land,

Goose Hunting Camps (social values)

- use traditional Omushkego goose hunting terms on the land,

Large Game Hunting (science & technology)

- use traditional Omushkego large game hunting terms on the land,

Moose Hunting Camp (social values)

- use traditional Omushkego moose hunting terms on the land,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- use age- and role-appropriate specialized Omushkego language to enable participation in activities 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,
- use an appropriate format to communicate the results of their research and inquiry effectively for a specific purpose and audience,
- use terms relating to food and nutrition correctly,
- clearly communicate the results of their inquiries, and follow APA conventions for acknowledging sources.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 9, students will:

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- successfully construct a mikiwam with canvas, or spruce or birch bark,
- successfully construct a lean-to or open brush shelter,
- successfully set-up and take down a prospector’s tent,

- handle traditional housing tools and materials safely,
- practice living in a traditional shelter, e.g., mikiwam,
- practice living in a temporary shelter, e.g., lean-to and open brush shelter,
- use tools, equipment, and techniques in a correct, efficient, and safe manner to prepare project materials,
- fabricate and/or assemble project components in a logical and efficient sequence,
- describe the major effects of the construction industry on the environment,
- identify the environmental impact of producing and using natural and manufactured construction materials,
- identify ways of reducing the environmental impact of a structure,
- identify the economic and social effects of the construction industry on society,
- Waterfowl Hunting** (science & technology)
- successfully hunt ducks, Snow geese, plovers, and yellowlegs,
- Goose Hunting Camp** (social values)
- travel along coastline to traditional goose hunting camps within the Mushkegowuk territory,
- successfully participate in a goose hunting camp activities,
- apply health and safety practices related to life on the land,
- Large Game Hunting** (science & technology)
- successfully hunt moose and caribou,
- Moose Hunting Camp** (social values)
- travel up the river to traditional moose hunting camps within the Mushkegowuk territory,
- successfully participate in a moose hunting camp activities,
- apply health and safety practices related to life on the land,
- Living Well** (Food and Nutrition, Open, HFN1O/HFN2O)
- analyse over period of time, their own traditional food selections, including food purchases and determine whether or not they are healthy choices,
- handle and prepare plants, ducks, and geese, plovers, and yellowlegs properly,
- handle and prepare moose and caribou properly,
- demonstrate an understanding of safe practices within the food-preparation area,
- demonstrate the ability to safely use, maintain, clean, and store tools and equipment used in food preparation,
- assess their own eating patterns and create a personal eating plan to achieve optimal physical health,
- analyse how social situations influence food choices,
- explain how various factors affect the availability of local foods,
- explain why certain foods are imported from other countries,
- assess their personal and family food-purchasing and food-preparation practices to determine their effect on the environment,

- assess programs and practices that reduce the impact of food production and consumption on the environment,
- participate vigorously in all aspects of the program,
- apply decision-making and problem solving skills in addressing personal safety,
- interact in culturally appropriate ways with elders or cultural resource people,
- follow cultural ways or protocols for showing respect to the land,
- demonstrate respectful behaviour towards others in the group,
- behave in culturally appropriate ways when learning from culture,
- reflect on their personal responsibility in carrying traditional knowledge, skills, and values forward.

Grade 9: Freezing Up (November–December)

Overall Expectations

By the end of Grade 9, students will:

Manufacturing Technology (Manufacturing Technology, Open, TMJ2O)

Manufacturing Technology Fundamentals

- demonstrate an understanding of the manufacturing industry and of processes and technologies related to manufacturing methods,
- demonstrate an understanding of how a design process is used in the planning and development of a manufacturing project,
- identify and explain how various materials, tools, and equipment are used in the manufacture of products,

Manufacturing Technology Skills

- apply an appropriate design process to plan and develop a product,
- develop and use a manufacturing process plan to produce a product,
- use hand tools, machine tools, power tools, materials, and equipment safely and correctly in the manufacture of a product,

Technology, the Environment, and Society

- demonstrate an understanding of ways in which the manufacturing industry affects the environment,
- demonstrate an understanding of ways in which the manufacturing industry affects society,

Hide and Line Preparation (Manufacturing Technology, Open, TMJ2O)

- identify and collect hide and line materials and tools,
- clean, stretch, and prepare various fur bearers,
- prepare moose hide,
- make moose and caribou rawhide,
- make sinew line from moose or caribou tendons,
- make rabbit skin line,
- produce line from plants for various purposes,

Clothing Preparation (Manufacturing Technology, Open, TMJ2O)

- identify and collect hide and beadworking materials and tool,
- create beadwork and silkwork patterns on hides and cloth,
- manufacture hide and beadworking products,
- produce two- and three-dimensional works of art that communicate (thoughts, feelings, experiences) a variety of ideas for specific purposes and to specific audiences, using a variety of art forms,

- define the principles of design (emphasis, balance, rhythm, unit, variety, proportion), and use them in appropriate ways for this age group when producing and responding to works of art,
- explain how an artist has used the expressive qualities of the elements and principles of design to affect the viewer, and support their analyses with evidence from their work,

Craft Technology (Manufacturing Technology, Open, TMJ2O)

- identify and collect carving materials and tools,
- create carving products,
- identify and collect beadworking materials and tools,
- create beadworking products,
- identify and collect games and toy making materials and tools,
- manufacture traditional games and toys,
- identify and collect traditional implements,
- maintain and repair traditional implements,
- produce two- and three-dimensional works of art that communicate (thoughts, feelings, experiences) a variety of ideas for specific purposes and to specific audiences, using a variety of art forms,
- define the principles of design (emphasis, balance, rhythm, unit, variety, proportion), and use them in appropriate ways for this age group when producing and responding to works of art,
- explain how an artist has used the expressive qualities of the elements and principles of design to affect the viewer, and support their analyses with evidence from their work,

Living Well (health and physical education)

- display practices of handling and preparation of hide, line, clothing, and craft tools and equipment safely,
- engage in physical activities,
- follow Omushkego culture and language practices.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 9, students will:

Manufacturing Technology (Manufacturing Technology, Open, TMJ2O)

- identify and describe production methods used in the manufacture of various products’
- describe ways in which manufacturing technology affects people's daily lives,
- identify and describe the steps of a design process used to plan and develop solutions to challenges in manufacturing technology,
- identify technological concepts and particular environmental concerns,

- identify and describe the hand tools, machine tools, power tools, and equipment used in the design and fabrication of a variety of projects,
- describe the properties and characteristics of various natural and manufactured materials and their suitability for use in manufacturing,

Hide and line Preparation (Manufacturing Technology, Open, TMJ2O)

- identify the traditional tools and techniques used in hide preparation,
- describe the traditional tools and techniques used in line preparation,

Clothing Preparation (Manufacturing Technology, Open, TMJ2O)

- recognize the traditional tools and techniques used in clothing preparation,
- describe how the repetition of elements of design creates rhythm, which unifies the composition,
- describe how the elements of design are used to create the area of emphasis in a work of art,

Craft Technology (Manufacturing Technology, Open, TMJ2O)

- identify the traditional tools and techniques used in craft technology,
- describe how the repetition of elements of design creates rhythm, which unifies the composition,
- describe how the elements of design are used to create the area of emphasis in a work of art,

Living Well (health and physical education)

- appreciate that the use of natural resources and technology are directly related to the traditional land identified with the nation,
- recognize that cultural knowledge and skills enable access to natural resources for healthful and balanced living,
- participate in group work,
- observe and identify ways to be helpful to other students, teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults,
- acknowledge the role of the oral tradition in preserving the knowledge of traditional ways.

Developing Omushkego cultural skills

By the end of Grade 9, students will:

Manufacturing Technology (Manufacturing Technology, Open, TMJ2O)

- follow a design process that includes identification of the particular need or problem, consideration of design criteria and constraints, development of multiple solutions, selection of the optimal solution, evaluation of the product, and life cycle assessment,
- identify and select appropriate materials required to manufacture a product,
- develop a process plan for the manufacture of a product,
- use correct procedures to prepare materials for the manufacture of a product,

- use appropriate methods of assembly based on design criteria and specifications,
- use various hand tools, power tools, machine tools, and related equipment safely and correctly to manufacture a product,
- demonstrate safe workplace practices and behaviours when using materials, tools, and equipment to manufacture a product,

Hide and Line Preparation (Manufacturing Technology, Open, TMJ2O)

- prepare moose or caribou hide through fleshing, scraping, washing, softening (with brain and water mixture), stretching or pulling, and smoking,
 - fix moose or caribou hide,
 - make moose rawhide,
 - make caribou rawhide,
 - form sinew line from tendons of moose or caribou,
 - make rabbit skin line (for rabbit skin garments),
 - handle hide preparation tools and equipment safely,
 - produce babiche (semi-tanned skin line),
 - manufacture fully tanned skin line,
 - form sinew line (tendons of moose or caribou),
 - manufacture grass line,
 - make willow bark or root line,
 - make spruce root line,
 - make willow bark or root line for netting and anchors,
- note: store bought lines have replaced animal and plant lines,

Clothing Preparation (Manufacturing Technology, Open, TMJ2O)

- identify and collect hideworking materials,
- select tools used to make particular hideworking products,
- practice hideworking,
- handle hideworking tools and materials safely,
- recreate traditional coloured beadwork in floral pattern or geometrical designs on hides,
- recreate traditional create silkwork in floral pattern or geometrical designs on hides,
- handle clothing preparation tools and equipment safely,
- make a moss bag,
- produce a cradleboard cover,
- create children’s rabbit skin garments, e.g., hat,
- construct winter moccasins with ankle flaps and thongs,
- fashion mittens with duffel and tanned skin line,
- manufacture rabbit skin sleeping robes,
- produce feather blankets,
- construct winter and summer moccasins,

Craft Technology (Manufacturing Technology, Open, TMJ2O)
carving

- identify and collect wood, stone, or bone carving materials,
- select tools used to make particular carving products,
- practice carving using wood, stone or bone,
- handle carving tools and materials safely,
- sell carving products locally,
- make flat goose for wall mount,
- make sitting goose no legs,
- make sitting goose on stand,
- make flying goose on stand,
- make mink, otter, beaver, rabbit on stand,
- make flying geese free standing,
- make mink, otter, beaver, rabbit free standing,
- make duck, beaver, mink in assorted styles,
- make individually designed carving using material of choice,
- make tamarack geese,
 beadworking
- identify and collect beadworking materials,
- select tools used to make particular beadworking products,
- practice beadworking,
- handle beadworking tools and materials safely,
- make single strand necklace with hearts,
- make double strand necklace,
- make beaded double strand necklaces with tassels,
- make beadloom necklace,
- make small beaded mittens,
 games and toys
- identify and collect games and toys materials,
- select tools used to make particular games and toys,
- practice using tools and materials,
- handle tools and materials safely,
- play with games and toys,
- make buzzer,
- make bull roarer,
- make cup and pin,
- make dolls with clothing,
- make small cradle board,
- make small bow and arrow,
- make sling shot,
- make small canoe or boat,
- make small sled,
- make small toboggan,

traditional implements

- identify and collect traditional implements,
- select tools and materials used to make particular traditional implements,
- make traditional implements,
- maintain traditional implements,
- repair traditional implements,
- practice using traditional implements,
- handle traditional implements safely,
- handle axe safely,
- sharpen axe,
- handle saw safely,
- sharpen saw,
- make crooked knife,
- sharpen crooked knife,

note: these implements have replaced the more traditional stone tools

- make wooden spoons,
- make bows and arrows,
- make caribou rib bone knives,
- make bone awl,
- make bone sewing needle,
- make bone thimble hollowed out moose or caribou toe bone,

Living Well (health and physical education)

- develop competence using and making materials from the land,
- create cultural products associated with the land.

Communicating required knowledge

By the end of Grade 9, students will:

Manufacturing Technology (Manufacturing Technology, Open, TMJ2O)

- describe, in their plan for a work of clothing or craft product, the main idea they wish to communicate and the artistic decisions they have made to support that message,
- describe how artists representing various periods, styles, and cultures have used similar materials, tools, and the principles of design for a variety of purposes,
- explain how the effective use of the elements and principles of design contributes to an art work’s ability to communicate feelings, convey ideas, and enrich people’s lives,

Hide and Line Preparation (Manufacturing Technology, Open, TMJ2O)

- use traditional Omuskego terms in hide and line preparation activities,

Clothing Preparation (Manufacturing Technology, Open, TMJ2O)

- use traditional Omuskego terms in clothing preparation activities,

Craft Technology (Manufacturing Technology, Open, TMJ2O)

- use traditional Omuskego terms in craft manufacturing activities,

Living Well (health and physical education)

- use age- and role-appropriate specialized Omushkego language to enable participation in activities 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 9, students will:

Manufacturing Technology (Manufacturing Technology, Open, TMJ2O)

- identify ways in which manufacturing affects the environment today and predict how the effects will change in the future,
- explain the need for environmental stewardship and describe how the manufacturing industry can act in an environmentally responsible way,
- describe the past and present effects of manufacturing on society and predict how manufacturing will affect society in the future,
- identify the economic benefits that the manufacturing industry can provide at the local and provincial levels,

Hide and Line Preparation (Manufacturing Technology, Open, TMJ2O)

- successfully prepare moose or caribou hide,
- successfully produce a variety of lines,

Clothing Preparation (Manufacturing Technology, Open, TMJ2O)

- successfully manufacture a variety of bead work products, hide garments, and accessories,
- identify strengths and areas for improvement in their own work and that of others,
- explain their preference for specific art works, with reference to the artist’s use of the principles of design and their understanding of the ideas and feelings expressed in the work,
- identify ways in which the visual arts affect various aspects of society and the economy,
- 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,

Craft Technology (Manufacturing Technology, Open, TMJ2O)

- successfully make carving, bead work products, games, toys, and traditional implements,
- identify strengths and areas for improvement in their own work and that of others,
- explain their preference for specific art works, with reference to the artist’s intentional use of the elements and principles of design,
- identify ways in which the visual arts affect various aspects of society and the economy,

- 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 hide, line, clothing, and craft tools and equipment safely,
- participate vigorously in all aspects of the program,
- participate in creating modern adaptations for traditional products, hide and line, clothing, and crafts, while maintaining the values and perspectives of the people,
- work cooperatively on a hide and line, clothing or craft project,
- reflect on their own interests, talents, and strengths and ways to develop them outside of school,
- apply decision-making and problem solving skills in addressing personal safety,
- interact in culturally appropriate ways with elders or cultural resource people,
- follow cultural ways or protocols for showing respect to the land,
- demonstrate respectful behaviour towards others in the group,
- behave in culturally appropriate ways when learning from culture,
- reflect on their personal responsibility in carrying traditional knowledge, skills, and values forward.

Grade 9: Winter (January–February)

Overall Expectations

By the end of Grade 9, students will:

Large Game Animals (science & technology)

- identify the location, habitat, physical (anatomy) and behavioural characteristics, tracks, life cycle, harvesting times, and uses of moose and caribou,

Fishing (science & technology)

- use techniques of angling and netting fish,
- construct and use fishing equipment, e.g., fish net,

Trapping and Snaring (science & technology)

- set, check, maintain, and empty traps and snares for mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, and black bear,

Hide Preparation (science & technology)

- clean, stretch, and prepare various fur bearers,

Large Game Hunting (science & technology)

- show methods of tracking, calling, and shooting moose and caribou,

Travel and Transportation Technology (Transportation Technology, Open, TTJ2O)

- identify traditional travel and transportation equipment, e.g., snowshoes and sled (and ski-doo),
- maintain traditional travel and transportation equipment, e.g., snowshoes and sled (and ski-doo),
- handle traditional travel and transportation equipment safely,

Transportation Technology Fundamentals

- explain how engines work to produce power, and identify the function and explain the maintenance requirements of the cooling, lubrication, and fuel systems,
- identify the major components and describe the function and operation of various types of drivetrains,
- identify and describe the major systems and components of vehicles, aircraft, and/or watercraft,

Transportation Technology Skills

- demonstrate the safe and correct use of a variety of maintenance and repair techniques for servicing powertrain components,
- perform basic service on various vehicle, aircraft, and/or watercraft systems and components,
- follow correct procedures for the preventive maintenance and care of vehicles, aircraft, and/or watercraft,

Technology, the Environment, and Society

- demonstrate an understanding of ways in which various aspects of the transportation industry affect the environment and ways in which harmful effects can be remedied or reduced,
- demonstrate an understanding of the relationship between various aspects of the

transportation industry and society,

Trapping Camp (Science, Applied, SNP1P)

- participate in a trapping camp,

Biology: Sustainable Ecosystems and Human Activity

- analyse the impact of human activity on terrestrial or aquatic ecosystems, and assess the effectiveness of selected initiatives related to environmental sustainability,

- investigate some factors related to human activity that affect terrestrial or aquatic ecosystems, and describe the consequences that these factors have for the sustainability of these ecosystems,

- demonstrate an understanding of characteristics of terrestrial and aquatic ecosystems, the interdependence within and between ecosystems, and the impact humans have on the sustainability of these ecosystems,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- identify traditional foods and benefits of healthy food choices,

- display practices of handling and preparation of fish, mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, black bear, moose and caribou,

Research and Inquiry Skills

- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills,

Nutrition and Health

- demonstrate an understanding of eating patterns that contribute to optimal physical health,

Food Choices

- demonstrate an understanding of factors affecting people's food needs and of ways of meeting those needs,

- demonstrate an understanding of various factors that influence food choices,

Local and Global Foods

- demonstrate an understanding of where various foods are produced,

- demonstrate an understanding of how various food-purchasing choices and food-preparation practices affect the environment,

- demonstrate an understanding of issues related to food security,

Food Preparation Skills

- demonstrate an understanding of practices that ensure or enhance food safety,

- demonstrate skills needed in food preparation,

- engage in physical activities,

- follow Omushkego culture and language practices,

Traditional Storytelling (English, Applied, ENG1P)

- tell sacred stories about legendary, supernatural, and mythological events and stories about local history and real or apparently real events,

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes,

- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes,
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication.

Specific Expectations

Understanding Omushkego cultural concepts and values

By the end of Grade 9, students will:

Large Game Animals (science & technology)

- identify the locations of moose and caribou within the Mushkegowuk territory,
- describe the habitats of moose and caribou within the Mushkegowuk territory,
- recognize and describe the physical and behavioural characteristics of moose and caribou,
- compare the characteristics of moose and caribou including their tracks,
- examine the life cycles of moose and caribou and relate these to their harvesting times,
- investigate ways in which natural communities within ecosystems can change, and explain how such changes can affect animal and plant populations,
- explain the importance of moose and caribou to the Omushkego people,

Fishing (science & technology)

- identify the locations of traditional winter fishing sites within the Mushkegowuk territory,
- explain the skills, knowledge, and values required to participate better in the land-based fishing activities,

Trapping and Snaring (science & technology)

- identify the location, habitat, physical (anatomy) and behavioural characteristics, tracks, life cycle, harvesting times, and uses of mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, and black bear,
- identify the tools, traps, and techniques used in trapping and snaring,
- identify the skills, knowledge, and values required to participate better in the land-based cultural activities,

Hide and Line Preparation (science & technology)

- identify the tools and techniques used in hide and line preparation,

Large Game Hunting (science & technology)

- identify the locations of traditional winter moose hunting areas within the Mushkegowuk territory,
- describe the locations of traditional winter caribou hunting areas within the Mushkegowuk territory,
- explain the skills, knowledge, and values required to participate better in the land-based large game hunting activities,

Travel and Transportation Technology (Transportation Technology, Open, TTJ2O)

- describe traditional travel and transportation equipment and their uses,
- identify the function and describe the construction and operation of the major parts of an engine (e.g., piston, crankshaft, connecting rod, camshaft),
- describe the power flow from engine to final drive,
- identify and describe major body, hull, and/or fuselage system components,
- locate and identify the major components of steering/control, suspension, brake, electrical, and body systems when performing basic service on a vehicle or craft,
- describe the environmental impact of various modes of transportation,
- describe recent technological innovations in vehicles and/or craft,

Trapping Camp (Science, Applied, SNP1P)

- identify the locations of traditional trapping areas within the Mushkegowuk territory,
- identify the skills, knowledge, and values required to participate better in the land-based trapping activities,
- identify similarities and differences between terrestrial and aquatic ecosystems, and describe these similarities and differences using diagrams,
- describe the interdependence of the components within a terrestrial and an aquatic ecosystem, and explain how the components of both systems work together to ensure the sustainability of a larger ecosystem,
- describe the complementary processes of cellular respiration and photosynthesis with respect to the flow of energy and the cycling of matter within ecosystems (e.g., carbon dioxide is a by-product of cellular respiration and is used for photosynthesis, which produces oxygen needed for cellular respiration), and explain how human activities can disrupt the balance achieved by these processes (e.g., automobile use increases the amount of carbon dioxide in the atmosphere; planting trees reduces the amount of carbon dioxide in the atmosphere),
- identify the major limiting factors of ecosystems (e.g., nutrients, space, water, predators), and explain how these factors are related to the carrying capacity of an ecosystem (e.g., how an increase in the moose population in an ecosystem affects the wolf population in the same ecosystem),
- identify some factors related to human activity that have an impact on ecosystems (e.g., the use of fertilizers and pesticides; altered shorelines; organic and conventional farming; urban sprawl), and explain how these factors affect the equilibrium and survival of populations in terrestrial and aquatic ecosystems (e.g., fertilizers change the fertility of soil, affecting what types of plants can grow in it; pesticides leach into water systems, affecting water quality and aquatic life; shoreline development affects the types of aquatic life and terrestrial vegetation that can live by lake shores or river banks; urban sprawl wipes out fields and woods, destroying wildlife habitats),

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- appreciate that the use of natural resources and technology are directly related to the traditional land identified with the nation,

- recognize that cultural knowledge and skills enable access to natural resources for healthful and balanced living,
 - listen respectfully to the voices of those more experienced, especially elders and adults,
 - acknowledge the role of the oral tradition in preserving the knowledge of traditional ways,
 - explain the differences between nutrient-dense foods (e.g., animals from the land) and empty-calorie foods (e.g., junk) and their effects on health,
 - describe factors that affect people’s food needs,
 - describe effective strategies to use in selecting, preparing, and serving food to meet a variety of food needs,
 - describe ways in which household members can contribute to the provision of food both inside and outside the home,
 - identify different factors that influence people’s food choices,
 - explain how personal, family, and community resources influence personal food choices,
 - identify the components of food security,
 - identify local programs to increase food security, and assess their effectiveness,
- Traditional Storytelling** (English, Applied, ENG1P)
- recognize a sacred story, a local history story, or a story of a real or apparently real event,
 - explain how various elements in a sacred story, a local history story, or a story of a real or apparently real event, function in relation to each other,
 - identify the purpose of a few different listening tasks,
 - identify the important information and ideas in simple oral texts and some teacher-selected complex texts,
 - develop and explain interpretations of simple oral texts and some teacher-selected complex texts using evidence from the text and the oral and visual cues used in it to support their interpretations.

Developing Omushkego cultural skills

By the end of Grade 9, students will:

Large Game Animals (science & technology)

- observe the locations, habitats, characteristics, and life cycles of large game animals on the land,

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

- make fish net with paddle shaped spruce net floats and rough stone sinkers,
- 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,
 - set traps,
 - check and maintain traps,
 - empty and remove traps,
 - handle trapping equipment safely,
 - read furbearer movements and signs,
 - snare mink, marten, otter, lynx, and fisher,
 - trap black bear, mink, marten, otter, weasel, lynx, and fisher with deadfall,
 - snare beaver,
 - trap beaver using fence,
 - trap otter, mink, marten, fisher, muskrat (fall), and beaver,
 - trap red squirrel with wire snares or steel traps,
 - trap beaver using chisel technique,
- note: steel traps have replaced traditional trapping with snares and deadfalls,

Hide Preparation (science & technology)

- clean various fur bearers,
- stretch various fur bearers,
- prepare and fix hides,
- handle hide preparation tools and equipment safely,

Large Game Hunting (science & technology)

- read caribou and moose movements and signs,
- track and shoot moose,
- track and shoot caribou,
- drive caribou,
- snare caribou,
- trap caribou using brush fences or hedges,

note: shooting has replaced large game hunting with drives, snares and traps using fences or hedges

Travel and Transportation Technology (Transportation Technology, Open, TTJ2O)

- make west coast snowshoe (pointed toe) including netting and frame,
- make flat spruce or cedar board snowshoe (for emergency use),
- make ski-doo sled (smaller version),

- repair ski-doo sled,
- handle traditional travel and transportation equipment safely,
- use measurement tools correctly to inspect and service vehicle system,
- identify wear on vehicle system components on the basis of industry standards,
- describe and maintain support systems related to vehicle operation,
- repair or replace components to meet or exceed original equipment manufacturer (OEM) standards,

Trapping Camps(Science, Applied, SNP1P)

- make practical choices of persons forming trapping groups,
- plan a trapping camping trip,
- help set up camp, e.g., tent, stove, collect firewood, haul water,
- keep camp in good order,
- care for camping equipment and materials,
- take down camp,
- practice camp safety,
- develop competence in Omushkego social values, e.g., working together,
- investigate the characteristics and interactions of biotic and abiotic components of a terrestrial or aquatic ecosystem, and describe the importance of these components in a sustainable ecosystem, –compile and graph qualitative and quantitative data on organisms within an undisturbed or disturbed ecosystem (terrestrial or aquatic) (e.g., nematode and earthworm populations in soil or compost; bird populations during migration or winter feeding; tadpole and mosquito larvae populations in a local pond),
- plan and conduct an inquiry into how a factor related to human activity affects a terrestrial or aquatic ecosystem (e.g., how changes to soil composition from the use of different compostable materials or organic or inorganic fertilizers affect the types of plants that can be grown; how lower water levels resulting from water diversion affect waterfowl nesting areas and fish reproduction), and describe the consequences that this factor has for the sustainability of the ecosystem,
- analyse the effect of factors related to human activity on terrestrial or aquatic ecosystems by interpreting data and generating graphs (e.g., data on the concentration in water of chemicals from fertilizer run-off and their effect on the growth of algae),

Living Well (health and physical education)

- make dried fish (neohiganak),
- boil fish with intestines,
- fry fish,
- boil small game birds, rabbit, squirrel, and muskrat with heart, lungs, and kidney attached,
- make smoked beaver,
- develop competence living off the land,
- create foods products associated with the land,

- plan and prepare a food item or items and identify the source of most of the ingredients,
- demonstrate the use of safe food-handling practices required to prevent cross-contamination by pathogens, parasites, and allergens in the food-preparation area,
- follow appropriate protocols to ensure food safety,
- identify and select appropriate kitchen tools, equipment, and ingredients for use in food preparation,

Traditional Storytelling (English, Applied, ENG1P)

- retell a sacred story, a local history story, or a story of a real or apparently real event,
- identify and use a few different active listening strategies when participating in classroom interactions,
- identify and use a few different listening comprehension strategies before, during, and after listening to understand simple oral texts and some teacher-selected texts,
- identify a few different skills in viewing representing, reading, and writing that help them improve their oral communication skills.

Communicating required knowledge

By the end of Grade 9, students will:

Large Game Animals (science & technology)

- formulate questions about and identify the needs of moose and caribou in an ecosystem, and explore possible answers to these questions and ways of meeting these needs,
- plan investigations for some of these answers and solutions,
- use appropriate vocabulary, including correct science and technology terminology, to communicate ideas, procedures, and results,
- compile qualitative (Omushkego) and quantitative (scientific) data gathered through investigation in order to record and present results,
- communicate the procedures and results of investigations for specific purposes and to specific audiences, using media works, oral presentations, written notes and descriptions, charts, graphs, and drawings,

Fishing (science & technology)

- use traditional Omushkego fishing terms on the land,

Trapping and Snaring (science & technology)

- use traditional Omushkego trapping terms on the land,

Hide Preparation (science & technology)

- use traditional Omushkego terms in hide and line preparation activities,

Large Game Hunting (science & technology)

- use traditional Omushkego large game hunting terms on the land,

Travel and Transportation Technology (Transportation Technology, Open, TTJ2O)

- use appropriate Omushkego terminology to describe travel and transportation activities,

Trapping Camp (Science, Applied, SNP1P)

- use traditional Omushkego trapping terms on the land,
- use appropriate terminology related to sustainable ecosystems and human activity, including, but not limited to: biodiversity, biotic, ecosystem, equilibrium, species diversity, sustainability, and watershed,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- use age- and role-appropriate specialized Omushkego language to enable participation in activities 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,
- use an appropriate format to communicate the results of their research and inquiry effectively for a specific purpose and audience,
- use terms relating to food and nutrition correctly,
- clearly communicate the results of their inquiries, and follow APA conventions for acknowledging sources,

Traditional Storytelling (English, Applied, ENG1P)

- communicate the main idea of a sacred story, a local history story, or a real or apparently real event storytelling presentation and explain how details support the main idea,
- identify how different presentation strategies are used in oral texts to inform, persuade, or entertain,
- communicate orally for a few different purposes and audiences,
- communicate in a clear, coherent manner for a few purposes,
- use appropriate words, phrases, and terminology, and a few different stylistic devices to communicate their meaning clearly to their intended audience.

Applying Omushkego cultural concepts, skills, and values

By the end of Grade 9, students will:

Large Game Animals (science & technology)

- explain the importance of moose and caribou as sources of food,
- identify the importance of moose and caribou in the Omushkegowuk economy,
- explain the long-term effects of the loss of natural habitats and the extinction of species,
- identify and explain economic, environmental and social factors that should be considered in the management and preservation of habitats,
- investigate the impact of the use of technology on the environment,

Fishing (science & technology)

- successfully catch fish,

Trapping and Snaring (science & technology)

- successfully trap or snare mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, and black bear,

Hide and Line Preparation (science & technology)

- successfully prepare fur bearer hides,

Large Game Hunting (science & technology)

- successfully hunt caribou and moose,

Travel and Transportation Technology (Transportation Technology, Open, TTJ2O)

- successfully make west coast snowshoe (pointed toe),

- successfully make flat spruce or cedar board snowshoe (for emergency use),

- successfully repair and maintain snowshoes,

- successfully make ski-doo sled (smaller version),

- successfully repair and maintain ski-doo sled,

- successfully use west coast snowshoes,

- successfully repair and maintain ski-doo,

- use tools required for basic service tasks related to powertrains correctly and maintain the tools in good working order,

- perform basic maintenance procedures related to powertrains,

- demonstrate the safe and correct use of various fabrication and repair techniques,

- perform basic engine repair, demonstrating understanding of the function and operation of engine components,

- service steering/control, suspension, brake, electrical, and body system components,

- perform exterior and interior surface care procedures safely and correctly,

- use proper procedures for winterizing and/or storing vehicles and/or craft,

- explain the pros and cons of various means of transporting people/materials in terms of economy, safety, convenience, and so on,

Trapping Camp (Science, Applied, SNP1P)

- travel up the river to traditional trapping camps within the Mushkegowuk territory,

- successfully participate in trapping camp activities,

- apply health and safety practices related to life on the land,

- analyse, on the basis of research, how a human activity (e.g., urban sprawl, use of pesticides and fertilizers, creation of pollution, human interaction with wildlife) threatens the sustainability of a terrestrial or aquatic ecosystem,

- assess the effectiveness of a local initiative of personal interest that seeks to ensure the sustainability of a terrestrial or aquatic ecosystem (e.g., greening their school grounds; conservation efforts of local Aboriginal communities; naturalizing banks of local rivers or ponds with native vegetation; adoption of an integrated pest management strategy to combat pests in a local garden), and explain why the initiative is important to the sustainability of the ecosystem,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- analyse over period of time, their own traditional food selections, including food purchases and determine whether or not they are healthy choices,

- handle and prepare fish, mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, and black bear properly,

- handle food preparation, fishing, trapping, and snaring tools and equipment safely,
- safely use, maintain, clean, and store tools and equipment used in food preparation,
- analyse over period of time, their own traditional food selections, including food purchases and determine whether or not they are healthy choices,
- handle and prepare ducks and geese properly,
- demonstrate an understanding of safe practices within the food-preparation area,
- demonstrate the ability to safely use, maintain, clean, and store tools and equipment used in food preparation,
- assess their own eating patterns and create a personal eating plan to achieve optimal physical health,
- analyse how social situations influence food choices,
- explain how various factors affect the availability of local foods,
- explain why certain foods are imported from other countries,
- assess their personal and family food-purchasing and food-preparation practices to determine their effect on the environment,
- assess programs and practices that reduce the impact of food production and consumption on the environment,
- participate vigorously in all aspects of the program,
- apply decision-making and problem solving skills in addressing personal safety,
- interact in culturally appropriate ways with elders or cultural resource people,
- follow cultural ways or protocols for showing respect to the land,
- demonstrate respectful behaviour towards others in the group,
- behave in culturally appropriate ways when learning from culture,
- reflect on their personal responsibility in carrying traditional knowledge, skills, and values forward,

Traditional Storytelling (English, Applied, ENG1P)

- tell a sacred story, a local history story, or a story of a real or apparently real event,
- show respectful appreciation during a sacred story, a local history story, or a real or apparently real event storytelling presentation,
- extend understanding of simple oral texts and some teacher-selected complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them,
- analyse oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener’s/viewer’s response,
- identify the perspective and/or biases evident in simple oral texts and some teacher-selected complex texts and comment on any questions they may raise about beliefs, values, and identity,
- demonstrate an understanding of a few different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences,

- identify a few different vocal strategies and use them selectively and with sensitivity to audience needs,
- identify a few different non-verbal cues and use them, with sensitivity to audience needs,
- describe a few different strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify steps they can take to improve their oral communication skills.

Grade 10: Cycle of Life

Overall Expectations

By the end of Grade 10, students will:

Spring

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- construct and use traditional shelters, e.g., mikiwam (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)
- construct and use temporary shelters, e.g., open brush, lean-to (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)
- construct and use modern shelters, e.g., prospector's tent (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)

Construction Technology Fundamentals

- describe the components and systems of buildings, the properties of various building materials, and the processes in which those materials are used (**spring**, blooming of the earth, **summer**, **fall**, freezing up, winter)
- demonstrate an understanding of the safe and correct use of construction tools, equipment, and techniques (**spring**, blooming of the earth, **summer**, **fall**, freezing up, winter)
- use correct terminology to describe building components and construction materials, tools, equipment, and processes (**spring**, blooming of the earth, **summer**, **fall**, freezing up, winter)

Fabrication, Assembly, and Finishing Skills

- use tools, equipment, and techniques correctly and safely when preparing materials for a project (**spring**, blooming of the earth, **summer**, **fall**, freezing up, winter)
- use fabrication and assembly techniques safely, accurately, and in the correct sequence (**spring**, blooming of the earth, **summer**, **fall**, freezing up, winter)

Technology, the Environment, and Society

- demonstrate an understanding of ways in which the construction industry affects the environment (**spring**, blooming of the earth, **summer**, **fall**, freezing up, winter)
- describe ways in which the construction industry affects society (**spring**, blooming of the earth, **summer**, **fall**, freezing up, winter)

Waterfowl Hunting (science & technology)

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

Goose Hunting Camp (social values)

- participate in a goose hunting camp (**spring, fall**)

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

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

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

Research and Inquiry Skills

- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Nutrition and Health

- demonstrate an understanding of eating patterns that contribute to optimal physical health (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Food Choices

- demonstrate an understanding of factors affecting people's food needs and of ways of meeting those needs (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate an understanding of various factors that influence food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Local and Global Foods

- demonstrate an understanding of where various foods are produced (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate an understanding of how various food-purchasing choices and food-preparation practices affect the environment (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate an understanding of issues related to food security (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Food Preparation Skills

- demonstrate an understanding of practices that ensure or enhance food safety (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate skills needed in food preparation (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- engage in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Traditional Storytelling (English, Applied, ENG2P)

- tell sacred stories about legendary, supernatural, and mythological events, and stories about local history and real or apparently real events (**spring, summer, winter**)

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes (**spring, summer, winter**)
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes (**spring, summer, winter**)
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication(**spring, summer, winter**)

Blooming of the Earth

Fishing (science & technology)

- use techniques of angling and netting fish (spring, **blooming of the earth, summer, fall, freezing up, winter**)
- construct and use fishing equipment, e.g., fish net, fish weir (spring, **blooming of the earth, summer, fall, freezing up, winter**)

Laws and Governance (Aboriginal Peoples in Canada, Open, NAC2O)

Relationships

- describe different types of relationships that Aboriginal peoples have established with Canada (**blooming of the earth**)
- identify the factors responsible for the development of relationships among Aboriginal peoples and between Aboriginal peoples and other groups, organizations, or nations (**blooming of the earth**)
- demonstrate understanding that different interpretations exist regarding relationships between Aboriginal peoples and the Crown (**blooming of the earth**)

Methods of Historical Inquiry

- research and describe relevant information about Native studies using a variety of sources of information (**blooming of the earth**)

Travel and Transportation Technology (Transportation Technology, Open, TTJ2O)

- identify traditional travel and transportation equipment, e.g., canoe (and motor) (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)
- maintain traditional travel and transportation equipment, e.g., canoe (and motor) (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)
- handle traditional travel and transportation equipment safely (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)

Transportation Technology Fundamentals

- explain how engines work to produce power, and identify the function and explain the maintenance requirements of the cooling, lubrication, and fuel systems (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)
- identify the major components and describe the function and operation of various types of drivetrains (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)
- identify and describe the major systems and components of vehicles, aircraft, and/or watercraft (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)

Transportation Technology Skills

- demonstrate the safe and correct use of a variety of maintenance and repair techniques for servicing powertrain components (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)
- perform basic service on various vehicle, aircraft, and/or watercraft systems and components (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)
- follow correct procedures for the preventive maintenance and care of vehicles, aircraft, and/or watercraft (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)

Technology, the Environment, and Society

- demonstrate an understanding of ways in which various aspects of the transportation industry affect the environment and ways in which harmful effects can be remedied or reduced (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)
- demonstrate an understanding of the relationship between various aspects

of the transportation industry and society (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Fishing Camp (social values)

- participate in a fishing camp (**blooming of the earth, summer**)

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- identify traditional foods and benefits of healthy food choices (**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, winter**)

Research and Inquiry Skills

- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Nutrition and Health

- demonstrate an understanding of eating patterns that contribute to optimal physical health (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Food Choices

- demonstrate an understanding of factors affecting people's food needs and of ways of meeting those needs (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate an understanding of various factors that influence food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Local and Global Foods

- demonstrate an understanding of where various foods are produced (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate an understanding of how various food-purchasing choices and food-preparation practices affect the environment (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate an understanding of issues related to food security (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Food Preparation Skills

- demonstrate an understanding of practices that ensure or enhance food safety (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate skills needed in food preparation (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- engage in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Summer

Music and Dance (Music, Open, AMU2O and Dance, Open, ATC2O)

- demonstrate an understanding of the basic elements of music specified for this age group (**summer**)
- sing and play instruments with expression and proper technique (**summer**)
- identify and perform music of a variety of cultural and historical periods (**summer**)
- evaluate the overall effect of various aspects of dance (**summer**)

Music: Creating and Performing

- apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music (**summer**)
- use a variety of techniques and technological tools when performing music and composing and/or arranging music (**summer**)

Music: Reflecting, Responding, and Analysing

- demonstrate an understanding of how traditional, commercial, and art music reflect the society in which they were created and how they have affected communities and cultures (**summer**)
- demonstrate an understanding of how performing, creating, and critically analysing music has affected their skills and personal development (**summer**)

Music: Foundations

- demonstrate an understanding of music theory with respect to concepts of notation and the elements and other components of music, and use appropriate terminology relating to them (**summer**)
- demonstrate an understanding of the history of various musical forms and of characteristics of music from around the world (**summer**)

Dance: Creating, Presenting, and Performing

- use the creative process, the elements of dance, and a variety of sources to develop movement vocabulary (**summer**)
- demonstrate an understanding of the dance techniques and movement vocabularies of a variety of dance forms from around the world (**summer**)

Dance: Reflecting, Responding, and Analysing

- demonstrate an understanding of how societies present and past use or have used dance, and of how creating and viewing dance can benefit individuals, groups, and communities (**summer**)
- demonstrate an understanding of the purpose and possibilities of continuing engagement in dance arts (**summer**)

Dance: Foundations

- demonstrate an understanding of, and use correct terminology when referring to, the physiology of movement as it relates to dance (**summer**)
- demonstrate an understanding of the social, cultural, and historical origins and development of dance forms, including their influence on each other and on society (**summer**)

Fun and Games (Healthy Active Living Education, Open, PPL2O)

- 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)

Physical Activity

- demonstrate personal competence in applying movement skills and principles (spring, blooming of the earth, **summer**, fall, freezing up, winter)
- demonstrate knowledge of guidelines and strategies that can enhance their participation in recreation and sport activities (spring, blooming of the earth, **summer**, fall, freezing up, winter)

Active Living

- participate regularly in a balanced instructional program that includes a wide variety of physical activities that encourage lifelong participation (spring, blooming of the earth, **summer**, fall, freezing up, winter)
- demonstrate responsibility for personal safety and the safety of others (spring, blooming of the earth, **summer**, fall, freezing up, winter)

Living Skills

- identify ways of taking appropriate action in new situations based on knowledge of positive decisions related to healthy active living (spring, blooming of the earth, **summer**, fall, freezing up, winter)
- use appropriate social skills and positive attitudes when interacting with others (spring, blooming of the earth, **summer**, fall, freezing up, winter)

Family Kinship Structures (Exploring Family Studies, Open, HIF1O/HIF2O)

Research and Inquiry Skills

- explore topics related to individual and family needs and resources, and formulate questions to guide their research (spring, blooming of the earth, **summer**, fall, freezing up, winter)
- create research plans, and locate and select information relevant to their chosen topics, using appropriate research and inquiry methods (spring, blooming of the earth, **summer**, fall, freezing up, winter)
- assess, record, analyse, and synthesize information gathered through research and inquiry (spring, blooming of the earth, **summer**, fall, freezing up, winter)
- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills (spring, blooming of the earth, **summer**, fall, freezing up, winter)

Exercising Responsibility

- demonstrate an understanding of their responsibilities related to their personal well being and that of their family, and of how they can maintain their health and well-being (spring, blooming of the earth, **summer**, fall, freezing up, winter)
- describe the functions and responsibilities of families and the diverse ways in which families fulfil them (spring, blooming of the earth, **summer**, fall, freezing up, winter)

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- construct and use traditional shelters, e.g., shabutowan or teaching lodge (two conical dwellings joined together with a ridge pole) (**summer**)

Construction Technology Fundamentals

- describe the components and systems of buildings, the properties of various building materials, and the processes in which those materials are used (**spring**, blooming of the earth, **summer**, **fall**, freezing up, winter)

- demonstrate an understanding of the safe and correct use of construction tools, equipment, and techniques (**spring**, blooming of the earth, **summer, fall**, freezing up, winter)

- use correct terminology to describe building components and construction materials, tools, equipment, and processes (**spring**, blooming of the earth, **summer, fall**, freezing up, winter)

Fabrication, Assembly, and Finishing Skills

- use tools, equipment, and techniques correctly and safely when preparing materials for a project (**spring**, blooming of the earth, **summer, fall**, freezing up, winter)

- use fabrication and assembly techniques safely, accurately, and in the correct sequence (**spring**, blooming of the earth, **summer, fall**, freezing up, winter)

Technology, the Environment, and Society

- demonstrate an understanding of ways in which the construction industry affects the environment (**spring**, blooming of the earth, **summer, fall**, freezing up, winter)

- describe ways in which the construction industry affects society (**spring**, blooming of the earth, **summer, fall**, freezing up, winter)

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- identify traditional foods and benefits of healthy food choices (**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, winter**)

Research and Inquiry Skills

- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Nutrition and Health

- demonstrate an understanding of eating patterns that contribute to optimal physical health (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Food Choices

- demonstrate an understanding of factors affecting people's food needs and of ways of meeting those needs (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate an understanding of various factors that influence food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Local and Global Foods

- demonstrate an understanding of where various foods are produced (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of how various food-purchasing choices and food-preparation practices affect the environment (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of issues related to food security (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Food Preparation Skills

- demonstrate an understanding of practices that ensure or enhance food safety (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate skills needed in food preparation (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- engage in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Traditional Storytelling (English, Applied, ENG2P)

- tell sacred stories about legendary, supernatural, and mythological events, and stories about local history and real or apparently real events (**spring, summer, winter**)

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes (**spring, summer, winter**)
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes (**spring, summer, winter**)
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication(**spring, summer, winter**)

Fall

Shelter Construction Technology (Construction Technology, Open, TCJ20)

- construct and use traditional shelters, e.g., mikiwam, ashkikan (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)
- construct and use temporary shelters, e.g., open brush, lean-to (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)
- construct and use modern shelters, e.g., prospector's tent (**spring**, blooming of the earth, summer, **fall**, freezing up, winter)

Construction Technology Fundamentals

- describe the components and systems of buildings, the properties of various building materials, and the processes in which those materials are used (**spring**, blooming of the earth, **summer, fall**, freezing up, winter)
- demonstrate an understanding of the safe and correct use of construction tools, equipment, and techniques (**spring**, blooming of the earth, **summer, fall**, freezing up, winter)
- use correct terminology to describe building components and construction materials, tools, equipment, and processes (**spring**, blooming of the earth, **summer, fall**, freezing up, winter)

Fabrication, Assembly, and Finishing Skills

- use tools, equipment, and techniques correctly and safely when preparing materials for a project (**spring**, blooming of the earth, **summer, fall**, freezing up, winter)
- use fabrication and assembly techniques safely, accurately, and in the correct sequence (**spring**, blooming of the earth, **summer, fall**, freezing up, winter)

Technology, the Environment, and Society

- demonstrate an understanding of ways in which the construction industry affects the environment (**spring**, blooming of the earth, **summer, fall**, freezing up, winter)
- describe ways in which the construction industry affects society (**spring**, blooming of the earth, **summer, fall**, freezing up, winter)

Waterfowl Hunting (science & technology)

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

Goose Hunting Camp (social values)

- participate in a goose hunting camp (**spring, fall**)

Large Game Hunting (science & technology)

- set, check, maintain, and empty snares for moose (**fall, freezing up, winter**)
- show methods of tracking, calling, and shooting moose and caribou (**fall, freezing up, winter**)

Moose Hunting Camp (social values)

- participate in a moose hunting camp (**fall, freezing up, winter**)

Living Well (Food and Nutrition, Open, HFN10/HFN20)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling and preparation of ducks, geese, plovers, yellowlegs, moose, and caribou (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Research and Inquiry Skills

- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Nutrition and Health

- demonstrate an understanding of eating patterns that contribute to optimal physical health (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Food Choices

- demonstrate an understanding of factors affecting people's food needs and of ways of meeting those needs (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of various factors that influence food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Local and Global Foods

- demonstrate an understanding of where various foods are produced (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of how various food-purchasing choices and food-preparation practices affect the environment (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of issues related to food security (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Food Preparation Skills

- demonstrate an understanding of practices that ensure or enhance food safety (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate skills needed in food preparation (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- engage in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Freezing Up

Manufacturing Technology (Manufacturing Technology, Open, TMJ2O)

Manufacturing Technology Fundamentals

- demonstrate an understanding of the manufacturing industry and of processes and technologies related to manufacturing methods (**freezing up**)
- demonstrate an understanding of how a design process is used in the planning and development of a manufacturing project (**freezing up**)
- identify and explain how various materials, tools, and equipment are used in the manufacture of products (**freezing up**)

Manufacturing Technology Skills

- apply an appropriate design process to plan and develop a product (**freezing up**)
- develop and use a manufacturing process plan to produce a product (**freezing up**)
- use hand tools, machine tools, power tools, materials, and equipment safely and correctly in the manufacture of a product (**freezing up**)

Technology, the Environment, and Society

- demonstrate an understanding of ways in which the manufacturing industry affects the environment (**freezing up**)
- demonstrate an understanding of ways in which the manufacturing industry affects society (**freezing up**)

Hide and Line Preparation (Manufacturing Technology, Open, TMJ2O)

- identify and collect hide and line materials and tools (**freezing up**)
- clean, stretch, and prepare various fur bearers (**freezing up**)
- prepare moose hide (**freezing up**)

- make moose and caribou rawhide (**freezing up**)
- make sinew line from moose or caribou tendons (**freezing up**)
- make rabbit skin line (**freezing up**)
- produce line from plants for various purposes (summer, **freezing up**, fall)

Clothing Preparation (Manufacturing Technology, Open, TMJ2O)

- identify and collect hide and beadworking materials and tools (**freezing up**)
- create beadwork and silkwork patterns on hides and cloth (**freezing up**)
- manufacture hide and beadworking products (**freezing up**)
- produce two- and three-dimensional works of art that communicate (thoughts, feelings, experiences) a variety of ideas for specific purposes and to specific audiences, using a variety of art forms (**freezing up**)
- define the principles of design (emphasis, balance, rhythm, unit, variety, proportion), and use them in appropriate ways for this age group when producing and responding to works of art (**freezing up**)
- explain how an artist has used the expressive qualities of the elements and principles of design to affect the viewer, and support their analyses with evidence from their work (**freezing up**)

Craft Technology (Manufacturing Technology, Open, TMJ2O)

- identify and collect carving materials and tools (**freezing up**)
- create carving products (**freezing up**)
- identify and collect beadworking materials and tools (**freezing up**)
- create beadworking products (**freezing up**)
- identify and collect games and toy making materials and tools (**freezing up**)
- manufacture traditional games and toys (**freezing up**)
- identify and collect traditional implements (**freezing up**)
- maintain and repair traditional implements (**freezing up**)
- produce two- and three-dimensional works of art that communicate (thoughts, feelings, experiences) a variety of ideas for specific purposes and to specific audiences, using a variety of art forms (**freezing up**)
- define the principles of design (emphasis, balance, rhythm, unit, variety, proportion), and use them in appropriate ways for this age group when producing and responding to works of art (**freezing up**)

- explain how an artist has used the expressive qualities of the elements and principles of design to affect the viewer, and support their analyses with evidence from their work (**freezing up**)

Living Well (Food and Nutrition, Open, HFN10/HFN20)

- display practices of handling and preparation of hide, line, clothing, and craft tools and equipment safely (**freezing up**),

- engage in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

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

Winter

Large Game Animals (science & technology)

- identify the location, habitat, physical (anatomy) and behavioural characteristics, tracks, life cycle, harvesting times, and uses of moose and caribou (fall, freezing up, **winter**)

Climate and Weather (Science, Applied, SNC2P)

Earth and Space Science: Earth's Dynamic Climate

- analyse effects of human activity on climate change, and effects of climate change on living things and natural systems (**winter**)

- investigate various natural and human factors that have an impact on climate change and global warming (**winter**)

- demonstrate an understanding of various natural and human factors that contribute to climate change and global warming (**winter**)

Fishing (science & technology)

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

- construct and use fishing equipment, e.g., fish net (spring, **blooming of the earth, summer, fall, freezing up, winter**)

Trapping and Snaring (science & technology)

- set, check, maintain, and empty traps and snares for mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, black bear (spring, freezing up, **winter**)

Large Game Hunting (science & technology)

- show methods of tracking, calling, and shooting moose and caribou (**fall, winter**)

Travel and Transportation Technology (Transportation Technology, Open, TTJ2O)

- identify traditional travel and transportation equipment, e.g., snowshoes and sled (and ski-doo) (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)
- maintain traditional travel and transportation equipment, e.g., snowshoes and sled (and ski-doo) (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)
- handle traditional travel and transportation equipment safely (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)

Transportation Technology Fundamentals

- explain how engines work to produce power, and identify the function and explain the maintenance requirements of the cooling, lubrication, and fuel systems (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)
- identify the major components and describe the function and operation of various types of drivetrains (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)
- identify and describe the major systems and components of vehicles, aircraft, and/or watercraft (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)

Transportation Technology Skills

- demonstrate the safe and correct use of a variety of maintenance and repair techniques for servicing powertrain components (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)
- perform basic service on various vehicle, aircraft, and/or watercraft systems and components (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)
- follow correct procedures for the preventive maintenance and care of vehicles, aircraft, and/or watercraft (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)

Technology, the Environment, and Society

- demonstrate an understanding of ways in which various aspects of the transportation industry affect the environment and ways in which harmful effects can be remedied or reduced (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)
- demonstrate an understanding of the relationship between various aspects of the transportation industry and society (spring, **blooming of the earth**,

summer, fall, freezing up, **winter**)

Trapping Camp (science & technology)

- participate in a trapping camp (spring, freezing up, **winter**)

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

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

- display practices of handling and preparation of fish, mink, weasel, red squirrel,

marten, otter, beaver, muskrat, lynx, fisher, black bear, moose and caribou (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Research and Inquiry Skills

- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Nutrition and Health

- demonstrate an understanding of eating patterns that contribute to optimal physical health (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Food Choices

- demonstrate an understanding of factors affecting people's food needs and of ways of meeting those needs (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate an understanding of various factors that influence food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Local and Global Foods

- demonstrate an understanding of where various foods are produced (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate an understanding of how various food-purchasing choices and food-preparation practices affect the environment (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate an understanding of issues related to food security (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Food Preparation Skills

- demonstrate an understanding of practices that ensure or enhance food safety (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate skills needed in food preparation (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- engage in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Traditional Storytelling (English, Applied, ENG2P)

- tell sacred stories about legendary, supernatural, and mythological events, and stories about local history and real or apparently real events (**spring, summer, winter**)

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes (**spring, summer, winter**)
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes (**spring, summer, winter**)
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication(**spring, summer, winter**)

note: the highlighted (bold) season indicates the suggested placement of overall and specific expectations in the cultural curriculum

Grade 10: Spring (March–April)

Overall Expectations

By the end of Grade 10, students will:

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- construct and use traditional shelters, e.g., mikiwam,
 - construct and use temporary shelters, e.g., open brush, lean-to,
 - construct and use modern shelters, e.g., prospector’s tent,
- Construction Technology Fundamentals
- describe the components and systems of buildings, the properties of various building materials, and the processes in which those materials are used,
 - demonstrate an understanding of the safe and correct use of construction tools, equipment, and techniques,

- use correct terminology to describe building components and construction materials, tools, equipment, and processes,

Fabrication, Assembly, and Finishing Skills

- use tools, equipment, and techniques correctly and safely when preparing materials for a project,

- use fabrication and assembly techniques safely, accurately, and in the correct sequence,

Technology, the Environment, and Society

- demonstrate an understanding of ways in which the construction industry affects the environment,

- describe ways in which the construction industry affects society,

Waterfowl Hunting (science & technology)

- demonstrate methods of building blinds and calling and shooting ducks and geese,

Goose Hunting Camp (social values)

- participate in a goose hunting camp,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of ducks and geese,

Research and Inquiry Skills

- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills,

Nutrition and Health

- demonstrate an understanding of eating patterns that contribute to optimal physical health,

Food Choices

- demonstrate an understanding of factors affecting people’s food needs and of ways of meeting those needs,

- demonstrate an understanding of various factors that influence food choices,

Local and Global Foods

- demonstrate an understanding of where various foods are produced,
- demonstrate an understanding of how various food-purchasing choices and food-preparation practices affect the environment,
- demonstrate an understanding of issues related to food security,

Food Preparation Skills

- demonstrate an understanding of practices that ensure or enhance food safety,
- demonstrate skills needed in food preparation,
- engage in physical activities,
- follow Omushkego culture and language practices,

Traditional Storytelling (English, Applied, ENG2P)

- tell sacred stories about legendary, supernatural, and mythological events and stories about local history and real or apparently real events,

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes,
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes,
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 10, students will:

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- describe traditional shelters and their uses, e.g., mikiwam,
- describe temporary shelters and their uses, e.g., open brush, lean-to,
- describe modern shelters and their uses, e.g., prospector’s tent,
- identify tools and materials used to make mikiwams, open brush shelters, and lean-tos,
- identify the different components of a traditional shelter construction project,
- identify natural and manufactured building materials and products commonly used in shelter construction, and describe their specifications and characteristics,
- list the steps of the processes used in a construction project,

Waterfowl Hunting (science & technology)

- identify the locations of traditional waterfowl hunting sites within the Mushkegowuk territory,
- identify the skills, knowledge, and values required to participate better in the land-based cultural activities,

Goose Hunting Camp (social values)

- identify the locations of traditional goose hunting camps within the Mushkegowuk territory,

- identify the skills, knowledge, and values required to participate better in the land-based cultural activities,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- appreciate that the use of natural resources and technology are directly related to the traditional land identified with the nation,

- recognize that cultural knowledge and skills enable access to natural resources for healthful and balanced living,

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

- acknowledge the role of the oral tradition in preserving the knowledge of traditional ways,

- explain the differences between nutrient-dense foods (e.g., animals from the land) and empty-calorie foods (e.g., junk) and their effects on health,

- describe factors that affect people’s food needs,

- describe effective strategies to use in selecting, preparing, and serving food to meet a variety of food needs,

- describe ways in which household members can contribute to the provision of food both inside and outside the home,

- identify different factors that influence people’s food choices,

- explain how personal, family, and community resources influence personal food choices,

- identify the components of food security,

- identify local programs to increase food security, and assess their effectiveness,

Traditional Storytelling (English, Applied, ENG2P)

- recognize a sacred story, a local history story, or a story of a real or apparently real event,

- explain how various elements in a sacred story, a local history story, or a story of a real or apparently real event, function in relation to each other,

- identify the purpose of several different listening tasks and set goals for specific tasks,

- identify the important information and ideas in both simple and complex oral texts in several different ways,

- develop and explain interpretations of both simple and complex oral texts, using evidence from the text and the oral and visual cues used in it to support their interpretations.

Developing Omushkego cultural skills

By the end of Grade 10, students will:

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- identify traditional and temporary shelters, e.g., mikiwam, open brush, lean-to,
- select tools and materials used to make mikiwams, open brush shelters, and lean-tos,
- build mikiwam with spruce or birch bark
- take down mikiwam with spruce or birch bark
- construct mikiwam with canvas
- take down mikiwam with canvas
- make lean-to,
- maintain lean-to,
- make open brush shelter,
- maintain open brush shelter,
- handle shelter construction tools and materials safely,
- erect lean-to or open brush shelter,
- take down lean-to or open brush shelter,
- erect prospector tent with stove,
- take down prospector tent with stove,
- develop competence in living on the land,
- use correctly tools, equipment, and techniques to measure, cut, lay out, and assemble structural components and systems,

Waterfowl Hunting (science & technology)

- make grass blinds and wooden goose decoys (Canada goose),
- lay out decoys,
- maintain blinds,
- take down blinds,
- handle equipment safely,
- call geese and ducks,
- read geese and duck movements and signs,
- build Canada goose blind,
- call and shoot Canada goose,
- call and shoot various ducks,
- handle guns safely,

Goose Hunting Camp (social values)

- make practical choices of persons forming goose hunting groups,
- plan a camping trip,
- help set up camp, e.g., tent, stove, collect firewood, haul water,
- keep camp in good order,
- care for camping equipment and materials,
- take down camp,
- practice camp safety,
- develop competence in Omushkego social values, e.g., working together,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- pluck Canada goose,
- gut and clean goose,
- boil goose including goose heads, wings and lower legs, scraped free of feathers, and intestines as well,
- make smoked goose stored in lard (shinegamishigan),
- make smoked goose with sternum removed only (mikobeshigan),
- make smoked goose with no bones (nameshitek),
- roast goose from a frame with string (sakapwan),
- roast goose on a spit or grill with green sticks (apwan),
- make salted goose (shiohigan),
- preserve geese outside in cool weather,
- pluck ducks,
- gut and clean ducks,
- boil ducks,
- roast ducks,
- develop competence living on the land,
- create foods products associated with the land,
- plan and prepare a food item or items and identify the source of most of the ingredients,
- demonstrate the use of safe food-handling practices required to prevent cross-contamination by pathogens, parasites, and allergens in the food-preparation area,
- follow appropriate protocols to ensure food safety,
- identify and select appropriate kitchen tools, equipment, and ingredients for use in food preparation,

Traditional Storytelling (English, Applied, ENG2P)

- retell a sacred story, a local history story, or a story of a real or apparently real event,
- identify and use several different active listening strategies when participating in a variety of classroom interactions,
- identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts,
- identify several of their skills in viewing, representing, reading, and writing and explain how the skills help them improve their oral communication skills.

Communicating required knowledge

By the end of Grade 10, students will:

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- use traditional Omushkego construction terms in written and oral presentations,
- name the different types of support systems and describe their respective functions,
- use technological terms correctly in written and oral presentations,
- explain how to correctly and safely use, maintain, and store construction tools and

equipment,

–use correct terminology for the names, characteristics, and functions of construction materials, tools, and equipment in oral and written communication,

–use correct terminology to describe building components and construction processes,

Waterfowl Hunting (science & technology)

–use traditional Omushkego waterfowl hunting terms on the land,

Goose Hunting Camp (social values)

–use traditional Omushkego goose hunting terms on the land,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

–use age- and role-appropriate specialized Omushkego language to enable participation in activities 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,

–use an appropriate format to communicate the results of their research and inquiry effectively for a specific purpose and audience,

–use terms relating to food and nutrition correctly,

–clearly communicate the results of their inquiries, and follow APA conventions for acknowledging sources,

Traditional Storytelling (English, Applied, ENG2P)

–communicate the main idea of a sacred story, a local history story, or a real or apparently real event storytelling presentation and explain how details support the main idea,

–explain how several different presentation strategies are used in oral texts to inform, persuade, or entertain,

–communicate orally for several different purposes, using language suitable for the intended audience,

–communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience,

–use appropriate words, phrases, and terminology, and several different stylistic devices, to communicate their meaning and engage their intended audience.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 10, students will:

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

–successfully construct a mikiwam with canvas, or spruce or birch bark,

–successfully construct a lean-to or open brush shelter,

–successfully set-up and take down a prospector’s tent,

–handle traditional housing tools and materials safely,

–practice living in a traditional shelter, e.g., mikiwam,

–practice living in a temporary shelter, e.g., lean-to and open brush shelter,

- use tools, equipment, and techniques in a correct, efficient, and safe manner to prepare project materials,
- fabricate and/or assemble project components in a logical and efficient sequence,
- describe the major effects of the construction industry on the environment,
- identify the environmental impact of producing and using natural and manufactured construction materials,
- identify ways of reducing the environmental impact of a structure,
- identify the economic and social effects of the construction industry on society,
- Waterfowl Hunting** (science & technology)
- successfully hunt ducks and Canada geese,
- Goose Hunting Camp** (social values)
- travel along coastline to traditional goose hunting camps within the Mushkegowuk territory,
- successfully participate in a goose hunting camp activities,
- apply health and safety practices related to life on the land,
- Living Well** (Food and Nutrition, Open, HFN1O/HFN2O)
- analyse over period of time, their own traditional food selections, including food purchases and determine whether or not they are healthy choices,
- handle and prepare ducks and geese properly,
- demonstrate an understanding of safe practices within the food-preparation area,
- demonstrate the ability to safely use, maintain, clean, and store tools and equipment used in food preparation,
- assess their own eating patterns and create a personal eating plan to achieve optimal physical health,
- analyse how social situations influence food choices,
- explain how various factors affect the availability of local foods,
- explain why certain foods are imported from other countries,
- assess their personal and family food-purchasing and food-preparation practices to determine their effect on the environment,
- assess programs and practices that reduce the impact of food production and consumption on the environment,
- participate vigorously in all aspects of the program,
- apply decision-making and problem solving skills in addressing personal safety,
- interact in culturally appropriate ways with elders or cultural resource people,
- follow cultural ways or protocols for showing respect to the land,
- demonstrate respectful behaviour towards others in the group,
- behave in culturally appropriate ways when learning from culture,
- reflect on their personal responsibility in carrying traditional knowledge, skills, and values forward,
- Traditional Storytelling** (English, Applied, ENG2P)
- tell a sacred story, a local history story, or a story of a real or apparently real event,

- show respectful appreciation during a sacred story, a local history story, or a real or apparently real event storytelling presentation,
- extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them,
- analyse both simple and complex oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response,
- identify the perspectives and/or biases evident in both simple and complex oral texts and comment on any questions they may raise about beliefs, values, identity, and power,
- identify several different vocal strategies and use them selectively and with sensitivity to audience needs,
- identify several different non-verbal cues and use them, with sensitivity to audience needs, to help convey their meaning,
- demonstrate an understanding of several different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences,
- describe several different strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify steps they can take to improve their oral communication skills.

Grade 10: Blooming of the Earth (May–June)

Overall Expectations

By the end of Grade 10, students will:

Fishing (science & technology)

- use techniques of angling and netting fish,
- construct and use fishing equipment, e.g., fish net, fish weir,

Laws and Governance (Aboriginal Peoples in Canada, Open, NAC2O)

Relationships

- describe different types of relationships that Aboriginal peoples have established with Canada,
- identify the factors responsible for the development of relationships among Aboriginal peoples and between Aboriginal peoples and other groups, organizations, or nations,
- demonstrate understanding that different interpretations exist regarding relationships between Aboriginal peoples and the Crown,

Methods of Historical Inquiry

- research and describe relevant information about Native studies using a variety of sources of information,

Travel and Transportation Technology (Transportation Technology, Open, TTJ2O)

- identify traditional travel and transportation equipment, e.g., canoe (and motor),
- maintain traditional travel and transportation equipment, e.g., canoe (and motor),
- handle traditional travel and transportation equipment safely,

Transportation Technology Fundamentals

- explain how engines work to produce power, and identify the function and explain the maintenance requirements of the cooling, lubrication, and fuel systems,
- identify the major components and describe the function and operation of various types of drivetrains,
- identify and describe the major systems and components of vehicles, aircraft, and/or watercraft,

Transportation Technology Skills

- demonstrate the safe and correct use of a variety of maintenance and repair techniques for servicing powertrain components,
- perform basic service on various vehicle, aircraft, and/or watercraft systems and components,
- follow correct procedures for the preventive maintenance and care of vehicles, aircraft, and/or watercraft,

Technology, the Environment, and Society

- demonstrate an understanding of ways in which various aspects of the transportation

industry affect the environment and ways in which harmful effects can be remedied or reduced,

- demonstrate an understanding of the relationship between various aspects of the transportation industry and society,

Fishing Camp (social values)

- participate in a fishing camp,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of fish,

Research and Inquiry Skills

- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills,

Nutrition and Health

- demonstrate an understanding of eating patterns that contribute to optimal physical health,

Food Choices

- demonstrate an understanding of factors affecting people’s food needs and of ways of meeting those needs,

- demonstrate an understanding of various factors that influence food choices,

Local and Global Foods

- demonstrate an understanding of where various foods are produced,

- demonstrate an understanding of how various food-purchasing choices and food-preparation practices affect the environment,

- demonstrate an understanding of issues related to food security,

Food Preparation Skills

- demonstrate an understanding of practices that ensure or enhance food safety,

- demonstrate skills needed in food preparation,

- engage in physical activities,

- follow Omushkego culture and language practices.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 10, students will:

Fishing (science & technology)

–identify the locations of traditional blooming of the earth fishing sites within the Mushkegowuk territory,

–explain the skills, knowledge, and values required to participate better in the land-based fishing activities,

Laws and Governance (Aboriginal Peoples in Canada, Open, NAC2O)

–identify different points of view concerning a Canadian treaty negotiated between Indians and the government,

- describe the efforts of the Canadian government to redefine its relationship with Aboriginal peoples (e.g., Indian Act, 1951; Choosing a Path, 1968; Statement of the Government of Canada on Indian Policy, 1969; Bill C-31, 1985; Royal Commission on Aboriginal Peoples, 1997; Statement of Reconciliation, 1998),
- describe the impact of the Constitution Act of 1982 on Aboriginal and Canadian relations (i.e., the entrenchment of Métis, Aboriginal, and Inuit rights),
- describe the different economic relationships that Aboriginal peoples in Canada have cultivated with the public and private sectors (e.g., ecotourism, co-management of Crown lands, banking),

–explain relationships cultivated by Aboriginal nations in Canada,

Travel and Transportation Technology (Transportation Technology, Open, TTJ2O)

- describe traditional travel and transportation equipment and their uses,
- identify the function and describe the construction and operation of the major parts of an engine (e.g., piston, crankshaft, connecting rod, camshaft),
- describe the power flow from engine to final drive,
- identify and describe major body, hull, and/or fuselage system components,
- locate and identify the major components of steering/control, suspension, brake, electrical, and body systems when performing basic service on a vehicle or craft,
- describe the environmental impact of various modes of transportation,
- describe recent technological innovations in vehicles and/or craft,

Fishing Camp (social values)

- identify the locations of traditional fishing camps within the Mushkegowuk territory,
- explain the skills, knowledge, and values required to participate better in the land-based fishing activities,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- appreciate that the use of natural resources and technology are directly related to the traditional land identified with the nation,
- recognize that cultural knowledge and skills enable access to natural resources for healthful and balanced living,
- listen respectfully to the voices of those more experienced, especially elders and adults,
- acknowledge the role of the oral tradition in preserving the knowledge of traditional ways,
- explain the differences between nutrient-dense foods (e.g., animals from the land) and empty-calorie foods (e.g., junk) and their effects on health,
- describe factors that affect people’s food needs,
- describe effective strategies to use in selecting, preparing, and serving food to meet a variety of food needs,
- describe ways in which household members can contribute to the provision of food both inside and outside the home,
- identify different factors that influence people’s food choices,

- explain how personal, family, and community resources influence personal food choices,
- identify the components of food security,
- identify local programs to increase food security, and assess their effectiveness.

Developing Omushkego cultural skills

By the end of Grade 10, students will:

Fishing (science & technology)

- angle pike with rod and reel,
 - angle walleye with rod and reel,
 - 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 (early spring, late fall migrations),
 - spear sturgeon, pike, suckers, and whitefish,
 - trap sturgeon, pike, suckers, and whitefish with weirs,
- note: angling and hook and line fishing has replaced traditional fishing with nets and weirs
- make fish net with paddle shaped spruce net floats and rough stone sinkers,
 - set net near the bay,
 - set net in the bay,
 - set net in river,
 - set net near streams,
 - maintain fish net,
 - empty fish net,
 - make fish weir in streams,
 - empty fish weir,
 - handle fishing equipment safely,
 - read water currents and signs,

Laws and Governance (Aboriginal Peoples in Canada, Open, NAC2O)

- identify sources of information on the different types of relationships that Aboriginal peoples have cultivated with other groups during the twentieth century,
- identify, chronologically or thematically, significant relationships that existed and still exist among Aboriginal organizations within Canada and between Aboriginal organizations and other groups during the twentieth century,
- record and organize information using notes, lists, concept webs, time lines, organizers, charts, maps, graphs, and mind maps,
- identify different viewpoints and bias when preparing reports or participating in discussions,
- distinguish between primary and secondary sources of information and use both appropriately in historical research,

- distinguish between fact and inference in primary and secondary sources (e.g., artefacts, visuals, written documents),
- make conclusions that are based on adequate and relevant supporting evidence,
- Travel and Transportation Technology** (Transportation Technology, Open, TTJ2O)
- maintain freighter canoe,
- repair freighter canoe,
- make square sails for a canoe,
- handle traditional travel and transportation equipment safely,
- use measurement tools correctly to inspect and service vehicle system,
- identify wear on vehicle system components on the basis of industry standards,
- describe and maintain support systems related to vehicle operation,
- repair or replace components to meet or exceed original equipment manufacturer (OEM) standards,
- Fishing Camp** (social values)
- make practical choices of persons forming fishing groups,
- plan a fishing camping trip,
- help set up camp, e.g., tent, stove, collect firewood, haul water,
- keep camp in good order,
- care for camping equipment and materials,
- take down camp,
- practice camp safety,
- develop competence in Omushkego social values, e.g., working together,
- Living Well** (health and physical education)
- make dried fish (neohiganak),
- boil fish with intestines,
- fry fish,
- develop competence living off the land,
- create foods products associated with the land,
- plan and prepare a food item or items and identify the source of most of the ingredients,
- demonstrate the use of safe food-handling practices required to prevent cross-contamination by pathogens, parasites, and allergens in the food-preparation area,
- follow appropriate protocols to ensure food safety,
- identify and select appropriate kitchen tools, equipment, and ingredients for use in food preparation.

Communicating required knowledge

By the end of Grade 10, students will:

Fishing(science & technology)

- use traditional Omushkego fishing terms on the land,

Laws and Governance (Aboriginal Peoples in Canada, Open, NAC2O)

- use correctly terms related to the discussion of relationships involving Aboriginal peoples (e.g., treaty, enfranchisement, alliance, reconciliation),
- demonstrate the ability to make reasoned generalizations or appropriate predictions based on research,
- demonstrate competence in research and writing (e.g., gathering information, building an argument, supporting the argument with evidence, writing, editing),
- demonstrate the ability to express ideas and arguments in a coherent, comprehensible manner during discussions and debates or in reports and graphic displays,
- demonstrate understanding of historical events through simulations or role plays,

Travel and Transportation Technology (Transportation Technology, Open, TTJ2O)

- use appropriate Omushkego terminology to describe travel and transportation activities,

Fishing Camp (social values)

- use traditional Omushkego fishing terms on the land,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- use age- and role-appropriate specialized Omushkego language to enable participation in activities 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,
- use an appropriate format to communicate the results of their research and inquiry effectively for a specific purpose and audience,
- use terms relating to food and nutrition correctly,
- clearly communicate the results of their inquiries, and follow APA conventions for acknowledging sources.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 10, students will:

Fishing (science & technology)

- successfully catch fish using a variety of methods,

Laws and Governance (Aboriginal Peoples in Canada, Open, NAC2O)

- demonstrate understanding of the different considerations that define the social, economic, and political relationships that developed between Aboriginal peoples and Canadian society,
- demonstrate understanding of the continuity and change that characterized relationships formed between Aboriginal peoples and Canadian society,
- evaluate historical sources that discuss alliances or relationships involving Aboriginal peoples, assessing their credibility and authenticity,

Travel and Transportation Technology (Transportation Technology, Open, TTJ2O)

- successfully repair and maintain freighter canoe,

- use tools required for basic service tasks related to powertrains correctly and maintain the tools in good working order,
- perform basic maintenance procedures related to powertrains,
- demonstrate the safe and correct use of various fabrication and repair techniques,
- perform basic engine repair, demonstrating understanding of the function and operation of engine components,
- service steering/control, suspension, brake, electrical, and body system components,
- perform exterior and interior surface care procedures safely and correctly,
- use proper procedures for winterizing and/or storing vehicles and/or craft,
- explain the pros and cons of various means of transporting people/materials in terms of economy, safety, convenience, and so on,

Fishing Camp (social values)

- travel up the river to traditional fishing camps within the Mushkegowuk territory,
- successfully participate in fishing camp activities,
- apply health and safety practices related to life on the land,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- analyse over period of time, their own traditional food selections, including food purchases and determine whether or not they are healthy choices,
- handle and prepare fish properly,
- demonstrate an understanding of safe practices within the food-preparation area,
- demonstrate the ability to safely use, maintain, clean, and store tools and equipment used in food preparation,
- assess their own eating patterns and create a personal eating plan to achieve optimal physical health,
- analyse how social situations influence food choices,
- explain how various factors affect the availability of local foods,
- explain why certain foods are imported from other countries,
- assess their personal and family food-purchasing and food-preparation practices to determine their effect on the environment,
- assess programs and practices that reduce the impact of food production and consumption on the environment,
- participate vigorously in all aspects of the program,
- apply decision-making and problem solving skills in addressing personal safety,
- interact in culturally appropriate ways with elders or cultural resource people,
- follow cultural ways or protocols for showing respect to the land,
- demonstrate respectful behaviour towards others in the group,
- behave in culturally appropriate ways when learning from culture,
- reflect on their personal responsibility in carrying traditional knowledge, skills, and values forward.

Grade 10: Summer (July–August)

Overall Expectations

By the end of Grade 10, students will:

Music and Dance (Music, Open, AMU2O and Dance, Open, ATC2O)

- demonstrate an understanding of the basic elements of music specified for this age group,

- sing and play instruments with expression and proper technique,

- identify and perform music of a variety of cultural and historical periods,

- evaluate the overall effect of various aspects of dance,

Music: Creating and Performing

- apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music,

- use a variety of techniques and technological tools when performing music and composing and/or arranging music,

Music: Reflecting, Responding, and Analysing

- demonstrate an understanding of how traditional, commercial, and art music reflect the society in which they were created and how they have affected communities and cultures,

- demonstrate an understanding of how performing, creating, and critically analysing music has affected their skills and personal development,

Music: Foundations

- demonstrate an understanding of music theory with respect to concepts of notation and the elements and other components of music, and use appropriate terminology relating to them,

- demonstrate an understanding of the history of various musical forms and of characteristics of music from around the world,

Dance: Creating, Presenting, and Performing

- use the creative process, the elements of dance, and a variety of sources to develop movement vocabulary,

- demonstrate an understanding of the dance techniques and movement vocabularies of a variety of dance forms from around the world,

Dance: Reflecting, Responding, and Analysing

- demonstrate an understanding of how societies present and past use or have used dance, and of how creating and viewing dance can benefit individuals, groups, and communities,

- demonstrate an understanding of the purpose and possibilities of continuing engagement in dance arts,

Dance: Foundations

- demonstrate an understanding of, and use correct terminology when referring to, the physiology of movement as it relates to dance,

- demonstrate an understanding of the social, cultural, and historical origins and development of dance forms, including their influence on each other and on society, **Fun and Games** (Healthy Active Living Education, Open, PPL2O)
- participate on a regular basis in traditional games and activities that maintain or improve physical fitness,
Physical Activity
- demonstrate personal competence in applying movement skills and principles,
- demonstrate knowledge of guidelines and strategies that can enhance their participation in recreation and sport activities,
Active Living
- participate regularly in a balanced instructional program that includes a wide variety of physical activities that encourage lifelong participation,
- demonstrate responsibility for personal safety and the safety of others,
Living Skills
- identify ways of taking appropriate action in new situations based on knowledge of positive decisions related to healthy active living,
- use appropriate social skills and positive attitudes when interacting with others, **Family Kinship Structures** (Exploring Family Studies, Open, HIF1O/HIF2O)
Research and Inquiry Skills
- explore topics related to individual and family needs and resources, and formulate questions to guide their research,
- create research plans, and locate and select information relevant to their chosen topics, using appropriate research and inquiry methods,
- assess, record, analyse, and synthesize information gathered through research and inquiry,
- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills,
Exercising Responsibility
- demonstrate an understanding of their responsibilities related to their personal well being and that of their family, and of how they can maintain their health and well-being,
- describe the functions and responsibilities of families and the diverse ways in which families fulfil them,
- Shelter Construction Technology** (Construction Technology, Open, TCJ2O)
- construct and use traditional shelters, e.g., shabutowan or teaching lodge (two conical dwellings joined together with a ridge pole),
Construction Technology Fundamentals
- describe the components and systems of buildings, the properties of various building materials, and the processes in which those materials are used,
- demonstrate an understanding of the safe and correct use of construction tools, equipment, and techniques,

- use correct terminology to describe building components and construction materials, tools, equipment, and processes,
Fabrication, Assembly, and Finishing Skills
- use tools, equipment, and techniques correctly and safely when preparing materials for a project,
- use fabrication and assembly techniques safely, accurately, and in the correct sequence,
Technology, the Environment, and Society
- demonstrate an understanding of ways in which the construction industry affects the environment,
- describe ways in which the construction industry affects society,
Living Well (Food and Nutrition, Open, HFN1O/HFN2O)
- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of fish,
Research and Inquiry Skills
- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills,
Nutrition and Health
- demonstrate an understanding of eating patterns that contribute to optimal physical health,
Food Choices
- demonstrate an understanding of factors affecting people’s food needs and of ways of meeting those needs,
- demonstrate an understanding of various factors that influence food choices,
Local and Global Foods
- demonstrate an understanding of where various foods are produced,
- demonstrate an understanding of how various food-purchasing choices and food-preparation practices affect the environment,
- demonstrate an understanding of issues related to food security,
Food Preparation Skills
- demonstrate an understanding of practices that ensure or enhance food safety,
- demonstrate skills needed in food preparation,
- engage in physical activities,
- follow Omushkego culture and language practices,
Traditional Storytelling (English, Applied, ENG2P)
- tell stories about local history and real or apparently real events,
Oral Communication
- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes,
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes,

- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 10, students will:

Music and Dance (Music, Open, AMU12O and Dance, Open, ATC2O)

- describe some aspects of the historical context of music that they sing, e.g., traditional drum songs or religious songs,
- describe different dances and distinguish between types, e.g., traditional feast dance, duck dance, step dance, square dance,
- explain the origins of traditional, commercial, or art music with reference to the culture or community in which it was created,
- demonstrate an understanding of the development of various musical forms,
- identify and describe shared and unique characteristics of traditional and contemporary music, including Aboriginal music, from Canada and around the world,
- describe the characteristics and function of a world dance form,
- identify and describe the contributions of some dance pioneers to particular dance forms,
- identify and describe ways in which dance addresses social questions of local and/or global interest,

Fun and Games (Healthy Active Living Education, Open, PPL2O)

- maintain or improve personal fitness levels by participating in vigorous physical activities for sustained periods of time,
- assess the effectiveness of various activities for maintaining or improving health-related fitness,
- describe the requirements, including basic equipment standards, preparation (e.g., warm-up and cool-down exercises, training requirements), and specific safety issues that maximize performance and participation in recreation and sport activities,
- explain appropriate strategies or tactics that enhance performance in specific situations and conditions (e.g., tipping rather than spiking against an effective blocker in volleyball, hitting the ball to one side of the fairway to compensate for cross-wind conditions in golf),
- identify the factors (e.g., social interaction, enjoyment, relaxation, self-esteem) that will affect their choice of activities with potential for lifelong participation and enjoyment,
- identify short- and long-term goals for personal growth,
- describe their own contribution to and effectiveness within a group,

Family Kinship Structures (Exploring Family Studies, Open, HIF1O/HIF2O)

- describe a variety of family forms,
- identify family functions that are common to all cultures,

- describe ways in which diverse families perform their fundamental functions,
- compare various personal, societal, and cultural beliefs about individuals and the functions of families,

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- describe traditional shelters and their uses, e.g., shabutowan,
- identify tools and materials used to make shabutowans,
- identify the different components of a traditional shelter construction project,
- identify natural and manufactured building materials and products commonly used in shelter construction, and describe their specifications and characteristics,
- list the steps of the processes used in a construction project,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- appreciate that the use of natural resources and technology are directly related to the traditional land identified with the nation,
- recognize that cultural knowledge and skills enable access to natural resources for healthful and balanced living,
- listen respectfully to the voices of those more experienced, especially elders and adults,
- acknowledge the role of the oral tradition in preserving the knowledge of traditional ways,
- explain the differences between nutrient-dense foods (e.g., animals from the land) and empty-calorie foods (e.g., junk) and their effects on health,
- describe factors that affect people’s food needs,
- describe effective strategies to use in selecting, preparing, and serving food to meet a variety of food needs,
- describe ways in which household members can contribute to the provision of food both inside and outside the home,
- identify different factors that influence people’s food choices,
- explain how personal, family, and community resources influence personal food choices,
- identify the components of food security,
- identify local programs to increase food security, and assess their effectiveness,

Traditional Storytelling (English, Applied, ENG2P)

- recognize a local history story, or a story of a real or apparently real event,
- explain how various elements in a sacred story, a local history story, or a story of a real or apparently real event, function in relation to each other,
- identify the purpose of several different listening tasks and set goals for specific tasks,
- identify the important information and ideas in both simple and complex oral texts in several different ways,

–develop and explain interpretations of both simple and complex oral texts, using evidence from the text and the oral and visual cues used in it to support their interpretations.

Developing Omushkego cultural skills

By the end of Grade 10, students will:

Music and Dance (Music, Open, AMU2O and Dance, Open, ATC2O)

–sing traditional drum songs or religious songs,
–participate in different dances, e.g., traditional feast dance, duck dance, step dance, square dance,

Fun and Games (Healthy Active Living Education, Open, PPL2O)

–play traditional games, e.g.,tossing the ball, cup and pin, wrestling, and yoke and buttons,

–demonstrate behaviours that are respectful of others’ points of view (e.g., listening actively, showing appreciation, criticizing ideas not people),

Family Kinship Structures (Exploring Family Studies, Open, HIF1O/HIF2O)

–seek and use the advice of the elders when trying to understand social problems and issues from an Aboriginal perspective,

–prepare a plan to participate in activities in the community that support the functions of individuals and families,

–explore a variety of topics related to individual and family needs and resources,

–identify key concepts,

–formulate effective questions to refine their research and inquiry,

–locate and select information relevant to their investigations from a variety of primary sources,

–assess various aspects of information gathered from primary and secondary sources,

–record and organize information and key ideas using various formats,

–analyse and interpret research information,

–synthesize findings and formulate conclusions,

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

–identify traditional and temporary shelters, e.g., shabutowan,

–select tools and materials used to make shabutowans,

–help make shabutowan,

–help take down shabutowan,

–handle shelter construction tools and materials safely,

–develop competence in living on the land,

–use correctly tools, equipment, and techniques to measure, cut, lay out, and assemble structural components and systems,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

–plan and prepare a food item or items and identify the source of most of the ingredients,

- demonstrate the use of safe food-handling practices required to prevent cross-contamination by pathogens, parasites, and allergens in the food-preparation area,
- follow appropriate protocols to ensure food safety,
- identify and select appropriate kitchen tools, equipment, and ingredients for use in food preparation,

Traditional Storytelling (English, Applied, ENG2P)

- retell a local history story, or a story of a real or apparently real event,
- identify and use several different active listening strategies when participating in a variety of classroom interactions,
- identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts,
- identify several of their skills in viewing, representing, reading, and writing and explain how the skills help them improve their oral communication skills.

Communicating required knowledge

By the end of Grade 10, students will:

Music and Dance (Music, Open, AMU2O and Dance, Open, ATC2O)

- demonstrate an understanding of, and use proper terminology when referring to, fundamental concepts associated with notation,
- describe the performance, creative, and analytical skills and knowledge they have developed through the study of music, and explain the ongoing steps they will take to ensure continued improvement in these areas,
- demonstrate an understanding of the elements of music, particularly through practical application and aural recognition, and use appropriate terminology related to these elements,
- demonstrate, and describe using correct terminology, the movement repertoire of a variety of dance forms from around the world,

Fun and Games (Healthy Active Living Education, Open, PPL2O)

- explain their reasoning for their personal choices and actions related to health and well-being,

Family Kinship Structures (Exploring Family Studies, Open, HIF1O/HIF2O)

- use cultural understandings about mutual support to analyze social problems and issues in the school and community,
- use an appropriate format to communicate the results of their research and inquiry effectively for a specific purpose and audience,
- clearly communicate the results of their, and follow APA conventions for acknowledging sources,
- describe and demonstrate socially appropriate verbal and non-verbal communication skills in a variety of situations,

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- use traditional Omushkego construction terms in written and oral presentations,

- name the different types of support systems and describe their respective functions,
- use technological terms correctly in written and oral presentations,
- explain how to correctly and safely use, maintain, and store construction tools and equipment,
- use correct terminology for the names, characteristics, and functions of construction materials, tools, and equipment in oral and written communication,
- use correct terminology to describe building components and construction processes,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- use age- and role-appropriate specialized Omushkego language to enable participation in activities 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,
- use an appropriate format to communicate the results of their research and inquiry effectively for a specific purpose and audience,
- use terms relating to food and nutrition correctly,
- clearly communicate the results of their inquiries, and follow APA conventions for acknowledging sources,

Traditional Storytelling (English, Applied, ENG2P)

- communicate the main idea of a local history story, or a real or apparently real event storytelling presentation and explain how details support the main idea,
- explain how several different presentation strategies are used in oral texts to inform, persuade, or entertain,
- communicate orally for several different purposes, using language suitable for the intended audience,
- communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience,
- use appropriate words, phrases, and terminology, and several different stylistic devices, to communicate their meaning and engage their intended audience.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 10, students will:

Music and Dance (Music, Open, AMU2O and Dance, Open, ATC2O)

- describe their response to a musical performance in their community,
- perform traditional drum songs or religious songs in a community gathering,
- organize and carry out a traditional feast dance, duck dance, step dance, or square dance,
- apply the creative process when performing notated and/or improvised music,
- demonstrate technical skill when performing notated and/or improvised music,
- use current technology when practising, performing, composing, and/or arranging music,

- use the elements of dance to create and perform a variety of movement phrases inspired by sources,
- apply a kinesthetic awareness of the vocabularies within a variety of dance forms from around the world,
- arrange and present extended sequences using the dance vocabulary and techniques of an identified dance form,
- demonstrate an understanding of the importance of a positive body image and a healthy lifestyle to their learning in dance,

Fun and Games (Healthy Active Living Education, Open, PPL2O)

- prepare age-/role-appropriate texts to enable participation in cultural ceremonies, celebrations, and events,
- follow the rules of fair play and etiquette in traditional games and activities,
- demonstrate understanding of specific rules and guidelines for participation in recreation and sport including team, group, dual, and individual activities (e.g., the travelling violation in basketball, scoring rules in orienteering, etiquette such as replacing divots when playing golf, fair play),
- participate regularly in physical activities, choosing from a wide range of activities (e.g., individual, small- and large- group, outdoor, and aquatic activities),
- apply guidelines and procedures related to safe participation in physical activity,
- demonstrate behaviour that minimizes risk to themselves and others,
- demonstrate leadership,

Family Kinship Structures (Exploring Family Studies, Open, HIF1O/HIF2O)

- identify strategies and resources that individuals can use to improve and/or maintain their personal health and well-being,
- explain the importance of taking personal responsibility for maintaining their health and well-being,
- explain how and why an adolescent’s responsibilities with respect to the family and household changes as his or her independence increases,
- explain how families can fulfil their functions and meet their needs while reducing their impact on the environment,
- reflect on conflicting expectations between their people and the expectations from the mainstream culture,
- reflect on ways they might contribute to their people in the future, and what skills or knowledge they will need to prepare them,

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- successfully help make a shabutowan,
- successfully take down a shabutowan,
- handle traditional housing tools and materials safely,
- practice living in a traditional shelter, e.g., shabutowan,
- use tools, equipment, and techniques in a correct, efficient, and safe manner to prepare project materials,

- fabricate and/or assemble project components in a logical and efficient sequence,
 - describe the major effects of the construction industry on the environment,
 - identify the environmental impact of producing and using natural and manufactured construction materials,
 - identify ways of reducing the environmental impact of a structure,
 - identify the economic and social effects of the construction industry on society,
- Living Well** (Food and Nutrition, Open, HFN1O/HFN2O)
- analyse over period of time, their own traditional food selections, including food purchases and determine whether or not they are healthy choices,
 - handle and prepare fish properly,
 - demonstrate an understanding of safe practices within the food-preparation area,
 - demonstrate the ability to safely use, maintain, clean, and store tools and equipment used in food preparation,
 - assess their own eating patterns and create a personal eating plan to achieve optimal physical health,
 - analyse how social situations influence food choices,
 - explain how various factors affect the availability of local foods,
 - explain why certain foods are imported from other countries,
 - assess their personal and family food-purchasing and food-preparation practices to determine their effect on the environment,
 - assess programs and practices that reduce the impact of food production and consumption on the environment,
 - participate vigorously in all aspects of the program,
 - apply decision-making and problem solving skills in addressing personal safety,
 - interact in culturally appropriate ways with elders or cultural resource people,
 - follow cultural ways or protocols for showing respect to the land,
 - demonstrate respectful behaviour towards others in the group,
 - behave in culturally appropriate ways when learning from culture,
 - reflect on their personal responsibility in carrying traditional knowledge, skills, and values forward,
- Traditional Storytelling** (English, Applied, ENG2P)
- tell a local history story, or a story of a real or apparently real event,
 - show respectful appreciation during a sacred story, a local history story, or a real or apparently real event storytelling presentation,
 - extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them,
 - analyse both simple and complex oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response,

- identify the perspectives and/or biases evident in both simple and complex oral texts and comment on any questions they may raise about beliefs, values, identity, and power,
- identify several different vocal strategies and use them selectively and with sensitivity to audience needs,
- identify several different non-verbal cues and use them, with sensitivity to audience needs, to help convey their meaning,
- demonstrate an understanding of several different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences,
- describe several different strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify steps they can take to improve their oral communication skills.

Grade 10: Fall (September–October)

Overall Expectations

By the end of Grade 10, students will:

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- construct and use traditional shelters, e.g., mikiwam, ashkikan,
 - construct and use temporary shelters, e.g., open brush, lean-to,
 - construct and use modern shelters, e.g., prospector’s tent,
- Construction Technology Fundamentals
- describe the components and systems of buildings, the properties of various building materials, and the processes in which those materials are used,
 - demonstrate an understanding of the safe and correct use of construction tools, equipment, and techniques,

- use correct terminology to describe building components and construction materials, tools, equipment, and processes,

Fabrication, Assembly, and Finishing Skills

- use tools, equipment, and techniques correctly and safely when preparing materials for a project,
- use fabrication and assembly techniques safely, accurately, and in the correct sequence,

Technology, the Environment, and Society

- demonstrate an understanding of ways in which the construction industry affects the environment,
- describe ways in which the construction industry affects society,

Waterfowl Hunting (science & technology)

- demonstrate methods of building blinds and calling and shooting ducks and geese,

Goose Hunting Camp (social values)

- participate in a goose hunting camp,

Large Game Hunting (science & technology)

- set, check, maintain, and empty snares for moose,
- show methods of tracking, calling, and shooting moose and caribou,

Moose Hunting Camp (social values)

- participate in a moose hunting camp,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of plants, ducks, geese, plovers, yellowlegs, moose, and caribou,

Research and Inquiry Skills

- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills,

Nutrition and Health

- demonstrate an understanding of eating patterns that contribute to optimal physical health,

Food Choices

- demonstrate an understanding of factors affecting people’s food needs and of ways of meeting those needs,
- demonstrate an understanding of various factors that influence food choices,

Local and Global Foods

- demonstrate an understanding of where various foods are produced,
- demonstrate an understanding of how various food-purchasing choices and food-preparation practices affect the environment,
- demonstrate an understanding of issues related to food security,

Food Preparation Skills

- demonstrate an understanding of practices that ensure or enhance food safety,
- demonstrate skills needed in food preparation,
- engage in physical activities,
- follow Omushkego culture and language practices.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 10, students will:

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- describe traditional shelters and their uses, e.g., mikiwam, ashkikan,
- describe temporary shelters and their uses, e.g., open brush, lean-to,
- describe modern shelters and their uses, e.g., prospector’s tent,
- identify tools and materials used to make mikiwams, ashkikans, open brush shelters, and lean-tos,
- identify the different components of a traditional shelter construction project,
- identify natural and manufactured building materials and products commonly used in shelter construction, and describe their specifications and characteristics,
- list the steps of the processes used in a construction project,

Waterfowl Hunting (science & technology)

- identify the locations of traditional fall waterfowl hunting sites within the Mushkegowuk territory,
- explain the skills, knowledge, and values required to participate better in the land-based waterfowl hunting activities,

Goose Hunting Camp (social values)

- identify the locations of traditional fall goose hunting camps within the Mushkegowuk territory,
- explain the skills, knowledge, and values required to participate better in the land-based goose hunting activities,

Large Game Hunting (science & technology)

- identify the locations of traditional fall moose hunting areas within the Mushkegowuk territory,
- describe the skills, knowledge, and values required to participate better in the land-based large game hunting activities,

Moose Hunting Camp (social values)

- identify the locations of traditional fall moose hunting camps within the Mushkegowuk territory,
- explain the skills, knowledge, and values required to participate better in the land-based moose hunting activities,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- appreciate that the use of natural resources and technology are directly related to the traditional land identified with the nation,
- recognize that cultural knowledge and skills enable access to natural resources for healthful and balanced living,
- listen respectfully to the voices of those more experienced, especially elders and adults,
- acknowledge the role of the oral tradition in preserving the knowledge of traditional ways,
- explain the differences between nutrient-dense foods (e.g., animals from the land) and empty-calorie foods (e.g., junk) and their effects on health,
- describe factors that affect people’s food needs,
- describe effective strategies to use in selecting, preparing, and serving food to meet a variety of food needs,
- describe ways in which household members can contribute to the provision of food both inside and outside the home,
- identify different factors that influence people’s food choices,
- explain how personal, family, and community resources influence personal food choices,
- identify the components of food security,
- identify local programs to increase food security, and assess their effectiveness.

Developing Omushkego cultural skills

By the end of Grade 10, students will:

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- identify traditional and temporary shelters, e.g., mikiwam, ashkikan, open brush, lean-to,
- select tools and materials used to make mikiwams, ashkikans, open brush shelters, and lean-tos,
- build mikiwam with spruce or birch bark,
- take down mikiwam with spruce or birch bark,

- construct mikiwam with canvas,
- take down mikiwam with canvas,
- help construct ashkikan with fire hearth,
- help take down ashkikan with fire hearth,
- make lean-to,
- maintain lean-to,
- make open brush shelter,
- maintain open brush shelter,
- handle shelter construction tools and materials safely,
- erect lean-to or open brush shelter,
- take down lean-to or open brush shelter,
- erect prospector tent with stove,
- take down prospector tent with stove,
- develop competence in living on the land,
- use correctly tools, equipment, and techniques to measure, cut, lay out, and assemble structural components and systems,
- Waterfowl Hunting** (science & technology)
- make willow blinds (Snow goose),
- lay out decoys,
- maintain blinds,
- take down blinds,
- handle equipment safely,
- call geese and ducks,
- read geese and duck movements and signs,
- build Snow goose blind,
- call and shoot Snow geese,
- call and shoot various ducks,
- shoot plovers and yellowlegs,
- handle guns safely,
- read water currents and signs,
- Goose Hunting Camp** (social values)
- make practical choices of persons forming goose hunting groups,
- plan a goose hunting camping trip,
- help set up camp, e.g., tent, stove, collect firewood, haul water,
- keep camp in good order,
- care for camping equipment and materials,
- take down camp,
- practice camp safety,
- develop competence in Omushkego social values, e.g., working together,
- Large Game Hunting** (science & technology)
- set snares for moose,

- check and maintain snares for moose,
 - empty and remove snares for moose,
 - handle hunting equipment safely,
 - call moose,
 - read caribou and moose movements and signs,
 - call and shoot moose,
 - snare moose,
 - track and shoot moose,
 - track and shoot caribou,
 - drive caribou,
 - snare caribou,
 - trap caribou using brush fences or hedges,
- note: shooting has replaced large game hunting with drives, snares and traps using fences or hedges

Moose Hunting Camp (social values)

- make practical choices of persons forming moose hunting groups,
- plan a moose hunting camping trip,
- help set up camp, e.g., tent, stove, collect firewood, haul water,
- keep camp in good order,
- care for camping equipment and materials,
- take down camp,
- practice camp safety,
- develop competence in Omushkego social values, e.g., working together,

Living Well (health and physical education)

- pluck Snow goose,
- gut and clean goose,
- boil goose including goose heads, wings and lower legs, scraped free of feathers, and intestines as well,
- roast goose on a spit or grill with green sticks (apwan),
- preserve geese outside in cool weather,
- pluck ducks, plovers, and yellowlegs,
- gut and clean ducks, plovers, and yellowlegs,
- boil ducks, plovers, and yellowlegs,
- roast ducks, plovers, and yellowlegs,
- roast moose or caribou on a spit or grill using green sticks,
- boil moose including heart, liver, unborn calf, and stomach contents,
- make smoked moose or caribou which is cut into thin strips,
- make pemmican–meat dried on a grill over a fire and pounded into a powder mixed with caribou grease,
- develop competence living on the land,
- create foods products associated with the land,

- plan and prepare a food item or items and identify the source of most of the ingredients,
- demonstrate the use of safe food-handling practices required to prevent cross-contamination by pathogens, parasites, and allergens in the food-preparation area,
- follow appropriate protocols to ensure food safety,
- identify and select appropriate kitchen tools, equipment, and ingredients for use in food preparation.

Communicating required knowledge

By the end of Grade 10, students will:

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- use traditional Omushkego construction terms in written and oral presentations,
- name the different types of support systems and describe their respective functions,
- use technological terms correctly in written and oral presentations,
- explain how to correctly and safely use, maintain, and store construction tools and equipment,
- use correct terminology for the names, characteristics, and functions of construction materials, tools, and equipment in oral and written communication,
- use correct terminology to describe building components and construction processes,

Waterfowl Hunting (science & technology)

- use traditional Omushkego waterfowl hunting terms on the land,

Goose Hunting Camps (social values)

- use traditional Omushkego goose hunting terms on the land,

Large Game Hunting (science & technology)

- use traditional Omushkego large game hunting terms on the land,

Moose Hunting Camp (social values)

- use traditional Omushkego moose hunting terms on the land,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- use age- and role-appropriate specialized Omushkego language to enable participation in activities 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,
- use an appropriate format to communicate the results of their research and inquiry effectively for a specific purpose and audience,
- use terms relating to food and nutrition correctly,
- clearly communicate the results of their inquiries, and follow APA conventions for acknowledging sources.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 10, students will:

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- successfully construct a mikiwam with canvas, or spruce or birch bark,
- successfully help construct an ashkikan with fire hearth,
- successfully construct a lean-to or open brush shelter,
- successfully set-up and take down a prospector’s tent,
- handle traditional housing tools and materials safely,
- practice living in a traditional shelter, e.g., mikiwam, ashkikan,
- practice living in a temporary shelter, e.g., lean-to and open brush shelter
- use tools, equipment, and techniques in a correct, efficient, and safe manner to prepare project materials,
- fabricate and/or assemble project components in a logical and efficient sequence,
- describe the major effects of the construction industry on the environment,
- identify the environmental impact of producing and using natural and manufactured construction materials,
- identify ways of reducing the environmental impact of a structure,
- identify the economic and social effects of the construction industry on society,

Waterfowl Hunting (science & technology)

- successfully hunt ducks, Snow geese, plovers, and yellowlegs,

Goose Hunting Camp (social values)

- travel along coastline to traditional goose hunting camps within the Mushkegowuk territory,
- successfully participate in a goose hunting camp activities,
- apply health and safety practices related to life on the land,

Large Game Hunting (science & technology)

- successfully hunt moose and caribou,

Moose Hunting Camp (social values)

- travel up the river to traditional moose hunting camps within the Mushkegowuk territory,
- successfully participate in a moose hunting camp activities,
- apply health and safety practices related to life on the land,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- analyse over period of time, their own traditional food selections, including food purchases and determine whether or not they are healthy choices,
- handle and prepare ducks and geese properly,
- demonstrate an understanding of safe practices within the food-preparation area,
- demonstrate the ability to safely use, maintain, clean, and store tools and equipment used in food preparation,
- assess their own eating patterns and create a personal eating plan to achieve optimal physical health,
- analyse how social situations influence food choices,
- explain how various factors affect the availability of local foods,
- explain why certain foods are imported from other countries,

- assess their personal and family food-purchasing and food-preparation practices to determine their effect on the environment,
- assess programs and practices that reduce the impact of food production and consumption on the environment,
- participate vigorously in all aspects of the program,
- apply decision-making and problem solving skills in addressing personal safety,
- interact in culturally appropriate ways with elders or cultural resource people,
- follow cultural ways or protocols for showing respect to the land,
- demonstrate respectful behaviour towards others in the group,
- behave in culturally appropriate ways when learning from culture,
- reflect on their personal responsibility in carrying traditional knowledge, skills, and values forward.

Grade 10: Freezing Up (November–December)

Overall Expectations

By the end of Grade 10, students will:

Manufacturing Technology (Manufacturing Technology, Open, TMJ2O)

Manufacturing Technology Fundamentals

- demonstrate an understanding of the manufacturing industry and of processes and technologies related to manufacturing methods,
- demonstrate an understanding of how a design process is used in the planning and development of a manufacturing project,
- identify and explain how various materials, tools, and equipment are used in the manufacture of products,

Manufacturing Technology Skills

- apply an appropriate design process to plan and develop a product,
- develop and use a manufacturing process plan to produce a product,
- use hand tools, machine tools, power tools, materials, and equipment safely and correctly in the manufacture of a product,

Technology, the Environment, and Society

- demonstrate an understanding of ways in which the manufacturing industry affects the environment,
- demonstrate an understanding of ways in which the manufacturing industry affects society,

Hide and Line Preparation (Manufacturing Technology, Open, TMJ2O)

- identify and collect hide and line materials and tools,
- clean, stretch, and prepare various fur bearers,
- prepare moose hide,
- make moose and caribou rawhide,
- make sinew line from moose or caribou tendons,
- make rabbit skin line,
- produce line from plants for various purposes,

Clothing Preparation (Manufacturing Technology, Open, TMJ2O)

- identify and collect hide and beadworking materials and tool,
- create beadwork and silkwork patterns on hides and cloth,
- manufacture hide and beadworking products,
- produce two- and three-dimensional works of art that communicate (thoughts, feelings, experiences) a variety of ideas for specific purposes and to specific audiences, using a variety of art forms,

- define the principles of design (emphasis, balance, rhythm, unit, variety, proportion), and use them in appropriate ways for this age group when producing and responding to works of art,
- explain how an artist has used the expressive qualities of the elements and principles of design to affect the viewer, and support their analyses with evidence from their work,

Craft Technology (Manufacturing Technology, Open, TMJ2O)

- identify and collect carving materials and tools,
- create carving products,
- identify and collect beadworking materials and tools,
- create beadworking products,
- identify and collect games and toy making materials and tools,
- manufacture traditional games and toys,
- identify and collect traditional implements,
- maintain and repair traditional implements,
- produce two- and three-dimensional works of art that communicate (thoughts, feelings, experiences) a variety of ideas for specific purposes and to specific audiences, using a variety of art forms,
- define the principles of design (emphasis, balance, rhythm, unit, variety, proportion), and use them in appropriate ways for this age group when producing and responding to works of art,
- explain how an artist has used the expressive qualities of the elements and principles of design to affect the viewer, and support their analyses with evidence from their work,

Living Well (health and physical education)

- display practices of handling and preparation of hide, line, clothing, and craft tools and equipment safely,
- engage in physical activities,
- follow Omushkego culture and language practices.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 10, students will:

Manufacturing Technology (Manufacturing Technology, Open, TMJ2O)

- identify and describe production methods used in the manufacture of various products’
- describe ways in which manufacturing technology affects people's daily lives,
- identify and describe the steps of a design process used to plan and develop solutions to challenges in manufacturing technology,
- identify technological concepts and particular environmental concerns,

- identify and describe the hand tools, machine tools, power tools, and equipment used in the design and fabrication of a variety of projects,
- describe the properties and characteristics of various natural and manufactured materials and their suitability for use in manufacturing,

Hide and line Preparation (Manufacturing Technology, Open, TMJ2O)

- identify the traditional tools and techniques used in hide preparation,
- describe the traditional tools and techniques used in line preparation,

Clothing Preparation (Manufacturing Technology, Open, TMJ2O)

- recognize the traditional tools and techniques used in clothing preparation,
- describe how the repetition of elements of design creates rhythm, which unifies the composition,
- describe how the elements of design are used to create the area of emphasis in a work of art,

Craft Technology (Manufacturing Technology, Open, TMJ2O)

- identify the traditional tools and techniques used in craft technology,
- describe how the repetition of elements of design creates rhythm, which unifies the composition,
- describe how the elements of design are used to create the area of emphasis in a work of art,

Living Well (health and physical education)

- appreciate that the use of natural resources and technology are directly related to the traditional land identified with the nation,
- recognize that cultural knowledge and skills enable access to natural resources for healthful and balanced living,
- participate in group work,
- observe and identify ways to be helpful to other students, teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults,
- acknowledge the role of the oral tradition in preserving the knowledge of traditional ways.

Developing Omushkego cultural skills

By the end of Grade 10, students will:

Manufacturing Technology (Manufacturing Technology, Open, TMJ2O)

- follow a design process that includes identification of the particular need or problem, consideration of design criteria and constraints, development of multiple solutions, selection of the optimal solution, evaluation of the product, and life cycle assessment,
- identify and select appropriate materials required to manufacture a product,
- develop a process plan for the manufacture of a product,
- use correct procedures to prepare materials for the manufacture of a product,

- use appropriate methods of assembly based on design criteria and specifications,
- use various hand tools, power tools, machine tools, and related equipment safely and correctly to manufacture a product,
- demonstrate safe workplace practices and behaviours when using materials, tools, and equipment to manufacture a product,

Hide and Line Preparation (Manufacturing Technology, Open, TMJ2O)

- prepare moose or caribou hide through fleshing, scraping, washing, softening (with brain and water mixture), stretching or pulling, and smoking,
 - fix moose or caribou hide,
 - make moose rawhide,
 - make caribou rawhide,
 - form sinew line from tendons of moose or caribou,
 - make rabbit skin line (for rabbit skin garments),
 - handle hide preparation tools and equipment safely,
 - produce babiche (semi-tanned skin line),
 - manufacture fully tanned skin line,
 - form sinew line (tendons of moose or caribou),
 - manufacture grass line,
 - make willow bark or root line,
 - make spruce root line,
 - make willow bark or root line for netting and anchors,
- note: store bought lines have replaced animal and plant lines,

Clothing Preparation (Manufacturing Technology, Open, TMJ2O)

- identify and collect hideworking materials,
- select tools used to make particular hideworking products,
- practice hideworking,
- handle hideworking tools and materials safely,
- recreate traditional coloured beadwork in floral pattern or geometrical designs on hides,
- recreate traditional create silkwork in floral pattern or geometrical designs on hides,
- handle clothing preparation tools and equipment safely,
- make a moss bag,
- produce a cradleboard cover,
- create children’s rabbit skin garments, e.g., hat,
- construct winter moccasins with ankle flaps and thongs,
- fashion mittens with duffel and tanned skin line,
- manufacture rabbit skin sleeping robes,
- produce feather blankets,
- construct winter and summer moccasins,

Craft Technology (Manufacturing Technology, Open, TMJ2O)
carving

- identify and collect wood, stone, or bone carving materials,
- select tools used to make particular carving products,
- practice carving using wood, stone or bone,
- handle carving tools and materials safely,
- sell carving products locally,
- make flat goose for wall mount,
- make sitting goose no legs,
- make sitting goose on stand,
- make flying goose on stand,
- make mink, otter, beaver, rabbit on stand,
- make flying geese free standing,
- make mink, otter, beaver, rabbit free standing,
- make duck, beaver, mink in assorted styles,
- make individually designed carving using material of choice,
- make tamarack geese,
 - beadworking
- identify and collect beadworking materials,
- select tools used to make particular beadworking products,
- practice beadworking,
- handle beadworking tools and materials safely,
- make single strand necklace with hearts,
- make double strand necklace,
- make beaded double strand necklaces with tassels,
- make beadloom necklace,
- make small beaded mittens,
 - games and toys
- identify and collect games and toys materials,
- select tools used to make particular games and toys,
- practice using tools and materials,
- handle tools and materials safely,
- play with games and toys,
- make buzzer,
- make bull roarer,
- make cup and pin,
- make dolls with clothing,
- make small cradle board,
- make small bow and arrow,
- make sling shot,
- make small canoe or boat,
- make small sled,
- make small toboggan,

traditional implements

- identify and collect traditional implements,
- select tools and materials used to make particular traditional implements,
- make traditional implements,
- maintain traditional implements,
- repair traditional implements,
- practice using traditional implements,
- handle traditional implements safely,
- handle axe safely,
- sharpen axe,
- handle saw safely,
- sharpen saw,
- make crooked knife,
- sharpen crooked knife,

note: these implements have replaced the more traditional stone tools

- make wooden spoons,
- make bows and arrows,
- make caribou rib bone knives,
- make bone awl,
- make bone sewing needle,
- make bone thimble hollowed out moose or caribou toe bone,

Living Well (health and physical education)

- develop competence using and making materials from the land,
- create cultural products associated with the land.

Communicating required knowledge

By the end of Grade 10, students will:

Manufacturing Technology (Manufacturing Technology, Open, TMJ2O)

- describe, in their plan for a work of clothing or craft product, the main idea they wish to communicate and the artistic decisions they have made to support that message,
- describe how artists representing various periods, styles, and cultures have used similar materials, tools, and the principles of design for a variety of purposes,
- explain how the effective use of the elements and principles of design contributes to an art work’s ability to communicate feelings, convey ideas, and enrich people’s lives,

Hide and Line Preparation (Manufacturing Technology, Open, TMJ2O)

- use traditional Omuskego terms in hide and line preparation activities,

Clothing Preparation (Manufacturing Technology, Open, TMJ2O)

- use traditional Omuskego terms in clothing preparation activities,

Craft Technology (Manufacturing Technology, Open, TMJ2O)

- use traditional Omuskego terms in craft manufacturing activities,

Living Well (health and physical education)

- use age- and role-appropriate specialized Omushkego language to enable participation in activities 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 10, students will:

Manufacturing Technology (Manufacturing Technology, Open, TMJ2O)

- identify ways in which manufacturing affects the environment today and predict how the effects will change in the future,
- explain the need for environmental stewardship and describe how the manufacturing industry can act in an environmentally responsible way,
- describe the past and present effects of manufacturing on society and predict how manufacturing will affect society in the future,
- identify the economic benefits that the manufacturing industry can provide at the local and provincial levels,

Hide and Line Preparation (Manufacturing Technology, Open, TMJ2O)

- successfully prepare moose or caribou hide,
- successfully produce a variety of lines,

Clothing Preparation (Manufacturing Technology, Open, TMJ2O)

- successfully manufacture a variety of bead work products, hide garments, and accessories,
- identify strengths and areas for improvement in their own work and that of others,
- explain their preference for specific art works, with reference to the artist’s use of the principles of design and their understanding of the ideas and feelings expressed in the work,
- identify ways in which the visual arts affect various aspects of society and the economy,
- 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,

Craft Technology (Manufacturing Technology, Open, TMJ2O)

- successfully make carving, bead work products, games, toys, and traditional implements,
- identify strengths and areas for improvement in their own work and that of others,
- explain their preference for specific art works, with reference to the artist’s intentional use of the elements and principles of design,
- identify ways in which the visual arts affect various aspects of society and the economy,

–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 hide, line, clothing, and craft tools and equipment safely,

–participate vigorously in all aspects of the program,

–participate in creating modern adaptations for traditional products, hide and line, clothing, and crafts, while maintaining the values and perspectives of the people,

–work cooperatively on a hide and line, clothing or craft project,

–reflect on their own interests, talents, and strengths and ways to develop them outside of school,

–apply decision-making and problem solving skills in addressing personal safety,

–interact in culturally appropriate ways with elders or cultural resource people,

–follow cultural ways or protocols for showing respect to the land,

–demonstrate respectful behaviour towards others in the group,

–behave in culturally appropriate ways when learning from culture,

–reflect on their personal responsibility in carrying traditional knowledge, skills, and values forward.

Grade 10: Winter (January–February)

Overall Expectations

By the end of Grade 10, students will:

Large Game Animals (science & technology)

- identify the location, habitat, physical (anatomy) and behavioural characteristics, tracks, life cycle, harvesting times, and uses of moose and caribou,

Climate and Weather (Science, Applied, SNC2P)

Earth and Space Science: Earth's Dynamic Climate

- analyse effects of human activity on climate change, and effects of climate change on living things and natural systems,
- investigate various natural and human factors that have an impact on climate change and global warming,
- demonstrate an understanding of various natural and human factors that contribute to climate change and global warming,

Fishing (science & technology)

- use techniques of angling and netting fish,
- construct and use fishing equipment, e.g., fish net,

Trapping and Snaring (science & technology)

- set, check, maintain, and empty traps and snares for mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, and black bear,

Hide Preparation (science & technology)

- clean, stretch, and prepare various fur bearers,

Large Game Hunting (science & technology)

- show methods of tracking, calling, and shooting moose and caribou,

Travel and Transportation Technology (Transportation Technology, Open, TTJ2O)

- identify traditional travel and transportation equipment, e.g., snowshoes and sled (and ski-doo),
- maintain traditional travel and transportation equipment, e.g., snowshoes and sled (and ski-doo),
- handle traditional travel and transportation equipment safely,

Transportation Technology Fundamentals

- explain how engines work to produce power, and identify the function and explain the maintenance requirements of the cooling, lubrication, and fuel systems,
- identify the major components and describe the function and operation of various types of drivetrains,
- identify and describe the major systems and components of vehicles, aircraft, and/or watercraft,

Transportation Technology Skills

- demonstrate the safe and correct use of a variety of maintenance and repair

techniques for servicing powertrain components,

- perform basic service on various vehicle, aircraft, and/or watercraft systems and components,

- follow correct procedures for the preventive maintenance and care of vehicles, aircraft, and/or watercraft,

Technology, the Environment, and Society

- demonstrate an understanding of ways in which various aspects of the transportation industry affect the environment and ways in which harmful effects can be remedied or reduced,

- demonstrate an understanding of the relationship between various aspects of the transportation industry and society,

Trapping Camp (science & technology)

- participate in a trapping camp,

Living Well (Food and Nutrition, Open, HFN10/HFN20)

- identify traditional foods and benefits of healthy food choices,

- display practices of handling and preparation of fish, mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, black bear, moose and caribou,

Research and Inquiry Skills

- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills,

Nutrition and Health

- demonstrate an understanding of eating patterns that contribute to optimal physical health,

Food Choices

- demonstrate an understanding of factors affecting people's food needs and of ways of meeting those needs,

- demonstrate an understanding of various factors that influence food choices,

Local and Global Foods

- demonstrate an understanding of where various foods are produced,

- demonstrate an understanding of how various food-purchasing choices and food-preparation practices affect the environment,

- demonstrate an understanding of issues related to food security,

Food Preparation Skills

- demonstrate an understanding of practices that ensure or enhance food safety,

- demonstrate skills needed in food preparation,

- engage in physical activities,

- follow Omushkego culture and language practices,

Traditional Storytelling (English, Applied, ENG2P)

- tell sacred stories about legendary, supernatural, and mythological events and stories about local history and real or apparently real events,

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes,
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes,
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication.

Specific Expectations

Understanding Omushkego cultural concepts and values

By the end of Grade 10, students will:

Large Game Animals (science & technology)

- identify the locations of moose and caribou within the Mushkegowuk territory,
- describe the habitats of moose and caribou within the Mushkegowuk territory,
- recognize and describe the physical and behavioural characteristics of moose and caribou,
- compare the characteristics of moose and caribou including their tracks,
- examine the life cycles of moose and caribou and relate these to their harvesting times,
- investigate ways in which natural communities within ecosystems can change, and explain how such changes can affect animal and plant populations,
- explain the importance of moose and caribou to the Omushkego people,

Climate and Weather (Science, Applied, SNC2P)

- compare different perspectives and/or biases evident in discussions of climate change in scientific and non_scientific media (e.g., with reference to knowledge, beliefs, and/or values),
- describe the principal components of Earth's climate system (e.g., the sun, oceans, and the atmosphere; the topography and configuration of land masses),
- describe the natural greenhouse effect, its importance for life, and the difference between it and the anthropogenic greenhouse effect,
- identify different greenhouse gases (e.g., carbon dioxide, methane, water vapour, nitrous oxide), and explain how they are produced naturally in the environment, describe methods by which greenhouse gases are produced by humans (e.g., burning of biomass, chemical reactions involving pollutants),
- identify the natural and human causes of climate change in the world and, in particular, how Canada contributes to climate change,
- identify indicators of global climate change (e.g., changes in: the mass of glacial and polar ice, sea levels, wind patterns, global carbon budget assessments, migratory patterns of birds),

Fishing (science & technology)

- identify the locations of traditional winter fishing sites within the Mushkegowuk territory,
- explain the skills, knowledge, and values required to participate better in the land-based fishing activities,

Trapping and Snaring (science & technology)

- identify the location, habitat, physical (anatomy) and behavioural characteristics, tracks, life cycle, harvesting times, and uses of mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, and black bear,
- identify the tools, traps, and techniques used in trapping and snaring,
- identify the skills, knowledge, and values required to participate better in the land-based cultural activities,

Hide and Line Preparation (science & technology)

- identify the tools and techniques used in hide and line preparation,

Large Game Hunting (science & technology)

- identify the locations of traditional winter moose hunting areas within the Mushkegowuk territory,
- describe the locations of traditional winter caribou hunting areas within the Mushkegowuk territory,
- explain the skills, knowledge, and values required to participate better in the land-based large game hunting activities,

Travel and Transportation Technology (Transportation Technology, Open, TTJ2O)

- describe traditional travel and transportation equipment and their uses,
- identify the function and describe the construction and operation of the major parts of an engine (e.g., piston, crankshaft, connecting rod, camshaft),
- describe the power flow from engine to final drive,
- identify and describe major body, hull, and/or fuselage system components,
- locate and identify the major components of steering/control, suspension, brake, electrical, and body systems when performing basic service on a vehicle or craft,
- describe the environmental impact of various modes of transportation,
- describe recent technological innovations in vehicles and/or craft,

Trapping Camp (science & technology)

- identify the locations of traditional trapping areas within the Mushkegowuk territory,
- identify the skills, knowledge, and values required to participate better in the land-based trapping activities,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- appreciate that the use of natural resources and technology are directly related to the traditional land identified with the nation,
- recognize that cultural knowledge and skills enable access to natural resources for healthful and balanced living,
- listen respectfully to the voices of those more experienced, especially elders and adults,

- acknowledge the role of the oral tradition in preserving the knowledge of traditional ways,
- explain the differences between nutrient-dense foods (e.g., animals from the land) and empty-calorie foods (e.g., junk) and their effects on health,
- describe factors that affect people’s food needs,
- describe effective strategies to use in selecting, preparing, and serving food to meet a variety of food needs,
- describe ways in which household members can contribute to the provision of food both inside and outside the home,
- identify different factors that influence people’s food choices,
- explain how personal, family, and community resources influence personal food choices,
- identify the components of food security,
- identify local programs to increase food security, and assess their effectiveness,
- Traditional Storytelling** (English, Applied, ENG2P)
- recognize a sacred story, a local history story, or a story of a real or apparently real event,
- explain how various elements in a sacred story, a local history story, or a story of a real or apparently real event, function in relation to each other,
- identify the purpose of several different listening tasks and set goals for specific tasks,
- identify the important information and ideas in both simple and complex oral texts in several different ways,
- develop and explain interpretations of both simple and complex oral texts, using evidence from the text and the oral and visual cues used in it to support their interpretations.

Developing Omushkego cultural skills

By the end of Grade 10, students will:

Large Game Animals (science & technology)

- observe the locations, habitats, characteristics, and life cycles of large game animals on the land,

Climate and Weather (Science, Applied, SNC2P)

- use a research process to investigate a source of greenhouse gases (e.g., decaying garbage, animal digestive processes, burning biomass) and its effect on a region of Canada (e.g., melting of the polar ice cap in the Arctic, shrinking of glaciers in the Rockies),
- conduct an inquiry to determine how different factors (e.g., an increase in surface temperature, an increase in water temperature) affect global warming and climate change,

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,
- note: angling and hook and line fishing has replaced traditional fishing with nets
- make fish net with paddle shaped spruce net floats and rough stone sinkers,
- 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,
- set traps,
- check and maintain traps,
- empty and remove traps,
- handle trapping equipment safely,
- read furbearer movements and signs,
- snare mink, marten, otter, lynx, and fisher,
- trap black bear, mink, marten, otter, weasel, lynx, and fisher with deadfall,
- snare beaver,
- trap beaver using fence,
- trap otter, mink, marten, fisher, muskrat (fall), and beaver,
- trap red squirrel with wire snares or steel traps,
- trap beaver using chisel technique,
- note: steel traps have replaced traditional trapping with snares and deadfalls,

Hide Preparation (science & technology)

- clean various fur bearers,
- stretch various fur bearers,
- prepare and fix hides,
- handle hide preparation tools and equipment safely,

Large Game Hunting (science & technology)

- read caribou and moose movements and signs,
- track and shoot moose,
- track and shoot caribou,
- drive caribou,
- snare caribou,
- trap caribou using brush fences or hedges,

note: shooting has replaced large game hunting with drives, snares and traps using fences or hedges

Travel and Transportation Technology (Transportation Technology, Open, TTJ2O)

- make west coast snowshoe (pointed toe) including netting and frame,
- make flat spruce or cedar board snowshoe (for emergency use),
- make ski-doo sled (larger version),
- repair ski-doo sled,
- handle traditional travel and transportation equipment safely,
- use measurement tools correctly to inspect and service vehicle system,
- identify wear on vehicle system components on the basis of industry standards,
- describe and maintain support systems related to vehicle operation,
- repair or replace components to meet or exceed original equipment manufacturer (OEM) standards,

Trapping Camps (science & technology)

- make practical choices of persons forming trapping groups,
- plan a trapping camping trip,
- help set up camp, e.g., tent, stove, collect firewood, haul water,
- keep camp in good order,
- care for camping equipment and materials,
- take down camp,
- practice camp safety,
- develop competence in Omushkego social values, e.g., working together,

Living Well (health and physical education)

- make dried fish (neohiganak),
- boil fish with intestines,
- fry fish,
- boil small game birds, rabbit, squirrel, and muskrat with heart, lungs, and kidney attached,
- make smoked beaver,
- roast beaver on a spit or grill with green sticks,
- roast moose or caribou on a spit or grill using green sticks,
- boil moose including heart, liver, unborn calf, and stomach contents,
- make smoked moose or caribou which is cut into thin strips,
- make pemmican, e.g., meat dried on a grill over a fire and pounded into a powder mixed with caribou grease,
- develop competence living off the land,
- create foods products associated with the land,
- plan and prepare a food item or items and identify the source of most of the ingredients,
- demonstrate the use of safe food-handling practices required to prevent cross-contamination by pathogens, parasites, and allergens in the food-preparation area,

- follow appropriate protocols to ensure food safety,
- identify and select appropriate kitchen tools, equipment, and ingredients for use in food preparation,

Traditional Storytelling (English, Applied, ENG2P)

- retell a sacred story, a local history story, or a story of a real or apparently real event,
- identify and use several different active listening strategies when participating in a variety of classroom interactions,
- identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts,
- identify several of their skills in viewing, representing, reading, and writing and explain how the skills help them improve their oral communication skills.

Communicating required knowledge

By the end of Grade 10, students will:

Large Game Animals (science & technology)

- formulate questions about and identify the needs of moose and caribou in an ecosystem, and explore possible answers to these questions and ways of meeting these needs,
- plan investigations for some of these answers and solutions,
- use appropriate vocabulary, including correct science and technology terminology, to communicate ideas, procedures, and results,
- compile qualitative (Omushkego) and quantitative (scientific) data gathered through investigation in order to record and present results,
- communicate the procedures and results of investigations for specific purposes and to specific audiences, using media works, oral presentations, written notes and descriptions, charts, graphs, and drawings,

Climate and Weather (Science, Applied, SNC2P)

- use appropriate terminology related to Earth's dynamic climate, including, but not limited to: anthropogenic, atmosphere, carbon footprint, carbon sink, climate, greenhouse gases, hydrosphere, and weather,

Fishing (science & technology)

- use traditional Omushkego fishing terms on the land,

Trapping and Snaring (science & technology)

- use traditional Omushkego trapping terms on the land,

Hide Preparation (science & technology)

- use traditional Omushkego terms in hide and line preparation activities,

Large Game Hunting (science & technology)

- use traditional Omushkego large game hunting terms on the land,

Travel and Transportation Technology (Transportation Technology, Open, TTJ2O)

- use appropriate Omushkego terminology to describe travel and transportation activities,

Trapping Camp (science & technology)

- use traditional Omushkego trapping terms on the land,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- use age- and role-appropriate specialized Omushkego language to enable participation in activities 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,
- use an appropriate format to communicate the results of their research and inquiry effectively for a specific purpose and audience,
- use terms relating to food and nutrition correctly,
- clearly communicate the results of their inquiries, and follow APA conventions for acknowledging sources,

Traditional Storytelling (English, Applied, ENG2P)

- communicate the main idea of a sacred story, a local history story, or a real or apparently real event storytelling presentation and explain how details support the main idea,
- explain how several different presentation strategies are used in oral texts to inform, persuade, or entertain,
- communicate orally for several different purposes, using language suitable for the intended audience,
- communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience,
- use appropriate words, phrases, and terminology, and several different stylistic devices, to communicate their meaning and engage their intended audience.

Applying Omushkego cultural concepts, skills, and values

By the end of Grade 10, students will:

Large Game Animals (science & technology)

- explain the importance of moose and caribou as sources of food,
- identify the importance of moose and caribou in the Omushkegowuk economy,
- explain the long-term effects of the loss of natural habitats and the extinction of species,
- identify and explain economic, environmental and social factors that should be considered in the management and preservation of habitats,
- investigate the impact of the use of technology on the environment,

Climate and Weather (Science, Applied, SNC2P)

- analyse, on the basis of research, various ways in which living things and natural systems have been affected by climate change (e.g., the effect of loss of permafrost on northern roads and housing; the effect of longer growing seasons in some regions on farmers; the effect of warming oceans on coral reefs), and communicate their findings,

–analyse ways in which human actions (e.g., burning fossil fuels, implementing tree-planting programs) have increased or decreased the production of greenhouse gases,

Fishing (science & technology)

–successfully catch fish,

Trapping and Snaring (science & technology)

–successfully trap or snare mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, and black bear,

Hide and Line Preparation (science & technology)

–successfully prepare fur bearer hides,

Large Game Hunting (science & technology)

–successfully hunt caribou and moose,

Travel and Transportation Technology (Transportation Technology, Open, TTJ2O)

–successfully make west coast snowshoe (pointed toe),

–successfully make flat spruce or cedar board snowshoe (for emergency use),

–successfully repair and maintain snowshoes,

–successfully make ski-doo sled (larger version),

–successfully repair and maintain ski-doo sled,

–successfully use west coast snowshoes,

–use tools required for basic service tasks related to powertrains correctly and maintain the tools in good working order,

–perform basic maintenance procedures related to powertrains,

–demonstrate the safe and correct use of various fabrication and repair techniques,

–perform basic engine repair, demonstrating understanding of the function and operation of engine components,

–service steering/control, suspension, brake, electrical, and body system components,

–perform exterior and interior surface care procedures safely and correctly,

–use proper procedures for winterizing and/or storing vehicles and/or craft,

–explain the pros and cons of various means of transporting people/materials in terms of economy, safety, convenience, and so on,

Trapping Camp (science & technology)

–travel up the river to traditional trapping camps within the Mushkegowuk territory,

–successfully participate in trapping camp activities,

–apply health and safety practices related to life on the land,

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

–analyse over period of time, their own traditional food selections, including food purchases and determine whether or not they are healthy choices,

–handle and prepare ducks and geese properly,

–demonstrate an understanding of safe practices within the food-preparation area,

–demonstrate the ability to safely use, maintain, clean, and store tools and equipment used in food preparation,

–assess their own eating patterns and create a personal eating plan to achieve optimal physical health,

- analyse how social situations influence food choices,
- explain how various factors affect the availability of local foods,
- explain why certain foods are imported from other countries,
- assess their personal and family food-purchasing and food-preparation practices to determine their effect on the environment,
- assess programs and practices that reduce the impact of food production and consumption on the environment,
- participate vigorously in all aspects of the program,
- apply decision-making and problem solving skills in addressing personal safety,
- interact in culturally appropriate ways with elders or cultural resource people,
- follow cultural ways or protocols for showing respect to the land,
- demonstrate respectful behaviour towards others in the group,
- behave in culturally appropriate ways when learning from culture,
- reflect on their personal responsibility in carrying traditional knowledge, skills, and values forward,

Traditional Storytelling (English, Applied, ENG2P)

- tell a sacred story, a local history story, or a story of a real or apparently real event,
- show respectful appreciation during a sacred story, a local history story, or a real or apparently real event storytelling presentation,
- extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them,
- analyse both simple and complex oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response,
- identify the perspectives and/or biases evident in both simple and complex oral texts and comment on any questions they may raise about beliefs, values, identity, and power,
- identify several different vocal strategies and use them selectively and with sensitivity to audience needs,
- identify several different non-verbal cues and use them, with sensitivity to audience needs, to help convey their meaning,
- demonstrate an understanding of several different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences,
- describe several different strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify steps they can take to improve their oral communication skills.

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

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 specific related expectations. The overall expectations are broad in nature, and the specific expectations define the particular scope of the knowledge and skills [and values] referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of 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, Grades 9 and 10, English, 2007*, p. 21

The Achievement Chart for Omushkego Culture

[The achievement chart for Omushkego culture] enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time.

The achievement chart is designed 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;
- assist teachers in providing meaningful feedback to students;
- provide various categories and criteria with which to assess and evaluate student learning.

—from *The Ontario Curriculum, Grades 9 and 10, English, 2007*, p. 22

The achievement chart for culture identifies four categories of knowledge, skills, and values for *The Omushkego Language and Culture Curriculum, Grades 9 and 10: Omushkego Culture* — Understanding Omushkego cultural knowledge and values, Developing Omushkego cultural skills, Communicating Omushkego knowledge, and Applying Omushkego cultural knowledge, skills, and values. 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 in the achievement levels are meant to be used to assess each student's achievement of the expectations outlined in this document *in each grade and strand*. Teachers should use the descriptions to identify the level at which a student has achieved a particular expectation, or a group of expectations, in the appropriate category of skills. For example, one of the expectations in Spring for Grade 9 is that students will "construct a mikiwam with spruce or birch bark." If the student develops this skill or develops a few of these skills correctly with limited effectiveness 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 students' 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 consistently complete explanations of them. He or she develops all (or almost all) of the required Omushkego cultural skills correctly with a high degree of effectiveness and with little or no assistance. The student communicates consistently in oral, graphic, and written forms using appropriate Omushkego conventions, terminology and vocabulary in land-based, school, or community situations with a high degree of effectiveness. She or he consistently applies the required Omushkego knowledge, skills, and values in familiar contexts with a high degree of effectiveness. The student shows a thorough understanding of connections between personal experiences, Omushkego culture, and the world inside and outside the school with a high degree of effectiveness.

—adapted from *The Ontario Curriculum, Grades 9 and 10, English, 2007*, pp. 23-24

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that the achievement of particular expectations is considered within appropriate categories.

—from *The Ontario Curriculum, Grades 9 and 10, English, 2007*, p. 22

Achievement Chart for Omushkego Culture, Grades 9 and 10

Knowledge/ Skills/Values	(50-59%) Level 1	(60-69%) Level 2	(70-79%) Level 3	(80-100%) Level 4
Understanding Omushkego cultural knowledge and values (cognitive culture) 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 or nearly complete explanations	— demonstrates thorough understanding of Omushkego cultural knowledge and values — consistently gives complete explanations
Developing Omushkego cultural skills (material culture) The student:	— develops few of the required Omushkego cultural skills correctly with limited effectiveness and only with assistance	— develops some of the required Omushkego cultural skills correctly with some effectiveness and with frequent assistance	— develops most of the required Omushkego cultural skills correctly with considerable effectiveness and with only occasional assistance	— develops all (or almost all) of the required Omushkego cultural skills correctly with a high degree of effectiveness and with little or no assistance
Communicating Omushkego knowledge (linguistic culture) The student:	— rarely communicates in Omushkego with clarity and precision — rarely uses appropriate Omushkego terminology and vocabulary in land-based, school or community situations with limited effectiveness	— sometimes communicates in Omushkego with clarity and precision — sometimes uses appropriate Omushkego terminology and vocabulary in land-based, school, or community situations with some effectiveness	— usually communicates in Omushkego with clarity and precision — usually uses appropriate Omushkego terminology and vocabulary in land-based, school or community situations with considerable effectiveness	— consistently communicates in Omushkego with clarity and precision — consistently uses appropriate Omushkego terminology and vocabulary in land-based, school or community situations with a high degree of effectiveness
Applying Omushkego cultural knowledge, skills, and values (social culture) The student:	— rarely applies knowledge, skills, and values in a variety of contexts with limited effectiveness — 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 with some effectiveness — 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 with considerable effectiveness — 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 with a high degree of effectiveness — 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 Grades 9 and 10

The Omushkego Language and Culture Curriculum 2014 (Revised)

This document is part of a collection of resources designed to help high 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 secondary level. 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>.